

Effects of the Implementation of Education Policy, Leadership, Organizational Culture and Public Participation on the Service Quality of Junior High School in North Padang Lawas Regency, the Province of North Sumatera

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Abstract- The objective of this study is to analyse the effects of the implementation of the educational policy, leadership, cultural organizations and public participation on the service quality of Junior High School in Padang Lawas district, North Sumatera province. Methods used to examine the research question above are by using both quantitative and qualitative approaches. The quantitative approach used is by using questionnaires to 447 respondents in the district of Padang Lawas, North Sumatera province, while the qualitative approach is by taking an in-depth interview and field observation. The quantitative data collected by questionnaire was analysed by using the multiple regression analysis. The research found that all of the four independent variables (i.e. the implementation of education policy, leadership, organizational culture and the public participation) have significant effects on the service quality of the Junior High school in Padang Lawas District. Therefore, the government at the district level is important to give serious attention toward the improvement of the four variables analysed to increase the service quality of the Junior High School in this district. However, caveats need to be applied as this study only focus on the Junior High school at the district of Padang Lawas, North Sumatera province.

Index Terms— the implementation of the policy, leadership, cultural organization, public participation, service quality of Junior High School, multiple regression analysis.

I. INTRODUCTION

Education is a must for the welfare of the people in Indonesia. This is simply because education plays significant role in increasing productivity of the human resources (Arsyad Lincoln, 1999). This matter has already been outlined in the article 31 (paragraph 3) of the Constitution of the Republic of Indonesia in 1945, the Act No. 32 of 2004 Concerning regional governments and the law No. 37 of 2007 concerning the formation of North Padang Lawas Regency, to name few regulations.

However, the service quality of education by the district government of Padang Lawas is argued to be very low. This is in contrast to the budget that has been allocated in the district financial plan. It appears that the educational budget that has been allocated was still ineffective to optimise the quality of services given by the educational institution in the district. This can be seen, for instance, from the present significant number of the illiterate people as well as low productivity of the human

resources in North Padang Lawas Regency. Also, it can seen from the facts of disparity of educational facilities including the lack of infrastructure and the low quality of teachers in the district, to name few problems.

According to the data that was published by the official education at the district level, it was recorded that the proportion of the qualified teachers who held post graduate degree was only 27 percent. The rest mainly has educational background under-graduates level.

It was argued that to improve the service quality of education in this district, there were at least four important factors that need to be given serious attention. The first relates to the implementation of the educational Policy. The second is the leadership of the officers of the district Educational office. The third is the organizational culture that is conducive to accommodate any educational policy. The fourth is the role of public participation themselves.

Various attempts have been made to improve the quality of educational services, among others through a variety of training and improving the competencies of teachers, provision of textbooks and lessons, educational facilities and infrastructure repair and improvement of the quality of school management.

As there is not yet any study to examine the above issues, this study aims particularly to examine the effects of the implementation of educational policy, the leadership, the cultural organizations, and the community participation on the service quality of the Junior High School in this district. However, before discussing those issues, the following section discussed the research methods and variables definition of the study in section 2. Section 3 highlights and discusses the findings of the study. Finally, concluding remarks are drawn in section 4.

II. RESEARCH METHODS

2.1 Definition of variables

The definitions of the four independent variables are as follows. According to Tachyan (2008: 24-25), the implementation of education policy can be define as the completion or the implementation activities that has been defined or approved by the use of means (tool) to achieve a

goal of policy. While the public policy is defined as decisions made by the State or the Government. This policy is made as a strategy for realizing the objectives of the concerned countries (Nugroho, 2008).

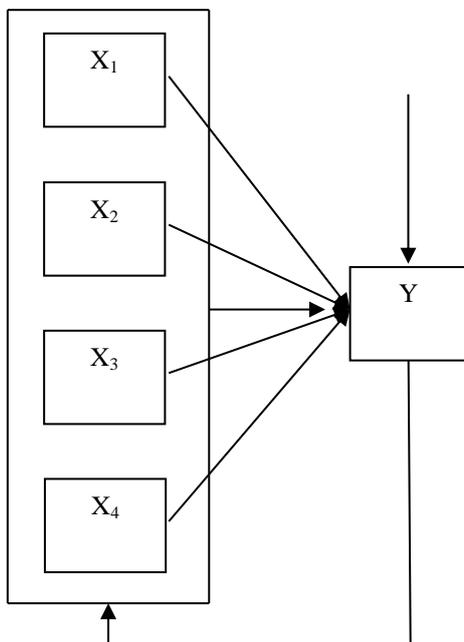
Unlike the two definitions above, Wahjosumidjo (2004: 4) defines leadership as something that is inherent in one's self in the form of specific properties such as personality, ability and willingness. It can also define as a series of activities that can not be separated with the position and behaviour of a leader itself. He also defines as a process of intergovernmental relations or interactions between leaders, followers and situations.

