

BASIC CONCEPT POLICY AND POLICY STEPS

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Abstract

Every institution, including educational institutions, cannot be separated from policy. Education policy is an important thing in the process of achieving the substance of national education, so an understanding of the basic concept of policy is needed. The purpose of writing this article is to provide information about the basic concept of policy, classification of policy-making steps and implications of the concept of public policy. The methodology of this writing uses library data collection analysis and literature studies through literature reviews from journals, internet media, and online news media. The results of the study found that Policy is a series of actions or decisions designed to achieve certain goals in overcoming a problem, both on a government and institutional scale. The steps in policy formulation include problem identification, formulation of alternative policies, decision making, implementation, and evaluation to ensure the effectiveness and efficiency of the policies implemented. The policies that are set have implications for public policy, especially in the field of education including aspects of accessibility, quality of education, welfare of educators, and relevance of education to global demands. So it can be concluded that the policies that are set greatly determine the achievement of goals in solving institutional problems. Policy makers need to take careful steps because every policy decision that is set has implications for public policy. Overall, education policy has broad implications for the education system, including implications for educational equality, educational quality, educational accreditation, educational staff welfare, and global competitiveness.

Keywords: policy concept, public policy implications, educational institutions

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INTRODUCTION

Before discussing further about the concept of policy and policy steps, we first need to examine the meaning of the concept of policy, in English we often hear the term (*policy*). In the Big Indonesian Dictionary, policy can be interpreted as a series of concepts and steps that become the outline, the basis of a plan in carrying out a job, leadership, and how to act both regarding government and organizations, so that ideals, goals, principles, and guidelines in management are realized as an effort to achieve goals.

According to Carl J. Federick as quoted by Leo Agustino (2006), policy is defined as a series of actions/activities proposed by a person, group or government in a particular environment where there are obstacles and opportunities to implement the proposed policy in order to achieve certain goals. Meanwhile, according to Solihin Abdul Wahab and Budi Winarno (2008), they agree that the meaning of policy is often used in the same way as other meanings such as the objectives of a program, decision, law, provision, standard, proposal and grand design.

Irfan Islamy quotes the definition from Suandi (2010) that the term policy must be distinguished from wisdom. Policy is interpreted with the understanding of policy, very different from the term wisdom. The understanding of wisdom requires further consideration, while policy includes all the rules contained therein. James E Anderson as quoted by Irfan Islamy (2009) Expresses that policy is “ *a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern* ”

The policy concept offered by Anderson according to Budi Winarno (2007) is considered more appropriate because it focuses on what is actually done and not on what is proposed or intended. In addition, this concept also clearly distinguishes between policies and decisions, which means choosing between various existing alternatives.

Based on a series of opinions from various experts above, we can draw a conclusion of a deep understanding that the meaning of policy is an action or activity that is intentionally carried out or not carried out by a person or a group, institution, government in which there are various elements of decision-making in the form of efforts to choose between various existing alternatives in order to achieve certain goals and objectives.

RESEARCH METHODS

The methods applied in this study include data collection analysis and a literature study approach used in collecting information in this study. Through a literature review of journals, internet media, and online news media. The author also selects relevant and interrelated data to support these sources so that they are more accountable. Thus, conclusions can be drawn based on the data that has been collected by the author. This study has a qualitative approach that relies heavily on references or written sources that present explanations of the topics studied. This study uses a descriptive method that is carried out regularly and systematically.

RESULT AND DISCUSSION

Basic Concept Policy

1. Understanding the Policy

Policy is a decision or series of actions designed to achieve a specific goal in solving a problem. Policy can be a public policy made by the government or a policy within an organization or institution. Policy can cover areas such as: economic, social, environmental, technological, and educational. There are various policy definitions put forward by experts, which can be summarized as follows:

- a. According to Harold D. Laswell and Abraham Kaplan, the meaning of policy is a program to achieve directed goals, values, and practices.
- b. According to Carl J. Friedrich, policy is a series of actions proposed by a person, group, institution or government in a certain environment by indicating obstacles and opportunities to implement the proposed policy in order to achieve certain goals.
- c. According to James E. Anderson, policy is a series of actions that have a specific purpose that are followed and implemented by a person, group or institution to solve a particular problem.
- d. According to Amara Raksataya, policy is a tactic and strategy aimed at achieving a goal. Therefore, a policy contains 3 (three) elements, namely as follows: identification of the objectives to be achieved, strategy of various steps to achieve the desired objectives, provision of various inputs to enable the actual implementation of tactics or strategies.

