

# Analysis of the Influence of Local Politics on Implementation SDGs 4 Policy for Quality Education

Wilda Rasaili<sup>1</sup>, Dafik Dafik<sup>2</sup>, Rachmat Hidayat<sup>3</sup>, Hadi Prayitno<sup>3</sup>

<sup>1</sup>Department of Public Administration, Wiraraja University, Indonesia

<sup>2</sup>Mathematics Department. Postgraduate education, University of Jember, Indonesia

<sup>3</sup>Department of Administrative Sciences, University of Jember, Indonesia

**Abstract** - SDGs-4, the quality education is one of the factors in achieving the goals of the SDGs. The problem is that the SDGs look ambitious in integrating local level policies that are responsive to political interests. The research used a mixed method of exploration, searching for interview data and questionnaires. The results showed that the implementation of the SDGs was strongly influenced by local democracy. The implementation of the promotion of SDGs requires strengthening local politics and democracy, including; the quality of the Pilkada, the role of the community, political parties, media control, and public meetings. The influence of local democracy on policy implementation is 51.5%. Policy implementation has a positive effect on the implementation of the SDGs with a value of 0.187. The influence of local democracy and policy implementation on the promotion of SDGs-4 is 64.2% and the remaining 35.8% is influenced by other factors.

**Keywords** - Local Politics, Policy Implementation, SDGs for Quality Education.

DOI: 10.18421/SAR44-07

<https://doi.org/10.18421/SAR44-07>

**Corresponding author:** Wilda Rasaili,  
Department of Public Administration,  
Wiraraja University, Indonesia.

**Email:** [wilda@wiraraja.ac.id](mailto:wilda@wiraraja.ac.id)

*Received:* 24 November 2021.

*Revised:* 17 December 2021.

*Accepted:* 21 December 2021.

*Published:* 27 December 2021.



© 2021 Wilda Rasaili et al; published by UIKTEN. This work is licensed under the

CC BY-NC 4.0.

The article is published with Open Access at [www.sarjournal.com](http://www.sarjournal.com)

## 1. Introduction

This article aims to explain the conditions of democracy and local politics that have implications for education policy and progress in implementing the SDGs in the field of quality education in Madura, Indonesia. Globally, the SDGs began in 2015 as an integrated approach to achieving the three dimensions of economic, social and environmental development [1]. The SDGs have 17 global programs [2] and are considered a strategic agenda for sustainable development [3], as well as a new era towards transformational human development [4]. The SDGs agenda ensures that it can guide the government through integration between actors to overcome the various problems it faces [3], [5] and as a unifying paradigm for future interests [6].

The implementation of SDGs has been studied from many perspectives, including the educational perspective [6], [7]. Quality education is the strategic heart for the promotion of the SDGs globally and thoroughly to various countries [8]. There are various development problems in developing countries, which are very dependent on the standard of education in society [9]. Therefore, quality education is the key that enables the achievement of other SDGs goals, the most likely of which is to free society from the cycle of poverty, foster tolerance between people and contribute to social peace [10]. However, quality education policies depend on political stability and local democracy which play a role in policy, governance [11] and bureaucratic performance [12]. The promotion of SDGs in education also requires the role and strengthening of local politics so that the implementation of the SDGs touches the indicators and goals of the SDGs [13].

The implementation of SDGs needs to be integrated at the local level, which according to Pineda-Escobar [14], at the local level, there is the most complicated target because there are institutional gaps and different local conditions.

Zinkernagel et al., [15] say that the biggest challenge in implementing the SDGs is at the local level, at least related to the relevance of local policies and priorities of political interests. The local level of political priorities can either support or harm the successful implementation of the SDGs [15]. Meanwhile, local level politics is related to democracy and local government interests. Politics in the region as a public vehicle in the process of serving daily needs such as social services, complaints and education [16]. Local politics moves and carries out the "national" function of the state which is called the local state.

Local democracy gives birth to policies and implementation of policies that are more oriented to the public interest because the process also involves elements that are directly related to the public. Local democracy encourages a more even space for political participation and policies, elite decisions are not more dominant, because they are closely related to the collective interests of the public [17], so that in the end it also has an impact on prosperity [18].

Harry Blair [12], said that there are 7 (seven) indicators in local democracy that affect the bureaucracy and public policy. Among them, there are electoral system, the role of political parties, civil society, media, public complaint forums, public meetings and opinion surveys. Local democracy and public policy are closely related to the actors that form the basis for formulating policies. Actors involved in policy and policy implementation are government officials, development agencies, community organizations, business communities, media, academics, stakeholders, and religious leaders [19]. Therefore, integration between actors in local democracies influences policy and policy implementation. The policy process requires that all actors work together to create an effective process to obtain outcomes that meet community needs. Sustainable development is an ambitious strategy that requires concerted action to achieve goals.