In terms of cultural organization, Taylor Ndraha (1997:43) defines cultural organization that includes knowledge, belief art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. Whilst Luthan (1995) featured six important characteristics of cultural organization, namely: (1) observed regularities; (2) norms; (3) the dominant values; (4) philosophy; (5) the rules, and (6) organization climate.

According to Isbandi (2007: 27), public participation is the participation of the community in the process of identifying existing and potential problems in the community, selection and decision making about alternative solutions to address the issue of community involvement in the process and evaluate the changes that occur (see also Dimiyati, 2001).

The definition of the service quality include the components of the service itself, empowerment, and development (Devrye, 1994; Rashid, 1999). It is said that increasing the quality of education services to the public is the hope for every nation and state. This simply because a good education services can improve the quality of human resources.

Using the multiple regression analysis, both independent and dependent variables above can be modelled as follows.



The above structure statistically can be formulated as:

$$\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where:

- X1 = The implementation of education policy
- X2 = Leadership ;
- X3 = Cultural organization

X4 = Public participation (x4)

Y = The service quality of education.

2.2 Sample Selection and Data Analysis

Using Slovin's formula (Azhari, 2002: 53), the total sample selected was 447 respondents. This consists of education authorities (32 respondents), head master (27 respondents), teachers (75 respondents), students (99 respondents), parents of students (98 respondents), School board/committee (78 respondents), council member in the district (23 respondents), and community (15 respondents).

All of the above respondents are given questionnaires. In addition to the questionnaires, the study also conducted in depth interviews with the head master, parents, and teachers. Also, a field observation was undertaken to sharpen the data collected from quantitative survey using questionnaires.

Having all the data completed, the multiple linear regressions are then used. However, before the analysis is finalised, some test were taken in order to examine of the validity and reliability of the data. A test to examine the assumptions on the model was also taken. These tests include normality test, test of multicollinearity, heteroscedasticity and autocorrelation tests.

III. RESULTS AND DISCUSSION

Using SPSS version. 17 program, it was found the following model:

$$\hat{Y} = 0,409 + 0,419 X_1 + 0,293 X_2 + 0,131 X_3 + 0,063 X_4$$

t values (5.645) (7.665) (4.543) (4.667)

$$R^2 = 0.968$$

$$F \text{ value} = 8.908$$

From the above regression model, it can be seen that all the independent variables are positively significant in affecting the dependent variable. This can be seen from the t values of each variables and F values for the whole variables. However, of the four independent variables, the implementation of education policy has the largest coefficient. This indicates that this variable plays important contribution to the improvement of the service quality of the Junior School institution in the district. The second and the third important variables are the leadership and organizational culture. The public participation has the smallest contribution to the service quality judging from its coefficient.

Therefore, it can be concluded that the implementation of education policy, leadership, the organizational culture and the public participation have significant effect on the service quality of Junior high School in Padang Lawas District. However, these findings cannot be generalized to reflect the whole Junior High school in the province of North Sumatera and Indonesia as whole. Thus, caveats apply to this findings.

IV. CONCLUDING REMARKS

The study found that the implementation of education policy, leadership, cultural organizations and public participation have positive significant effects on the service quality of the Junior High School in Padang Lawas District, North Sumatera Province.

These findings suggest that to improve the service quality of Junior High School in the district of Padang Lawas, the relevant parties should give serious attention toward the implementation of the education policy, leadership, cultural organization and the public participation.

In addition, it is also suggested that the local governments in particular education service should refer to Government Regulation number 19 in 2005. In this regulation at least there are 8 education standards that need to be accomplished. These standards include contents standard, process standard, competencies standard, graduates standard, teachers standard, educational personnel standard, facilities and infrastructure management standard and financing as well as assessment standard of education. Also, cultural organization bureaucracy should also be improved by synchronizing control and the communication in implementing education policy, so there will be no overlap in the coordination aspects in achieving vision and mission of the Junior high school institution in the district. Finally, there is a need to strengthening the role of the public and school organizations and their networks in order to optimise the service quality of the Junior High School institution in the district of Padang Lawas, Nort Sumatra province.

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