

Implementation of Good Governance in the Cost of Education Functions through Government Scholarships

Kumba Digdowiseiso¹, Ifan Firmansyah², Andi Nurcahya³

¹Faculty of Economics and Business, Universitas Nasional, Indonesia

^{2,3}School of Graduate Studies, Universitas Nasional, Indonesia

kumba.digdo@civitas.unas.ac.id

Abstract

Education services are the leading sector in accelerating the rate of human growth and the human development index (HDI) by applying three principles of good governance, namely participation, transparency and effectiveness and efficiency. The purpose of this study is to examine the implementation of good governance in the cost of the education function through educational scholarships. This research uses a literature study method by collecting library data, reading, taking notes and managing writing materials. The results of the study show that the government has succeeded in implementing the principles of good governance which include participation, transparency and effectiveness and efficiency in the education sector. The principle of participation is shown in the increase in the human growth index every year. Then the principle of transparency is aimed at ease of access to obtain educational information from the government for the community. Furthermore, the government in the principle of being effective and efficient has implemented the scholarship assistance program on target. So that the implementation of good governance by the government in spending on education functions through educational scholarships has been carried out properly.

Keywords

good governance; cost of education function; scholarship



I. Introduction

In order to accelerate the rate of human growth and the human development index, the State fulfills the needs of the community, one of which is by providing educational services. Education services are one way because it is an aspect of macro consumption that must always be met by the state, so it is called the "leading sector" (Widiansyah, 2017). This is stated in Law Number 20 of 2003 Article 49 that education in every country must have a special budget allocation of at least 20% (twenty percent) of the budget of the central government and regional governments respectively. Then, according to data from the Ministry of Finance of the Republic of Indonesia (Kemenkeu RI) in 2022, it is proven that in 2022 the education function budget will be Rp. 542.8 trillion, which is a significant increase from 2016-2021.

The large increase in the allocation of funds for the education sector shows that the government is very serious in dealing with education issues in Indonesia, considering that Indonesia has experienced educational challenges in facing the Covid-19 pandemic. The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). With the government's focus on the budget for the education function, it is actually able to change the stigma of the education climate in Indonesia, where education plays an important role and contributes as a senior

stakeholder, a good reputation and impact for the country itself and the welfare of a region will be achieved if the allocation of capital expenditures can be utilized properly. For example, in the field of education which is a basic need of society (Cox, 2021; Digdowiseiso & Damayanti, 2021). Law No. 17 of 2003 stipulates that one of the details of state spending is state expenditure by function, which refers to the international standard prepared by UNDP, namely the categorization of government functions, and adopted by the International Monetary Fund (IMF) in the Government Finance Statistics (GFS). With the allocation of funds for state spending, it can show the public how the governance of the government organizational system is running. In central government spending according to its function, it is divided into 11 (eleven) functions, including education. This is a way for the state to fulfill its obligations which require the central government to spend finances in terms of education.

The governance of the government organization system that is currently running and prioritizes the public interest in education as one way for the government to be able to improve the quality of public services (Ojo et al., 2022; Wardani et al., 2017). In addition, it has a goal in reducing social and economic inequality, in government financial management and equity in society. This is in accordance with the principle of good governance, where the policy made by the government to make a program to accelerate growth through education. In principle, it is one of the management processes carried out by the government related to the country's economy through the use of human resources, so that the interests of the people can be implemented with the principles of justice, equity, equality, efficiency, transparency, and accountability. The principles of good governance are participation, legal certainty, transparency, responsibility, agreement-oriented, fairness, effectiveness and efficiency, accountability, and strategic vision. However, the principles that emerge in the program to accelerate community growth are the principles of participation, transparency, effectiveness and efficiency (UNDP, 1999; Safrijal et al., 2016).

These principles are in accordance with the policy of accelerating community growth through education. In allocating government spending costs, one form of education financing is provided by providing scholarship assistance, including those given by the Ministry of Education, Culture, Research and Technology. Scholarships awarded include 1) PIP (Smart Indonesia Program); 2) KIP (Smart Indonesia Card); 3) Bidikmisi; 4) Sister (Higher Education Affirmation); 5) Featured Scholarships. In this study, we want to know how the implementation of good governance in the cost of the education function through government scholarships.

