

Analysis of Education Policy Issues in Solok City

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1. INTRODUCTION

The Importance of Education Policy

Education policy exists because education is a life necessity for a large number of people, with widely differing application and content. Values including religion, beliefs, customs, ethnicity/race, economy, socio-culture, politics, and government are all strongly correlated with education. Education has several challenges despite being a need for many individuals with a wide range of values. In terms of execution and quality issues as well as conflict or values conflicts. There exists a relationship between two problems. The appearance of difficulties in other components is impacted by one partial solution. It is extremely difficult to solve educational problems if they are only partially addressed and by small groups of people.

Therefore, education policy is crucial because it has the ability to shape society's expectations in relation to religion, belief, economic status and level of education, politics, security, culture, demands and advancements in the workplace, and the interests of the government. This means that a variety of factors, including important concerns from the government, society, and the times, must be taken into account while developing education policies.

Education is a key pillar that shapes the future of a nation. To guarantee that each person has an equal chance to develop and contribute to society, appropriate and efficient education policies are essential. Education policies cover many things, such as curriculum, teaching techniques, and the availability of infrastructure and resources. In order to reach all levels of society without discrimination, these policies must also consider equity and inclusivity.

Adaptive and progressive education policies are becoming increasingly important in the context of a rapidly changing world. With technological developments, economic changes, and social dynamics, education systems must shift their focus from academic knowledge to critical skills, creativity, and adaptability. Therefore, to ensure that the needs and difficulties faced are met, education policies must

ABSTRACT

The purpose of this study is to examine Solok's educational policies. utilizing qualitative research techniques to write articles. This research activity is undoubtedly in line with the library activities that have been identified in the research method on policy, given that it employs a data collection strategy that involves looking up information and investigating hypotheses pertaining to the problem of education policy in the city of Solok. The Carter V. Good (1959) literature review states that institutional education is run on the basis of educational policy, which is founded on a value system and several assessments of situational elements. These plans serve as a framework for decision-making in order to accomplish institutional objectives. Using the following policy steps: 1) agenda establishing; 2) policy formulation; 3) policy execution; 4) policy evaluation; 5) policy change; and 6) policy termination, as per Lester & Stewart, 2000; Arlita et al., 2020. Thus, it can be said that the primary goal of this article is to enhance teacher welfare and educational quality in Solok City in order to attain the best possible results there.

be made by involving various stakeholders, including government, academics, parents, and students. In addition, effective education policies can contribute to improving the quality of life of the community. Good education increases employment, reduces poverty, and improves health and well-being. Therefore, supporting education policies is not only a moral obligation but also a strategy.

Geographical Description of Regency/City

South Solok Regency is the new regency that resulted from the enlargement of Solok Regency at the end of 2003. The initial 708,402 Ha (7,084.02 Km²) of the Solok Regency has been greatly decreased to 373,800 Ha (3,738.00 Km²) as a result of this expansion. Geographically, Solok Regency lies between South Latitude 010 20' 27" and South Latitude 010 2' 39" and East Longitude 1000 25' 00" and 1000 33' 43". Plains, valleys, and hills with elevations ranging from 329 to 1,458 meters above sea level make up the region's topography. Solok Regency is home to many lakes that are recognized for their astounding natural beauty, in addition to an abundance of rivers. The next largest lakes among them are Lake Talang, Lake Singkarak, and the Twin Lakes (Lake Diatas and Lake Dibawah). The one volcano in Solok Regency is Mount Talang.

From a geographic standpoint, the boundaries of Solok Regency are highly advantageous since, in addition to being traversed by the Trans-Sumatra Highway, the region shares a direct border with Padang City, the capital of West Sumatra Province. The following are Solok Regency's borders:

- a. West: Pesisir Selatan Regency and Padang City
- b. Tanah Datar Regency in the north
- c. East: Sijunjung Regency / Sawahlunto
- d. South: Solok Regency of South.

