

Analysis of Education Policy Issues in Padang City

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ABSTRACT

This study analyzes education policy in Padang City, emphasizing its strategic role in achieving community goals. The study highlights Padang as an important education center in Sumatra, especially for high schools and vocational schools. The purpose of implementing this policy is to achieve a policy goal. The purpose of this research that has been done is to provide an explanation of the policy implementation process, including education policy. The research method used is a qualitative research method that includes literature studies. The data used in the study came from the literature, especially from books related to the implementation of education policy. After that, the data collected was then selected and analyzed using the method used. The study shows that the most important factor in a policy is "implementation". The implementation of education policy is related to how administrative bodies run their programs that have direct and indirect impacts.

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1. INTRODUCTION

The Importance of Education Policy

According to Tilar and Nugroho (2008: 140) "Educational Policy is all processes and results of formulating strategic educational steps which are outlined in the vision and mission of education, in order to realize the achievement of educational goals in a society within a certain period of time.

A policy can be interpreted as something very important to learn, said so because this is one of the needs for scientists. This interest is closely related to the role expected by educational scientists in the process of formulating quality policies. If there are scientists who are directly involved in policy making, then it can be ascertained that the results obtained will have a very broad impact and provide corrections to previous problems that have been formulated. In this way, this educational policy will provide and act as a foundation for individuals who will improve their profession as a policy-making analyst.

As a key to excellence, education policy will be related to the existence of the nation in the global competition which is currently growing. Thus, this education policy must be made a top priority in the era of globalization that will continue to grow. One of the most important problems is that globalization will bring democratic values, this democracy will bring the desired results and is supported by education.

Geographical Description of Padang City

Based on its geographical location, Padang City is located on the west coast of Sumatra Island, with a coastline of 84 km, while the area of Padang City is 694.96 km² or covers more than 60% of the coastline. At that time, the area was around ± 434.63 km² which was a mountainous area that was mostly covered by protected forests, the rest was an urban area. The terrain in this urban area itself varies greatly, starting from 49.48% which is the area of Padang City with a slope of more than 40% and the remaining 23.57% is an area in a gentle slope area.

Padang City itself is one of the largest educational cities on the island of Sumatra according to BPS in 2014. One of the levels of education in question is the level of education at the SMA/MA level and also at the vocational level (SMK). In recent years, registration at SMK has had quite high interest. Vocational High School is one of the upper secondary levels that can prepare its students to take part in the world of work and students will be able to work independently, gain experience, and skills in the world of work in the future. This is because this vocational school focuses on the development and skills of students' abilities to immediately enter the world of work.

Understanding Policy

Policy is a series of ideas and ideas that are used as a guide for work planning, leadership, and action. A term that can be implemented in a bureaucratic system, organizations or groups in the private sector, and individuals. Here the policy collides with regulations and laws. The law is implemented by forcing and prohibiting behavior that is not in accordance with the provisions and will be sanctioned and has been stipulated in the law, for example, every business is required to pay income tax, while regulations are rules set by anyone, it is also coercive but not like law. Policy is used as a guideline that may obtain the desired results. According to the Big Indonesian Dictionary (1989: 115), the concept has the same meaning, namely: a series of concepts and principles that are the basic outlines in the implementation plan of a job, leadership and how to act regarding government and organizations.

Broadly, this policy is associated with the formulation of government decisions that are used as guidelines for acting in order to overcome a problem that has a purpose in its creation, as well as plans and programs that will be implemented now in the future. According to Charles O. Jones (Suharno, 2008:3) this policy is a provision that is enforced by consistent behavior, both in making it and by those who comply with the policy.

Steps in Making Policy Emphasize the Content of the Policy and the Formulation of the Policy

1. Policy Issues

Issues are a series of alternatives or new policies made by a group with great patience by considering various policies that are considered to have many benefits for them (Alford and Friedland, 1997). This policy issue arises because of differences of opinion among policy makers regarding the direction and actions that will be taken or are being taken by them.

2. Policy Agenda

The policy agenda is a stage in the form of problems that have been decided by the government and have become a concern for the government that need to be translated into policy (Kusumanegara, 2010:12). The government will face many problems around it, therefore the government must decide which problems will be the basis for making a policy that is considered appropriate to overcome the problem.

