

IMPLEMENTATION OF THE SPECIAL AUTONOMY BUDGET POLICY IN THE FIELD OF EDUCATION IN WEST PAPUA PROVINCE

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ABSTRAK

Policy autonomy special exists from decentralization in Indonesia. Enactment autonomy special for Papua is expected to bring change from side development, enhancement level life public original Papua or so-called OAP, and respect to native rights Papua (OAP) as well as overcome various problems the conflict that occurred. Autonomy special for Papua is regulated in Law Number 21 of 2001 to 2020 or for 20 years, Change second arranged in Law Number 2 of 2021. Education for Indigenous Papuans (OAP) is one regulated aspect of Constitution autonomy specifically Papua as well derivatives. Objective Study This is To know the implementation of autonomy fund policy particularly in the field of Education in West Papua Province, factor inhibitors and supports as well as efforts made to overcome problems that occur. The method research used is descriptive-qualitative. Data collection techniques are carried out with collect data secondary and primary. Whereas technique analysis of research data This uses Edward III's theory where there are four internal variables see implementation wisdom budget autonomy specifically in the field of Education of West Papua Province. Research results based on four internal variables of Edward III's theory ie communication, resources, disposition, and structure bureaucracy show implementation budget autonomy specifically in the field of West Papua Education yet walk with ok. Still, their factors inhibit the implementation of budget autonomy specifically in the field of Education, p This can see from areas that haven't touched development in the field of Education accordingly to the mandate of the autonomy law, especially Papuans.

Keywords: Implementation Policy; Budget Special Autonomy for Education; West Papua Province

1. INTRODUCTION

Autonomy special is A policy government center for necessary area handling special from facet development, governance, and welfare society. For building something area Of course No regardless of availability source Power quality human resources (HR). Education is the Foundation base knowledge human. A process of experience, growth man without existing limitation age, where the process of adjustment someone on each phase of life and adding ability. (Prof. Dr. John Dewey).

The journey of reform in various aspects in Indonesia in 1999 became news happy for Indonesian people. Papuan people themselves in freedom of opinion and convey aspirations in form of dissatisfaction and disappointment with what happened on land Alone like human rights violations, treatment discriminatory, and injustice. To answer a problem that occurred then, arranged something design laws autonomy, especially by the people addressed Papua to the government center For study and so on Then legalized become law. as laws autonomy special the

legalized become RI Law Number 21 of 2001 concerning autonomy special for Papua Province. Journey autonomy special in a manner general not enough more than 20 (twenty) years has brought impact positive for Papua Province. Pros cons autonomy special for Papua Province and West Papua Province in 2020 and 2021 in the middle public Papua. Judging from the journey autonomy special is not enough over 20 years, Of course, No short timeframe, and a limited budget Enough large that was launched for Papua Province is assessed public No touch society, so raises contra or rejection of plan change on laws autonomy special in 2021. Although happen counter in the middle public government still carry out changes to laws Number 21 of 2001 became Invite Invite Republic of Indonesia Number 2 of 2021.

Policy autonomy special volume 2 (two) Number 2 of 2021 as arranged in Regulation Governor of West Papua Number 15 of 2021 above change Regulation Governor (Pergub) Number 3 of 2020 concerning Technical Guidelines for Implementation, Acceptance and Distribution Autonomy Fund West Papua Special. As for the portion Receiving and Sharing the To use refer to article 3 paragraph 3 for Government Province 30% and Government district/city 70% next budgeted in their respective budgets. 30% split for Government Province based on Regulation Governor of West Papua Article 3 paragraph 4 for finance:

- 1) Field of education;
- 2) Health;
- 3) People's Economy Sector ;
- 4) Coordination, Monitoring, Evaluation, Reporting, and Supervision ;
- 5) Setup regulation in framework drafting Special Regional

Regulations, Provincial Regional Regulations and Regulations Governor; And

- 6) operational implementation of MRPB duties and functions.

Furthermore, 70% district budget allocation city For finance government as set out in paragraph 3 for finance:

- 1) Educational services allocated at least 25%;
- 2) Services in the health sector at least 15%;
- 3) Development economy citizenship between 10%;
- 4) Financing help Affirmation 10%; And
- 5) Data collection, planning, and reporting of programs and activities that are budgeted allocated a maximum of 5%.

