

## IMPLEMENTATION OF EDUCATIONAL POLICY DECENTRALIZATION IN ACEH GOVERNMENT

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### ABSTRACT

*Many problems occurred in the implementation of educational decentralization in Aceh Province, both the results of the performance achievement of students and teachers, also the headmaster, as well as a form of Islamic education that merely symbols of Islam. The purpose of this study was to analyze the factors that cause the ineffectiveness of educational decentralization in Aceh from the aspects of content of policy and context of policy. This study was use a post-positivism method and qualitative method. The process of data collection was conducted by depth interview, the data documentation and field observations were then analyzed by using interactive data analysis.*

*The results showed that from the aspect of policy content, there is lack of positive implications for improvement of education in Aceh, in terms of student and teachers achievements nationwide in Islamic education. In addition, the perceived benefits of this policy are still not equitable, minimum service standards of education for isolated areas is not adequate, as well as expansion and equity of education hasn't been touched the expected changes to the Islamic education was limited to symbols of Islam only. The sstakeholders which have power to improve education in the province has not been a role and functioning properly. Education financing district / city is still dependent on the central and provincial. From the aspect of policy context, There are interests between the provincial education departments and district education offices in formulating operationally on Islamic education. Moreover, there is existence of certain parties that have affected the implementation of the Aceh education, that impacting on low of responsiveness and compliance of the executive education in implementing Islamic education.*

*In connection with the above research findings it is necessary to do some action. First, should the existence of a strong desire (political will) of the determinant, formulators and decision makers, in order to formulate operationally on the implementation of Islamic education. Second, there must be a quality improvement program through training for executive education, such as school principals, teachers, and school superintendent. Empowering Regional Education Council (MPD) ranging from provincial to district / city, as the institution monitoring the course of education in Aceh, as well as providing education to fix the insert in Aceh.*

**Keywords:** Policy, implementation, Islamic education

## INTRODUCTION

### Background

Simultaneous formation of autonomous regions is the birth of autonomous status based on the aspiration and objective conditions of the people residing in a particular area. These aspirations manifested by the convening of decentralization. Decentralization also called autonomy, since autonomy was given to the people and not local or regional government. It is intended to improve services to the community and the implementation of development

evenly throughout the territory of Indonesia. Central Government or Local Government next level it should no longer interfere in the implementation of matters that have been submitted to the region, except in the form of guidance, coordination and supervision.

As such decentralization transformed into autonomous region, as a unit of community authorized to regulate and administer affairs according to its own initiative based on the aspirations of the people, while the Regional Autonomy is the authority to regulate and administer governmental affairs locally at its own initiative based on the aspirations of the people, in accordance with the regulations legislation applicable.

This peculiarity is a valuable opportunity to adjust the structure, composition, formation and naming of government at lower levels that correspond to the spirit of national and state that lives in the noble values of the people of Aceh within the framework of the Republic of Indonesia.

To resolve a social gap, as well as the central government to build local democracy rolling Law No. 11 of 2006 on Governing Aceh. Its goal is to accelerate the realization of the welfare of the people of Aceh through service improvement, empowerment and community participation. With the enactment of Law No. 11 2006 is expected able to improve competitiveness with due regard to the principles of democracy, equality, justice in the state. One of the objectives of regional autonomy is to enhance public participation.

Framework of education decentralization in Aceh will be focused on the direction of the decentralization of education as set forth in Qanun No. 5 of 2008 on the Implementation of Education. The review includes three issues; basic and educational purposes (philosophy), curriculum and management aspects of educational institutions in Aceh.

Based on the review of the three components (basic and educational objectives, curriculum and school management), the decentralization of education in the context of Aceh was a revitalization of Islamic education in the Islamic character of education conducted with the formulation of philosophy. Education-oriented holistic and not limited to the ideals of practical, because it puts the values of spiritual and transcendental (divinity) in the process of achieving the goals of education in Aceh is also done through the realignment of the relationship between public schools and religious schools through the uniformity of the curriculum in addition, efforts to confirm the identity of an Islamic education is also done with the involvement of the widest possible participation of the surrounding environment to improve syi'ar Islam through education, as in trying to do through the Regional Education Council and the Assembly of Madrasah.

