

# The Influence of Education Policy Implementation, Leadership, Organization Culture, Community Participation, on Quality of Educational Services in Senior High School of Kabupaten Padang Lawas Utara in North Sumatera Province

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**Abstract-** Education field has huge role for the improvement of the nation. With low quality education in rural area can slow its improvement down. This research aimed to analyze The Influence of Education Policy Implementation, Leadership, Organization Culture, And Community Participation in Senior High School of Kabupaten Padang Lawas Utara In North Sumatera Province, either partially or together. This was a quantitative research using explanatory survey. Total samples of 447 respondents were gathered using proportion stratified random sampling.

Result show that all those four variables were so important in improving quality of educational services. Effective supervision of education policy implementation through the SOP (Standard Operating Procedure) creation and implementation, future envision leadership, high sense of change, orientation resemblance, synchronization of communication pattern and controlling between education services stakeholders, role and participation empowerment of community and school organization, minimum service standard (Standard Pelayanan Minimal—SPM), and real action in upgrading quality of educational services were recommended.

**Index Terms—** Policy Implementation, Leadership, Organization Culture, Community Participation, and quality of educational services

## I. RESEARCH BACKGROUND

The average of study period of people in Kabupaten Padang Lawas are 8,45 years and Regional Medium-Term Development Plan (Rencana Pembangunan Jangka Menengah Daerah—PJMD) of Kabupaten Lawas Utara Year 2010-2015 Public Policy for Regional Development (Kebijakan Umum Pembangunan Daerah) and development program one of them

are directed toward Increased Access and Education Services Equality.

The intended Increased Access and Education Quality are directed toward:

- New School Unit Construction in remote rural areas.
- Renovation of damaged school buildings
- Teaching and learning facilities procurement;
- Improvement of educators/teachers quality
- Improvement of educators/teachers prosperity, especially those working in remote or isolated area;
- Improvement in management of educational services.

### Problems Identification

- Education Policy Implementation in regional autonomy aren't all accomplished yet, so that all service of educational services and organizational policy making suffers several barriers that can disrupt effort in improving quality of educational services.
- Leadership of Education Office aren't yet maximum in showing exemplary, influencing employees and communities, using all available potentials to perform all policies directly related to the quality of educational services.
- Employees and communities aren't optimal in understanding and obeying all policies related to education and the mandate of the Constitution about National Education System (Sistem Pendidikan Nasional).
- An accommodative and conducive organization culture for the implementation of excellent services isn't yet realized.
- Local government rule as the protector of all committees component, i.e how the Education Office should be the agent of change isn't only for communities able in education area but also for those who are unable.

6. Employees of Education Office with Senior High School and Diploma 3 education, resulting in difficulty of giving optimal services.
7. There are still 17,15% educators with Diploma 3 education so that they aren't yet able to give good competency in services of Educational Quality.
8. Participation from societies in education development including role and function from Board of Educators and school committee isn't yet optimal.

**Research Question**

1. How much is the effect of education policy implementation on Quality of educational services in Junior High School in Kabupaten Padang Lawas Utara?
2. How much is the effect of Leadership on Quality of educational services in Junior High School in Kabupaten Padang Lawas Utara?
3. How much is the effect of Organization Culture on Quality of educational services in Junior High School in Kabupaten Padang Lawas Utara?
4. How much is the effect of Community Participation on Quality of educational services in Junior High School in Kabupaten Padang Lawas Utara?
5. How much is the effect of Education Policy Implementation, Leadership, Organization Culture, and Community Participation collectively on Quality of educational services in Junior High School in Kabupaten Padang Lawas Utara?

**II. RESEARCH METHOD**

This was an explanatory research using quantitative approach. Variables in this research were classified in four components that are independent variables of Education Policy Implementation (X<sub>1</sub>), Leadership (X<sub>2</sub>), Organization Culture (X<sub>3</sub>), and Community Participation (X<sub>4</sub>), and also dependent variable of Quality of Educational Services (Y).

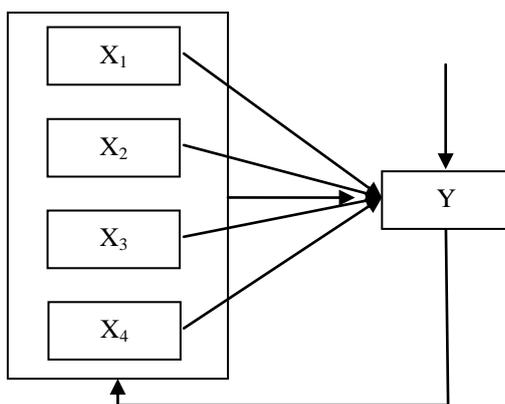


Fig. 1. Research Design

Population in this research were Education Office, School Principal, teachers, students, parents, observer and school committee, Regional House of Representative (Dewan Perwakilan Rakyat Daerah—DPRD) in education committee with total of 11.128. Sample of 447 respondents were obtained using Slovin formula. Data collection technique used were literature study, observation, questionnaire and interview. Data were analyzed using: (1) Descriptive Statistics, (2) Validity and Reliability Test, (3) Classic Assumption Test (Normality and Multicolinearity), (4) Determination Analysis, (5) simple and

multiple Linear Regression Analysis and also T-test and F-test. Researches were conducted in Kabupaten Padang Lawas Utara of North Sumatera Province.

