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## Public Policy In Education

**<sup>1✉</sup>Rhani Sri Ervina, Kokom Komariah<sup>2</sup>, Iim Wasliman<sup>3</sup>, Sri Handayani<sup>4</sup>**

<sup>1,2,3,4</sup> Doctoral Program at the Postgraduate School of the Islamic University of Nusantara, Bandung.

Email : <sup>1</sup>[rhanisriervina@gmail.com](mailto:rhanisriervina@gmail.com)

<sup>2</sup>[kokomkomariah@gmail.com](mailto:kokomkomariah@gmail.com)<sup>3</sup>[iimwasliman@spsuninus.ac.id](mailto:iimwasliman@spsuninus.ac.id), <sup>4</sup>[hanny2011pls@gmail.com](mailto:hanny2011pls@gmail.com)

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### ABSTRACT

Public policy is a number of government activities to solve problems in society, either directly or through various institutions that affect people's lives. Education policy is a policy related to the field of education in the process of elaborating the vision and mission of education in order to achieve educational goals through strategic steps in the implementation of education. The education policy component consists of five objectives, plans, programs, decisions, and impacts. The government makes policy based on statistical facts about the actual situation and facts. To formulate a series of public policies that are efficient and effective in achieving their goals, the information and data obtained must meet various requirements. Good information and data will enable policy analysts to conduct studies in providing recommendations to the Government. The government will also be able to make a decision that is valid and in accordance with the problems at hand.

**Keywords:** *public; policy; education.*

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### INTRODUCTION

Public policy is a number of government activities to solve problems in society, either directly or through various institutions that affect people's lives. Education policy is a policy related to the field of education in the process of elaborating the vision and mission of education in order to achieve educational goals through strategic steps in the implementation of education. The education policy component consists of five objectives, plans, programs, decisions, and impacts.

The development of the education system in Indonesia demands adjustments in all matters that affect it. One thing that persists and is eternal that always gets the spotlight is the evaluation of student learning or the achievement of student learning

outcomes. However, the achievement of optimal student learning outcomes will depend and always be influenced by the curriculum, learning facilities, teachers, and students themselves. In addition, government policies regarding the national education system also greatly affect the quality of education..

## **METHODOLOGY**

the methodology used in this research is to use qualitative methods with a literature review approach from various sources which are then compiled so that readers get comprehensive information from the research discussion.

## **RESULTS AND DISCUSSION**

### **A. Education Policy Setting Agenda Process**

The stage of making a policy agenda (agenda setting) is a very important first step in policy making. This stage is a key step that must be passed before a policy issue is raised on the government policy agenda and finally becomes a policy. Without first being included in the agenda setting, it is impossible for a problem that exists in the community, how important the problem is, can be appointed as a policy by the government.

A problem is a condition or condition that can create dissatisfaction in most people and encourage them to fulfill their dissatisfaction or seek a solution. The problem is not something that stands alone. Educational issues, for example, can be related to the legislation, human resources (Kemendikbudristek, Ministry of PAN-RB, teachers, lecturers, researchers), as well as implementing organizations which sometimes raises a dilemma, namely attention to one particular issue will tend to ignore other issues. The Law on the National Education System Number 20 of 2003 stipulates that all components of education are interrelated in an integrated manner to achieve the goals of national education, namely to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. However, the educational problems faced by the Indonesian people are still increasing. One of the problems of education in Indonesia is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, both through the development of national and local curricula, increasing teacher competence through education and training, procurement of books and learning tools, procurement and improvement of educational facilities and infrastructure, and even improving the quality of school management. However, the quality of education has not shown a significant improvement.

Seeing the reality, education needs to be formulated properly. The implementation of education needs to pay attention to the characteristics, aspirations, and needs of the community. Education should be able to provide contextual responses in accordance with the orientation of regional development. This means that the

formulation of policies and the making of educational decisions should take into account the aspirations that develop in society

## **B. Education Public Policy**

Education policy is part of public policy. Public policy formulation (formulation) is one of the stages in a series of processes for making and implementing a public policy. According to Dunn, policy formulation is the development and synthesis of alternative problem solving. Meanwhile, Budi Winarno stated that each alternative competes to be chosen as a policy in order to solve the problem. Tjokroamidjojo in Islamy mentions policy formulation as an alternative that is continuously carried out and never finished, in understanding the policy formulation process, we need to understand the actors involved in the policy formulation process.

