

The Strategic Planning On Implementation of Basic Education Policy in Talaud Islands District of North Sulawesi Province

Very Y. Londa

(Political Science Program, Sam Ratulangi University, Indonesia)
Corresponding author: Very Y. Londa

ABSTRACT: *The government in the administration of its government is obliged to educate the public through the availability of good and quality education service. Educational services are a problem at all levels of government including the Talaud Islands District. School-aged population as a target group and school as implementing organization have an important role in the implementation of basic education policy. By it required appropriate strategic planning from the Department of Education Youth and Sports Talaud Islands District on both aspects. By using qualitative design, it is found that strategic planning on the implementation of basic education policy in Talaud Islands District has not fully paid attention to the aspect of the target group and implementing organization. The target group and the implementing organization have not been clearly stated in the program form in the planning document.*

KEYWORDS: *Strategic Planning, Policy Implementation, Basic Education*

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I. INTRODUCTION

The Law of National Education System Number 20 Year 2003 explains that "National Education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation, and aims to develop the potential of learners to become human beings of faith and cautious to God Almighty, noble character, healthy, knowledgeable, capable, creative independent and become citizens of a democratic and responsible". In order to educate the life of the nation, and to develop the potential of learners to make the government at all levels of the territory of the Unitary State of the Republic of Indonesia is obliged to provide education services, including in border areas.

Talaud Islands District is an integral part of the Unitary State of the Republic of Indonesia located in North Sulawesi Province is in the border zone and outer zone. Talaud Islands District consists of 19 (nineteen) sub-districts, with the school age population 5 - 14 years, 15,903 people or 17.9% of the total population (88,803 inhabitants). This population data portrait gives an illustration that Talaud Islands District is still faced with the problem of basic education services.

In its development, it should be recognized that the problems of basic education in general and in the border and outer areas can be said has not been able to achieve the purpose of the act because there is still a lack of educational equity. Although the government has been working on a 9-year compulsory education program with free school fees, the reality is only in certain areas that implement the rules. Based on the data of elementary school age education, the government through the Department of Education of Youth and Sport manage 115 Elementary School (61 of state status and 53 of private status) and 42 Junior High Schools (39 of state status and 3 of private status).

The Operational funding sourced from Talaud Islands District Local Budget of 2016 amounts to 47.4 billion plus 173 billion local fund transfers. The magnitude of this budget is committed to funding education services including basic education. Meanwhile, of the 1,900 Number of Teachers certified by D4 / S1 and have been certified for elementary schools as many as 48% of certified teachers, 14% of teachers qualified and 38% of teachers have not qualified. From the percentage data of net enrollment rate in 2015 for elementary school as many as 10,026 students, 95.5% of children attend school and 4.5% of children are not attending school. The condition of elementary school facilities and infrastructure are 78 good classrooms, 399 classrooms are lightly damaged and 202 heavily damaged. Meanwhile, for support room as many as 14 in the good category, 64 lightly damaged and 13 heavily damaged. The comparison of elementary school teachers with students is 1: 9, and the class comparison with students is 1: 26.

The Research conducted in 2015 and 2016 indicates that successful implementation of basic education policy in Talaud Islands District has much to do with the dimensions of targets group in this case learners and parents and dimensions of implementing organization in which the resources of educators, ability bureaucracy, clarity of authority, financial, means and clarity of information as dimensions that have a very good role in the

implementation of basic education policy. Based on the results of previous research indicates that the implementation of the Basic Education Policy in Talaud Islands District needs to consider the aspect of targets group and implementing organization through the preparation of appropriate planning. Because if these two things are ignored it will make the implementation of basic education policy cannot run properly.

Planning is a pre-determined activity to be implemented at a certain period in order to achieve the stated objectives, or as a process of preparing systematic activities that will be undertaken to achieve a particular purpose. Achievement of the expected goal is the realization of quality basic education services in order to educate the nation's life. This objective should be achieved through the implementation of appropriate and correct basic education policy in Talaud Islands District. On the basis of this assumption, it is necessary to analyze at the level of strategic planning in the implementation of basic education policy in Talaud Islands District.

Conceptually as the guidelines for the preparation of government performance accountability reports issued by the State Administration Agency that "Strategic planning is a result-oriented process to be achieved during the period of 1 (one) to 5 (five) years by taking into account the potential, opportunities, and constraints that exist or may arise ". The strategic plan contains realistic vision, mission, goals, targets, policies, programs, and activities in anticipation of future developments. Olsen and Eadie in Bryson (2001) explain that strategic planning is a disciplined effort to make important decisions and actions that shape and guide how to be an organization (or other entity), what the organization does (or other entities), and why the organization (other entities) do things like that. Salusu (2006) explains strategic planning as a strategic management component that is useful for clarifying goals and objectives, choosing policies, especially in obtaining and allocating resources and creating guidelines for translating organizational policies.

