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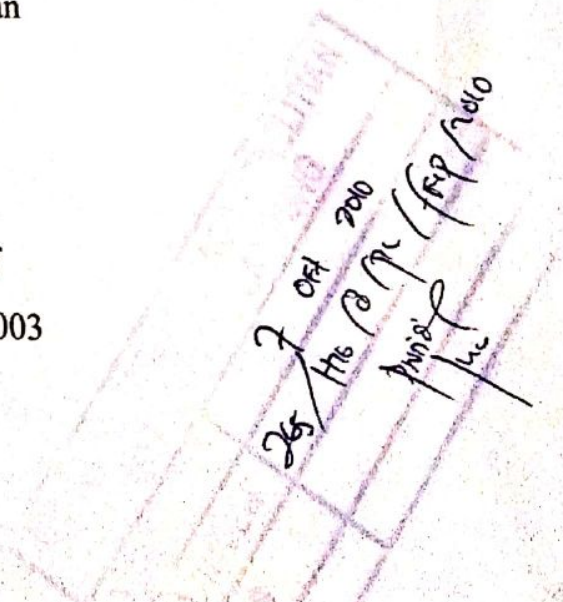
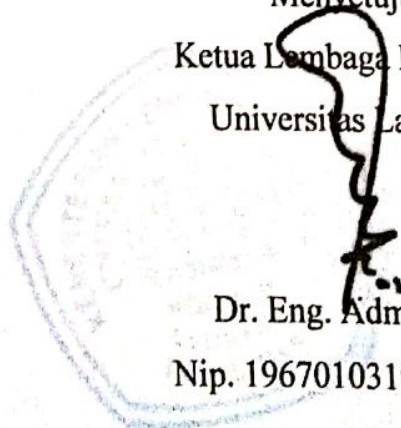
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PREFACE

Thank to the Almighty God who has blessed us so that we, the committee, can successfully organize an international seminar and completing this proceeding. Such international seminar is one of annual agendas of Lampung University which is organized Postgraduate Programs, Faculty of Education, University of Lampung. This seminar is attended by teachers, lecturers, practitioners, academicians' researchers etc., from some countries, The United States of America, Cambodia, Malaysia, as well as participants from various provinces in Indonesia.

The theme for this International Seminar was *Globalization of Education: Professionalism of Teachers and Lecturers on Challenges and Opportunities*. June, 21, 2010. The objectives of this seminar are: (1) to contribute to develop Indonesian human resources in facing the global era. (2) to increase teachers and lecturers awareness in education, (3) to discuss some problems and strategies of education in the global era.

Thanks to the Keynote Speakers, John Wilhoit, Ph.D (University of Kentucky), Dr. Sue Churchill Ph.D (Auburn University), Dr. Ith Vuthyaina (National Polytechnic Institute of Cambodia /NPIC), Prof. Ag. Bambang Setiyadi, Ph.D, University of Lampung, to the speakers in the parallel session as well as to any whom without their contribution this proceeding would otherwise have been realized.

Bandar Lampung, 21 June 2010
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PROCEEDING INTERNATIONAL SEMINAR IN EDUCATION 2010

"GLOBALIZATION OF EDUCATION: PROFESSIONALISM OF LECTURERS AND TEACHERS ON CHALLENGES AND OPPORTUNITIES"

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MONDAY; JUNE 21, 2010
PRESENTERS AT THE INTERNATIONAL SEMINAR
Bandarlampung, 21 June 2010

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FACTORS SUPPORTING DECENTRALIZATION POLICY IMPLEMENTATION PERFORMANCE IN SCHOOLS

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Abstract

The purpose of this study is to determine the factors supporting the implementation of decentralization policies on school performance, so we hope to share ideas in order to contribute ideas in improving the school's performance in the implementation of education decentralization policies. This study uses a quantitative approach; a non-experimental design model is conducted in junior high school in Bandar Lampung. Samples were taken by first determining the minimum sample using the formula of Cohen (1977) subsequently used proportionate stratified random sampling techniques. Data collected by questionnaires that apply to school principals, teachers, students, and school committees. Then it is analyzed by SEM using the LISREL program.

The research revealed that the school environment, target group policy, school organization and management process is a direct and meaningful support to the implementation of decentralization policies on the school performance. While implementing school policies and school resources are indirectly supporting the performance of the implementation of decentralization policies in education units through the process of managing the school organization. Another finding is that the implementers of policies and school resources are a factor for direct support to the process of managing the school organization. Direct and major supporting factor to the performance of policy implementation decentralization in school is the policy target groups in the sequence followed by the school environment, school organization and management process implementers of school policy.

