EDUCATIONAL POLICY FRAMEWORK: MODELS, THEORIES AND PROCESSES

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Abstrak Kebijakan pendidikan merupakan hasil akhir dari keputusan di bidang pendidikan yang diambil dengan memperhatikan komponen pendidikan dan komponen sosial yang terkait. Untuk mencapai pendidikan yang bermutu tinggi, guru harus memahami tanggung jawab pendidikan, terutama yang berkaitan dengan lamanya waktu untuk meningkatkan pendidikan. Oleh karena itu, tujuan artikel ini adalah untuk meningkatkan kesadaran akan pentingnya pendidikan berkelanjutan, proses pendidikan berkelanjutan, teori pendidikan berkelanjutan, dan proses pendidikan berkelanjutan. Metode penulisan ini menggunakan metodologi penelitian. Penulisan artikel ini dilakukan dengan mempelajari jurnal nasional yang terkait dengan kebijakan pendidikan. Untuk meningkatkan pendidikan, beberapa faktor harus diperhatikan, antara lain model pendidikan, teori pendidikan, dan proses pendidikan.
Kata Kunci: Kerangka Kerja, Kebijakan, Pendidikan

ABSTRACT Policy education is the end result of decisions in the field of education taken by taking into account the educational components and related social components. To achieve high-quality education, teachers must understand the responsibilities of education, particularly those related to the length of time it takes to improve education. Because of this, the purpose of this article is to raise awareness of the importance of continuing education, the process of continuing education, the theory of continuing education, and the process of continuing education. This method of writing makes use of a research methodology. The writing of this article was carried out by studying national journals related to education policy. In order to improve education, several factors must be considered, including educational models, educational theory, and educational processes.
Keywords: Framework, Policy, Education

1. INTRODUCTION

Education is a state asset that is able to bring changes to human resources so that they become more qualified. In general, education can be used as a way of life to improve human health, in order to live better so that education becomes a primary human need. (Rahman Bp et al., 2022). The success of the educational process is largely determined by the policies issued by the stakeholders. Policy as a logical process must be formulated seriously by setting aside group interests, this is due to the complexity and length of the policy formulation process. (Gaol, 2022).

In the perspective of education policy, every policy that is formulated must be able to improve skills and abilities and solve educational problems in the form of basic education up to tertiary education. Therefore it is necessary to identify in a broad sense those that have a significant impact in realizing a proportional education system so that the educational principles that are formed are in accordance with socio-cultural, and community needs (Bjork 2018, Raihani, 2018). The policy process is problem solving, proactive, more adaptive and interactive (Aziz et al., 2020). Unlike the rule of law, policies are more general in nature but have more specific characteristics (Darwis, 2013). The Indonesian education system really needs the right and serious policies considering the many problems that occur in the world of education. Specifically relating to the quality and

quality of national education. Formulating education policies is not easy (Aziz Amrullah, 2015, Muhdi, et al 2017).

Every policy issued must be procedural in nature and have an impact on the progress of national education. Policy as a formal decision is written, invites and regulates a behavior that is formed to produce new values for one citizen (Ramadhani, 2017). Because it is necessary to identify thoroughly in accordance with the principles of reform so that it has a significant impact on the education system (Sahberg , 2017). According to Suratno, (2014) education reform that must be carried out by the government is to open dialogue with academics, educators, education practitioners, the community in an effort to build a democratic, independent and socially just society. In realizing quality education, it is necessary to improve education policies, especially in facing global challenges, Indonesia requires complex and precise policies. The resulting policy is not only seen as an exclusive result and activity of public administrators but becomes an essential administration that can provide a broad understanding and harmonize every educational process. According to Law no. 25 of 2000 concerning the National Development Program (PROPENAS), Indonesia has three major goals in the field of education: (1) to improve the quality of education that has been implemented; (2) increase the number of tenacity that can develop in the global labor market; And (3) ensure that the national education system continues to develop and improve.