3. Policy Formulation

Woll in Anggara (2015: 184) said that "policy formulation" is a policy development that applies several techniques to provide actions in the form of a policy choice to choose which policy is best to do compared to other policies. Therefore, at this stage it is very important to conduct a comprehensive analysis so that the policies obtained can be implemented properly and on target so that this policy can solve the problems faced.

4. Policy Legitimacy

Legitimacy is a form of acceptance and recognition from the community regarding authority, even policies that have been taken by a leader. In KBBI, this legitimacy can be interpreted as a statement in the form of a valid statement according to the law. According to Zimmerman and Zeitz, legitimacy is a form of social acceptance of something that is marked by social assessment. After the policy formulation is carried out, before being implemented to the community, this policy must be legitimized first, because this legitimacy is very important to do and will have an impact on the wider community.

5. Policy Communication or Socialization

Policy communication means involving the community since a policy is formulated. On the other hand, political socialization only focuses on announcements to the public and does not involve any involvement in the policy formation process. Policy communication and policy socialization are two important points in the policy implementation process and complement each other. Communication refers to the provision of clear and effective information, while socialization refers to the process of education and community participation to understand and accept policies.

6. Policy Implementation

Dunn (2003: 109) argues that the implementation of a policy or program is a series of more or less related decisions (including behavioral decisions) made by the government. This implementation is

one of the important aspects of the entire policy process to achieve certain goals in a certain time sequence using certain facilities and infrastructure.

7. Policy Evaluation

In general, the term evaluation is equated with appraisal. On the one hand, evaluation refers to the collection of information about the value or usefulness of policy outcomes (Dunn 2003). These outcomes have value because they contribute to the goals and objectives of the policy that have been set. This means that each policy or program is running well, meaning that the policy problems that arise are clear and can be solved. Each policy evaluation has certain characteristics that serve as benchmarks for analysts in evaluating policies.

Policy Issues

- 1) Padang City lacks adequate classrooms for elementary and junior high school students.

Schools in Padang City are facing a major problem, namely the shortage of 500 classrooms in elementary and junior high schools. This problem has forced many students to study in less than ideal environments, including overcrowded classrooms and learning that is forced to take place outside the classroom. To overcome this situation, the local government must immediately seek funding from the APBD or support from the APBN to build new classrooms. In addition, cooperation with the private sector in the framework of the CSR (corporate social responsibility) program can also be a solution. This project must be implemented in stages and sustainably, focusing on the schools that need it most.

- 2) Requiring Students to Wear Hijab at SMK 2 Padang

The issue of requiring non-Muslim students to wear hijab at SMK 2 Padang is controversial and has become a serious concern for the community. This policy violates the human rights and religious freedom of students which should be guaranteed by the Constitution. To address this issue, school leaders and local education authorities must immediately adopt a policy prohibiting the application of religious attributes to students. Outreach measures must be taken to ensure that all lecturers, staff and students understand and respect this new policy. In addition, to prevent similar incidents from happening again in the future, we must apply strict sanctions against those who violate laws and regulations

- 3) Obstacles of the zoning system in school selection

The Padang City zoning system in accepting new students has raised various complaints from parents and students because it hinders them in choosing their preferred school. Although this system aims for equal education, the interests of individuals and the potential of students are often ignored. To overcome this obstacle, the Ministry of Education and the Regional Education Office need to conduct a comprehensive evaluation of the zoning policy. From this problem, the solution that can be provided is to introduce a hybrid system that combines zoning and achievement pathways so that students with special achievements or talents can choose the right school for them. Evaluation and adjustment of this policy must be carried out periodically to ensure its sustainability and effectiveness.

- 4) Implementing an inclusive education program in Padang City

Implementing an inclusive education program in Padang City has a noble goal, namely to provide equal access to education for all children, including children with special needs, but it is not yet optimal. Many schools still lack resources and trained teachers to handle students with special needs. To increase the effectiveness of this program, the city government must work with the education office to provide special training on inclusive education to teachers and school staff. In addition, the allocation of special funds for facilities and infrastructure that support inclusive education is also very necessary. Routine monitoring and evaluation must be carried out to ensure that the program runs according to plan and achieves its goals in providing quality and inclusive education for children.

