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THE MULTY ACTORS'S ROLE IN IMPLEMENTATION POLICY PROCESS (Case Study in Policy of Compulsory Basic Education 12 Years at Kudus Regency, Central Java, Indonesia)

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Abstract

Kudus Regency is one area that successfully implemented Policy of Compulsory Basic Education 12 years since 2010 even before the central government issued a Policy of Compulsory Basic Education 12 years. In implemented this policy, Kudus Regency Government based on the Kudus Regency Regulation Number 2/ 2010 about Basic Education 12 Years and Regulation of Minister Education and Culture Republic Indonesia Number 80/2013 about Universal Secondary Education (Basic Education 12 Years). The success of Kudus Regency in implementing compulsory basic education 12 years policy is depending on the role of actors that depending in the implementation process. This research is using descriptive qualitative approach. The results of this research is the successful implementation of compulsory basic education 12 years policy in Kudus Regency can not be sparated from the synergy of multyactors's role. The role of Central Government and Kudus Regency Government that is by issuing compulsory basic education 12 years policy, i. e Regulation Minister of Education and Culture Number 80/2013 and Kudus Regency Regulation Number 2/2010 about compulsory basic education 12 years, and their programs support. The private sector's roles, is by providing scholarships and grants to infrastructure development of schools in Kudus Regency. The role of Kudus Regency society is provide full support and enthusiasm in implementing compulsory basic education in Kudus Regency.

Keywords: Multyactors's Role, Policy of Compulsory Basic Education 12 Years

1. INTRODUCTION

Research Background

One of Indonesian national goal is make national life smarter, ie through the development of education. In the globalization era, education is very important because education is one of instruments that used not only to free up people from backwardness, but also from ignorance and poverty.

Education in Indonesia is expected to produce human resource as defined in Law Number 20/2003 about National Education System (Subijanto, 2010) that are development Indonesian society that appropriate with the disposition to be person that faithful to God, noble, master of spiritual science; have dignity of life skills; have a solid personality and independent; have a social; responsibility and nationality; in order to be able realized an intelligent nation.

The various policies have been made by government, both central government and local government as an expression of regional autonomy for improving the quality education in Indonesia, started from judicial instruments, such as teachers and lectures law to operational policies such as Teacher Certification, Teacher Education Program;

International Standard School; National Examination; and Compulsory Basic Education Policy. All these policies are formulated to improve the national education quality (Lestari, Wijaya, & Rochmah, 2015).

Compulsory basic education policy is one of the educational policies that conducted in an effort to improve the education quality in Indonesia, especially in improving human resources quality in Indonesia. The newest compulsory basic education that launched by Indonesia Government is compulsory basic education 12 years policy through Universal Secondary Education/ Program Menengah Universal in 2013.

The existence implementation of regional autonomy, make local governments in Indonesia increasingly making innovation to improve the education quality in their respective regions. One is Kudus Regency. Kudus Regency has implemented compulsory basic education 12 years policy since 2010 before the central government to implement compulsory basic education 12 years policy, through Kudus Regency Regulation Number 2/ 2010 about Compulsory Basic Education 12 (Twelve) Years (Pemerintah Kabupaten Kudus, 2010).

The bravery of Kudus Regency Government in ²⁵ implementing the compulsory basic education policy is one great step that taken by Kudus Regency Government in an effort to improve the quality education in Kudus Regency. Its step is not only the Kudus Regency Government's effort alone, but also there are other actors that contributed to the implementation of compulsory basic education 12 years policy in Kudus Regency, the private sector and community also give full support in this policy implementation.

Objective

⁹ The objective of this research is to describe and analyze the multifactors's role in implementing compulsory basic education 12 years policy in Kudus Regency.

Research Methods

This research is using descriptive qualitative approach.

