



UNIVERSITI
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PROSIDING

Seminar **INTERNASIONAL PENDIDIKAN SERANTAU Ke-6**

Kualiti dan Kecemerlangan Dalam Pendidikan

22 & 23 Mei 2013 Rabu & Khamis
Rafflesia Hall NIOSH, Bangi

Anjuran:

Fakulti Pendidikan, Universiti Kebangsaan Malaysia &
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Riau

Dengan Kerjasama:

Universiti Malaya
Universitas Negeri Yogyakarta
Universitas Pendidikan Indonesia
Universitas Negeri Padang
Universitas Ekasakti Padang
Kolej Universiti Perguruan Ugama Seri Begawan

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SEMINAR INTERNASIONAL PENDIDIKAN SERANTAU KE-6 *6th International Seminar on Regional Education* UKM-UR2013

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**Dewan Rafflesia, NIOSH,
Bandar Baru Bangi, Selangor**

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PROCEEDINGS OF

Seminar Internasional Pendidikan Serantau Ke-6
6th International Seminar On Regional Education
UKM-UR2013

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Perpustakaan Negara Malaysia
Cataloguing-in-Publication Data

ISBN: 978-983-2267-54-6

1. Education
2. Abdul Razak Ahmad
3. Norlena Salamuddin

Type Setting: Mansor Ab. Samad
Text Type: Arial, Times New Roman
Font Size: 11pt, 12pt, 16pt

Sidang editor:

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KATA PENGANTAR DEKAN

Prosiding ini mengumpulkan artikel ilmiah yang dibentangkan di Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013. Seminar ini dianjurkan oleh Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM) dan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Riau (UR) dengan kerjasama daripada enam buah universiti, iaitu Universiti Malaya, Universitas Negeri Yogyakarta, Universitas Pendidikan Indonesia, Universitas Negeri Padang, Universitas Ekasakti Padang dan Kolej Universiti Perguruan Agama Seri Begawan. Penglibatan pelbagai universiti dari tiga negara serantau dalam satu seminar yang besar ini merupakan satu sejarah di peringkat fakulti. Justeru, kerjasama sinergi sebegini perlu diteruskan demi kemajuan pendidikan serantau.

Setiap negara, baik di Malaysia mahupun di Indonesia dan Brunei Darussalam, aspek kualiti pendidikan amat diberi penekanan. Kementerian Pelajaran Malaysia misalnya telah merangka suatu pelan yang dinamakan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. PPPM ini dirangka sebaik mungkin dengan antara objektif lainnya adalah untuk melahirkan modal insan yang cemerlang dalam akademik dan juga sahsiahnya. Demikian juga di negara Brunei Darussalam. Sistem Pendidikan Negara Abad Ke-21 atau SPN 21 juga antara lain bertujuan untuk meningkatkan kualiti pendidikan supaya setanding dengan negara-negara maju. Di negara Indonesia, Sistem Pendidikan Berbasis Sekolah juga bertujuan untuk meningkatkan kualiti pendidikan pelajar di seluruh Indonesia. Justeru, tidak dapat dinafikan lagi bahawa kualiti pendidikan adalah prioriti kepada semua negara serantau.

Saya merakamkan berbilang terima kasih kepada ucapnama sesi plenari, Prof. Dr. Farida Hanum (Universitas Negeri Yogyakarta), Prof. Dr. Ashaluddin Jalil (Universitas Negeri Riau), Prof. Dr. Sharial Bachtar (Universitas Negeri Padang), Prof. Dr. Amin Embi (Universiti Kebangsaan Malaysia), Prof. Dato' Dr. Hussein Ahmad (Universiti Malaya), Prof. Dr. Ahmad Dardiri (Universitas Negeri Yogyakarta), Prof. Dr. Adang Suherman (Universitas Pendidikan Indonesia), dan Dr. Abdullah Awang Ampoh (Kolej Universiti Perguruan Uagama Seri Begawan). Mereka adalah pakar pendidikan di rantau ini yang berperanan penting dalam mewarnai corak dan sistem pendidikan serantau. Penghargaan juga ditujukan kepada pengerusi sesi plenari, Prof. Madya Dr. Wan Hasmah Wan Mamat (Universiti Malaya) dan Prof. Dr. Zuria Mahmud (Universiti Kebangsaan Malaysia).