Therefore, the sustainability of local politics that influences policy and policy implementation according to the author has not been found in other articles, especially related to the SDGs policy on quality education. The promotion of SDGs for quality education can be seen from the aspects of local politics and democracy in producing policies and implementing policies towards achieving the goals of the SDGs.

## 2. Methodology

This study uses mixed methods [20] to make it more convincing and reveal a broader and deeper understanding [21]. The design used is sequential exploratory to answer questions related to local

politics and policy implementation in the SDGs agenda in the field of quality education. The use of the method is based on the following considerations: 1) research is more qualitatively oriented; 2) identification of initial research questions based on qualitative results that cannot be answered by quantitative data; and 3) the researcher wants to generalize qualitative findings based on a small number of individuals from the qualitative phase to a large number of samples collected in the quantitative phase. This research is a theory development so that the qualitative stage is prioritized. The research locus in Bangkalan and Sumenep Regencies, Madura, East Java, and Indonesia.

This study focuses on two topics, namely local politics and policy implementation, which shows that both have a strong relationship in promoting quality education. In the qualitative stage, primary data were collected through field observations, interviews, and documentation studies. Then the triangulation process is carried out, namely comparing the data obtained from observations and different documents, both journal articles, government publications, and e-books. Then the results and discussion are presented that focus on local political analysis in implementing policies for sustainable development goals. In the quantitative phase there are three variables, namely local democracy (X1) Policy Implementation (X2), SDGs Implementation (Y). The number of samples as many as 100 people spread in Sumenep and Bangkalan. The test used is simple and multiple linear regression.

## 3. Research Result

### *Local Politics and Democracy*

Local politics and democracy in Madura can be seen in 6 (six) elements, including: implementation of local elections, local political party authority, civil society activities, media freedom, public complaint services and public meetings. All the elements of the indicator can be seen in the Table below:

Table 1. Quality of local democracy in Madura

No	Local Democracy Indikator	very high	high	med	low	very low
1	Pilkada implementation			✓		
2	Involvement of local political parties				✓	
3	Civil society activities				✓	
4	Media freedom			✓		
5	Public complaint service				✓	
6	Public meeting				✓	



Table 1 explains that all indicators of local democracy in Madura are still low. There are only two indicators that have a moderate rating, namely on the implementation of the Pilkada and Media Freedom. However, both according to Sorokin (personal communication, 2020. 17 November) are also low.

"..... The quality of democracy in the Pilkada and Media Freedom is actually very low, because in Bangkalan, the district election is only driven by the elite of kiai and Belater and in Sumenep it is more dominated by the kiai elite and the central political elite. Community involvement in Pilkada is due to mobilization, basic food politics, money politics, bureaucratic politics, and even intimidation politics. So the political involvement of the community is not due to self-awareness based on science and volunteerism".

While the quality of media freedom as stated by Syamsul Arifin (personal communication, August 2020, 04) that media freedom in Bangkalan is very low, the mass media is very pressured by power so that they are not free to inform regional policies. Media freedom is getting higher in Sumenep Regency, the public can freely access information about politics and policies in the media. However, the position of the media from the two regions is not able to provide control and change in politics and policies in the regions. The mass media only plays a role in public information.

### Education Policy Implementation

The attention and commitment of the Sumenep and Bangkalan governments to education can be seen in 4 (four) education policies, namely: implementation of character education, implementation of digital school programs, compulsory early education policies, and implementation of illiteracy alleviation policies.

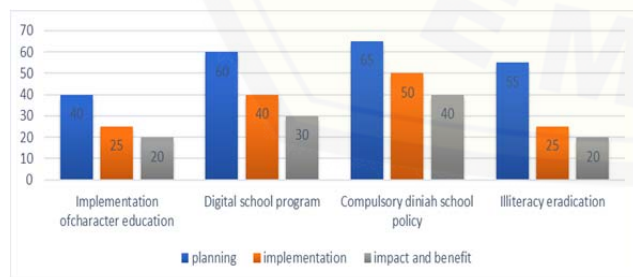


Figure 1. Education policy implementation

Figure 1 explains that education policies in Sumenep and Bangkalan have weaknesses in terms of impacts and benefits. This is because the implementation of policies has not been optimal. Out of these policies, three of them are integrative

policies whose ideas and ideas emerge from the center, namely: character education programs, digital school programs and illiteracy eradication. Meanwhile, the compulsory program is initiated by the local government. According to Iskandar (personal communication, September 14, 2020) in which the local government has issued digital school policies, illiteracy programs, compulsory education programs from an early age, but all of these programs are not designed systematically in their implementation concepts.

