

Implementation of Basic Education Policy in Central Mamuju District

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ABSTRACT

This study aims to determine the implementation of basic education policies in Central Mamuju Regency. From an academic point of view, this researcher is expected to be useful for the development of Public Administration. This type of research is qualitative and the data analysis used is phenomenology with 5 informants. Data collection techniques are observation, interviews, and documentation. The results of this study indicate that the implementation of basic education policies in Central Mamuju Regency, the Central Mamuju Regency government through the implementation of: (1) communication, (2) Budget resources (3) Disposition and (4) Organizational Structure, as well as supporting and inhibiting factors for implementation. basic education policy. The supporting factors are: School Equipment Facilities, in the form of school equipment, which really helps the community in sending their children to school. The inhibiting factors for implementation are: Policy socialization. An obstacle due to lack of socialization between the community and the parties implementing the Basic Education Policy in Central Mamuju Regency.

Keywords: Basic Education, Policy Implementation

1. INTRODUCTION

Education is one of the most important elements in national development because education for the community will make people more advanced in their thinking. Advanced community thinking will form high-quality Human Resources (HR). Education is also inseparable from the role of the government. The government prioritizes the importance of education for the entire community by improving the quality of education. Therefore, the government is obliged to fulfill the rights of every citizen in obtaining educational services in order to improve the quality of life of the Indonesian people.

Law number 20 of 2003 concerning the National Education System mandates that every citizen aged 7-15 years is required to obtain basic education education. Article 34 paragraph 2 states that the government and local governments guarantee the implementation of compulsory education at the minimum level of basic education without charging fees, while paragraph 3

states that compulsory education is the responsibility of the state organized by government educational institutions, local governments and the community [1].

Thus, the formation of Indonesian human qualities is simultaneously needed to carry out development, both at the local, national and global levels. One of the foundations for the formation of human quality is the education system, because through the education process, this nation and state will be able to face and answer all forms of present and future challenges.

Implementation of the Basic Education Policy in Central Mamuju Regency is one of the objectives and functions of the local government, especially the education office which implements the education policy in Central Mamuju Regency which aims to provide educational services to children who have dropped out of school. For a country like the population where we belong to a large group of more than two hundred million

people. That's a pretty high number. Therefore, the government is trying to reduce the rate of children dropping out of school through basic education policies [2].

However, government policies have not been significant in improve aspects of the quality of education. One of the indicators of this lack of success is shown, among others, by the lack of public awareness of the importance of education as an effort to increase human resources, especially in rural areas, except in big cities, although the numbers are relatively small.

Further phenomena that appear include the high cost of education, the long distance between students' homes and the school location, and even concerns the capacity and competence of the parties who should be responsible for the education system in order to increase the capacity of the quality aspect of human resources. This means that the system and managers of the education system that are not yet qualified will find it difficult to produce quality students (students).

The ideal condition that is expected to occur from the implementation of the Basic Education Policy is to create education awareness for children who is supported by parents, the environment and society as well as the government so that communication between all parties is the golden key to a change.

2. LITERATURE REVIEW

2.1. Public Policy Implementation

In reviewing an implementation of public policy, the basic notions of public policy must first be described. Robert Eyestone, in Agustino (2006: 40) states that public policy is the relationship between government units and their environment [3].

According to Grindle, (1980:6) a study of the policy implementation process can certainly include research and analysis of concrete implementation programs that have been planned as values to achieve broader policy objectives. Implementation, according to Frederich in Wahab, (1993: 3) says that: policy is an action that then leads to the achievement of goals that have been proposed by a person, group or government group in a certain environment that has been associated with certain obstacles and seeks opportunities in achieving goals or realize goals. desired target [5].

Furthermore, Wahab (2002:61) cites the opinion of experts Hogwood and Gunn (1986) who state that the causes of policy failure can then be divided into 2 categories, namely: 1). the existence of non-implementation that is not implemented and 2). there is

an implementation that has failed. where in its implementation the policy is defined as a policy that does not have to be implemented according to plan [5]. While the unsuccessful implementation is that a certain policy has been implemented in accordance with the previous plan, given the very unfavorable external conditions, the policy cannot succeed in realizing the desired impact or end result [5].

2.2. Basic Education Compulsory Education Policy

The Convention on Human Rights (HAM) also states that everyone has the right to free education, at least to compulsory basic education. Furthermore, in the Education for All (AFA) agreement, it is stated that by 2015 every country guarantees all children, focusing on girls, when the child has difficulty and belongs to an ethnic minority, to gain access to the education process from free and compulsory primary level with good quality.

