Policy Analysis and Decision Making in The Community In Accordance with Government Regulation No. 39 of 1992 CHAPTER III Article 4 And Decree of The Minister of National Education Number 044 / U / 2002.

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Abstract - **Policies are not solely dominated by government interests. This research produces and transforms information about values, facts, and actions on policy and decision-making in the community in accordance with Government Regulation no. 39 of 1992 CHAPTER III Article 4 and Decree of the Minister of National Education Number 044 / U / 2002. They are research is descriptive, evaluative, and normative. Data analysis technique being used is interactive analysis technique which consists of three steps that are data reduction, data display and data verification. Public participation for the success of education policy occupies a strategic position, because society is basically the most important education stakeholders. It is thus appropriate for the public to have the widest possible opportunity to make decisions on important issues in the educational process. Then the educational autonomy basically allows the creation of a belief that education is of, by, and for the community.**

Keywords- Government Regulation And Decree of National; Education Minister.

I. INTRODUCTION

A. *Background to the research.*

Education is a conscious effort to prepare learners through counseling, teaching, and /or training for their role in the future. While national education is education that is rooted in the culture of the Indonesian nation and based on Pancasila (Five principles of Indonesian's ideology) and the 1945 Constitution.

The development of an increasingly modern Indonesian society demands a greater involvement of the community in the organization and development of education. Therefore, this Government regulation seeks to make arrangements that give more freedom to the broadest element of society who want to participate in the implementation and development of education. Due to that arrangement, this Government regulation is not really regulated and very simple.

The Willingness of the community to participate in the field of education is expected to be less restrained by regulations restricting the freedom of individuals 'movements, groups, or entities that want to participate in the implementation and development of education. In fact, this Government regulation is expected to stimulate more participations of the community.

Demands for developing human resources is increasing from time to time is increasing. Therefore, education service must be able to follow any development. In addition to families and schools, the community has a distinct role in education. For instance, dominant role of parents when children grow up to become parents, and at that time, parents should be able to meet the children's fundamental needs. While the role of individual maturation is the role of community groups. Society is a collection of individuals and groups who are bound forthe unity of state, culture, and religion that have certain ideals, rules, and system of power. While community participation is involment of people in planning, implementation, utilization of results and evaluation of development programs.

So far, the implementation of community participation in Indonesia is limited to participation of community members in implementation of development programs. This can be understood as an effort of mobilization for the sake of government and state. In the implementation of

community participation, community members should realize that they are not only object of government policy but also the representatives of the society itself with their interests. The realization of the community participation can be applied individually or in groups, spontaneously or organized, on an ongoing or temporary basis.

According to MacRae (1976), policy analysis is as an applied social discipline that uses rational arguments with facts in order to explain, assess, and produce thoughtsin solving public problems (Suryadi, and Tilaar, 1994:40). A variety of Policies is not solely dominated by interests of government. Nevertheless, actors outside government must be concerned regarding their aspirations, and influential factors must be reviewed beforehand (Muhammad Munadi and Barnawi, 2011:17). Policies are also a series of processes of planning and formulation by a group or government institution / institution in form of rules or programs to solve a problem (Sudiyono and MadaSutapa, 2011).

Based on above the aforementioned descriptions, it can be acknowledged that analysis of education policy and decision-making in a society is a procedure to produce educational information, using data as one input for the formulation of several policy alternatives in general decision making in order to solve educational problems.

Government's policies and regulations in education are very complex, therefore, in this paper, the author only analyzed decision making in the middle society in accordance to government regulation no. 39-1992 (chapter III,article 4)and decree of the Minister of National Education number 044 / U / 2002.

B. Problem Statement

There are four research problems of this study, paper, namely:

1) What is the definition of community participation?
2) Why is public participation required in an education policy?
3) What is the limitation of community participation in an education policy?
4) What the effort to increase community participation in education policy?

C. Purpose of the research

As for purpose of this discussion, namely:

1) To know the definition of participation of the community?
2) To find out why community participation in education policy is required?
3) To know the limits of community participation in education policy?
4) To find out how to increase public participation in education policy?

II. METHOD

This study employed a content analysis an interactive analysis technique concentrating on data reduction, data display and data verification. In addition, the data were obtained from literature (i.e., books, journals).

III. RESULTS AND DISCUSSION

a. Definition of Community Participation

Direct community involvement in a development process is a first step towards achieving a successful development. As for realizing success of development, it takes initiative and creativity by members of society who are born of withresponsibility and awareness of community as a human being and grow and develop is expected as a participation.

Participation is mental-/-mind or moral-/-feeling involvement in a group situation that encourages them to contribute to the group ineffort to achieve its goals and take responsibility for the business concerned. Society is one of the important parts that will affect establishment of state and achievement of national goals. Therefore, in society must grow an awareness of its existence so arises desire to participate with government in developing country. One effort that a citizen can give is to participate actively in various development activities inregion. Participation is always associated with participation.

