

Policy Implementation Model In The Development Of 12-Year Basic Education In Priority Areas In Indonesia

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Abstract – Efforts to increase education development are an important strategy, especially in priority areas with a low education index. The choice of implementation model is directed at the results of an analysis of improvement, expansion, deepening, and adjustment of the quality of educational activities. This study aims to (1) analyze the strategy for the development of the 12-year compulsory education implementation model, and (2) the trend of the 12-year compulsory education implementation development model used in priority areas. The method used is a survey method using SWOT (Strengths Weaknesses-Opportunities-Treath) analysis and top down implementation analysis. Pesisir Barat Regency, Lampung Province, is a priority area chosen with the consideration that the education index is the lowest in Lampung Province. The results of the study show that (1) the strategies used to analyze educational development in Pesisir Barat district include: Strengths-Opportunities/SO; Strengths-Treath/ST; Weaknesses-Opportunities/WO, and Weaknesses-Treath/WT and (2) the development model leads to a top down model in the form of: a) the availability of Learning Package A, Learning Package B and Learning Package C programs; b) allocation of funds to carry out teacher competence strengthening training and training in cooperation with LPMP/Higher Education; d) development of school facilities and infrastructure. An implementation model based on analysis and a top down approach is the choice for the successful development of 12 year education in priority areas.

Keywords – Policy Implementation, SWOT Analysis, Top Down Implementation Model

I. INTRODUCTION

The Indonesian constitution mandates the importance of education for all citizens. This is illustrated in Article 28C Paragraph (1) that every person has the right to develop himself through meeting his basic needs, has the right to get education and to benefit from science and technology, arts and culture in order to improve his quality of life and for the sake of prosperity (Suharno et al, 2020). Haseena & Mohammed (2015), Human development is determined by education which can empower individuals, through the provision of skills and competencies to achieve personal and social goals towards social development.

This study discusses the issue of 12 year basic education in one of the priority areas, namely West Coast District, located in Lampung Province, Indonesia. This region has prioritized education development on increasing accessibility and quality of education services as outlined in the 2016-2021 Regional Medium Term Development Plan (RPJMD) (Suharno et al, 2020). Even so, a number of problems still confront the implementation of educational development. The various identified educational problems: (1) the low quality of teaching and educational staff; (2). the number of educators who teach is not in accordance with

the specifications of their education; (3). there is a Principal who does not have a certificate; and (4). low quantity and quality of educational facilities and infrastructure (Digdowiseiso, 2020).

The various efforts have been made by the local government, one of which is by compiling the West Coast Education Master Plan for 2020 which has formulated 8 basic educational issues, namely the availability and affordability of (1) equitable and quality kindergarten services, (2) affordable, equitable and quality basic education services, (3) secondary and senior education services that are equitable, quality and relevant to the needs of society, the world and the industrial world, (4) non-formal and informal education services that are sustainable and equitable, quality and relevant to the needs of society, (5) special education and special service education, (6) a reliable governance system in ensuring the delivery of optimal education services, (7) the management of regional assets of cultural value and the development of regional culture, (8) educational services that are competitive between districts/cities (competitiveness regional). However, in reality, education in Pesisir Barat Regency has not been encouraging. This is illustrated by the category of the lowest net enrollment rate (APM) for basic education (78.1) and education (68.65). The study by Maliki et al (2021) and Juhadi et al (2021), mapping the problem consists of: economic factors and choosing more to work, cultural such as lack of discipline and low or lack of motivation from parents, geography such as minimal transportation (damaged roads, public transportation is still rare, especially in remote areas), facilities and infrastructure that are still lacking. Meanwhile, studies related to teacher quality illustrate not only teacher shortages and unequal distribution of teachers, but also teacher quality (Churchward and Willis, 2018; Barnes and Cross, 2020). The teacher education level at the Pesisir Barat Regency Education Office in 2021 is still low with an overview of the Strata 2 (S2) level of 6 people, 45 people of Strata 1 (S1)/D-4, 3 Diploma 3 levels, and for the 14 people with high school education, with a total of 68 employees.

