

Evaluation of Equal SMA / SMK Policy Transfer from District/City Government to Provincial Government (Study in West Sumatra Province)

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Abstract – This research was conducted at the Education Office of West Sumatra Province. The purpose of this study is to look at, assess the readiness and extent of the policy to fruition in implementing the transfer of management of SMA / SMK from Regency / city to Province . Given the many obstacles in the implementation of the transfer, starting from human resources / personnel, infrastructure and financing facilities. Which ultimately remains the goal of improving the quality of education.

This research uses descriptive qualitative method . Informants obtained by *purposive sampling* and *snowball sampling techniques* , informants include the Head of Office, Head of PSMA , Head of PSMK , Head of PSLB , Head of Supervisors , Head of General Affairs, Head of Finance , Head of Personnel , Head of Curriculum and High School and Vocational Students Coordinator , Coordinator of Facilities and Infrastructure / Vocational equivalent and Principal of high school / Vocational equivalent . Data obtained by observation, interview and documentation techniques. And triangulation is done to check the validity of the data .

The findings of this study reveal that the policy of transferring management of SMA / SMK is equal from the regency / city government to the provincial government in West Sumatra. Which has a large area with 19 districts / cities spread across the province, ranging from those who have access to mud to the five . Starting from the preparation, constraints and upayah Provincial Education Department in improving the quality of education, two years since the Act 23 of 2014 came out the transfer process should s already terla k there, which includes the transfer of management, personnel, assets and financing . The effort undertaken by the Provincial Education Office in the preparation and improvement of the quality of education in its area is to create a verification team for the inventory of personnel, facilities and infrastructure and documents (P3D). The provincial government also validates both documents and field verification to ensure the number and status of assets both human and physical (buildings and land) in order to make the parts that will be prioritized in its implementation and with Pergub No 10 of 2020 made the Education Service Branch into eight Branches and raising to Type A for all branches, this course aims to create management transfers to the provinces to be effective, efficient and improve the quality of education .

Keywords – Evaluation, Policy, Personnel, Assets and Financing.

I. INDRODUCTION

The enactment of Law Number 23 Year 2014 in terms of education explains that the authority of local governments to manage senior secondary education rises to be the responsibility of the provincial government.

The change in authority of secondary education is regulated in Law No. 23 of 2014 in article 11, article 12 paragraph 1 letter a, article 15 paragraph 1 and roman attachments I, letter A. The change is a change from the previous Regional Government Law namely Law No. 32 of 2004, in the previous Act the management of secondary

education was managed by the Regency / City but in Law No. 23 of 2014 the management of secondary education is managed by the Province. 375 SMA / SMK or equivalent, spread across 19 Regencies / Cities in West Sumatra, ranging from those who have close access to those who are remote, which of course must be monitored and controlled by the West Sumatra Education Office. The heavy duty realized by the provincial government regarding the policy is related to the ability of the provincial government to provide quality education services equally, the transfer of personnel data, the ability of the budget to increase financial burdens, infrastructure and documents.

Based on the background of the problem above, the purpose of this study is to see, assess the readiness and extent of the policy to fruition in implementing the transfer of management of SMA / SMK from the regency / city to the province. In line with Muhadjir in Widodo (2008, 112) Evaluation of public policy is a process to assess the extent to which a policy can produce results by comparing the results obtained with the objectives or targets of specified public policies

II. THEORITICAL

Educational policy evaluation is a series of activities to find out that an education policy is truly in accordance with predetermined criteria and can have a real impact on audiences as desired.

According to Lester and Stewart dal a m Winarno, (2008: 166) the policy evaluation can be divided into two different tasks, the first task is to determine the consequences posed by a policy by way describe the impact. Whereas the second task is to assess the success or failure of a policy based on predetermined standards or criteria. Evaluation of policy is a question of fact to be a good measurement and assessment of the stage of policy implementation and the results (outcomes) or impact (impact) on the workings of a policy or a specific program, thus determining the steps you can take future will come

According to Anderson in Sulistio (2012: 52), Evaluation of public policy is an estimation or assessment activity concerning the substance, implementation and impact. Therefore evaluation activities are functional activities which include the formulation of public policies, programs proposed to resolve policy issues, implementation and the impact of the policies themselves.