All provisions in this international agreement are in line with the mandate of the opening of the 1945 Constitution which essentially states that the state has an obligation to provide education to its people where every citizen of the Republic of Indonesia has the right to get an equal and quality education, regardless of social status, ethnicity, and gender.

The implementation of basic education from other countries means that in order to improve the development of a nation, what is called a critical mass in the field of education is needed. This concept seeks that there is a percentage of the population with a certain level of education that must be prepared by a nation so that economic and social development can increase rapidly because of the support of quality and adequate human resources. Within the framework of national development, the development of human resources is one of the strategic efforts of national development [6].

The basic education program is one of the government's efforts to realize critical mass. This program is implemented to create an educated Indonesian society, having at least the essential basic knowledge and skills. These basic abilities are expected to be used for graduates to continue living and face life in society.

3. METHOD

The type of research used is qualitative and data analysis by looking at phenomenology with the number of informants 5 people. Data collection techniques are observation, interviews, and documentation [9].

4. RESULTS AND DISCUSSION

4.1. Implementation of Basic Education Policy in Central Mamuju District

Indicators of Basic Education Policy Implementation in Central Mamuju Regency are: [7] 1) Communication 2) Resources 3) Disposition 4) Organizational Structure as well as supporting and inhibiting factors. The following is an explanation of some of the indicators above:

4.1.1. Communication

Several parties involved in this program, communication has become the main element in the success of the basic education program, as conveyed by the Head of the Branch Office of the Education Office, namely the cooperation between leaders, Government Organizations, Non-Governmental Organizations and the community has not gone well in terms of socialization.

4.1.2 Resources

The resources in the form of budgets received by the community are very supportive in the implementation of basic education policies, although the resources received are only in the form of bags, shoes and school supplies, it is sufficient to see from the running of this program.

4.1.3 Disposition

In carrying out policies, important characters must be possessed by policy implementers, such as implementing honesty and highly committed. The commitment of policy stakeholders can provide enthusiasm in carrying out their duties, responsibilities, functions and authorities in accordance with established regulations. From the results of the interview above, the writer concludes that the commitment has not gone well.

4.1.4. Organizational Structure

According to the informant above, the implementation of basic education policies in Mamuju Tengah Regency, there are SOPs/Guidelines in the form of operational guidelines/technical guidelines for

education policies in the form of books and directives. With the existence of SOPs, they can be used as guidelines or evaluation standards for all basic education assistance policy activities in Mamuju Tengah Regency.

4.2. Factors Influencing and Inhibiting the Implementation of Basic Education Policies

Factors that influence the implementation of the Basic Education Policy of Central Mamuju Regency, these factors are divided into two groups, namely supporting factors and inhibiting factors.

4.2.1. Supporting Factors

4.2.1.1 School Equipment Facilities

Implementing basic education policies requires facilities or facilities that support the implementation of a program or policy. The availability of facilities and equipment really supports the smoothness, success and means of an activity being carried out, one of the factors is the availability of school equipment facilities in supporting the implementation of government in Central Mamuju Regency.

Researchers know that the resources received by the community in implementing basic education policies are very helpful in reducing the cost of school supplies for their children.

4.2.2. Obstacle Factor

4.2.2.1. Policy Outreach

Several parties involved in this program are the main elements in the success of a basic education program, as conveyed by the Head of the Education Office, namely cooperation between leaders, Government Organizations, Non-Governmental Organizations and the community has not been going well, seen from the socialization that is still ongoing. not enough. [8].

5. CONCLUSION

Implementation of a Policy at the Primary Education level in Central Mamuju Regency is still not good, despite some shortcomings. This can be seen from:

First, Communication on Implementation of a Policy at the Elementary Education level in Central Mamuju Regency, communication is still not good, it can be seen from the lack of socialization, such because there are still people who still don't care about knowing the importance of an education for their children because lack of coordination between implementing parties and the community.

Second, The resources in the form of the budget received are very supportive in the implementation of basic education policies, although the resources received are only in the form of bags, shoes and school supplies, it is enough to help people who want to send their children to school in view of the running of the program. this.

Third, The disposition of the implementation of basic education policies in Mamuju Regency is being seen from the disposition regarding the commitment of the implementers of basic education policies that have not gone well because what has been promised to the community that assistance will be provided has not been fulfilled properly seen from the delay in providing school equipment facilities provided by the government. government to society

Forth, The Organizational Structure of Basic Education Policy Implementation in Central Mamuju Regency can be seen from the good organizational structure because there are SOPs / Instructions in the form of pre-technical guidelines for basic education policies in the form of books and directives. With the existence of SOPs, they can be used as guidelines or evaluation standards for all basic education assistance policy activities in Mamuju Regency.

AUTHORS' CONTRIBUTIONS

All authors have contributed equally to the research.

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