



Implementation of Government Policy on the Transfer of Authority of Secondary Educational Management from Regency/City to North Sumatera Provincial Government

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Abstract

This study aims to analyze the process of communication, resource support, disposition and bureaucratic structure in the process of execution of transfer of authority of secondary education management from regency / city to North Sumatera provincial government. This type of research is descriptive qualitative research. This research was conducted in Education Office of North Sumatera Province by using Edward III model approach. Data collection techniques used are interviews, observation, and documentation. Data analysis techniques used Miles and Huberman models. Based on the results of research Communication, coordination, and socialization process of the transfer of high school and vocational high school teachers has been well implemented in October 2016. Nevertheless, there are still obstacles in the process of execution of the transfer of teacher personnel because of the attitude of the apparatus who lack understanding of the procedures and the transfer of personnel. There are still many inappropriate teacher placements. The bureaucratic structure is not so convoluted that the implementation of the transfer of high school teachers and vocational schools to achieve the targets as predetermined. Preferably, before the implementation of the transfer of high school teachers and vocational schools to the Province need to establish a Technical Planning Unit in advance for the administration of teachers more served.

Keywords: implementation; government policy; authority; transfer; educational; management.

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1. Introduction

The Government's policy set forth in Law No. 23 of 2014 on regional government mentions the government's policy of transferring education management authority from regency / city to province [1], including transition in North Sumatra Province. Law No. 23 of 2014 was formed to revise Law No. 32 of 2004 on Regional Government which is no longer appropriate with the development of state, constitutional and demands of local government administration. The transfer of authority for the implementation and management of secondary education from the district / municipality government to the provincial government is an effort to accelerate the realization of community welfare through service improvement, empowerment, and community participation, and enhancement of regional competitiveness, therefore it needs to be supported by all community and stakeholder components Interests in realizing the intended purpose.

In Chapter 1V, Article 9 states that government affairs consist of absolute government affairs, concurrent government affairs, and regional apparatus and followed by several technical arrangements by the Ministry of Home Affairs and Permendikbud No. 47 of 2016 on Guidance of Organization of regional apparatus of education and culture. As the legal general government affairs. To follow up this law, Government Regulation (PP) Number 18 Year 2016 has been issued regarding basis of the implementation of the transfer of civil servants from the districts / municipalities to the State Personnel Board has set Regulation of the Head of the State Personnel Agency No. 1 of 2016 on the implementation of the transfer of Civil Servants (PNS) districts / cities who occupy the functional positions of teachers and educational personnel to Pegawai Negeri Civil (PNS) area of province is: (a). Head of School (b). School Supervisor (c). Laboratory manager / Workshop (d). Educational Laboratory Institute (e). Library Manager (f) Librarian, and (g). Superintendent and Executing Officer [2]. The transfer of Civil Servants (PNS) as stipulated from 1 January 2016, the salary charge of the transferred civil servants moved to a new agency from January 2017 and the salary and allowances of civil servants transferred for the month of October to December 2016 are still paid by the district, Meet the procedure of the transfer decision. The central government gives authority to the provinces namely personnel transfers, infrastructure budgeting and documents (P3D). The impact of the issuance of the Act is a number of issues including: (a) policy and governance issues such as the slow pace of regional regulations on education and the lack of technical guidance or technical guidelines for the implementation of the transition; (B) Socialization problem, namely technical guidance only at the provincial level and socialization media only letter, and only for principals; (C) Data problems, namely promotion, mutation, periodical, PUPNS and NUPTK; (D) Problems of facilities and infrastructure, ie books, facilities and data applications; (E) Supporting human resource issues, namely the availability of human resources in the provincial education office, BKN, and BKD; (F) Funding issues, ie teacher salaries, benefits, teacher certification, school operational support. Based on the number of problems in the transition process, it is necessary to make restrictions so that the focus of this study is limited to the transition process of educators who occupy functional positions in the Education Office of North Sumatra Province.

2. Literature Review

Implementation of Public Policy

In general, the term policy or policy is used to refer to the behavior of an actor (eg an officer, a group, or a government agency). Meanwhile, the actor is defined as a society that has the meaning of a set of humans that form a semi-closed system, where most of the interaction is between individuals who are in the group. Dunn states public policy is a complex dependency pattern of interdependent collective choices, including decisions for inaction made by government agencies or offices [3]. While Eyestone in Winarno said the actor is defined as the relationship between government units and the environment [4]. This opinion is considered very broad coverage because it involves many things or a lot of connections. Edward III and Sharkansky cited Widodo said the actor's policy is What government say and do, or not to do. It is a set of goals and targets of government programs. This view of Edward III and Sharkansky also implies there is what is done or not done. This is related to the goals and objectives contained in the programs that have been made by the government. Dye in Winarno says that the actor's policy is whatever is chosen to do not done [6]. Although the limits given by Dye are considered rather precise, these limits are quite clear what the government decided to do, ie what the government actually does. There are various models of actor policy implementation. The models in question are stated Model Van Meter and Van Horn (2008), Edward III Model (1980), Grindle Policy Implementation Model (1980). In the Edwar III Policy Implementation Model there are 4 factors that influence the success or failure of the policy implementation, ie communication, resources, dispositions and bureaucratic structures (beureucatic structures). The policy implementation model of Edward III [7] is schematically shown in Figure 1.

