Education Decentralization Policy in Improving the Quality of Education

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Abstract

This study discusses the decentralization of Education, which at first was fully controlled by the central Government. With the decentralization of Education, local governments have the authority to regulate and control Education in their regions in an effort to improve the quality of Education. It has been 23 years since this Regional Autonomy has been present in the country with various packages carried out by the Government for Education in particular. That long time will actually make Indonesian education quality, both in terms of input, process and results. However, it creates new problems in the regions, for example: the existence of regional heads numbering two / three / so on Education, so that the meaning of Autonomy in the field of Education is not evenly distributed in the regions they lead. Whereas the mandate of the 1945 Constitution is clear, that Education is a right for all Indonesian people whose aim is to educate the nation's life, another meaning is that Education will make a person qualified, both religiously, morally and socially. This study uses a qualitative approach with the type of literature study. Data collected from various journal articles and books that are in accordance with the research topic through content analysis. This type of research is a qualitative research. The results of this study show that the decentralization of Education is actually fully implemented by the local Government, so that the impact can be felt by the school community in an effort to improve the quality of Education.

Keywords*: Policy, Education Decentralization, Education Quality*

Introduction

Decentralization of Education, known as educational Autonomy, has been maximally overseeing, shaping, and optimally improving the quality of Education. But in reality, there are still obstacles and problems felt by the level of education units in the regions, in addition to the development of science and technology advancing so quickly, causing a shift in the world of Education.

Shifting from using old patterns towards new patterns, which aims to accelerate the quality of Education, technology is used to improve quality. The reality is that most human resources are less capable of operating the technology. Not only is it difficult for educators to understand the pattern, but there is another uneven distribution of technological infrastructure in an educational institution: the variety of problems school institutions face. The original regional income must also support educational Autonomy.

The higher the regional revenue, all activities will be biased towards being carried out, including the educational aspect. Shifting may occur in the manner and style of what is done in each policy, but it must not go out of the frame of the rules, the 1945 constitution, and other binding regulations. As stated in the 1945 Constitution in Article 1, National Education is based on Pancasila and the 1945 Constitution. [1]. In Article 31, Paragraph 1, every citizen is

entitled to instruction. This article is an essential point for the Government, that every citizen is obliged to carry out Education and that a glass of financing is excluded from that teaching, the Government that finances it.

Education is an effort to improve the dignity and identity of the nation towards all humanity, not only on a national scale but on an international scale. Quality education will reflect a developed society. In the context of educational institutions in Indonesia, Education is very valuable and essential. Every educational institution's educational process is how to lead students to become citizens who embody the noble values in the 1945 Constitution and the National Education System in interacting with the community environment adequately and appropriately.[2]

The existence of decentralization in Education issued by the Government aims to provide space for local governments to advance Education in the regions according to the law's mandate. This is by Law Numbers 32 and 33 of 2004 concerning regional Autonomy that educational development is optimized in the areas. The role of the Mayor and Regent is expected to be more severe in implementing educational Autonomy by referring to four main reasons for making education policies: 1). Quality improvement, 2). Financial efficiency, 3). Administrative efficiency, 4). Expansion or treatment. [3]

Decentralization of the Education program by the Government sometimes finds problems in the regions, one of which is related to the vision and mission of the mayor or regent in the areas, so educational Autonomy is a priority in advancing Education in the regions and is constrained. For example, regional heads whose vision and mission are about implementing infrastructure development tend to be consensual in that regard, thus ignoring the policy of educational Autonomy that helps the central Government achieve an academic goal nationally. This problem often occurs among regents and mayors. Whatever the vision and mission outlined in a set of five-year leadership programs, Education cannot be separated from the program. Therefore the policy of educational Autonomy has been made with a series of research to educate the nation's children. That Education is a symbol of the progress and perpetuation of a country. Through Education handed over to local governments, it can explore the potential of generations to achieve the goals of National Education.

Method

In this paper, the author uses a type of qualitative research, through a literature study approach, with data collection techniques being to take several journals and books by the topic of discussion. In handling data from journals and books based on descriptive analysis, by presenting data and documents found from various journals and related books, then developing the study into a narrative, followed by the section Lastly di concludes.

Results and Discussions

Education is a strategic issue that is closely related to the community. This is related to the rolling out of reforms. Not a few have an impact on Education in Indonesia. In addition to educational Autonomy, previously centralized tended to be somewhat closed, with more open Autonomy. [4]. That local governments take part in taking policies to achieve national education goals.