Implementation policy autonomy special in a manner whole The provinces of Papua and West Papua show development and change from all aspects. However, development the If compared to other regions in Indonesia, the provinces of Papua and West Papua are still very low even entering the category Lowest first and second. Even though it's an autonomous fund specially launched for the development and improvement well-being of people in Papua counted big, the nominal No is comparable with reality on the ground. Autonomy special for Papua province already enter year second volume II and already not enough over 21 years.

Look at the Human Development Index (IPM) data released by the Central Bureau of Statistics (BPS) every year year in a manner national showing West Papua Province entered in category Lowest second after Papua. Besides That level of poverty and health is also still sad and distant from hope. The following is the

annual Human Development Index (IPM)
data last 2021 according to provinces in

Indonesia.

PROVINCE	YEAR				
	2018	2019	2020	2021	2022
ACEH	71.19	71.90	71.99	72.18	72.80
NORTH SUMATRA	71.18	71.74	71.77	72.00	72.71
WEST SUMATRA	71.73	72.39	72.38	72.65	73.26
RIAU	72.44	73.00	72.71	72.94	73.52
JAMBI	70.65	71.26	71.29	71.63	72.14
SOUTH SUMATRA	69.39	70.02	70.01	70.24	70.90
BENGKULU	70.64	71.21	71.40	71.64	72.16
LAMPUNG	69.02	69.57	69.69	69.90	70.45
KEP. BANGKA BELITUNG	70.67	71.30	71.47	71.69	72.24
KEP. RIAU	74.84	75.48	75.59	75.79	76.46
DKI JAKARTA	80.47	80.76	80.77	81.11	81.65
WEST JAVA	71.30	72.03	72.09	72.45	73.12
CENTRAL JAVA	71.12	71.73	71.87	72.16	72.79
IN YOGYAKARTA	79.53	79.99	79.97	80.22	80.64
EAST JAVA	70.77	71.50	71.71	72.14	72.75
BANTEN	71.95	72.44	72.45	72.72	73.32
BALI	74.77	75.38	75.50	75.69	76.44
WEST NUSA TENGGARA	67.30	68.14	68.25	68.65	69.46
EAST NUSA TENGGARA	64.39	65.23	65.19	65.28	65.90
WEST KALIMANTAN	66.98	67.65	67.66	67.90	68.63
CENTRAL KALIMANTAN	70.42	70.91	71.05	71.25	71.63
SOUTH KALIMANTAN	70.17	70.72	70.91	71.28	71.84
EAST KALIMANTAN	75.83	76.61	76.24	76.88	77.44
NORTH KALIMANTAN	70.56	71.15	70.63	71.19	71.83
NORTH SULAWESI	72.20	72.99	72.93	73.30	73.81
CENTRAL SULAWESI	68.88	69.50	69.55	69.79	70.28
SOUTH SULAWESI	70.90	71.66	71.93	72.24	72.82
SOUTHEAST SULAWESI	70.61	71.20	71.45	71.66	72.23
GORONTALO	67.71	68.49	68.68	69.00	69.81
WEST SULAWESI	65.10	65.73	66.11	66.36	66.92
MALUKU	68.87	69.45	69.49	69.71	70.22
NORTH MALUKU	67.76	68.70	68.49	68.76	69.47
WEST PAPUA	63.74	64.70	65.09	65.26	65.89
PAPUA	60.06	60.84	60.44	60.62	61.39
INDONESIA	71.39	71.92	71.94	72.29	72.91

Source: Central Bureau of Statistics

Based on the Human Development Index (IPM) table above showing West Papua Province occupies the position 2 (two) lowest after Papua Province in five periods last. Of course matter, This became attention special for the government in the handling of Education in West Papua Province. Implementation policy autonomy specifically in the field of Education as stated in Regulation West Papua Governor (Pergub) Number 5 of 2021 as article 3 paragraph 3 distribution the portion in the education sector is at least 25 percent. In writing This example writer quote allocation and realization in the education sector has not reached 100 percent. It means There are 8 out of 13 districts education sector are still below 25 percent. As for the inhibiting factors development in the field of education covers the area of West Papua as a whole constrained access no way enough power educators in the area are isolated very less even, location condition geography and conditions security which not conducive, besides that's not lost importance in formulating a development program to touch public appropriate target is Source Power Human (HR).

