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Policy Government of the Republic Indonesia In Providing Primary Education Services National Scale

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ABSTRACT

The policy of the government of the republic of Indonesia is focused on providing quality (prime) education services on a national scale. This study uses a descriptive qualitative approach. Data collection techniques with interviews, observation and documentation. Data analysis with thematic approach. The results of the study show that the implementation of national-scale education has become an important concern of the government of the Republic of Indonesia since independence on August 17, 1945 until now. Since then, the 1945 Constitution was also promulgated as the basis for the government to organize national education. Furthermore, Law No. 20 of 2003 concerning the National Education System was also issued. It is also supported by a policy regarding 8 national education standards as an effort to provide quality education services. These various policies are of course accompanied by various relevant regulations.

Keywords: *policies; the government of the republic of Indonesia; quality education services*

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INTRODUCTION

Free Trade Asia (FTA) is a joint decision of all Asian countries that agree to hold free trade. The FTA has been started in 2015 and until now, the decision still applies to all Asian countries. Efforts to seize the Asian market must begin by improving the quality of products that can be felt and satisfy consumer needs. This means that each Asian country has experienced intense competition to be able to achieve superior product or service goods or services that are truly in accordance with consumer needs. If a country is not able to meet consumer needs properly, it is certain that the country will lose.

FTA does not only apply to goods, but also to service products and one of them is education. So education is considered as one of the service products produced by

every educational institution. Therefore, every educational institution is competing to improve the quality of excellent service in order to be able to attract consumers who use education services. On this basis, each country has an important role to play in facilitating every educational institution by providing laws, regulations, or policies regarding excellent service in education. If the government does not immediately carry out its duties and responsibilities properly, then the country will certainly not compete with other countries. Of course, every country including Indonesia does not want to be a country that can't compete in the competition. Thus, the government of the Republic of Indonesia strives to issue policies that favor the interests of the people (people) who are consumers of educational services.

METHODOLOGY

This study uses a qualitative-descriptive approach. Data collection techniques using interviews, observation and documentation. Interview data were collected on key figures who knew the problems in the field. Observations are made on the social conditions of education that occur around the community. Data retrieval through documentation is done by looking for data records that have been published through various journals, books, laws and regulations published online. Data analysis uses a thematic approach.

RESULTS AND DISCUSSION

Excellent educational service

Service is a hard and smart effort that aims to provide satisfactory service to a consumer. The activity of serving consumers is an activity that cannot be negotiable. Excellent service activities are very urgent to be prioritized (organized) by every educational institution. Therefore, educational institutions are required to provide excellent service in educational activities. What is meant by excellent service (quality service) is a service that meets certain standards so as to be able to provide satisfaction to consumers who take advantage of these services. In general, the public as consumers will immediately complain (complain), grumble or berate, if they get bad service (bad service). Thus, excellent service must be based on customer satisfaction.

Excellent service refers to the term total quality management (TQM), which is a management approach that aims to develop excellent service quality, so that it can satisfy consumer needs. All members of management must be aware of their duties and responsibilities to be actively involved in providing excellent or best service. According to Yaqien (2019: 13-15) excellent service refers to clear indicators, including: friendly and friendly service, being polite and respectful, appearing convincing and confident, giving a cheerful and sincere impression, well-groomed, easy to get along with and easy to forgive, be ethical and respect consumers. In the context of education, all these indicators need to be implemented in teaching and learning activities by every teacher, so that students feel that learning is fun. Likewise, parents

feel the impact that children studying at educational institutions are motivated to achieve the best. The result is concrete that they are able to get the best learning achievement as well.

The juridical aspect of excellent education services

The fourth paragraph in the preamble to the 1945 Constitution states that one of the important goals of the establishment of the Unitary State of the Republic of Indonesia is to educate the life of the nation and state. Activities to educate citizens, in this case, are realized through the implementation of quality educational activities. Educational activities organized by educational institutions must be oriented to quality standards.

