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# Public Policy Acceptability: Study on the Transfer of Management Policy for Senior High School Teachers and Teaching Personnel in South Sulawesi Province

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Abstract--- This study aims to analyze the acceptability of the implementation of teacher management transfer policies in South Sulawesi Province. This qualitative descriptive study describes and analyzes the acceptability of teacher management transfer education policies at the Education Office of South Sulawesi Province. The research method with a descriptive approach. Data was collected by interviewing teachers and implementers involved in implementing the transfer of management policy. The data analysis used is descriptive. The results of the study indicate that the acceptability of teachers and managers of SMA/SMK in South Sulawesi Province shows their acceptance of this policy. From the initial reaction, there were good expectations for the implementation of this policy, even though there were still some obstacles at the beginning of the management process, such as late salaries that occurred due to changes in administrative processes and coordination across districts geographically, South Sulawesi Province was quite extensive.

**Keywords**---acceptability, public policy, school teachers, senior high school, transfer management.

## Introduction

The division of work areas is intended to facilitate bureaucratic paths and facilitate the central and regional governments in serving the community (Feller et al., 2011; Rice, 2006). Not only the region but also the authority is divided between the center and the regions. In the new management transfer policy, the division of government affairs in the education sector between the central government, provincial governments, and district/city governments includes: first, education management, that the central government is responsible for setting national education standards and higher education management (AM et al., 2020; Baskan, 2020; González-López, 2021; Suharti et al., 2020; Toprak, 2020). The provincial government is responsible for the management of secondary education and special education. Meanwhile, district/city governments manage primary and secondary education, early childhood education and community education (Alam, 2009; Shore & Wright, 2003; Wang, 2010).

Previously, the management of secondary education was the responsibility of district/city governments (Nugroho, 2019; Purwanto & Pramusinto, 2018). Currently managed by the provincial government. The process of transitioning from district/city government to provincial government has several obstacles. Several obstacles based on the results of initial observations 1), some several regencies/cities have sued the Constitutional Court (MK) for the implementation of this transition to be canceled because it has harmed the district/municipal governments, especially in terms of assets; 2). difficulty in coordinating; 3), what about the district government which has made schools free; 4). Teacher allowances that have been obtained so far in districts/cities, can they still be obtained after moving to the province; 5), what is the fate of honorary teachers, is the provincial budget able to accommodate them; and 6). teacher transfer. Although there are obstacles, this transfer of management policy has several positive impacts, such as 1), more focused and efficient education management; 2). the practice of KKN (Corruption, Collusion and Nepotism) in the world of education is decreasing in the world of education; 3). equal distribution of education quality; 4). save district/city budgets.

The South Sulawesi Provincial Government carries out a deconcentration policy in accordance with the mandate of Law Number 23 of 2014 concerning Regional Government. Based on the results of the pre-survey, the Education Office of South Sulawesi Province from January 5 to January 20, 2017, that the implementation of special transfers for SMA/SMK and special education levels. big. The purpose of this policy is to synergize the relationship between the central, provincial and regional governments so that education can be served properly. Implementation is a very important step in the policy process. The most important thing is the success or failure of the implementation of a policy is determined by the quality of the policy and the accuracy of the implementation strategy.

Public policy in the field of education can be interpreted as a decision taken jointly between the government and actors outside the government, then considering the factors that affect the education sector and the education policy that is made must be implemented to find out the strengths and weaknesses. In

the context of public policy, a complex pattern of interdependence of interdependent collective choices, including decisions not to act, made by government agencies or offices. Meanwhile, public policy is What government says and do, or not todo. It is the goals or purpose of government programs. (What is said and done, or not done) (Jackson & Moore III, 2008; Smith & Larimer, 2018; Viswanathan et al., 2009).