Furthermore, if you look at the phenomena that are happening now, it seems that education in Indonesia is not improving. It has reached the regions in Indonesia. This is evidenced by the enrollment rates at the basic education level which are still not optimal in several regions in Indonesia.

Theoretically, every policy stakeholder must understand the process, theory and model of the right policy formulation. Especially in the policy development framework. Educational policy making must be seen in a broad framework as a value chain and institutions from top to bottom (Rollan & Somerton, 2019) whose implementation moves from the bottom up as a series of actualization and control. Various theories and models strengthen the formulation of policy formulations. This study will discuss the importance of determining models, theories and processes of policy formulation as well as providing an overview of the theoretical framework in implementing national education regulations and policies.

According to Duncan MacRae (1976), policy analysis is an applied social science discipline that uses rational argumentation by utilizing facts to explain, evaluate, and generate thoughts.

2. RESULTS AND DISCUSSION
2.1 Basic Concepts of Policy

Education as a necessity must have a clear vision and mission, and must be supported by work. appropriate education (Policy education) by involving educational experts. Policy terms The term "Policy" refers to the process of solving a problem or meeting a public need. (Hasbullah, 2015). When juxtaposed with the word education, it is termed "educational policy", which means educational policy which is the result of input from various parties involved in improving the quality of education. Education policy is part of public policy that regulates human resources, time allocation and distribution of resources in the realm of education. In this case it is also interpreted as a set of rules issued by the government in building an education system in order to achieve the goals of national education (Majid, 2018).

Education is a tool for developing strong human resources which is the key to realizing the Golden Indonesia 2045, which is just and prosperous, safe and peaceful, and advanced and global.

Policy is a decision made by an institution or state apparatus that fulfills both the executive, legislative and judicial branches, the policy is made because of the realization of state goals. The meaning of policy here is that it can be decided by the government from the results of deliberations with institutions such as (executive, legislative and judicial) to advance society because the policies to be decided can dominate social life as a whole in general. A good policy can benefit many people and not harm many people. Good work is made based on clear criteria.

Education is a right that must be implemented by the government in conditions so that national education goals can occur. Law No. 20 of 2003 Article 3 states that the national goal of education is to have noble character, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Before developing a product, a thorough review will be carried out to ensure that the product runs smoothly. We all know that in everyday life, education is often seen as a necessary evil that will lead to someone's death. A certain nation can be recognized by its quality and the education system it implements. So, when the quality of education increases, a certain nation will become more

valuable and valuable (Kadi and Awwaliyah, 2017: 145).

The characteristics of education policy put forward by Ali Imran (1995:20 in Rijal 2016) are 1) having clear educational objectives, 2) having [e   ]tes, 3) having an operational [st Adjustment   b]y interested parties, capable of being evaluated, and have analytical abilities. Apart from the characters, each task given has a clear purpose and objective.

The basic policy of education consists of [sc   s] as human social beings who need education and the educational process is in accordance with human nature and dignity (H.A. Tilaar and Rian Nugraha, 2008). The purpose of education policy is to form policy designs, it is necessary to formulate directed policies that can be reviewed from the perspective of the community level, politicians, social economy (Irianto, 2016).

Many factors influence the success of a particular job, including: 1) job complexity, 2) problem explanation and alternative solutions, 3) number of potential employees, 4) ability to carry out work, 5) community support, and 6) government effectiveness and efficiency. Each failure and success of a task can be determined by evaluating the program or programs that have been completed.

Evaluation is carried out by comparing and measuring the final results before and after policy implementation. Therefore, the starting point of the educational policy is the success of student learning and improving the quality of national education.

To provide good service, teachers must understand the goals, needs, and situations. and the personality of the students (Mustaqin, 2016). Education must provide direct assistance to those who live in rural areas, as well as those living in cities (Purba et al, 2021). Time is needed to improve communication with education stakeholders so educators can focus on the task at hand and address concerns about the need for and improvement of education services, as well as increase student motivation and relevance.