Harapan saya agar kompilasi artikel dalam prosiding ini dapat menjadi sebahagian rujukan utama kepada ahli akademik, guru-guru, pembuat dasar dan juga masyarakat awam. Terima kasih.

Prof. Dr. Lilia Halim

Dekan Fakulti Pendidikan

Universiti Kebangsaan Malaysia

KATA PENGANTAR EDITOR

Prosiding yang terhasil daripada kompilasi artikel sempena Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013 telah mencatat sejarah kerana telah berjaya mengumpulkan hampir 400 artikel ilmiah. Sebahagian besarnya adalah kertas kerja yang berasaskan penyelidikan. Kompilasi artikel dalam prosiding menghimpunkan ilmu dan hasil penyelidikan daripada pelbagai perspektif dan negara. Seminar yang bertemakan 'Kualiti dan Kecemerlangan dalam Pendidikan' telah mengumpulkan artikel-artikel pendidikan dalam sub-topik berikut: inovasi pengajaran dan pembelajaran, kepimpinan dan pengurusan, kesejahteraan komuniti dan modal insan (karakter bangsa), teknologi maklumat dan komunikasi dalam pendidikan, penyelidikan pendidikan, kurikulum dan pedagogi, bahasa dan budaya, pengukuran dan penilaian, perkembangan profesional, pembelajaran sepanjang hayat, polisi dan dasar dalam pendidikan, isu-isu pendidikan dan amalan dalam pendidikan.

Prosiding ini amat penting dijadikan rujukan kerana ia mengumpulkan idea dan hasil penyelidikan dari pelbagai negara serantau. Artikel dari pelbagai negara dalam prosiding ini menjadikan isu kualiti dan kecemerlangan pendidikan dilihat dari pelbagai perspektif. Justeru prosiding ini mempunyai nilai yang tersendiri. Sidang editor berharap agar kompilasi artikel dalam prosiding ini dapat dijadikan rujukan dan boleh dimanfaatkan sama ada untuk rujukan ilmiah, ataupun perbincangan akademik ataupun bacaan umum.

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VARIOUS POLITICAL PROBLEMS OF EDUCATION DECENTRALIZATION IN INDONESIA

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Abstract

The wave of Indonesian political reformation in 1997 which was marked by the collapse of the "Orde Baru" had demanded many changes. One of them is the change in the pattern of education from centralized to decentralized system. Therefore, education policy to implement decentralization of education that focuses more on the improvement of the education quality keeps being developed. There are four kinds of implementative policy approaches to improve education quality. They are: structural approach, procedural and managerial approach, behavioral approach, and political approach. All of them are implemented by a policy strategy that includes: the output oriented strategy, the process-oriented strategy, the comprehensive strategy. But in reality, all ideals that have been expected do not show satisfying results. Various distortions and anomalies of education implementation still appear in many places. In the era of decentralization, local districts should have the authority to develop education based on the context, potency and needs of society in the area, but this function has not worked as it should. It is because the understanding and preparation of most education managers in the districts towards the concept of decentralization of education is inadequate. Some distortion findings are noted in the implementation of decentralization, such as: (1) regulations on autonomy and education decentralization are not capable to wholly support the implementation of participatory management paradigm based on the capability of the autonomous districts. (2) Not all of the autonomous districts have the same perception, interpretation, and commitment to reform and renew the education management. (3) The culture of government bureaucracy which has developed during the implementation of autonomy tends to be segregative and involutive. (4) The coordination and synergy among the autonomous districts in education management are still weak.

Keywords: politics on education, decentralization, and education quality.