**III. DISCUSSION AND RESEARCH FINDING**

Before discussing the research finding, the following section highlights the test result to examine the data.

**Validity Test**

The validity of each point in the questionnaire was calculated using product moment correlation technique. From 10 questionnaire responded by 447 subjects (n = 447), α value was 0,05. If we compare this α value and r<sub>table</sub> value of 0,088, it can be concluded that each variable in the questionnaire was valid (0,7347-0748). The validity value of Education Policy Implementation (X<sub>1</sub>), Leadership (X<sub>2</sub>), Organization Culture (X<sub>3</sub>), and Community Participation (X<sub>4</sub>) are 0,784; 0,7384; 0,7347; and 0,7548 respectively, whereas dependent variable of Quality of Educational Services had validity value of 0,7416.

**Reliability Test**

To see the coefficient reliabilty of the questionnaires, Alpha Cronbach was calculated using SPSS, and the results of reliability test for all variables were significant (0,904-0,930). The Alpha Cronbach value of Education Policy Implementation (X<sub>1</sub>), Leadership (X<sub>2</sub>), Organization Culture (X<sub>3</sub>), and Community Participation (X<sub>4</sub>) are 0,930; 0,909; 0,904; and 0,916 respectively, whereas dependent variable of Quality of Educational Services had Alpha Cronbach value of 0,910. From the result, From the results, it can be seen that the questionnaires used for each variable were reliable, because all their coefficient reliability was higher then 0,7.

**Hypothesis Test**

Based on the hypothesis testing using SPSS 17 for Windows program, we could obtain the calculation result of those five hypotheses testing as follows:

- $\hat{Y} = 0,867 + 0,797X_1$
- $\hat{Y} = 0,648 + 0,811X_2$
- $\hat{Y} = 0,773 + 0,787X_3$
- $\hat{Y} = 1,101 + 0,772X_4$
- $\hat{Y} = 0,409 + 0,419 X_1 + 0,293 X_2 + 0,131 X_3 + 0,063 X_4$

**Discussion**

**The effect of Education Policy Implementation (X<sub>1</sub>) on Quality of Educational Services (Y)**

Based on analysis result, education policy implementation partially had positive and significant effect on Quality of Educational Services of Junior High School in Kabupaten Padang Lawas Utara by 71,6%. This show that quality of educational services can be obtained through this way:

- Government should be able to increase teachers and educators competencies.
- Local governments guarantee the availability of the funds.
- A commitment to support and implement government policies in Kabupaten Padang Lawas Utara.

Regional autonomy implementation is a process of delegating authority from central to local government, especially in kabupaten level. With regional autonomy

bureaucratic apparatus are expected to be able to directly detect problems in communities, especially the problem of quality of educational services like insuring the availability of good human resources, the availability of minimum budget of 20% as budgeted, a joint commitment between government and community in supporting the implementation of quality education, the creation of communities' harmony in leading social lives that can directly serve communities need without waiting a long bureaucratic chain from either central or province government. There are two possible ways to implement policy: directly implement it in manner of programs or through derivat from education public policy.

### **The effect of Leadership (X<sub>2</sub>) on Quality of Educational Services (Y)**

Based on analysis result, it was proved that Leadership partially had positive and significant effect on quality of educational service in Junior High School of Kabupaten Padang Lawas Utara by 67.7%. Increasing Quality of Educational Services can be performed by increasing Responsibility, Principle, and characteristics from leaders. Besides that, the following ways can be performed:

- Giving inspiration to employees to develop career.
- Providing facilities and infrastructures that is representative working resources.
- Each employee has rights to make communication and get information from leader.

Leadership (X<sub>2</sub>) was so much affecting in implementation of quality education services, i.e, to create action harmony from one unit organization and another, so that we can obtain the desired result effectively and efficiently. These mean that all duty, action, and work related to the implementation of quality education are integrated toward desired targets, i.e., quality of educational services that satisfy communities.