The majority of Solok Regency (38.88%) still held state forest status in 2009, while 16.02% had community forest status. This is based on the composition of land use. Conversely, 2.09% was under the management of plantation firms, while 10.32% was farmed for fields and gardens by the community. The greatest area of land used for rice fields in West Sumatra was around 6.30% of the total land area.

As a hub for rice production in West Sumatra, Gunung Talang District, Kubung District, and Bukit Sundi had the biggest rice field area in Solok Regency in 2009. The rice field areas in the other districts were remained smaller than 3000 Ha.

The distance to Padang City, the provincial capital, has decreased to 40 km because the center of administration was moved to Arosuka, the capital of Solok Regency. While Banda Aceh is 1,433 kilometers away and Medan City is 825 km away. However, the distance to other province capitals including Pekanbaru (231 km), Jambi (495 km), Palembang via Muara Enim (993 km), Bengkulu via Muaro Bungo (736 km), and Bandar Lampung (1,170 km) increases slightly from the district headquarters.

Literature Review

Understanding Policy

The Big Indonesian Dictionary (KBBI) defines policy as a set of ideas and precepts that serve as the framework and foundation for leadership styles, work schedules, and behavioral patterns. This phrase describes the guiding principles that help one make decisions in order to accomplish specific objectives. Another way to think about policy is as a set of goals-driven decisions that are followed and carried out by a leader and his team to solve specific issues.

A set of decisions made by the government about what actions to take or not take is policy (Dye, 1992). A set of deliberate activities carried out by an actor or group of actors with the goal of resolving a specific issue is known as a policy (Anderson, 1975). Another way to think about policy is as an activity that leads to a goal put forth by an individual, organization, or government in a particular setting with regard to the obstacles that exist while looking for possibilities to actualize certain intentions or reach goals (Friedrich, 1963). Furthermore, policy can be understood as a plan to accomplish objectives, uphold principles, and guide actions (Laswell & Kaplan, 1970). According to a different perspective, policy is a collection of roughly connected actions and their effects on field workers (Rose, 1969).

According to Abidin (2006:17), a policy is a general decision made by the government that affects every member of the community. A written policy is an official, legally-binding decision made by the organization that governs behavior with the intention of fostering new ideals in society. When it comes to behavior, the organization's or society's members will primarily refer to the policy (Rozak et al., n.d.).

In his book *Analysis of Educational Policy*, Ali Imron (Rozak et al., n.d.) clarifies that one of the functions of state policies is education. According to Carter v. Good (1959), educational policy is determined by a value system and several situational factor assessments; institutional education is run

on the basis of these considerations (830-12919-1-PB, n.d.). These plans serve as a framework for decision-making in order to accomplish institutional objectives.

Government policies, particularly those pertaining to education, need to be well-founded in order to improve the standard of education in Indonesia. This can be achieved by taking into account community needs in a way that balances advancements in science and technology (Agustino, 2008).

Consequently, it is abundantly evident that national education policy is crucial in safeguarding and monitoring educational endeavors to ensure that they proceed as intended and meet predetermined objectives.

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

The public policy cycle, which comprises the stages of 1) agenda setting, 2) policy formulation, 3) policy implementation, 4) policy evaluation, 5) policy change, and 6) policy termination, summarizes the stages that public policy studies currently include, according to Lester and Stewart (Lester & Stewart, 2000; Arlita et al., 2020). Meanwhile, agenda-setting, policy formulation, policy adoption, policy implementation, and policy assessment/evaluation are the five processes in the stages of executing policy, according to Dunn (Dunn, 2003).

These five steps are arranged in a sequential hierarchy, and the person creating and implementing public policy is responsible for overseeing and managing each step. The preceding steps in the policy-making process indicate that a policy needs to be implemented gradually and through a planning, implementing, and evaluating process.

1) Agenda setting is a very strategic step and procedure in the real world of public policy. This is the general stages of policy formation. What is referred to as a public concern might be interpreted in this process, and the public agenda must be taken into consideration. 2) The creation of policies, Policy makers then hold a discussion about the issues that have been included in the agenda. The optimal solution is then determined by defining the problems. The challenge can be solved by examining different options or current policy decisions. 3) Policy legitimacy, which entails giving the fundamental government procedures permission. Citizens will comply with government directives if the people's sovereignty governs the act of legitimacy in that culture. 4) The process of estimating or assessing a policy's impact, implementation, and substance is known as evaluation.

