

The Role of NGOs in Indonesia - Australia Cooperation Through the KOMPAK Program to Support the SDGs of Quality Education in Papua and West Papua

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ARTICLE INFO

Article history

Received

Revised

Accepted

Keywords

NGO

KOMPAK Program

Quality Education

Papua

SDGs

ABSTRACT

This paper discusses the role of Non-Governmental Organizations (NGOs) in bilateral cooperation between Indonesia and Australia through the KOMPAK program, with a focus on supporting the Sustainable Development Goals (SDGs) for quality education in Papua and West Papua. KOMPAK, which is supported by the Australian government, aims to improve the quality of life in Indonesia by strengthening basic services, including education. NGOs play an important role in implementing this program by leveraging local expertise to build capacity, increase access to education, and empower communities. This program is in line with the global commitment to SDG 4, which emphasizes inclusive and equitable quality education for all children, especially in remote and underserved areas. This collaboration shows the shared commitment between the two countries and highlights the important role of NGOs in improving the educational landscape in Papua and West Papua, with the aim of ensuring a better future for the region's young generation..

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1. Introduction

Indonesia and Australia have a long history of bilateral cooperation, especially in the fields of social and economic development. One prominent collaboration program is the KOMPAK Program (Community Collaboration and Services for Welfare), which is supported by the Australian government through the Department of Foreign Affairs and Trade (DFAT). This program aims to improve the quality of life of people in Indonesia, including Papua and West Papua, through strengthening basic services such as health, education and social welfare. This collaboration shows the shared commitment between Indonesia and Australia, as well as the central role of NGOs, in strengthening the education system in areas that need the most attention, with the hope of creating a better future for the young generation in Papua and West Papua. Papua and West Papua are regions which is still on a very low scale. In this case, HDI can be used as a tool to measure the level of inequality that exists in Indonesia. Based on the HDI conditions in Papua and West Papua, there needs to be more attention regarding inequality, especially inequality in the quality of education (KOMPAK, 2022a). Based on data from the Ministry of Education and Culture published by the Central Statistics Agency, the elementary school participation rate in Papua in 2020 only reached 87.14%, while in West Papua it only reached 82.61%. Meanwhile, the junior high school participation rate in Papua reached 57.75%, on the other hand, West Papua only reached 51.85% (BPS RI, 2022). This shows

that there are still many children who do not go to school in these two provinces, which is allegedly due to difficulties in accommodation or lack of educational facilities. Apart from the low school enrollment rate and lack of educational facilities in Papua and West Papua, basically the quality of education in Papua and West Papua is still low. This can be seen from the results of the 2019 National Examination (UN), where the average UN score in Papua and West Papua is far below the national average. Apart from that, the lack of qualified teachers and limited educational resources are also factors causing the low quality of education in Papua and West Papua. Basically, the country has realized that one of the most effective ways is to mobilize all parties from various sectors to work together. However, doing this cannot yet be realized properly considering that the state's capacity is limited (Mariani, 2022).

One of Indonesia's efforts to resolve the problem of educational inequality is by involving NGOs in Indonesia to play an active role in one of the collaboration programs between Indonesia and Australia in the Community Collaboration and Services for Welfare (KOMPAK) program. Basically, this program is a facility funded by the Australian Government to support the Indonesian Government to achieve targets in reducing poverty levels and overcoming social inequality (Mariani, 2022). Apart from funding, in this collaboration the Australian Government has a role as a provider of experts for each project carried out within KOMPAK. The KOMPAK program works with the aim of improving the quality of basic health services, education, legal identity, as well as access for marginalized communities to basic state services, which will eventually lead to community economic opportunities with a total commitment of up to \$178 million (KOMPAK, 2022b).

