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Implementation of Good Governance in Waste Management Based on Reduce, Reuse, Recycle (3R) in Tanah Sareal sub-district, Bogor city

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A R T I C L E I N F O

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A B S T R A C T

Waste management based on the 3Rs is a strategic necessity in achieving sustainable development, especially in urban areas facing increasing volumes of waste, such as Tanah Sareal District, Bogor City. This study aims to examine the extent to which the principles of good governance are applied in 3R-based waste management, with a focus on community participation, rule of law, transparency, responsiveness, consensus orientation, fairness, effectiveness and efficiency, accountability, and strategic vision. The method used is a descriptive quantitative approach. The research data was obtained by distributing questionnaires to 52 employees of the Environment Agency and 100 community respondents, which were then analysed using the Weight Mean Score (WMS) technique. To reinforce the analysis results, this study was also supplemented with interviews and field observations. The results showed that government officials rated the implementation of good governance in 3R waste management as very good, while the community rated it as fairly good to good. This difference reflects a perception gap between officials and the community. The novelty of this study lies in comparing the perceptions of these two groups in the context of implementing good governance at the sub-district level. The findings emphasise the importance of increasing community participation, transparency of information, and strengthening public accountability in order to promote more effective and sustainable waste management at the local level.

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INTRODUCTION

School dropout refers to a condition in which children discontinue their education before completing the level they are expected to attain. As a consequence, they fail to acquire essential knowledge and fundamental skills required to participate effectively in social life. The right to education is constitutionally guaranteed under Article 31 of the 1945 Constitution of Indonesia, which mandates the provision of government-funded basic education. This provision affirms that basic education is a fundamental right of every citizen and a responsibility of the state. Nevertheless, in practice, some children still lack access to education or are unable to complete their basic schooling.

Various factors contribute to this issue, including economic hardship, the need to assist parents in earning income, limited awareness of the importance of education, and restricted access to educational services. The problem is particularly critical at the primary school level, where students develop foundational skills such as reading, writing, numeracy, and character formation for further education. This issue is also evident in South Bogor, where 904 primary school–aged children were recorded as out of school between 2020 and 2025, indicating that existing efforts to address the problem still require further optimization. To address this issue, the Bogor City Government enacted Mayor Regulation No. 133 of 2020 and introduced the Anti-Dropout Application Network (JAPATI) Program as a digital innovation designed to identify and monitor children who are at risk of dropping out or who have already left school. However, several challenges remain, including limited human resources, insufficient program socialization, and low motivation among some children and parents to return to school.

Although the JAPATI Program has been implemented as an innovation to address school dropout issues, studies examining its implementation at the local level remain limited. In particular, there is still a lack of empirical research analyzing how the program is implemented and how effective it is in reducing school dropout rates in South Bogor District. Based on this background, the present study aims to analyze the implementation of the Anti- Dropout Application Network (JAPATI) Program in reducing school dropout rates in South Bogor District. The study also examines supporting and inhibiting factors influencing the program's implementation. The findings are expected to contribute both academically and practically. Academically, this research enriches the study of public policy implementation, particularly in the field of education and digital-based public service innovation. Practically, the results are expected to provide recommendations for the Bogor City Government, especially the Department of Education, in improving the effectiveness of the JAPATI Program to reduce school dropout rates.

LITERATURE REVIEW

This study employs a quantitative approach with a descriptive method to analyze the implementation of the Anti-Dropout Application Network (JAPATI) Program in South Bogor District. Data were collected through questionnaires,

interviews, and literature review. The population of this study consists of program implementers and community members involved in the JAPATI Program. The sampling technique used was purposive sampling to select respondents who are directly related to the implementation of the program, while census sampling was applied to program implementers. The number of respondents was determined using the Yamane formula with a 10% margin of error. Data analysis was conducted using the Weight Mean Score (WMS) technique.

Indicators of Policy Implementation:

1. Communication
   Effective implementation depends on the clear and consistent transmission of policy objectives, standards, and targets to those responsible for carrying them out. Clear communication minimizes misunderstandings and ensures that policy actions remain aligned with established goals.
2. Resources
   Resources refer to the adequacy of personnel, their competence, access to relevant information, financial support, and supporting facilities. Insufficient resources may hinder the implementation process and limit the achievement of policy objectives.
3. Disposition
   Disposition encompasses the attitudes, commitment, and responsiveness of implementers toward a policy. When implementers understand and support policy goals, they are more likely to perform their duties effectively and consistently.
4. Bureaucratic structure
   Bureaucratic structure relates to organizational procedures, task distribution, and coordination among units involved in implementation. A well-defined and structured system facilitates smoother policy execution.