2. THEORITICAL REVIEW

²⁴ Public Policy and the Implementation of Public Policy

a. Definition of Public Policy

Peterson argued that generally, public policy viewed as a government act in facing problem, by directing attention to "who gets what, when and how" (Keban, 2008).

b. The Stages of Public Policy

¹⁷ According Dunn, in public policy there are several important stages, among others (Keban, 2008):

1. (agenda setting),
2. (policy formulation),
3. (policy adoption),
4. (policy implementation), and
5. (policy assessment).

c. Definition of Public Policy Implementation

According Gordon; Implementation is related to various activities at realization of the program (Keban, 2008).

The Actors in Implementation of Public Policy

According to Winarno (2012) in his book entitled "Public Policy (Theory, Process, and Case Studies) pages 221, says that the executor / Implementor Public Policy include:

1. Bureaucracy
2. Legislative Institution
3. Judicial Institution
4. Pressure Groups
5. Community Organizations

1. Decentralization of Education

According to Brayand Fiskeas (Departemen Pendidikan Nasional, 2001) decentralization of education is “a process which a lower organization receives delegation of authority to carry out the implementation all education tasks, including the utilization all facilities, as well as policy formulation and finance.”

2. Policy of Compulsory Basic Education

a. Compulsory Study of Basic Education

One of national education policy products is the policy of compulsory study of basic education. To implement Article 34 Paragraph (4) Law Number 20/2003 about National Education System (Pemerintah Indonesia, 2003), needs to establish a Government Regulation about compulsory study. The Government Regulation is Government Regulation of Republic Indonesia Number 47/2008 about Compulsory Study (Presiden Republik Indonesia, 2008). In this regulation, compulsory study is defined as a minimum program that must be followed by Indonesian citizen which is on the responsibility of central and local government.

b. Policy of Compulsory Basic Education 12 (Twelve) Year

Policy of Compulsory Basic Education 12 (Twelve) Year is a continuation of previous policies, i.e Policy of Compulsory Basic Education 9 year. To prepare the Indonesian golden generation in 2045, began in 2013, The Ministry of Education and Culture (Kemendikbud) launched the Universal Secondary Education program (PMU) or basic education 12 (twelve) year.

3. RESULTS AND DISCUSSION

Education is a very important need in human life, as well as the main target of human development efforts. Education is believed be able to change the community mindset that expected to bring interchange ability of the nation. Education is also one of the country's goals stated in preamble of 1945 Constitution (Republik Indonesia, 1945), that is protect all the people and entire of Indonesia, the intellectual life of nation, promote the general welfare, and participate in world establishment based on independence, eternal peace and social justice. Further, in the body of 1945 Constitution mandated the importance of education for all citizens as set out in Article 28B clause (1), that is every person has the right to develop them selves by fulfilling their basic needs, has right to education and get benefits of science and technology, art and culture to improve life quality for humanity welfare, and Article 31 clause (1) which mandates every citizen has the right for education.

However, in fact, the education in Indonesia faces three great challenges. The first challenge, as a result of economic crisis, the education required to maintain outcomes of educational development that have been achieved. Second, to anticipate the education global era, required to prepare competent human resources they will be able to compete in the global job market. Third, in accordance with decentralization, it is necessary changes and adjustments to the national education system so it can be realize the educational process more democratic, attention to diversity of needs/ circumstances of regions and learners, as well as encourage community participation.

Facing these challenges, the need to improve education policy by government to education quality in Indonesia was emerged. Public policy is policy that concerns to community. Public policy is a part of political decision, where the decision concern and affects to community, as well as understood it as best selection of various choice alternative regarding public affairs under government authority. So is the education policies, that was made to solve or provide alternatives to education problems. Education policies have made by Indonesian government is to improve the education quality in Indonesia. One example is Policy of Compulsory Basic Education. Policy of Compulsory Basic Education that last one implemented is Policy of Compulsory Basic Education 9 (Nine) Year.

However, in mid-2013, central government has launched the Policy of Compulsory Basic Education 12 (Twelve) Year through Universal Secondary Education or *Pendidikan Menengah Universal* (Kementerian Pendidikan, 2013).

