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# Relevance of Education Policy and Implementation in Indonesia: A Study of the Public Service Literature

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**Abstract**---Every development in a country certainly requires a set of policies to be implemented, including the education sector. This study aims to obtain evidence of scientific studies regarding the relevance of educational policy formulation to implementation in the field. A series of related literature searches in many journals, publications, books, and websites actively discuss education policy and implementation issues to support this study. We can use this data as finding data after going through a series of studies involving a critical evaluation data coding system and concluding after interpreting the data in-depth under a phenomenological approach. The data is genuinely valid and up-to-date. Based on the results of the study and discussion of this study, it can be concluded that the implementation of education policy is an action that is closely related to how the administration of education is carried out with full responsibility following the programmed mandate of the constitution, the aim of which is to improve qualified and stately accountable education. It is hoped that this finding will become an essential input for efforts to develop similar studies in future research events.

**Keywords**---education, education policy, implementation, literature review, public service.

## Introduction

Education policy can be understood as an assessment of the value system and the needs of the educational situation that is carried out in a planned institution that is general and will serve as a guide in every decision making so that educational goals in a country can be easily achieved (Dhawan, 2020; Putra et al., 2020). The policy has many views in producing a decision or program that departs from the values believed by the government as the party decided so that often policies produce values that are not following what was planned in achieving the original goal (Hodges et al., 2020). In other words, the policy should provide a concept or idea that is heard written down that is said but is often not understood and understood, mainly if it is applied successfully and adequately. This is because a policy is not a very common-sense judgment or a decision based on actual needs (Tripp, 2011). This alone is a policy not because of the results of thoughts or studies of research findings, whether carried out individually or by groups, usually organizations based on common sense that sometimes dominates every decision-making such as education. A policy often emphasizes irrational ways (Lovett, 2020). This means that a policy cannot be implemented because the basic principle is irrational, so this is a mere dream (Reimers & Chung, 2019).

For the current state of Indonesia, instructional approaches and execution in the field have not been wholly and insightfully considered. This is the situation (Titaley et al., 2010). This way, the review's proof should be rechecked with a record of discovering what causes the concurred arrangement yet cannot be applied in the field for this situation at the school level. McConnell (2010), indicated that strategy disappointment happens due to two things. To start with, it is not executed, and the execution is not fruitful. So the extensive consideration in the public strategy process is frequently just at the degree of strategy "definition" by accepting that an approach will run without help from anyone else. Like this, the primary spotlight ought to be on the fundamental level, say this school is the best means to see whether any arranged cops have had the option to be investigated at the school level so the contamination that was beforehand generally excellent, the objective is to build Indonesian HR following public instruction objectives will want to see the degree of improvement and achievement. That approach has now had the option to affect his objectives (Banerjee et al., 2017).

Seeing the development of education in Indonesia, which has increased, begins with implementing policies supported by other factors (Floris, 2014). Another factor is the Indonesian educational foundation used and the collective power of various elements and stakeholders who use the Indonesian educational foundation as a strong foothold so that the implementation of national education can be carried out (Maryudi, 2016). Therefore, many foundations have encouraged the development of education, one of which is a policy following the wisdom of the Indonesian people. Policies in education, which are considered guidelines in implementing education in elementary, middle, and high schools,

indeed correlate with Indonesia's applicable laws and regulations with existing laws. The government has received a mandate from the constitution in legislation. It is determined to be implemented to improve the quality of education by considering the needs of the Indonesian people who want to participate in the development of science and technology (Kusumasari & Alam, 2012).

Therefore, it is clear that education policy has a significant role in accessing and protecting the supervision of national education activities to run according to the planned objectives (Kusumasari & Alam, 2012). Education policy is part of the public service by departing from the characteristics of public policy, which include policies made through a legal mechanism and then delegated to the executive with legislative and judicial oversight (Scheingold, 2010). Public policy is a policy that regulates shared life both as individuals and as a society that regulates normal behavior following existing norms and rules so that every decision made by state institutions approved by the legislature follows the planned vision and mission to make public policy easy to implement implemented in the field (Innes & Booher, 2010).