2. METHOD, DATA, ANALYSIS

This research uses a qualitative research method to analyze from the perspective of the manufacturing process. The steps in policy making are planning, which includes policy issues, policy agendas, policy formulation, policy legitimacy, and political socialization. The data used in the study were taken from documents, especially books that discuss the implementation of education policies. Based on this analysis, the collected data will be selected, presented, and analyzed. Research shows that the most important element in policy is implementation. The implementation of education policy affects how government authorities implement programs and the behavior of the various actors involved in the program. A process must be followed to implement the policy.

3. RESULT AND DISCUSSION

Findings Policy Issues

- 1) Schools in Padang City are experiencing a shortage of 500 classrooms for elementary and junior high school levels.
- 2) SMK 2 Padang requires non-Muslim students to wear the hijab.
- 3) The zoning system prevents students from choosing the school they want.
- 4) The implementation of the Inclusive Education Program in Padang City has not been running optimally.

Policy Issue Analysis

Table 1. Policy Issue

Policy Issue	Cause of Issue	Policy Solution
Schools in Padang City are experiencing a shortage of 500 classrooms for elementary and junior high school levels	Lack of area for class development	Allocating funds for the construction of new classrooms
SMK 2 Padang requires non-Muslim students to wear the hijab	It has become a tradition and local wisdom at SMK 2 Padang	The Provincial Office can make rules regarding clothing exemption according to each person's beliefs
The zoning system prevents students from choosing the schools they want	The distance between the house and the school	The Ministry of Education can propose accepting new students through achievement channels
The implementation of the Inclusive Education Program in Padang City has not been running optimally	Lack of human resources in conducting assessments for children with special needs (ABK) and lack of understanding of ABK among most teachers	Providing training for special teachers of children with special needs

Policy Formulation

Table 2. Policy Formulation

Policy Solution	Policy Formulation
Allocating funds for the construction of new classrooms	The Padang city government can allocate special funds from the education budget for the construction of new classrooms in schools in need. This fund will be prioritized for schools that have a number of students exceeding the capacity of existing classrooms.
The Provincial Office can make rules regarding clothing exemption according to each person's beliefs	Principals in Padang City can provide authority to issue clothing exemption letters that allow students and school staff to dress according to their respective religious beliefs.
The Ministry of Education can propose accepting new students through achievement channels	The Ministry of Education can propose a policy in the form of accepting new students through achievement channels at each level of education.
Providing training for special teachers of ABK	Every school principal in Padang City can instruct to provide special training for teachers to improve their professional competence.

Policy Formulation Discussion

5W1H (Up to Socialization)

The obligation to wear the hijab for public schools raises new problems in the field of education. This is because the regulation is considered to be in conflict with Article 29 of the 1945 Constitution which discusses freedom of religion and Article 32 which discusses freedom of access to education. This regulation emphasizes that all citizens have the freedom to choose the religion they believe in, and no particular religion is forced on them. Furthermore, this freedom includes the right not to wear

attributes or objects that identify other religions that are not in accordance with their beliefs (Benu et al., 2020). This regulation not only violates the provisions of the 1945 Constitution but can also violate human rights (HAM). By requiring all students, including non-Muslims, to wear the hijab, the public school indirectly forces non-Muslim students to follow the rules of other religions. In fact, in the religion of non-Muslim students, such rules may not exist or be required.

SMK Negeri 2 Padang enforces the obligation to wear the hijab for female students as an implementation of the Padang Mayor's Instruction Number 451.442/BINSOS-iii/2005 concerning the use of the hijab (Nurita in Iqbal, 2021). This established regulation has sparked anger from parents of non-Muslim students who feel insulted and report this problem to the National Human Rights Commission and to the Indonesian Minister of Education and Culture. The incident was very interesting and widely circulated, including one member of the DPR who considered the regulation to be contrary to the philosophy of *Binneka Tunggal Ika*, Indonesia's national motto.

The policy that requires students, especially Muslims, to wear the hijab in public schools is expected to have a positive impact on students' religious development. This is because the hijab can show your identity as a Muslim woman who obeys the teachings of Islam and Islamic law, and strengthen your Muslim identity (Tyas and Supriyanto, 2022). Public schools have students from various religious backgrounds. This commitment to wearing the hijab is a characteristic that distinguishes them from students of other religions. The hijab is also increasingly common among Muslim students in educational environments, this is due to the development of the hijab trend that makes them feel confident wearing it to school.