The results of previous research regarding the transfer of management policy with the title "Implementation of the Policy for Delegating Government Affairs to the Scope of the Ministry of Home Affairs" concluded that the deconcentration policy was implemented because not all government authorities/affairs could be carried out using the principle of decentralization (Ronit, 2001). The results of this study indicate that in general the results of the implementation of the deconcentration policy in South Sulawesi Province are relatively in line with the objectives of the implementation of the deconcentration policy (Van Meter & Van Horn, 1975). Likewise, the output from the implementation of the deconcentration program activities reached the target as previously set, however, there were still various shortcomings in the implementation process., is no exception in the world of education. These two elements can affect the implementation of education as a whole. Good policies will be sterile without being accompanied by a healthy and conducive bureaucratic climate (Jones, 1970; Richardson, 2000). Likewise, the bureaucracy will not run effectively and efficiently without being supported by political and educational linkages in the practice of the educational bureaucratic system. The role of the bureaucracy in educational institutions is the pinnacle of the policy implementation model, and there is a need for such reforms related to the development, dissemination, dissemination, adoption planning, implementation of policies in certain educational units (Majone, 2001).

From a number of the problems above, which are the background so that the problem of transitioning the management of SMA/SMK is necessary and urgent to be investigated regarding the acceptability of the transfer of management policy. Acceptability is the opposite of standard intentionality (Busby & Iszatt-White, 2016). Acceptance, with regard to the attitude of the connoisseur or recipient (receiver's) (Levy & Cohen, 2005). In a broader sense of the term, "acceptance" would characterize acceptance as an active willingness to participate in discourse and share goals. Thus Acceptance is an act in its own right (Holliday & Hayes, 2000).

Acceptability means it can be accepted or used. Related to the focus of this research. Acceptability means that the teaching staff or SMA/SMK teachers accept and implement the policy of transferring teacher management from the district/city government to the provincial government as a whole. In terms of education policy, three things underlie the implementation of the transfer of management policy. Namely: first, teacher management, where SMA/SMK teachers will be under the management of the South Sulawesi provincial government which is carried out by the South Sulawesi Education Office, which includes the placement of teachers and the burden of teacher performance. The second is teacher administration, which means that the staffing administration of SMA/SMK teachers shifts from the Regency/City government to the Provincial Government. Third, the cost of education. Education operations are located in

South Sulawesi Province, including salaries and allowances for SMA/SMK teachers (Lefebure, 2019; Oleksenko et al., 2021).

#### **Research Method**

This research was conducted at the Education Office of South Sulawesi Province and at SMA and SMK in South Sulawesi Province. This study describes and analyzes the education policy over the management of SMA/SMK teachers in South Sulawesi Province (McNabb, 2017; Sørensen & Torfing, 2011). How is the acceptability of SMA/SMK teachers implemented by the South Sulawesi Provincial Education Office? Research informants, in this case, are stakeholders in the education policy of South Sulawesi Province with targeted interview techniques. The primary data sources are, among others, as follows: 1). Head of the Education Office of South Sulawesi Province; 2). The staff of the Education Office of South Sulawesi Province; 3). Principal; 4). SMA/SMK teachers (12 people). The justification for the selection of the informants above is based on the focus of this research regarding the transfer of management of SMA/SMK teachers in South Sulawesi Province so that the object of the policy is to choose the object of the policy, namely SMA/SMK teachers and school administrators as well as the implementer of the policy, namely the South Sulawesi Provincial Education Office. The teachers were chosen as informants because as the object of the policy the most positive or negative impacts of the policy were the teachers. Another group that feels the impact of the policy is the school administrators, namely the Principal and Deputy Principal (Wang, 2001).

The focus of the research problem remains oriented to the formulation of the research problem, namely the acceptability of SMA/SMK teachers to the policy of transfer of management of SMA/SMK teachers in South Sulawesi Province. At the data collection stage in the field, using participatory observation techniques and in-depth interviews, and studies of related documents were used in an integrated manner in this research. The technique used is qualitative data analysis using descriptive analysis, namely, the analysis is carried out after data has been collected through interviews and direct observations in the field (Pynoo et al., 2011; Suryasa et al., 2019).

# **Result and Discussion**

Acceptability means it can be accepted or used. Related to the focus of this research, acceptability means that the teaching staff or teachers of SMA/SMK accept and implement the policy of transferring teacher management from the district/city government to the provincial government as a whole. In terms of education policy, three things underlie the implementation of the transfer of management policy. Namely: first, teacher management, where SMA/SMK teachers will be under the management of the South Sulawesi Provincial Government which is carried out by the South Sulawesi Education Office where this management includes the placement of teachers and the burden of teacher performance. Second, is teacher administration, which means that the staffing administration of SMA/SMK teachers shifts from the district/city government to the provincial government. Third, education costs, educational operations are located in South Sulawesi Province including salaries and allowances for

SMA/SMK teachers. Based on the results of the research above, this section will discuss the acceptability of the policy of transfer of management of SMA/SMK teachers in South Sulawesi Province.