The authors use the theory of good governance. Good governance is the quality of the relationship that exists between the government and the people who are served and protected by the government (Duarmas et al., 2016). Good governance is a way that the government uses its power to manage human, social and economic resources to help develop society (Adisasmita, 2011). UNDP (United National Development Planning) also states that the good governance program is a practice of applying management authority from various departments (Safrijal, 2016). The principles of good governance are participation, legal certainty, agreement-oriented, transparency, responsibility, justice, effectiveness and efficiency, accountability and strategic vision.

Good governance has nine (9) principles (Rozandi & Digdowiseiso, 2021). In this case, there are three principles that are reviewed in the research, namely the principles of participation, transparency and effectiveness and efficiency. The principle of participation is a policy taken in accordance with the wishes or expectations of the community. Regardless of approach and interpretation, there is international consensus on the need to

promote voice governance as a cornerstone of development. The challenge facing all societies is to strengthen the institutions, processes and mechanisms that enable the full participation of citizens in setting the sustainable development agenda. Diversity of interests to be resolved peacefully. Good governance is also based on the belief that a system that places sovereignty in the hands of the people is more likely to invest in the people, channeling public resources into basic education, health services and social services (Kardos, 2012). The indicators of participation include the participation of leaders in regular meetings, programs and training to facilitate skills promotion, government closeness to citizens, level of community monitoring of government project implementation, assessing citizen outreach and their participation in government meetings (Biswas et al., 2019), as well as health and social services (Kardos, 2012).

Transparency principle referred to as clarity and accessibility of information provided by the government while considering the public interest (Mansoor, 2021). Transparency requires full disclosure of information to all parties involved with rights and interests in human resources, about actions that impact resources, so that they can monitor and evaluate whether these actions lead to agreed outcomes (Nuesiri, 2021). The indicators of transparency are public access to government documents and information, public review of budget and financial reports, public review of budget and financial reports and the availability of all publication media such as information centers, public hearings, mobile applications, websites, bulletins, and banners (Biswas et al., 2019).

Both effective and efficient principle in implementing programs/policies are in accordance with the needs of the community and implemented by optimizing existing resources, at least the government has minimal regulatory burden, rule of law, real efforts to eliminate bribery and corruption (Kardos, 2012; Darmi, 2016). The indicators of effectiveness and efficiency include completion of government programs within the agreed time, timely response to complaints, effectiveness in overcoming public problems, effectiveness in policy implementation, government maintaining working hours (Biswas et al., 2019).

Furthermore, spending activities carried out by the government can be used as a policy, which affect per capita income each year (Yasinta, 2018; Fahmi & Dalimunthe, 2018). Public spending is the main activity of the government in providing public goods and services for the welfare of the community. For example, education, health and defense, where the discussion will involve aspects of the efficiency of these service providers (Digdowiseiso, 2015). However, per capita income affects government activities because it is seen from its relationship in terms of law, education, recreation, and culture. This can also be seen especially in taxes so that the government is willing to increase its spending (Prasetya, 2012; Fahmi & Dalimunthe, 2018). Government spending activities must thus consider private economic activities so that collaborative activities between the government and the private sector can still run well (Yasinta, 2018; Dumairy, 1997). In principle, such activities are influenced by the amount of activities financed by the government. If government activities are getting bigger, its spending will be larger and vice versa (Mangkoesebroto, 1994; Irawan & Suparmoko, 2002; Yasinta, 2018).

II. Research Method

This method uses the literature study method which is a series of activities related to library data collection, reading, recording and management of writing materials in reviewing several journals, performance reports, books and other data sources related to the principles of good governance, so that the results of the series will be used to identify the implementation of good governance in the cost of the education function through government scholarships (Zed, 2008 in Nursalam, 2016). This literature study aims to develop theoretical aspects as well as aspects of practical benefits that are based on theoretical foundations, frameworks of thought, and determine research conjectures or hypotheses. The type of writing used in the study of literature focuses on the results of writing related to the subject or variable of writing. This study examines how to implement good governance in the cost of the education function through government scholarships.