An effective policy formulation process takes into account the alignment between policy proposals and the government's grand design and agenda. Through consultation and interaction, the policy formulation stage emphasizes consistency so that the new policy does not conflict with the current government agenda and programs. Then, Islamy in the book *Principles of State Policy Formulation* expressed his opinion that there are four steps in the public policy-making process, namely:

1. Formulation of the problem (defining problem). Understanding the problem can help uncover hidden assumptions, diagnose causes, map possible goals, integrate conflicting views, and design new policy opportunities. Problem formulation is the source of public policy. With a good understanding and identification of problems, policy planning can be prepared. Problem formulation is carried out by those who are affected by the problem or other people who have responsibility and policy makers must have the capacity to do so. The public policy process begins with the activity of formulating the problem correctly because success or failure in implementing this policy formulation will greatly affect the process of making this activity and will greatly affect the subsequent policy making process.
2. Policy Agenda. There are so many common problems that arise that only a few get the attention of public policy makers. The choices and inclinations of policymakers' attention lead to the emergence of a policy agenda. Before problems compete to be included in the policy agenda, these problems will compete with other problems which will eventually enter the policy agenda.
3. Selection of Policy Alternatives to Solve Problems. After public problems are well defined and policy makers agree to include these problems on the policy agenda, then the next step is to make problem solving. In this stage, policy makers will be faced with alternative policy choices to solve the problem

## **C. Education Policy Ratification Stage**

After one of the policy alternatives is decided to be taken as a way to solve policy problems, the final stage in policy makers is the determination of policies, so that they

have binding legal force. The policy-making process cannot be separated from the process of establishing or ratifying policies.

1. **Understanding Legitimacy.** Legitimacy comes from the word "legitimacy" which means giving power and authority (authorization) on the basis of the operation of the political system, the planning process, proposals to solve problems that grow in society. In addition, legitimacy also comes from the word "legitimation" which means a specific process in which government programs are authorized or ratified (Hasbullah, 2015: 83). Meanwhile Nor Hadi (2011: 87) in his book *Corporate Social Responsibility* (Yogyakarta: Graha Ilmu, 2011) defines legitimacy as a psychological state of partiality of people who are very concentrated on the symptoms of the surrounding environment in the form of physical and non-physical. Legitimacy theory is important for organizations because legitimacy theory is based on norms, values and social rules, so that the organization feels its existence and activities are legitimized. Based on this understanding, there are two meanings. First, it concerns the granting of authority to provide a proposal or an activity (legitimacy). Second, it concerns the granting of authority to implement the proposed programs (legitimacy). From these two meanings, it can be understood that legitimacy gives the authority to propose, and legitimacy gives the authority to implement, so that legitimacy is carried out first and then legitimacy (Imron, 2012: 53).
2. **Legitimacy Type.** Hasbullah (2015: 84) says there are several types commonly used by the government in legitimizing a policy, namely: a) Legitimacy by the legislature as the embodiment of the people as the highest legitimacy holder in the life of the state. b) Administrative regulations and procedures, by enforcing certain regulations set by the government. c) Judicial institutions with a view to protecting citizens in the form of legal provisions. d) Legitimacy by the community through a direct process such as a referendum.
3. **Legitimacy Process.** A policy that has been formulated will be consulted directly to the people, and the people are asked to provide support. However, sometimes policy makers ask for support directly from non-formal figures or key figures in the community. This is intended so that non-formal figures or key figures will seek support from the masses or the people. These non-formal or key figures exist in various lines of life, for example in the fields of religion, professions, culture and arts, economics, agriculture and even the service sectors. Although they do not have any position in the government, these informal figures have a large mass and the masses place great trust in their figures. In fact, in certain cases, the masses or the people will listen to whatever the key figure has to say. In countries that follow a liberal system, the guiding principle in legitimacy is coalition, with the doctrine: majority-coalition-building. This doctrine is considered practical because what is voiced by the majority of the people is what is seen as the voice of the people and must be supported and ratified. However, the president, especially in the United States, still has the power of veto against the majority of the people's