In a study, the researcher presents percentage data realization usage budget autonomy special in the field of Education in West Papua Province in 2018 according to regency city. Seen that from chart percentage uses budget autonomy special in the field of Education in West Papua Province as many as 8 (eight) districts out

of a total of three thirteen in West Papua the percentage is below 30 percent. It means implementation autonomy specifically in West Papua Province still below 30% is appropriate Regulation Governor (Pergub). The following chart percentage uses an autonomous budget _ specifically in the field of Education of West Papua Province based on the regency city year 2018.

Studying Human Development Index (IPM) and inhibiting factors other writers believe that implementation autonomy, particularly in the education sector equivalent to another area.

Gaps The Problem Taken (GAP Research)

Some problems found by a researcher in a study are related to West Papua education. Implementation of Education in West Papua Province at This enter 2nd volume post enforced area autonomy special for Papua, however Not yet bring change in a manner thorough. One rejected the measure in see success autonomy special West Papua is Human Development Index (IPM), teacher-to-student ratio, student-to-student ratio class, access roads, and security.

Study Previously

To add knowledge to study this, the researcher inspired some source studies earlier as a material reference in writing This as in the table following:

No	Resear cher Name	Title	Objective	Method	Results
1	Senas Alken	Implementa tion	Knowing and understanding	Method study This approach is	Research results This shows

	Demtu	Autonomy Fund Policy Special Education Sector (DAK) in Jayapura Regency, Papua Province	the implementation of Autonomy Fund policy Special in the Education Sector in Jayapura Regency, then factor supports and inhibitors his as well as efforts made in overcome obstacle	qualitative descriptive and inductive. Data collection techniques are in 3 ways that is interview, observation, and documentation. Data analysis techniques using data reduction techniques, data presentation, and withdrawal conclusion.	implementation policy autonomy specifically in the field of education Not yet walk with well, still there is a limiting factor in operating government in Jayapura Regency.
2	Daniel P. Oktavian & Emmanuel AWA	Implementation of Education Sector Funding During the Autonomy Period Papua Special	Objective study This is For know magnitude autonomous budget special in the implementation of Education in Papua Province.	Method research used in the study This is quantitative. Data collection techniques are carried out with secondary data and Then analyzed based on Papua special autonomy law regulations.	Study This finds a number fact that the data amount given to budget Central Government To The Papua Regional Government does not compare straight with enhancement quality of education in Papua
3	A. Sakti RS Rakia et al ;	Implementation Authority Governor in Draft Autonomy Papua Special	Objective writing This For know What essence of draft decentralization in the implementation of government area-based autonomy, particularly in Papua as well How authority government Papua Province in autonomy especially	Study This use type juridical-normative, with approach theory law and legislation (<i>statute approach</i>)	Research results in This showing that implementation authority governor in framework autonomy special Papua Still held based on Constitution Regional government. The impact of implementation authority the produce position subordinate or

			Papuans.		sumptuous authority – between government province and district/city in implementation autonomy special Papua.
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In a study, This writer does different studies that have not Once been conducted by research earlier. The researcher takes the title “ Implementation Policy Budget Autonomy Specifically for the Education Sector of West Papua Province ”. location difference in study This study previously covers locus research, time research, and techniques of data collection.

Objective

Study This aims To know the implementation of autonomy fund policy particularly in the field of Education in West Papua Province, factor inhibitors and supports as well as efforts made to overcome problems that occur.