Introduction

It is inevitable that the education implementation is always linked and tied to the political dimension of the society. The relation between the two has experienced fluctuations leading to the pattern of relation which influences each other in highly varied intensity. The relation between education implementation and politics covers many lines, including the area of power. This is in line with a statement of Paulo Freire¹, a Brazilian education expert, "Education is always in contact with power".

As a matter associated with power, education cannot be regarded as a 'sui generi' area. Based on a positive view, education is an area that requires the intervention of power which can optimize it. However, in a negative view, the relation between education and power always leads to the use of education for the sake of power.

According to many experts, the history of education is always related to the state power. The relation and contiguity are likely to take place continuously, even though they experience shifts along with the change and demands of the eras. On one hand, the implementation of education will experience a shift in some of the elements, such as from centralized

management to decentralized management. On the other hand, the system of state administration also experiences changes in each period, for example from monarchy to aristocracy, oligarchy, and democracy. Although both experience change in particular historical period as stated, but they always have a relation.

The relation between the two according to Edward Stevens and George H. Wood² is actually derived from the same systems of beliefs. By these systems of beliefs, the ideal aspiration and education of the society will be built. Systems of beliefs is commonly understood as an ideology. According to Andi Makkulua³, the implementation of education is always determined by the ideological character of a country. When an ideology is applied to achieve its goals, it should have needed the presence of political power which has authority to regulate certain life aspects of the society, including education.

According to Michael Foucault⁴, the process and mechanism of national life implementation are conducted through the "technology of power", the process of which is carried out by authoritarian, totalitarian, or democratic regimes. The great state power covers the entire life of the society, so it cannot be denied that the state also regulates education. The state has an interest to it. On the other hand, education also has great expectation for the state's attention. If this runs normally, the relation between the two can take place in a functional-mutualistic way. But in reality, the relation between the two runs variously. At a time it can run in a functional-mutualistic way where each side takes advantage over the relation. At the other time, it can be an exploitative-dependent relation in which one side gets a lot of benefits while the other gets losses, as happened in the colonial and "Orde Baru" eras. If the relation has no balance, it will create inequality. Generally, the state gets benefits, while the school (education) loses out and is even oppressed. Its job then is merely to serve the interests of the state power.

The oppression process done by the state to education generally occurs when: first, the state power system is run by an authoritarian regime which only concerns with the interests of the state. Second, the bureaucracy tends to be patrimonial and greedy, with a principle of "state qua state" or "state qua itself"⁵. Third, resource and financial condition of the school is still weak so it has less "bargaining position" and has no power in front of the state. Fourth, social participation is still low, and the fifth, generally it occurs in developing and poor countries where the military power is still very dominant, like in "Orde Baru" era in Indonesia.

Political Process in Education

Political process covers a lot of aspects. One of them is the formulation and implementation of political decisions. Every political activity is always related to the process of formulation and implementation of political decisions. Another term for political decisions is political policy as a form of political action. This is stated by Nevil Johnson and the United Nations who define political policy as the embodiment of political action⁶.

In the state context, political activities are related to the making or formulation and also the implementation of a public policy decision. Political decisions of a state are a public policy. The most concrete manifestation of public policy of the state is government regulations, ministerial decrees, presidential decrees, laws, and others.

In making public policy, political process is dominant. Started from issues, it develops into public debate in various mass media and various limited forums, and then the aspirations are absorbed by political parties to be accommodated into public policy materials discussed in

the legislature. In fact, sometimes, the process may take less time, which starts from the emergence of such issues, and then develops into public debate, and the aspirations are collected by the government to be further implemented in government regulations. It shows that public policy is not made through a simple political process. There are often political conflicts among various interests in the formulation of public policy.

There are at least three political processes in formulating the education policy. First, it is a process of accumulation. In this stage, there are many aspirations of the society conveyed through a variety of issues and public discourses. Through a period of time, all the demands in the end have been accumulated and clustered in several types and kinds. Second, the process of articulation. In this stage, all the demands are struggled by each owner or representative to be accommodated in the formulation of policy. Third, the process of accommodation. In the third process, not all demands can be accommodated. Only some of the aspirations and demands of certain groups that can be accommodated in it.