Education policy with the existence of regional Autonomy Indonesia has made and published many guidelines from time to time during its rule. This can be seen and marked by one after another policymaker, namely the President and Ministers, then automatically change a policy. In this case, it can be used as an example in the field of Education that as a supporter of the Ministry of Education and Culture's duties in the field of policy analysis and synchronization is PASKA (*Center for Policy Analysis and Synchronization*), this policy is regulated in permendikbud Number 766 Number 11 of 2018, which reads: that PASKA carries out policy analysis and synchronization, management of strategic issues and problems of the Ministry, as well as monitoring and evaluation of the Ministry's plan targets[5]. The rollout of educational Autonomy is a breakthrough in the world of Education. Regions have styles and methodologies for improving the quality of Education. Ethnic, racial, and religious differences, as well as local wisdom, became the forerunners of

maintaining diversity in the educational aspect. Decentralization of education results in a new paradigm in realizing dignified Education according to the peculiarities of each region.

Undeniably, Indonesia's education policy from pre-independence to the present is inseparable from the side and political conditions surrounding it. It can be read from the Dutch colonial Government in power that the old order, the new order, the reform, and the post-reform are full of interesting dynamics in each period. Interestingly, every period change indicates that the quality of Education has improved and changed. Improvements are still being made so that Education remains quality and maintained. [6]

The effort is carried out despite limitations, which are common because those who do it are creatures named humans. Animals called humans are inseparable from the nature of humanity. Man has limitations in doing things, and the Most perfect is only God, who has the heavens and the earth and their contents. Suppose the decentralization of Education is done well, measured, and systematically. In that case, the quality of the policy will be achieved if, on the contrary, it will cause chaos and tend to blame this human being. So that this is not biased towards it, the mayor/regent plays a severe role in advancing Education in his area by involving competent human resources supported by a budget that will be able to realize the quality of each educational institution so that in the end the goal of national Education is achieved.

Decentralization (Autonomy) of Education in Education Policy Analysis needs to pay attention to two main things related to Education according to the 1945 Constitution. Namely, Education is 1). Education rights for the entire nation, meaning that there are no more Indonesians who are not educated, there are no more Indonesians who are not good at reading and writing, other countries trample on no more Indonesians due to weak Education, the existence of these long-standing policy of educational Autonomy, becoming the Indonesian nation on an equal footing with other countries in the world, even the State of Indonesia is biased to be used as a place for people to learn and gain knowledge. 2).

Education aims to educate the nation's life, that is to say: intelligence in reason, heart, and carrying out. It becomes essential to pay attention to this in analyzing educational policies to improve Education. The existence of regional Autonomy is a space for all regional heads to express their policies to achieve national education goals.

Talking about the impact of globalization on education policy in Indonesia, the occurrence of globalization currents is a potent force in changing one's thinking in achieving something intended in the aspect of Education [7]. Education with all the policies issued by the Government gets influenced by globalization, and globalization is usually translated into a process of change that occurs in the order of society, without knowing regional boundaries. It has two dimensions space and time, so that the order of society follows that process with a series of considerations and policies that can influence all lines, including Education. Because, in essence, the current globalization is inevitable, everyone participates in it by making policy standards. In turn, the flow of globalization is positive, especially towards education policy in Indonesia.

Globalization has positive and Negative impacts, depending on the people who use or take advantage of it. The positive effects of globalization on Indonesian Education are as follows:

a. Ease of accessing information, one of which is related to Education.

The positive impact of globalization is easy to access to educational information. The internet makes it easy for educators and learners to access learning materials,

b. Improving the quality of educators (teaching staff)

By maximizing technology and information in the era of globalization, the quality of teachers will continue to improve.

c. Improving the quality of Education

As a result of the rapid flow of globalization, learning methods that were initially simple have now turned into technology-based education methods

d. Encouraging students to create innovative work

The development of science and technology in the era of globalization for an educational institution should be used to encourage its students to create innovative works. [8].

As for the negative impact of globalization in the field of Indonesian Education, namely:

a. Declining moral qualities (whether students or educators)

Information from the easily accessible internet can affect the morale of students or educators. Many of us have witnessed obscenity, whether done by students to students or teachers to students. This is because it is straightforward to access harmful sites on the internet.

b. Rising social inequality

Advances in technology and information in the world of Education need to be balanced with mental readiness and a lot of capital so that there is an inequality between those who live in cities and villages, mainly since Indonesia is still classified as a developing country, of course, it requires a lot of capital so that gaps do not occur.

c. The erosion of local culture

As a result of this current globalization, culture in Indonesia can be lost, such as fading of the sense of nationalism, reduced familiality, and westernized lifestyles of the people. The nation's identity is to maintain, protect and preserve one's own culture.

d. The emergence of fast-paced and instantaneous traditions

The educational orientation that initially emphasized the process turned into the realm of achieving results. This has resulted in many people stressing only the final development when pursuing an education. Even today, there is a rampant sale and purchase of fake diplomas because many want to get profits quickly and instantly [9].