The implementation of Basic Education 12 Years Policy in Kudus is based on the Regional Regulation of Kudus Number 2 Year 2010 about Compulsory Basic Education 12 (Twelve) Years or the Regulation of Ministry of Education and Culture of the Republic of Indonesia Number 80 Year 2013 about Universal Secondary Education. Kudus Regency has implemented compulsory Basic Education 12 Years since 2010 and the only region that has a Regional Regulation which is regulating Compulsory Basic Education 12 Years, namely Regional Regulation Number 2 Year 2010 about Compulsory Basic Education 12 (Twelve) Years. The program of compulsory basic education 12 (twelve) Years is the vision and mission of the Regents that written in the Regional Regulation Number 4 Year 2009 about The Plan of Medium Term Development of Kudus Regency in 2008-2013.

This compulsory basic education program aims to improve access and equal distribution of secondary education services that has good quality and achievable for people in Kudus Regency, boys and girls through formal and non-formal way. The Regional Regulation Number 2 Year 2010 about Compulsory Basic Education 12 Years determined by the Regent of Kudus on July 22, 2010, and enacted in Kudus by Regional Secretary of Kudus on July 23, 2010.

In 2013, the Central Government determined the compulsory basic education 12 Years policy through the Regulation of Ministry of Education and Culture of the Republic of Indonesia Number 80 Year 2013 about Universal Secondary Education. Universal Secondary Education is an education program that provides a widest services to all citizen of Indonesia to follow the secondary education that has good quality. The purpose are to provide service, expansion, and equal opportunity to obtain the secondary education that has good quality for every Indonesian citizen with a target achievement of Crude Participations Rates (CPR) of secondary education to 97% in 2020. The Regulation of Ministry of Education and Culture of the Republic of Indonesia Number 80 Year 2013 about Universal Secondary Education determined by the Minister of Education and Culture of the Republic of Indonesia in Jakarta on June 25, 2013 and enacted by the Minister of Law and Human Rights of Republic of Indonesia in Jakarta on June 27, 2013.

The programs determined by the Government of Kudus in order to support the success of the compulsory basic education 12 Years policy include: the Development of schools facilities and infrastructure; Routine Maintenance of schools facilities and infrastructure; Rehabilitation of schools facilities and infrastructure; Supplying of books and stationery and also practice equipments; Training and Coaching the teachers in order to enhance the quality of teachers; and so on. The funding that Government of Kudus Regency spent for those programs in 2010 is Rp 11.775.948.000, consisted of Rp 4.580.518.000 for primary education program and Rp 7.195.430.000 for secondary education program. In 2011, the Government of Kudus Regency spent Rp 82.775.948.000, consisted of Rp 79.162.639.000 for primary education program and Rp 3.517.689.000 for secondary education program. In 2012, the Government of Kudus Regency spent Rp 71.877.945.000, consisted of Rp 67.275.530.000 for primary education program and Rp 4.602.415.000 for secondary education program. In 2013, the Government of Kudus Regency spent Rp 43.210.246.000, consisted of Rp 33.382.802.000 for primary education program and Rp 9.827.444.000 for secondary education program. Besides of those programs, the Government of Kudus Regency also gives scholarships to students in Kudus, it is scholarships for disadvantaged students and scholarships for students that has achievement in academic and non-academic. Scholarships for disadvantaged students is Rp 1.140.000/Year. And scholarships for students that has achievement is Rp 1.000.000/Year. After the compulsory basic education 12 Years policy from the Central Government through the Regulation of Ministry of Education and Culture of the Republic of Indonesia Number 80 Year 2013 about Universal Secondary Education, the Central Government determined a program named High School Operational Funding (BOS SMA) and Disadvantaged Student Funding (BSM) to support the implementation of the Universal Secondary Education.

The Implementation of Compulsory Study 12 Years Policy in Kudus brings a significance impact in improving the quality of education in Kudus, it can be seen from the improvement of Crude Participant Rates for the secondary education that increased from 60 percent in 2008 to 80,59 percent in 2013.