In the accumulation stage, usually all the demands and aspirations are from the society. It is conveyed through issues and public discourses introduced by society members who belong to various interest groups. The presence of interest groups in the political process is a natural thing, moreover in a society or country that upholds the spirit of democracy. The presence of these groups are encouraged and given ways to participate in the formulation and implementation of public policies. Interest groups, according to Almond⁷, are all organizations that seek to influence policy without at the same time wish to obtain public position. The clash of interests among the interest groups will subside when their aspirations are channeled through existing political institutions. Otherwise, the clash will culminate when there are no channels or even official institutions that are capable of integrating these interests.

The last stage is the accommodation stage in which each interest which has been articulated by the owner must be accommodated in the formulation of policy. Of course at this stage, not all demands can be accommodated. Only some of the aspirations and demands of certain groups that can be accommodated in it.

In a political perspective, three stages in the formulation of public policy above cover all types of public policies. All kinds of public policies are achieved or formulated through a long process started from accumulation, articulation, and accommodations. As for some of the public policies, they can be classified into three kinds: (a) policy in resources allocation and distribution, (b) policy in absorption of material and human resources (extractive), and (c) political policy in regulating the behaviors⁸. Therefore, generally public policies indirectly also can be divided into three types:

The Dynamics of Education Policy in Decentralization Era

The wave of education reformation begun since the fall of the “Orde Baru” until now has led to a demand of improving education in Indonesia. According to many sources, the wave is caused by several reasons. Some of them are: (1) the implementation of education in the previous era is considered failed to prepare a qualified workforce for the future; (2) education has no leadership and vision to continually renew itself; (3) education institutions from kindergartens to higher education and non-formal education are considered not in line with the context of change which is more complex and global, it also demands competitive and innovative attitudes, (4) teachers not only have a low level of welfare but also there is no exact control and instrument to measure their performance, (5) bureaucrats do not have

courage to renew the education by creating future curriculum which is innovative, science-based, using more high technology, emphasizing more on globalization, and the development of entrepreneurial skills, (6) teachers tend to teach using past methods, ignoring the fact that students need to be creative in order to face the future which is complex and challenging (Canton in Zamroni, 2007)⁹.

Theoretically, the policy in order to realize higher quality of education includes four implementative approaches in which each has advantages and disadvantages. The four implementative approaches are: (1) structural approach, (2) procedural and managerial approach, (3) behavioral approach, and (4) political approach (Solichin Abdul Wahab, 1997)¹⁰.

Structural approach is an approach which has top-down characteristic and is known in modern organizational theories. This approach considers that education policy should be designed, implemented, controlled, and evaluated structurally. This approach emphasizes on the importance of command and control by stages or levels in the structure of each organization.

Hierarchical-organic structure seems very relevant for implemented situations where a multi-level organizer is needed to implement a policy that is always changing. This pattern is better compared to a committee for one-and-finish policy programs or has adhoc-krasi characteristic in handling projects.

However, the weak point of this structural approach is the process of implementing education policy becomes rigid, overly bureaucratic, and inefficient if it is compared with the implementing organizations that have adhokrasi characteristic. The implementation of education policy as stated in Presidential Instruction on the construction of primary school buildings in Indonesia runs slowly and it is found that there is corruption in every layer of bureaucracy.

Procedural and managerial approach is an approach that appears in order to provide corrections over the previous approach which is considered to have some weaknesses. Therefore, this procedural and managerial approach is developed in order to achieve the success in the implementation of education policy. The procedural and managerial approach is not concerned with the arrangement of implementing bureaucratic structures that are suitable for the implementation of the program, but the effort to develop the relevant processes and procedures. It includes managerial procedures and suitable management techniques.

There are three right steps in the process of policy implementation in procedural and managerial approach. It is after problem identification and policy selection that are looked from the most suitable cost and effectiveness. According to Solichin Abdul Wahab (1997)¹¹, the three steps consist of: (1). Creating program design and details of duties, formulating clear objectives, and determining the measurement of performance, cost, and time; (2). Implementing the policy by utilizing structures and personnels, funding and resources, procedures and appropriate methods; (3). Building a schedule system, monitoring, and means of proper supervision to ensure that the right and proper actions can be immediately executed.