### Implementation of SDGs for Quality Education

The implementation of SDGs in the field of quality education can be seen in 4 indicators, all of which have their respective items.

First, the accessibility of education, free fees, inclusive education and the average length of schooling include: 1) In Sumenep Regency there are 1,219 elementary schools, an average of 3-4 schools per village, 532 junior high schools an average of 1-2 schools per village, and 310 SMA an average of 1 school per village, the number of villages is 334. In Bangkalan Regency there are 854 elementary schools, an average of 3 schools per village, 386 junior high schools, an average of 1-2 schools per village, and an average of 1 school per village for senior high school. 2) The local government provides free elementary and junior high school education fees. SMA is free but the authority of the East Java Provincial government. The central government also provides assistance for education costs, among others; Smart Indonesia Card, School Operational Assistance (BOS) and Education Operational Assistance Fee (BPOPP). However, some schools still take donations from parents to complete educational facilities. Government assistance is only sufficient for teaching and teacher salaries. Private schools still depend a lot on the contributions of parents and alumni. 3) The 12-year compulsory education policy has not been achieved. According to Edy Rasyadi (personal communication, 2020. 20 July), the average length of schooling in Sumenep is only 5.45 years or elementary school graduates. Meanwhile in Bangkalan the average length of schooling is 5.33 years or not until elementary school graduation. The factors for the low length of schooling in the two districts are due to the high rate of early marriage and lack of education awareness. 4) Inclusive Education or the availability of Special Schools (SLB) is very little. In Sumenep Regency there are only 4 (four) SLB namely, Love Ananda, Dharma Wanita, Yasmin, and the Land of Saronggi. In Bangkalan Regency there are only 3 (three) SLB namely; PGRI, Keleyan Country, and Lavender.

Second, the integrity of the SDGs paradigm in student learning and knowledge about human rights, tolerance, peace and culture. According to Iskandar (July, 20, 2020) the SDGs paradigm does not have specific learning, but is integrated into certain lessons such as citizenship lessons and extracurricular activities. There are still many other schools that have not paid attention to the integration of the SDGs paradigm.

Third, labor-intensive learning is related to extracurricular activities. According to Iskandar (July, 20, 2020) while until 2020 schools that fully prepare skills and crafts for students are only MAN Sumenep, other schools are new to training and collaboration with crafts and industry.

Fourth, the relevance of learning is related to the work of school graduates and work-oriented learning systems. According to Mansur (September, 11, 2020) not many schools in Madura pay attention to their graduates to be ready to work. The learning model is more about inculcating knowledge and morals.

Table 2. SDGs indicators of quality education

No	SDGs indicator of quality education	very good	good	med	bad	very lbad
1	Education accessibility		4.			
2	SDGs paradigm integration			5.		
3	Labor-intensive learning				✓	
4	The relevance of the learning system to the word of work				✓	

Table 2 describes the SDGs for the quality of education in Sumenep and Bangkalan, in which the accessibility and availability of schools is of good value, the integration of the education paradigm which includes knowledge of tolerance and human rights, gender and peace is of moderate value, while labor-intensive learning and learning systems that are relevant to job opportunities are valued bad.

#### 4. Discussion

##### *Qualitative Phase*

##### *Local Politics and Democracy*

The study of local politics and democracy includes 1) Pilkada; 2) civil society liberties; 3) the role of political parties; 4) freedom and the role of the media; 5) public meetings: effectiveness of deliberation on development plans (Musrenbang); 6) Public complaint services [12]. First, the Pilkada is a reflection of a democratic political environment that encourages government accountability and public

participation [22]. The problem is, Pilkada is still elitist and tends to fail to link the interests of the people with government policies [23], and has problems with community participation [24]. The cases in Bangkalan and Sumenep Regency in 2020 were undemocratic in substance, due to the loss of public participation due to basic food politics, money politics and intimidation politics, political hegemony and political mobilization. In addition, elite politics (Elite Kyai and Blater) are very strong in consolidating electoral and electoral victories. The middle class and educated people who understand critical-transformative and social character cannot be a balance. The size of the democratic Pilkada is not only the average voter rate of 70%, but also the people's political awareness in making choices.

Second, freedom and community activities as a mutualistic climate between political stability, public interest, social justice, government performance, public participation and bureaucratic transparency [25]. Community activity in the Pilkada and participation in local policies in Madura is very low. The domination of the local elite closes the space for the community to contribute to political and bureaucratic dynamics. The community is constrained by the elite power that is happening in Bangkalan. In Sumenep, civil society activities are more open, but the government's response to people's aspirational attitudes is weak, so the contribution is not significant.