## **RESEARCH OBJECTIVES**

This research aims to:

1. Analyze the implementation of the decentralization of education in the government of Aceh.
2. Analyze the factors that led to the ineffectiveness of implementation of the decentralization of education in Aceh.
3. Analyzing policy alternatives that can be implemented by the provincial government of Aceh in order to better education in Aceh.

## **RESEARCH METHODS**

Based on the characteristics of the purposes of this study, this research was use descriptive research with a qualitative approach. In the world of education, qualitative research is often referred to as naturalistic research, because researchers want the events related to the natural

focus. Qualitative research approach is deemed most appropriate to the objectives to be achieved in this study. By using the qualitative model, the information obtained is more complete, in-depth and trustworthy. With qualitative methods, it can also be found information that is feeling, norms, values, beliefs, habits, mental attitudes, and culture adopted from a person or group of people.

In a study on the implementation of decentralization of education policy in the context of the Aceh Government used a qualitative approach with descriptive research. Qualitative methods were taken for this study aimed to explore, describe, and understand about the existence of the Aceh Government policy with regard to the Implementation of Decentralization Policies in the Context of the Governing of Aceh. Furthermore, this research seeks to understand the process of public policy implementation.

## **1. Research Approach**

Education Decentralization Policies based on the Law on Governing Aceh (LOGA) No. 11 of 2006, enacted throughout Aceh province which consists of 19 Districts and 4 Cities. However, because of overextension, this research is not conducted throughout the province of Aceh, but purposively taking 2 Kota, Kota Banda Aceh and Lhokseumawe City, and three districts, Central Aceh, Bireuen district, and Bener Meriah. Location Banda Aceh is in the middle of the capital of Aceh province, while Kota Lhokseumawe is the region's largest natural resources throughout Aceh regency / city in Aceh province. Location Central Aceh District is a District Parent, Central Aceh district has developed three new districts of district, East Aceh, Bener Meriah and Gayo Lues District. Bener Meriah a fraction district of Central Aceh district, while a fraction of Bireuen district, North Aceh regency.

## **2. Instruments, Data Sources and Data Analysis Research**

In this study, the research instrument in the form of observations and interviews. Researchers went into the field itself, both on a grand tour question or stage focus and selection, to perform data collection, analysis and making conclusions. Purposively selected data sources and prioritize emic perspective means concerned with the views of respondents.

To obtain data on Decentralization Policy Implementation Education in Aceh key informants (key informant) are: Aceh Legislature (DPRA), Education Commission, Provincial Education Office of Aceh, Mayor of City, Chairman of the Regional Development Planning Agency, the Head of Education Council in Regency, Head Elementary School, Secondary and Higher, and other related key informants. Data collection techniques were used depth interview. The acquired data is qualitative, therefore, the data analysis technique used is qualitative analysis techniques.

## **DISCUSSION**

### **Factors that cause the lack of effectiveness in the implementation of the decentralization of education in Aceh**

Teachers is one of the most important components in the education world. Spirit of true education is the teacher's shoulders. In fact, good or bad, or the success of the essence of education is in the hands of teachers. For a teacher to have a strategic role in the "carve out" of learners to be clever, intelligent, skillful, moral and knowledgeable. Teachers in perceive to be the cause of the poor quality of education in Aceh. Teachers received as Civil Servants in Aceh today is not the best. According to Prof. Dr. Yusuf Azis, Dean of Faculty of Teacher Training and Education Syaiah Kuala University was said that "*Syiah Kuala University only accounted for 40% of government school teachers in Aceh,*

*60% comes from private universities and class far in various cities, that is the issue of education in the province at this time".*

According to the Aceh Governor, Zaini Abdullah *"Since Autonomous Region, Remote Classroom Program in universities growing like mushrooms in the rainy season. In future we must tighten the rules so that the quality of education awake"*.

According to the Regional Secretary, Teuku Setia Budi, *"It's a dilemma, if we do not recruit alumni of the university store and a class far above, there will be unemployment and they are busy lobby here and there. Meanwhile, if recruited as now"*.