The issue of education development in this priority area is important, bearing in mind the commitment of the national and local governments through the national education system policy by expanding the compulsory basic education program from 9 years to 12 years free of charge. The national government has strengthened this by issuing regulations in the form of Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 19 of 2016 concerning the Smart Indonesia Program. The Smart Indonesia Program is a support for the implementation of universal secondary education or a pioneering 12 (twelve) year compulsory education, by providing access for children aged 6 (six) to 21 (twenty one) years to obtain educational services until graduation, preventing students from the possibility of dropping out or not continuing their education due to economic difficulties, attracting students who drop out of school (drop out) or not continue to get education services at school, learning activity centers, community learning activity centers, course and training institutions, education units other non-formal, or vocational training centers.

Several studies, including the study of Maguire (2019), discusses the link between the two policies and programs above in the context of the relationship of equality and justice in education. Meanwhile, studies conducted Kim (2018), Tresiana et al (2022), Duadji et al (2022), describes the success of program implementation requires not only the support of the central, local/regional government, but also the support of community participation in a collaborative way of working. Regional autonomy, which gives great authority from the central/national government to district governments, is the basic capital for the successful implementation of the programs that have been planned (Fukuyama, 2013). In line with the implementation of regional autonomy as stipulated in Law Number 23 of 2014, the regional government has the authority and formulates strategies in various matters in its territory, including the management and implementation of the 12 (twelve) year basic education program. The Pesisir Barat Regency Government is given the opportunity to formulate a strategic plan, including changes to the implementation of quality improvement, equity and empowerment of resources, including synchronization of the national and regional curricula.

This study focuses on the strategy model for implementing the 12-year basic education policy specifically in the priority area, namely West Coast District, Lampung Province. In implementing the decentralization policy, the role of the government, especially the local government, has contributed greatly to the success of the education program. Government intervention through an appropriate implementation analysis model is expected to minimize the failure of the 12 year compulsory education program. Research of Cumming et al (2019) describes aspects of human resources, budget, disposition and communication, the structure determines the success of implementation. While some studies describe a top down implementation analysis model, it is very effective for priority area implementation models (Hupet et al, 2014; Hudson et al, 2019; Young and Lewis, 2015)

Thus, the research questions to be answered are: (1) what is the strategy for developing a 12 (twelve) year compulsory basic education program model in Pesisir Barat Regency? and (2) what is the development model for the implementation of the 12 (twelve) year compulsory education program in priority areas?

The aims of the study were to: (1) find out the development strategy for the implementation of the 12 (twelve) year compulsory basic education program and (2) find out the development model for the implementation of the 12 (twelve) year compulsory basic education program that is suitable in priority areas.

The results of this study are expected to obtain information that can be used as input for the West Coast District government for decision making and policy development for the implementation of the 12 (twelve) year compulsory basic education program. Specifically, the outputs produced are: (1) For local governments to issue policies in socializing the development of the 12 (twelve) year compulsory basic education program model so that this program can be accepted by the community; and (2) Be able to determine the priority model for the development of the 12 (twelve) year compulsory basic education program in Pesisir Barat Regency.

II. RESEARCH METHODOLOGY

This research was carried out in 11 sub-districts of Pesisir Barat Regency in 2020, using a survey method. In addition, data collection was also carried out using the Rapid Rural Appraisal (RRA) method, which is a participatory approach to obtain data/information and general assessments in the field in a relatively short time and secondary data collection from the Camat Office and the UPTD Education Office. and District Sports. Primary data collection was carried out on: (1) Head of the Facilities and Infrastructure Division of the Pesisir Barat Regency Education and Culture Office, (2) Head of the Implementation Section from the West Coast Education Office, (3) Schools in urban locations SD Negeri 1 Pasar Krui and SMP Negeri 2 Pesisir Tengah, the location in the middle of SD Negeri 1 Biha and SMP Negeri 1 Pesisir Selatan and the border location of SD Negeri 2 Pagar Bukit and SMP Negeri 1 Bengkunt and (4) Communities who are in urban locations, in the middle location and border locations. In this study the indicator measurement techniques were used as listed in Table 1, and the research flow as presented in Figure 1. The data were analyzed using the SWOT analysis method, namely: Strengths (S), Weaknesses (W), Opportunities (O) and Treaths (T) (AlMawarni, 2020; Nasreen and Afzal, 2020) and interpretation of results through top down implementation analysis, which includes: communication, human resources, budget, facilities and means, disposition (Cumming el al, 2019; Hupe et al, 2014; Young and Lewis, 2015)