2. Characteristics of Policy Elements

The characteristics of policy elements are a series of actions produced to be carried out in achieving certain goals in various fields, such as government, organizations, and social life. In the process of formulating policies, there are important elements that form the characteristics of the policy itself. Understanding the characteristics of policy elements is very important to ensure that the policies implemented can run effectively and provide the expected impact. According to Abidin (2006) the characteristics of policy can be divided into three levels of policy itself, namely (1) general policy, (2) implementation policy, and (3) technical policy, therefore these three policies will be summarized based on a clear definition of meaning, namely as follows:

- a. General Policy is a policy that functions as a guideline or instruction for implementation, whether positive or negative, which covers all areas of the relevant agency or institution. At the educational institution level, general policies are in the form of laws, government regulations or regulations of the Ministry of Primary and Secondary Education.
- b. Implementation policy is a description of general policy. At the central level, government regulations to implement laws and ministerial regulations to implement presidential regulations are examples of implementation policies. Decisions by heads of institutions or regents to implement regional regulations or governor's decisions are manifestations of implementation policies.
- c. Technical policy is the lowest level of policy. Technical policy is an operational policy that is below the implementation policy. An example of a technical policy is a circular from the Director General of Teachers, Educators, and Teacher Education to all heads of departments at the provincial and district/city levels to continue to improve the quality and competence of teachers.

3. Characteristics of Policy Analysis

Policy analysis is the process or activity of synthesizing information, including research results, to produce recommendations for public policy design options (Williams, 1971). From the definition above, the basic characteristics of policy analysis can be formulated.

- a. **First**, policy analysis is a process or activity of “synthesizing” information, meaning combining various information, including research results, to obtain a harmonious conclusion.
- b. **Second**, one of the main sources of information that is the material for policy analysis is research results. This means that policy analysis is a process of further processing of research results so that they are ready to be used in decision making and public policy design.
- c. **Third**, the output of policy analysis is a recommendation for decision options or public policy design.
- d. **Fourth**, policy analysis clients are public policy decision makers (government and DPR) and interest groups in government policies.
- e. **Fifth**, client-oriented policy analysis. This is an implication of the nature of policy analysis that produces ready-to-use decision advice for specific clients.

4. The Urgency of Policy Analysis

The urgency of policy analysis is a very important part because it can help a decision maker by providing information obtained through research and analysis, separating and clarifying issues, revealing incompatibilities between goals and efforts, providing new alternatives and proposing ways to translate ideas into policies that are easy

to implement and realize. The urgency of policy analysis will greatly help to avoid a policy that only uses narrow considerations or only power considerations. The key to successful policy analysis is the identification of policy problems and objectives. Unfortunately, when clients or policymakers assign work to analysts, policy objectives and problems are often not clearly stated and may be communicated ambiguously to the analyst.

5. Policy Evaluation

The success of implementing public policy evaluation involves various stakeholders in a participatory and democratic manner. Policy makers and stakeholders are collaboratively involved in the process of analyzing and implementing policies. Therefore, evaluation is needed as a form of accountability and performance assessment of the implemented public policies. There are three stages of public policy implementation evaluation, namely:

- a. Evaluation at the planning stage is often referred to as ex-ante, which means that the policy is implemented with the aim of selecting priority alternatives from various alternatives that have been formulated (Kawengian and Rares, 2015).
- b. Evaluation at the implementation stage is often referred to as on-going. This evaluation aims to determine the progress of implementation compared to the initial process of the activity (Prastisha and Triharjanto, 2020).
- c. Evaluation at the post-implementation stage is often referred to as ex-post. This evaluation aims to determine the level of achievement of the implementation of activities (Budiani and Suliyati, 2016).

Classification of Steps in Policy Implementation

In the implementation of the policy is a gradual process that is carried out after the policy is born and before the resulting impact is known. The implementation of public policy is influenced by several aspects that are interrelated and influence each other. These aspects are:

a. Bureaucratic structure/ authority

Authority is defined as authority or legitimacy for parties implementing politically determined policies. This authority is related to the position of individuals or institutions in the process of implementing policies (Suryono, 2014).

b. Communication

Communication is a form of activity that can enable individuals to interpret ideas and concepts through a system in the form of signals, symbols, verbally or behaviorally. Communication greatly influences the implementation of public policy (Ruhimat, 2010; Subekti et al, 2017; Syani et al, 2018).

c. Resource

Resources are very necessary to support the implementation of policies such as human resources, materials and implementation methods (Kartini, 2017; Fahri, 2017).

d. Disposition or attitude of implementation

Disposition is the nature or character of the policy implementer. This nature can be in the form of vocation, discipline, intelligence and commitment.

The following are several steps in implementing policies according to the opinions of experts regarding the steps in formulating public policies According to James Anderson.

- a. **Problem Formulation**, the initial stage in the policy cycle in which a problem is identified and carefully formulated. This involves a thorough analysis of the sources, impacts, and root causes of the problem to be addressed.

- b. **Policy Formulation**, once the problem has been identified, the next step is to formulate a policy to address or manage it. Policy formulation involves creating a concrete plan or proposal that outlines the steps to be taken.
- c. **Policy Determination**, at this stage, the formulated policies are evaluated and selected for adoption. This process involves stakeholder engagement, public discussion, and decision-making by policy makers or authorized institutions.
- d. **Policy Implementation**, once the policy is established, the next step is to implement it. This involves resource allocation, operational planning, and execution of the steps outlined in the policy. Monitoring and control are carried out to ensure effective implementation.
- e. **Policy Evaluation**, the evaluation stage involves assessing the performance of the policy after it has been implemented. The evaluation may include the impact of the policy, its effectiveness in achieving its objectives, and its impact on society or the environment. The results of this evaluation can be used to improve the policy further or make necessary changes.

