

Policy Analysis Establishment of a Primary and Secondary Education in South Aceh Regency

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Abstract: *This study aims to determine the results of policy analysis of the establishment of primary and secondary education units in South Aceh District by using the theory of policy implementation of George C Edwards III by looking at how communication process, resource readiness, disposition process and bureaucracy structure factor in the implementation of new school establishment policy in South Aceh regency.. This research uses descriptive research methodology with data collection technique is done by interview, observation and documentation study with informants of decision maker in Education and Culture Office of South Aceh Regency. The results showed that from 17 schools built and categorized in 2014 found 47% of schools do not meet the requirements of the study group because the students less than 20 people. Then seen from the communication process that the socialization of the requirements of the establishment of schools is not implemented properly, the information on the establishment of the school conditions is only submitted to the school establishment committee only. Resource readiness has not been met and the disposition process still needs attention. Bureaucracy structure factor is still unclear, standard operational procedure of Education Office of South Aceh Regency has not guided by Kepmendiknas Number 060 / U / 2002. The conclusion of this research is that the South Aceh education office has not implemented policy implementation in accordance with Kepmendiknas number 060 / U / 2002. Recommendation for Educational Official at South Aceh so that in every establishment of new school is expected to pay attention to result of feasibility study and requirement of establishment of school in accordance with National Education Number 060 / U / 2002 and other regulation.*

Keywords: *Policy Analysis, Establishment of Education Unit, Office*

Date of Submission: 09-10-2017

Date of acceptance: 27-10-2017

I. Introduction

The enactment of Law Number 32 of 2004 on Regional Government delegates the authority of education management and education development to the Regency / City Government. This has implications for the number of schools established in the district of South Aceh. In accordance with the Decree of the Minister of National Education (MONE) No. 060 / U / 2002 on Guidelines for Establishment of Schools, the establishment of primary and secondary education units must meet the provisions set forth in: Chapter II Requirements for Establishment of Article 4 include: (a) Feasibility study results; (b) School development master plan (RIPS); (c) the source of the learners; (d) Education personnel; (e) Non-educational personnel; (f) The curriculum / program of learning activities; (g) Financing sources; (h) Facilities and Infrastructure and (i) school organizers.

The delegation of authority of establishment of school to this region becomes the legal basis for the head of region to establish new school, especially in South Aceh Regency in 2014 to establish and inaugurate the stated of 17 schools, based on decree of Head of Education Office of South Aceh Regency Number 421/1656/2014 dated July 3, 2014. Then in 2016 the Government of South Aceh Regency re-established and inaugurated 7 new schools with the status of public schools.

The policy of establishing a new school in the district of South Aceh poses a new problem. The problem is the lack of adequate facilities and infrastructure, the lack of learners, the lack of educators and education personnel in the school. One example of the problem of establishing a secondary education unit in South Aceh Regency is the unavailability of careers such as desks and study benches in SMA Negeri 2 Samadua so that students are forced to sit on the floor, (South Aceh, 2017. <http://acehselatan.com/belajar-above-floor-dprk-review-sma-2-samadua>).

According to Robert Eyestone in Winarno (2014: 20) "says that 'broadly' public policy can be defined as the relationship of a government unit to the environment". Furthermore, it relates to the context of goal achievement of a nation and solving public problems. The statement that government-related policies were also submitted by George C. Edwards III and Ira Sharkansky put forward the notion of policy as what the

government declared and did or did not do. The policy can be a goal or a goal of government programs. Such policy decisions may be clearly manifested in statutory regulations or in speeches of top government officials as well as programs and actions by the government.

Amtu (2013: 231) suggests that education policy is public policy in the field of education. Education policy is a policy aimed at achieving nation-state development in the field of education, as one of the goals of nation-state development as a whole. The education policy covers the entire education system from the activities of the Ministry of National Education, Provincial Government, District/City Government and the accompanying legislature, as well as educational units that require multilevel support policies. The policy covers all areas of educational operations at all levels of decision makers both from the center and from the regions.

Based on the opinion of experts above can be concluded that the education policy is a variety of decisions are made as a guide in managing and organizing all the implementation process in the field of education on the basis of legislation so as to improve the quality of education as a whole.

II. Method

This research was carried out for 6 months at Education Department of South Aceh Regency, with the consideration that Education Department is the institution / institution implementing the policy of establishment of new school. This study uses descriptive method with the aim of the formulation of recommendations that can be submitted to policy makers.

In this study the subject is informant who knows about a policy as intended. Informants can develop in accordance with the needs of researchers in obtaining data (snowball sampling) and stop if the answer informants have shown the equation. Data collection techniques in this study using interviews, observation and documentation studies. Interviews were conducted with officials from the Department of Education of South Aceh related to the establishment of schools, namely: Head of Education Office of South Aceh District, Head of Education Office, Secretary of Head of Primary School Development, Head of Junior High School Development, Head of Development of Human Resources, ex Secretary of Education Department, ex Head of Section Program, Executive Head of Basic Education and Executive Head of Secondary Education Department of Education of South Aceh Regency. Observation is done by observing directly the newly built schools in terms of facilities and infrastructure, educators and education personnel and the number of students. Documentation studies were carried out on various documents in the form of proposals for establishment of schools, school establishment committees, sub-district recommendations, and land ownership certificates on behalf of the local government, photos of activities, regulatory products and so forth relevant to the research undertaken. Data analysis using the theory of policy implementation George C Edwards III by looking at the factors of communication, resources, disposition and bureaucratic structure factors.