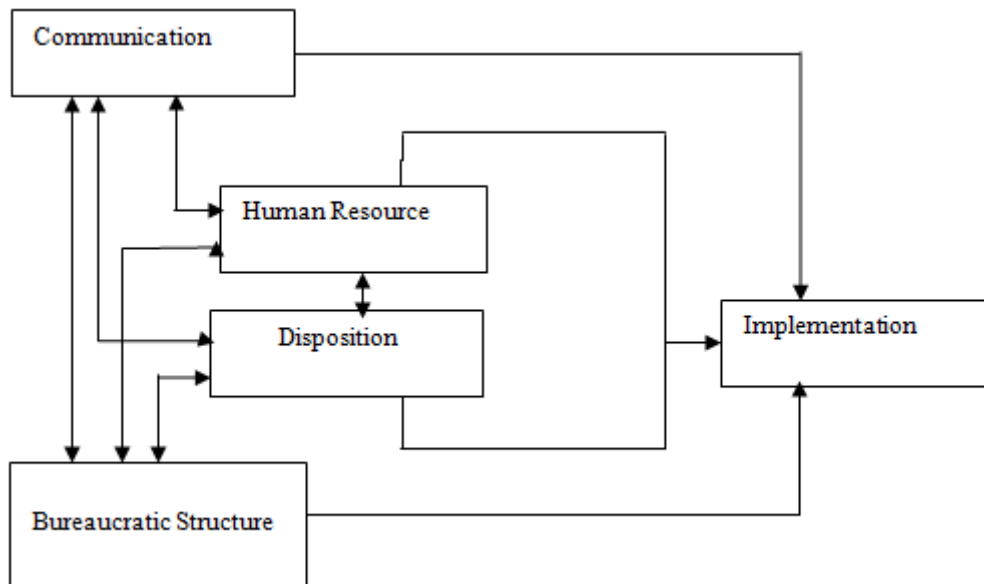


Figure 1: Public Policy Implementation Model Edward III

The public policy implementation model proposed by Edwar III will be used to examine the implementation of government policy based on Law No. 23 of 2014 on the transfer of authority over the management of middle education to the government of North Sumatra Province.

3. Method

The type of research used is descriptive qualitative research, with approach model Edward III. Research location

at Education Office of North Sumatera Province, Regional Personnel Board of Provincial and State Personnel Board (BKN) Regional VI Medan. The types and sources of data in this study are differentiated into primary data sources and secondary data sources. Data collection in this research is done by Documentation, Interview, and Observation. Data analysis techniques using Miles and Huberman model, namely data reduction, data presentation, and withdrawal of conclusions / verification. In order to check the validity of the research data, it is necessary to check data on the data that has been collected with triangulation.

4. Results

Description of Research Sites

There are 658 State Secondary Schools and 19,636 Personnel State Apparatus (ASN) who switched their civil service status to North Sumatera Provincial Employees. For Civil Servants (PNS) high school teachers and vocational schools as many as 17,418 people and private teachers who teach in public schools as much as 9,272. The Vision and Mission of the Local Government Work Unit (SKPD) of North Sumatera Education Office Year 2014-2018 with the Vision is "The realization of human resources of North Sumatera who have noble character, intelligent and competitive". The mission of the Education Office is as follows: (1) Developing quality basic education, character and competitiveness; (2) Developing quality, character and competitive secondary education; (3) Increasing competent, competitive and prosperous educators and educators; (4) Developing capacity of education units in the provision of competitive education. To address the development of globalization, North Sumatera Provincial Education Office has 5 (five) breakthrough programs, namely: (1) Building e-Patent application that serves as a means of educational information, communication forum stakeholder education and public complaints about education services; (2) SMART DISDIKSU which serves as the education data center of North Sumatera Province; (3) New Student Admission (PPDB) of SMA and SMK level online; (4) Selection of online TOD that serves as a means of implementation of school principal selection and online school-based supervisor; (5) Strengthening of human resources.

5. Discussion

Communication, Implementation will work well if the measures and objectives of the policy are understood by the implementers responsible for achieving the policy objectives. The clarity of Government policy size and objectives on the transfer of teacher sMA and SMK personnel needs to be communicated appropriately and well with the implementers. Consistent or uniform size and policy objectives need to be assured and communicated by the implementers so that the transfer of teachers can be done in a timely manner. The implementers of the policy of transferring high school teachers and vocational schools in the implementation of central, provincial and district / city communications is not too topdown, because before the process of technical implementation first done workshop centered and Socialization at the Education Office of North Sumatera Province. The process of communication through coordination and socialization among the implementers of the transfer policy of secondary education management in SKPD implementing is not complicated. The mechanisms and transfer procedures used in the implementation of communications between district / city and provincial SKPD and BKN Regional VI are quite effective.