# Teacher management

From the results of the research above, it can be seen that the management of teachers and teaching staff has been carried out well and is accepted by most of the educators and teaching staff in South Sulawesi Province. Apart from that, there are still problems regarding teacher management but this can still be handled properly. "Organizing is the act of seeking effective behavioral relationships between people so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, under certain environmental conditions to achieve certain goals or objectives". Organizing "... as the act of planning and implementing organization structure. It is the process of arranging people and physical resources to carry out plans and acom- plishment organizational objective".

Organizing Human Resources made in SMA/SMK South Sulawesi Province is carried out to produce quality outputs that are carried out based on predetermined goals. In accordance with the Work Program that has been made, the organization of Human Resources in SMA/SMK of South Sulawesi Province refers to the program and is used as the basis for implementing the organization of its human resources in addition to referring to the basic budget and annual accountability reports by the respective unit leaders. . Therefore, the preparation program that has been made then each program of these activities is integrated, meaning that the goals of each activity program are then combined so that they support each other towards. The definition of supervision which contains the essential elements of the supervision process, that: "Management supervision is a systematic effort to set implementation standards with planning objectives, design feedback information systems, compare real activities with previously established standards, determine and measure deviations., and take necessary corrective actions to ensure that all company resources are used most effectively and efficiently in achieving company goals."

The guidance and supervision of human resources for SMA/SMK in South Sulawesi Province is carried out concerning the basics of planning that have been previously determined, namely based on the work program by each unit. In the supervision of human resources for SMA/SMK in South Sulawesi Province, it is intended to ensure that all work being carried out can run according to a predetermined plan. The supervision carried out is active and passive. Active supervision means that supervision is carried out at the place of the activity concerned. Active supervision is also carried out by the unit leader, in this case the principal who comes to classes when the learning program is in progress to ensure that teachers carry out their teaching tasks correctly according to the lesson plans that have been made (Osaki & Minowa, 1996; Lawrence et al., 1983).

The development of human resources in the SMA/SMK of South Sulawesi Province is carried out concerning the work program that has been prepared wherein the work program it is stated that the development of human resources in the SMA/SMK of South Sulawesi Province needs to be carried out until a certain level in accordance with the development of SMA/SMK South Sulawesi Province. This continuous and continuous education and training is mainly in the form of RAKER, where all personnel, human resources, both educators and education staff attend joint work meetings and receive direct direction from the leadership as well as receive education and training from invited resource persons, to provide new knowledge in terms of improving the quality of learning. Teachers must have the competency standards required by the teacher law in order to be certified and become professional teachers. Teachers are said to be successful in teaching if they master various learning methods and know teaching materials and classroom management (Donnell & Gettinger, 2015; Demetriou et al., 2019). The initial step in the placement is the socialization process, where this process will be very necessary for new employees as an understanding of organizational culture, organizational values adopted, applicable norms and organizational traditions.

## School administration

In the educational administration book it is said that the purpose of administrative governance is in order to achieve the ideals of education. This means that education administration has a central role as a form of effort in achieving the goals of educational institutions. It is said that there are four administrative objectives, including;

- Performance effectiveness in order to get an effective and efficient output.
- Efficiency at work
- Adaptation (adaptivenes)
- Job satisfaction

Some of the goals above are a form of effort in pursuing performance productivity in order to get creative and innovative graduates. Educational institutions are required to always build the maximum performance of all managers of educational institutions. Functions of Educational Administration Governance Every process must include an effort that must be done. Likewise in education governance. Starting from planning, implementation, evaluation and assessment, everything requires what is called a process. Educational governance can run effectively and efficiently if it is carried out with maximum effort and not half measures.