According to research finding, increasing quality of educational services in order to support the realization of quality of educational services in Kabupaten Padang Lawas Utara of North Sumatera Province could be obtained by the presence of harmonic synchronization to guarantee the harmony between of work and plan, program, order and rule, involving other people or subordinate, and the availability of competency to perform authority and others that have been set including corrective actions toward unability or deviations from education policy implementation.

Control Synchronization were somewhat important as things that had planned and programmed with the operational reality sometimes incongruence. Thus, control synchronization was very much useful for the next coordination. As works continue, control was used as guard, useful for the need of operational implementation correction, so that the objective didn't sheer from education policy implementation.

Another finding was the good leadership to realize quality of educational services of Junior High School in Kabupaten Padang Lawas Utara of North Sumatera Province depended on the leader who honest to himself, can give argumentation, spirit, motivation, innovation, charm, and inspiration in order to realize the quality of educational services. But it wasn't only the vision needed by a leader, it was the honesty as the most important thing.

### **The Effect of Organization Culture (X<sub>3</sub>) on Quality of Educational Service (Y)**

According to analysis result, it was proved that organization culture had partially significant and positive effect on quality of educational service of Junior High School in Kabupaten Padang Lawas Utara by 64.1%. The most powerful dimension was bureaucratic focus toward changing of monitoring system.

The realization of effective organization culture in Quality of Educational Services depended on standard of supervision, operational corrective action as process of natural selection in setting organization performance size of taking action, where organization culture:

- Weren't having strong commitment yet.
- Focus on changing of supervision system.
- Work vigorously to increase its performance.

Good organization culture are all essentially directly directed to avoid the possibility of fraud and deviation toward the achieved result in improving quality of education services in Kabupaten Padang Lawas Utara of North Sumatera Province. Good organization culture was expected to be able to support the implementation of national education policy that are already set effectively and efficiently. Moreover, through organization supervision, an activity related to the determination or evaluation about the implementation of quality of educational services in Junior High School of Kabupaten Padang Lawas Utara of North Sumatera Province were already conducted. Good organization culture could also detect how far the implementation of education policy already performed was and the deviation happened in that implementation. In this point, the emphasize of organization supervision lied in effort to recognize deviation or barrier in the process of education policy. In other word, the objective of supervision implementation are to discover and evaluate the real truth about the objects being supervised, whether they were in accordance with the way they should be or not.

The culture of supervision implementation in the form of directly inspection to the field to supervise education policy implementation. Inspections are not only direct supervision to the field to discover deviation, which conducted intentionally and could be routinely planned to make conclusion from what were observed in education policy implementation.

### **The Effect of Community Participation (X<sub>4</sub>) on Quality of Educational Services**

According to analysis result, it was proved that community participation has partially significant and positive effect on quality of educational services in Junior High School of Kabupaten Padang Lawas Utara by 63.7%, the most effecting factor was on form of community relationship in succeeding education development by community participation itself. The community participation referred here were community participation that:

- Vertical participation formed by community and so much effecting horizontal participation.
- Community should engage in taking a policy decision.
- Given the chance to make critic to government and give solutions and feedbacks.

The realization of community participation in ideal educational services are community engaging in planning, implementing, and evaluating the implementation of educational services conducted by stakeholders, which in this case are Education Office of Kabupaten Padang Lawas Utara so that community can discover how much they contribute in improving quality service to increase the quality of educational services in Kabupaten Padang Lawas Utara of North Sumatera Province.

In the connection of those things above, community-owned government can be created if bureaucrats can redefine their task and function. Communities are empowered, so they can control educational services given by the bureaucratic. Control from communities could give better public service as they'd have better, more concerned, and more creative commitment in solving problem in order to increase the quality of educational services.

Control from community would make community participation have strategic position in improving quality of public service, because with participation, community became the most important part in delivering critics and feedbacks so that those critics and feedbacks could be utilized as a facility to increase quality of educational service, while bureaucratic organization services were driven to make themselves more open and more accustomed through learning process toward community need as the consumers of educational services. In that way, community plays important role as they aren't only act as "recipient" of educational services but they also become as the observing and supervising side, as side who stand up for changes toward education policy implementation with educational services practice and as supporting provider of educational services themselves toward the improvement of quality of educational services in Kabupaten Padang Lawas Utara of North Sumatera Province.

#### **The Effect of Education Policy Implementation, Leadership, Organization Culture, Community Participation together on Quality of Educational Services.**

Result finding revealed that education policy implementation, leadership, organization culture, community participation were altogether effect the quality of educational services in Junior High School of Kabupaten Padang Lawas Utara of North Sumatera by 77.9%. The most powerful indicators were:

- Local government could fulfill educator and teachers human resources.
- Government gives inspiration to employees to develop career.
- Vertical participation formed by community and so much effecting horizontal participation.
- Employees have high loyalty because their prosperity are guaranteed.