Table 1. Teknik Pengukuran Indikator

No	Indicator	Measurement Technique (Unit)
1	Number of schools	<ul style="list-style-type: none"> ▪ There are a large number of school buildings in each sub-district, distributed to each sub-district for each level of education
2	Classroom	<ul style="list-style-type: none"> ▪ The number of classrooms available in each district ▪ Class pupil ratio ▪ The ideal number of classes at each level of education
3	Laboratory room	<ul style="list-style-type: none"> ▪ Laboratory/practicum rooms in each sub-district are available based on the level of education of SMP/MTs, SMA/MA, and SMK ▪ There are several types of laboratories in schools (Science, Social Studies, Physics, Biology, Chemistry, Language, and Computers) ▪ In SMK there are a number of workshops
4	Library room	<ul style="list-style-type: none"> ▪ In each school there are already many library rooms according to the level of education ▪ Each school has a number of books available
5	Teacher's room	<ul style="list-style-type: none"> ▪ The teacher's room needed is available in large quantities
6	Principal's office	<ul style="list-style-type: none"> ▪ Whether or not a special room is available for the principal in each school
7	Administration room	<ul style="list-style-type: none"> ▪ Administrative room is available for school administration activities
8	Teachers- Number of teachers (people)	<ul style="list-style-type: none"> ▪ Teacher to student ratio (ratio number) ▪ Number of teachers with SMA, D1, D2, D3, S1 and S2 certificates (people) ▪ The ideal number of teachers in each school
9	Other supporting	<ul style="list-style-type: none"> ▪ WC, the availability of WC in each school with a ratio of 1:60 students

	facilities	<ul style="list-style-type: none"> ▪ Availability of school health units and supporting facilities ▪ Availability of canteens that meet nutrition and hygiene standards in each school
10	Final Examination Score (NEM)	<ul style="list-style-type: none"> ▪ Achievements obtained by students at every level of education ▪ Highest pure evaluation score ▪ The lowest pure evaluation score
11	Distance	<ul style="list-style-type: none"> ▪ The farthest distance the student travels to the school is traveled ▪ The farthest distance the teacher has to go to school ▪ The dominant means of transportation for students and teachers

Source: Haseena and Ajims, 2015

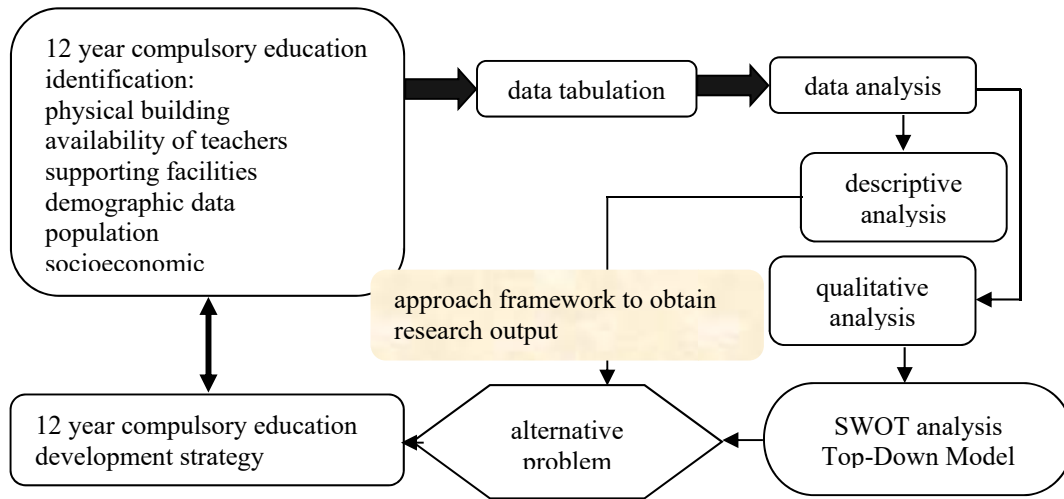


Figure 1. The Conceptual Framework for the 12 Year Compulsory Education Implementation Model

III. RESULT AND DISCUSSION

3.1. SWOT Matrix Analysis, External Factor Evaluation Matrix (EFE) and Internal Factor Evaluation Matrix (IFE)

The method used in this study in formulating strategic alternatives to develop policies and programs is the SWOT Matrix (presented in Table 2). The matrix in question produces four sets of possible strategic alternatives, namely: (1) Strength and opportunity (S-O) strategy; (2). Strengths and challenges strategy (S-T); (3). Weakness and opportunity strategy (W-O); and (4) Weakness and challenge strategy (W-T).