III. Results and Discussion

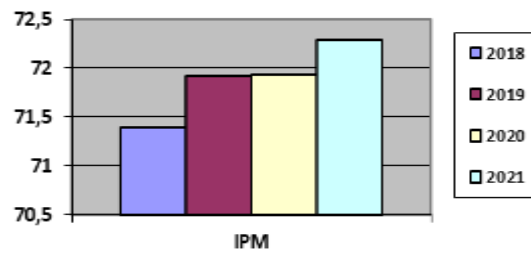
In carrying out its obligations as the holder of executive power, the government seeks to accelerate the rate of community growth by developing education. It is known that in addition to aiming to accelerate the rate of community growth, education is also an indicator for the country to meet the Human Development Index (HDI) every year. Every country has ideals towards its own people, one of which is the welfare of its people. Through state education, it is tantamount to providing a long-term investment because the products produced will bring profits on another day (Widiansyah, 2017). In addition, the implementation of good governance in the expenditure of the education function through government scholarships can be reviewed in terms of 3 (three) principles of good governance, namely:

3.1 Participation Principle

In addition to being an investment from the state to its people, education is also an example of community participation in building community welfare for its own country. It is known that people who attend education will ensure the quality of their life in the economic aspect, because education is able to affect per capita income for an individual and also the per capita income is able to contribute greatly to the public interest from an economic perspective (Widiansyah, 2017). Judging from educational activities that are able to balance social life and the country's economic life formed cooperation between civil society and the government sector.

In the Government Performance Report, the Secretary General of the Ministry of Education and Culture in 2020 stated that the ratio of GER (Gross Enrollment Rate) which is the poorest 20% in higher education and the richest 20% is 0.28. The percentage of higher education GER achieved in 2020 has increased compared to 2019, which was only 0.18. The achievement of the APK ratio value in 2020 of 0.28 exceeded the target APK ratio value of 0.18 or reached 155.56%. With the increase in the GER, it is certain that the participation of people from poor families will increase compared to 2019 (Kemdikbud, 2020). The achievement of performance indicators that exceed this target has been achieved through various interventions or the participation of units related to the Ministry of Education and Culture, through the distribution of scholarships, in particular the KIP Lecture Assistance and College Affirmation Scholarship Program (ADIK).

The achievements of this program have been distributed assistance/scholarships to 1,134,092 students or 101.69% of the target of 1,115,292 students. Details of the achievements of each are as follows: 1) KIP Lecture Assistance/Scholarship distributed to 1,127,777 students or 101.71% of the target of 1,108,810 students; 2) Adik Scholarships were distributed to 6,315 students or 97.42% of the target of 6,482 students; and 3) Outstanding Scholarships were distributed to 7,677 students or 134.19% of the target 5,721 students.



Source: BPS, 2021

Figure 1. Development of the Human Development Index (HDI) in 2018-2021

An increase in the Human Development Index (HDI) of 0.49% which increases in terms of education indicates that the government has been able to carry out the principles of good governance where in terms of participation, the community, especially prospective students at every level have been able to access information from every educational institution that the government provide scholarships or assistance to attend school. One of them at the tertiary level is that the Ministry of Education, Culture, Research and Technology (Kemdikbud) organizes scholarships that can be participated by all prospective students including universities ranging from foreign scholarships and domestic scholarships, for example the Superior Scholarship, the Advanced Indonesia Scholarship. The community in this case is able to access quickly and easily both from all requirements, how to register, to the financing process. Here it can be seen from the research conducted by Marham in 2017 that the principle of transparency as a form of fulfilling the principles of good governance has been implemented by the government so that the needs of the community will be heard and the community indirectly participates in the management of education costs (Darma, 2007).

3.2 Principle of Transparency

The principle of transparency creates a sense of mutual trust between the government and the community by providing information and ensuring that the public has easy access to accurate and adequate information (Puspasari, 2019). The principle of transparency carried out by the government in the application of government spending through educational scholarships, especially those organized by the Ministry of Education, Culture, Research and Technology in the field of Education Service Centers is certainly carried out well, as evidenced by the open provision of information through the official website kemdikbud.go.id which stated the amount of details of the KIP Lecture Merdeka Scholarship fund which turned out to have increased from 2020 of Rp. 1.3 trillion and increased in 2021 to Rp. 2.5 trillion. The amount of the KIP Lecture scholarship fund allocation is also divided according to the amount of tuition per semester seen from the accreditation of study programs at each university. For study programs with accreditation A will be given a fee of around Rp. 12 million per semester, then for study programs with accreditation B will be given a maximum of Rp. 4 million per semester, and for