Survey Literature

To support the study, the researcher uses several approaches to the theory implementation of Education policy and theory in the period of autonomy special. The following explanation as following:

Regional Autonomy

Formed autonomy areas in Indonesia since the validity of Laws Number 22 of 1999 concerning Balance Finance between Central Government and Local Government. In line with developments and demands, then Law no. 22 of 1999 continues to experience change from time to time. Change First started with Law number 32 of 2004 later change was finally replaced with Law number 9 of 2015. Meanwhile, Laws Balance Finance of Law number 25 of 1999 was replaced with Law number 32 of 2004. Then

mentioned that government operates three function main according to Constitution number 32 of 2004 ie function distribution, stabilization, and allocation. Furthermore function distribution and stabilization held government centers more effective, meanwhile function allocations made government areas considered more understandable needs, conditions, and society local. Given the territory of Indonesia has condition geographically very broad, so bestowal authority government centers to the government area To use effectiveness and efficiency in coaching and supervision in organizing autonomy areas. For That role, the government center to the area in context decentralization covers supervising, monitoring, and evaluating implementation autonomy regions (Rusyadi et al. 2015). Referring to Law 23 of 2014 concerning government area mandate objective held autonomy area is To realize well-being society, through enhancement service, empowerment, and participation society.

West Papua Province in the unitary state frame Republic Indonesia (NKRI), has given an autonomy special based on Law no. 35 of 2008 above amendment to Law No. 21 of 2001 concerning autonomy special for Papua Province. The objective given autonomy special for Papua to overcome the gap between Papua region and regions outside Papua. Autonomy Fund special referring to Law Number 21

of 2001 was given 2 % of the total national budget ceiling for the past 20 years mentioned as volume I. The Government of Papua Returns to Establishing Autonomy special for Papua which is then studied government center then validated become law. Enter laws autonomy especially Papua volume 2 still happen gap or behind Papua region with area others outside Papua, one of them from aspects of education released by the Central Bureau of Statistics through the Human Development Index (HDI).

Implementation Policy

Implementation Alone is implementation or application. Whereas in a manner general understanding implementation is something planned action arranged in a manner ripe (KBBI).

The policy is defined as a series of proposed actions/activities by a person, a group, or a government in something environment certain Where there are obstacles (difficulties) and opportunities to implement proposal wisdom in the framework to reach the objective certain. (Carl J Frederick).

Implementation policy is activity complex with so Lots influencing factors to success something implementation policy. For That understanding, A implementation policy is implementation series of proposed activities Good individuals, government, and society are certain there is a factor that supports and inhibits achieving something successful.

Study This writer uses the implementation models policies of George C. Edward III to determine success implementation policy autonomy specifically in the field of Education of West Papua Province, namely (1) structure bureaucracy, (2) sources of power, (3) communication, and (4) disposition.

Education

Understanding education formulated with Good in the Law of the Republic of Indonesia No. 20 of 2003. Education is business conscious and planned For realizing atmosphere learning and the learning process for participants to educate in a manner active develop potency himself For own religious spiritual power, control self, personality, intelligence, morals glorious, as well necessary skills himself, society, nation, and state.

Definition of the load three tree mind, namely: (1) effort conscious and planned ; (2) embody atmosphere learning and the learning process for participants educate active develop potency himself; and (3) have religious spiritual power, control self, personality, intelligence, morals glorious, as well necessary skills himself, society, nation, and state.

2. RESEARCH METHODS

Inner design study This uses study descriptive-qualitative. To answer the problem study, the researcher does a deep purposive approach to determine whether to consist of informants from maker/formulator policies, target policies, or recipient-programmed policies. Study This aim To get a description of implementation policy budget autonomy specifically in the field of Education in West Papua Province specifically explained as follows:

Research Locus

Study This going on carried out in the District Manokwari which is the Mother City of West Papua Province. As for the reasons the researcher in choose location the Because as a barometer of the government of West Papua Province, The researcher was interested in choosing the location ie West Papua Province is from

the Education side after policy autonomy special for West Papua still enter the category Lowest second. this is seen from The Human Development Index (IPM) shows West Papua province occupied ranking second Lowest second after Papua Province if compared to other areas in Indonesia.

Data Collection Techniques

Collected data in the study This includes secondary data and primary data. Secondary data were done with read and collect relevant data with a problem to be researched ie West Papua Province's Indonesian Human Development Index (IPM), data on the realization of autonomy funds specifically in the field of Education, and legislation as well as sources supporters other Then analyzed and withdrawn conclusion about implementation policy budget autonomy specifically in the field of Education of West Papua Province. While the primary data includes interviews direct consisting of informants from maker/formulator policies, and goals of main implementation policy budget autonomy specifically in the field of Education of West Papua Province.

