



**THE IMPLEMENTATION OF 12-YEAR COMPULSORY
EDUCATION POLICY ON DEPARTMENT OF EDUCATION
IN NORTH DISTRICT BARITO, INDONESIA**

Irda Muslimin,

Jamaluddin,

Budi Suryadiⁱ

Master of Government Science,
Lambung Mangkurat University,
Indonesia

Abstract:

The purpose of this study was to describe: 1) the implementation of 12-year compulsory education policy in North Barito regency; 2) obstacles encountered in the implementation of 12-year compulsory education policy in North Barito regency; 3) the work of schools and the government to overcome the problems encountered in the implementation of compulsory education to 12 years in North Barito regency. This type of research is descriptive qualitative. Data collection techniques are an interview, observation and documentation. The stages of data analysis: data reduction, data presentation and conclusion. Test the validity of the data used triangulation of data and sources. Research result; 1) implementation of compulsory education policy 12 years in North Barito regency consists of three main elements, namely: a) implementing policies; b) the program c) target groups. 2) implementation constraints compulsory 12 years in North Barito Regency, namely: (a) lack of budget; (B) zoning (c) lack of understanding of parents on education and lack of interest for school children; (D) the weak economy; (E) infrastructure is lacking; (F) the lack of teachers in remote areas; 3) the efforts made in the implementation of compulsory education to 12 years: (a) the Department of Education to prioritize the more important and urgent; (B) the school received in accordance with the capacity of the class and the students must sign up outside the zone (c) provide insight to the public about the importance of education; (D) to disseminate to the public to participate free of charge and provides scholarships for disadvantaged children; (E) proposals procurement of facilities and infrastructure.

Keywords: implementation, policy, compulsory

ⁱ Correspondence: email jurnalulm@gmail.com

1. Introduction

Education is the main thing which is the goal of life for everyone, in both weak as well as medium economy, young and elderly adults even though they saw education as the main and first thing in life. In the preamble of the 1945 Constitution stated that one of the objectives of the State unitary Republic of Indonesia (Homeland) is to promote the general welfare, educating the nation and participate in implementing world order based on freedom, lasting peace and social justice, this was confirmed in a 1945 article 31, which explains that every Indonesian citizen are entitled to teaching (education).

The above provisions strengthened in Law No. 20 of 2003 on National Education System. In Article 5, the paragraph (1) states that every citizen has the same right to obtain a quality education. Article 6, paragraph (1) that every citizen over the age of 7-15 years of compulsory basic education and article 34 paragraph (2) states that the government and local governments guarantee the implementation of compulsory minimum basic education free of tuition fees. The seriousness of the government to improve the quality of education in Indonesia can be seen from the various policies that have been issued. One example of this is the issuance of compulsory education. The 9-year compulsory education program is listed in Government Regulation No. 47 of 2008 on compulsory education which is an implementation of the Law on National Education System (Education) No. 20, 2003 (Daryanto, 2005).

Completion of compulsory 9-year-enacted in 2004, but with the economic crisis of 1998 which increased the number of poor people and for the country's financial constraints, then a 9-year compulsory education program be postponed to 2009. As a result of the economic crisis of the parents not afford to send a child in elementary school (SD), Junior High School (SMP) and senior high school (SMU) are equal. Regional autonomy in 2000, the Regional Government has greater authority in managing the regional administration including management of education (Agustino, 2008; Dwiyanto, 2010; Mulyawati, 2010). The local government has the authority to determine to what degree implementation of compulsory education program in local high schools will be implemented or executed. In the Government Regulation No. 47 of 2008 on compulsory education in Article 1 (1) which states that compulsory education is the minimum educational program to be followed by every citizen of Indonesia on the responsibility of the Central Government and Local Government.

Continuation of the compulsory 9 years, in 2012 the central government has launched a program of compulsory 12 years or better known as the Secondary Education University (PMU), the program is intended to maintain the continuity of the successful implementation of the program of compulsory 9 years and simultaneously prepare the next generation Indonesian gold in 2045. North Barito district has launched a 12-year compulsory education for all people of school age, that is, until the high school level. As contained in the Program of development becomes the priority in North Barito regency. A 12-year compulsory education program certainly needs financial support from the government of North Barito regency to implement this

program is easier to do. The program is a 12-year compulsory free education program proposed by the Government for children of school age up to the level of education has determined that school / vocational school or the equivalent.

Therefore, this article focuses on the description of how is taking place the implementation of compulsory education to 12 years.

2. Research Methods

The research method used by the researchers to collect data research (Moleong, 2004). To determine the 12 Years Compulsory Education Program implementation in North Barito District Education Office, the supporting factors and the role of Local Government - the Education Office – we the research objectives of this study using a qualitative approach. The study was conducted at the Education North Barito Regency, Central Kalimantan Province.