METHODOLOGY

This study employs a quantitative approach with a descriptive design. According to Sugiyono (2023), quantitative research is grounded in the positivist paradigm and is used to examine specific populations or samples in order to obtain objective and measurable data that are analyzed statistically. The descriptive design aims to systematically portray the actual conditions of the research object based on empirical findings. Data collection involved a series of structured procedures to obtain both primary and secondary information. Several techniques were applied in accordance with the research objectives.

1. Questionnaire
   A questionnaire served as the primary instrument for quantitative data collection. It consisted of structured statements to be answered by respondents based on their perceptions and experiences. The instrument was developed using a Likert scale to measure respondents' attitudes and perceptions regarding the implementation of the JAPATI Program.

2. Interviews
   Interviews were conducted to obtain deeper insights into the implementation of the Anti-Dropout Application Network (JAPATI) Program. This technique complemented the questionnaire data and provided clarification and contextual understanding.
3. Observation
   Observation was carried out through direct monitoring of program implementation in the field. This method enabled the researcher to gain factual insights into how the program was executed by the Bogor City Education Office and PKBM institutions in South Bogor.
4. Literature Review
   A literature review was conducted by examining relevant references, including books, academic journals, and other scholarly sources related to policy implementation. This step strengthened the study's theoretical foundation.

The population of this study consisted of stakeholders involved in the implementation of the JAPATI Program. The sampling technique used was purposive sampling**,** in which respondents were selected based on their direct involvement and relevance to the program implementation. The study involved 110 respondents, consisting of 10 officials from the Non-Formal Education Division, 34 tutors from four PKBM institutions, and 66 parents of JAPATI participants. This composition was intended to capture perspectives from various stakeholders involved in the program's implementation.

The research instrument was tested for validity and reliability to ensure that the questionnaire items accurately measured the variables being studied. Data analysis was conducted using the Weight Mean Score (WMS) technique to determine the level of implementation of the JAPATI Program. The analysis refers to the policy implementation model proposed by George C. Edward III, which consists of four dimensions: communication, resources, disposition, and bureaucratic structure**.**

RESEARCH RESULT

Policy implementation essentially refers to the process of ensuring that formulated policies are executed and achieve their intended objectives. According to Lester and Stewart (Kaedung, 2021), policy implementation can be understood as an administrative and legal mechanism involving various actors, institutions, procedures, and coordinated methods to ensure that expected goals and impacts are realized. In this sense, implementation represents a series of governmental actions undertaken to operationalize decisions or regulations. In this study, the implementation of the Anti-Dropout Application Network (JAPATI) Program in South Bogor is analyzed using George C. Edward III's policy implementation framework, which identifies four critical determinants of policy success: communication, resources, disposition, and bureaucratic structure. Respondents' perceptions were examined based on indicators within each dimension to assess the effectiveness of program execution.

Table 1.1 Summary of Assessments for Each Dimension of the JAPATI Program Implementation Variable in Bogor Selatan.

Variable	Dimension	Indicator	Staff		Parents	
			Category	Mean	Category	Mean
Policy Implementation (George C. Edward III)	Communication	JAPATI Program socialization is conducted regularly and systematically for beneficiaries.	3,97	Good	4,33	Very Good
		Clarity of understanding regarding the objectives of the JAPATI Program.	4,41	Very Good	4,29	Very Good
		The explanation of how to use the JAPATI application is easy to understand.	4,25	Very Good	4,06	Good
		Information on reporting procedures for school dropouts is delivered clearly and consistently.	4,23	Very Good	4,39	Very Good
	Total Mean		4,22	Very Good	4,27	Very Good
	Resources	The number of JAPATI Program personnel is sufficient.	3,98	Good	3,95	Good
		Program personnel possess adequate skills and competencies in operating the JAPATI application.	4,32	Very Good	4,15	Good

		Operational facilities and infrastructure (such as computers and internet access) are adequate.	4,30	Very Good	4,30	Very Good
		The JAPATI Program budget is sufficient to support program implementation activities.	3,95	Good	3,95	Good
	Total Mean		4,14	Good	4,09	Good
	Disposition	Staff demonstrate a high level of commitment in implementing the JAPATI Program.	4,11	Good	4,26	Very Good
		Staff are responsive to reports of school dropout cases.	4,20	Good	3,97	Good
		Staff carry out their responsibilities in accordance with their assigned duties.	4,25	Very Good	4,41	Very Good
		Staff show concern in handling school dropout cases.	4,39	Very Good	4,20	Good
	Total Mean		4,14	Good	4,09	Good
	Bureaucratic Structure	Coordination among the Education Office, PKBM, and program beneficiaries operates effectively.	4,14	Good	4,23	Very Good
		The JAPATI Program data	4,20	Good	4,06	Good

		management system is well integrated to facilitate follow-up on reports.				
		There is a clear division of tasks among JAPATI Program implementers.	4,05	Good		
		The JAPATI Program has established clear Standard Operating Procedures (SOP)	4,30	Very Good		
	Total Mean		4,17	Good	**4,15**	Good
	Overall Mean		**4,19**	**Good**	**4,18**	**Good**

