

Analysis of Education Policy Issues in Pesisir Selatan District

Yulia Fitri¹, Rahmi Aulia Adha², Meliza Astuti³, Nadila Desmiati⁴

¹²³⁴ Department of Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received July 29, 2024

Revised July 29, 2024

Accepted July 30, 2024

Available online July 30, 2024

Keywords:

Policy, Education, Independent Curriculum



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2022 by Author. Published by Laboratory of Educational Administration Departemen Universitas Negeri Padang

Corresponding Author:

Yulia Fitri

Email: 112003yulia@gmail.com

1. INTRODUCTION

The Importance of Education Policy

Policy (policy) etymologically (word origin) is derived from Greek, namely "Polis" which means city (city). Abidin (2014: 17) explains that policy is a government decision that is general in nature and applies to all members of society. Policies are written rules that are formal organizational decisions, which are binding in nature, which regulate behavior with the aim of creating a new value system in society (Rusdiana, 2014).

Policy is very important because of its existence as a force to exert its influence so that education can meet community expectations according to religion, belief, economy, and social status, politics, culture and government interests. This means that the birth of education policy must pay attention to the problems that exist in society, government and the demands of the times (Prabowo et al., 2022).

Geographical Description of South Pesisir Regency

Pesisir Selatan Regency is located in West Sumatra Province. With its capital city in Painan, Pesisir Selatan Regency covers an area of 5,749.89 square kilometers. The regency is astronomically located at 0.59-2.28 South latitude and 100.19-101.18 East longitude. Based on its geographical location, the regency is located on the west coast of Sumatra Island. It is bordered on the north by Padang City, on the south by Bengkulu Province, on the west by the Indonesian Ocean and on the east by Solok Regency, South Solok Regency and Jambi Province.

LITERATURE REVIEW

Definition of policy and the importance of policy according to theory

Experts have provided many explanations of policy theory. Policies can be defined as declarations that provide a basis for action, specific directions of action, programs related to specific activities, or plans. H.A.R. Tilaar & Riant Nugroho say that policy is a noun made after a person or group of experts decides how to do something to achieve certain goals.

Policy consists of social engineering. Policy is usually defined as a series of actions taken or not taken by individuals or groups. According to this understanding, a policy is a collection of actions, or

not just one action. It is carried out to achieve a specific goal, which is to change people's behavior by using social engineering. Therefore, policy can be associated with social engineering. The term "education policy" is often associated with education planning, master plan of education, education regulation, and policy of education.

In comparison, Laswell and Kaplan describe policy as a projected program of goals, values, and practices. According to Carl Friedrich, the most important thing about a policy is that there are goals, objectives, or desires. However, James E Anderson states that policy is a series of actions followed and implemented by an actor or group of actors with a specific purpose to solve a problem (Islamy).

Policy is a political action that is carried out deliberately based on wise and directed thinking carried out by organizations, institutions and government agencies to solve problems in determining decisions that are in accordance with the objectives (Islamy, 1997). Noeng Muhadjir argues that policy is an attempt to solve social problems for the benefit of society by using the principles of justice and public welfare as a basis. Policy must fulfill at least four important objectives: (1) improving people's quality of life, (2) realizing social justice through law, social justice, and opportunities for individual creativity and achievement, (3) providing opportunities for people to actively participate in discussions, planning, decisions, and implementation, and (4) ensuring sustainable development (Afifatun Nisak & Yuliasuti, 2022).

Policy Making Steps emphasize on policy content and policy formulation

1. Policy issues

Namely looking for problems, especially in the context of education in the southern coastal city. Because these problems/conditions create dissatisfaction by the surrounding community that needs to find a solution. Education issues such as students being required to pay committee fees in public schools, principals corrupting committee funds, and the difficulty of elderly teachers in implementing the independent curriculum.

2. Policy agenda

The problems found are then selected to be prioritized. The problem is included and discussed later in the policy agenda. In this stage, public problems and public agendas are considered to ensure that policies are effective and efficient.

3. Policy formulation

After the agenda setting stage, the next step is to make policy formulation. At this stage solving public problems that have been put on the government agenda. Policy makers will discuss together and find a way out to solve the problem. And choose an alternative or solution from the existing options. For example, solutions to the problems obtained such as increasing boss funds to pay honorary teachers, providing strict supervision and sanctions to principals and also providing training to elderly teachers.