Decentralization of education management shows the delegation of authority in the management of education from

the central government to autonomous regions, which places districts / cities as centers of decentralization. The term decentralization of education according to Agrawal and Ribot in Arwidayanto (2018: 185) as an act of the central government formally surrenders its authority over education to actors and educational institutions at a lower level in an area of political administrative and territorial hierarchy.

Policy evaluation can be aimed at looking at the causes that contribute to the failure of a policy, or to find out which educational policies are implemented and achieve the desired benefits. In plain language, evaluate educational policies to assess the "benefits" of the applied education policy

This was similarly explained by Subarsono in Arwidayanto (2018: 120) stating that policy evaluation has several objectives: a) determining the level of performance of a policy, where through policy evaluation, the degree of success of achieving policy goals and objectives can be known; b) measure the level of efficiency of a policy

III. METHODOLOGY

This type of research is a descriptive qualitative research. Qualitative research seeks to find meaning, understanding, and understanding, about a phenomenon, event and human life by being directly involved in the researched, contextual and comprehensive settings. Furthermore, descriptive is a description of a phenomenon / event systematically in accordance with what it is.

The research was conducted in West Sumatra Provincial Education Office located at Jalan Sudirman No. 52 general of Jati Baru, Kota Padang District Eastern desert, West Sumatra

To determine the informants in this study, researchers used *snowball sampling techniques*. Sugiyono (2010: 219) that *snowball sampling* is a sampling technique in the form of data that was initially small, gradually became large

Peneliti using techniques and means of collecting data through observation, interviews and documentation study. Basrovi and Suwandi (2008: 93-94) stated, "Observation is a method or ways to analyze and record systematically about behavior by looking and observing individuals or groups directly".

Sugiyono (2012: 72), with interviews, the researcher will find out more deeply about participants in interpreting situations and phenomena that occur, where it cannot be found through observation. But in this interview will help researchers who aim to collect

information that researchers need in a study. Sugiyono (2009: 240) states, "The document is a record of an event that can be in the form of writing, drawing, or monumental works of someone

To strengthen the validity of the data level researcher triangulation techniques Mathinson (1988) in Sugiyono (2012: 85) argues that "the value of the data collection techniques by triangulation is to know the data obtained convergen (extended), inconsistent or contradictory"

Furthermore, researchers guide the process and data analiysis techniques proposed by Miles and Huberman (1984: 22) suggest that the activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated

IV. RESEARCH RESULT

The preparation of the West Sumatra provincial education office in the transfer of management of SMA / SMK is equal, starting from mutations between sections and the addition of several personnel / HR, following the interview of researchers with resource persons

The readiness of the Education Office in West Sumatra Province 2 years after the Act was issued must be realized immediately, everything was prepared starting from the mutation of employees to change the composition of employees, add employees and the transfer of staff / employees in the education service organizational structure is carried out, with the issuance of this Act the management is removed Initially, after entering into a kind of cooperation agreement between the provincial government and the regency / city, there were two that were transferred, namely HR and assets, and they were only implemented and implemented in January 2017. 23 of 2014 mandates through the Office of Education of the Province of West Sumatra as the organizer of government affairs in the field of education in the Province of West Sumatra. After the Act came out, the transfer of management must be carried out 2 years after the Act was issued, precisely in October an MOU was held between the Provincial Government and the Regency / City Government, namely between the Governor and the Regent / Mayor related to the transfer of authority, which was prepared was the management of Human Resources / The two new human resources and assets / facilities contained in the transfer and witnessed by the state prosecutors from 19 districts / cities in the province of West Sumatra. (Interview of Head of PSMA March 9, 2020)

In Article 404 of Law Number 23 Year 2014, among others, it is stated that the handover of personnel, funding, facilities and infrastructure, as well as documents (P3D) as a result of the division of governmental affairs between the Central Government, Provincial Regions and Regency / City Regencies regulated under This Act shall be made no later than 2 (two) years from the date of promulgation of this Law.