The issuance of a policy has gone through a very thorough decision-making process and considers many aspects (Torjman, 2004). The Association for the development of Africa Education explains that the policy-making process must be carried out wisely in accordance with the stages, namely 1) identification of policy problems and setting policy agendas, 2) policy formulation,

3) Adopting certain policy choices, 4) implementation of policies, 5) evaluating the impact of the policy and 6) adjusting and starting the policy with a new cycle.
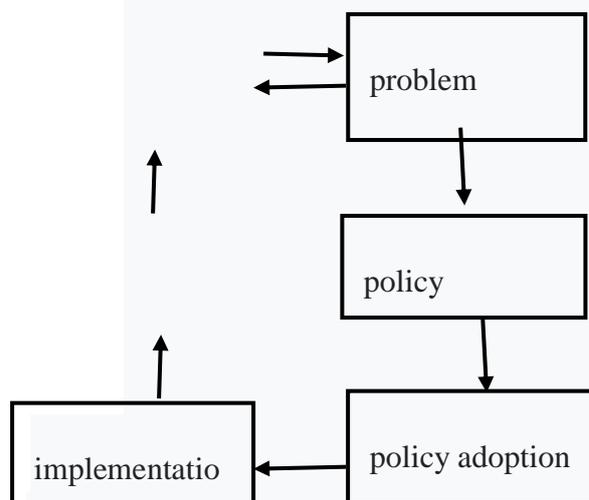

Figure 1: The Policy MakingProcess

2.2 Policy Formulation Education Model

The education policy formulation model is an alternative to policy formulation.Before formulating policies, policy-making actors will conduct an analysis to define a problem (input), then convert it to make policies that produce output. (Muhdi, Nurkholis, 2017) In the input conversion process and the output, the influence of the public is very large, the public can accept or reject the policy (Majid, 2018). In Fattah (2013:61-63), William N. Dunn states that there are three models for analyzing educational outcomes :1). Descriptive model, this model aims to explain or predict causes and the consequences of selected educational policies. 2). The purpose of the normative model is not only to explain and explain, but also to provid directions and recommendations for optimization of utility capacity (value). 3). Give verbal examples.

Likewise in Nugroho (2004: 108-127) describes nine models of policy formulationeducation include:1). An institutional model in which the task of causing policy is in the hands of the government. the state institution provides legitimacy, the state policy is universal in the sense that only state policies can be disseminated, only the government holds the monopoly right to impose sec (Dye 2011, 20). 2). The process model of all policies is a political activity that has a process. Therefore

Therefore, the series of activities must have a certain sequence starting from identification issues, setting agendas, formulating policy proposals, policy legitimacy, implementation, evaluation.3). Group theory model (deliberative model) This model is a group interactionto producea balance in achieving the best thing, In theory this model More democratic because it provides space for the community to contribute to government before a decision is taken. (Parsons, 2006). This model is also known as the term "deliberation" model4). Elite theory model, education is part of the political perspective of elites and rulers. Theory modelelites reflect more political interests than the interests of society(Masyitoh et al, 2020). Issues that develop in society and enter the agendathe setting is the result of the agreement of the political elites and the results of the conflict between the political elitesitself becomes an opinion that continues to roll in the public sphere5). The rationalism theory model, according to this model the formulation of education policy mustbased on rationalism. In this model Prescription various retrieval processes a decision will result in a decision. through information gathering which is relevant.6). Incremental Model, general education is a variation of traditional education.7). This model is a critique of the rational model that tries to adjust the reality of a practical lifestyle based on multiples and demographics and abilities human limitations. This model does not process .8). Mixed modeling models. This model has a wide range of viewing angles. Thisis a mixture of rational theory that pays attention to situations and conditions inpolicy making with this integrated model (Mulyana et al., 2019)9). Analysis ModelsEducation policy,9). The educational policy analysis model is an effort to formulate policies through an argumentation process and inquiry methods with different approaches to applied social science, decision making, and decisions. done wisely (Chabibi, 2019). This paradigm is also known as a comprehensive holistic analysis model. Every policy to be issued has gone through a thorough and integrated analysis process.