In this research writer use data collection technique these are:

- a. Observation: Techniques A data collection is done through observation and recording of everything that has something to do with the research
- b. Interview: Technique This technique is used to get the materials or sources of the characters involved in this research orally or interviews which is the author's guidance to obtain information or data examined.
- c. Document Study: finding out the documents is done to know the data - data directly and completely based on the things examined by the author.

III. Results And Discussion

Based on the data obtained from this research, the implementation process of the establishment policy of elementary and secondary education unit in South Aceh Regency has not succeeded in achieving the goal. This is evident from the number of new schools established but still lack of students, lack of teachers, no equalization of teachers and also lack of facilities to support the teaching and learning process. School development efforts, fulfillment of educators and education personnel and facilities and infrastructure in schools built in 2014 and 2016 have not seen the seriousness of the fulfillment of the Government of South Aceh District.

The results of interviews from competent resource persons in the Education Office are based on factors that can be used for explanation of the implementation of the policy through the use of the theory of implementation of George C. Edwards III: Communication, Resources, Disposition and Bureaucracy Structure, as described below:

3.1 Communication

The first factor affecting the implementation of the policy of establishing primary and secondary education units in South Aceh Regency is socialization. Socialization factor has three dimensions, namely transmission, clarity and consistency. The result of the research shows that socialization is not implemented well but the information is delivered globally to the school construction committee who come to the office. Clarity of

information about the establishment of educational units has not been fully understood by every policy maker in the South Aceh Education Office today. Implementation of the content of Kepmendiknas such as requirement of establishment of school, steps before establishment of new school not yet well understood.

3.2. Resources

Resources are the authority to guarantee or believe that the policies implemented are in accordance with existing rules. The head of primary and junior high school coaching is responsible for establishing a verification team. The work of this verification team determines whether a new school is worth establishing or not. Furthermore, regarding the facilities, in this case the facilities and infrastructure of new school construction according to the researcher has not been sufficient, such as laboratory space and equipment there is not yet. The teaching and learning process will still be disrupted due to lack of this facility. Based on staff interviews, information, authority and implementation facilities, the policy of establishing primary and secondary education units above the Education Office of South Aceh Regency has not fully considered the resource factors in the implementation of the policy.

3.3. Disposition

Implementing of the policy in South Aceh Education Office is less wise, because the appointment of bureaucracy in this case staff in the verification team of the establishment policy of educational unit is not established and confirmed in the Decree (SK). Furthermore, there is no incentive for the verification team, the verification team is considered to be carrying out regular duties and is given SPPD (Traveling Command) the amount depends on the distance and time according to the rules set by the government.

3.4 Bureaucratic Structure

Standard Operating Procedures the procedures used by the education office have not been fully referring to Kepmendiknas Number 060 / U / 2002, technical manuals and implementation manuals. The division of duties and functions of the verification team has not been clearly established, the lack of assignment of roles and functions of the verification team in the field can affect the results of the verification of the implementation of the policy of establishing primary and secondary education units in South Aceh District.

IV. Conclusion And implication

4.1 Conclusion

The conclusion of this research are:

1. Communication; The socialization of the establishment of schools in South Aceh Regency was not done formally, the delivery of information only to the committee who came to the office to propose the establishment of a new school by question and answer. The Educational Department does not have a handbook, the clarity of information about school establishment requirements is well understood by policy makers in the office. Head of Service cannot refuse if there is a regent's instruction to establish a school. His incompetence has not been consistent before and now.
2. Resources; the establishment of several secondary schools is an instruction of the regency of South Aceh. Written reports or resumes resulting from the feasibility study of the verification team are missing. School mapping or school mapping each regency also does not exist, the facilities and infrastructure of schools that are built is still lacking.
3. Disposition; The appointment of staff involved in the verification team is not set by the Decree (SK) of the Head of Service, incentives for the feasibility study verification team also do not exist.
4. Bureaucratic Structure; Standard Operational Procedure (SOP) has not led to Kepmendiknas Number 060 / U / 2002, the division of authority and responsibility in the verification team does not exist, verification is done jointly.

4.2 Implications

1. Communication; the information provided only to the school construction committee, on the terms and conditions of the establishment of a new school is very limited. This has implications for the lack of information received by the community. Another implication of the lack of socialization of the establishment of new schools is that many schools are proposed by the community so that in certain areas the number of schools increases but the number of students is reduced.
2. Resources; Staff involved in the verification team not in SK will have implications the staff does not feel attached to the team there will be a lack of responsibility in the work. Terms of establishment are not met will have implications on the weakness of the feasibility study results, the source of learners less, the lack of teachers and facilities and infrastructure is not complete, the cars are not yet available in the new schools implicated on the hamper teaching-learning process in the classroom, the lack of interest students enter new schools .

3. Disposition; the verification team is not on SK and incentives are not implied. This implies a lack of team commitment and responsibility. Another implication is the lack of team motivation in working.
4. Bureaucracy structure; Kepmendiknas number 060/U/2002 as Standard Operating Procedures (SOP) has not been guided properly, implicate the results of feasibility studies that are not appropriate. The division of duties and responsibilities in the vague verification team will have implications for the overlapping of judgments and poor results of decisions made by the team.

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Asmara Bakti. "Policy Analysis Establishment of a Primary and Secondary Education in South Aceh Regency." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 7, no. 5, 2017, pp. 76–79.