Quality of educational services were so much related to the effective education policy implementation, leadership, organization culture and also the community active participation in the implementation of quality of educational services in Junior High School of Kabupaten Padang Lawas Utara of North Sumatera Province. The excellent quality of educational services were not only determined by those who

serve, but also the served one, with the principle of those who serve happily will result in happy and satisfy service for those who are served.

#### **IV. CONCLUSION**

1. There was significant and positive effect of Education Policy Implementation on Quality of Educational Services in Junior High School of Kabupaten Padang Lawas Utara – North Sumatera Province by 71.6%. Education Policy Implementation conducted toward quality of educational services could strengthen Local Government to improve human resources so that in the future they can realize continuous Development based on the need, ability, and potential from the region.
2. There was significant and positive effect of Leadership on Quality of Educational Services in Junior High School of Kabupaten Padang Lawas Utara – North Sumatera Province by 67.7%. Thus, leaders with responsibility, principle, and future or envision view and honest were so much needed to increase the quality of service.
3. There was significant and positive effect of Organization Culture on Quality of Educational Services in Junior High School of Kabupaten Padang Lawas Utara – North Sumatera Province by 64.1%. The effect size of organization culture on quality of educational services depended on Basic Problem, System Refinement, Institutional Ability, and more quality Bureaucration Reformation Focus by considering control synchronization and communication pattern, so that the action harmony and uniformity would result in quality of educational services improvement.
4. There was significant and positive effect of Community Participation on Quality of Educational Services in Junior High School of Kabupaten Padang Lawas Utara – North Sumatera Province by 63.7%. In this way community participation were so much needed as evaluation and control toward public service performance especially in quality of educational services in Junior High School of Kabupaten Padang Lawas Utara – North Sumatera Province.
5. There was significant effect of Education Policy Implementation, Leadership, Organization Culture, and Community Participation together on Quality of Educational Services in Junior High School of Kabupaten Padang Lawas Utara – North Sumatera Province by 77.9%. That huge effect size of Education Policy Implementation, Leadership, Organization Culture, Community Participation together on Quality of Educational Services in Junior High School of Kabupaten Padang Lawas Utara – North Sumatera Province were due to good education implementation and responsible leadership and competence apparatus in giving quality and excellent services to community then supported by autonomy and active community participation and organization culture, resulting in better quality of educational services.

#### **V. RECOMMENDATIONS**

1. Implementations supporting the realization of quality of educational services improvement are:
  - a. Local government especially Office Education Must refer to Government Regulation Number 19/2005 (PP

- No. 19/2005), about National Education Standard consisting of 8 (eight) standards: Standard of Content, Standard of Process, Standard of Graduation Competency, Standard of Teachers and Educators, Standard of Facilities and Infrastructures, Standard Operating, Standard of Funding, and Standard of Education Appraiser.
- b. Conducting effective supervision of education policy implementation through SAP (Standard Operating Procedure) forming and application of those education policy implementation supervision.
2. Leadership supporting the realization of improvement in quality of education services are:
- a. A future ahead envision leadership and having high *sense of changing*, and leaders who realize their positions in the middle of dynamic environment through media, dialogue, *coffee morning*, and other social medias to evaluate the condition.
  - b. Leadership as the highest pyramid level of public organization must give support and commitment to the subordinate (teachers and employees) that are always loyal in giving educational services and to all stakeholders or consumers of educational services to give quality service education through award giving toward subordinate, colleagues, and other educational service stakeholders.
3. Bureaucratic with organization culture supporting the realization of improvement in quality of educational services should be with:
- a. The resemblance in orientations/attitudes between educational service stakeholders through scheduled coordination meeting and integrated programs between relate institutions.
  - b. Synchronization control and communication pattern in implementing education policy so there will be no confusion and overlap in its coordination.
4. Community participation in determining type, process and quality of educational service can be fulfilled and realized through:
- a. Role empowerment of community and school organizations (school committee) and their network through development of aware and active community internally and inside broader environment to maintain quality of educational service itself.
  - b. Awareness building and socialization to community and the importance of community participation in educational services so that they become more understand and aware about their rights and obligations as good citizens.
5. Improvement of quality of education providers in Junior High School of Kabupaten Padang Lawas Utara of North Sumatera Province can be better in the future and could satisfy community and other stakeholders, so recommendation for quality services refinement should be done by:
- a. Socializing Minimum Service Standard to community, so community can understand their rights and obligations.
  - b. Improving apparatus competency who serve education so they will be expected to broaden knowledge and to improve moral and ethic quality of

teachers and employees in conducting educational services duty.

- c. Real refinement action in educational service to find real action and step of quality education based on the complaint of community as stakeholders.

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#### **RESEARCH RESULT**

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