accreditation C will be given a maximum fee of Rp. 2.4 million per semester. Apart from the amount of tuition fees per semester, the funding process provided by the KIP Lecture scholarship also funds the living costs of students receiving the Independent Lecture KIP based on the cluster of areas they occupy. This regional cluster is divided into 4 (four) regions, in cluster 1 (one) will be given aid funds of around Rp. 800,000 per month, for cluster 2 (two) will be given aid funds of around Rp. 950,000 per month, in cluster 3 (three) an aid fund of Rp. 1,100,000 will be given, for cluster 4 (four) an assistance fund of around Rp. 1,250,000 will be given, and for cluster 5 (five) a grant of Rp 1,400,000 will be provided. The existence of funding for the living costs of students receiving the Independent Lecture KIP has actually increased compared to the previous year with an average figure of IDR 700,000 per month.

The existence of transparency in the amount of funds provided by the government towards the cost of assistance for students receiving KIP Lectures can actually help balance government management with the principle of checks and balances (Tahir, 2013; Halik et al., 2022). The transparency of the KIP Merdeka Lectures assistance fund held by the government to the community is also a form that the community can be a supervisor for policies made by the government so that existing policy activities will be carried out fairly (fairness) to all existing levels of society.

The funding process provided by the government is also adjusted to the educational period that will be passed by the students receiving the Independent Lecture KIP, where each Independent Lecture KIP recipient will be given assistance for 4 (four) years in accordance with the regular undergraduate program and 4 diploma equivalent to eight semesters. At the diploma stage 3 (three) a maximum of aid funds will be given for a maximum of six semesters of study. Meanwhile, the diploma program 2 (two) will be given a maximum of four (4) semesters of aid funds. In professional programs such as doctors, dentists, veterinarians, education funds will be provided for a maximum of four semesters. Furthermore, for professional programs for nurses, pharmacists, and teachers, funds will be given a maximum of two (2) semesters.

The policy of granting KIP Merdeka scholarships is not only a form of guarantee that the community can provide full supervision of the funding process provided by the government, more than that the government wants to cooperate well with the community itself, with stakeholders, and with publication media that will openly handle and provide detailed information about service procedures (Ratminto & Winarsih, 2006).

The transparency provided by the government regarding the details of the KIP Merdeka Lecture funding has an impact that in fact the implementation of this scholarship in addition to transparency has an impact on equality in education for the whole community. Where the government strives so that every child of the nation is able to attend education to the highest level and is able to compete so that the funding provided by the government runs effectively and efficiently. The principle of transparency carried out by the government in the KIP Merdeka Lecture policy was able to have a positive impact on the life of the state where the government carried out real activities that could have an impact on people's lives in the process of managing their finances for the public interest.

The implementation of the Independent Lecture KIP is in accordance with the principles of good governance that are transparent. In this case, the entire community, the private sector, and the government are able to work together to provide good and equal educational activities for all children of the nation by providing openness and convenience to the Merdeka Lecture KIP system. It starts from the amount of the allocation of funds provided by the government, details of the amount the funds to be given are in accordance with the study program and profession, how the prospective recipients of the Independent

Lecture KIP register themselves with various existing requirements, to how the funds are disbursed or when the prospective Merdeka Lecture KIP aid recipient receives the funds. The success of the spread of this transparency policy proves that the community is able to monitor the running of the government from acts of KKN (Corruption, Collusion, and Nepotism).

3.3 Effective and Efficient Principle

The achievement of program targets related to increasing the effectiveness of education financing services is indicated by the provision of targeted assistance. The percentage of recipients of targeted education fund assistance is the percentage of recipients of education fund services, both students and targeted educators and education staff in accordance with applicable regulations. The following is a table of the percentage of recipients of targeted education funding assistance.

Table 1. Percentage of Targeted Education Financing Assistance Recipients

Component	2020	2021	Strategic plan
Target	95%	96.16%	99.63%
Realization	95%	100%	-
Achievements	100%	103.99%	100%

In 2020, the target for implementing the performance of the IKP The percentage of recipients of education fund assistance that meets the target or is on target is 95%, and 95% has been realized or achieved with a completeness rate of 100%, while in 2021 the performance target is based on the performance indicators of the percentage of beneficiaries education financing that is right on target is 96.16% and has been realized by 100% with an achievement percentage of 103.99%. The achievement of the existing realization has exceeded the performance target, this is possible due to intensive coordination with the Ministry of Social Affairs related to the Ministry of Social Affairs' DTKS update (Kemendikbud, 2021). In the strategic plan, the final target is 99.63% with an achievement of 100.37%.