The previous statement that the strategy for improving education policy values from how it is carried out and what needs factors are very urgent to be achieved and followed by regulations and laws so that in which direction to decide so that the ideal educational goals can be achieved (Rhodes, 2022). They also said that the emphasis that has implications for strategy could refer to educational goals with good planning with reliable programs and implementing various work systems so that the results have an impact on guidelines (O'neil, 2016), namely national policy goals through a democratic system that is directed and measurable with any calculation of consequences where the core teaching described has a vision and mission to achieve the goal of empowering Indonesian students towards moderate educational attainment with measurable educational strategies and regular evaluations. It can only be said that a police officer is categorized as successful and following the expectations of the constitutional mandate. Indonesia (Thies & Sari, 2018).

Following the assessment above, Morris & Venkatesh (2010), represent in-depth the stages and attributes of strategy making; execution is a part. The primary stage is the preparation of plans; the personality of this stage, for example, the chosen and mentioned authority, places problems in the public plan. The next stage is the definition of strategy; a characteristic of this stage is, for example, the authorities determine the choice of arrangements to overcome the problem. Strategy choice sees the need to make leader orders, legal choices, and administrative activities (Goździk, 2017). The third stage is strategy acceptance, personality at this stage, for example, the choice of the strategy adopted with the help of most of the board, agreement among organizational leaders, or choice law. The fourth stage is strategy execution; the personality of this stage, for example, the arrangements that have been taken are carried out by the regulatory unit that activates monetary and human resources (Ylimaki & Jacobson, 2011).

Moreover, the last stage is the strategic assessment; the personality of this stage, for example, the review and bookkeeping unit in the government, decides whether the head, administration, and legal entities meet the legal requirements in making

approaches and achieving goals. As a general rule, the authors conclude that strategy execution is the third stage after the approach problem planning stage and the setting definition and acceptance stage (Bryson, 2018). The subsequent succession after the execution stage is the checking and assessment stages. The certainty of the substance and the grouping of the phases of the interaction approach itself is not static. Contrast all together, and content can be brought about by alternative viewpoints and hypotheses used in strategy making. This certainty then grows more robust according to various situations and conditions experienced, covering various separation strategies, types of arrangements, and climate approaches (Ananta et al., 2015). Linking diversity and contrast in context or strategy-making hypotheses, for example, tends to be followed in the work of Katz (2015), which proposes that three fundamental speculations can be used during the time spent setting up, namely: (1) Rational hypothesis Extensive - is a hypothesis that coordinates that the creation of a general approach is completed wisely and thoroughly by concentrating on issues and strategy options adequately. (2) The incremental hypothesis is a hypothesis that is uncorrelated with issues and choices (Gilson & Madjar, 2011).

Separation of various strategies, for example with full-scale and miniature approaches (Ananta et al., 2015); integrated and decentralized arrangements (Law Number 23 of 2014 concerning Regional Government); focus level strategy and territorial level regulation; just as there are approaches at the public level, general level (general setting level), unique level (extraordinary strategy level) and specific level (Gao, 2020), were proposed to combine meaningful arrangement, procedural approach, distributive strategy, redistributive arrangement, organizational strategy, self-administration approach, material approach, representative strategy, aggregate grand arrangement, private grand strategy, liberal arrangement, and moderate arrangement. Anderson et al. (2012), also propose six standards that should be considered in selecting settings, in particular: the qualities held by associations, callings, people, approaches and belief systems; ideological group connections; constituent interests; popular ratings; pay attention to different encounters; and strategy rules (Wardhaugh & Fuller, 2021). Indeed, as a general rule, political researchers organize strategies of this kind into meaningful classes (e.g., training, employment, government social assistance, social liberties), institutional classifications (e.g., regulatory, legal, departmental), and strategy classifications as indicated by the framework. Time (e.g., the Reform, New Order, and Old Order approaches). Diversity of strategic climates, such as diversity of social, political, monetary, and social perspectives; geographic climate and climate segment; and other varieties that have factors related to setting climate diversity settings (Tukker et al., 2010).

