

Analysis of Education Policy Issues in Dharmasraya District

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ABSTRACT

This research addresses the issue of the mismatch in the placement of educators in Dharmasraya district, which has led to a decline in the quality of education and student learning motivation. The current education policy does not consider the specialization or competency of educators' fields of study, and there is a lack of training for teachers. To address these issues, comprehensive and structured policy measures are proposed. The research method used is This research is library research and uses a qualitative approach. In this study there are also various data, namely primary data and secondary data. the data obtained is then analyzed deductively in order to produce accurate and empirical data. The results show that the issue of mismatching the placement of educators in Dharmasraya Regency can be overcome by implementing a comprehensive and structured policy. The implementation of these measures is expected to minimize the mismatch in the placement of teaching staff, improve the quality of education, teacher welfare and professionalism, as well as student motivation and learning achievement in Dharmasraya Regency.

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1. INTRODUCTION

The Importance of Education Policy

This research addresses the issue of the mismatch in the placement of educators in Dharmasraya district, which has led to a decline in the quality of education and student learning motivation. The current education policy does not consider the specialization or competency of educators' fields of study, and there is a lack of training for teachers. To address these issues, comprehensive and structured policy measures are proposed. The research method used is This research is library research and uses a qualitative approach. In this study there are also various data, namely primary data and secondary data. the data obtained is then analyzed deductively in order to produce accurate and empirical data. The results show that the issue of mismatching the placement of educators in Dharmasraya Regency can be overcome by implementing a comprehensive and structured policy. The implementation of these measures is expected to minimize the mismatch in the placement of teaching staff, improve the quality of education, teacher welfare and professionalism, as well as student motivation and learning achievement in Dharmasraya Regency.

The target objectives of Indonesian education are included in the national education system, a system that integrates all subjects and educational activities closely related to each other in order to achieve national education goals (Hakim, 2016). The objectives of this national education program are achieved through a series of policies known as education policy. The education system in Indonesia has undergone several changes in order to achieve the goal of creating a national education system that encompasses Indonesian society. In 2003, a decree was issued which was contained in Law No. 20 concerning the national education system. The aforementioned law shows that the Indonesian government is serious in achieving educational goals through certain education policies.

The achievement of educational goals has an impact on the quality of learning owned by educational units (Azhari and Kurniady, 2016). The quality of education can be implemented based on the education policy that has been set. From this it can be concluded that educational policies have a relationship with each other so that they can have an impact on the process of implementing the system in education. Therefore, in the field of education it is necessary to emphasize the importance of achieving the educational goals that have been set.

As an organizer in the field of education, the government must prioritize active learning and problem solving in education so that problems related to achieving educational goals can be resolved (Istanti, 2018). The education system is a complex system that has a relationship between one thing and another. Therefore, there is a need for education reform so that educators can create a curriculum that is aligned with the national education system in Indonesia.

District Geographic Description

Dharmasraya Regency is located in the position 004825.4 LS - 14140.3 BT, directly coinciding with the border between West Sumatra Province with Jambi Province and Riau Province which passes through the Sumatra Central Crossing road. Dharmasraya Regency based on Regional Regulation No. 4 of 2009 is 2,961.13 Km² (296,113 Ha), and in the mapping calculation data from the digitization of spot 5 imagery in Dharmasraya has an area of 3,025, 99 Km² (302,599) Ha.

Topographically, Dharmasraya varies between hilly, undulating, and flat which varies in altitude from 100 m - 1,500 m above sea level. The slope of the land also varies from flat at 7.65%, sloping at 46.64%, and steep at 34.29%, to very steep at 11.42%. In Dharmasraya most of the soil types found there are of the yellow red podzolic type, where land use is dominated by tropical rainforests which are 133,186 hectares (44.98%), and for plantations of 118,803 hectares (40.12%), and use for other things by 14.90%.