10). Strategic model, this model shows alternatives and policy choices as a strategy to be achieved, policy formulation with strategic models implies extensive information gathering, alternative exploration and focus on identifying problem solving and issues and their assessment is influenced by external factors. In the world of education, this model has become a reference because it is able to solve problems that occur in the field.

The agenda for public administration is defined as a list of issues or as a listproblem or problem. Agenda setting is the process of solving problems to get government approval. (Hamdani, 2014).

In formulating the formulation of educational policies, in addition to the model, it must also have a theoretical basis and the right approach. William N (2004) describes three approaches to policy formulation, namely empirical, evaluative, and normative approaches. The Empirical Approach's goal is to provide factual information. The normative approach is a follow-up to the decision of the leader/policy maker, while the evaluative approach aims to find value for something. (Alwidalyanto et al, 2018). In formulating policy formulations, it is very much influenced by many factors so that the policy composition can be accepted by all parties. There are several factors that influence educational policy making, such as 1) pressure from outside, 2) old habits, 3) personal traits, 4) external groups, 5) past circumstances. (Rahman Bp et al., 2022).

2.3 Analysis of Education Work in Indonesia

Analysis of the educational policy process is an attempt to obtain policy results through certain arguments and methods. The process of analyzing educational policy can be carried out through observation, explanation and identification of problems so that discrepancies between objectives and results are identified. In the analysis of educational policy, it is also known how to express ideas and ideas for policy making. (Wardani et al., 2022).

As an example, consider the following Nadiem's Independent Learning Policy: 1. National Superior School (USBN). The implementation of the 2020 USBN will be limited to school personnel. As stated in the National Education System Law, students will be evaluated by the teacher and given feedback on their progress by the school. National Examination 2. In 2021, Nadiem intends to replace the existing UN system with a new system known as the Minimum Competency Assessment and Character Survey. What is the purpose of the assessment and surveillance of figures from the UN has not been disclosed in detail. Specifically, UN 2020 is a post-2020 national initiative spearheaded by the government. 3. Learning Implementation

Plan (RPP). RPP is no longer in the form of sheets as it used to be. According to Nadiem, the RPP will be reduced to one sheet. He wants to fix the administration which has been causing problems for teachers.

As an example, consider the following tasks of Nadiem Merdeka Learning: 1. National Featured School (USBN). The implementation of the 2020 USBN will be limited to school personnel. As stated in the National Education System Law, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System "Education is carried out in a democratic and fair and non-discriminatory manner by upholding human rights and national pluralism," Article 4 paragraph 1 reads. Article 11 Paragraph 1 states that local governments are obliged to provide services and facilities, as well as guarantee the implementation of quality education for every citizen, without objection (INDONESIA, 2021)

Law Number 32 of 2004 explains that regions that are developing are to provide services, participation, initiatives and community empowerment. This situation requires wisdom and foresight on the part of the government.

In Indonesia, the public-public education policy model is more frequently used. Continuing the education process, school administrators and teachers are the people who will carry out important tasks, so special funds are needed to address any problems that may arise. Funds needed are funds in accordance with educational attainment and curriculum. Wardana and Syahrul (2018).

The most important lesson to learn in order to improve the quality and relevance of education is to improve the ability to analyze data. To analyze the curriculum in the field of education, it is necessary to pay attention not only to the technical aspects of learning, but also issues that are relevant to the field of education, both internal and sectoral.

3. CONCLUSION

Education is a tool to develop human resources. Quality human resources are the key to realizing Golden Indonesia 2045, which is just and prosperous, safe and peaceful, and advanced and worldwide.

The public service agenda is a list of issues or problems. Agenda setting is the process of solving a problem to get approval from the government (Hamdani, 2014). In Indonesia, the public-public education policy model is more often used. Throughout the educational process as well as school principals and teachers will be carried out by someone.

Important tasks, so special funds are needed to deal with any problems that may arise. Funds needed are funds in accordance with educational attainment and curriculum. Wardana and Syahrul (2018).

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