Policy Issues

In recent years, Solok City's education policy has become a major concern. The focus is on evaluating the education policy issues facing the city. Poor quality of education, inadequate facilities, and uneven distribution of teachers are some of the issues that have emerged. Efforts to improve the quality and equality of education throughout Solok City have been hampered by these issues.

The Solok City Education Office is responsible for this issue. The Education Office is responsible for regulating and supervising education. They are also responsible for formulating policies, monitoring their implementation, and evaluating their results. In addition, they are responsible for ensuring that all schools in Solok City receive the resources needed to support education.

All educational institutions in Solok City, including elementary schools, secondary schools, and other institutions, are expected to implement policies made by the Education Office effectively, thereby improving the overall quality of education in Solok City.

In the past five years, this issue has begun to become a public concern. During this period, various problems that have occurred with the Solok City education system have become increasingly apparent, resulting in the need for a thorough examination and swift action to improve the current situation. In order to address the ever-growing problems, policies must be evaluated and updated periodically.

Solutions to the problem of Solok City's education policy can include several strategic actions. First, improving the quality of teachers through training and continuous professional development; second, improving educational facilities by providing adequate facilities and infrastructure; and third, implementing a more equitable teacher distribution system to ensure that high-quality teaching staff are available in all schools. Fourth, increasing community involvement in the education process so that the learning environment becomes better.

This policy is needed because education is the main pillar of community progress. Effective and targeted education policies will not only improve the quality of education but will also open up more opportunities for the younger generation to achieve their best potential. Such policies can also help the social and economic development of Solok City by reducing educational disparities, creating equality, and making positive contributions. Therefore, effective education policies are made and implemented.

2. METHOD, DATA, ANALYSIS

This study uses a qualitative descriptive research method that is analyzed from the perspective of the steps of its creation. The steps in making a policy are planning which includes policy issues, policy agendas, policy formulation, policy legitimacy, and policy socialization. This study uses a qualitative research method that is analyzed from the perspective of the steps of its creation. The steps in making a policy are planning which includes policy issues, policy agendas, policy formulation, policy legitimacy, and policy socialization. According to Lester & Stewart, 2000; Arlita et al., (2020), the steps in making a policy are 1) agenda setting, 2) policy formulation, 3) policy implementation, 4) policy evaluation, 5) policy change, and 6) policy termination. In addition, this study also uses a case study approach.

Creswell and Poth (2016) define the case study approach as a research methodology that entails examining a specific phenomenon (case) within a given timeframe and context (program, activity, process, institution, or social group), and gathering comprehensive and detailed data through a variety of data collection techniques over the course of the study period. The analysis of policy issues in the Solok City education case is the program or activity under investigation in this study.

3. RESULT AND DISCUSSION

Policy Issues Findings

- 1) The average length of schooling (RLS) in Solok City is still low
- 2) The distribution of educational facilities is not evenly distributed in Solok City
- 3) Lack of educational and teaching staff resources that are not balanced in Solok City

Policy Issue Analysis

Table 1. Policy Issue

Policy Issue	Cause of Issue	Policy Solution
The average length of schooling (RLS) in Solok City is still low	<p>The low average length of schooling (ALS) in Solok City can be caused by several factors. One of the main causes is the lack of available civil servant teachers. The Regent of Solok, Epyardi Asda, regretted the condition of education in Solok Regency, especially the lack of civil servant teachers. Most elementary and junior high schools in the outskirts of the area are taught by honorary teachers with low salaries. The limited number of civil servant teachers causes poor quality education and results in low ALS.</p> <p>In addition, limited educational facilities are also one of the causes of low RLS in Solok City. The Regent of Solok emphasized that the need for school construction and educational support facilities must be accommodated by the local government, but the issue of teachers is the authority of the Ministry of Education. The limited facilities cause students to not be able to enjoy optimal</p>	<p>By making a policy of implementing 9 years of compulsory education, the implementation is by: 1) Providing the construction of supporting school facilities. 2) Providing new school units. 3) Improving school improvements.</p>