To arrange this, related to the personnel / human resources in this case PNS then Head of State Employment Agency Head BKN issued Regulation No.1 2016 on the implementation of the Civil Service Diversion District / Municipal The Occupy Functional Teacher and Education Personnel Become Pegawai Provincial Civil Region. 1. Civil servants that must be transferred are Teachers and Education Personnel (School Principals, School Supervisors, Laboratory / Workshop Managers, Library Managers, Librarians, and Supervisory and Implementing Officers) in secondary education units, high schools and vocational schools. 2. The competent authority is the Provincial Secretary. 3. Provision of salaries and benefits for Civil Servants is borne by the Provincial Regional Revenue and Expenditure Budget starting from January 1, 2017

Furthermore, in the transfer of asset management, where ownership is also transferred to the province because in regulating, managing an asset of course ownership is also in the name of the manager, which is still in the process of being improved. Researcher's interview with the Head of Senior High School / SLB Irman on March 19 he provided information:

Related to the transfer of assets previously in the regency / city government after being transferred, the ownership of assets that are not problematic can be moved directly to the province, but in practice, there are still some constraints related to this transfer, for example land that should be 2 hectares wide may sometimes be reported of being 1 hectare, of course this cannot be directly transferred to the province, this needs the process to approach it to a more optimal level. (Interview of Head of PSMA / SLB on March 19)

As in the case of asset management form that is both in terms of transfer of documents or ownership must be transferred to pemerintah provinces, districts asset transfer of authority to the city to the province would also have sidetrack authority to maintenance assets. as explained in the Government Accounting Standards Statement Number 07 Concerning Accounting for Fixed Assets stated in paragraphs 18 and 19, namely: "recognition of fixed assets will be reliable if the fixed assets have been received or

transferred ownership rights and or when the authorities move when recognition of assets will be reliable if there are evidence that there has been a transfer of ownership rights and / or legal control, for example land certificates and proof of ownership of motor vehicles

The form of preparation for the transfer of assets is to record all infrastructure facilities in the regency / city government to see the current condition of the assets and prepare documents related to the transfer of assets to the provincial government. whether it needs to be updated or replaced, because this is a priority after the management has been transferred to the province, of course it is useful to make the progress of education later. The following is the interview of the researcher with the PSMA sarpras coordinator Gusti Amal S. Sos. MM:

Demands in terms of assets after being transferred to the provinces experienced an increase in employment, standards were prioritized because before being transferred to the province the assets or facilities had previously not met many requirements anymore, plus in 2019 the UMBK regulation out all schools must use computers, this would certainly make the provincial government increasingly encouraging the renewal and addition of assets at school, especially for Vocational Schools, because the facilities in this Vocational School in terms of prices are quite high, this is what the Provincial Government is trying to complete from the previous, revitalized because this is one of the benchmarks for the performance of the Governor, after being transferred of course this is a separate homework destination for the Governor. (PSMA Sarpras Coordinator interview on March 6).

Related to financing / finance in implementing policies, it is inseparable by the consideration of various factors that also influence the process of implementing this policy. As the factors of policy implementation conveyed by Van Metter and Van Horn (1975), there are at least six factors that also influence the implementation process of a policy. The six factors that influence the policy implementation process include: 1) Size (standards) and policy objectives; 2) Resources; 3) Communication and implementing activities; 4) Characteristics of implementing agencies; 5) Socio-political and economic conditions; 6) The disposition of the implementers financing as one of the points in the transfer of the management policy of high school / vocational equivalent of pemerintah district / city to pemerintah Province. In the implementation of the transfer of funding to the provinces, besides the addition of human resources, finance certainly has prepared a lot of things,

including the problem of financing distribution for high schools / vocational schools throughout West Sumatra. The following is the interview of the researcher with the Head of Finance Section Dian Anggriati. March 9, 2020.