Third, the role of political parties (Parpol) is very strong in preventing authoritarian government [26], and connecting society with power [27]. Political parties as aspirational political institutions, and collective epistemic agents to develop citizen equality in achieving political goals. This condition does not occur in Madura, political parties are very centralized. Potential cadres and people who have high electability and popularity are not considered in the election momentum (Syamsul Arifin, personal communication, 2021. 14 January). Political parties are more interested in new people who have strong access to the center such as the nomination of Fattah Jasin in 2020 Pilkada, Zainal Abidin in 2015 Pilkada and Azazi Hasan in 2010 Pilkada in Sumenep. Potential cadres and figures with high electability and popularity such as KH. Solihuddin Waris (Chairman of DPC PPP), Nyai Dewi Khalifah (Chairman of DPC Hanura) and KH. Unais Hisyam (Founder of PKB Sumenep) did not receive the attention and recommendations of the party.

Fourth, the rapid development and growth of mass media is part of the change in the country's political system. The freedom of the media to control and disclose information in visualizing political discourse [28], can encourage public involvement in politics. Meanwhile, the role of the media in Bangkalan is not significant. Government pressure, directly or



indirectly, has narrowed the media space. The media are not free to provide information to the public regarding government policies and political situations. Information disclosure and the role of the media are more visible in Sumenep. However, the media is not strong enough to pressure the government and influence public political attitudes.

Fifth, the general meeting can be seen from the Musrenbang as an aspirational mechanism by involving the community [29], and a bottom-up system that is not owned by every developing country. Its implementation can be carried out at the village to provincial level (SE Number: 1354/M.PPN/13/2014 and Law No. 32 of 2004). Musrenbang provides space for community involvement in achieving success and development [30]. The implementation of Musrenbang in Bangkalan and Sumenep is only a "ritual" planning process that has no relevance to the needs of the community. The involvement of community ideas and ideas in Musrenbang is very weak. Musrenbang does not answer public needs because the power of the bureaucratic elite is more dominant. The priority of development as a result of the Musrenbang is more on physical infrastructure while public needs are more on aspects of economic empowerment and education.

Sixth, public complaints services innovate according to the problems complained of [31]. The community and the government can provide information to each other to speed up problem solving. Service to the community has to be prioritized with a service complaint management strategy as an effort to increase community satisfaction [32], and prove that the circulation of democracy and local politics is effective [12]. For the Bangkalan case, public service complaints have not been maximally available. The community does not have a complaint room that is easily conveyed to the government. In Sumenep, more public complaints rooms are available. The government provides 77 complaint numbers that are valid during working hours, services via SMS, LAPOR application, and SI MANTAP application. The problem is that the community has not utilized the complaint service room to its full potential. As for the several existing websites, only 20% complained, and all of them had no problems related to education.

### ***Education Policy and Implementation***

Policies for the Implementation of Education in Bangkalan and Sumenep include: 1) Implementation of character education and anti-corruption culture; 2) digital school programs; 3) compulsory early

education policies; and 4) prison schools. From these points it can be explained that first, character education and anti-corruption culture include professional development, student interaction, pedagogical strategies and behavior-oriented classroom management [33]. In Sumenep, it is regulated in Perbup No. 37 of 2020. Meanwhile in Bangkalan, there are no explicit regulations but are instructed directly at the Educational Institution. All fields pay attention to character education and anti-corruption but are weak in the technical formulation of the learning system, so that character education and anti-corruption are only integrated in certain subjects.

Second, learning digital systems is a major issue in information technology integrated education. Communities recognize the importance of using technology as a means of advancing educational development, enhancing learning and promoting knowledge among participant-centered students. The Sumenep government has done this with the Regent's policy no. 43 of 2019 to be applied to all elementary and junior high schools in 2020. In Bangkalan there is no special policy but a recommendation to apply learning technology. However, the majority of schools cannot implement the use of technology effectively because of problems with the adaptation and accessibility of the internet network. The level of information and students' ability to implement internet skills need to be improved, because it affects students' ability to understand digital-based material [34]. Students need fundamental adaptations to understand learning.

Three, private Diniyah Schools as part of the education system in Indonesia are known for their presence in providing services to middle and rural communities, which emphasize Islamic learning and ethics [35]. The importance of Diniyah's school made the Sumenep Government issue Perbup No. 15 of 2016 concerning compulsory early education, and Bangkalan Regency through Perda No. 6 of 2015. The implementation of the compulsory marriage policy is most effective because the social conditions of the Madurese community are more religious and have high support from the kyai political elite.