What they said by the Governor of Aceh, of Faculty of Teacher Training and Education Syaiah Kuala University and Regional Secretary, actually quite reasonable. Since the enactment of Law No. 32 of 2004 on Regional Autonomy and decentralization of education, dozens of private universities was born in Aceh. Alert data from Private Higher Education Coordinating site or Kopertis Region I (Aceh and North Sumatra) shows, there are now nine universities, 26 high schools and 13 private colleges in Aceh. The college has been around since a dozen years ago, this number does not include universities and colleges of the newly formed class plus much to hundreds of units in each district / city.

The program was opened by a remote class Private Universities, whereas DIKTI through a circular letter numbered 2559 / D / T / 97 dated October 21, 1997 has banned the opening of the remote class. Then boosted with a circular letter several letters again afterwards also of Higher Education. All the letters were not ignored the owners of Private University in Aceh, even as stated by the Governor of Aceh, a remote class is still growing like mushrooms in the rainy season. Remote classroom learning usually Saturday and Sunday, then lecturers appointed by Prof. Dr. Yusuf Aziz, is also doubtful his ability, this situation would create graduates below the quality standard.

If you look at the funds needed in order to achieve a degree to a remote class or private university, is a little more expensive in comparison with of Faculty of Teacher Training and Education Syaiah Kuala University and IAIN Ar Raniry, but to get into of Faculty of Teacher Training and Education Syaiah Kuala University, the selection rigorous and highly competitive due to the status of the country and the tax of education much cheaper when compared with distant classes or private universities. But in terms of much lower quality remote class and private universities in comparison with of Faculty of Teacher Training and Education Syaiah Kuala University or IAIN Ar Raniry. In departement of Georaphy of Faculty of Teacher Training and Education Syaiah Kuala University and IAN Ar Raniry located in the city of Banda Aceh, located in remote areas with few districts / cities amounting to 23 regencies / cities, so people prefer to study a remote class or private university in the city / districts.

This is referred to by Prof. Dr. Yusuf Aziz, one of the factors the low quality of education in the province because of the low quality of teachers, low teacher quality one contributing factor is the low quality of teacher candidates input because it comes from a remote class or private universities. This then has implications for the low quality of education in the province.

### **Do not progressed Education Quality Assurance System**

Education quality assurance as referred to in paragraph (1) be gradual, systematic, and planned in a quality assurance program that is owned by a target and a clear time frame. In the context of education, the notion of quality refers to the educational process and outcomes of education, should be balanced. The results are important we pay attention, because a process that can be seen from the results obtained. However, should the educational process

is more considered more carefully, in this process that determined what the results will be obtained within a certain time, 1 year, 5 years, even 10 years. Program Aceh Education Agency as stated by the head of Aceh Education Agency is to focus on improving the quality of teachers in schools. It does need to be done immediately, in accordance with the results of Initial Teacher Competency Test. One thing that is not less interesting to look at is one of the actors determine the quality of an educational process at school headmasters. Principals should really be a position in supporting the achievement of the best quality. In fact many school principals busy taking care of the physical development of the school, it is as stated by the Vice Governor of Aceh Muzakir Manaf "Teachers / Principals do not take care of physical development, the affairs of cement so that taken care of by the related department, the task of the teacher is to provide knowledge that the quality of education in Aceh lower ranks far behind other provinces ". Yet education quality assurance system work well in Aceh over the years, as specified in Rule 63 the minister of Indonesia Year 2009 On SPMP, became one of the key factors the poor quality of education in the province. If the quality assurance system has been running well, then there would be no teachers who have low competence. Because every teacher competence will lower detected early by principals and school supervisors. The results of the detection of the course of a school superintendent of schools will make the program work so that an increase in school guidance teacher competence.