Before the management of SMA / SMK equals to the province the Education / BOP Operational Cost funds do not yet exist because the school already has separate funds from the regency / city government in other words not yet BOP. After being transferred to the new province, the provincial education office gives funding / funding to schools in the form of Education Operational Costs / BOP funds, and this has only been running for the past 2 years. (Interview of the Head of Finance Section on 9 March 2020)

The ease after transferring the management of SMA / SMK equivalent to the province would be like coordinating with schools faster and anything related to the school could directly go to the school, previously because there was autonomy through the region first and then going to school, from the weakness of the budget for the APBD would certainly increase because of its management has moved to the province.

During this time before transferring the management of SMA / SMK to the province DAU Funding payroll was in the District / City after being moved the DAU did not move, the funds remained in the Regency / City, this is what makes us in the provincial province to seek extra payroll funds, while in terms of excess During this time, our high school / vocational school was interfered with by political affairs, for example the election of Mayor / Regent after being moved there was no longer interfered in this political matter. (Interview of Head of PSMA / SLB on March 19)

U lousy service in improving the equity and quality of education, in terms of both provide excellent serviceability to support it as well as to facilitate access and other coordination. Then the provincial government in this case the Governor of West Sumatra issued Governor Regulation No. 10 of 2020 concerning the Establishment of Organization and Work Procedure of the West Sumatra Provincial Education Office Branch as a substitute for the Governor Regulation No. 42 of 2018, with this Pergub being formed by the West Sumatra Provincial Education Office Branch which was originally of the type B is upgraded to type A for the eight Service Branches in West Sumatra.

NO	NAMA CABANG DINAS	KELAS	WILAYAH KERJA
1	Cabang Dinas Pendidikan Wilayah I	A	- Kota Bukittinggi - Kota Padang Panjang - Kabupaten Agam
2	Cabang Dinas Pendidikan Wilayah II	A	- Kota Pariaman - Kabupaten Padang Pariaman
3	Cabang Dinas Pendidikan Wilayah III	A	- Kota Solok - Kabupaten Solok - Kabupaten Solok Selatan
4	Cabang Dinas Pendidikan Wilayah IV	A	- Kota Payakumbuh - Kabupaten Tanah Datar - Kabupaten Lima Puluh Kota
5	Cabang Dinas Pendidikan Wilayah V	A	- Kota Sawah Lunto - Kabupaten Sijunjung - Kabupaten Dharmasraya
6	Cabang Dinas Pendidikan Wilayah VI	A	- Kabupaten Pasaman - Kabupaten Pasaman Barat
7	Cabang Dinas Pendidikan Wilayah VII	A	- Kabupaten Pesisir Selatan
8	Cabang Dinas Pendidikan Wilayah VIII	A	- Kabupaten Kepulauan Mentawai

Source Pergub No 10 of 2020

After being transferred to the provincial management of SMA / SMK then in terms of asset do renewal and pen a m materials especially those tools that support for the process of learning because this is one measure of performance governor then be prioritized interview with the

coordinator sarpras researchers PSMA Gusti Amal S. sauce. MM:

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Furthermore, in the distribution of outstanding teachers also paid more attention, one of the efforts of the provincial education office is to regulate the achievement of outstanding teachers who do not accumulate / gather just one area following the interview of researchers with the Head of Personnel Meri Agusta SE, MM on 17 March 2020

In the case of the current transfer of education personnel between districts / cities, this identifies that the ease after transferring management to the province is present, and will make teacher distribution in various regions better, especially in the regulation of school principals setting between districts / cities, then this will make it easier to improve the quality of education

V. CONCLUSION

The transfer of authority of SMA / SMK to the Provincial Government of the Province is expected to be able to realize the improvement and equitable distribution of education. Problems related to budget, physical and non-physical asset administration (human resources). Another challenge is the ability to provide good quality education far exceeds the education services previously provided by the district / city. We also hope that when the SMA / SMK is handed over to the provincial government, education inequality that previously occurred can continue to be minimized.

The suggestions in this matter for the government should be coordinated in the administration of education so that educational goals can be achieved. The efforts of the West Sumatra Provincial Education Office by forming a branch office as an extension of the provincial education office must also be supported by the district / city

government, so that the function of the objective of implementing the authority returns quickly

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