Data Analysis Techniques

The approach used to analyze implementation policy budget autonomy specifically in the field of Education of West Papua Province namely with the use theory of George C. Edward II. Where is implementation started from the question of How implementation policy budget autonomy specifically in the field of Education of West Papua Province and factors booster and supporter implementation policy budget autonomy specifically in the field of Education of West Papua Province according to Edward III there are four internal variables policy

that is Communication, Resources, Disposition/Behavior and Structure bureaucracy.

3. RESULTS AND DISCUSSION

Implementation Policy Autonomy Specifically for the Education Sector of West Papua Province

Policy Autonomy Specifically for Education

Policy autonomy specifically in the field of Education in West Papua Province is a follow-up from Constitution Number 21 of 2001 jo Law Number 2 of 2021. Then arranged in Regulation West Papua Governor (Pergub) Number 15 of 2021 amendment on Regulation Governor (Pergub) Number 8 of 2018 concerning distribution allocation of autonomous funds specifically in the field of Education by 30 percent For regency city. The goal is To increase the quality of community education in Papua starting from level non-formal education to university high. However, until the moment This Education level in West Papua Province is still left behind If compared to an area outside Papua.

Communication or Socialization About Perdatus

Bestowal authority and power government center to area based on principle autonomous area. because it, deep maintenance policy autonomy special need exists involvement public Good in stages of formulation policy up to implementation policy. Putting the public original Papua as the object main in policy ostomy special Of course will bring impact positive and reduce the conflict that occurred. So that enforced autonomy special for Papua is expected capable give Papuan people become more powerless and not otherwise, p This because the

reality that happened moment This Lot of public difficulty in Papua getting access to education, health, and well-being are compared area others in Indonesia.

Analysis Implementation Policy Autonomy Specifically for Education

In the study, to see implementation policy autonomy specifically in the field of Education of West Papua Province, the researcher hooks with Edwards III's theory in analyzing implementation policy autonomy in a specific field of education. Where is implementation policy is a difficult process Because of how much good something policy is otherwise done with good preparation and planning, the implementation policy the No will materialized. Study This is done with 4 (four) approaches or a very decisive variable successful implementation something a policy that is Communications, Resources Power, Disposition/Behavior, and Structure Bureaucracy.

Communication

Success in something policy needs to be communicated in a manner appropriate to the executors' policy. According to George C. Edwards III in Widodo (2019:97) is communication, where communication is a very important variable To determine something implementation can walk effectively with the required executor policy to find out what to do. In implementation policy autonomy specifically in the field of Education of West Papua Province namely transmission delivery information policy autonomy special West Papua Province in the field of Education yet delivered with ok. Furthermore, all forms of rule policy autonomy specifically in the field of Education must be conveyed clearly to the public as the target man in the gift

economy specialty, and consistency direction objective something implementation policy autonomy particularly in the education sector achieved following the desired society. The reality that happened moment This is that many Papuan people have not to known the direction of policy autonomy special for Education so impacts yet achievement of implementation policy budget autonomy specifically in the field of Education.

Source Power

Something implementation policy can succeed No regardless of source available power. In carrying out something policy needed a source covering power availability amount staff, expertise from executor policies, relevant information, and availability of adequate facilities To use support something policy or programs. Resource humans who don't adequate Of course influential to something implementation policy walk No it worked. West Papua itself from side amount staff counted Enough However need to increase the quality understanding of staff or employees through training and guidance. Information is a very important component in carrying out something policy. because it was, at least two pieces of information is How the method finishes policy as well as for executor needs to know action what to carry out and population data for the government to make a program.

Disposition/Behavior

To reach, the implementation policy in a manner Good needed attitude treats from the executors policy about objective policy, commitment, and honesty. Implementation of policy autonomy specifically in the field of Education in West Papua Province no regardless of factor behavior executor policy. because

That expected perpetrator policy in matters This head of the Department of Education has the authority For conveying information or socialization as well as understanding related to autonomy funds specifically in the field of Education. Based on the results of the interview with 20 informants they give responses that implementation autonomy is special until the moment This Already walks with Good However Not yet There is openness from the executors' policy.