Key words : Performance of policy implementation, decentralization of education.

INTRODUCTION

Decentralization policy reforms that education is very popular in the world today. Paradigm shift toward centralization policy of decentralization is a major change and fundamental that in implementing it would require the readiness and preparation as well as adequate time. But the fact that the time for preparing various device implementation of education decentralization policies in Indonesia is very short, just over one and a half year. The law was issued in May 1999 and implemented in January 2001. Consequently it is clear that the levels of readiness of the various things are less than optimal. This makes the implementation of decentralization policies did not run well and if it is not properly managed, it will create new problems that are more complicated (Slamet PH, 2008).

Many policies are based on a very decent and good idea but it was difficult when it should be implemented. This is because that policy implementation is basically a complex problem involving changes in the system, culture and personalities (Depdiknas, 2001). Many countries which have the policy of decentralization of education experienced many problems. According to Suyata (1998), probably be hampered by the lack of decentralization of readiness to implement, such as personnel, funds, institutional, and substantive support either from top level management or from lower level management or due to lack of readiness in planning the concept of decentralization. Suyata further said by quoting the opinion of Kemmerer that the constraint lies in the inaction of decentralization as the central government of passive resistance and the reluctance of local elites, including the community to support the education decentralization. In a theoretical concept, to achieve policy outputs must be made in the form of actions that accumulate resources, called policy input and resource management, called the policy cycle. Based on theoretical concepts, the framework developed in this research is to use a pattern of thinking that involves system components: the policy inputs, policy cycle, and policy output. Policy outputs are the output measures in this study is called Performance Policy Implementation (PPI) of decentralization in school. This variable can be evaluated from the effectiveness of the school unit in implementing the compulsory functions.

Policy cycle is a series of activities covering the three main activity groups namely policy formulation, policy implementation, and evaluation of policy performance (Mustopadidjaja, 2002: 3). Policy cycle in this study only focused on the policy implementation stage. Implementation by Dunn (1979: 58) interpreted as resource management, and in his other Dunn (1998: 598) defines implementation as the activities and attitudes of the administrative, organizational policies that determine the transformation of inputs into outputs. In this research, the implementation is meant as a management process so that the input variables selected in the policy cycle is the variable component of the process of managing the school (PMS).

Policy input is some dynamic factors which interact and must be available as needed for the process of policy (Mustopadidjaja, 2002: 3). Dynamic factors which should be available as input in the policy component of this research include: environmental conditions, implementers, target groups, and resources. This is similar to the opinion of some scholars, such as implementation of public policies (Grindle, 1980); (Masmanian & Sabatier, 1986); (Edwards III, 1980); (Smith, 1973); (Meter & Horn, 1975); (Cheema & Rondinelli, 1983); (Koster, 2000), (Noeng, 2003), that environmental conditions, policy implementers, target groups, and resources are all factors supporting the implementation of public policy performance. This is

also in tune with the opinions Slamet PH (2005: 26) in the inaugural speech of the teachers who suggested that in order to reach out to the decentralization of education can be held with both the required level of readiness of adequate capacity both at the macro level, institutional resources, and partnerships between education and society in general.

Based on the above description, it seems worth exploring the factors supporting the implementation of decentralization policies on the performance of the education unit, the researchers opinion that the school environment (SE), the implementer of school policy (ISP), the policy target groups (PTG), the school resources (SR), management processes of school organization (MPSO) represents the predicted variables on performance will support the implementation of decentralization policies at school. Based on the above theoretical framework, the hypothesis is:

- 1. MPSO represents a significant direct support to the PPI decentralization at school.
- 2. MPSO directly supported significantly by SE, ISP, PTG, and SR.
- 3. PPI decentralization at school is supported directly by SE significantly, ISP, PTG, SR and MPSO readiness.
- 4. SE, ISP, PTG, and the readiness of SR is not direct and significant support to the decentralization of the education unit PPI through MPSO.

This study aimed to determine the factors supporting the implementation of decentralization policies on the performance of the educational unit are expected to be useful to provide input for education decentralization program managers both at the central level and in the region namely Ministry of Education, District/City Education Service, as consideration for improving performance.