Fourth, the policy of prisoner schools in Sumenep and Sidoarjo in East Java Province. The prison school was inaugurated by the Sumenep Government on October 8, 2020 with the package A system equivalent to elementary school, package B equivalent to junior high school, and package C equivalent to high school. The goal is to fulfill education guarantees for all people in accordance with the mandate of the 1945 Constitution.

### **Implementation of SDGs and Action Plans for quality education**

The Sumenep government responded to the SDGs agenda with the Regent's regulation Number 35 2019 concerning regional action plans for the Sumenep Regency sustainable development goals for 2019-2021. Meanwhile, Bangkalan has not taken any strategic actions in the form of government policies.

First, the accessibility and inclusive education environment is quite representative. Schools are easily accessible, financing is cheap, and schools for children with special needs are also available, although the numbers are still small.

Second, the integration of the SDGs paradigm in the learning system. SDGs have to be used as a sustainable development paradigm that is understood from an early age, because change is closely related to the condition of public education. Several schools in Sumenep and Bangkalan have not yet incorporated the sustainable development paradigm into the education system. The majority of teachers do not know and understand about the SDGs agenda. SDGs are understood by some teachers and some employees in the education office as a global program that is not related to local situations.

Third, knowledge and learning about Human Rights and Peace. This knowledge has been applied since an early age in schools even before the 2015 SDGs agenda. The concepts of honesty, mutual respect among others, have always been emphasized in Madura. The most powerful learning about Human Rights and Peace is in private schools because it is integrated with moral and ethical learning. However, it is not specifically included in the curriculum, but becomes an informal part of every subject and extracurricular activity.

Fourth, illiteracy by UNESO as a national and global problem. A person who cannot read, write, and count is called functional illiteracy. The policy of eradicating illiteracy in Bangkalan is only on the functional literacy program. In Sumenep, it includes the prison school program, package B, C programs, and functional literacy programs. However, the illiteracy rate is still high. In Bangkalan it reached 74,967 in 2017, there were 74,967 in 2018, and 72,812 in 2019, so every year there is no significant decrease. In Sumenep from 2010 to 2015 the decline was only 0.9 percent. Therefore, the eradication of illiteracy does not run optimally.

### **Quantitative Phase**

#### **The influence of local Democracy on Policy implementation**

If the probability value (Sig.) > (0.05) then Ho is accepted, or if the probability value (Sig.) < (0.05) then Ho is rejected.

Table 3. Coefficients local democracy

Model	Unstandardized coefficients		Standardized Coefficients		Sig
	B	Std. error	Beta	t	
Conctan	21,822	1.468	-	14.865	.000
Local democracy	.298	.029	.718	10.203	.000

Dependent variable: policy impelemntation

The statistical results of the t-test obtained the following simple linear regression equation:

$$Y = a + bX \\ = 21,822 + 0,298 X$$

Policy implementation is positively influenced by local democracy with a coefficient value of 0.298. Local democracy variable (X) obtained a probability value of 0.000, less than 0.05, and a t-count value of 9.400 with a t-table of 2.63157, t-table values obtained using Interpolation are: The magnitude of t-table can be seen from Table t ( $\alpha = 0.05$ ) with dk 98 (from the formula  $dk = n - 2 = 100 - 2$ ) and alpha significance ( $\alpha$ ) 0.05 (5%), the t-table magnitude is 1.66055. The interpolation results obtained a t-table value of 1.66055. Thus the value of t-count (10.203) is greater than the value of t-table (1.66055), in conclusion Ha is accepted.

Table 4. Model summary local democracy

Model	R	R-Square	Adjusted R-Square	Std. Error of the estimate
1	0,718 <sup>a</sup>	.515	.510	6.503

Predictors: (constant), local democracy

From the determinant coefficient, the R-square value is 0.515, so that the magnitude of the influence of local democracy on policy implementation is 51.5% while 48.5% is influenced by other factors that are not variables in this study.



### ***The influence of local democracy and policy implementation on the implementation of the SDGs***

The test criteria, if the probability value (Sig.) > (0.05) then Ho is accepted, or if the probability value (Sig.) < (0.05) then Ho is rejected.