Participation is not only a physical involvement in work, but it involves involvement of one's self, resulting in a great responsibility and contribution to the group. In other words, participation means willingness to bring each program more succeed in a way everyone does without sacrificing self-interest. Participation serves as a partnershipin development. Community participation can be created when mutual trust and understanding between governmental devices members of society can be turned on. Conditions of mutual trust and mutual understanding do not grow with no reason, there must be a view of mutual help, trust, and honest between officers with the community. Society is a group of people who can work together so that they can organize themselves and think about themselves as a social unity with a certain limit.

Communities that have been progressed or touched by influence of modernization must be wary of globalization that can positively and negatively affect physical state, and evenspiritual community. Community participation can grow by itself if all activities that will be implemented provide benefits for survival. In addition, the participation can grow because of the same needs, common interests, habits undertaken, and social interaction in community.

Public participation in every process of making public policy is imperative as a reflection of the democracy principlein a country. This becomes highly appropriate when community participation is then appointed to be one of the principles that must be implemented by the government in order to realize good governance.

Isbandi (2007:27) defined that community participation is the involvement of community in the process for identifying the problems and potentials that exist in the community, the selection and decision-making on alternative solutions to address problems, implementation of problem-solving efforts, and community involvement inprocess of evaluating the changes.

Canter (as cited in Amransyah, 2012) participation was defined as feed-forward information and feedback information. Therefore, community participation as a continuous two-way communication process can be interpreted that community participation is a communication between the government as holder of policy and the community. on the other hand, as aparty who directly feels the impact of policy. Based on Canter's opinion,implied that people can respond positively in terms of supporting or providing input to programs or policies taken bygovernment,or even reject the policy.

Education policy is created and implemented to solve problems faced by people. Due to problems of people who intend to be resolved, then support and participation of the people are required in its implementation requires.

Community participation in education includes participation of individuals, groups, families, professional organizations, employers and community organizations in the implementation and quality control of education services. In addition, community can participate as a source, implementer, and user of results.

In Government Regulation no. 39 of 1992 CHAPTER III Article 4 community participation /involvement may take the form of:

1) Establishment and implementation of educational units on school education paths or out-of-school education channels, in all types of education except for official education, and at all levels of education in the school education path.
2) Provision and assistance of education personnel to implement or assist in the implementation of teaching, mentoring and / or training of learners.
3) Procurement and provision of expert assistance to assist in the implementation of teaching and learning and / or research and development activities.
4) Procurement and / or implementation of education programs that have not been held and / or organized by the government to support national education.
5) Procurement of funds and grants may be in form of endowments, grants, donations, loans, scholarships, and other similar forms.
6) Procurement and provision of assistance room, building, and land to carry out teaching and learning activities.
7) Procurement and provision of textbooks and educational equipment to carry out teaching and learning activities.
8) Provision of opportunities for internships and / or work training.
9) Provision of management assistance for the implementation of education units and the development of national education.
10) Provision of thought and consideration regarding the determination of policy and / or implementation of educational development.
11) Providing assistance and cooperation in research and development activities; and,..
12) Participation in education and / or research programs organized by the government within and / or abroad.

Participation of the community is more explicit in decree of the minister of national education number 044 / U / 2002, on the Board of education and school committee (Hadiyanto, 2004:86).

Both Education Council and School Committee act as:

1) Advisory agency indetermination and implementation of education policy.
2) Supporters (supporting agency), whether financial tangible, thought and energy in implementation of education.
3) Controlling agency in the framework of transparency and accountability of education implementation and output.
4) Mediator between government (executive) and House of Representatives (legislative) with the community.

In addition, public policy-related activities also cover two things. First, the use of policies by community in sense of who is involved in implementation of policies and who benefits frompolicy. Second, the out come of program or policy involving the impact of wisdom on society and why it impacts. The process of policymaking,and its implementation is divided into four stages, namely the politicization of a problem (formulation of the agenda), the formulation and endorsement of objectives and programs, the implementation of the program, and monitoring and evaluation of the program implementation (RamlanSurbakti 1999: 197-199).

b. Reasons of the Need for Public Participation in Education Policy.

In a country that up holds democracy, it is believed that government is formed from, by, and for the people. The country's policies, includingeducation policy,as part of the instrument for administering government in the countryare, also stemmed from, by and for the people. Therefore, community participation in education policy is not a new jargon anymore.

In spite ofthe reason for democracy, the education policy is concretely intended to solve the problems faced by the people in the field of education. People know more about their own problems, and even know much more how to

solve them. This, the involvement and participation of the community in the implementation of the policy, strengthen the implementation of policies conducted by formal executors.