	<p>education, so that their RLS remains low.</p> <p>Lack of education budget is also one of the causes of low RLS in Solok City. The average length of schooling of Solok Regency residents in 2019 was 7.85 years, an increase compared to 2016 which was 7.58 years. However, there are still other problems that need to be addressed, such as the lack of civil servant teachers and limited quality of education.</p>	
<p>The uneven distribution of educational facilities in Solok City</p>	<p>The uneven distribution of educational facilities in Solok City can be caused by several factors. One of the main causes is the limited educational facilities available. According to Solok Regency's regional statistics data for 2020, there are, on average, 129 students in each elementary school unit, 192 students in each junior high school, and 380 students in each senior high school. In elementary schools, there are 13 kids for every teacher, which means that each teacher typically teaches 13 students. These limited facilities prevent students from enjoying optimal education, so that the average length of schooling for residents of Solok Regency remains low.</p> <p>The lack of education budget is also one of the causes of the low average length of schooling in Solok City. The average length of schooling for residents of Solok Regency in 2019 was 7.85 years, an increase compared to 2016 which was 7.58 years. However, there are still other problems that need to be addressed, such as the lack of civil servant teachers and limited quality of education.</p>	<p>Government policy solutions that focus on several important aspects of the lack of access to education in Solok City are needed. First, a special budget must be allocated by the government to expand and improve education infrastructure in underserved areas. This includes building new schools and renovating existing ones. Second, the government must work with the private sector and non-governmental organizations to support the provision of education facilities. Third, to ensure the availability of quality educators throughout the region, incentive and scholarship programs must be increased for teachers who are willing to teach in remote areas. Fourth, educational technology such as online classes and distance learning courses can help overcome limitations in access to education. Finally, more accurate mapping of education needs with better data will help the government create and implement appropriate policies. These steps are expected to achieve equal distribution of education facilities in Solok City, so that every child has an equal opportunity to obtain a decent education.</p>
<p>Lack of human resources for teaching and education personnel that is not yet balanced in Solok City</p>	<p>The lack of balanced educational and teaching resources in Solok City can be caused by several factors. One of the main causes is a</p>	<p>To address the imbalanced shortage of teaching and education resources, the Solok City government must</p>

	<p>shortage of teachers, especially in isolated areas. This causes limited educational resources that can affect the quality of education in the area.</p> <p>Human resource management (HR) in the Solok City Education Office is not good, which has an impact on employee work motivation, competence, and poor work environment. This can affect employee job satisfaction and performance, so that the quality of education in Solok City cannot improve. Low teacher salaries are also one of the causes of the lack of balanced educational resources in Solok City. Teachers who do not get salaries that match their qualifications and competence can become frustrated and have no motivation to improve the quality of education.</p>	<p>immediately take strategic action. Increasing the budget allocation for the education sector, especially for teacher recruitment and training, is a solution that can be implemented. To ensure that all schools have an adequate number of teachers, the addition of teaching staff must be followed by an even distribution throughout the city. Teacher salaries must also be increased to match a decent standard of living so that they are more motivated and better at their jobs. To attract more employees to the education sector, you must provide additional incentives, such as performance allowances and welfare facilities. This policy is expected to improve the quality of education in Solok City and improve teacher welfare.</p>
<p>The average length of schooling (RLS) in Solok City is still low</p>	<p>The low average length of schooling (ALS) in Solok City can be caused by several factors. One of the main causes is the lack of available civil servant teachers. The Regent of Solok, Epyardi Asda, regretted the condition of education in Solok Regency, especially the lack of civil servant teachers. Most elementary and junior high schools in the outskirts of the area are taught by honorary teachers with low salaries. The limited number of civil servant teachers causes poor quality education and results in low ALS.</p> <p>In addition, limited educational facilities are also one of the causes of low RLS in Solok City. The Regent of Solok emphasized that the need for school construction and educational support facilities must be accommodated by the</p>	<p>By making a policy of implementing 9 years of compulsory education, the implementation is by: 1) Providing the construction of supporting school facilities. 2) Providing new school units. 3) Improving school improvements.</p>