Research Methodology

This study uses a quantitative approach with non-experimental design model to be imposed on SMP spread in Bandar Lampung, Lampung Province. The population is all both public and private junior high schools in Bandar Lampung. The respondents were implementing the policy of decentralization at school; Junior school principals, teachers, and school committees. Data were collected using questionnaires. To determine the validity of the instruments developed to use the content validity and construct validity. Calculation of reliability used rule "Cronbach Alpha." Variables in this study consisted of six latent variables, each of which is measured by using variable observation. Six latent variables consist of exogenous variables which include SE, ISP, PTG, SR. And endogenous variables include MPSO and PPI.

The sample is determined by proportional stratified random sampling technique. Before selecting a random sample, first determined the minimum sample size by a formula calculation of Cohen (1977: 439) with the formula,

$$N = \frac{L(1 - R^2Y.B)}{R^2Y.B} + u + 1$$

With this formula obtained samples of at least 113 respondents, because Bandar Lampung city consists of 13 sub districts, the researchers decided to take a sample of 13% of the population. Based on calculations, there are 13 schools that will serve as the sample with 182 respondents. The technique of data analysis conducted in two phases: the test requirements and test hypotheses. Both used SEM techniques (Structural Equation Modeling) with LISREL program.

Research Finding

Multicollinearity test

Based on test results against Multicollinearity data proved that the correlation between the dependent variable does not exist a > 0.80; this means there is no data Multicollinearity.

Print Out of Multicollinearity Data

Correlation Matrix of ETA and KSI

	MPSO	PPI	SE	ISP	PTG	SR
MPSO	1.0000					
PPI	0.3142	1.0000				
SE	0.2314	0.1325	1.0000			
ISP	0.2641	0.3630	0.1805	1.0000		
PTG	0.1293	1.0012	-0.0490	0.2380	1.0000	
SR	0.4108	0.6138	0.2614	0.1568	0.5205	1.0000
PSI						
	MPSO	PPI				
	0.7666	-0.0614				

Normality test

The test result is not normal to get distribution on the manifest y9, y11, x10 and x11, this is shown by the chi square value with a probability of less than 0:05. Against the manifest that is not normal to be normalized (Setyo Hari Wijanto, 2008), the test result after the normalization process shows the value of chi square with a probability of more than 0.05, it's normal. Normality test results can be seen in Table 1.

Table 1. Data test of Normality

No	Manifes	Chi Square (before normasi)	Probabilitas (after normasi)	Result after Normasi
1	Y4	5.090	0.078	Normal
2	Y5	4.267	0.118	Normal
3	Y6	4.210	0.122	Normal
4	Y7	4.805	0.090	Normal
5	Y8	5.809	0.055	Normal
6	Y9	6.786 (0.006)	0.034 (0.997)	Normal
7	Y10	5.206	0.074	Normal
8	Y11	7.623 (0.000)	0.022 (1.000)	Normal
9	Y12	4.526	0.104	Normal
10	Y13	4.413	0.110	Normal
11	Y14	4.883	0.087	Normal
12	Y15	4.435	0.109	Normal
13	Y1	3.933	0.140	Normal
14	Y2	5.182	0.075	Normal
15	Y3	4.298	0.117	Normal
16	X1	3.483	0.175	Normal
17	X2	5.399	0.067	Normal
18	X3	4.999	0.082	Normal
19	X4	5.129	0.077	Normal
20	X5	4.645	0.098	Normal
21	X6	3.218	0.200	Normal
22	X7	4.695	0.096	Normal
23	X8	3.640	0.162	Normal
24	X9	5.059	0.080	Normal
25	X10	8.772 (0.004)	0.012 (0.998)	Normal
26	X11	12.651 (0.002)	0.002 (0.999)	Normal
27	X12	1.959	0.375	Normal
28	X13	5.416	0.067	Normal

Hypothesis Test Results

Based on the results of testing the structural model using SEM to the hypothesis, the results can be described by basing Figure 1. below.