One of the causes of inequality in Papua and West Papua is the lack of capacity and contributors to get involved directly and fix complex problems in Papua and West Papua, so in this case KOMPAK is the solution. To carry out its duties, KOMPAK collaborates with one of the NGOs as the main partner in projects in Papua and West Papua, namely the Eastern Indonesia Knowledge Exchange (BaKTI) (Setyawan, 2023). BaKTI is an institution that focuses on knowledge exchange and knowledge management with a domain devoted to development in the eastern region of Indonesia (BaKTI, 2015). BaKTI was founded in 2004 as part of the Support Office for Eastern Indonesia (SoFEI) knowledge exchange unit, which is a multi-donor project administered by the World Bank. BaKTI then became a foundation under the Indonesian legal system on 24 August 2009 with the aim of strengthening local ownership and sustainability. Initially, the aim of forming BaKTI was to form a knowledge bank and source of public information related to development in the Eastern Region of Indonesia (KTI). As an NGO, BaKTI is trusted to participate in planning, implementing and monitoring the running of the KOMPAK program (Setyawan, 2023). In fact, BaKTI is trusted to manage three main programs in KOMPAK, namely education programs, health programs and community economic empowerment programs.

The Role of NGOs According to a Neoliberalism Perspective

In the context of international relations, neoliberalism emphasizes the importance of cooperation between the state and the private sector, including non-governmental organizations (Jackson and Sorensen, 1999). NGOs have an important role in the perspective of neoliberalism as non-state actors that can accelerate economic and social development through innovation and greater efficiency than the public sector. In the view of neoliberalism, NGOs are considered capable of mobilizing resources and forming partnerships between the public and private sectors to achieve development goals more quickly and effectively (Lewis, 2002). Furthermore, NGOs have a role in promoting effective and accountable government, as well as fighting for human rights and community involvement in decision-making processes.

In the perspective of neoliberalism, this is seen as a way to create a stable and attractive business environment for investors, as well as to ensure that rapid and effective economic development does not ignore social and environmental problems (Lewis, 2002). From this it can be understood that in the context of the role of NGOs, Neoliberalism sees that NGOs can

play a complementary role in development efforts, especially in terms of assisting the government and the private sector in providing more effective and efficient public services. As strategic partners, this neoliberal view also sees that NGOs must work independently, without too much political influence from the government or certain interest groups (Lewis, 2004). Apart from that, NGOs are also expected to work in an effective and efficient manner, so that they can produce concrete and measurable output.

The Relationship between NGOs and the State from the Principal Agent's View

In cooperation between countries and NGOs, it can basically be explained by the Principal Agent concept where Indonesia and Australia as the principal parties appoint BaKTI as the NGO as the agent to run the KOMPAK program. The birth of this authority basically makes sense considering that quite a few government programs are running less than optimally, especially due to the lack of executors or implementors who suit the needs of the program. So in this case, the government's role will not be enough. Moreover, in international relations the concept of the role of non-state actors is widely recognized which basically has a fairly large portion in global dynamics (Soetjipto, 2018). As independent non-state actors, NGOs can provide different contributions to society from those provided by states or international institutions. An NGO is basically an organization or institution that originates from the community and is for the community so that the NGO and the community have a very good relationship. The closeness of NGOs to the community is what then makes NGOs have a role as development agents to overcome complex development problems that are difficult for the government to access (Lewis and Kanji, 2009).

If examined further, the role of government assistance in implementing this program has given rise to the assumption that NGOs not only have close ties to society but also to the government so that they can help the state to solve various problems that exist in society. The closeness to the community and government then allows NGOs to act as partners between the two parties. NGOs can strengthen community participation in decision making and help communities fight for their rights, but on the other hand, NGOs also help the government in developing policies and implementing programs that are more responsive to community needs (Edwards, 2004). So, it can be said that NGOs have a function as a partnership for both parties.

This research offers a new contribution by analyzing the role of NGOs in Indonesia-Australia cooperation through the KOMPAK program to support SDGs goals in the field of quality education in Papua and West Papua from several innovative perspectives. First, this research combines an interdisciplinary approach by combining aspects of education, international development, and public policy, which allows a comprehensive analysis of the role of NGOs in the context of international cooperation. Second, this research provides an in-depth contextual analysis by considering local social, cultural and political dynamics in Papua and West Papua, which influence the implementation of the program. By involving the views of the local community, including teachers, students and parents, this research explores community perceptions of the quality of education resulting from the KOMPAK program. Finally, this research also analyzes the sustainability and scalability of the KOMPAK program, as well as the impact of international policies on the implementation of local education programs. Thus, this research makes a significant contribution to the literature on international cooperation, educational development, and the role of NGOs in supporting SDGs in regions with unique challenges such as Papua and West Papua.

