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Regional Autonomy and Special Autonomy: A Review of Integration in Regional Governance from the Perspective of Civic Education

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Abstract

This study addresses the challenges and impacts of Regional and Special Autonomy in local governance, with a particular focus on the role of civic education. The central problem is understanding how these autonomy concepts influence local development and citizen participation. The objectives of this research are to analyze how Regional and Special Autonomy affect societal dynamics and local development, and to assess the role of civic education in enhancing the implementation of these concepts. A literature study approach was employed to gain a comprehensive understanding of the issue. The analysis involved reviewing a diverse range of sources, including legal documents, academic journals, and research reports. The study utilized a variety of literature sources relevant to Regional and Special Autonomy and civic education, providing a broad and deep examination of the subject matter. The findings highlight that a thorough understanding of Regional and Special Autonomy is crucial within civic education frameworks. Effective implementation of these autonomy concepts at the local level can foster greater citizen participation in development and decision-making. Additionally, civic education plays a critical role in preparing citizens to understand and engage with their rights and responsibilities, thereby supporting more inclusive and sustainable governance. The study concludes that integrating Regional and Special Autonomy with civic education is



essential for enhancing local governance. A better grasp of these concepts, supported by robust civic education, can lead to more democratic, inclusive, and sustainable community development.

Keywords: Regional Autonomy, Special, Local Government, Civic Education.

A. Introduction

Regional and special autonomy played an important role in the context of implementation in Indonesian local government. The concept of regional autonomy was introduced as an effort to provide greater space to regions in managing their own government affairs according to their local needs. It aimed to accelerate development, improved public services, and stimulated community participation in the development process. On the other hand, special autonomy gave additional authority to certain regions with special characteristics, such as Aceh and Papua, to manage most of their own government affairs in accordance with local values and recognized traditions.

The implementation of regional and special autonomy in Indonesia showed various challenges and achievements. In terms of support for regions ¹ stated that autonomy provided an opportunity for healthy competition among regions, by ensuring support for regions that had not been able to reach the minimum standards to compete fairly. Key challenges included a lack of administrative capacity in some regions, different interpretations of the authority granted, and policy continuity from one leadership period to the next. However, the implementation of autonomy had also resulted in positive achievements such as increased regional economic growth, improved quality of public services, and empowerment of communities in making decisions that affected their daily lives.

The role of regional and special autonomy in the context of implementation in Indonesian local government also included strengthening local identity and building regional economic independence.² argued that the balance between regional fiscal autonomy and the cost of governance provided a basis for studying the effect of regional fiscal autonomy on intergovernmental cooperative environmental governance. By giving more authority to regions, local governments could develop

¹ Basri, *Perekonomian Indonesia Tantangan Dan Harapan Kebangkitan Indonesia*.

² Li dan Li, "The Impact of Intergovernmental Cooperation and Local Fiscal Autonomy on Environmental Regional Governance: Evidence From China Yangtze River Delta Urban Agglomeration."

policies that better suit their local needs and potential. This created opportunities for policy innovation that could accommodate cultural, social and economic diversity across Indonesia, and reduce development disparities between regions. Regional Autonomy according to Indonesia's Basic Constitutional Law number 23 of 2014 Article 1 paragraph 6 concerning Regional Government Part I was the right, power, and responsibility of autonomous Regions to regulate and manage their own government affairs and the interests of local communities under the system of the Unitary State of the Republic of Indonesia (Set of Legislation of the Republic of Indonesia. 2015).

Amidst of the dynamics of governance reformed and the spirit of enhancing regional autonomy, the central government continued to work on improving the regulatory framework that supported the implementation of regional and special autonomy. They included providing technical support, greater financial transfers, and strengthening the administrative capacity of regions to manage the authority granted. Thus, the role of regional and special autonomy did not only key in building a more democratic and responsive governance order at the local level, but also was in strengthening Indonesia's overall national unity and integration.

Regional and special autonomy played a crucial role in the context of implementation in Indonesian local governance, especially when viewed from the perspective of civic education. The purpose of Regional Autonomy according to the constitutional Law No. 32/2004 on Regional Government article 2 paragraph 3 stated that the purpose of Regional Autonomy was to exercise the widest possible autonomy, except for government affairs, with the aim of improving community welfare, public services, and regional competitiveness (Set of Legislation of the Republic of Indonesia, 2015). In the context of civic education, the implementation of regional autonomy could allow for curriculum development that was more in line with local needs and the application of civic values which were relevant to local social and cultural realities. These could increase community awareness and participation in social, political and economic activities, which in turn had the potential to strengthen national identity and strengthen national integration within the framework of the Unitary State of the Republic of Indonesia.