This strategic planning process is a strategic thinking for business owners. Strategic planning does not have to be formal but this strategic thinking at least synthesizes entrepreneurial intuition and creativity into the vision of the future (Rambat, 2014). Robbins and Coulter (2002) and also run in Erni and Kurniawan (2005) defines planning as a process that starts from setting organization goals, determines strategies for achieving the goals of the organization as a whole, and formulates a comprehensive planning system to integrate and coordinate the whole organizational work until the achievement of organizational purposes. While strategic is a comprehensive plan to achieve organizational purposes. Not only achieve but is intended to maintain the sustainability of the organization.

From the various theoretical concepts, it is evident that improvements in the implementation of basic education policy in Talaud Islands District through strategic planning as actions taken by the government to clarify purposes and objectives, choosing various policies in allocating resources of the education sector. This strategic planning is done to realize the quality of basic education services in order to educate the nation's life.

II. RESEARCH METHODS

This research uses qualitative research methods (Bungin, 2007) in an effort to express the meaning of strategic planning on the implementation of basic education policy in Talaud Islands District. This research makes the researcher as an instrument in an effort to obtain data and facts accurately and precisely through interviews to elements of leadership in the Education Office of Youth and Sports Talaud Islands and staff elements involved in the preparation of plans in the field of basic education. Data collection is also done by observation and document collection related to basic education planning. The data obtained are analyzed through categorization and reduce the data, the data are grouped subsequently arranged in the form of narratives, so that the data in the form of a series of meaningful information in accordance with strategic planning, followed by interpretation of the data and make conclusions based on the arrangement of narrations that have been prepared as well to verify the results of data analysis with informants related to strategic planning on the implementation of basic education policy in Talaud Islands District.

III. RESULTS AND DISCUSSION

As the implementer of education service policy, the Education Office of Youth and Sports Implementer of Talaud Islands District has a vision of "realization of equal and quality Education Service to form intelligent, competitive, and morality". To realize the vision, the mission has been strived to pursue equality of quality education services for all communities, striving for the expansion of opportunities/access to obtain quality education for all communities, improving the integrity and quality of education, improving the quality of education management and increasing community participation in the implementation of education.

Related to the implementation of the basic education policy, the objectives to be achieved by the Education Office of Youth and Sports of Talaud Islands District are the distribution of the quality of education services in all types and levels of education, to extend the reach, service and capacity of all pathways and levels of education, improve the quality of students both intellectual as well as mental, improve the quality of learners, educators and education personnel, improve the availability of educational facilities and infrastructure, improve

the quality of education management and improve cooperation between schools and communities in the implementation of education.

The arrangement of the above goal is realized with the target achievement at the level of basic education is as follows:

1. The implementation of the 12-year Compulsory Education Program
2. The implementation of the equity of teachers to meet the adequacy ratio of teachers in all schools of education and type of education.
3. The implementation of availability and equitable education facilities and infrastructure in all types and levels of education.
4. Increased student competence.
5. Increased professionalism, competence, and prosperity of educators and education personnel.
6. Increased implementation of the standard curriculum at every level of education.
7. The Establishment of Institutional Schools of the national standard.
8. The Implementation of School-Based Management (SBM).
9. Increased cooperation between school principals, teachers, parents/committees and communities in the implementation of education.

Pay attention to the planning documents established by the Talaud Islands Youth and Sports Education Office indicates that the strategic planning of the document has been established. This strategic planning document contains the overall work plan on basic, secondary and informal education. However, it does not specifically formulate strategic planning documents as a foundation for the implementation of basic education policy.

The Implementation of Basic Education Policy in Talaud Islands District needs to pay attention to aspects of targets group and implementing organization through the preparation of appropriate planning. The targets group aspect relates to the target group that is the school-age population at the elementary level of education ie the school-age population 5 - 14 years, 15,903 people or 17.9% of the total population (88,803 inhabitants). While implementing organization is the elementary school and junior high school with data 115 elementary schools (61 of state status and 53 of private status) and 42 junior high schools (39 of state status and 3 of private status). This includes facilities, education personnel (competencies and numbers) available to implement basic education policy through teaching and learning process.

Strategic planning is a working guideline that is owned by the Education Office of Youth and Sports of Talaud Islands District in an effort to realize education services appropriately and correctly. The designated strategic plan provides an explanation of the official work program and as an effort to solve the problems and changes that the service faces. Work program in the form of this policy strategy as a reflection of the vision and mission that has been established. Therefore the success of Youth and Sports Education Office of Talaud Islands District will depend very much on the ability of the Agency to establish plans both short and long-term by looking at the challenge, strengths and opportunities and weaknesses of the service internally and externally.