	<p>local government, but the issue of teachers is the authority of the Ministry of Education. The limited facilities cause students to not be able to enjoy optimal education, so that their RLS remains low.</p> <p>Lack of education budget is also one of the causes of low RLS in Solok City. The average length of schooling of Solok Regency residents in 2019 was 7.85 years, an increase compared to 2016 which was 7.58 years. However, there are still other problems that need to be addressed, such as the lack of civil servant teachers and limited quality of education.</p>	
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Policy Formulation

Table 2. Policy Formulation

Policy Solution	Policy Formulation
<p>By creating a policy of implementing 9 years of compulsory education</p>	<p>The Solok City Government is currently drafting a 9-year compulsory education policy to address the low average length of schooling (ALS). The initial steps of this policy involve an in-depth study of education data and community needs with the aim of ensuring that all children in Solok City have access to equitable and quality basic education.</p> <p>This policy was ratified through a regional regulation (Perda) with the support of the Solok City DPRD and involved the participation of various parties such as the Education Office, NGOs, and community leaders to ensure support and suitability to community needs.</p> <p>Once ratified, this policy will be socialized through media such as radio, local television, social media, and direct campaigns in schools, community centers, and villages. Training and seminars for teachers and principals will also be conducted to ensure effective understanding and implementation of the policy.</p> <p>Implementation of the policy includes the construction of supporting school facilities such as classrooms, laboratories, libraries, and sports facilities, the construction of new schools in remote areas, and the repair and renovation of existing schools to improve the quality of educational facilities and infrastructure.</p> <p>Policy evaluation will be carried out periodically using the main indicators of improving ALS in Solok City. Public satisfaction surveys and direct</p>

	<p>monitoring in the field will also be conducted to identify obstacles and areas for improvement. The results of this evaluation will be used for future policy adjustments and improvements.</p>
<ol style="list-style-type: none"> 1. A special budget must be allocated by the government to expand and improve educational infrastructure in underserved areas. 2. To encourage the provision of educational facilities, the government must collaborate with the commercial sector and non-governmental organizations. 3. To ensure the availability of quality educators in all regions, incentive and scholarship programs must be increased for teachers who are willing to teach in remote areas. 4. Educational technology such as online classes and distance learning courses can help overcome limitations in access to education. 5. More accurate mapping of educational needs with better data will help the government create and implement appropriate policies. 	<p>The Solok City Government needs to formulate a comprehensive policy to address the inequality of educational facilities by increasing the budget for the development and maintenance of educational infrastructure, as well as teacher recruitment and training. Support from the central government, DPRD, the community, and educational organizations is essential to legitimize this policy, which must be supported by regional regulations (Perda). Once the policy is enacted, effective socialization to all stakeholders through various media and meetings is needed so that they understand the objectives and how to implement it. Policy implementation should include recruitment of new teachers, training, salary increases, and equitable distribution of educators, with a focus on the most disadvantaged areas. Periodic evaluation by an independent team is essential to assess the effectiveness of the policy, and the results of this evaluation will be used as a basis for further policy improvements and adjustments, in order to achieve the objectives optimally.</p>
<p>Increase budget allocation for the education sector, especially for teacher recruitment and training.</p>	<p>The Solok City Government must immediately address the problem of teacher shortages and imbalances in education with comprehensive policies. This includes increasing the budget for education, especially teacher recruitment and training in remote areas. This policy must be widely supported by the central government, DPRD, the community, and educational institutions, guaranteed through regional regulations (Perda).</p> <p>Once passed, the policy must be effectively socialized to teachers, principals, and the community through mass media, seminars, and community meetings. Policy implementation is carried out by recruiting teachers evenly throughout the city with attention to regional needs. Increasing salaries and additional incentives such as performance allowances are important to increase teacher motivation and work quality.</p> <p>Evaluation by an independent team is needed to assess the effectiveness of this policy, especially in improving the quality of education and teacher welfare in Solok City. The results of the evaluation will be used to improve future policies, so that the goal of improving teacher education and welfare can be achieved optimally.</p>