votes expressed through his representatives in parliament. Because the parliamentary vote which is considered a reflection of the people may not reflect one hundred percent of the people's vote. Unless parliament is supported by two thirds of its members then they can veto the president again. In Indonesia, voting by using the most votes is considered a last resort if it is not possible to reach an agreement. The deliberation carried out by the representatives of the people is sought to reach consensus so that in the deliberation there is no majority or minority group. Efforts made to reach this agreement include lobbying each other. Policies that have been formally formulated and endorsed are not final. However, it is still possible for revision, improvement and refinement. In the context of this improvement, legitimacy is carried out so that when it is implemented there will be no obstacles, because the people will convey something according to their aspirations and expectations. Legitimacy activities are carried out to seek support as well as improve policies, while the final result of legitimacy is a formulation that is already valid and is considered final.

#### **D. Problems in Education Policy Formulation**

Education policy formulation is the second stage in the education policy cycle. As the second stage, policy formulation by itself cannot be separated from the agenda setting stage. Fundamentally, this stage occurs when the government recognizes the existence of public problems and recognizes the need and demand to do something in order to overcome these problems. Even though a policy has been passed, it does not mean that the policy formulation is free from various problems. Many problems arise around the formulation or statement that is less or not clear. These problems stem from the following: 1) Education policy makers lack knowledge, information, information, and educational issues, both conceptual and substantial. 2) The sources of reference for education policy makers, both formal and informal, are different, therefore a compromise or middle way is often taken as an alternative to accommodate them. This fact makes the formulation of education policies often floating and unfocused. 3) Too much or too little information can result in unclear education policy statements. This is because the lack of information causes the problems and alternatives chosen to be too simple. While the amount of information causes educational policy makers to be faced with difficulties when they intend to synthesize problems and alternatives to be chosen (Hasbulloh, 2015: 83).

#### **E. Actors in Public Policy**

Actors are people or actors who are involved in the process of formulating policy formulations that will provide support and demands and become targets of policies produced by the policy system. The most dominant actor in the policy formulation stage with internal demands, in the sense of having the power or authority to determine the content and provide legitimacy to the policy formulation, is called a policy maker. Meanwhile, actors who have other qualifications or characteristics with

external demands are known as interest groups, political parties, professional elite leaders, and others. To be able to survive playing in the system, they must have a commitment to the rules of the game, which were originally formulated jointly by all actors. At this level the commitment of the actors will make them obey the rules or norms together. In addition, adherence to this norm even becomes a necessity because it is assumed that the achievement of the system's goals will be realized if all actors adhere to a common norm.

In Indonesia, the influence of elite actors in the policy-making process is very large. These actors can come from formal institutions such as legislative and executive institutions or from non-institutional institutions such as interest groups and political parties. Sharing power only occurs at the policy fundamental level, but does not occur at the empirical level, in the sense that sharing power is the source of power domination by these key actors. The actors involved in the education policy formulation process are divided into: 1) Legislative. The legislature is often meant to be legislators and policymakers. Their role is very decisive because the ratification of a regulatory system so that it becomes a policy such as laws, government regulations, and regional regulations is in their hands. The legislature is referred to as the main actor in formulating/approving policies, these legislators are at the level of the MPR, DPD, DPR, DPRD I, and DPRD II. 2) Executive. The executive is the implementer of the law as well as playing a role in formulating policies so that the policies made or formulated by the legislature can be implemented in accordance with conditional and situational factors. The executive usually reformulates the policies made by the legislature in the form of elaboration policies. The executive has the power to implement or not implement the policies made by the legislature as well as reformulate or not formulate for certain reasons. Executive actors here include: President, Minister, Governor, Regent, Mayor, and Head of Service. Meanwhile, the executive actors in the education sector are the Minister of National Education, the Minister of Religion, the Director General, the Head of the Service, and the Chancellor. 3) Administrators. Administrators as policy makers and implementers play an important role in achieving state goals which will be implemented in every real program that will be felt by the community, with the main goal of a prosperous society. Formulation is the first step and becomes a guideline for administrators in carrying out each program and activity that will be carried out. Administrators as government administrators have a very decisive role in the success and failure of a policy they make. Public administration has a larger role and is more involved in the formulation, implementation, and evaluation of public policies. The role of the administrator as an actor in public policy will determine the formulation of a policy to achieve a goal with various skills possessed by the administrator. The role of administrator actors in the process of a policy will be determined by their accuracy and expertise in understanding and implementing the stages of the policy process that is formulated. This activity is an escort so that the policies set are in line with expectations. 4) Political Parties. A political party is a group of people who are organized and try to control the government so that it can carry out