By investigating the implementation of the principle of autonomy, regions in Indonesia have the opportunity to develop a civic education curriculum that was more relevant to local conditions and the needs of local communities. ³ stated that ideally the curriculum should serve the interests of its recipients from the students' perspective. It allowed civic education was not only to be a theoretical lesson, but also to give students hands-on experience of how local government works and how political decisions affected their daily lives.

By learning the role of regional and special autonomy, the local governments could adopt civic education approaches that were more inclusive and based on local values. Regarding to students and teachers views on the results of implementing a relevant and appropriate curriculum to improve students' citizenship skills ⁴ stated that overall the civic education curriculum successfully supports students in dialogue, argumentation, and cultural literacy. Adopting a curriculum with civic education with regional and special autonomy could adapt learning materials to local social, cultural and historical realities, so that students could identify themselves as part of the local and national community. This contextualized civic education helped to reinforce a strong civic identity and appreciation for pluralism in Indonesia's pluralistic society.

In addition, regional and special autonomy facilitates local governments integrated the values of democracy, participation and openness in civic education.⁵ stated that in the current curriculum framework civic education is still focused on more traditional forms of political participation and much effort would need to be made in developing civic education in the digital era. By giving more authority to regions in designing curriculum and learning strategies, they could encourage students to actively participate in democratic processes, from the local to the national level. This did not only build a deeper understanding of the rights and obligations of citizenship, but also nurtured the spirit to be actively involved building a fair and democratic society.

³ Geurts et al., "I have discovered how to have faith in my students': Negotiating a citizenship education curriculum with vocational education students."

⁴ Evagorou, Vrikki, dan Papanastasiou, "Students' and teachers' voice on the outcomes of a citizenship education curriculum."

⁵ Peart et al., "Digital and socio-civic skills development and young people's perceptions of digital citizenship in the UK."

The implementation of regional and special autonomy in the context of civic education had opened space for educational innovations that were more responsive to local social and political dynamics. According to ⁶ the Human Development Index was a comparative method that measures values based on three main indicators: life expectancy, literacy rates, and living standards that are relevant for all countries around the world. Local governments could create educational programs that touched on important local issues, such as environmental preservation, local wisdom, or improving the quality of life of the community. Thus, regional and special autonomy did not only serve to strengthen regional independence in terms of administration, but also considered in building relevant and meaningful civic education for Indonesia's young generation.

This study conducted a significant contribution to deepening understanding of the implementation of regional autonomy and special autonomy of local governance. These were analyzed through the lens of civic education. The novelty of this study was deserved on its comprehensive approaches for exploring how the implementation of autonomy principles. It could affect the civic learning process at the local level. By integrating a civic education perspective, the study did not only explore the impact of administrative policies and practices, but also identified ways in which active community participation could be enhanced through a better understanding of rights, obligations and political processes for regional and special autonomy contexts.

This study had some significant benefits in the Civic Education developments scholarship with a focus on regional autonomy, specifically local governance contexts. By investigating the possible result's statement of approaches of many previous literature studies, this study could provide in-depth insights into how the implementation of autonomy policies affected civic education at the local level. The benefits did not only limit to a better understanding of the structure and processes of local governance, but also it was in formulating strategies to enhance the active participation of communities in political and social life. Thus, this study did not only provide an important theoretical contribution, but also could serve as a foundation for

⁶ Arsyad, "Ekonomi Pembangunan Edisi 5."

the development of more effective and inclusive public policies in support of sustainable local democratic development.

The research basis as a gap analysis of this study is to fill the gap in knowledge that exists in the study of how the concept of Regional Autonomy and Special Autonomy is integrated into regional governance from the perspective of civic education. Although there are many studies that discuss each concept of autonomy separately, research that explores how these two concepts can be effectively integrated in the context of civic education is still limited. In addition, most previous studies focus more on the legal and administrative aspects of autonomy without considering the important role of civic education in facilitating community understanding and participation.

The importance of this study to be studied because this study fills the gap in the literature by exploring how Regional Autonomy and Special Autonomy can be integrated with civic education. A deep understanding of this integration can help optimize the implementation of autonomy in the local context, as well as increase active community participation in the development and decision-making process. In addition, civic education is often considered an additional component in regional governance. This study highlights how important civic education is in equipping citizens with the knowledge and skills needed to be effectively involved in local governance. This opens up new insights into how civic education can strengthen the implementation of regional autonomy and special autonomy.

Implications for policy and practice are that by providing insights into how citizenship education can be effectively integrated with the concept of autonomy, the results of this study can help policymakers and practitioners design better strategies to enhance community engagement and the implementation of autonomy. It can also support efforts to create a government that is more responsive and accountable to the needs and aspirations of local communities.