The factors behind the Reform of Education in Indonesia are as follows:

a. Centralized Education

A centralistic-authoritarian field of Education exists in the new order—only the Government of Mr. BJ. Habibie (*Alm*) established a policy of regional Autonomy, including Autonomy in Education. Here the local Government's role is raised and does not depend on the center. [10]

b. Improving the education system

The principle of reform is rationality, believing in progress and knowledge. Reform is given an understanding by changing an existing system for future needs whose purpose is to improve, re-emphasize the original form, and do better by stopping all kinds of deviations and unfair practices towards better procedures. The changes are carried out thoroughly, ranging from political, legal, economic, social and educational aspects [9]. One example of reform of the education curriculum system in Indonesia is heavily influenced by various developed countries such as America, Finland, Japan, New Zealand, Singapore, and other developed countries. [11]

c. Low quality of Education

The quality of Indonesian Education is very concerning, as reflected in an elementary reading study conducted by the *International Educational Achievement* (IEA) organization, showing that elementary school students are ranked 38 out of 39 countries. Junior high school in mathematics studies is ranked 39 out of 42 countries, and science studies are ranked 40 out of 42 countries worldwide. Pisa's research shows that the ranking of Indonesian students in Literacy and Mathematics also has problems because Indonesian students were ranked 73rd out of 78 countries in 2018 for methylation, mathematics, and science studies. [12].

School-based management policy the quality or quality of Education is the main objective for developing Indonesian National Education. Quality improvement continues to be sought to continue to strengthen the educational process at the level of educational institutions. The achievement of quality education cannot be separated from school-based management in developing human resources to educate the nation's life [13].

School-based management provides opportunities for schools or educational institutions to independently process and empower internal and external resources in achieving the quality of Education held. [14]. In essence, School-Based Management must not be separated from the principal's leadership as the manager makes policies and provides

instructions to his educational institution partners. The birth of the School-Based Mnajamen was the result of reforms. The principal has an autonomous role in the performance of all partners, from educators and education staff, to show their loyalty in developing their potential to achieve national education goals.

The term school-based management first appeared in the United States as "*school-based management*," questioning the relevance of Education to the demands and development of local communities. This program is given autonomously to schools to be studied and functioned to manage community and funding resources by allocating as needed and being responsive to local needs. Community involvement is intended to make them better understand, assist, and control the management of Education. There are at least seven areas of school management, namely:

a. Student or student management

Students are an essential part of a policy, especially regarding Education. Educational institutions need to optimize the duties and functions of student representatives in carrying out the quality of Education at the level of academic units. Collaboration between components can make students more creative and innovative. What needs to be understood well, there is no more discrimination against students because students are referred to in the independent curriculum as students, namely someone who needs teaching and becomes learned person. It all takes student management that educational institutions process to become qualified students.

b. Management of educators and education personnel

Teachers and education staff are the most critical part that needs to be considered in improving the quality of Education from the policies carried out. Teachers with the four most basic competencies, namely academic, professional, social, and personality, will deliver quality students through the proper functioning of management functions.

c. Curriculum and teaching program management

In improving the quality of Education, what must be considered is the curriculum and teaching programs.

d. Financial management or financing

The most crucial element in improving the quality of Education is the existence of straightforward financing and issuing for appropriate and targeted needs.

e. Management of educational facilities and infrastructure

Excellent and proper facilities and infrastructure determine the achievement of teaching and curriculum. Achievement is being able to deliver students to be qualified.

f. Management of the school's relationship with the community

The community is an essential part of supporting the success of the quality of Education, and there is a term that often appears among educational actors that there are three pillars in establishing and making education quality, one of which is the active role of the community to maintain the quality of Education.

g. Management of specialized services.

Another thing that determines what will improve the quality of Education is the existence of institutional policies towards services provided to human resources, and this is also based on applicable laws and regulations (*Made Saihu,* 2020).

Success Indicators of school-based management are gathered in the following points:

a. The effectiveness of the learning process.

An appropriate, clear, and systematic process can improve the quality of Education. Effectively have the effectiveness of all the time that has been used and spent by all the human resources in the educational institution.

b. Strong school leadership.

Top leaders determine the success of quality education. If the leadership is weak, it will not work. On the contrary, it will lead to resounding success.

c. Effective power management.

Resources must be appropriately managed, whether through continuous competency improvement as science and technology advance.

d. Ownership of school quality culture

Every individual who is part of a group of people in an educational institution has the same goal of improving the quality of Education.

e. The school has a compact, intelligent, and dynamic teamwork

The educational institution gathers a group of people who need to pay attention to their purpose of being present at the institution, none other than contributing their thoughts, strengths, and potential to advance Education.

f. The school has independence.

The success of an educational institution not only depends on other parties, so that Education does not run well, but exerts all the potential for each existing resource to improve the quality of Education.

g. Participation of school and community residents,

Community involvement in providing Education is essential for educational institutions.

h. School transparency.