The government has issued Law No. 20 of 2003 concerning the National Education System, where the law replaces Law No. 2 of 1989. Article 1 of Law No. 20 of 2003 states that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Furthermore, it is specifically stated that the purpose of education is

The implementation of compulsory education activities refers to government regulations that require 8 national education standards, namely standards of content, process, educational assessment, competency of graduates, educators and education personnel, management, education financing, facilities and infrastructure. These 8 standards apply throughout the territory of the Unitary State of the Republic of Indonesia. The goal is that all students from Sabang to Papua get the same quality of education. Likewise, the 8 national education standards become a reference for assessment which leads to the achievement of accreditation of educational institutions. The more complete an educational institution is able to meet the 8 national education standards, the better the achievement of the accreditation of the educational institution will be.

Furthermore, each of these national education standards has a clear legal basis. Content standards (Permendikbud No. 21 of 2016), process standards (Permendikbud No. 22 of 2016), Educational assessment standards (Permendikbud No. 23 of 2016), graduate competency standards (Permendikbud No. 20 of 2016), standards of educators and education personnel (Permendikbud No. 40-44 of 2009), management standards, education financing standards, facilities and infrastructure standards. The leaders of educational institutions certainly understand these regulations and implement them in educational activities in each of the educational institutions they lead.

Consumer satisfaction in the context of education

What is meant by consumer satisfaction is how a consumer responds after he uses (buys, uses, consumes) products in the form of certain goods or services. Consumer

satisfaction as a result of evaluation and self-assessment of the goods or services that have been used. If the goods or services that have been used are in accordance with their expectations, of course a consumer will feel satisfied. Conversely, if a consumer feels that the goods or services are not in accordance with his expectations, then he also feels dissatisfied. In this case, consumer satisfaction is subjective depending on how the perception of each consumer who uses the goods or services. It could be, person A feels satisfied after buying and using a certain product or service, because it is in accordance with his expectations; On the other hand, person B feels dissatisfied after taking advantage of an item or service, because the product or service is far from what he expected. So consumer satisfaction is really subjective and cannot be generalized from each consumer.

Indriasari (2019) states that there are 2 types of satisfaction, namely functional satisfaction and psychological satisfaction. Functional satisfaction is how a consumer responds after using a particular product or service. Whether the product can be used according to its function or not. If the product can function as consumer expectations, then he will feel satisfied. Conversely, after an item is purchased, it turns out that the item cannot be functioned properly, so a person will feel dissatisfied. He was disappointed with the non-functioning of the product. Furthermore, psychological satisfaction is how a person feels after consuming a certain product or service. What is highlighted from psychological satisfaction is the expression of satisfaction-dissatisfaction, pleasure-disappointment, or likes - dislikes after consuming an item or service.

Related to the educational context, consumer satisfaction is the perception of students who have become users of educational services that have been provided by educational institutions. Education as a service product produced by an educational institution. There are several factors that affect the quality of educational service products, namely service quality, product quality and price. Service quality is how all members of educational institutions show their sincerity in providing services to students. If all members of an educational institution are not able to provide the best service, of course students will not be satisfied with the service. What is meant by product quality in the context of education is how educational activities organized by educational institutions have met the 8 national education standards or not. The more complete an educational institution meets the 8 national education standards, the higher the quality of the educational institution. Similarly, what is meant by price in marketing science is the amount of money that a buyer must spend if he buys certain goods or services (Indriasari, 2019: 36). Furthermore, the price in the context of education is the fee that must be paid by a student who has been determined by the educational institution, when he has decided as a student who gets educational activity services.

The role of the government in providing excellent national education service policies

Based on the constitution that the task of administering national education, it should be managed directly by the government itself. Because the government gets a mandate from the people to be able to carry out the government as well as possible. The government has been directly elected in the election and given the trust to run the government smoothly. Since the Republic of Indonesia was established on August 17, 1945, national education activities have been handled directly by the Ministry of Education and Culture. It is emphasized in the fourth paragraph of the Preamble to the 1945 Constitution that the purpose of governance in education is to educate the life of the nation and state.

