



Basic Concepts and Models of Educational Policy Analysis

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Abstrak

Pendidikan merupakan hal yang sangat penting untuk dibicarakan sebab biasanya kecerdasan manusia dilihat dari seberapa tinggi seseorang tersebut mengenyam pendidikan. Analisis kebijakan merupakan penelitian sosial terapan yang secara sistematis disusun dalam rangka mengetahui substansi dari kebijakan agar dapat diketahui secara jelas informasi mengenai masalah-masalah yang dijawab oleh kebijakan dan masalah-masalah yang mungkin timbul sebagai akibat dari penerapan kebijakan. Analisis model kebijakan sangat penting untuk dipahami agar kebijakan yang dihasilkan dapat mengantarkan keberhasilan tujuan pendidikan. Metode penelitian ini menggunakan pendekatan kualitatif. Model penelitian ini menggunakan library research, dengan analisis induktif deduktif yang berasal dari beberapa analisis literatur (O'Dwyer & Bernauer, 2013; Moser & Korstjens, 2018). Analisis kebijakan pendidikan bertujuan untuk menganalisis data dan informasi pendidikan serta mempertahankan aspek-aspek didalam proses perancangan dan pembuatan suatu kebijakan. Memiliki 6 karakteristik pendidikan dan ada 3 jenis Model Perumusan Kebijakan Pendidikan.

Kata Kunci: Konsep kebijakan pendidikan, karakteristik kebijakan pendidikan, model kebijakan pendidikan

Abstract

Education is a crucial topic to discuss because typically, human intelligence is judged by how much education one has attained. Policy analysis is an applied social research systematically arranged to understand the substance of policies to clearly grasp information regarding the issues addressed by the policy and the potential issues that may arise as a result of policy implementation. Understanding policy models is essential to ensure that the resulting policies can lead to the success of educational objectives. This research method employs a qualitative approach. The research model utilizes library research, with inductive-deductive analysis derived from several literature analyses (O'Dwyer & Bernauer, 2013; Moser & Korstjens, 2018). The aim of educational policy analysis is to analyze educational data and information and to maintain aspects within the process of designing and making a policy. It has 6 characteristics of education and there are 3 types of Education Policy Formulation Models.

Keywords: *The concept of educational policy, characteristics of educational policy, educational policy models*

Introduction

Education is a very important topic to discuss because often, human intelligence is judged by how much education someone has received. With education, individuals can also fulfill their livelihood needs in various ways. In this regard, the government is not serious about promoting education, as evidenced by one of the regulations governing education stipulated in the 1945 Constitution Article 31 paragraphs 1, 2, and 3 (Iskandar, 2019; Suhono & Sari, 2020; Irianisyah, 2020). It is clear that education is influenced by the results of a policy set by the government. Policy is a written rule that is a formal decision of an organization, which is binding and regulates behavior with the aim of creating new societal norms (Costantina, 2018). In this case, policy will be the main reference for members of the organization or society in their behavior (Dunn 2003). Policies are generally problem-solving and proactive. Unlike Law and Regulation, policies are more adaptive and interpretative, although they also regulate "what is allowed, and what is not allowed." Policies are also expected to be general but without losing specific local characteristics (Darwis 2013). Policies should provide opportunities to be interpreted according to specific existing conditions.

Policy analysis is an applied social research systematically structured to understand the substance of policies, aiming to clearly identify information about the issues addressed by the policy and potential problems that may arise from its implementation. The scope and methods of policy analysis are generally descriptive and factual regarding the causes and effects of a policy. As expressed by Fattah (2012), educational policy analysis describes how a country plans and

prioritizes education, and this analysis must be explained by the presence of global policy factors. Dunn (2016) states that policy analysis is an applied social science discipline that uses various research methods and arguments to generate and transfer relevant policy information, which can be utilized at the political level to solve policy issues.

Based on previous studies, the concept of policy analysis is generally depicted across various disciplines (Bintari et al., 2016). There is a need for a specific focus on education. Analyzing policy models is crucial for understanding how policies can lead to the success of educational goals. There are various policy formulation models in education to address existing problems. Therefore, it is important to present an article entitled "Basic Concepts and Models of Educational Policy Analysis."