Source: Research Findings (2026)

1. Communication Dimensi

Effective policy implementation depends on the clarity, consistency, and flow of information delivered to implementers and beneficiaries. Clear communication helps translate policy directives into concrete actions and minimizes potential misunderstandings during program implementation. The communication dimension of the JAPATI Program in South Bogor obtained a mean score of 4.22 from staff and 4.27 from parents, both categorized as Very Good. These results indicate that the dissemination of program information has generally been effective. Program socialization was conducted through technical guidance for PKBM administrators and operators, followed by direct assistance from tutors to the community through a door-to-door approach adapted to local conditions.

Differences in assessment arise from varying perspectives. Staff members tend to evaluate communication from an administrative standpoint, whereas parents assess it based on their direct experiences in receiving assistance. Information flows hierarchically from the Education Office to PKBM administrators, tutors, and finally parents. Although program objectives are generally well understood, some parents still require technical guidance in using the JAPATI application. Therefore, continuous technical support and periodic evaluation are needed to further optimize communication strategies.

2.Resource Dimension

The resource dimension relates to the availability of personnel, facilities, and financial support required for program implementation. Adequate resources

are essential to ensure that policy measures can be executed effectively. The findings indicate positive evaluations from both respondent groups, with mean scores of 4.14 from staff and 4.09 from parents, categorized as Good. These results suggest that human resources, supporting facilities, and budget allocation are generally sufficient to support the implementation of the JAPATI Program. Staff respondents rated technical competence in operating the application slightly higher than parents, reflecting differences in perspective between administrative evaluation and service experience. In terms of personnel availability, both groups considered the number of staff adequate, although the wide coverage area creates challenges in workload distribution. Technological infrastructure and budget support were also viewed as sufficient. Overall, the resource dimension contributes positively to program implementation, although continuous capacity building and improved personnel management remain necessary to enhance program effectiveness.

3. Disposition Dimension

The disposition dimension reflects the commitment, responsiveness, and dedication of implementers in carrying out the program. Positive attitudes and strong commitment from program officers are essential for effective policy implementation. The findings show highly positive evaluations from both respondent groups, with mean scores of 4.24 from government employees and 4.21 from parents, categorized as Very Good. These results indicate that program officers generally demonstrate strong commitment in implementing the JAPATI Program. Differences in perception mainly relate to staff responsiveness, where government employees evaluate based on technical constraints while parents assess based on their service experience.

Although the response to reports of out-of-school children was positively evaluated, improvements are still required in response time and the equitable distribution of follow-up actions. The program also faces challenges such as limited service coverage, technical barriers, and low motivation among some children to return to school. Nevertheless, the increasing number of children who have resumed their education indicates that program officers have carried out their responsibilities effectively. Strengthening staff commitment, responsiveness, and coordination remains important to further optimize program implementation.

4. Bureaucratic Structure Dimension

The bureaucratic structure dimension relates to role distribution, coordination mechanisms, and the implementation of standard operating procedures (SOPs) in program implementation. A clear organizational structure helps ensure coordinated and systematic policy execution. This dimension obtained a mean score of **4**.17 from staff and 4.15 from parents, both categorized as Good. These findings indicate that the organizational structure and coordination mechanisms generally support the implementation of the JAPATI Program. Coordination among the Education Office, PKBM institutions, and

beneficiaries operates hierarchically, where information is delivered through PKBM administrators and tutors before reaching parents.

Data management within the program is considered relatively integrated and supports structured follow-up procedures. However, further improvements are needed in data security and system accessibility. In practice, tutors often face dual responsibilities, including conducting educational activities while also performing outreach and data collection on out-of-school children. Despite these challenges, the existence of clear SOPs has helped maintain a coordinated workflow. Strengthening coordination mechanisms, improving data system security, and enhancing public understanding of program procedures remain necessary to ensure more effective and sustainable implementation.

DISCUSSION

This study examined the implementation of the Anti-Dropout Application Network (JAPATI) Program in South Bogor District using the policy implementation model proposed by George C. Edward III, which includes the dimensions of communication, resources, disposition, and bureaucratic structure. The findings indicate that the implementation of the JAPATI Program has generally been carried out well. Overall, the program implementation falls within the Good category, indicating that the program has been implemented in line with its intended objectives of identifying and assisting out-of-school children to return to education.