2. Method

Basically, this research is explanatory research which aims to provide an overview of the variables studied so that these variables can have an influence on other variables (Sugiyono, 2017). In short, it can be understood that the relationship between the variables contained in this research is causal. The explanatory type was chosen by the author because the author is

trying to explain the role of NGOs in Indonesia-Australia cooperation through the KOMPAK program on inequality in Papua and West Papua. The implementation of KOMPAK began in January 2015 with the first phase running until June 2018. Then, the Australian Department of Foreign Affairs and Trade (DFAT) in this case approved the continuation phase of KOMPAK in the period 2019 to 2022 with the main target focused on Papua and West Papua. West. Therefore, the scope and scope of this research refers to the role of NGOs in Indonesia-Australia cooperation through the KOMPAK program on the quality of education in Papua and West Papua from 2018 to 2022..

2.1 Data Collection Techniques

In this research, the author used two data collection techniques, namely interviews and literature study. This data functions to increase the researcher's knowledge through factual data which will then make it easier for researchers to analyze the problems discussed.

2.2 Data Analysis Techniques

Data analysis is a stage that refers to the research process with the aim of transforming, investigating and revealing patterns of the social phenomena being studied so that the intended research report can show information, results and conclusions in order to provide recommendations for policy makers (Moleong, 2018) . Data analysis is generally carried out after the data collection process is complete. For data analysis, the author basically uses qualitative analysis techniques. Qualitative methodology itself is a research procedure where the results lead to descriptive data (Moleong, 2018).

3. Results and Discussion

BaKTI is involved in developing a monitoring and evaluation system to continuously ensure that the programs implemented are running well. (KOMPAK, 2018). In this case, BaKTI assists the process of collecting and analyzing data related to education in Papua and West Papua. This basically aims to ensure that the programs implemented can achieve the right targets and provide maximum benefits for the community (KEMENDAGRI, 2019a). By improving educational infrastructure in Papua and West Papua, it is hoped that it can help improve the accessibility and quality of education in this region. As an implementing agent, BaKTI also ensures that the resources provided by the government and the Australian government are used effectively and efficiently. For this reason, BaKTI monitors program implementation periodically and provides reports to the government and the Australian government regarding program progress and resource use (MINISTRY of AGRI, 2019b).

Provinsi	Angka Partisipasi Sekolah (A P S)								
	13-15			16-18			19-24		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
PAPUA BARAT	96,58	96,92	97,08	80,60	80,81	81,49	31,92	30,84	31,48
PAPUA	79,09	80,00	80,13	63,35	63,48	63,50	24,57	23,37	22,91

Fig. 1. Papua and West Papua School Enrollment Rates (APS). (Sumber : <https://www.bps.go.id/>)

In view of the function of NGOs as implementers of government programs, BaKTI has a responsibility to consider the interests of the communities they serve and ensure that the programs they implement are beneficial to the community. BaKTI ensures that the programs implemented not only improve the quality of education, but also provide benefits to the people of the region. In this case, BaKTI has demonstrated success in improving the quality of education in Papua and West Papua. As explained previously, BaKTI has made many efforts. These efforts then have an impact on improving the quality of the curriculum, increasing the quality of teachers through training and capacity development, as well as increasing student

participation and increasing learning outcomes. According to the 2019 BaKTI report, student participation in primary and secondary education in Papua and West Papua increased by 12% and 13%, and school dropout rates decreased to 7.3% and 4.7%. This increase shows BaKTI's success in improving access and quality of education in the Papua and West Papua regions.

During a visit to a school in Papua on 15 October 2022, the former Minister of Education and Culture of Indonesia, Muhadjir Effendy, expressed his appreciation for the innovation program carried out by BaKTI and KOMPAK in improving the quality of education in Papua and West Papua (KEMDIKBUD, 2019). He emphasized the importance of inclusive learning and respecting local cultural diversity. Meanwhile, on another occasion, the Minister of Education and Culture, Nadiem Makarim, acknowledged and appreciated BaKTI's success in improving the quality of education in Papua and West Papua through the KOMPAK program. According to him, this program has had a positive and significant impact on education in the area, especially in developing a curriculum that is more relevant to the needs of the local community. He also emphasized the importance of cooperation between government, society and the private sector to achieve common goals in improving the quality of education in Indonesia, which is in line with the vision and mission of the Ministry of Education and Culture (KOMPAK, 2020).