4. Policy legitimization

Legitimacy is the ratification / signing of policies that have been made, carried out by policy makers / people who are given trust. So that later it is accepted by the community (Roihanah et al., 2022).

5. Policy socialization

This means conveying information about policies that have been made and determined to the public. So that the community / public knows, understands and can later follow the policies that have been prepared (Al Masquri, 2023).

Policy Issues

1. School principals who corrupt school committee funds

Allegations of misuse of school committee funds at SMK Negeri 1 Ranah Ampek Hulu (Rahul) Tapan, Pesisir Selatan, West Sumatra by the principal, Radinin, involved various parties, including the Chairman of the SMKN 1 Rahul Committee, Rasyidin, committee administrators, as well as student guardians and the community who reported the indications. A new committee was elected in February 2024, and the incident came to light on Thursday, May 16, 2024. This incident occurred at SMK Negeri 1 Rahul Tapan, with confirmation from the school principal received via WhatsApp message in Padang. The alleged misuse relates to committee funds that were allegedly not used as intended and there were fictitious reports or not in accordance with actual expenditures. School committee funds were allegedly used for unusual expenses and without confirmation to the committee. When asked for details of the report, the principal and treasurer argued and threatened to have the committee closed to eliminate the requested data.

2. Mandatory payment of committee funds in public schools

School committee fees and illegal levies (pungli) are a problem at SMA Negeri 02 Painan, Pesisir Selatan (Pessel). Erisman, M.Pd, Principal of SMA Negeri 02 Painan, as well as guardians and students of SMA Negeri 02 Painan were involved in this issue. This problem surfaced at the beginning of the new school year 2023, when the school committee asked for a committee fee of 100 thousand rupiah per month from each student to cover the shortage of school funds. Student guardians questioned the levy because they considered it burdensome and as extortion. This levy was enforced by requiring each student guardian to pay 100,000 rupiah per month, with exceptions for around 200 students who could not afford it. This fundraising contradicts Article 10 paragraph (2) of Permendikbud 75/2016 on School Committees, which states that fundraising must be voluntary and not coercive.

3. The difficulty of elderly teachers implementing the Merdeka curriculum at school

Teachers, especially elderly teachers and teachers in remote areas, complain about the implementation of Merdeka Curriculum, which provides new burdens such as the Activator Teacher program and training and training on the Merdeka Teaching Platform. Since the Merdeka Curriculum began to be implemented and various derivative programs were implemented from 2022 to 2024, these complaints have emerged in various schools in Indonesia, including in remote areas with limited internet access, such as SMPN 5 Ranah Pesisir. The implementation of Merdeka Curriculum requires access to and the ability to operate digital platforms, which is a major challenge for elderly teachers and those in areas with limited internet access. Teachers feel overwhelmed by administrative demands and personal development certificate achievements, which interfere with the focus on educating students. Limited digital skills and internet access exacerbate the situation, causing some teachers to fail professional development programs.

2. METHOD, DATA, ANALYSIS

This study conducted descriptive qualitative research (Subandi, 2011). The approach used in this study was a qualitative approach to gain a deeper understanding of education policy issues and contexts in Pesisir Selatan district. By using this approach, researchers can investigate the perspectives, views and experiences of various groups related to education in the region. The population of this study included the education office, teachers, parents and other community leaders who contribute to education issues in the Pesisir Selatan district. Data were collected through interviews and data were analyzed using various descriptive analysis methods.

3. RESULT AND DISCUSSION

Policy Issue Findings

Based on the research we conducted on the Pesisir Selatan with teachers and communities, we found several education policy issues, including;

1. Mandatory payment of committee funds in public schools
2. School principals who corrupt school committee funds
3. The difficulty of elderly teachers implementing the Merdeka curriculum in schools 4.

The author found at least 3 education policy issues in the Pesisir Selatan district. One of them will describe how solutions and policy formulations can be taken from this issue (Anggun Feronika, 2023).