Table 2. SWOT Matrix of 12 Years Reasonable Model Development Strategy

IFAS	Strengths (S)	Weaknesses (W)
	<ol style="list-style-type: none"> 1. there is a legal umbrella 2. Availability of APBN and APBD budget allocations 3. There is a strong commitment from education program stakeholders 4. As a whole, the education office in improving the quality of education is in accordance with the technical instructions/implementation instructions 	<ol style="list-style-type: none"> 1. There is still a lack of quantity of teaching staff and a lack of quantity of human resources in the Department of Education and Culture of Pesisir Barat Regency 2. There are still minimal and limited facilities and infrastructure for work facilities and educational facilities. 3. There is still a lack of quality

<p style="text-align: center;">EFAS</p>		<p>of teaching staff.</p> <p>4. Limited budget in implementing the 12 (twelve) year compulsory basic education program</p> <p>5. There is still a lack of teacher welfare, and learning facilities do not meet the MSS</p>
<p style="text-align: center;">Opportunities (O)</p>	<p style="text-align: center;">S-O strategy</p>	<p style="text-align: center;">W-O strategy</p>
<ol style="list-style-type: none"> 1. There is collaboration between the Education Office and K3S and MKKS in improving the quality of education 2. The implementation of the zoning system policy on PPDB 3. The central government and regional governments through the education and culture office allocate funds to build school facilities and infrastructure 4. The regional government needs to propose the procurement of qualified PNS teachers according to the subjects 	<ol style="list-style-type: none"> 1. The availability of Study Package A, Study Package B and Study Package C programs. 2. Permendikbud Number 51 of 2018 concerning PPDB (Acceptance of New Students) stipulates that the selection of prospective new students is carried out by prioritizing the distance to the closest residence to the school within the stipulated zoning. 3. The central government and regional governments through the education and culture office allocate funds to build school facilities and infrastructure 4. Increasing the relevance of educational competitiveness. 	<ol style="list-style-type: none"> 1. Provide counseling to the community regarding education. 2. The policy requires prospective students to study at schools that have the closest radius from their domicile 3. Provide school facilities and infrastructure. 4. Appoint new teachers according to their qualifications and needs and improve their welfare.
<p style="text-align: center;">Treaths (T)</p>	<p style="text-align: center;">S-T Strategy</p>	<p style="text-align: center;">W-T Strategy</p>
<ol style="list-style-type: none"> 1. Parents' education and awareness are still low about the importance of the 12 (twelve) year compulsory basic education education program. 2. The economy is one of the inhibiting factors in improving the quality of the 12 (twelve) year compulsory basic education education program 3. Geographical factors where children live in border areas or far from urban areas. 	<ol style="list-style-type: none"> 1. Counseling the importance of basic education 12 (twelve) years. 2. The West Coast District Government through the West Coast District Education and Culture Office relies on funding sourced from the State Budget, such as School Operational Assistance (BOS). 3. Permendikbud Number 51 of 2018 concerning PPDB (Acceptance of New Students) stipulates that the selection of prospective new students is carried out by prioritizing the distance to the closest residence to the school within the stipulated zoning 	<ol style="list-style-type: none"> 1. Develop a pattern or model of education that suits the needs of the local community (W1,2,3,4T1) 2. Implementation of 9 (nine) years of compulsory basic education free of charge for elementary and junior high school students and the equivalent 3. School zoning policy

Source: 2020 data processing results

Based on the results of the identification based on the results of the SWOT analysis related to the 12 (twelve) year compulsory education program in Pesisir Barat Regency, a matrix is presented in Table 3. Table 3 represents the determination of the most dominant factors influencing *Strenght*, *Weakness*, *Opportunities*, *Threat*.