Development undertaken by the state includes one form of the implementation of the formulated policy. The building, not only physical and mental problems, but also the development of community participation. Community participation, this including the part or object of development itself.

Communities that are seen as the basic capital of development, which if encouraged, will greatly contribute to the development being promoted. Their involvement in implementing state policies, including their educational policies, is a manifestation of the utilization and utilization of basic capital of development.

The participation of the people in the implementation of the policy is not only seen as the loyalty of the people to their government, but the policy also should be regarded by society as its own. Given the feeling of belonging to the policies, society will increasingly contribute to the implementation of policies, including its educational policy.

c. Limitation of Community Participation

Participation refers to a real participation in an activity. Community participation in education policy is the participation of the community in giving ideas, constructive criticism, support and implementation of education policy. In education system that top down participation of people in policies that are created and implemented is not so problematic; but, in a bottom up government system, high participation of people in implementation of policy can be an indication of success or failure of wisdom.

Muhajirin (as cited in Imron, 2008) classifies community participation into typology, they are quantitative participation and qualitative participation. Quantitative participation refers to frequency of participation in the implementation of wisdom, while qualitative participation refers to its level and degree.

Koentjoroningrat (as cited in Imron, 2008) classifies community participation based on individual positions in group. First, community participation in joint activities in specific projects; second, participation of community members as individuals in joint development activities.

MiftahThoha (as cited in Imron, 2008) classifies community participation into three groups, namely; independent participation which is a participatory undertaking undertaken independently by the perpetrators, mobilization participation, and ceremonial participation.

Broadly, participation can be interpreted as political democratization: a society that determines its goals, strategies and representatives in the implementation of wisdom or development. More specifically, participation can be interpreted as community involvement in the whole process of change and community development in accordance with the meaning of development itself. As opposed to political activity, participation can be interpreted as: different groups of people whose educated interests raise rationally their wishes and accept voluntary development decisions.

d. Efforts to Increase Public Participation in Education Policy.

Any education policy initiated by policy makers and implementers generally receives a response from community. While perhaps a policy is not supported by most societies, and it must be realized that some others must be supportive.

This, policymakers and implementers should always strive for policy to be introduced, involving as much community participation as possible, especially in terms of implementation.

This requires effort and engineering, such as:
1) Offers sanctions for non-participating communities.
2) Offer rewards to those who want to participate.
3) Conducting persuasion topublic, that with participation ofpeople inwisdom implemented, it will be profitable to community itself, both in short and long term.
4) Promote community to participate through a series of activities.
5) Turn the community participation to the better bureaucratic services.
6) Using key community leaders who have a large audience to participate in wisdom, so that the majority of their followers will participate in the policies implemented.
7) Linking community participation in the implementation of policies with their interests.
8) Awaken the public to participate in the legally established policy. And the legitimate policy is one of the forms of implementation and the realization of people's aspirations.

We must also realize that there are several reasons why people are reluctant or unwilling to participate inpolicies that are introduced

The causes are as follows:
1) If the policy is contrary to the norms and norms maintained by the community.
2) Less binding of the policy to the public. There is a very binding wisdom and wisdom so binding. A very binding policy generally implies clear sanctions and may even be the cause of sanctions being deemed to have social disabilities; while non-

binding policies are generally not adhered to and do not cause the cause of social defects for offenders.

3) There is legal uncertainty for both those who participate actively and for those who do not participate.

4) If the wisdom is too ambitious and ideal, so by society is considered unrealistic. This can cause people to be reluctant to participate, because they are not sure that their participation is bringing results.

5) The existence the community's members who deliberately did not participate due to the reasons for making a profit properly. In fact, the benefits are only obtained, if he violates the provisions in force in the wisdom. Members of the community tend not to participate in the wisdom that is rolled out.

6) The formulation of wisdom is not clear and may be between the formulation of one with the other seems contradictory, moreover active participation based on deep awareness.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Community participation as a continuous two-way communication process is a communication between government as the holder of policy and community as party directly get the impact of policy.

Finally it can be realized that participation ofcommunity forrightness of education policy occupies a strategic position, because society is basically the most important education stakeholders. Thus, it will be appropriate, if public get the widest opportunity in decision-making for various issues that are important in education process. Based on this understanding, autonomy of education basically allows creation of a belief that education is from, by, and for society.

B. Suggestions

The function of society as an educational center is very dependent on the level of development of society and sources of learning available there in. Community institutions that have an enormous educational role are peer groups, organizations (youth, religious, social, cultural, economic, political), and mass media. As part of community, let us further enhance our participation and concern foreducation existedon our neighborhood. Hence, education can take place with the best.

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