## **Method**

This method section will describe the implementation of this study, starting from the formulation of the problem of searching for data, analysis, and reporting of results (Brown et al., 2019). The purpose of this kingdom is to find scientific evidence that has been published that is relevant in answering the questions of this study. The aim is to find common ground between education policy and its implementation in Indonesia. This is a literature review of public services, especially in education. We first searched a series of international publication

databases through an electronic search using a search engine (Pathak et al., 2013). In order to obtain the broadest possible data from 100 applications, we cannot section it into more or less 50 topics of articles and books. We have studied under the phenomenological approach of data assessment; we always get answers to achieve a high validity value. To explain the design of this paycheck, we chose a descriptive qualitative report in which the events prioritized secondary data. We have reviewed this approach through the operating system, the data coding system, the data coding system, the data integration system, and finally, drawing the most conclusions. We remind that this work generally examines the relevance of education policy and its application in Indonesia with these findings hoping that they will be input for similar studies (Smith et al., 2012). The database we visited was limited to applications from 2010 to 2021, with various themes from the policy education category and its application in the country.

## **Discussion**

### **Understanding the educational policy**

Understanding the term education policy implementation is an effort to understand how comprehensive education policies can be understood, especially by parties with an interest in the education system in Indonesia as a public service (Armstrong et al., 2011). In the future, when an understanding has been obtained regarding the implementation of policies provided within the Indonesian legal framework, it has the potential that this policy will take place more complicated and complex than the policy formulation process itself (Pesapane et al., 2018). Why is that because from experience, it is seen that the Indonesian Ministry of Education always announces changes both in and in its application every year? However, at the end of the year, the terminology of the leadership period, which is five years, the old story repeats itself, meaning that it is not as planned, documented, and mandated by the constitution—executed by executives in Indonesia. This is none other than that it can be stated when the education law which has been conceptualized in such a way but has encountered problems in this section is different because it is difficult to move something that is already accustomed to the old way (Pesapane et al., 2018).

### **Schooling policy in Indonesia**

The education system is divided into several models in Indonesia; there is a school system and religious schools. However, both share a system and curriculum, and the core curriculum follows the mandate of schools such as Islamic madrasas (Ilyasin, 2020). The school system recognizes one of the state's goals, and the second purpose of religion is to teach the life of the state. School is unrestricted freedom for every Indonesian citizen. For that, every resident has the privilege to obtain quality teaching according to the tendencies and talents of each student with little regard for the position of social content, financial status, nationality, religion, race, and sexual orientation. Each school unit's education system ensures that they follow national systems and policies for students who have learning objectives following their choice (Browning et al., 2021). Financial and social barriers or geological boundaries, by offering educational assistance to reach the individual rights of financially disadvantaged students. Public schools

for developed and developing regions such as those at the provincial level in Indonesia are large programs that present their difficulties and must continue to be fostered with the school autonomy system (Eljawati et al., 2021; Zulkhairil et al., 2021; Glewwe, 1996).

Schools that do not take sides with rights, justice, and public policies must be seen in the development of regional interests, especially individual students who are competent and care about issues of educational equity (Defourny & Nyssens, 2010). The consequence is giving the local and regional components a more critical position and role than urban areas to promote equal and shared teaching. This is very important and in addition to the potential and needs of an increasingly democratic society. Therefore, policies and institutional changes must fulfill and develop productivity and continuity of education following the constitutional mandate and involve well-measured and educated human resources, which underlines skills evenly distributed throughout the nation's children (Brown-Jeffy & Cooper, 2011). Several things are fundamentally supportive in supporting education, namely; 1) School-based management. This includes a) The role of the principal and school cooperation networks are needed to implement competitive, participatory schools of school committee executives/managers. 2). Reliable administrations and their teaching staff are urged to upgrade themselves, be innovative, and move on to transformation. 3) The school's leadership and the local environment make the school the most comfortable place for advanced students to learn. 2) Active, reative learning, (Sørensen & Torfing, 2012). Good teaching practice and fun, including a) Principals and teachers must understand the ideas and approaches to learning for children and view young people as exciting people with various capacities. b) The learning system is planned using study room associations with the aim that teachers and students become dynamic and innovative that upholds the formation of learning that is both empowering and fun (Valdés et al., 2018).