Openness is the key to an educational institution's success.

i. Schools can transform the psychic and physical.

Expertise in their respective fields of all existing components becomes the educational institution's success.

j. Responsive and anticipatory to needs.

Quick response and the right way to solve the problem if there is a problem. It's part of the success of an educational institution from a policy issued.

The policy is translated with "policy," which means taking care of problems and public interests whose critical point is aimed at action (*product*). When juxtaposed with Education, the "*educational policy*" is the product of selected units or people, developing several inputs to improve the quality of Education. Many factors, including the teacher, influence success in achieving educational goals. Teachers have a significant role to play in students and the institutions that overshadow them in the quality of the education system. If you find low teacher performance, it will undoubtedly affect educational achievement. It is necessary to conduct continuous training to achieve the quality of part of the educational goals [16].

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, there are four main competencies of teachers, namely competence (1) educational, (2) personality, (3) social, and (4) professional. The four competencies are integrated into teacher performance. Thus, performance management is a strategic and integrated approach to deliver sustainable success in the organization to improve teacher performance by developing the teacher peer team's capabilities and the teachers' contribution as individuals.

Teacher performance is inseparable from several factors that influence it, as explained below:

a. Individual factors of the teacher himself are where the teacher must improve himself in knowledge, skills, self-confidence, and work motivation in carrying out his duties.

b. The manager's quality factor of leadership in providing direction and encouragement motivates teachers to work more vigorously and energetically.

c. The factor of a work team that supports and collaborates in the work of teachers who help when teachers face problems in their duties.

d. The leadership pays attention to and provides teacher work facilities, creating a conducive work culture in the school organization.

e. The teacher must observe contextual factors related to changes internally and externally. These five factors greatly influence the improvement of teacher performance that is more effective and productive [17]

In strategic management of Education, the fundamental concern is the SWOT analysis of SWOT analysis, namely Strengths, Weaknesses, Opportunities, and Threats. That SWOT analysis is closely related to the quality of Education. So what needs to be reconstructed in national Education is:

1. Efforts to improve the quality of Education are carried out by setting goals and standards for educational competence

2. Increased efficiency in education management leads to the management of school-based Education by giving schools complete confidence to optimize the resources available to achieve expected educational goals.

3. Increasing the relevance of Education leads to the management of community-based Education. Increased participation of parents and communities at the policy level (decision makers) and operational level through school committees. The committee's role includes planning, implementing, monitoring, and evaluating school work programs.
4. Equitable distribution of educational services leads to equitable Education. This is related to implementing a fair and transparent education financing formula. [18]

The existence of decentralization in the education field, which has been running for a long time, needs to be better organized through policies so that educational institutions have broad authority to manage Education in schools. School institutions can change times into something more helpful in improving the quality of Education. For this reason, management is needed to prepare educational planning to enhance the quality of Education so that students can be part of the change. In control, there is strategic management, from which school institutions can know and plan strategies so that schools can survive and further improve their quality in the future.

With a SWOT analysis, schools can optimize strengths to cover weaknesses. They can take advantage of opportunities to avoid obstacles to plan the right strategy to improve the quality of Education. From the SWOT analysis results, they can also find out the quality of an educational institution.

Conclusions

The significant shift in Education, originally centralized towards decentralization, has significantly changed the national education system. Decentralization is better known as educational Autonomy, that regions are given the broadest possible opportunities to advance Education. The regional autonomy program was rolled out during the BJ administration. Habibie includes educational Autonomy. Although it was still new, it stood on the foundation of the 1945 constitution and the national education system. With time, Education is carried out traditionally according to the time faced. With

the entry of the era of globalization, there is a paradigm shift in input and educational processes that occur in academic institutions to realize the ideals of this nation. No one can inhibit the current globalization. The development and social dynamics in a positive direction need to be well utilized and help advance Education.

Indonesian Education is experiencing development and progress. This can be seen from the advancement of science and technology, and education reform is a fundamental need. It is accelerating and streamlining the educational process carried out by policymakers and schools as a base for organizing Education. Education reform is needed by management and carrying out management functions, ranging from planning, dividing authority, implementation, and supervision, the most crucial part to be carried out by top school managers. The term is commonly referred to as school-based management. The principal, as a manager, cannot work alone to make the decentralization of Education a success. Some teachers or educators have the competence to advance Education in educational institutions.

Thus decentralization provides opportunities for regions, especially educational institutions, to create and innovate, and advances in science and technology characterize globalization. This depends on the use, and if it is used on good things, the results will also be good. If, on the contrary, then the consequences will not be good. All the flexibility given by the Government to Education makes excellent and positive use of Education to make Education a success and achieve the quality of national Education.

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