Table 5. Coefficients. SDGs policy implementation

Model	Unstandardized coefficients		Standardized Coefficients		Sig
	B	Std. error	Beta	t	
1 (Conctan)	8.346	2.425	-	3.441	.001
Policy impleemntation	.187	.080	.191	2.348	.021
Local democracy	0.682	.084	.661	8.117	.000

Dependent variable: SDGs policy implementation

Testing the partial hypothesis of Constants on the Implementation of SDGs, the results of the t-test statistics obtained a simple linear regression equation as follows:

$$Y = a + bX_1 + bX_2 \\ = 8.346 + 0.187X_1 + 0.682X_2$$

SDGs implementation is positively influenced by Policy Implementation with a coefficient value of 0.187. Policy Implementation Variable (X1) the probability value (0.021) is smaller than the value (0.05), and the t-count value is 2.348 with t-table 1.66055 then the interpolated t-table value is obtained: The magnitude of the t-table can be seen from Table t ( $\alpha = 0.05$ ) with dk 98 (from the formula  $dk = n - 2 = 100 - 2$ ) and the significance of alpha ( $\alpha$ ) 0.05 (5%), the t-table magnitude is 1.66055. Interpolation results obtained t-table value of 1.66055. Thus the value of t-count (2.348) is greater than the value of t-table (1.66055) the conclusion is that Ha is accepted.

Hypothesis testing of the influence of local democracy on the implementation of the SDGs. The test criteria, if the probability value (Sig.) > (0.05) then Ho is accepted, or if the probability value (Sig.) < (0.05) then Ho is rejected.

In the constant partial hypothesis testing, the results of the t-test statistic are obtained with a simple linear regression equation as follows.

$$Y = a + bX_1 + bX_2 \\ = 8.346 + 0.187X_1 + 0.682X_2$$

The implementation of SDGs is positively influenced by Local Democracy with a coefficient of 0.682. Local Democracy Variable (X2) the probability value (0.000) is smaller than the value (0.05), and the t-count value is 8.117, with the t-table 1.66055 the t-table value is obtained by interpolation: The magnitude of the t-table can be seen from Table t

( $\alpha = 0.05$ ) with dk 98 (from the formula  $dk = n - 2 = 100 - 2$ ) and the significance of alpha ( $\alpha$ ) 0.05 (5%), obtained t-table 1.66055. Interpolation results obtained t-table value of 1.66055. Thus the value of t-count (8.117) is greater than the value of t-table (1.66055) so that it can be concluded that Ha is accepted.

Next, the Variable Hypothesis Testing Policy Implementation and Local Democracy with SDGs Implementation. The test criteria, if the probability value (Sig.) > (0.05) then Ho is accepted, or if the probability value (Sig.) < (0.05) then Ho is rejected.

Table 6. Coefficients. SDGs policy implementation

Model	Unstandardized coefficients		Standardized Coefficients		Sig
	B	Std. error	Beta	t	
1 (Conctan)	8.346	2.425	-	3.441	.001
Policy impleemntation	.187	.080	.191	2.348	.021
Local democracy	0.682	.084	.661	8.117	.000

Dependent variable: SDGs policy implementation

Partial hypothesis testing Constants on the value of SDGs policy implementation, the statistical results of the t-test obtained a simple linear regression equation as follows.

$$Y = a + bX_1 + bX_2 \\ = 8.346 + 0.187X_1 + 0.682X_2$$

The result is that the implementation of SDGs is positively influenced by Policy Implementation with a coefficient of 0.187 and local democracy with a coefficient of 0.682. In addition, in the Policy Implementation variable (X1), the probability value (0.021) is smaller than the value (0.05), and the t-count is 2.348 with a t-table of 1.66055. Local Democracy has a positive effect with a coefficient value of 0.682. In addition, on the Local Democracy variable (X2), the probability value (0.000) is smaller than the value (0.05), and the t-count is 2.348 with a t-table of 1.66055.

Therefore, the t-count value of the Policy Implementation (2.348) and Local Democracy (8.117) variables is greater than the t-count (1.66055) so it can be concluded that Ha is accepted. Furthermore, to determine the magnitude of the influence of the independent variable on the dependent variable, the F test was carried out where if sig. > (0.05), then the regression coefficient is not significant or if F-count > F-table then Ho and Ha are rejected. This means that all independent variables (Policy Implementation (X1) and Local Democracy (X2)) are significant explanatory variables for the dependent variable (SDGs Implementation (Y)).

Table 7. ANOVA

Model	Sum of Squares	df	Square Average	F	Sig.
Regression	9553.709	2	4776.854	86.816	.000 <sup>b</sup>
Residual	5337.201	97	55.023		
Total	14890.910	99			

a. *Dependent variable: SDGs policy implementation*

b. *Predictors: (Constant), Local democracy, policy implementation*

The result of the probability value (0.000) is smaller than the value (0.05), besides the F-count value of 86.816 is greater than the F-table (3.09). Thus the F-count value (86.816) is greater than the F-table value (3.09) so it can be concluded that  $H_a$  is accepted. The conclusion is that  $H_a: 0;$  There is a positive effect of the implementation of Policy (X1) and Local Democracy (X2) simultaneously on the Implementation of SDGs (Y)".