Therefore, the government issued a law that regulates education on a national scale. All educational institutions located throughout the territory of the Unitary State of the Republic of Indonesia (NKRI) must refer to the law. Law Number 20 of 2003 concerning the National Education System is the latest law in regulating educational activities on a national scale. This law replaces law number 1 of 1989. Following up on this law, the government issued 8 national education standards that serve as a reference for achieving the quality of national education. There are various policies that have been issued by the government to support 8 national education standards. The various regulations related to Education and Education Personnel include (1) Ministerial Regulation no. 12 of 2007, (2) Regulation No. 13 of 2007, (3) Ministerial Regulation No. 16 of 2007, (4) Regulation No. 24 of 2008, (5) Ministerial Regulation No. 25 of 2008, (6) Ministerial Regulation No. 26 of 2008, (7) Ministerial Regulation No. 27 of 2008, (8) Regulation No. 40 of 2008, (9) Ministerial Regulation No. 41 of 2008, (10) Ministerial Regulation No. 42 of 2008, (11) Ministerial Regulation No. 43 of 2008, (12) Ministerial Regulation No. 44 of 2008, (13) Ministerial Regulation No. 45 of 2008.

Obstacles of educational institutions in providing excellent educational services

The government has set 8 national education standards that must be met by educational institutions as basic provisions for the delivery of quality education. Educational institutions that are able to meet the 8 national education standards have an impact on the achievement of the institution's accreditation. It can be said that the educational institution is classified as superior (quality), so that it becomes an attraction for the community to send their children to the educational institution. However, in general, educational institutions run by the government will require prospective students to have high qualifications to be accepted as students at the institution, for example high report cards, get the highest ranking in school or have non-academic achievements on a national scale.

For private educational institutions that have achieved excellent accreditation, it has an impact on determining the price (cost) of education that must be paid by

students (parents) who want to study at the institution. In general, the cost of education set by these institutions is high and can only be reached by people with upper middle socioeconomic status. The reason is that private educational institutions have invested a large amount of money to provide various educational facilities and infrastructure, educational operational costs (teachers' salaries, employees, electricity, promotion costs and other operating costs). Therefore, it is very natural that private educational institutions try to take advantage of people who are serious about joining their institutions.

For private educational institutions that have financial limitations, they are often unable to meet the 8 national education standards properly, so the impact of achieving accreditation is also not good. Of course, educational institutions do not dare to charge high tuition fees, because they are afraid that people who have a weak economy will not want to send their children to these educational institutions. Obviously they can't afford the high cost of education, and the accreditation is still not good. So it is not comparable between the cost of education and the quality of education provided by these educational institutions. This also affects the interest of people with upper middle socioeconomic status not to send their children to these institutions. They will choose a superior accredited Educational Institution, even though they have to pay a lot of money. Thus, in general, only people with lower middle socioeconomic status are willing to send their children to these educational institutions.

Practical solutions to overcome obstacles in an effort to provide excellent educational services

Various private educational institutions are aware of financial limitations, so they are not able to meet the 8 national education standards properly, so that the achievement of accreditation is classified as poor. For some educational institutions that have excess sources of funds or tend to have surpluses, these educational institutions are able to meet government regulations regarding 8 national education standards. This has an impact on the achievement of excellent educational institution accreditation. This condition, in general, is also experienced by educational institutions managed by the government (state). These educational institutions, in general, have excellent accreditation. The reason is that the government provides adequate funds to support the improvement of the quality of education, so that the accreditation is classified as superior.

For private educational institutions that are financially limited, they can still carry out educational activities according to the conditions they face. In general, these private educational institutions carry out educational activities with the support of parents of students who regularly pay tuition fees according to their abilities. There is also an educational institution that receives donations from industrial institutions that provide funds from company social responsibility (CSR). Certain educational

institutions, such as Christian religious education, sometimes receive financial assistance from the church.

Funds from sources of donations given by industrial companies or from churches, are accountable again transparently by educational institutions. The donation funds have been used for anything, how much of the funds have been spent, and how much of the funds are still lacking or may still be in surplus. Whatever the final financial condition of the educational institution, it must be reported as is. With this report, industrial institutions or churches that contributed funds, felt happy

CONCLUSION

The implementation of national-scale education has become an important concern of the government of the Republic of Indonesia since independence on August 17, 1945 until now. Since then, the 1945 Constitution was also promulgated as the basis for the government to organize national education. Furthermore, Law No. 20 of 2003 concerning the National Education System was also issued. It is also supported by policies regarding 8 national education standards as an effort to provide quality education services.

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