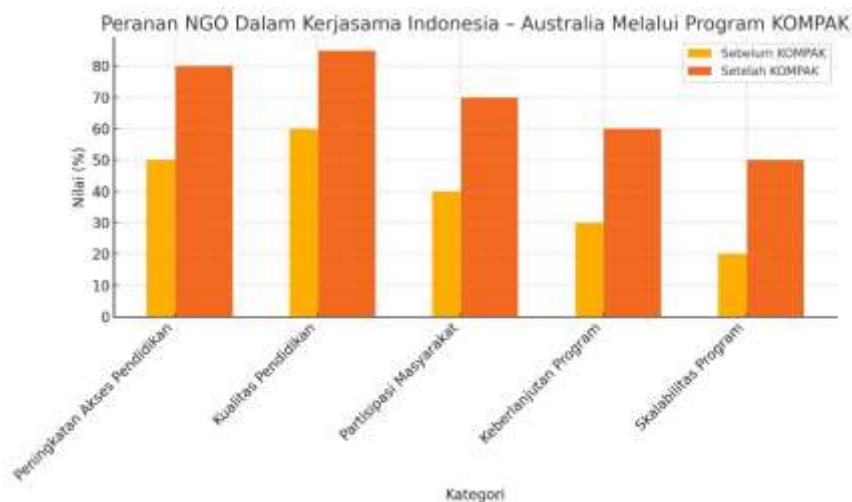


Fig. 2.The role of NGOs in Indonesia - Australia cooperation through the KOMPAK program

Figure 2 presented illustrates the positive impact of the KOMPAK program in cooperation between Indonesia and Australia in Papua and West Papua. This program succeeded in increasing access to education from 50% before the program to 80% after the program was implemented, showing a significant expansion in educational reach. The quality of education also increased significantly, from 60% to 85%, reflecting improvements in the quality of teaching and learning. Local community participation in education programs increased from 40% to 70%, indicating greater involvement of the community in supporting education. In addition, program sustainability showed an increase from 30% to 60%, indicating that this program has the potential to survive in the long term. The program's scalability, or ability to be expanded to other regions, also increased from 20% to 50%, indicating that the program can be adapted and implemented in other regions with similar challenges. Overall, the KOMPAK program has had a significant positive impact in improving various aspects of education in Papua and West Papua.

In implementing its programs, BaKTI always prioritizes the values of transparency and accountability. BaKTI in this case realizes the importance of openness and responsibility in managing the resources provided by the Indonesian government and the Australian government (BaKTI, 2022). For this reason, BaKTI always provides clear and transparent

reports regarding the use of resources provided by the government and the progress of programs being implemented. Talking about reports and evaluations, BaKTI provides regular reports to the government regarding the progress of the KOMPAK program through several reporting mechanisms. First, BaKTI carries out periodic reporting to KOMPAK through submission reports. Submission report is a periodic report carried out by BaKTI to convey program progress and achievement of targets set in the initial agreement (Mariani, 2023). This report includes information about activities, achievements, obstacles and suggestions for future improvements. Apart from that, BaKTI also carries out regular reporting to local governments through coordination forums with relevant government agencies. Through this forum, BaKTI conveys information about programs that have been implemented and seeks input from local governments regarding program improvements in the future (Mariani, 2023). BaKTI also carries out program evaluations internally and externally by involving the community and local government as stakeholders.

Evaluation is carried out to ensure that the program implemented is in accordance with community needs and provides significant benefits for the community. The results of this evaluation are then submitted to the local government and KOMPAK as input for future program improvements (Mariani, 2023). By carrying out regular reporting and program evaluations, BaKTI strives to ensure that the programs implemented are in accordance with the government's wishes and provide benefits to the people of Papua and West Papua. Overall, BaKTI's role as an implementing agent in the KOMPAK program in the education sector in Papua and West Papua is very important in improving the quality of education in the region. BaKTI ensures that the programs implemented are in accordance with the government's wishes and provide benefits to the community. Therefore, BaKTI is an example of an NGO that has been successful in helping the government achieve development goals in Indonesia, especially in the education sector.