Resources, Implementation of policies will not succeed without the support of human resources with sufficient quality and quantity. The quality of human human resources is related to skill, dedication, professionalism, and competence in their field, while quantity relates to the amount of human resources whether it is sufficient to cover the entire target group. In implementing the implementation of government policy on the transfer of human education management required a reliable and sufficient resources to master in their field in implementing the policy.

Implementing the policy referred to in the government policy on the transfer of education management menengah is actor staff Education Office of North Sumatra Province assisted by relevant agencies such as BKD and BKN Regional VI Medan. District Education Office staff, regency / municipality BKD and Provincial Education Office Staff, BKD Provincial Staff and Regional Office VI BKN Medan are quite capable of performing their duties for the transfer of high school and vocational school personnel with appropriate and accurate procedures. The background and level of education held by policy implementers (SKPD Kabupaten / kota, and Provincial SKPD) support the smooth implementation of the transfer of high school teachers and vocational high schools (mostly with D3, S1, S2 education). Provincial SKPD and Provincial SKPD are quite capable of carrying out their duties, by understanding the procedures for transferring education management from district to provincial government, can be seen in Perka BKN No. 1 of 2016. Facilities or equipment needed in the implementation of the process of transfer of high school teachers And SMK is sufficient to print SK using SAPK which is a program of Regional Office VI Medan. The quality of facilities or equipment for the implementation of existing policies is good enough to meet the capacity or needs.

Disposition, Disposition is defined as tendency, desire or agreement of pelaksasna to implement the policy. If the policy implementation is to succeed effectively and efficiently, the implementers not only know what to do and have the ability to carry out the policy. One of those actors

Affect the implementation of the policy is the attitude of the implementer. The behavioral trends or characteristics of the policy implementers play an important role in realizing the implementation of policies in accordance with the objectives or targets. Important characters that must be possessed by policy implementers such as honesty and high commitment. The implementers of the policy of transfer of education management from the district / city SKPD and the Provincial SKPD and the Regional Office VI Medan obey all the provisions of the implementation that has been determined, although there are constraints of the implementers remain consistent and consequently carry out all the duties. All implementers of personnel transfer policy of teachers in SKPD implementers have a high commitment and high responsibility in carrying out and carrying out its duties.

Bureaucratic Structure The bureaucracy structure has a significant influence on policy implementation. This bureaucratic structure aspect covers two things: bureaucracy mechanism and structure itself according to Standard Operating Procedure (SOP). The Government's policy on the transfer of intermediate management is a policy that is planned and should be carried out in accordance with the rules issued by Law No. 23 of 2014. The policy will work well if all implementors understand the process or procedure of the assigned transfers. The implementation of the transfer of secondary education management using road map or roadmap transfer of

secondary education management from regency / city to North Sumatra Province government. Fragmentation of the results of research in the implementation of government policies on the transfer of secondary education management has been well implemented with good coordination through cooperation between related SKPD in districts / cities and with SKPD Provinsi and BKN Regional VI. The fragmentation that occurred has been in accordance with the Edward III Model which says that fragmentation is the division of responsibility of a field to the organizational units. The fragmentation by the Education Office of North Sumatra Province together with the related SKPDs in implementing the government policy on the transfer of middle education management can run well and carried out responsibly in accordance with the roles and functions that are mutually coordinated.

6. Conclusion

Generally, the achievement of government policy on transfer of authority of secondary education management from regency / city to North Sumatera Provincial Government has been implemented in accordance with the objectives of execution of P2D transfer for Civil Servant in SMA / SMK, and in accordance with the stipulated time that in Law No. 23 of 2014 must have been transferred the longest in October 2016. The communication process goes well seen from many stakeholders such as regional SKPD, Province and BKN Regional VI Medan coordinate each other and socialize to equate understanding to accelerate the process of transfer P2D especially education in North Sumatera Province. The role of adequate resources and the attitude of the apparatus although still lack understanding of the process of personnel transfer so there are still data errors but can be overcome due to cooperation and mutual coordination. The bureaucratic structure is not so convoluted that the implementation of the transfer of middle-class management is done on time. Nevertheless, after the transfer of personnel of teachers of SMA / SMK giving allowance of teacher profession and salary problem for teacher of honor which have not been accommodated in Provincial APBD experiencing delay.

7. Recommendations

Instead, when the policy is issued, the government institution immediately issues a Government Regulation (PP) in place of Government Regulation No. 41/2008 on Regional Device Organizations, then the relevant ministries to immediately issue the Implementation Guidelines (Juklak) and Technical Guidelines (Juknis) on the process of transferring personnel Teachers to avoid the pros and cons. Preferably before the personnel of senior high school / vocational teachers transferred to become provincial employees formed first Unit Integrated Service (UPT) or Branch Office (Cabdis) so that all administrative affairs of teachers can be served well.

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