Learners who are 5 to 14 years old school age 15,903 people need to be targeted by the basic education policy program by making all the residents become learners. The large number of school-aged population in Talaud Islands District needs to be the government's attention in service by providing implementing organization both in quality and quantity.

The Talaud Islands District, which has 153 villages (142 villages and 11 sub-districts), compared to the 115 elementary schools, means that not all villages have elementary schools or 38 villages with no elementary school. Similarly, the number of junior high schools only amounted to 42, compared with the number of villages indicating that in 4 villages there is 1 junior high school. The comparison between the data on the number of villages and the number of schools indicates that there are still many villages that do not yet have a school. This condition indicates that there are still many school-age residents who have not received proper basic education services.

The education balance data shows that of the 1,900 Number of Teachers certified by D4 / S1 and have been certified for elementary schools as many as 48% of certified teachers, 14% of teachers qualified and 38% of teachers have not qualified. The condition of elementary school facilities and infrastructure are 78 good classrooms, 399 lightly damaged and 202 heavily damaged. Meanwhile, for support room as many as 14 in the good category, 64 lightly damaged and 13 heavily damaged. The comparison of elementary school teachers to students is 1: 9, and the comparison of classes with students is 1: 26. Data of educators and classroom conditions that are still far from expectations also indicate the quality of basic education services in Talaud Islands is not good yet.

Two groups of data describing targets group and implementing organization associated with the work program established by the Education and Training Agency of Talaud Islands District have not reflected improvements in the level of implementation of basic education policy. This is clearly evident from the achievement strategy set to achieve the vision, and the mission and objectives are not as clear as the plan for the

establishment of elementary and junior high schools and the addition of educators in accordance with competence for 153 villages in the Talaud Islands District.

At the level of Compulsory Education Compulsory Education Year 12, the quantity of compulsory education program 12 years in Talaud Islands District still needs to be improved. In the academic year 2015/2016, the achievement of Primary Participation Grade (APK) reached 97.02%, junior high school reached 87.1%, while Senior High School and Vocational High School reached 95.2%. So the GER for elementary school, junior high school / new equivalent education reached 92.06%. When viewed from the achievement of basic education is still not complete, as known the program is declared complete if the primary school APK, junior high school / equivalent education at least 95%.

Improving the quality of education in every lane and level of education by focusing on curriculum development, learning process, educational facilities, infrastructure, and funding. The quality of education in Talaud Islands District is still low and has not been able to meet the competence needs of the learners.

Achieving the breadth and equity of universal and quality primary education access to support the improvement of the quality of learners, educators and education personnel in Basic Education should be developed in targets group and implementing organization. Strategic planning on the implementation of basic education policy in Talaud Islands District emphasizing the expansion and equity of access to education is prioritized on the availability of elementary school and junior high schools in 153 villages followed by increasing the ratio of teachers to students and increasing the adequacy ratio of teachers.

Likewise, the improvement of the quality of learners through the role of educators and educational personnel is realized with the availability of educational facilities and infrastructure in terms of quality and quantity of learning space and learning support equipment including in accordance with the development of information technology. And to provide space for the community in its participation in basic education services, it is necessary to participate in the implementation of education through the increasing number of educational activities that have the participation of the school committee and the community. While the scarcity of strategic planning that needs to be done is on improving the quality of education provider management through increasing the number of accredited schools, increasing number of schools implementing school-based management, increasing the number of education providers who have Standard Operating Procedures (SOP) and implementing Minimum Service Standards (SPM)

IV. CONCLUSION

Based on the results of research and discussion found that strategic planning on the implementation of basic education policy in Talaud Islands District has not fully considered the aspect of targets group and implementing organization. Aspects of targets group in the planning of strategies related to the school-age population as recipients of basic education services that have not been followed by the availability of educational facilities (number of schools) adequate in all villages and the quality and quantity of educators as a reflection of the implementation organization. Findings on the aspect of targets group and implementing organization at the level of implementation of basic education policy in Talaud Islands District have not been clearly stated in the form of programs in the official planning document. To improve the problems faced by the Education Office of Youth and Sports of Talaud Islands District in planning the implementation strategy of basic education policy, it is suggested to make improvements to the planning documents with the establishment of the establishment of elementary schools in 153 villages, to increase the number of educators tailored to the competencies scholarship at the elementary level of education and complete the learning space with adequate educational facilities followed by the development of information technology.

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