B. Methods

The type of research used by the researcher is qualitative. It referred to⁷ viewed that qualitative methods were various approaches to analyze and deeply understand

⁷ Creswell dan Clark, *Designing and conducting mixed methods research*.

the meaning contained in human phenomena and social problems. Moreover⁸ also explained that qualitative methods were studied to describe and phenomena analysis, events, beliefs, attitudes, and social activities of both individuals and groups.

A literature was learnt in this study also considered for study approach which was involved by analysing in previous studies, scientific articles, textbooks, and other sources to understand and reorganize relevant information related to the topic under study. The steps of study were at the initial stage to identify relevant literature sources related to the implementation of regional and special autonomy in Indonesia. Furthermore, the select the most relevant and up-to-date literature were run to support the study. Then, selected literatures were conducted an in-depth analysis of the selected literature. After discussing the literature analysis, the next step was to interpret all findings related them to approach theoretical concepts in civic education. Finally, the study compiled a research report, that would reflect the findings and comprehensive analysis of the literature.

C. A Review of Integration in Regional Governance from the Perspective of Civic Education

The findings in this study highlighted the importance of a strong understanding of the concept of regional autonomy in the context of civic education. Regional autonomy was the principle that authorized local governments to manage affairs within the limits set by national laws. In the context of civic education, regional autonomy allowed local governments to design curricula that were relevant to local values and enabled the development of programs that suited the needs and characteristics of local communities. Effective implementation of regional autonomy in this regard strengthened local identities and promoted the active involvement of citizens in social and political development, especially through education which promoted democratic values and participation.

A deep understanding of the concept of special autonomy in the context of civic education was related to the authority given to certain regions that had special characteristics, such as special autonomous regions, border regions, or regions with

⁸ Sukmadinata dan Syaodih, *Metode Penelitian Pendidikan*.

certain ethnic characteristics. ⁹ stated that efforts to build disciplinary character were a process to develop attitudes and behaviors that were consistent in complying with rules, obedience to duties and responsibilities, and the ability to control themselves in carrying out activities or tasks with full diligence and seriousness. The implementation of special autonomy in civic education allowed the development of a curriculum that was more sensitive to local distinctiveness, while providing space for recognition and respect for the unique cultural identity, language, and values in the community.

Effective implementation of both regional and special autonomy concepts at the local government level could open up many opportunities for citizens would actively participate in the development and decision-making processes that impacted in their daily lives. According to statement of ¹⁰ about the principle of regional autonomy and decentralization in the power relationship between central and local governments was one way to implement the principles of democracy. By conducting study about the civic education based on these principles, local communities can more easily accept and support public policies that are relevant to their own needs. It also promoted greater social inclusion and strengthened people's capacity to contribute to sustainable development.

In the context of globalization era and the complexity of current socio-political dynamics, a strong understanding of regional and special autonomy in civic education is becoming increasingly important. ¹¹ stated considering the traditions which existed in Indonesia, there was an internalization of Pancasila values. It was not only strengthened for local identity and promoted social justice, but also encouraged the formation to more democratic and empowered society, where every individual had the opportunity to contribute significantly to positive change in their community.

Citizenship education played a crucial role in preparing people to understand and exercise their rights and obligations as active citizens in political and social life.¹²

⁹ Syafawati, Z dan Sunarso, "Upaya pembentukan karakter disiplin warga melalui gerakan Kampung Panca Tertib."

¹⁰ Suny, *Pergeseran Kekuasaan Eksekutif*.

¹¹ Anggraeni, Pinasti, dan Hidayah, "Implementasi Nilai Pancasila dalam Budaya Ambengan untuk Penguatan Integritas Nasional (Studi pada Masyarakat Desa Jogomertan)."

¹² Davies, Mizuyama, dan Thompson, "Citizenship Education in Japan."

stated that civic education required for further understanding in various contexts. By applying study literature approaches method, the civic education individuals were given a depth understanding of the democracy principles, human rights, social justice, and mechanisms of participation in public decision-making. Effective civic education did not only provide theoretical knowledge, but also trained practical skills such as critical thinking skills, argumentation skills, and the ability to collaborate in solving social problems.

Robust civic education provided a strong foundation for the inclusive and sustainable implementation of regional autonomy and special autonomy at the local level. ¹³ argued that vertical power sharing was important. By understanding their rights and obligations as citizens, local communities could be more effectively participate in decision-making processes that affected their daily lives. They would better able to appreciate cultural and social diversity in the context of special autonomy, and to monitor and support the implementation of public policies that was strengthen local identity and promote the shared prosperity.

Civic education helped to build collective awareness of the importance of democratic values and participation in maintaining social stability and improving the quality of life at the local level. ¹⁴ stated that if the relationship between citizenship and history education mainly centred on the construction of national identity had promoted democratic and global citizenship to a very limited extent, and, for various reasons. By preparing skilled and politically educated citizens, the civic education promoted a more inclusive and harmonious social environment, where was each individual feels he or she had an important role to play in the development of their society.