Literature Review

Definition of Policy

Policy etymologically comes from the Greek "Polis," which means city. In this context, policy is related to the idea of organizational arrangements and is a formal pattern accepted by the government or institution to pursue its goals (Monahan in Syafaruddin, 2008: 75). Abidin (2006:17) explains that policies are government decisions that are general in nature and apply to all members of society. Policies are written rules that are binding and are formal organizational decisions, which regulate behavior with the aim of creating a new value system in society. Policies become the main reference for members of the organization or society in behaving (Dunn, 1999). Generally, policies are problem-solving and proactive. Unlike laws and regulations, policies are more adaptive and interpretive, although they still regulate "what can and cannot be done". Policies are expected to be general but do not lose specific local characteristics, and should allow interpretation according to specific conditions.

Ali Imron in his book *Education Policy Analysis* explains that education policy is one type of state policy. Carter V. Good (1959) defines education policy as a consideration based on a value system and an assessment of situational factors, which are used as a basis for operating institutional education. The consideration is a plan that is used as a guide in decision making to achieve institutional goals. Education policy is closely linked to other public policies such as economic, political, foreign and religious policies. As a result, education policy in Indonesia cannot stand alone. When there are changes in public policy, education policy may also change. For example, changes in domestic and international political policies will usually be followed by education policies. In fact, a change of minister can replace a previously established policy.

Policy-Making Steps Emphasize Policy Content and Policy Formulation

The education policy process includes various stages, from policy formulation, education legitimacy, policy communication and socialization, policy implementation, to encouraging community participation in education policy, and policy evaluation (Adima, 2021). The steps in making education policy include:

1. Policy Issues: Policy issues relate to discussions or debates that spark controversy, where there are parties in favor and against (Mukhlisin dkk, 2024).
2. Policy Agenda: At this stage, a problem must meet certain conditions to enter the policy agenda, for example whether the problem has a major impact on society and requires immediate handling (Madjid, 2018).
3. Policy Formulation: Education policy formulation is a way to solve problems by policymakers, by choosing the best alternative solution from a variety of options (Madjid, 2018).

4. **Policy Legitimization:** Policy legitimacy has two meanings. First, granting authority to propose an activity (legitimacy). Second, giving the authority to implement the proposed program (legitimation). This means that legitimacy provides authority for proposals, and legitimation provides authority for implementation, so legitimacy is carried out first before legitimation (Imron, 2012: 53).
5. **Policy Communication and Socialization:** The socialization process is actively carried out by two parties. The first party is the one who socializes or carries out the socialization, and the second party is the one who receives the socialization (Adima, 2021).
6. **Policy Implementation:** Implementation is the application of the policy itself. At this stage, assessment, monitoring, and evaluation of the policy are carried out to take lessons from the implementation of the policy (Madjid, 2018).

Policy Issues

In Dharmasraya district, there is a problem in education policy issues regarding the placement of educators not in accordance with their fields. This problem occurs because of recruitment policies that do not consider the specialization or competence in the field of study of educators and rapid curriculum changes without adequate training for teachers to adjust to new fields. These problems can result in reduced learning quality, mismatched learning curricula, and students in the area may receive lower quality education compared to other areas that have educators who match their expertise. To address this policy issue, the recruitment and selection process should focus on the specific skills required. For example, prospective math teachers must have a math education background. Also, conducting continuous training and professional development programs for educators. In addition, there are educational issues regarding the lack of public awareness of the 12-year compulsory education policy, this problem occurs because there are underprivileged families that focus more on basic needs than education, limited access to schools, especially in rural or remote areas, and the lack of adequate educational facilities that hinder the implementation of this policy. To overcome the problems with this policy, the government provides a student fee program for underprivileged and high-achieving students, and improves education facilities and access in remote areas.

2. METHOD, DATA, ANALYSIS

This research is library research and uses a qualitative approach, so that the data obtained is more in-depth with the help of various facts in the field. In this research there are also various data, namely primary data and secondary data. Primary data is obtained from various journals that match the research topic. Meanwhile, secondary data is obtained from various media both print and electronic which are also in line with the discussion about the welfare of education in Indonesia. Therefore, the data obtained is then analyzed deductively in order to produce accurate and empirical data.