its programs and place its members in the ranks of the government. In Indonesia, the role of political parties is so large that almost all aspects of policy, including in the field of education, will involve political parties. The role of political parties here is to place their members in the legislature and state and regional leaders. 5) Interest Group. Interest Group is a group consisting of people who have the same interests, such as groups of workers, fishermen, farmers, teachers, and other professional groups. This group tries to influence formal policy makers so that the group's interests can be accommodated in the formulated policies. This group usually has specific, narrow, and specific demands 6\_ Community Organizations. Ormas are a collection of people who have the same ideals and desires, are non-political even though in their work they often come into contact with political interests. Ormas can be independent or affiliated with certain political organizations. In formulating education policies, mass organizations have hopes and aspirations which are then conveyed to formal policy makers. In Indonesia, there are several mass organizations that have a major influence in the formulation of education policies by the government, such as NU, Muhammadiyah, ICMI, HMI, PMII, and KAHMI. 7) College. Higher education is an institution where the academic elite are located, universities are often used as the spearhead in fighting for the aspirations of the community which will be included in policy formulation. The role of universities is very important because this is where idealistic values are still maintained, and in pursuing various policies, intellectual content cannot be separated from it. A good policy formulation should contain an academic text that is discussed with academics in higher education. 8) Individual figure. Individual figures can come from various fields: religion, politics, economics, education, culture, art, and technology. Because of his personal capacity, individual figures can provide brilliant ideas for policy making. Because these individual figures generally have direct contact with formal policy makers, they can directly convey their ideas and contributions.

## **F. Factors Affecting Public Policy**

Several factors that influence the policy formulation process are: 1) The influence of external pressures. Although there is an approach to policy formulation with the name "rationale comprehensive" which means that administrators as decision makers must consider alternatives to be chosen based on rational assessment alone, the process and policy formulation cannot be separated from the real world, so that external pressures also have an effect. to the policy formulation process. 2) The influence of old habits. Old organizational habits such as the habit of investing in capital, resources and time for the activities of a particular program tend to always be followed, even though these decisions have been criticized as wrong and need to be changed, especially if an existing policy is deemed satisfactory. 3) The influence of personal traits. Various kinds of decisions made by decision makers are heavily influenced by their personal characteristics, such as in the process of accepting or hiring new employees, often the personal characteristics of decision makers play a very

large role. 4) There is influence from outside groups. The social environment of decision makers is also very influential, and often decisions are made by considering the experiences of other people who were previously outside the policy formulation process. 5) The influence of past circumstances.. Previous training experience and work experience influence decision making or even people who work at the head office often make decisions that are not in accordance with the conditions in the field, this is due to concerns that the delegation of authority and responsibility to others will be misused

## **CONCLUSION**

Public policy is a number of government activities to solve problems in society, either directly or through various institutions that affect people's lives. Education policy is a policy related to the field of education in the process of elaborating the vision and mission of education in order to achieve educational goals through strategic steps in the implementation of education. The education policy component consists of five objectives, plans, programs, decisions, and impacts. The government makes policy based on statistical facts about the actual situation and facts. To formulate a series of public policies that are efficient and effective in achieving their goals, the information and data obtained must meet various requirements. Good information and data will enable policy analysts to conduct studies in providing recommendations to the Government. The government will also be able to make a valid decision and in accordance with the problems at hand

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