NGOs have a very important role in helping to achieve the goals of a targeted program, both at the national and international level. As a catalyst, NGOs can provide encouragement and significant change in increasing community participation, providing support, and even promoting it. Through the KOMPAK program, in this fourth chapter, the author explains the role of BaKTI as a catalyst. In this case, the author explains his role as a mediator between the government and the community, as well as a supervisor or guardian of the implementation of the KOMPAK program to achieve the desired goals. The role as a catalyst is basically very important in helping to improve the quality of life of the community, especially in this KOMPAK program.

3.1 The role of NGOs as a catalyst

NGOs have a role as catalysts, which in this case means that NGOs are agents that have an important role in facilitating positive change in various fields, such as political, social, economic and environmental. As catalysts, NGOs can help direct and facilitate the process of change and development in various countries and regions, both through collaboration with governments and with civil society and other organizations. NGOs play an important role in facilitating social, political and economic change at national and international levels. The role of NGOs as catalysts in international relations can be seen in three dimensions, namely as pioneers, as mediators, and as supervisors (Lewis and Kanji, 2009). As pioneers, NGOs can play an important role in strengthening community participation in decision-making processes and encouraging governments and international institutions to be more responsive to community needs and aspirations. As mediators, NGOs can help facilitate the post-conflict reconciliation process and contribute to conflict prevention efforts. As supervisors, NGOs can monitor the implementation of policies and programs of governments and international institutions, as well as provide reports and recommendations regarding performance and use of resources..

Pioneer

The vanguard dimension view underscores the ability of NGOs to become drivers of change in driving social change and development, especially in situations where the government and private sector are less responsive or inadequate. The role of NGOs as pioneers is very important because civil society is often the party who best understands the problems faced by society (Lewis, 2004). NGOs can be a driver of change by bringing attention to important issues that have not been recognized or ignored by other parties. As pioneers, NGOs can fight for the rights of underserved or oppressed communities, encourage changes in public policies that are more just and sustainable, and promote best practices that benefit society. NGOs can help produce innovative solutions to complex and intractable problems.

However, as pioneers, NGOs can also take risks in fighting for issues that have not been recognized or ignored by other parties. This can be done by taking controversial actions or engaging in protests to fight for people's rights. In this pioneering dimension, the role of NGOs as catalysts is very important in promoting positive change and encouraging change in a better direction. Through their actions, NGOs can pave the way for broader change and disseminate best practices that can benefit society as a whole. This is in line with the view of Scholte (2004) who states that the role of NGOs as a catalyst is very important in strengthening community participation in the development and democratization process.

Mediator

Mediation is an important dimension in the role of NGOs as catalysts. In this case, mediation is an effort to create space for dialogue and mediation between various parties, as well as facilitating mutually beneficial cross-sector collaboration. In this context, NGOs act as neutral and independent mediators, so they can help overcome the power gap between the government and the community, as well as increase community participation in the decision-making process (Lewis, 2004). The role of NGOs as mediators is considered very important because it can bring together parties with different views and help them to reach mutually beneficial agreements. In the mediator dimension, NGOs can also help in strengthening law enforcement and justice mechanisms at the local and international levels. They can be monitors and enforcers of human rights as well as advocates for groups vulnerable to discrimination and violence. Overall, David Lewis's (2004) view on the role of NGOs as mediators underlines the importance of their role in creating space for dialogue and mediation between various parties, as well as facilitating mutually beneficial cross-sector collaboration. In this case there is an emphasis on the importance of neutrality and independence of NGOs as mediators, so that they can become effective facilitators and help create mutually beneficial understandings for the various parties involved (Lewis, 2004).