### **Low Quality Head**

A quality education is in desperate need of professional teaching force. Educators have a very strategic role in the formation of knowledge, skills, and character of students. Therefore, professional teaching force will carry out their duties in a professional manner so as to produce more qualified graduates. Being educational staff professional will not be realized simply without any effort to improve it, while one way to realize is with the professional development requires the support of the parties have an important role is the head of the school, where the principal is an educational leader who is very important because the head school directly related to the implementation of educational programs in schools. The school principal was busy taking care involves the construction of school buildings, new classrooms, laboratories, school environment school fence and other physical work packages.

From the observations of researchers, many projects undertaken by the principal like a the construction of school fence, additional classrooms, laboratories, etc., so that the principal does not think about how to improve the quality of teachers and students. Is almost no training programs for teachers in order to improve the competency of teachers. Similarly, activities Subject Teachers Council in several regencies / municipalities where research, does not run properly.

Deliberation Subject Teacher Council as a forum or container that has a strategic role in empowering the professionalism of teachers of subjects. No exaggeration if during gait Subject Teachers Council only a "facia" great vision and mission, but "poor" implementation of the program. Subject Teachers Council which is expected to reduce the burden and habits of teachers in solving the problems of teacher learning just rhetoric. In fact, it is not uncommon ranks of administrators who are expected to take care of as well as a pioneer of the development of the quality of learning it should be "affairs" in the internal circles result hampered by the problem of management of the organization.

The task of the principal as the school leader's job in order to afford the quality of education is to develop a vision of quality, adjust, empower, train and care. School principals should be able to empower people and infrastructure in place to the passage of the learning process. In his role as leader of the principal to be an example for the citizens of the school and were able

to move the school community in collaboration achieving educational goals. And to improve the quality of the output generated from the learning process of the school, the principal is doing its part in creating innovative learning.

### **Passing Role and Functions of Supervisors**

According to the Ministry of Education Regulation No. 12 In 2007, the competences of these schools superintendent to supervise the academic and managerial supervision. Academic supervision is the ability to be owned by the school superintendent in assessing and fostering teachers in order to improve the quality of the learning process is carried out in order to have an impact on improving the quality of student learning outcomes. Managerial supervision is the supervisory activities of the school in order to help principals, teachers and education personnel to improve the quality and effectiveness of the delivery of education and learning, with emphasis on aspects of management and administration of schools that support the implementation of learning.

The implementation of the vision and mission of the school superintendent that requires school inspectors more time at partner schools lack of support for their daily attendance policy civil servants in Central Aceh district. The monitoring results during the study showed that the supervisor prefers present to the offices on every first hour of work rather than go directly to the target schools. This situation influenced the policy of the Education Office of Central Aceh district that government employees must confirm their attendance every day at the first sign in the office that is 08.00 pm. If there are government employees absence in office will be punish on their salary.

In the mechanism of action, supervisors only accept instructions agency heads and can not be governed by the Head of Division. But the superintendent's performance appraisal using instruments of List of Work Implementation Assessment not carried out by heads of agencies are on duty, but assessed by the head of that structure is level with the school superintendent. The existing problems related to the problems of organizational structure at the District Education Office / City among others, the difficulty of cooperation between the Head of Secondary Education at the School Supervisor.

### **CONCLUSION**

1. Features of education as part of the overall Aceh specialty as confirmed in Aceh Governance Law No. 10 of 2006 and Qanun No. 5 of 2008 in another sense can be seen as an authority for Aceh to advance their education. In its implementation, the Government of Aceh produce a number of operational measures such as the regulation of education, create specialized institutions responsible for promoting education, and implementing education policy
2. Failure to present the output of education in accordance with local needs often hamper the process of regional development. This occurs as a result of the education process that is not in direct contact with real life issues faced by the region. In this context, the autonomy of education is necessary in a climate of regional autonomy today.
3. Qanun 5 Year 2008 establishes a system of Islamic education in Aceh. This is what was agreed as the essence of the privilege of education in the province. Actually, the foundation of this educational format has been made since the release of Bylaw 6, 2000. However, trinkets "based educational system" and the jargon of the excellence in education so far has not materialized. Most of the substance of the Qanun education has not been realized, such as increasing the number of hours and religious educational

materials. Similarly, methods of integrating religious values and local content in each lesson is a common study areas, have not been implemented.

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