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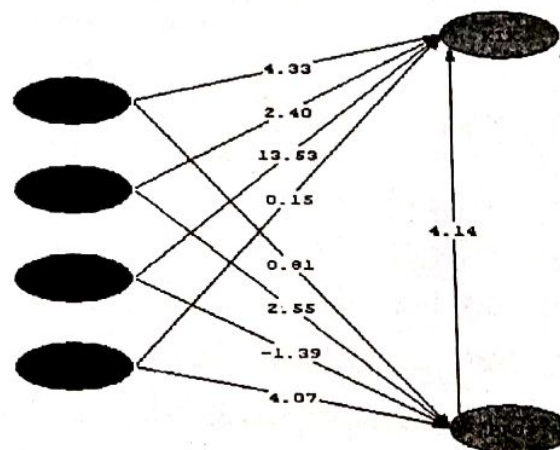


Figure 1.
T-score in Structural Function

Based on Figure 1 of the t-value calculated in the structural function can be analyzed in that:

1. MPSO has significant effect to PPI, it is shown t-calculated value of 4.14 > 2. This means that the hypothesis can be accepted.
2. To test the second, third, and fourth hypothesis, there are two functions in the models tested were: a) describe the effect of SE, ISP, PTG and SR against MPSO, b) explain the SE, ISP, PTG, SR, and MPSO of PPI. To analyze the structural model based on test results can be seen in Table 2. below.

Table 2. Structural Testing Results

Function	Endogen	Eksogen	Coefficient	t-hit*
1	MPSO	SE	0.0718	0.8066
		ISP	0.2177	2.5527
		PTG	-0.1445	-1.3918
		SR	0.4332	4.0651
2	PPI	SE	0.1339	4.5019
		ISP	0.0709	3.4126
		PTG	0.9696	13.4460
		SR	0.0070	1.4988
		MPSO	0.1362	4.1441

Ferdinand (2005), t-hitung > 2 signifikan

The first function equation can be written: $MPSO_{non\ sig} = 0.0718 + 0.2177 SE_{ISP} - 0.1445 + 0.4332 SR_{sig} + PTG_{non\ sig}$. SE variable in this equation and the PTG was not significant, which means that their contribution in explaining MPSO can be ignored. This means that the school environment and target group policies do not provide significant support to the process of managing the school organization. While for the ISP and the SR variable is significant which means a significant contribution in explaining MPSO. Positive coefficients ISP variables in the equation shows that good school policy implementers can support the process of managing the school organization. Similarly, positive coefficients of school resource variables show that school resources are better able to support the process of managing the school organization. Based on the description on the equation of the first function, indicating that the second hypothesis was not accepted because there are two exogenous variables are not significant ie SE and the PTG. However, possible to assert that the process of managing the school organization is supported by the school resource and policy implementers.

The second function equations can be written: $PPI = 0.1339 SE_{sig} + 0.9696 + 0.0709 + 0.0070 SR_{non\ sig} + 0.1362 MPSO_{sig}$. SR variable in this equation is not significant which means that its contribution in explaining the PPI can be ignored. Whereas for other variables that SE, ISP, PTG, and MPSO is significant, this means a significant contribution in explaining the PPI. Positive coefficient SE variables in the equation shows that a good school environment can support policy implementation performance, contribution was also provided by the ISP variables, PTG, and MPSO. Based on the description of this second function equation indicates that the third hypothesis was not accepted because it turns out that the SR variable is not significant. However, the performance can be stated that the implementation of the policy will be supported directly by SE, ISP, PTG, and MPSO.

3. In addition to showing the influence of exogenous variables on the meaningfulness of the endogenous variables, the structural test results also showed the influence of SE, ISP, PTG, and SR to PPI indirectly through MPSO.

In the picture above it looks MPSO a significant effect on PPI, this means succeeded in continuing influence of earlier variables on the PPI. But on the previous variables, SE and PTG are not significant to the MPSO, means do not contribute significantly to the PPI through MPSO. While for the ISP and the SR is now reaching towards MPSO, means providing a significant influence on the PPI through MPSO. Thus this indicates that the fourth hypothesis was not accepted because there are not significant; there are two variables that SE and the PTG. It can be stated here however that the ISP and the SR is a variable indirect support to the PPI through MPSO. In brief, the structural test results can be seen in Table 3 of the decomposition under the influence between these variables.

Table 3. Impact Decomposition among Variables

Variabel	Endogen					
	MPSO			PPI		
Eksogen	D**	ID**	Total	D	ID (t-tes)	Total
SE	0.0718	-	0.0718	0.1262	0.0098 (0.8209)ts*	0.1436
ISP	0.2177	-	0.2177	0.0426	0.0297 (2.1158)s*	0.1006
PTG	-0.1445	-	-0.1445	0.1449	-0.0197 (-1.1764)ts*	0.9499
SR	0.4332	-	0.4332	-0.0219	0.0590 (2.6110)s*	0.0661

* ns = not significant, s = significant

** D = direct, Id = indirect

Discussion on Research Results and Implications

1. Variables that directly support the role of PPI is the SE, PTG, and MPSO, while the ISP and the SR variable does not provide direct support to the PPI. Structural test results can be interpreted that PPI is effective when supported directly by SE, PTG, and MPSO, and is supported indirectly by the ISP and the SR through MPSO.