In the communication dimension, the dissemination of program information and guidance regarding the use of the JAPATI application have been implemented effectively. The resource dimension also shows that the availability of personnel, supporting facilities, and financial support has generally supported the implementation process, although certain challenges remain related to the wide service coverage area and the limited availability of tutors responsible for mentoring activities. Furthermore, the disposition dimension reflects positive attitudes, commitment, and responsiveness among program officers in assisting beneficiaries. Meanwhile, the bureaucratic structure dimension indicates that coordination mechanisms, task distribution, and data management systems have generally functioned well in supporting the implementation of the program.

Despite these positive outcomes, several challenges remain, including limited time resources, socio economic constraints faced by families, and the low motivation of some students to return to school. Therefore, strengthening program socialization, improving coordination among stakeholders, and enhancing continuous mentoring efforts are necessary to further optimize the effectiveness of the JAPATI Program in reducing school dropout rates in South Bogor.

This study has several limitations that should be acknowledged. First, the research was conducted only in South Bogor District, which may limit the generalizability of the findings to other regions with different social and administrative contexts. Second, the study relied primarily on perception-based data collected from government employees, tutors, and parents through

questionnaires and interviews. As a result, the findings reflect respondents' subjective evaluations rather than direct measurements of long-term program outcomes, such as sustained reductions in school dropout rates. Third, the scope of analysis focused on the four dimensions of policy implementation proposed by George C. Edward III, which may not fully capture other external factors influencing program effectiveness, such as broader socio-economic conditions or cultural influences within the community. Future research is therefore recommended to involve a wider geographical scope, incorporate longitudinal data, and explore additional variables that may influence the success of anti-dropout programs.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the Anti-Dropout Application Network (JAPATI) Program in South Bogor District demonstrates generally positive outcomes based on the analysis of the four dimensions of policy implementation proposed by George C. Edward III, communication, resources, disposition, and bureaucratic structure. The overall mean score reached 4.19 from staff and 4.18 from parents, both categorized as Good, indicating that the program has generally been implemented effectively and in line with its intended objectives of identifying and assisting out-of-school children to return to education.

In the communication dimension, program socialization and the dissemination of information regarding the use of the JAPATI application have been implemented effectively through coordination between the Education Office, PKBM institutions, tutors, and parents. The resource dimension also indicates that the availability of personnel, facilities, and financial support has generally supported program implementation, although challenges remain related to the wide service coverage area and the limited number of tutors responsible for mentoring activities.

Furthermore, the disposition dimension reflects positive attitudes, commitment, and responsiveness among program officers in assisting beneficiaries and responding to reports of out-of-school children. Meanwhile, the bureaucratic structure dimension shows that coordination mechanisms, task distribution, and data management systems have generally supported the implementation process. Despite these achievements, several obstacles remain, including limitations in human resources, socio-economic constraints faced by families, and the low motivation of some children to return to school. Therefore, strengthening program socialization, improving coordination among stakeholders, and enhancing continuous mentoring efforts are necessary to further optimize the effectiveness of the JAPATI Program in reducing school dropout rates in South Bogor.

Recommendations

1. Ensuring Equitable and Optimal Budget Allocation
   A more proportional and equitable distribution of the program budget is necessary, particularly at the implementation level, including PKBM institutions and field tutors. Adequate financial support will

strengthen outreach activities, mentoring, monitoring, and intervention efforts for children at risk of dropping out, thereby enhancing the sustainability and effectiveness of the JAPATI Program.

2. Strengthening Guidance and Counseling Services In Each PKBM It is essential to reinforce Guidance and Counseling (GC) services in every PKBM as a form of psychosocial support for learners. Effective counseling services can help identify academic difficulties, economic constraints, and social challenges that may contribute to school dropout risks. Early detection and targeted intervention will improve the program's capacity to prevent dropout cases more systematically and comprehensively.
3. Strengthening the socialization of The JAPATI Program
   Strengthening the socialization of the JAPATI Program needs to be carried out more intensively and evenly by the local government through relevant agencies so that information regarding the program's objectives, benefits, and implementation mechanisms can be widely understood by the community. Socialization efforts should not only be conducted through educational institutions but also involve various community elements such as village or sub-district officials, neighborhood associations (RT/RW), community leaders, and local social organizations. In addition, the utilization of various communication media, including social media platforms, official government websites, and community meetings, should be optimized to ensure broader dissemination of information. Through more comprehensive and continuous socialization, public awareness and participation in supporting the JAPATI Program can be further strengthened.

ADVANCED RESEARCH

Future studies are recommended to expand the scope of investigation to other districts in order to enable comparative analysis of program implementation effectiveness across different areas. Subsequent research may also employ qualitative or mixed-methods approaches to generate a more comprehensive understanding of the program's implementation dynamics. Through these approaches, researchers are expected to identify more deeply the cultural, social, and economic factors influencing the success of the JAPATI Program, while also evaluating the extent to which the implemented policy has achieved its intended objectives effectively.

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