If the regulation regarding the obligation to wear the hijab in schools must be obeyed by all students, including those from non-Muslim religions, it will have a negative impact on students' mental health. This impact can occur when people strongly disagree with the hijab rule and feel pressured to follow it. This can happen even though the rule regarding wearing the hijab is not necessarily part of the student's religious teachings.

The government must be concerned about social discrimination against non-Muslim female students in resolving the ambiguity of the hijab rule. In addition to potentially endangering the mental health of female students, the decision to require the use of the hijab in public schools, even for non-Muslims, is in direct conflict with the principles of human rights law which emphasize upholding diversity and freedom of religion. In the Ministry of Law and Human Rights, freedom of religion has been regulated and ratified in Article 29 paragraph 2 of the 1945 Constitution which guarantees all citizens to embrace their religion and practice their beliefs according to their beliefs. However, this right to freedom of religion is often opposed by conservatives who view the obligation to wear the hijab as a divine right and not a human right. (Pikri et al., 2021)

This has led to several public schools in Muslim-majority areas requiring female students to wear the hijab. The purpose of this policy is to help students gradually adopt dressing habits that are in accordance with their religious teachings, especially in terms of covering private areas for Muslim women. However, some schools may require not only Muslim students but also students of other religions to wear the hijab and other attributes that symbolize Islam. This is clearly a violation of human rights, as wearing the hijab is not required in other religions. On the other hand, the regulation is also inappropriate to apply to all students in public schools, considering that public schools are supposed to be neutral on religious issues.

The policy of requiring non-Muslim students to wear the hijab at SMK 2 Padang highlights a number of important issues that require a comprehensive understanding and appropriate solutions. The responsibility for this policy initially lies with the principal and school administrators, who are responsible for developing and implementing internal policies that regulate the rules and norms in the educational environment. The reasons behind the policy are not fully understood, but are thought to be based on religious values or certain interpretations of existing school policies. The decision to force non-Muslim students to wear the hijab may be considered a violation of individual rights and may question the principles of justice and freedom in the educational environment.

In addition, this policy can cause discomfort, tension, and conflict among students and can cause frustration among parents who feel that their children's rights and freedoms are being ignored. Thus, it is important to address this issue with a comprehensive, sensitive and integrated approach. Open and constructive dialogue between schools, students, parents, and perhaps other stakeholders is the key to finding a fair and sustainable solution. From this problem, concrete steps need to be taken to resolve the conflicts that arise and ensure that the policies implemented at SMK 2 Padang are in line with the principles of justice, equality, and freedom.

School leaders and administrators must clearly understand the concerns and needs of non-Muslim students and be ready to take steps to review and improve existing policies if necessary. In addition, the implementation of the revised policy must be monitored closely and periodically, taking into

account input from various related parties. Evaluation of the impact of the policy on students and the school environment as a whole must also be carried out systematically to ensure that no discrimination or injustice occurs. With an open, transparent approach based on the principles of justice and freedom, it is hoped that a solution can be found that meets the needs of all parties and maintains harmony in the educational environment at SMK 2 Padang. From this policy problem or issue, a policy can be formulated which reads, "School principals in Padang City are authorized to issue clothing exemption letters that allow students and school staff to dress according to their respective religious beliefs."

4. CONCLUSION

The policy at SMK 2 Padang requiring non-Muslim students to wear the hijab has raised serious concerns regarding the principles of justice, individual human rights, and religious freedom in education. The responsibility for this policy lies with the principal and school management, who must be responsible for formulating, implementing, and evaluating appropriate policies.

The implications of this policy are very broad, including issues of individual human rights, religious freedom, and equality in the educational environment. This policy also has the potential to cause discomfort, tension, and conflict among students, parents, and even the school. Thus, a careful, sensitive, and inclusive approach is needed to resolve the conflicts that arise and ensure that the rights and needs of all parties are met.

Concrete steps such as open dialogue, policy revisions that take into account religious diversity, and ongoing monitoring and evaluation are important parts of resolving this problem. With an approach based on the principles of justice, equality, and freedom, it is hoped that solutions that meet the needs of all parties can be found, and harmony in the educational environment at SMK 2 Padang can be maintained. From this policy problem/issue, a policy can be formulated that "School principals in Padang City can provide authority to issue clothing exemption letters that allow students and school staff to dress according to their respective religious beliefs."

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