Besides that the results of this study also supports the case in Zimbabwe, Spain and Colombia that the decentralization of education that is applied in these three countries have failed because of political problems triggered. Menzie (Komnasdik, 2001: 10). Of these cases can be understood that the political conditions directly influence the implementation of education decentralization policies.

PTG findings as support directly against the PPI; The results of this study support the case of educational decentralization in Argentina, Brazil, Chile, and Colombia Menzie (Komnasdik, 2001: 10) which showed that teachers' organizations capable of mobilizing its members to boycott that made the program less education decentralization goes smoothly. These problems often arise especially in countries with strong teacher organizational strength. Teacher as the main pillar of the implementation of the education process at school, often not included in the process of transfer of this authority. If the position of strong teacher organizations, they have high bargaining power. With this political power of teachers often requires the implementation of its existence in the process of education.

MPSO findings as direct and significant support to the PPI. The results of this study prove Bardach (1979), Grindle (1980), Dunn (1984). MPSO that in this study meant as policy implementation, by Bardach (1979) described as the process of assembling the various elements required to produce the outcome. Then Grindle (1980) states that in order for the policy objectives can be achieved then the required delivery inputs into outputs, delivery by Grindle called the implementation of the policy. Furthermore, Dunn (1984: 282) states that to achieve policy objectives (policy outputs) it must be done in the form of action or actions accumulate resources, called input policy (policy input) and resource management, called implementation of policy. Oriented in some expert opinions can be interpreted that MPSO an action that will determine the effectiveness of the PPI.

The implication is that the effectiveness of the PPI supported directly and significantly by MPSO, so it needs the capacity manager for headmaster in MPSO, so it requires special managerial skills for headmaster that while this guidance to managerial skills have not become a major concern. Then, from the acquisition of information that SE, PTG, and MPSO is a significant factor directly supporting the effectiveness of PPI, the PPI in order to improve the effectiveness of decentralization in the educational unit of these variables should be a major concern.

2. Variables that contribute directly and significantly support of the ISP and SR MPSO. This can be interpreted that MPSO be effective when supported directly by the ISP and the SR.

This research finding is acceptable considering the organization of schools that are taken accurately, which is displayed in the form of a clear organizational structure, the pattern of relations of partnership, and the selected type of organization is non structural hence, will improve efficiency and effectiveness of resource use in schools. In addition, with the clarity of who does what and who reports to whom, this will encourage the morale of school policy implementers.

Findings about the ISP as an indirect support to the PPI through MPSO. This finding may be explained that the communications policy implementers, obedience, and his attitude will be greatly influenced by the process of managing the school organization. If a clear organizational structure, implementation and application of patterns to do both kinds of non-structural organization will increase the motivation of his work which, in turn, if it works better then the spirit is believed to be able to improve the performance of the implementers of policy in order to carry out compulsory. The results of this study support the opinion of Edwards (1980: 9), that the essential elements for implementing the policy is that there is good communication between the executive, compliance and attitudes towards implementing the policy will be implemented so that effective policy implementation performance. Then Mazmanian & Sabatier (1986) states that an implementation of the policy will become effective upon compliance with bureaucratic executing what has been outlined, without their compliance with the policy objectives will not be achieved.

SR findings as indirect support to the PPI through MPSO. SR is comprised of human resources and the remaining resources. SR is not possible to give maximum support to the implementation of a performance without going through the process of managing policies first. SR as a policy input must be processed to obtain output. These findings support the opinion of Dunn (1984: 282) stating that to achieve policy outputs it must be done in the form of action or actions accumulate resources, called policy input and resource management, called implementation policy. The implication for making MPSO would further improve the work motivation for implementing school policies by imposing rewards and punishment. On the other side need to improve the capability of resources and implementing policies as a direct supporter MPSO.

CONCLUSIONS

1. SE, PTG, and MPSO is a direct supporter of PPI factor of decentralization at school. While the ISP and the SR is a factor for indirectly supporting PPI towards decentralization at school through MPSO.
2. PTG is a major factor and direct support to the PPI followed by SE, MPSO, and ISP.
3. MPSO directly supporting factor is the SR and the ISP.

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