Multyactors's role in supporting the Impementation of Compulsory Basic Education 12 Years Policy in Kudus Regency

In the successful implementation of compulsory basic education 12 years policy in Kudus Regency must not be separated from multiactor's role who support it. The synergy of each actors's role become a solid force in the successful implementation of this policy. The role of each actors looks as follows:

a. The Role of Government

The government role is look from the commitment of the Central Government and the Kudus Regency Government in implementing the compulsory basic education 12 years policy.

1. The Role of Central Government

The important role of Central Government in implementing compulsory basic education 12 years policy is by issued the Universal Secondary Education policy through Regulation Minister Education and Culture Number 80/2013 and issuing the support programs, ieBOS (School Operational Assistance) High School and BSM (Assistance for Poor Students) High School.

2. The Role of Kudus Regency Government

Kudus Regency Government's role is give legal protection to the implementation compulsory basic education 12 years policy in Kudus Regency even before Central Government issued compulsory basic education 12 years, ie through Kudus Regency Regulation Number 2/2010 about Compulsory Basic Education 12 (Twelve) Years. Andforthe success ofthis p¹³y, the governmentKudusalso launched a variety of support programs, such as: Development of school facilities and infrastructure; Routinemaintenance ofschool facilities and infrastructure; Rehabilitation ofschool facilities and infrastructure; Procurement of book sand stationery and a practice tool; Training and coaching of teachersin order to improveth the quality of teachers; and so forth. Kudus Regency Government also provides scholarships to students in Kudus Regency, both scholarships for poor students and scholarships for students who have good achievements.

b. Role of Private Sector

Kudus Regency is an area that has highly developed industry. There are many private companies international scale in Kudus. In the fact, the role of private sector in supporting the compulsory basic education 12 years policy in Kudus Regency is very significant. This is proved that many private companies in Kudus Regency provide scholarships to students in Kudus. The scholarships are not given directly, but rather be given to schools in Kudus to be managed and given to his ⁸idents. In addition to scholarships, some private companies in Kudus also provide grants for construction of facilities and infrastructure both in state schools and private schools.

c. The Role of Kudus Regency Society

The role of Kudus Regency society is very important in the public policy implementation process, because the society is main target in the implementation of the policy. According to Soenarko (2000), says that one of the important factors that support the successful policy implementation is the approval, support, and public confidence. The role of Kudus Regency society in supporting the implementation of compulsory basic education 12 years policy seen from the attitude of Kudus Regency Society is willing to accept compulsory basic education 12 years policy. It is also evident from the enthusiasm Kudus Regency Society to receive and participate in this policy. No society that reject this policy and give strongly support for this policy.

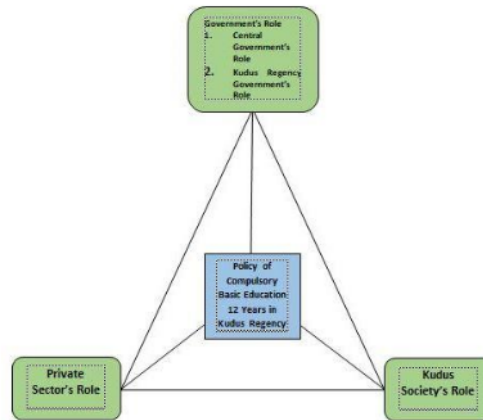


Figure 1 :The Multy Actore's Role

4. CONCLUSION

Kudus is one area that has been successfully implementing compulsory basic education 12 years policy. This is evident from the results of achievements, which have a significant impact in improving the quality education in Kudus, it is seen from the increase in gross enrollment ratios for secondary education increased from 60% in 2008 to 80.59% in 2013. The successful implementation of compulsory basic education 12 years policy in Kudus Regency can not be separated from the synergy of multyactors's role. The role of Central Government and Kudus Regency Government that is by issuing compulsory basic education 12 years policy, i. e Regulation Minister of Education and Culture Number 80/2013 and Kudus Regency Regulation Number 2/2010 about compulsory basic education 12 years, and their programs support. The private sector's roles, is by providing scholarships and grants to infrastructure development of schools in Kudus Regency. The role of Kudus Regency society is provide full support and enthusiasm in implementing compulsory basic education in Kudus Regency.

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BIOGRAPHY

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