Furthermore, Solichin Abdul Wahab (1997)¹² explains that managerial techniques as the embodiment of the approach is networks planning and control, which present a framework in

which projects can be planned and their implementation can be monitored by identifying the tasks that must be completed, the relation among the tasks, and logical sequences in which these tasks must be carried out. The forms of sophisticated networks, such as Program Evaluation and Review Technique (PERT) makes it possible to accurately predict the timing to finish each task, to calculate critical path in which any negligence will be able to hinder the completion of the whole project, to monitor each available spare time for completing the tasks in the network, and to reallocate resources to make sure that activities laying along the critical path can be completed on time.

Behavioral approach exists in order to provide correction over procedural and managerial approach which has many weaknesses, such as, too emphasize on the impersonal rules and management techniques. Besides, procedural and managerial approach requires sophisticated technology that creates expensive impression. This new approach, the behavioral approach, lies the foundation of all orientations from policy implementation activities on human behavior as executors, not on the organization or the management techniques like the procedural and managerial approach above.

Behavioral approach assumes that effort to implement good policies is when men's behaviors and all of their attitudes should be considered and influenced so that the process of the policy implementation runs well. In some events, it is often seen where the policy programs are good, as well as the equipment and implementing organizations, but in the middle there are a lot of resistance in the society. Even some members of the implementing organizations feel passive and do not care. It suggests that the aspect of human behaviors is very important.

There are at least two causes of the resistance from the society towards the change related to the implementation of the policy. First, society is afraid of change. When there is change, it will influence the stability that has been built, so the uncertainty will appear. Because some types of the society tend to prefer the stability instead of facing uncertainty, especially to some people who have felt the benefits of the stability.

In a society that has already had a well-established social system within a certain period, usually there are groups who try to maintain the stability so that it can take place as long as possible. The effort is due to fear over the replacement of position that has been owned, or known as the 'status fear'. These groups are worried that any changes will make them lose their status, which in turn can harm political, social, and security interests.

Moreover on the impacts of change from the organization point of view, it is like a new policy that will certainly result in the emergence of many problems. Protests and demonstrations by several groups of public servants in some government offices during the reformation era due to the closure of some department offices is the empiric case which proves the worry.

Second, the restriction of the society towards the effort to implement the policy is also caused by the lack of information related to the policy. Especially when the information received is half informing and misleading which leads to misinformation or misinterpretation.

On the other part, the application of behavioral analysis on the most prominent management problems is the organizational development (Solichin Abdul Wahab. 1997)¹³. According to Solichin Abdul Wahab, organizational development is a process to make desired change comes in an organization through the application of behavioral sciences. Organizational

development is one form of management consultancy where a consultant acts as an agent of change to affect the entire culture of the organization, including attitudes and behaviors of employees who occupy the key positions.

Beside the organizational development, there is also Management by Objectives (MBO), which is an approach that combines elements in the structural and managerial approach to the elements in the behavioral analysis.

Political approach focuses more on the political factors or power that can facilitate or hinder the process of policy implementation. In an organization, there are always differences and competition between individuals or groups in gaining influence. Therefore, there are the dominant and less dominant individual groups. There are also followers and opposition groups. In this case, the political approach always considers to monitor the followers and opposition groups and their dynamics.

There is a policy implementation that is conducted with the use of good structural and managerial systems and has considered the behavioral influences, and yet the results of the policy implementation are not good. It is partly caused by the lack in considering the political realities. One of them is underestimating the ability of opposition groups to block the efforts of the policy supporters.

The political approach in the process of policy implementation allows the use of coercion from the dominant group. The process of policy implementation cannot only be conducted with interpersonal communication as required by the behavioral approach. If the problem of conflict in the organization is endemic, the presence of the dominant group will be very helpful, especially if the dominant group is willing in certain conditions to do coercion. It is necessary. If there is no dominant group, the policy implementation may be running slow and incremental.