Implications of Public Policy Concepts

Public policy is a decision made by the government to regulate and manage various aspects of people's lives, including education. In the world of education, public policy has a strategic role in determining the direction, system, and quality of education that will be implemented by educational institutions, teachers, students, and other stakeholders. The implications of public policy in education reflect the impacts caused by the policy, both in terms of accessibility, equity, quality, and relevance of education to the needs of society and the world of work. Each policy that is implemented will have various consequences, depending on how the policy is designed, implemented, and evaluated.

Overall, education policy has broad implications for a country's education system. Well-designed policies can improve access to and quality of education, and ensure that the education provided is relevant to the needs of society and the world of work. However, if policies are not implemented properly or are not evaluated regularly, they can create gaps in the education system. Therefore, education policies must be made by considering the principles of fairness, effectiveness, efficiency, and participation of various stakeholders in order to provide optimal benefits to society.

a. Implications for Access and Equity in Education

One of the main goals of education policy is to provide equal learning opportunities for all citizens. The government has implemented various policies, such as the 12-Year Compulsory Education program, School Operational Assistance (BOS), and the Smart Indonesia Program (PIP). These policies aim to eliminate economic barriers to accessing education, especially for underprivileged communities.

b. Implications for the Quality of Education

The quality of education is greatly influenced by public policy, especially those related to curriculum standards, teacher competencies, and learning evaluations. For example, the implementation of the Independent Curriculum aims to provide students with greater learning freedom, with a focus on developing critical thinking and problem-solving skills.

c. Implications for Educational Evaluation and Accreditation

The accreditation policy of educational institutions aims to ensure that schools and universities meet certain standards in the provision of education. Institutions such as the National Accreditation Board for Schools/Madrasahs

(BANS/M) and the National Accreditation Board for Higher Education (BAN-PT) play a role in assessing the quality of educational institutions in Indonesia. However, this policy is often criticized for its overly administrative evaluation approach, so that educational institutions focus more on fulfilling documents than on improving the real quality of the learning process (BAN/SM,2021).

d. Implications for Educator Well-being

Improving the quality of education cannot be separated from the welfare of educators. The government has implemented policies such as teacher certification, professional allowances, and teacher capacity building programs through training and further education.

e. Implications for the Relevance of Education and Global Competitiveness

Good education must be relevant to the needs of the world of work and global developments. Therefore, education policies in Indonesia have begun to be directed at strengthening student competencies in science, technology, and entrepreneurship. The Kampus Merdeka Program, for example, aims to provide students with the opportunity to study outside their study programs so that they have broader skills that are relevant to industry needs. However, the biggest challenge in this policy is the readiness of educational institutions to provide a flexible learning system and the involvement of the industrial world in the academic world.

CONCLUSION

Policy is a series of actions or decisions designed to achieve certain goals in overcoming a problem, both on a government and organizational scale. The concept of policy has a broad scope that includes aspects of policy formulation, implementation, and evaluation so that it can run effectively and provide benefits to the community.

The steps in policy formulation involve identifying problems, formulating alternative policies, decision-making, implementation, and evaluation to ensure the effectiveness and efficiency of the policies implemented. Policy analysis is very important in determining decisions based on data and scientific considerations so that the policies made can answer the needs of the community as a whole.

In addition, the implications of public policy, especially in the field of education, include aspects of accessibility, quality of education, welfare of educators, and the relevance of education to global demands. The policies implemented must consider the principles of justice, transparency, and community participation in order to produce positive and sustainable impacts.

Overall, public policy must be designed by considering scientific aspects, involvement of various parties, and ongoing evaluation to ensure the achievement of the desired goals and welfare for the community at large.

SUGGESTIONS

In order to improve and optimize the process of policy formulation, implementation, and evaluation, especially in the field of education, a more integrative and evidence-based approach is needed. Policy makers are expected to pay more attention to the results of objective and scientific policy analysis in every stage of policy making. In addition, it is important to involve all stakeholders, from the community, education practitioners, to the industrial world, in the policy-making process so that the resulting policies are relevant to real needs in the field. Policy evaluation needs to be carried out periodically and systematically to identify obstacles, improve weaknesses, and optimize the achievement of policy objectives. In its implementation, policies must also pay attention to aspects of social justice, equal access, and the welfare of educators so that the impact of

the policy can be felt evenly by all levels of society. For this reason, it is hoped that in the future decision-making in public policy can prioritize the principles of transparency, accountability, and active participation from various related parties, so that the resulting policies are truly able to provide optimal benefits for national development, especially in the field of education.

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