Table 3: Issues Priority Matrix

<i>Strenght</i>	3 High priority	1,4 Medium priority	2 Low priority
<i>Weakness</i>	1,2,4 High priority	3 Medium priority	5 Low priority
<i>Opportunities</i>	1,5,6 High priority	3,4,7 Medium priority	2 Low priority
<i>Threat (ancaman)</i>	2,3,4 High priority	1 Medium priority	5 Low priority

Source: Results of data processing, 2020

Table 3 represents the dominant factors increasing the 12 (twelve) year compulsory basic education program in Pesisir Barat Regency which are presented in the following sequence: (1) strength factor as the dominant factor at point 3 (Table 2). (2) the most dominant weakness factor at point 1,2,4 (Table 2). (3) the most dominant opportunity factors at points 1, 5 and 6 (Table 2). and (4) the most dominant threat factor at points 2, 3 and 4 (Table 2).

Therefore, the problem priority matrix (Table 3) clearly illustrates the importance of education in Indonesia, especially the 12 (twelve) year compulsory basic education program with the following reasons: first, more than 80% of the workforce has only elementary school education or less, or no junior high school finished; second, the 12-year compulsory education program will improve the quality of human resources and can provide added value to economic growth. Study by Suharno et al (2020) said education is the process of influencing students to adjust to their environment which causes changes in themselves so as to enable education to function in social life. Third, the higher the education, the greater the participation and contribution in productive sectors. Education is an important means of forming quality human resources (HR) and preparing human resources in the development of a country (Haseena dan Ajims, 2015). *Fourth, increasing the compulsory education program from 9 to 12 years will increase the maturity and skills of students.* Study by Maguire (2019), through education, qualified, skilled and honed human resources are born to face the various challenges of the times to come. Finally, the five increases in compulsory education to 12 years will increase the minimum working age from 10 to 15 years.

Based on the data, a strategy for developing the 12-year compulsory education implementation model is formulated, namely:

S-O strategy; Strategi ini dibuat berdasarkan jalan pikiran organisasi pemerintah, yaitu dengan memanfaatkan seluruh kekuatan untuk merebut dan memanfaatkan peluang sebesar-besarnya, antara lain: (1) tersedianya program paket belajar A, paket belajar B dan paket belajar C; (2) Peraturan Menteri Pendidikan dan Kebudayaan Nomor 51 tahun 2018 tentang PPDB (Penerimaan Peserta Didik Baru) diatur seleksi calon peserta didik baru dilakukan dengan memprioritaskan jarak tempat tinggal terdekat ke sekolah dalam zonasi yang ditetapkan. (3) pemerintah pusat dan pemerintah daerah melalui dinas pendidikan dan kebudayaan mengalokasikan dana untuk membangun sarana dan prasarana sekolah. dan (4) meningkatkan relevansi daya saing pendidikan.

S-T Strategy; This strategy uses the strengths of government organizations to overcome challenges, including: (1) counseling on the importance of 12-year basic education; (2) the West Coast Regency government through the Education and Culture Office of the West Coast Regency relies on funding sourced from the State Budget, such as School Operational Assistance (BOS); (3) Permendikbud Number 51 of 2018 concerning PPDB (Acceptance of New Students) stipulates that the selection of prospective new students is carried out by prioritizing the distance to the closest residence to the school within the stipulated zoning.

W-O strategy; This strategy is implemented based on the utilization of existing opportunities by minimizing existing weaknesses, namely: (1) providing counseling to the community regarding education; (2) the policy requires prospective students to study at schools that have the closest radius from their domicile; (3) provide facilities and infrastructure in schools; (4) appoint new teachers according to their qualifications and needs and improve their welfare.

W-T Strategy; This strategy is based on activities that are defensive in nature and try to minimize existing weaknesses and avoid challenges, namely: (1) developing an educational pattern or model that suits the needs of the local community (W1,2,3,4 T1); (2) implementation of compulsory basic education 12 (twelve) years of free schooling for elementary and junior high school students and the equivalent; and (3) school zoning policies.

3.2. Implementation Model for the Development of 12 Year Compulsory Education in Pesisir Barat District

The implementation model of the 12-year compulsory education policy carried out by the West Coast District Government through the West Coast District Education and Culture Office can be seen using several aspects, namely aspects of communication (counseling, outreach), resources (human resources, budget and facilities/infrastructure).) disposition (attitude) and organizational structure/Standard Operating Procedure (Cumming et al, 2019; Hupe et al, 2014; Young and Lewis, 2015).