In the globalization era and complex socio-political dynamics, it was important for civic education to continue to develop in accordance with the demands of the times. ¹⁵ stated that in the era of globalization, it had broad implications for global society. This included incorporating a more holistic and multicultural approach in teaching civic values, so as to overcome challenges such as political polarization, social inequality,

¹³ Juanda, *Hukum Pemerintahan Daerah: Paang Surut Hubungan Kewenangan Antara DPRD dan Kepala Daerah*.

¹⁴ Kuş dan Mert, "Citizenship education through high school history in Turkey."

¹⁵ Winarno, *Pembelajaran Pendidikan Kewarganegaraan*.

and injustice in the implementation of regional and special autonomy. Thus, civic education did not only become a means to disseminate knowledge, but also it was a tool to build a strong foundation for a more just and sustainable social and political order.

The integration concepts between regional autonomy and special autonomy by civic education was a crucial step for strengthening local governance that was effective and responsive to community needs. Regional autonomy authorized local governments to manage affairs within a certain scope in accordance with local characteristics and needs.¹⁶ stated that civic education with an assimilation and multiculturalism approach in civic education sought to eliminate or reconcile ethnic differences. By conducting for effective and responsive local governance, civic education was integrated with the concept of regional autonomy helped people understand how they could actively participate in local development processes and decision-making that affects their lives.

Civic education paid attention to the concept of special autonomy, which gave additional authority to regions with special characteristics such as special autonomous regions or border areas. By considering in the Indonesia's basic constitutional law number 23 of 2014 Article 1 paragraph 6 concerning Regional Government states that regional autonomy was the right, authority and obligation of autonomous regions where the region could regulate and manage its own government affairs and the interests of local communities within the system of the Unitary Republic of Indonesia. Thus, a good integration between special autonomy and civic education could help strengthen the cultural and social identity of local communities, and promoted respect for local diversity in decision-making processes.

By investigating a better understanding of the role and implementation of regional and special autonomy. It was expected that local people could be more actively involved for democratic building, inclusive and sustainable communities.¹⁷ stated that civic education should be reformed so that it reflects the home cultures and languages of various groups. A local government that is able to integrate the principles of autonomy in its public policies would also be better able to respond to the aspirations

¹⁶ Ye, "Internal Migration and Citizenship Education in China's Shenzhen City."

¹⁷ Banks, "Diversity, Group Identity, and Citizenship Education in a Global Age."

and needs of the community appropriately and efficiently. This created an environment where every citizen feels that they had a significant role to play in the development and management of local resources.

The integration between kind of concepts for considering applied of the role and implementation of regional and special autonomy, these were expected to increase the accountability of local governments to the communities their served. ¹⁸ stated that the notions of civic republican citizenship were likely to dominate rural communities, but liberal civic discourses might offer a meaningful pathway for realizing rural civic education. By detail learning through civic education, it was included knowledge about regional and special autonomy. The people could understand easily the mechanisms of oversight and management of public budgets, and could participate for the processes of evaluating and improving policies were implemented by local governments.

The integration of regional autonomy, special autonomy, and civic education created an opportunity to build bridges between government and society, as well as between different groups of people in the context of increasingly complex social plurality. Thus, the local governance would become more inclusive and would be able to manage differences in ways that promoted social justice and shared prosperity.

D. Conclusions

Overall for the further conclusions of study about the integration of the concepts of regional autonomy and special autonomy the applied civic education was essential to strengthen democratic, inclusive and sustainable local governance. By discussing through a deep understanding of these two concepts, people could be actively involved in the development processes of their communities, and could monitor and support policies that affect their daily lives. Civic education integrated for regional and special autonomy did not only enhance public participation in local decision-making but also strengthened the cultural and social identity of local communities. Thus, it created a solid foundation for local governments to manage diversity and respond more

¹⁸ Waterson dan Moffa, "Citizenship education for proactive democratic life in rural communities."

effectively for community needs, thereby promoting of sustainable development and strengthening the quality of life together would be notably.

A recommendation to strengthen the integration between the concepts of regional autonomy, special autonomy and civic education was to develop training and education programs for local decision-makers, teachers and the general public on the importance and ways of implementing both concepts in everyday life. This program could include workshops, seminars or training involving various parties from the government, educational institutions and civil society. The purpose of the program was to increase a shared understanding of how regional and special autonomy could be used to strengthen community participation in local development processes, as well as to promote inclusiveness and sustainability in public policies. This would create a more collaborative and empowering environment at the local level, supporting the realization of a government that was responsive to the needs and aspirations of the people.

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