Based on the four implementative approaches in the implementation of education policy above, the decision makers can choose which approach to take. Of course, the consideration is done by selecting the highest advantages and lowest disadvantages when it is related to the quality of education that will be increased. Therefore, the policy strategy can be chosen to improve the education quality. Policy strategy is an art to manage the resources in order to achieve the goal effectively and efficiently. The policy strategy is the determination of the long-term goals of an organization and the activities needed to be done to realize the goals, along with the allocation of the resources so that the goals can be achieved effectively and efficiently.

The policy strategy to improve the education quality selected is a strategy that emphasizes the output (The Output Oriented Strategy), or a strategy that emphasizes the process (The Process Oriented Strategy), as well as the comprehensive strategy (The Comprehensive Strategy)¹⁴. These three strategies each has description, advantages, and disadvantages. The following is the table of the differences mentioned.

Based on several theoretical considerations about the approaches and policy strategies above, various concrete policies strategically are done by the Indonesian government in order to improve education in Indonesia leading to an increase in the education quality. Some of the concrete policies are related to unit level education curriculum (KTSP), school accreditation, School Operational Assistance (BOS), access to cheap books by electronic books (e-books),

the development of school culture, school-based management refinement, national exam, International Standard Schools (BSI), and improving teachers quality by improving academic qualification and implementing teachers's certification according to Law No. 20 Year 2003 on National Education System and Law No. 14 Year 2005 on teachers and lecturer. All of them are framed in the name of education decentralization in order to give more power to the bureaucracy in the regional or local level to face autonomy of education implementation by controlling quality standards centrally.

However, all of the education policies that have been formulated and implemented by the government with all the bureaucratic tools in fact have not produced optimal results. Several distortions and anomalies in the education implementation still appear in many places, which raise many questions about the causes of those distortions and anomalies. Actually since 2004 the government has issued new regulations such as Law No. 22 Year 1999 on regional government which later revised into Law No. 32 Year 2004. Both require the optimal education development in the developing regions. Thus, the implementation of education decentralization in Indonesia has been done since 1999, by emphasizing the greatest authority on the development of education since pre-school to high schools which becomes the responsibility of the district/city government. The consequence over the enactment of the law is the regents / mayors are expected to be tougher in carrying out educational autonomy with reference to four key arguments to make education policies. They are: (1) quality improvement, (2) financial efficiency, (3) administration efficiency (4) the expansion of educational opportunities.

Based on the things above, local district / city level has the authority to work on the development of education in accordance with the context, potency and needs of society in the area¹⁵. The implementation of education decentralization is conducted along with a process of structuring the function of education institutions from the Education Office at the provincial level who has the authority to formulate and implement policy and the District/ City Education Office to operationalize the policy. But in reality, this function has not run as it is supposed to be. That is because the understanding and readiness of most education managers in the districts towards the concept of education decentralization is inadequate.

Conclusion

Decentralization is a tendency of the dominant global phenomenon. Decentralization has been implemented in Indonesia since 1999 along with the fall of the "Orde Baru". Demands and needs of education decentralization emerge and develop as a part of the global agenda of democratization and decentralization of the government in order to manifest the good governance. One of the strategic issues of education decentralization is efforts to provide government who is able to provide education service to the society in a better way (Rasiyo, 2005). Decentralization of education can also be understood critically as a waiver responsibility from central government over the process of society education and seen as a way to perpetuate privatization of education in Indonesia. Education decentralization is a form of the embodiment of neo-liberalism on one hand. On the other hand, it is a reduction of the state's right to intervene more in the education process by giving a chance for the society to actively participate in the education process.