Supervisor

The role of NGOs as supervisors is very important in ensuring accountability and transparency in the implementation of government policies. As supervisors, NGOs can help monitor the implementation of government programs and provide input to improve the quality of these programs (Lewis, 2004). Furthermore, NGOs can monitor the implementation of government policies and programs and fight for justice for groups who are vulnerable to discrimination and marginalization. David Lewis's view on the role of NGOs as catalysts in the supervisory dimension emphasizes the importance of the role of NGOs in strengthening mechanisms for enforcing law and justice, fighting for human rights (HAM), as well as fighting for institutional and policy reforms that are more inclusive and just (Lewis, 2002). In simple terms, this view is intended to emphasize justice and equality which refers to the needs of society.

Apart from that, NGOs can also act as watchdogs or independent supervisors of government policies that have an impact on society. In this case, NGOs can monitor policy implementation and provide constructive input or criticism if there is a mismatch with community interests (Lewis, 2002). Thus, the role of NGOs as a catalyst in the supervisory

dimension is also very important in maintaining the implementation of government or company programs to achieve the desired goals. Through their role as supervisors, NGOs can ensure that the programs or activities carried out have a positive impact on the people in the area. Thus, these two views can be combined to show that the role of NGOs as supervisors can help increase accountability and transparency in the implementation of government policies and ensure that programs or activities have a positive impact on society (Lewis, 2004). Through their role as supervisors, NGOs can ensure that the programs or activities carried out have a positive impact on the people in the area.

3.2 BaKTI's role as a catalyst in the KOMPAK Program

The role of NGOs as a catalyst basically refers to the role of directing and facilitating the change process by increasing contributions, raising awareness, and fighting for the interests of society (Lewis and Kanji, 2009). In this regard, BaKTI makes an important contribution in improving the quality of education in Papua and West Papua by encouraging community participation, increasing access to education, promoting innovative programs, and developing partnerships with stakeholders. In short, it can be understood that BaKTI carries a holistic and participatory approach by involving various related parties in every stage, from planning to implementation and monitoring. This is one of the advantages of BaKTI that the government does not have because it lacks capacity to reach the lowest levels of society. As a catalyst, BaKTI has a role in three dimensions, namely pioneer, mediator and supervisor (Lewis and Kanji, 2009).

Based on the pioneering dimension view, BaKTI has a driving role in driving change. In this case, BaKTI is doing several things, namely encouraging innovation in learning methods in Papua and West Papua, building networks with various parties, providing more adequate access to information, and continuing to encourage community participation. The innovation referred to in this case refers to innovation in the field of education through the use of information and communication technology (ICT) and effective learning methods (Sumule et al., 2022). BaKTI acts as a facilitator in providing training and assistance for teachers and school staff to improve their skills and abilities in applying technology and better learning methods. BaKTI also provides access to information related to the latest developments in the field of education, either through publications, training or discussion forums (BaKTI, 2020). This can help increase public understanding and awareness regarding the importance of quality education to support learning facilities in Papua and West Papua.

It cannot be denied that through community involvement, the KOMPAK program can be more focused and in line with the needs and challenges in the field. In this case, BaKTI acts as a mediator who facilitates dialogue between the community and related parties such as the government and Australia in finding solutions and overcoming problems in the education sector in Papua and West Papua. By building close partnerships and cooperation, BaKTI can strengthen community participation and ensure that the KOMPAK program runs well and effectively. Apart from that, BaKTI's role as a bridge connecting various related parties in the KOMPAK program can also speed up the change process. This is because BaKTI can identify and understand the problems faced by the community and direct the government and Australian parties to carry out appropriate and effective interventions (MINISTRY of AGRI, 2018). In this way, BaKTI can help achieve more optimal results in the KOMPAK program and accelerate improvements in education levels in Papua and West Papua.

The facilities for communicating with each other provided by BaKTI basically have quite an impact on the KOMPAK program. Indirectly, the communication that is formed helps ensure that the educational programs implemented are in accordance with the needs and desires of the community. On the other hand, BaKTI helps facilitate collaboration between the government and the community in the KOMPAK program, with the aim of ensuring that the educational programs implemented have broad support and are well integrated into the existing education system (BaKTI, 2021). Furthermore, BaKTI not only provides facilities

for communication but also contributes greatly to other facilities. In this case, BaKTI is listed as the pioneer of the KOMPAK program to improve access to education in Papua and West Papua by facilitating the development of educational infrastructure and providing transportation for students who have difficulty reaching school (Setyawan, 2023). This helps ensure that children in remote and hard-to-reach areas can also have access to a good education. Then, with the technical support and resources for teachers and schools provided by BaKTI, this has succeeded in improving teacher abilities and the quality of learning, so that students can achieve better results.