Policy Issue Analysis

Table 1. Policy Issue

Policy Issue	Cause of Issue	Policy Solution
Mandatory payment of committee funds in public schools	Needed to pay honorary teacher salaries	Addition of boss funds to pay honorary teachers
School principals who corrupt school committee funds	Lack of supervision from various parties	Tighten supervision and impose severe sanctions
It is difficult for elderly teachers to implement Merdeka curriculum at school	Change of curriculum	Provide training

Policy Formulation

Table 2. Policy Formulation

Policy Solution	Policy Formulation
Addition of boss funds to pay honorary teachers	The School Operational Assistance (BOS) for honorary teacher payroll is to improve the welfare of honorary teachers, ensure sustainable education quality, and reduce the financial burden on schools. Schools must manage and report the use of these additional funds openly and honestly.
Tighten supervision and impose severe sanctions	Supervision tightened and severe sanctions imposed Policies needed to increase supervision and impose severe sanctions on offending principals to ensure their compliance with applicable regulations and the integrity of the system. Supervision will be tightened through regular inspections and in-depth audits, and violations will lead to large fines, license suspension, or revocation of positions. It is expected that this policy will improve discipline and accountability while significantly reducing violations.
Provide training	Provide training This policy will enact a special training program to improve the technological capabilities of elderly teachers. Teachers will be taught how to use digital devices and educational applications. The program involves in-person and online meetings with the support of experienced mentors. This policy aims to ensure that teachers can utilize technology in the learning process to improve education quality and effectiveness.

Policy Formulation Discussion

Policy formulation

The formulated policy is to provide special training for elderly teachers in Pesisir Selatan Regency to overcome difficulties in implementing the Merdeka Curriculum. This policy was formulated to help elderly teachers in Pesisir Selatan adapt to curriculum changes, so that they can teach effectively in accordance with the Merdeka Curriculum (Rizqiyah, 2023). This policy was formulated by the Pesisir Selatan District Education Office by involving local teacher organizations and local education institutions. This policy formulation was carried out during the first few months of 2024, with the target of implementing the training starting in the second semester of the school year. The policy formulation process was conducted in Pesisir Selatan district, with consultation and participation from various schools in the area. The policy formulation process was conducted through a series of discussions, workshops and public consultations to identify the specific needs of elderly teachers in Pesisir Selatan and design appropriate training programs (Rahman Abdul, Yusdayanti, Nawir Muhammad, 2022).

Policy legitimization

The legitimization of this training policy was carried out to gain strong legal and political support in Pesisir Selatan District. Legitimacy is needed so that the policy has a clear legal basis and can be applied consistently throughout the Pesisir Selatan region, as well as to ensure adequate budget allocations. Policy legitimization was carried out by the Pesisir Selatan district government, with support from the district parliament and the education office. The policy legitimization process took place after the formulation stage, in mid-2024. Legitimation was carried out through district government and DPRD meetings held in the capital city of Pesisir Selatan district and involving representatives from various sub-districts. The legitimization process was carried out through the ratification of a regional regulation (Perda) that regulates in detail the training program for elderly teachers in Pesisir Selatan (Roihanah et al., 2022).

Policy socialization

Policy socialization involves disseminating information about the training program for elderly teachers to all stakeholders in Pesisir Selatan district. Socialization is important to ensure that all parties

understand the objectives, mechanisms and benefits of this policy and to reduce resistance or misunderstandings (Al Masquri, 2023). Socialization was conducted by the Pesisir Selatan district education office, local government, and local teachers' organizations. Policy socialization began immediately after the policy was legitimized, in the second semester of 2024. Socialization was conducted throughout Pesisir Selatan district, both in urban and rural areas. Socialization was conducted through various media, including seminars, workshops, brochures, social media and the official website of the Pesisir Selatan education office. In addition, training for education personnel was conducted to ensure proper understanding of the training program and its benefits for elderly teachers.

4. CONCLUSION

Based on the research the author conducted in the Pesisir Selatan district regarding education policy issues, three main problems were identified: the requirement for students to pay school committee fees in public schools, principals embezzling school committee funds, and the difficulty elderly teachers face in implementing the Merdeka Belajar curriculum in Pesisir Selatan schools. To address these issues, the author proposes several solutions: increasing BOS (School Operational Assistance) funds to pay honorary teachers, tightening supervision and imposing severe sanctions, and providing special training for elderly teachers in Pesisir Selatan.