Based on the explanation above, the process of implementing good governance carried out by the government at the cost of the education function through scholarships has been able to apply three principles, namely participation, transparency, effectiveness and efficiency. Because the government provides complete and easily accessible information to the public, so that the community is willing to work together to participate in using existing information and making use of it. So the collaboration carried out by the government and the community itself implements that the government is open to all new thoughts that arise from the needs of the community so that it can implement good governance in the welfare of the community which is shown in Arsik and Lawelai's (2020) research.

IV. Conclusion

The principles of good governance implemented by the government in the education sector are actually able to be realized. This is inseparable from the participation of the community in running the government. The education sector turns out to be a sector that is very trusted to be able to become a bridge between the government and the community where the community wants to carry out their obligations as citizens in full participation in increasing the human development index every year, and also the government wants to

provide open access for every community so that they can get education through scholarship. The provision of scholarships is inseparable from the registration procedure to the education financing procedure so that it can be assessed by the community that the government is running its government as effectively and efficiently as it should. This is evidenced by an increase in the welfare of the community which is increasing every year.

References

- Adisasmita. (2011). *Manajemen Pemerintah Daerah*. Yogyakarta: Graha ilmu
- Arsik, S., & Lawelai, H. (2020). Penerapan Akuntabilitas, Efektivitas, Dan Transparansi Dalam Mewujudkan Good Governance: Studi Pemerintah Desa Banabungi. *JSIP: Jurnal Studi Ilmu Pemerintahan*, 1 (1), 1-7, <https://doi.org/10.35326/jsip.v1i1.523>
- Biswas, R., et all. (2019). A good-governance framework for urban management. *Journal of Urban Management*, 8 (2), 225-236, <https://doi.org/10.1016/j.jum.2018.12.009>
- Cox, J. (2021). The higher education environment driving academic library strategy: A political, economic, social and technological (PEST) analysis. *Journal of Academic Librarianship*, 47(1), 102219. <https://doi.org/10.1016/j.acalib.2020.102219>
- Darmadi, H. (2011). *Metode Penelitian Pendidikan*. Bandung: Alfabeta
- Darmanerus Duarmas., & Patar Rumapea, W. Y. R. (2016). Prinsip-Prinsip Good Governance Dalam Pelayanan Publik Di Kantor Camat Kormomolin Kabupaten Maluku Tenggara Barat. *Jurnal Administrasi Publik*, 1(37), 1-9. <https://ejournal.unsrat.ac.id/index.php/JAP/article/view/11741>
- Darmi, T. (2005). Penerapan Prinsip Good Governance Untuk Layanan Publik. *Jurusan Administrasi FISIP Universitas Muhammadiyah Bengkulu*, 4(2), 87-156.
- Digdowniseiso, K. (2015). *Sistem Keuangan Publik*. Jakarta: Lembaga Penerbitan Universitas Nasional (LPU-UNAS)
- Digdowniseiso, K., & Damayanti, N. (2021). Faktor-Faktor penentu Indeks Pembangunan Manusia di Provinsi Jawa Barat Tahun 2016-2020. *Jurnal Riset Akuntansi dan Keuangan*, 3(3), 183-196. DOI: <https://doi.org/10.36407/akurasi.v3i3.428>
- Dumairy. (1997). *Perekonomian Indonesia*. Jakarta: Erlangga
- Fahmi, A. (2018). Pengaruh Good Governance, Belanja Fungsi Pendidikan Dan Kesehatan, Dan Pdrb Perkapita Terhadap Ipm. *Jurnal Manajemen Keuangan Publik*, 2(1), 23-34. <https://doi.org/10.31092/jmkp.v2i1.285>
- Haeli. (2020). Penerapan Prinsip-Prinsip Good Governance Pada Pemerintah Daerah Provinsi Nusa Tenggara Barat (Studi Kasus). *Jurnal Bestari*, 1 (1), 1-9,
- Irawan & Suparmoko. (2002). *Ekonomi Pembangunan, Edisi Keenam*. Yogyakarta: BPFE
- Kardos, M. (2012). The Reflection of Good Governance in Sustainable Development Strategies. *Procedia - Social and Behavioral Sciences*, 58, 1166-1173. <https://doi.org/10.1016/j.sbspro.2012.09.1098>
- Mangkoesobroto, Guritno. (1994). *Kebijakan Ekonomi Publik Di Indonesia: Substansi dan Urgensi*. Jakarta: PT. Gramedia Pustaka Utama.
- Mansoor, M. (2021). Citizens' trust in government as a function of good governance and government agency's provision of quality information on social media during COVID-19. *Government Information Quarterly*, 38(4), 101597. <https://doi.org/10.1016/j.giq.2021.101597>
- Marham, Sitti. (2017). *Transparansi Pengelolaan Beasiswa Penyelesaian Studi S1 dan S2 di Kantor Dinas Pendidikan Kebudayaan Pemuda dan Olahraga Kabupaten Takalar*. Skripsi Universitas Muhammadiyah Makassar