In more detail these aspects can be explained as follows. *Communication Analysis* (Counseling, Outreach). The regional government through related agencies communicates to all levels of society related to the education programs it organizes (utilizes promotional mix media such as pamphlets, print media, in order to communicate to the public about the importance of the 12 (twelve) year compulsory basic education program). Mubarok et al (2020), delivery of information or socialization to the public who are the target of the policy as a way of implementing a policy so that it can be implemented properly. Communication between program implementers (policies) and target groups (targets) is needed to achieve a goal.

Human Resource Analysis. Quantitatively, the number of human resources in the Education and Culture Office of Pesisir Barat Regency is inadequate so that even in terms of quality, the resulting performance output can be said to be still not optimal. Duadji et al (2022), ideally in the implementation of educational policies, the government, community, and schools jointly and hand in hand in working and carrying out their duties for the successful implementation of policies. The achievement of agency/organizational goals depends on human resources in order to achieve organizational goals. Cumming et al (2019), an institution must be supported by capable human resources to achieve the goals set, it requires professional development and learning support for teachers.

Budget Analysis. In implementing the 12 (nine) year compulsory basic education program policy, Pesisir Barat District obtains a source of funds or budget from the center (APBN) in the form of grants, as well as a budget from the local government (APBD) where the manager is the Education and Culture Office which is used for all operational funds of the Department of Education and Culture. This is supported by several expert opinions (Amir, 2020): (1) the lack of quality of education in Indonesia is caused by a lack of an education budget; and (2) the budget is a periodic financial plan that is structured or a written plan regarding activities that are expressed quantitatively and are generally expressed in monetary units for a certain period of time and affect the running of government in achieving goals. This means that there is an adequate budget to support government agencies and educational institutions in order to improve the quality of the 12 (twelve) year compulsory basic education program in Pesisir Barat Regency..

Analisis Fasilitas/ Sarana Prasarana. Facility/Infrastructure Analysis. Overall, the educational facilities in schools in Pesisir Barat Regency, especially schools located on the border, are not very supportive in improving the quality of the 12 (twelve) year compulsory basic education program. Agustino (2008) stated that in addition to HR factors, other factors that can support success in implementing a policy are work facilities: Research by Nurhayati (2021) said, work facilities are a support that can improve the performance of the implementer at work, with the fulfillment of these work facilities the implementer can be faster, more precise in carrying out office work. Dewi et al (2021), the availability of the resources needed to implement the policy will in itself facilitate its implementation.

Disposition Analysis (Attitude). The human resources in the Department of Education and Culture of Pesisir Barat Regency as well as in educational institutions have a strong attitude, commitment to improving the quality of the 12 (twelve) year compulsory basic education program in Pesisir Barat Regency. Sulila (2021) Attitude/commitment is the degree to which individuals who work for an organization take sides and want to continuously participate actively in the organization, which is

reflected through a strong belief in and acceptance of the values and goals of the organization, a willingness to strive for the best for the organization, and a definite desire to stay in the organization. Organizational attitude/commitment is defined as a) a strong desire to remain as a member of a particular organization, b) a desire to work hard according to the wishes of the organization and achieve organizational goals; and c) Certain beliefs, and acceptance of organizational values and goals. With the attitude and high commitment of the implementers, in this case employees working at the West Coast District Education and Culture Office as well as teachers in educational institutions or schools in West Coast District, it is hoped that the quality of the compulsory education program will improve. foundation of 12 (twelve) years can be achieved and can advance the world of education, especially in West Coast District.

Organizational Structure Analysis (SOP). Based on the results of the research, they already have SOPs as stated in the Regent's Regulation Number 37 of 2014 concerning the Organizational Formation and Work Procedure of the West Coast District Office and in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Sulila (2021) Standard Operating Prosedur (SOP) is a guideline that contains standard operational procedures in an organization that are used to ensure that all decisions and actions, as well as the use of process facilities carried out by people within the organization run efficiently and effectively, consistently, standardly and systematically. Standard Operating Procedures (SOP) are documents related to procedures that are carried out chronologically to complete a job that aims to obtain the most effective work results from workers. With the existence of the Standard Operating Procedure (SOP), it is hoped that it can become a guideline, legal basis, and reference for the Office of Education and Culture of Pesisir Barat Regency in implementing policies to improve the quality of the 12 (twelve) year compulsory basic education program in Pesisir Barat Regency.