Table 8. Model Summary. Local democracy and policy implementation

Model	R	R-Square	Adjusted R-Square	Std. Error of the estimate
1	0,801 <sup>a</sup>	.642	.634	7.418

*Predictors: (constant), local democracy, policy implementation.*

The results of the determinant coefficient above obtained an R-square value of 0.726, therefore the magnitude of the influence of the implementation of Policies (X1) and Local Democracy (X2) on the Implementation of SDGs (Y) of 64.2% while the remaining 35.8% is influenced by other factors that are not be variable.

## 5. Conclusion

Local politics and democracy in Madura is low and weak. The power of local elites "kyai, blater, political elite" closes awareness of public participation in elections and public meetings. Local political parties are mostly controlled by elites who have consolidated power over the central elite. Control of the mass media which has implications for policy changes and the public interest is weak. Local political conditions and weak democracy affect policy performance and policy implementation on the quality of continuing education. Education policies in Madura do not reflect the interests of the general public, policies are more oriented towards religious education. In the context of the SDGs action plan in the field of quality education, the government is less aggressive. The low length of study in school, the high illiteracy rate, the lack of special education and the absence of learning innovations about human rights and peace are evidence of the government's

weakness in responding to and succeeding in the SDGs 2030 agenda. The quantitative results also prove that the influence of local democracy on policy implementation with a coefficient value of 0.298, namely 51.5%. Then, the implementation of the policy has a positive effect on the implementation of the SDGs with a coefficient value of 0.187 while local democracy has a coefficient value of 0.682 or local democracy variable and the implementation of policies has a positive effect on the implementation of the SDGs in the field of quality education with a value of 64.2%, and the remaining 35.8% is influenced by factors which include other variables that are not variables in this study.

## References

- [1]. Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The lancet*, 379(9832), 2206-2211. doi: 10.1016/S0140-6736(12)60685-0.
- [2]. Bebbington, J., & Unerman, J. (2018). Achieving the United Nations Sustainable Development Goals: An enabling role for accounting research. *Accounting, Auditing & Accountability Journal*, 31(1), 2-24. doi: 10.1108/AAAJ-05-2017-2929.
- [3]. Le Blanc, D. (2015). Towards integration at last? The sustainable development goals as a network of targets. *Sustainable Development*, 23(3), 176-187. doi: 10.1002/sd.1582
- [4]. Caprani, L. (2016). Five ways the sustainable development goals are better than the millennium development goals and why every educationalist should care. *Management in Education*, 30(3), 102-104. doi: 10.1177/0892020616653464
- [5]. Nilsson, M., Griggs, D., Visbeck, M., Ringler, C., & McCollum, D. (2017). Introduction: A framework for understanding sustainable development goal interactions. *A guide to SDG interaction from science to implementation*. Paris: International Council for Science.
- [6]. Storey, M., Killian, S., & O'Regan, P. (2017). Responsible management education: Mapping the field in the context of the SDGs. *The International Journal of Management Education*, 15(2), 93-103. doi: 10.1016/j.ijme.2017.02.009.
- [7]. Meschede, C. (2019). Information dissemination related to the Sustainable Development Goals on German local governmental websites. *Aslib Journal of Information Management*.
- [8]. Annan-Diab, F., & Molinari, C. (2017). Interdisciplinarity: Practical approach to advancing education for sustainability and for the Sustainable Development Goals. *The International Journal of Management Education*, 15(2), 73-83. doi: 10.1016/j.ijme.2017.03.006.
- [9]. Kolb, M., Fröhlich, L., & Schmidpeter, R. (2017). Implementing sustainability as the new normal: Responsible management education—From a private business school's perspective. *The International Journal of Management Education*, 15(2), 280-292.