In BaKTI's role as a catalyst, it indirectly assumes the role of supervisor. Therefore, BaKTI has an important role in ensuring that the KOMPAK program can run well and effectively. BaKTI continuously monitors to ensure that everything planned is running well in accordance with the stated objectives. In this case, BaKTI also ensures that every problem or challenge that arises will be identified and addressed appropriately and effectively (BaKTI, 2020). Basically, this is done so that the program being run can achieve its targets well. Apart from that, BaKTI also has an obligation to provide reports on both program achievements and monitoring results to the Indonesian government and the Australian government. This report will later help the Indonesian government and Australia to monitor and provide evaluations of program progress to BaKTI. Apart from that, this report can be a reference for the government in making decisions (MINISTRY OF AGRI, 2021). Furthermore, in its supervisory duties, BaKTI collaborates with the government, local educational institutions and local communities in Papua and West Papua. In this case, BaKTI strengthens cooperation with stakeholders in the region in order to ensure that the KOMPAK program can run in accordance with the needs and expectations of the community so that it can provide maximum benefits.

If examined further, BaKTI not only plays a role in improving the quality of education in Papua and West Papua, but also in strengthening relations between the people of Indonesia and Australia. BaKTI's role as a catalyst in the KOMPAK program in the education sector in Papua and West Papua can be considered as a concrete example of bilateral cooperation between Indonesia and Australia. This shows that BaKTI plays an important role in facilitating and promoting cooperation between the two countries in achieving mutually beneficial development goals. BaKTI can be a liaison between stakeholders in Indonesia, the Australian government and educational institutions in Australia. BaKTI continues to seek synergy between various parties in the KOMPAK program, including the government and educational institutions from Australia. This is intended to strengthen cooperation in the field of education and knowledge development (KEMENDAGRI, 2021). If examined further, this collaboration basically gave birth to an exchange of knowledge and experience between Indonesia and Australia, especially in the field of education. BaKTI then also provided encouragement to form a collaboration between educational institutions in the two countries to strengthen human resource capacity and improve the quality of education in Papua and West Papua. If examined further, cooperation between Indonesia and Australia in the field of education and knowledge development can improve relations between the two countries. In the long term, this collaboration is useful for strengthening ties between the people of Indonesia and Australia and can become a forum for promoting understanding and appreciation between cultures so as to strengthen diplomatic relations between the two countries.

Apart from that, this program can also help improve relations between the community and the Indonesian government and the Australian government through collaboration in the field of education and knowledge development in the eastern region of Indonesia (Mariani, 2022). The KOMPAK program can help improve the quality of education in Papua and West Papua, which in turn can help improve the skills and abilities of students in the region. This can contribute to better human development and economic development in the region. From an international relations perspective, BaKTI's role as a catalyst in the KOMPAK program

proves that there is good bilateral cooperation between Indonesia and Australia in achieving mutually beneficial development goals for both countries. BaKTI, as a non-governmental organization, helps facilitate interaction between stakeholders in the education sector in Papua and West Papua, including regional governments, schools and local communities, with the aim of increasing community participation in decision making and education management. Furthermore, the KOMPAK program in the education sector in Papua and West Papua can also be an example for other countries to collaborate in the field of education and knowledge development in areas that need it. This shows that BaKTI and the KOMPAK program can act as models of effective and sustainable cooperation between Indonesia, Australia and other countries in achieving mutually beneficial development goals. Through this collaboration, Australia can help Indonesia improve access and quality of education in the eastern region of Indonesia, while Indonesia can provide opportunities for Australia to help achieve development goals in partner countries (MINISTRY OF AGRI, 2021).

4. Conclusion

BaKTI as an NGO has a big role in cooperation between Indonesia and Australia through the KOMPAK program in improving the quality of education in Papua and West Papua. BaKTI acts as a social partner for the community and a partner for the government which has a positive impact on the results of the KOMPAK program itself. Then, BaKTI also succeeded in becoming an implementor in accordance with its role as an agent based on the Principal Agent concept in the KOMPAK program. BaKTI was also considered successful in being a catalyst by successfully mobilizing and encouraging appropriate community participation in carrying out activities in the KOMPAK program.