The research instrument used to collect data in qualitative research is the researchers themselves. Researchers as research instruments in harmony for such research because it has a characteristic, such as an investigator as a sensitive and can react to any stimulus from the environment to be expected meaningful or for research (Ibrahim, 2015; Arikunto, 2002). For collecting the data in this study researchers used data collection techniques through documentation used for the collection of secondary data such as a picture of the general condition of the village and a general idea of how the implementation of Compulsory 12 Years in North Barito District Education Office.

Data analysis techniques follow the concept given by Miles and Huberman (1992), namely: 1) reduction summarizes the data in the form, choose a principal subject, focus on the important things, look for themes and patterns. 2) presentation of data in the form of a brief description or text and tables. 3) withdrawal of the conclusions to facilitate the focus of writing based on the data found. Test the validity of the data outside the data for checking purposes or as a comparison to data (Bungin, 2008). The triangulation technique was used by the researchers for validation. Triangulation was carried out to check the degree of confidence behind the information gained through time and different tools in qualitative research.

3. Results and Discussion

Compulsory 12 Years in North Barito District Education Office has been implemented. In the implementation of the 12-year compulsory education in the Barito Utara District Education Office Education Department is responsible for the control of schools in North Barito regency and for providing the budget for the education unit and facilitate the education unit in the form of infrastructure, teaching staff for schools in need. For a 12-year compulsory education program to be implemented properly, the executive should make the delivery of information and dissemination to the public to be the target of the program. Implementers of the program should know what to do and

convey information to the target of the program. According to Merilee S. Grindle (1980) implementation is influenced by two major variables, namely the contents of the policy and implementation environments (Anwar, 1991). Variable contents policies include:

- 1) **Interest Affected** (interests that affect). Interest Affected deals with various interests who influence the policy implementation. This indicator argued that policy in its implementation inevitably involves a lot of interest and the extent to which these interests are affected by the implementation.
- 2) **Type of Benefits** (type benefits). At this point, the content of the policy seeks to demonstrate or explain that a policy must have some kind of benefit that shows the positive impact generated by its implementation.
- 3) **The Extent of Change Envision** (the degree of change achieved). Each policy has targets to be achieved. The content of policy is explained at this point and the extent of the change to be achieved from the policy must have a clear scale. A program that aims to change attitudes and behavior of the target group is relatively more difficult to implement than programs that merely provide credit support or rice aid to the poor.
- 4) **Site of Decision Making** (location of decision). Decision making in policy plays an important role in the implementation of a policy, then this section must explain where the location of a policy decision is implemented. Is a program is the correct layout. For example, when the BKKBN has family welfare improvement programs by providing financial assistance to disadvantaged families, a lot of people asking if this program is right layout are in BKKBN.
- 5) **Implementer program** (executive program). The carrying out of a policy or program is supported by the policy implementers competent and capable of the success of a policy. And this has to be exposed or recorded properly, whether a policy has mentioned the implementation in detail.
- 6) **Resources Committed** (resources used). It is a program supported by adequate resources. Implementation of the policy must be backed by resources-resources that support the implementation goes well.

A. Environment Implementation (Context of Implementation)

Environment implementation includes:

1. **Power, Interest, and Strategy of Actors Involved** (power, interests, and strategies of the actors involved). A policy needs to be considered also the strength or power, interests and strategies used by the actors involved to facilitate the course of implementation of policy implementation. If this is not taken into account carefully, very likely programs to be implemented far from the expected result.
2. **Institution and Regime Characteristic** (characteristic agencies and the incumbent regime). An environment where a policy mentioned implemented also affect its success, this section would like to explain the characteristics of an institution that has influenced policy.

3. **Compliance and Responsiveness** (compliance rate and the response of the implementer). Another thing that is considered to be essential in the process of implementation of a policy is compliance and the response of the implementer, then we wish to make at this point is to what extent compliance and response from executing in response to a policy.

B. Supporting and Inhibiting Factors Implementation of Compulsory 12 Years in North Barito District Education Office

In carrying out a policy program, the government would experience a boost or even obstacles in the process. Travel policy program is not always easy and unhindered, then make a program policy is strongly influenced by factors outside of the policy itself. These factors are then able to be a factor supporting or inhibiting factors. Implementation of the 12-year compulsory education program at the Department of Education's Barito Utara is not apart from enabling factors or obstacles in implementation. Therefore, under specified and the supporting factors and obstacles in the implementation of the 12-year compulsory education program in the North Barito District Education Office.

1. Supporting Factors

Socio-economic factors. Policy on the 12-year compulsory education in North Barito regency would not be separated from the dynamics of life and social and economic conditions of the people in it. Educational needs such as clothes, school bags, and even shoes, of course, depend on the social and economic conditions in an area. North Barito regency as the Capital of the nine sub-districts and 93 villages as a place for continuing education that later influenced by socio-economic conditions can not be ensured stability.