5. REFERENCES

- Abidin, Zainal Said. 2014. *Kebijakan Publik*. Jakarta. Salemba Humanika
- Adima, M. Z. F. (2021). *Sosialisasi Kebijakan Pendidikan*. *Muntazam: Jurnal Manajemen Pendidikan*, 2(2), 43–46.
- Afifatun Nisak, & Yuliasuti, R. (2022). *Profil Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka Di SMP Negeri 1 Palang*. *Jurnal Riset Pembelajaran Matematika*, 4(2), 61–66. <https://doi.org/10.55719/jrpm.v4i2.527>
- Al Masquri, N. Q. (2023). *Sosialisasi Kebijakan Pendidikan Islam di Masyarakat*. *Jurnal Multidisiplin Indonesia*, 2(8), 1966–1974. <https://doi.org/10.58344/jmi.v2i8.395>
- Anderson, James E. 1984. *Public Policy Making*. New York: Holt, Rinehart and Winston.
- Anggun Feronika, S. (2023). *Isu-Isu Kritis Kebijakan Pendidikan dan Relasinya dan Pendidikan Islam (Kebijakan Merdeka Belajar dan Dampaknya bagi Pendidikan)*. *Journal of Applied Transintegration Paradigm*, 3, No. 1(1), 1–9.
- Bakry, Aminuddin. (2010). *Kebijakan Pendidikan sebagai Kebijakan Publik*. *Jurnal Medtek*, 2 (1).
- Elwijaya, F., Mairina, V., & Gistituati, N. (2021). *Konsep Dasar Kebijakan Pendidikan*. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(1), 67. <https://doi.org/10.29210/3003817000>
- Fattah, Nanang. (2012). *Analisis Kebijakan Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Friedrich Carl. (2007). *Public Policy and The Nature of Administrative Responsibility dalam Carl. J. Friedrich dan E.S Mason (Ed)*. *Public Policy*: 3-24. MA: Harvard University Press
- Hanisya, A. (2013). *Konsep Dasar Analisis Kebijakan*. Al Qodiri: *Jurnal UNY*, 112408.
- Hehakaya, E., & Pollatu, D. (2022). *Problematika Guru dalam Mengimplementasikan Kurikulum Merdeka*. *Jurnal Pendidikan DIDAXEI*, 3(2), 394–408. <https://e-journal.iaknambon.ac.id/index.php/DX/article/view/617>
- Islamy, M. I. (1997). *Prinsip-Prinsip Perumusan Kebijakan Negara*. *Prinsip-Prinsip Perumusan Kebijakan Negara*, 114–115.
- James P Lester and J Stewart. 2000. *Public Policy: An Evaluation Approach* (The University of California: Wadsworth Thomson Learning).
- Noeng Muhadjir. (2000). *Ilmu pendidikan dan Perubahan Sosial. Teori Pendidikan Pelaku Sosial Kreatif*. Yogyakarta : Raka Sarasin.
- Prabowo, R., Setiawan, F., Wibowo, J. M., Oktarina, R., & Rahmadia, N. A. (2022). *Evaluasi Kebijakan Pendidikan*. *Jurnal Impresi Indonesia*, 1(8), 901–907. <https://doi.org/10.36418/jii.v1i8.298>
- Rahman Abdul, Yusdayanti, Nawir Muhammad, Quraisy Hidayah. (2022). *Formulasi Kebijakan Pendidikan*. *Jurnal Kajian Islam Kontemporer*, 132(1), 46–53.
- Rizqiyah, A. (2023). *Perumusan Kebijakan Pendidikan Islam*. *Taklimuna: Journal of Education and Teaching*, 02(02), 1–10.
- Roihanah, R., Setiawan, F., Setianto, E., & Istinganah. (2022). *Legitimasi dan Komunikasi Kebijakan Fiskal*. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 10(3), 94–99.
- Rusdiana, A. (2014). *Kebijakan Pendidikan Nasional*. UIN Sunan Gunung Djati Bandung, 21–316.
- Solichin. 2014. *Analisis Kebijakan: dari Formulasi Ke Penyusunan Model-Model Implementasi Kebijakan Publik*. Jakarta: Bumi Aksara

- Sutapa, M. (2008). *Kebijakan Pendidikan dalam Perspektif Kebijakan Publik*. *Jurnal Manajemen Pendidikan*
- Subandi. (2011). *Qualitative Description as One Method in Performing Arts Study*. *Harmonia*, 19, 173–179.
- Tilaar & Riant Nugroho. 2008. *Kebijakan Pendidikan: Pengantar Untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan Sebagai Kebijakan Publik*. Yogyakarta: Pustaka Pelajar.
- Wibowo, U. B. (2018). *Kebijakan Pendidikan*. In *Analisis Kebijakan Pendidikan* (Issue April).
- Yuliah, E. (2020). *Implementasi Kebijakan Pendidikan*. *Jurnal At-Tadbir: Media Hukum dan Pendidikan*, 30(2), 16-40.