<p>By creating a policy of implementing 9 years of compulsory education</p>	<p>The Solok City Government is currently drafting a 9-year compulsory education policy to address the low average length of schooling (ALS). The initial steps of this policy involve an in-depth study of education data and community needs with the aim of ensuring that all children in Solok City have access to equitable and quality basic education.</p> <p>This policy was ratified through a regional regulation (Perda) with the support of the Solok City DPRD and involved the participation of various parties such as the Education Office, NGOs, and community leaders to ensure support and suitability to community needs.</p> <p>Once ratified, this policy will be socialized through media such as radio, local television, social media, and direct campaigns in schools, community centers, and villages. Training and seminars for teachers and principals will also be conducted to ensure effective understanding and implementation of the policy.</p> <p>Implementation of the policy includes the construction of supporting school facilities such as classrooms, laboratories, libraries, and sports facilities, the construction of new schools in remote areas, and the repair and renovation of existing schools to improve the quality of educational facilities and infrastructure.</p> <p>Policy evaluation will be carried out periodically using the main indicators of improving ALS in Solok City. Public satisfaction surveys and direct monitoring in the field will also be conducted to identify obstacles and areas for improvement. The results of this evaluation will be used for future policy adjustments and improvements.</p>
<ol style="list-style-type: none"> 6. A special budget must be allocated by the government to expand and improve educational infrastructure in underserved areas. 7. To encourage the provision of educational facilities, the government must collaborate with the commercial sector and non-governmental organizations. 8. To ensure the availability of quality educators in all regions, incentive and scholarship programs must be increased for teachers who are willing to teach in remote areas. 9. Educational technology such as online classes and distance learning courses can help overcome limitations in access to education. <p>More accurate mapping of educational needs with better data will help the government create and implement appropriate policies.</p>	<p>The Solok City Government needs to formulate a comprehensive policy to address the inequality of educational facilities by increasing the budget for the development and maintenance of educational infrastructure, as well as teacher recruitment and training. Support from the central government, DPRD, the community, and educational organizations is essential to legitimize this policy, which must be supported by regional regulations (Perda). Once the policy is enacted, effective socialization to all stakeholders through various media and meetings is needed so that they understand the objectives and how to implement it. Policy implementation should include recruitment of new teachers, training, salary increases, and equitable distribution of educators, with a focus on the most disadvantaged areas. Periodic evaluation by an independent team is essential to assess the effectiveness of the policy, and the results of this evaluation will be used as a basis for further</p>

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Discussion of Policy Formulation 5W1H (Up to Socialization)

The result of policy formulation in Solok City, Solok City Government is currently drafting a 9-year compulsory education policy to address the low average length of schooling (RLS). According to John W. Meyer (1985) Average length of schooling (RLS) is the number of years spent by an individual in formal education from elementary to the highest level achieved. Meanwhile, according to Paul Willis (1997) Average length of schooling (RLS) includes social and cultural experiences experienced by individuals during the education process. The initial steps of this policy involve an in-depth study of education data and community needs with the aim of ensuring that all children in Solok City have access to equitable and quality basic education.

Regional rules (Perda), which are laws and regulations enacted by the Regency/City DPRD with the combined consent of the Regent and Mayor, serve as legal framework for this policy. The provisions of Law Number 12 of 2011 and Presidential Regulation Number 87 of 2014 served as the foundation for the creation of this regency/city regional regulation. The process of developing regional regulations involves several stages, such as planning, drafting, debating, deciding, and enacting regional regulations. The enactment of the regional regulation with the support of the Solok City DPRD and involving the participation of various parties such as the Education Office, NGOs, and community leaders to ensure support and suitability to community needs.