- Moont, R. (2019). Regional Autonomy in Realizing Good Governance. *Substantive Justice International Journal of Law*, 2 (1), p.43-53. <http://dx.doi.org/10.33096/substantivejustice.v2i1.31>
- Ningrum, P. A., et al. (2020). The Potential of Poverty in the City of Palangka Raya: Study SMIs Affected Pandemic Covid 19. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* Volume 3, No 3, Page: 1626-1634
- Nuesiri, E. O. (2022). Good governance of local forest is neither easy nor cheap: Policy learning from Bimbia-Bonadikombo. *Forest Policy and Economics*, 136(November 2020), 102672. <https://doi.org/10.1016/j.forpol.2021.102672>
- Nursalam. (2016). *Metodologi Penelitian Ilmu Keperawatan Pendekatan Praktis Edisi 4*. Jakarta: Salemba Medika
- Ojo, T. J., & Ojo, S. I. (2022). Health Expenditure, Education and Economic Growth in Nigeria. *Journal of Social Science and Humanities* 3(1)
- Pazri, M. (2016). Implementasi Prinsip Good Governance Dalam Sistem Pengelolaan Keuangan Daerah Di Indonesia. *Badamai Law Journal*, 1 (2), <http://dx.doi.org/10.32801/damai.v1i2.1822>
- Prasetya, F. (2012). *Modul Ekonomi Publik Bagian IV: Teori Pengeluaran Pemerintah*. Malang: Universitas Brawijaya.
- Puspasari, A. (2019). Prinsip Prinsip Good Governance Transparansi dan Akuntabilitas pada KPP Pratama Cikarang Utara. *Jurnal Perspektif*, 17(2), 195-201.
- Rozandi, M., & Digdowiseiso, K. (2021). Implementasi Penggunaan Dana Desa Terhadap Pembangunan (Studi Kasus Desa Sengkubang Kecamatan Mempawah Hilir Kalimantan Barat. *Jurnal Sosial dan Humaniora*, 6(1). 10.47313/ppl.v6i1.1036
- Safrijal, Basyah, M., & Ali, H. (2016). Penerapan Prinsip-Prinsip Good Governance Oleh Aparatur Pelayanan Publik Di Kecamatan Kluet Utara Kabupaten Aceh Selatan. *Jurnal Ilmiah Mahasiswa Pendidikan Kewarnagaraan Unsyiah* 1(1).
- Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 3, No 2, Page: 1105-1113.
- Wardani, R., Rossieta, H., & Martina, D. (2017). Good governance and the impact of government spending on performance of local government in Indonesia. *International Journal of Public Sector Performance Management*, 3(1)
- Widiansyah, A., Bhayangkara, U., Raya, J., Perjuangan, J. R., Utara, B., & Barat, J. (2017). Peran Ekonomi dalam Pendidikan dan Pendidikan dalam Pembangunan Ekonomi. *Cakrawala*, XVII(2), 207–215.
- Yasinta, Bitu, L. (2018). *Analisis Pengaruh Belanja Pendidikan, Belanja Kesehatan, Belanja Infrastruktur, dan Tingkat Kemiskinan Terhadap Indeks Pembangunan Manusia (Studi Kasus di 14 Kabupaten/Kota Provinsi Kalimantan Barat Tahun 2008-2017)*. Skripsi Universitas Brawijaya