Research Method

This research method employs a qualitative approach. The research model utilizes library research, employing inductive-deductive analysis derived from several literature analyses (O'Dwyer & Bernauer, 2013; Moser & Korstjens, 2018). This study is referred to as library research as a process of understanding textual data, where the author interprets it using descriptive analysis method. This method begins with systematic and consistent data collection, followed by analysis, selection, and integration to draw conclusions using deductive analysis, moving from general to specific issues. The data sources include primary data to reinforce and complement valid data and secondary data consisting of relevant books, articles, journals, theses, and other sources related to the research theme. The researcher utilizes data analysis and interpretation methods following the steps proposed by Creswell (2016), including processing and preparing data for review, reading all data, coding all research data, describing categories and organizing

themes for analysis, presenting a qualitative narrative report, and making interpretations in qualitative research.

Result and Discussion

A. Education Policy Concept

Policy is a deliberate political activity based on wise and directed thinking carried out by government organizations, institutions, or agencies to solve problems and achieve decisions that align with goals (Risnawan, 2017). In every aspect of life, there are respective policies that serve as guidelines and directives in conducting activities and regulating behavior to ensure clarity and direction. This also applies to the education system, known as education policy. Education policies emerge due to issues occurring within the education sector (Sutapa, 2008). These issues arise because of disparities between educational providers and educational objectives (Suyahman, 2016). Education policy is an activity in formulating steps and stages in the provision of education through the elaboration of educational visions and missions aimed at achieving educational goals within a specific timeframe (Fatkuroji, 2017). Additionally, some argue that education policy is related to the effectiveness and efficiency of education budgeting (Riant, 2008). Education policy is a public policy that specifically manages the education sector and relates to the allocation, absorption, and distribution of educational implementation resources as well as educational behavior management (Bakry, 2010). Thus, it can be concluded that education policy is a policy related to the field of education in the process of elaborating educational visions and missions to achieve educational goals through

strategic educational implementation steps.

Education policy is created by aligning with the national educational goals of enlightening the nation's life and developing Indonesian individuals fully as stated in Law number 20 of 2003 concerning the National Education System. The achievement of national educational goals greatly influences the quality of education in Indonesia. Therefore, in establishing an education policy, it cannot be simply determined, but it is necessary to consider the impact that will occur once the policy has been established. Policy analysis in education aims to analyze educational data and information and maintain aspects within the process of designing and making a policy. The process of policy-making includes analyzing problems, collecting education-related data, determining alternatives, and presenting alternatives to decision-makers in education. Alternative education formulations are made through the implementation of policy analysis and do not emerge on their own without.

Prioritizing policy analysis first. Once the formulation of educational policies has been supported by existing authorities, whether authoritarian or legitimate authority, alternative policies can then evolve into educational policies. Therefore, procedures can create alternative policies, making the process rational. The policy process is a part utilized in the political process by authorities who hold power or authority.

B. Characteristics of Education Policy

Characteristics of Education Policy Education policy has characteristics that differentiate it from other policies. The characteristics of education policy are:

1. Have Educational Goals

An education policy must have specific goals related to the world of education. The educational objectives that are prepared must be more focused and clear and provide an overview of the contribution to the world of education (Lazwardi, 2017).

2. Fulfillment of legal and formal aspects

Before an education policy is implemented, prerequisites need to be met so that the policy is valid and recognized. Therefore, it is necessary for this policy to be legalized through constitutional requirements based on the applicable constitutional hierarchy so that educational policy legitimacy is created (Anwar, 2017).

3. Have an operational concept

Education policy is a set of general guidelines. So an education policy must have operational benefits that can be implemented (Solichin, 2015). This operational concept must be owned so that goal achievement can be measured clearly.

4. Made by an authorized person

Education policies are formulated and made by experts who have the rights and authority to make policies (Heriawan, 2018). This aims to prevent the emergence of new problems resulting from this policy

5. Can be Evaluated

Education policies must be able to be evaluated. If a policy is

good then the policy can be developed (Lukitasari et al, 2017). If there are errors in the policy, they must be corrected.

6. Have systematicity

There is a systematic education policy that relates to all aspects contained therein. Systematics must pay attention to efficiency, effectiveness and sustainability. Policies must also be non-pragmatic and discriminatory. Policies must also not be structurally fragile (Rahman, 2014). This is so that the policies produced do not experience legal defects both internally and externally.