# School operations

Schools as places of learning require institutional operational management that must be applied. The targets of institutional operational management are all forms of governance that must be carried out starting from the governance of the curriculum, student affairs, manpower, facilities and infrastructure sectors, funding and collaboration with the community. Student field governance Students will learn effectively if the curriculum is developed gradually (in stages) based on the needs and interests of students. The school curriculum should be adapted to the needs of students. So that if there is an educational problem involving one of the students, it will not create social jealousy which in turn will

have an impact on the sustainability of the learning process. In carrying out student recruitment, it should be carried out in a fair, open and procedural manner. This is where the role of student management is applied. Starting from the selection of fair and honest student admissions through written tests or oral tests and other things. Here, when problems arise involving students, this requires special guidance so as to find the best solution. Effective school management for the student field is directed at developing intelligence, interests and talents, increasing faith and piety, and enforcing student discipline. Some things that indicate good school management are the various achievements obtained by students, both academic and non-academic achievements, the existence of equal discipline for students, being active in participating in school activities, and the minimum number of students dropping out (Ghanizadeh et al., 2006; Hu et al., 2003).

Governance in the field of manpower In managing the field of manpower, it should begin with the recruitment of educators and education personnel. Things that need to be considered in selecting prospective educators and education staff are the areas of expertise they have, flexibility in socializing both in the school environment in particular or in society in general. Governance in the workforce does not only stop at the aspect of expertise, but more than that on improving quality. human resources in each educator and education staff. The professionalization of an educator in carrying out learning tasks is very urgent to carry out. Likewise, the emotional intelligence aspect really must be applied in real form. Both for students and others.

Governance in the field of curriculum The existence of curriculum organization which can be in the form of curriculum analysis which is translated into components of the education management program. The existence of curriculum renewal that occurs in Indonesia demands the ability of every educational institution to develop themselves, improve and adapt to the emergence of various innovations. Educational institutions must be adaptable to current conditions. Stabilization in the field of syllabus preparation, for example, requires a review so that it is in accordance with the needs of the times and must be up to date. Educational institutions must be able to deliver potential students, have high intellectual, emotional, and spiritual intelligence (Elacqua, 2012; Quyen, 2021; Mantra, 2017). Educational institutions must prepare students who have various skills that will support the lives of participants in the future, including motor/manual skills, intellectual, social, and emotional abilities. In its implementation, the development of life skills includes the relevant life skills that the madrasa learns after completing certain learning program units, learning materials that must be studied so that these life skills are mastered by students so that they are truly mastered by students who learn them, facilities and infrastructure to support ownership of the desired skills, and indicators of the success of students who follow it.

Governance in the field of facilities and infrastructure Governance in the field of facilities and infrastructure is very urgent in supporting the implementation of an effective learning process (Daraba et al., 2019; Cahaya et al., 2019; Daraba et al., 2021, 2018). The arrangement of facilities and infrastructure must be carried out optimally so that later it will create a safe, orderly, beautiful, and comfortable

atmosphere. The availability of adequate facilities and infrastructure must also be balanced with the maximum level of maintenance. The concept of asset management itself was first coined by the private industry which integrates various thoughts. The concept of asset management has proven to be able to produce positive and significant benefits for private sector companies. This success has finally begun to be glimpsed by the government and public institutions to be applied in terms of managing their assets, there is a problem related to asset management, namely disorder in the management of data or goods and the inventory has not been able to provide relevant information. This is important to note because irregularities in the inventory of assets can cause irrelevance between assets that are in the field and those that are documented (Pal & Clark, 2016; Brook et al., 2000; Delgado et al., 2019).

# Conclusion

The policy of transfer of management of SMA/SMK teachers in South Sulawesi Province from the results of the study shows that the process of transfer of management has been going very well. The acceptability of teachers and managers of SMA/SMK in South Sulawesi Province shows their acceptance of this policy. From the initial reaction, it shows that there are good expectations for the implementation of this policy, despite the presence of several obstacles at the beginning of the transfer of management process, such as late salaries due to changing administrative processes and cross-district coordination where geographically South Sulawesi Province is quite extensive. In the implementation of the policy should pay attention to the object of the policy, especially how their attitudes and acceptance of a policy. The policy should be easily accepted by the objects affected by the policy so that the policy implementation process can run well and effectively in accordance with the expected results of the policy. It is necessary to consider anticipatory steps to problems or obstacles that may arise in the policy implementation process so that they do not become obstacles that hinder the implementation process.

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