Once enacted, this policy will be socialized through media such as radio, local television, social media, and direct campaigns in schools, community centers, and villages. Training and seminars for teachers and principals will also be conducted to ensure effective understanding and implementation of the policy.

To achieve the goals that have been set in a decision, implementation is an action taken to achieve it. The purpose of implementation is to achieve major or minor changes that have been previously decided, and to change those decisions into operational patterns. In essence, implementation also means finding out what should happen after a program is run.

Implementation of the policy of building supporting school facilities such as classrooms, laboratories, libraries, and sports facilities, building new schools in remote areas, and repairing and renovating existing schools to improve the quality of educational facilities and infrastructure. Policy evaluation will be conducted periodically using the main indicators of improving RLS in Solok City. Community satisfaction surveys and direct monitoring in the field will also be conducted to identify obstacles and areas that need to be improved. The results of this evaluation will be used for future policy adjustments and improvements.

The Solok City Government needs to formulate a comprehensive policy to address the inequality of educational facilities by increasing the budget for the development and maintenance of educational infrastructure, as well as teacher recruitment and training. Support from the central government, DPRD, the community, and educational organizations is essential to provide legitimacy to this policy, which must be supported by regional regulations (Perda). Once the policy is enacted, effective socialization to all stakeholders through various media and meetings is needed so that they understand the objectives and how to implement it. Policy implementation should include recruitment of new teachers, training, salary increases, and equitable distribution of educators, with a focus on the most disadvantaged areas. Periodic evaluation by an independent team is essential to assess the effectiveness of the policy, and the results of this evaluation will be used as a basis for further policy improvements and adjustments, in order to achieve the objectives optimally.

The Solok City Government must immediately address the problem of teacher shortages and imbalances in education with a comprehensive policy. This includes increasing the budget for education, especially teacher recruitment and training in remote areas. This policy must be widely supported by the central government, DPRD, the community, and educational institutions, guaranteed through regional regulations (Perda). Once passed, the policy must be effectively socialized to teachers, principals, and the community through mass media, seminars, and community meetings. The implementation of the policy is carried out by recruiting teachers evenly throughout the city with attention to regional needs. Increasing salaries and additional incentives such as performance allowances are important to improve teacher motivation and work quality. Evaluation by an independent team is needed to assess the effectiveness of this policy, especially in improving the quality of education and teacher welfare in Solok City. The results of the evaluation will be used to improve future policies, so that the goal of improving teacher education and welfare can be achieved optimally

4. CONCLUSION

Based on the research results, it can be concluded that in order to overcome the low average length of schooling (RLS) in Solok City, the local government has formulated a 9-year compulsory education policy. This policy was formulated after conducting an in-depth study of education data and community needs, with the aim of ensuring that all children in Solok City have access to equitable and quality basic education. Enacted through a regional regulation (Perda) with the support of the Solok City DPRD and involving participation from various parties such as the Education Office, NGOs, and community leaders, this policy was then socialized through mass media, social media, and direct campaigns in schools and community centers. Policy implementation includes increasing the budget for the development and maintenance of educational infrastructure, recruitment, teacher training, and even distribution throughout the city. Periodic evaluations are carried out to assess the effectiveness of the policy, involving an independent team to monitor the increase in RLS and community satisfaction. The evaluation results are used as a basis for further policy improvements and adjustments, ensuring that the goal of improving the quality of education and teacher welfare in Solok City is achieved optimally. The government's policy solution to increase access to education in Solok City requires several strategic steps. First, special budget allocations should be increased to expand and improve education infrastructure in remote areas, including the construction of new schools and renovation of existing ones. Second, cooperation with the private sector and non-governmental organizations is needed to support the provision of education facilities. Third, incentive and scholarship programs need to be strengthened to attract quality teachers to remote areas. Fourth, educational technology such as online classes and distance learning courses can be utilized to address limited access to education. Finally, more accurate mapping of education needs with better data will help the government design more targeted policies. These steps are expected to ensure equal distribution of education facilities in Solok City so that every child has an equal opportunity to receive a decent education.

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