Based on the results of the analysis of educational development in the 12 (twelve) year compulsory education program in the west coast district through the SWOT (Strength, Weakness, Opportunities, Threat) approach above, the results of the research given in this study are: 1) increasing the frequency of outreach and counseling to the public regarding the importance of the 12 (twelve) year compulsory basic education program; 2) increasing budget allocations, both from the national budget and regional budgets, must be right on target, in the sense that in channeling the budget, cross-checking, observing directly to see which schools are the most important and urgent, receive budget assistance; 3) implementation of the zoning system which is considered as an equal distribution of education to be reviewed by only imposing the zoning system only in urban areas but not applying to areas in the middle and borders; 4) provide educational facilities and infrastructure that support both in terms of quantity and quality, especially for schools in border areas; 5) conducting a teacher qualification improvement program through qualification improvement assistance; 6) allocate funds to encourage MGMP and KKG to be more active in holding technical guidance activities, especially in preparing learning tools, preparing learning assessment techniques; 7) proposing the procurement of qualified PNS teachers according to subject matter, bearing in mind that the regional government recruits many teachers who have not gone through a selection process, as a result many educators are of less quality; 8) increasing access to education in border areas, such as in Bengkunt and Ngaras Districts, making it easier for children to study at school; 9) get financial assistance or educational scholarships, not only for free in terms of payment at school, more than that financing related to the needs of children in school, starting from children's shoes, bags, books, as well as transportation, thus it is expected that problems with low economy will cause children to drop out of school can be resolved. (9) the community actively participates in the success of the 12 (twelve) year compulsory basic education program, for example participation and active participation in counseling and outreach; 10) parents should be more stringent in supervising the behavior of their children, both in the school environment and in the community environment, as well as selecting children's playmates as an effort to prevent students from falling into deviant behavior activities that can interfere with the child's learning process at school.

IV. CONCLUSION

1. Of the 4 (four) indicators of policy implementation, there is only 1 (one) indicator that supports the implementation of education development policies for the 12 (twelve) year compulsory basic education program, namely disposition indicators (attitudes) while 3 (three) other indicators, namely communication (socialization), resources (human resources, budget and facilities) and bureaucratic structure (implementation of SOPs) are not supportive in implementing quality improvement of the 12 (twelve) year compulsory basic education program in Pesisir Barat Regency.
2. The results of the study illustrate that the dominant factor in the implementation model for the development of the 12 (twelve) year compulsory basic education program in Pesisir Barat Regency are:

- (a) the most dominant strength factor in the existence of a strong commitment from education program stakeholders starting from related agencies such as the Education and Culture Office, educational institutions (teachers and school principals) to jointly improve the quality of the compulsory education education program basic 12 (twelve) years;
 - (b) the most dominant weakness factors are (i) the low quantity of teaching staff, shortage of teachers, especially in border areas or inland/remote areas, and the low quantity of human resources, (ii) limited work facilities and infrastructure education especially in remote or border areas (iii) limited budget;
 - (c) the most dominant opportunities are: (i) the availability of the A Study Package, B Study Package and C Study Package, where people who drop out of school can continue their studies and obtain certificates on par with people who are pursuing formal education 9 (nine) years (ii) allocation of funds to carry out teacher competence strengthening training and training in collaboration with LPMP/Higher Education (iii) allocation of funds to build school facilities and infrastructure;
 - (d) the most dominant threat factor, namely (i) low education and awareness of parents (ii) economic motives and (iii) geographical factors.
3. For the Pesisir Barat District Government, the choice of implementation model for the 12 (twelve) Year Compulsory Education Basic Education Program is carried out through top down implementation interventions in the form of: (a) increasing the frequency of outreach and outreach to the community. (b) budget allocation must look at which school needs are most important and urgent, so that this minimal budget can be channeled on target and according to needs. (c). provide educational support facilities. (d) open the formation of new employees and teachers. (e) increasing access to education in border areas. (f) apply the zoning system only in urban areas.
 4. For the community: (a) forming a positive attitude from policy implementers. (b) motivating students to stay in school. (c) increase the frequency of monitoring the behavior of their children

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