In the policy making process there is one important stage that must be carried out, namely policy implementation. Policy implementation is a process of implementing policies that have been agreed upon from various policy alternatives that have been designed (Akib, 2012). If it is related to education policy, the implementation of education policy is the implementation of education policy that has been decided jointly from various other alternative education policies (Sulistiyadi, 2014). Education policy implementation is the totality of activities carried out by individuals or groups of stakeholders to implement policies to achieve goals.

C. Education Policy Model

1. Education Policy Formulation Model

a. Institutional Model

The institutional model argues that the task of making public policy is the task of the government, so whatever the government has made, in any way is public policy. This model is

based on the institutional functions of government, at each sector and level, in policy formulation. According to Dye, government institutions provide policies with three main characteristics, namely (1) State institutions provide validation (legitimacy), (2) State policies are universal in the sense that only state policies can be disseminated, (3) only the government holds monopoly rights to legally impose policies on society (Dye 2011, 20). Thus, this institutional model is a model that can be applied in making education policies at the government level.

b. Mixed Model Investigation

Etzioni introduced mixed scanning as an approach to decision making that takes into account principal and incremental decisions (Mulyana et al., 2019), establishing principal policy making processes that determine basic guidelines, processes that prepare decisions principal and implement it after the decision is reached. A mixed scanning strategy uses elements of two approaches using two cameras, namely one camera with a wide viewing angle that covers all parts of space, but not in great detail and a second camera that targets precisely the areas captured by the camera. first to get an in-depth investigation. According to Etzioni, certain areas may escape this mixed investigation, but this approach is still better than incrementalism which may not be able to observe chaotic places in unknown areas. In mixed investigations decision makers can utilize comprehensive and incremental rational theories in different situations. In some cases,

perhaps an incrementalist approach may be sufficient, but in other situations where the problems faced are different, a more careful approach using comprehensive rationale may be much more adequate. Thus, this mixed inquiry model is a model that can be applied in the world of education which seeks to make various decisions rationally and incrementally.

c. Rational Model

Putting forward the idea that public policy is a maximum social gain, which means that the government as a policy maker must choose policies that provide optimum benefits for society. Rational models provide prescriptions for various decision-making procedures that will result in choosing the most efficient way to achieve policy goals. Rationalist theories are rooted in the schools of thought of positivism and enlightenment rationalism which sought to develop scientific knowledge to improve human living conditions. These ideas are based on the belief that various social problems should be solved scientifically and rationally, through collecting all relevant information and various alternative solutions, and then choosing the alternative that is considered the best. Thus the author argues that the rational model concludes that various public decisions in practice do not maximize benefits over burdens, but only tend to meet the criteria set by decision makers for themselves in the problem of concern as something that arises from the essence of rationality. limited humans.

d. Incrementalist Model

This model is a criticism of the rational model. The incrementalist model argues that policy makers never carry out the process as required by the rational approach because they do not have enough time, intelligence or money, there are concerns that undesirable impacts will arise due to policies that have never been made before. This model tries to adapt to the realities of practical life by basing it on plurality and democracy, as well as the limitations of human capabilities (Dye, 2011). The main rationale for this model is that incremental change provides the maximum level of security in the policy change process. All reliable knowledge is based on the only way to make decisions without incurring risks by continuing policies in accordance with the direction of the old policy goals, limiting alternative policy considerations to policies that have a relatively small level of difference with the current policy in force. Thus, this policy model is a model that does not carry out a process, while education requires a very long and continuous process, so in the opinion of researchers this model is not appropriate to apply in the world of education.

e. Strategic Model

What is called strategic is that in essence this approach uses a series of strategic formulations as a basis for policy formulation. The formulation of strategic meaning is a disciplined effort to make important decisions and actions that shape and guide how the organization (or other entity) becomes, what the organization does, and why the organization does what it does. Strategic

planning requires extensive gathering of information, exploration of alternatives, and emphasizing future implications of current decisions. Strategic planning focuses more on identifying and solving issues, places more emphasis on assessing the environment outside and inside the organization, and is action-oriented. Thus, the strategic model is a model that can be applied in the world of education, because in essence the policies made must be based on alternative solutions to problems that occur in the field, so that the accuracy of the strategy can bring improvements in the future.