Structure Bureaucracy

Structure bureaucracy is a component that doesn't lose importance in achievement level success something implementation policy. In carrying out policy autonomy specifically in the field of Education of West Papua Province exists a structure clear bureaucracy.

Factor Inhibitors and Supporters Implementation Policy Autonomy Specifically in the Education Sector of West Papua Province

Factor inhibitor

Based on the results of interviews with some selected respondents represent that is consisting of 20 informants 10 people from West Papua Provincial Education Office and 10 people from students spread across several campuses, obtained that frequent obstacles happen is the lateness distribution of autonomous funds specifically in the field of Education. Of course, lateness affects all programs that have been arranged in a manner ripe and good, so impacts dissatisfaction for the target or beneficiary of the program in the field of Education. Many students who entered the scholarship program government forced they must bail out all need lectures even their parents No capable they must separate school or studying even For need daily like Eat

drinking and transportation as well as payment cost rent Lots experience delayed payment cost rent. because _ of it, the writer can conclude that factor inhibitor implementation policy autonomy specifically in the field of Education West Papua Province is lateness in distribution budget autonomy special for West Papua Province Education, as well socialization in give understanding about autonomy specifically in the field of Education to community and parents in West Papua Province

Factor Supporters

As for factors supporters in implementation autonomy specifically in the field of Education namely instruction technical preparation of directed programs and activities Good planning, management as well as the use of budget autonomy special. Besides That exists accompaniment from Bappeda West Papua Province through plan Work special autonomy, there is application and system preparation of programs and activities in a manner systematic.

Efforts To Be Made Government To Overcome Obstacle In Implementation Policy Autonomy Special

Based on the results interview researcher can conclude at least two things are necessary for the done government to overcome obstacles to maintaining autonomy specifically in the field of Education in West Papua Province to be carried out with Good following expectations, including:

1. Socialization to the public keeps on improving
To overcome obstacles, the government through the Department of Education continues to increase socialization for society to understand policy autonomy

specifically in the field of Education in West Papua Province.

2. Well-being executor policy whistle incentive

Giving rewards is very important for executor policy autonomy special through incentives to motivate Spirit work.

4. CONCLUSIONS

Based on the results research, the the researcher can conclude implementation policy autonomy specifically in the field of Education in West Papua Province. At least there are 4 (four) variables used To see implementation policy autonomy specifically in the field of Education in West Papua Province as follows:

1. Communication

Delivery information about the use and allocation of budget special autonomy still in the field of Education not done with ok. Likewise, communication and consistency in the implementation of budget autonomy special walk are not optimal or sustainable.

2. Source Power

Source Power which meant here is the staff. Lack of source Power man resulted in implementation policy and oversight No walk with ok. Besides That authority in implementation policy autonomy specifically in the education sector happens to the lateness in management of budget special autonomy from the government center, to information about the use of budget autonomy special Not yet clear as well as facility infrastructure still very lacking in facilitating teachers/educators in the area Still limited.

3. Disposition

Implementation policy needed the availability of qualified employees, so distribution work Good socialization, and surveillance can walk. Disposition showing attitude behavior executor understanding policy objective than policy, commitment, and honesty.

4. Structure Bureaucracy

In service needed clear bureaucracy To reach success in implementation policy autonomy specifically in the field of Education of West Papua Province. Structure bureaucracy showing exists problems that occur so the service process to society No according to SOPs.

Factor inhibitors and supports Implementation Policy budget autonomy specifically in the field of Education of West Papua Province. As for factors inhibitor as already been delivered that distribution budget autonomy special Still experience lateness so that impact on all programs already arranged. this Of course raises dissatisfaction in the middle public related policy autonomy special in the field of Education in West Papua Province. Whereas factor supporters is exists accompaniment from government about management budget autonomy special through instruction existing technical as well as application systems. Necessary effort done is with increase socialization from government in overcome factor inhibitor policy autonomy special and considerate level well-being executor policy autonomy special.

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