2. Obstacles

Van Meter and Van Horn suggest there are six (6) variables that affect the performance of the implementation;

a. Standard and policy targets

Each program must have clear standards and targets and measurable so that these provisions aim can be realized. In the standard and program, goals are not clear, there can be multiple interpretations and easily lead to misunderstandings and conflicts among the agents of implementation. Therefore, Barito Utara District Education Office in carrying out the duties and responsibilities should be following existing legislation and standard operating procedures (SOP) have been determined. But for now, the school does not have SOPs regarding the 12-year compulsory education program.

b. Resources

1) Human resources are sufficient at the Department of Education in the implementation of compulsory education to 12 years and they are working following their respective duties. While human resources at the school level are still deficient in terms of teaching staff, so the government raised the teachers' contract to be placed in schools that shortage of teachers especially in remote areas.

The number of teachers in North Barito regency in the year 2017-2018 are:

Table 1: Data Master Se North Barito regency Year 2017-2018

No.	Districts	SD	SMP	SMA / SMK
1	Central Teweh	220	205	186
2	New Teweh	277	263	220
3	South Teweh	222	169	57
4	Lahei	189	126	62
5	West Lahei	167	145	75
6	Mount Cuddle	180	179	56
7	Mount Purei	281	276	107
8	Montallat	155	145	115
9	East Teweh	177	174	96
Total		1868	1682	974

Source: Department of Education North Barito Regency, 2018.

Implementation of a 12-year compulsory education program in the North Barito District Education Office has still an inadequate number of teachers, especially in remote areas, so this may be a bottleneck in the implementation of compulsory education.

2) In addition to human resources, the necessary funds to perform or carry out the 12-year compulsory education from the state budget and the budget. There are still obstacles encountered, for example, lack of education budget this case following the opinion of nanang Fattah (Arif, 2014) that the lack of quality of education in Indonesia is caused by a lack of funds for education. Funding limitations affect educational services such as the lack of facilities and infrastructure for schools.

3) Facilities and infrastructure are supporting facilities for the smooth 12-year compulsory education program. However, in practice there are still obstacles faced an eg shortage of classrooms, lack of computers and computer labs are unfit for use and others. It corresponds to the interviews conducted to the parties involved that are an obstacle to the implementation of the 12-year compulsory education is still lacking infrastructure, for example, the lack of classrooms, laboratories and other equipment.

c. Zoning system

With a system of zoning, schools are required to accept the students in the school district, but in North Barito regency has not fully implemented the policy because the number of schools is not evenly distributed. This is consistent with the statement of the respondent that the zoning system has not been implemented completely because of the limited capacity of existing schools so that students may enroll outside the zoning area.

d. The disposition (attitude and inclination of the implementers)

Based on observations, both the school and community implementor has a good disposition. Schools implement 12-year compulsory education free of charge, accept students according to the capacity and follow the rules that apply. 12-year compulsory education program as the implementation of the vision and mission of the North Barito Regent in the field of education, namely improving the quality of education. It corresponds to the interviews conducted to one respondent that it did not object to the

policy of even very happy with this program because this program became quality, human resources, communication between the organization and implementing activities. In carrying out the communication on the implementation of the 12-year compulsory Barito Utara District Education Office held a meeting with the principal. Furthermore, the Department of Education coordination and communication to the parties was involved as Regional Coordinator of Education districts.

f. Social, economic and political

The economic condition of parents is very influential in the participation of parents to send their children, despite the government's free education at the elementary, middle and high school but still, some people drop out of school due to poor economic terms so that children prefer to work. Furthermore, namely social conditions, social status, and education of parents influence their parents to their children's education. So some children drop out of school due to social or environmental conditions that can affect children.

4. Conclusion

Implementation of the policy in principle is the way that the policy can achieve its objectives. No more and no less. To implement public policy, there are two options available: measures, which directly implemented in the form of programs or through policy formulation derivatives or derivatives of these public policies. The series of policy implementation can be observed clearly that starts from the program to the project and the activities. The adopted model was a mechanism prevalent in management, particularly the management of the public sector. Policies were derived in the form of programs that later revealed to be the projects and ultimately manifested in the activities, whether undertaken by the government, civil society, and government cooperation with the community.

Implementation of the 12-Year Compulsory Education Program at the North Barito District Education Office is the responsibility of the Education Office and the education unit. The 12 year compulsory education support program is freeing the cost of education in the form of registration fees and tuition fees, establishing open junior high schools, roof junior high schools and non-formal education programs. The age is more than the age of the school limit then it is advisable to follow the education package A, B and C (non formal education). Supporting factors in the implementation of the 12-year compulsory education program at the North Barito District Education Office are social and economic conditions, while the inhibiting factors are clear and measurable standards and targets, lack of budget resources, facilities and infrastructure and zoning systems.

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