There are many reasons why decentralization is chosen by the central government by giving some parts of their business to the local governments (Agus Dwiyanto, 2005). Based on political reasons, decentralization can improve the capability of the region to strengthen regional interests and to support the political and national policy through the development

process of democracy development in the grassroots society. Based on management reason, decentralization can improve effectiveness, efficiency, and public accountability. Based on cultural reason, decentralization is intended to treat special characters of an area, such as its geography, society's condition, economy, and culture. The reasons for the development of decentralization can facilitate the formulation and implementation programs to enhance the prosperity of the society. From the central interest's point of view, decentralization can reduce the weakness of the central government in monitoring the programs.

The implementation of education decentralization concerns with the stakeholder society, in which by Ackerman and Alscott as quoted by Agus Dwiyanto¹⁶, is formulated simply, as a society whose members have a common interest to develop their own people. There are five actors in the stakeholder society. They are: local society; parents; students; state; professional education managers¹⁷. State's function is no longer a ruler or a single authority that aims to maintain the power of the state, but as a partner that facilitates the agreed education process. The state's duties include helping to determine national and international standards for education institutions and helping the poor area that lacks of human and financial resources. Therefore, the policy of education decentralization is believed to have positive impacts in many ways. Some of the positive effects are quality improvement, financial efficiency, efficient administration, and the expansion of education opportunity¹⁸.

But in the reality, when education decentralization has been implemented, it shows many problems. Rasiyo¹⁹ finds that there are several problems in the implementation of education decentralization. There are at least four problems of education decentralization found. First, district autonomy regulations and education decentralization do not have capability to fully support the implementation of participatory management paradigm and model which is based on autonomous local power. Second, not all of the autonomous regions have the same and constructive perception, interpretation, and commitment to reform and renew the education management. Third, the culture of government and bureaucracy that have developed during the local autonomy is very segregative and involutive, in terms that it only favors the interests of their own autonomous regions and complicate the management of autonomous regions. Fourth, the weak coordination and synergy among the autonomous regions in the education management. From all of the four weaknesses, Rasiyo²⁰ concludes that the process of education implementation nowadays has been run in parochial and involutive ways. Parochialism and involution process in education create what is known as "local centralism" and "rigid regulation".

Based on the explanation, a description of the dynamic complexity of the development of education in Indonesia with all the determining variables are achieved. All of them are interconnected in complex, including the dynamic intensity of the implementation of the decentralization policy.

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Sijil Penyertaan

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FAKULTI PENDIDIKAN

Rujukan : UKM 1.6/263/5 (SIPS2013)-240
Tarikh : 21hb Mac 2013

Arif Rohman
Universitas Negeri Yogyakarta

Tuan/Puan,

PENERIMAAN ABSTRAK UNTUK SEMINAR INTERNASIONAL PENDIDIKAN SERANTAU 2013

Dengan segala hormatnya perkara di atas adalah dirujuk.

Sukacita dimaklumkan bahawa pihak Sekretariat Seminar Internasional Pendidikan Serantau UKM-UNRI kali ke-6 mengesahkan penerimaan abstrak bertajuk "**Various Political Problems of Education Decentralization in Indonesia**" untuk dibentangkan semasa seminar pada 22-23 Mei 2013 di Hotel Residence UNITEN, Bangi, Selangor, Malaysia.

Tarikh akhir penghantaran artikel penuh berserta yuran seminar adalah pada **10hb April 2013**. Artikel penuh hendaklah dihantar kepada saya di alamat ukmunri2013@gmail.com. Sila rujuk laman web rasmi seminar untuk gaya penulisan artikel. Untuk makluman, sekiranya tuan/puan ingin menerbitkan artikel dalam Elsevier Procedia-Social and Behavioral Sciences, artikel tersebut perlu ditulis dalam Bahasa Inggeris. Walau bagaimanapun, pembentangan masih boleh dilakukan dalam Bahasa Melayu/Indonesia.

Sehubungan itu, sebarang pertanyaan lanjut pihak tuan/puan boleh menghubungi saya melalui alamat e-mel di atas atau melawat laman web rasmi seminar di alamat www.ukm.my/ukmunri2013 untuk maklumat lanjut.

Sekian, terima kasih.

Yang benar,

DR. NORLENA SALAMUDDIN
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