- [10]. Barrantes Briceño, C. E., & Almada Santos, F. C. (2019). Knowledge Management, the Missing Piece in the 2030 Agenda and SDGs Puzzle. *International Journal of Sustainability in Higher Education*, 20(5), 901-916. doi: 10.1108/IJSHE-01-2019-0019
- [11]. Hidayat, R. (2017). Political devolution: Lessons from a decentralized mode of government in Indonesia. *SAGE open*, 7(1), 2158244016686812.
- [12]. Blair, H. (2000). Participation and accountability at the periphery: Democratic local governance in six countries. *World development*, 28(1), 21-39. doi: 10.1016/S0305-750X(99)00109-6.
- [13]. Rasaili, W., Hidayat, R., & Prayitno, H. (2020, May). On strengthening the local politics to the realization of rural quality education sustainable development goals. In *IOP Conference Series: Earth and Environmental Science* (Vol. 485, No. 1, p. 012148). IOP Publishing. doi: 10.1088/1755-1315/485/1/012148.
- [14]. Pineda-Escobar, M. A. (2019). Moving the 2030 agenda forward: SDG implementation in Colombia. *Corporate Governance: The international journal of business in society*. doi: 10.1108/CG-11-2017-0268.
- [15]. Zinkernagel, R., Evans, J., & Neij, L. (2018). Applying the SDGs to Cities: Business as Usual or a New Dawn?. *Sustainability*, 10(9), 1-18. doi: 10.3390/su10093201.
- [16]. Niikawa, T. (2000). The Challenge of Administrative Evaluation. *NIRA Review*, 7(3), 37-40.
- [17]. Haus, M., & Sweeting, D. (2006). Local democracy and political leadership: Drawing a map. *Political studies*, 54(2), 267-288. doi: 10.1111/j.1467-9248.2006.00605.x.
- [18]. Teune, H. (1995). Local government and democratic political development. *The Annals of the American Academy of Political and Social Science*, 540(1), 11-23.
- [19]. Hassall, G. (2020). *Government and Public Policy in the Pacific Islands*. Emerald Publishing Limited. doi: 10.1108/s2053-769720200000033003.
- [20]. Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.
- [21]. Almalki, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods Research--Challenges and Benefits. *Journal of education and learning*, 5(3), 288-296. doi: 10.5539/jel.v5n3p288
- [22]. Hanif, H., & Pratikno, P. (2012). Local Politics in Indonesia, 1999-2010: A Literature Review. *PCD Journal*, 4(1-2), 181-208. doi: 10.22146/pcd.25773.
- [23]. Lay, C. (2012). Democratic transition in local Indonesia: An overview of ten years democracy. *Jurnal Ilmu Sosial dan Ilmu Politik*, 15(3), 207-219. doi: 10.22146/jsp.10915.
- [24]. Mariana, D., & Husin, L. H. (2017). Democracy, local election, and political dynasty in Indonesian politics. *JWP (Jurnal Wacana Politik)*, 2(2), 88-97.
- [25]. Orji, N. (2009). Civil society, democracy and good governance in Africa. *CEU Political Science Journal*, (01), 76-101.
- [26]. Ezrow, Natasha M. (2011). *The Importance of Parties and Party System Institutionalization in New Democracies*. IDCR Briefing Paper 6/11.
- [27]. Biezen, I. V. (2004). How Political Parties Shape Democracy. *California: University of California*.
- [28]. Ototake, H., Sakaji, H., Takamaru, K., Kobayashi, A., Uchida, Y., & Kimura, Y. (2018). Web-based system for Japanese local political documents. *International Journal of Web Information Systems*, 14(3), 357-371.
- [29]. Jayasinghe, K., Adhikari, P., Carmel, S., & Sopanah, A. (2020). Multiple rationalities of participatory budgeting in indigenous communities: evidence from Indonesia. *Accounting, Auditing & Accountability Journal*, 33(8), 2139-2166. doi: 10.1108/AAAJ-05-2018-3486.
- [30]. Hakim, A., Domai, T., & Setyowati, E. (2020). Increased success of participatory development designing: the role of independent institution as moderation between community involvement and legislative institution responsiveness. *International Journal of Law and Management*, 63(1), 17-33. doi: 10.1108/IJLMA-12-2019-0288.
- [31]. Ziadi, A. R., Supriyono, B., & Wijaya, A. F. (2016). The Effectiveness of Information System in Public Complaint Service: An Implementation of E-Government based on Jakarta Smart City Applications. *Global Journal of Management and Business Research: A Administration and Management*, 16(8), 52-57.
- [32]. Simon, A., Kafel, P., Nowicki, P., & Casadesus, M. (2015). The Development of Complaints Handling Standards In Spa Companies: A Case Study Analysis In Spain. *International Journal for Quality Research*, 9(4).
- [33]. Izfanna, D., & Hisyam, N. A. (2012). A Comprehensive Approach in Developing "akhlaq": A Case Study on the Implementation of Character Education at Pondok Pesantren Darunnajah. *Multicultural Education & Technology Journal*, 6(2), 77-86.
- [34]. van Deursen, A. J. A. M., & Van Diepen, S. (2013). Information and strategic Internet skills of secondary students: A performance test. *Computers & Education*, 63, 218-226. doi: 10.1016/j.compedu.2012.12.007.
- [35]. Rofiaty, R. (2019). The relational model of entrepreneurship and knowledge management toward innovation, strategy implementation and improving Islamic boarding school performance. *Journal of Modelling in Management*, 14(3), 662-685. doi: 10.1108/JM2-05-2018-0068.