3. RESULT AND DISCUSSION

Policy Issues Finding

The problem of mismatching the placement of educators according to their fields can be a major problem in the education system. This mismatch can occur due to various factors, including a lack of public awareness of the 12-year compulsory education policy. This mismatch can lead to a shortage of teachers in some areas, such as math, science and language, while there is an excess of teachers in other areas, such as art or music. This can result in a lack of quality education for students, as they do not receive the education they need in important subjects. In addition, a lack of public awareness of the 12-year compulsory education policy can lead to a lack of support for education, which can result in a lack of funding and resources for the education system. This may result in a lack of access to quality education for all students, especially those who may already be disadvantaged. To address this issue, efforts may be needed to increase community awareness of the need for education and to address the mismatch in the placement of educators according to their fields. This could involve increasing funding and resources for the education system, as well as implementing mentorship and training programs to help students find career paths that match their interests and talents.

Analysis of Policy Issues

Table 1. Policy Issue

Policy Issue	Cause of Issue	Policy Solution
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the mismatch of the placement of educators in accordance with their fields	Recruitment policies that do not consider the competence of educators	Conduct recruitment and selection processes with a focus on the specific skills of educators
Lack of public awareness of the 12-year compulsory education policy	Economic factors of the community, as well as limited access and education facilities in the dharmasraya district area	Providing student fee programs, as well as improving education facilities and access in the dharmasraya district area

Policy Formulation

Table 2. Policy Formulation

Policy Solution	Policy Formulation
Conduct recruitment and selection processes with a focus on the specific skills of educators	Policies can be formulated by setting minimum qualification standards based on the level of education and specialization required
Providing student fee programs, as well as improving education facilities and access in the dharmasraya district area	Policies can be formulated by increasing the education budget to expand school access and facilities

Discussion of Policy Formulation

On the issue of education policy in Dharmasraya Regency regarding the mismatch of the placement of educators according to their fields, it can be formulated by setting qualification standards based on the level of education and specialization needed. This issue still occurs in many schools in Dharmasraya district. This occurs because of the shortage of educators in the district, so teachers are forced or required to teach students outside their field. The result of this mismatch is a decline in the quality of learning, because teachers do not have the expertise and in-depth knowledge in the field they teach. In addition, this can also reduce teacher motivation in teaching and student enthusiasm for learning.

To address this issue, comprehensive and structured policy measures need to be taken. First, it is necessary to set clear and specific qualification standards based on the level of education and specialization required in each school. These standards should include requirements for formal education, teaching experience, and relevant technical and pedagogical competencies. With these standards in place, the teacher recruitment and selection process can be more targeted and focused on meeting the specific needs of each school.

Second, there should be socialization of the recruitment and selection process with a focus on the specific skills required. This socialization should target various related parties, including prospective educators, schools, and the local education office. The information conveyed must be clear and transparent, so that all parties understand the importance of placing teachers according to their areas of expertise.

Third, conducting ongoing training and professional development programs for educators. This program aims to improve teachers' competencies and skills in areas that are in line with their specializations. This training can include workshops, seminars, short courses and technical guidance focused on mastering teaching materials and effective teaching methods. Thus, existing teachers can continue to develop themselves and be adaptive to curriculum developments and educational needs.

Fourth, this policy should also include regular monitoring and evaluation to ensure that the placement of teaching staff is in accordance with the set standards. This evaluation can be done through classroom observations, interviews with teachers and principals, and analysis of student academic achievement data. With regular evaluations, obstacles that arise can be identified and improvements can be made immediately.

Through these steps, it is hoped that the mismatch in the placement of educators in Dharmasraya district can be minimized. This will not only improve the quality of education in the district, but will also improve teachers' welfare and professionalism, and have a positive impact on students' motivation and learning achievement

4. CONCLUSION

The issue of inappropriate placement of educators in Dharmasraya Regency can be addressed by implementing a comprehensive and structured policy. Steps that can be taken include: setting

qualification standards, socialization of recruitment, training and professional development, supervision and periodic evaluation.

The implementation of these steps is expected to minimize the mismatch in the placement of teaching staff, improve the quality of education, teacher welfare and professionalism, as well as student motivation and learning achievement in Dharmasraya district.

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