f. Deliberative Model

In essence, public policies made by the government must be the choice of the public who are the users (beneficiaries or consumers in economic concepts). Thus, the process of formulating public policy involves the public through interest groups. In general, this is the most democratic concept of public policy formulation because it provides broad space for the public to contribute their choices to the government before decision making (Parsons, 2006). The "deliberative" model of public policy analysis process is very different from technocratic models because the role of policy analysis is only as a facilitator so that people can find their own policy decisions for themselves. This deliberative model is also known as the argumentative policy model, which is a model of policy formulation by involving arguments from parties, or by studying written arguments from various parties, as a basis for formulation. The argumentative or

deliberative model was developed from the beliefs of the Sophias in Ancient Greece who believed that truth could be achieved through intense discussion and debate between parties. In the deliberative model, the role of the public is needed, without the public the policy process will be dry and very technocratic, so the author believes that the deliberative model is a model that can be used by the government in determining and formulating appropriate policies by combining existing stakeholders in the world of education.

2. Education Policy Analysis Model

The policy analysis model is an effort to obtain and produce policies through an argumentation process and inquiry methods in an applied social science discipline approach with political decision making in an effort to solve problems in a policy, (Chabibi, 2019). The analysis process is used to use basic knowledge and understanding in solving problems that are not just arguments. This model consists of 3 forms, namely prospective models, retrospective models and integrative models.

- a. The prospective model is an analysis model carried out before a policy is implemented (Igbal and Solomon, 2018).
- b. The retrospective model is a policy analysis model carried out after the policy has been implemented.
- c. An integrative model is a model that combines the two previous policy analyzes. This model is also called a holistic or

comprehensive analytical model. This means that this model performs analysis before and after the policy is implemented.

So in education policy a thorough analysis is needed both before and after the policy is implemented. So this model has the advantage that the policies produced are in accordance with the problems faced by society, but this policy will require a lot of money and energy and also the policy in the world of education is a serious policy to build improvements in the world of education in a comprehensive and integrative way.

3. Public Policy Implementation Approach Model

The approach model for implementing public policy according to Lester and Stewart in Agustino (2012) explains that there are two approaches to understanding policy implementation, namely: "top down and bottom up approaches. These terms are called the common and control approach (a control and command approach, which is similar to a top down approach)" and the market approach (a market approach, which is similar to a bottom up approach). Each approach proposes framework models in forming the link between policies and results (Bintari & Pandiangan, 2016). Approach models for implementing public policy include two approaches, control and command (top down) and market approach (bottom up), (Nasiri and Hermawan, 2017). This approach refers to a framework model that is interconnected between policies and their results. The top down approach is an approach that is born from the top level (central) while the bottom up approach is more rational (Akib, 2012). This model is assumed to be a flow or process. This model views the process of political and

social change in which the policies made by the government are to improve the problems that exist in society. So the author can conclude that the application of this model must be adjusted to the needs and goals to be achieved in implementing it in the world of education.

Conclusion

Education policies arise due to the emergence of problems in the field of education (Sutapa, 2008). These issues occur because of the gap between education providers and educational goals (Suyahman, 2016). Education policy is an activity in formulating steps and stages in the provision of education through the elaboration of the vision and mission of education aimed at achieving educational goals at a certain time (Fatkuroji, 2017). Additionally, some argue that education policy is related to the effectiveness and efficiency of Education budgets (Riant, 2008). Education policies are made by adjusting to the national educational goals, which are to enlighten the nation's life and develop Indonesian human beings fully, as stated in Law number 20 of 2003 regarding the National Education System. Achieving national educational goals greatly influences the quality of education in Indonesia. The characteristics of education policy are having educational goals, fulfilling legal-formal aspects, having operational concepts, made by authorized parties, evaluable, and systematic. There are several models of educational policy formulation, namely institutional models, mixed research models, rational models, incremental models, strategic models, deliberative models, policy analysis models, and public policy implementation approach models. These types of policy models have strengths and weaknesses. However, these strengths and weaknesses can be adjusted to the conditions of policy formulation "It. In

addition, based on the study, it was found that the education policy analysis model and public policy implementation model are suitable models to be used in Indonesia."

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