The state has limitations in carrying out its duties, especially when faced with the challenge of touching the smallest levels of society. So that the state government collaborates with non-state parties such as NGOs in facing these challenges. This is basically in accordance with the view from a Neoliberalism perspective which assumes that there is a need for cooperation between the state and other sectors. Even in this case, non-state actors are also recognized in the view of International Relations. Furthermore, the relationship between the state and state actors can be explained through a principal agent view where the state occupies the position of principal while non-state actors such as NGOs are in the position of agent. As an agent, his position refers to the right hand of the country or partner. However, for the community, its role refers to a social partner, considering that NGOs have better closeness to the community. Basically, the role of NGOs is as implementers who run a program. In practice as implementers, NGOs have another role which refers to being a catalyst whose portion can accelerate or trigger positive changes in society.

In the partnership context, BaKTI has two roles. The first role is as a partner for the government. This role basically refers to assistance to the state to be closer to the community so that the programs implemented will be more effective. As state partners, NGOs need support from the government through support in the form of providing resources, strength, narrowing gaps and perspectives. Resources refer to various kinds of assets belonging to NGOs and the government as a means of supporting programs implemented by both parties. In this case, resources include two things, namely human resources and finance. Finance itself is divided into two, namely funding and engineering. then the next support is strength. The power in question is a balanced power. For example, the government's strength is in the form of access to public policies, infrastructure, and the NGO's strength is in the form of expertise, experience and access to the community. Next is support for narrowing the gap which refers to efforts to reduce differences in goals and interests. Meanwhile, the final support refers to the same perspective or view in viewing the problem or issue being collaborated on, which is one of the important elements in cooperation between NGOs and the government..

To provide human resource support, the government first organized training for BaKTI which was supported by the Australian Government as the expert facilitator. Furthermore, the next support needed is related to funding where the grant funds used for the KOMPAK program are basically assistance from the Australian government to support institutional reform in Indonesia. In the context of technical support, technical assistance provided by the government includes organizational and management capacity development as well as various training provided to BaKTI. Furthermore, BaKTI also received technical assistance in the form of facilities and infrastructure from the government. Furthermore, BaKTI obtains power or authority from the government to be involved in planning by providing input and suggestions in the program planning process and the government acts as a decision maker in determining the programs to be implemented. To narrow gaps and unify perspectives. The government provides a forum for communication with BaKTI and several related sectors. Therefore, in order to narrow the gap in opinions and decisions, as a KOMPAK program partner, BaKTI provides reports at monthly meetings and evaluation results every three months to KOMPAK and other related parties.

The author sees that BaKTI's contribution to KOMPAK can basically be an example for other organizations to collaborate with the government to achieve development goals more effectively and efficiently. BaKTI has succeeded in showing that understanding community needs and collaborating with the government is a way for other NGOs to increase the percentage of chances of achieving their goals. Furthermore, the BaKTI program is basically an innovative solution that is appropriate for improving the quality of education in Papua and West Papua. The development of programs specifically designed to meet the needs of students in these areas can help improve students' basic skills so that their quality improves.

BaKTI's role in the KOMPAK program should not only be limited to program implementation, but should also ensure active community participation in the long term. Then the author feels that regardless of the active period of the KOMPAK program, both the government and BaKTI need regular reviews to ensure that the program is still relevant and effective in improving the quality of education in Papua and West Papua. In this case, BaKTI and the KOMPAK program also need to consider various social, cultural and economic factors in the area to ensure that the programs developed are in accordance with the needs of the local community and are able to have a significant impact in improving the quality of education in the area in the long term.

From the existing presentation, it can be said that BaKTI has succeeded in improving the quality of education in Papua and West Papua. This is proven by the increase in school participation rates which then also has an impact on the Human Development Index (HDI) percentage for Papua and West Papua. So from here the author concludes that BaKTI's role as an NGO that helps the country in carrying out cooperation programs between Indonesia and Australia can be said to be in line with the target.

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