Participation of regional education artists, including a) Investigate the drive of the people groups, support school committees, and commitment to school smoothness training. b) Community groups are involved and feel they own the school. c) The best schools in demand by the community are schools whose principals understand and apply school-based governance; their educators and their regions work together effectively to foster the school (DiGiorgio, 2010; Suroso et al., 2021). The implementation of SBM requires structuring efforts, with the aim that the implementation of different parts of the school does not cover up, throwing tasks and obligations at each other. That way, the goals that have been set as a tangible manifestation of the vision and mission of the association can be achieved successfully, productively, and following their needs (Austin, 2010). The training strategy is used as an assistant for the legal independence of education and is adapted to a moderate learning climate. An instructive drafting capacity is an instructive approach taken to assist in acting, coordinating exercises in training or associations or schools with the region and the government to achieve the goals that have been set, apart from other things (Jonassen & Grabowski, 2012). "With the permission of God Almighty and driven by a genuine desire to continue a free public life, the Indonesian public at this moment declares their autonomy. Then, from there, to form the state legislature. The Unitary State of the Republic of Indonesia, which safeguards all of Indonesia's bloodshed and all of

Indonesia's bloodshed and promotes general government assistance, educates the life of the state and has an interest in fulfilling world demands by taking into account opportunities, eternal harmony, and civil rights (Latif, 2012).

### **Schooling policy**

Optimal support and supervision of school-based education are essential for the Indonesian state; even in the expulsion of the 1945 Constitution, the target of public preparation is to illuminate the state's existence (Parker & Prabawa-Sear, 2019). This means that whenever tutoring should be a concern of Indonesians, for the current state of the Indonesian government, consider choosing and technique for the level of guidance (Sari, 2020). Public action represents a cycle that helps any structure deal with public issues. Execution of procedures is a collection of methodologies at the grassroots level. It provides a practical form for reflection, a series of activities, and development to engage people to oversee new changes (Krizek et al., 2012). The World Bank informs and considers that the idea of preparing oneself in Indonesia is still low, although the increase in induction of environmental guidance is considered to have been widespread. World Bank Country Director for Indonesia Rodrigo Chaves said that the mediocre preparation was reflected in Indonesia's current most critical situation from border countries (Roberts et al., 2019).

### **Instruction policy in Indonesia**

Data from the Ministry of Education shows that school progress at each level has decreased. There has been a reduction in public primary schools at the younger school level due to the structuring plan (Nkurunziza et al., 2012). However, this reduction is also offset by increasing private early childhood schools. In addition, it is seen that the higher responsibility of the private sector to the information workplace is the higher level of guidance. It can be seen that at the level of selected schools and expert schools, non-government teachers were defeated by 50.23 percent and 74.56 percent, respectively. In addition, judging from the condition of the review lobby, most of the classes at each level of tutoring are in a damaged condition (Scull, 2014). Grade rates in exceptional conditions at non-government-funded schools are higher than state-supported schools at every introductory level. The degree of subsidized public school libraries is higher than that of cost-based schools at each level of development. The degrees of teachers with undergraduate and non-graduate degrees or more were not very qualified in the 2018/2019 FY, and however, from the perspective of the number that grew, it looked different concerning 2017 (Riyanto, 2019).

On the other hand, the Ministry of Education and Culture data shows that school improvement at each level has decreased in 2019 academics (Sibarani & Sinamo, 2020). A reduction in the number of primary schools is expected at the early childhood level due to the pull-together methodology. The checks also keep pace with the growing number of younger private schools. In addition, it is also seen that the higher responsibility of the private school area to brighten the place where the school learns is a higher level of cellulite (Gair & Baglow, 2018). In general, it will be seen that at the level of private schools and public schools, schools based on tuition fees are defeated by 50.23 percent and 74.56 percent,

respectively. In addition, from the condition of the homeroom teacher, most of the classes at each level of tutoring are in poor condition. The degree of extraordinary class in schools based on the cost of education is higher than subsidized public schools at each level of development (Jansen, 2016). Library degrees for government-subsidized schools are higher than tuition-based schools at each level of preparation. The level of teachers with a bachelor's degree or more was very flat in the 2018/2019 FY, but in terms of the number that grew, it looked different compared to the 2018 school year (Sheinman et al., 2018).

### **Relevancy policy and implementation**

In the context of the implementation of public policies prepared by the central government in Jakarta so that they can be implemented at the regional and provincial levels, it is one of the drivers or causes of the effectiveness of a police force in achieving national education goals (Ekawati et al., 2019). As we all understand, the capacity for implementing education varies significantly from one school to another, from one local government to another. This means that one regulation is said to be uniform but is interpreted with different levels of understanding in each city district and individual school (Cheung & Wong, 2012). This happens because different regions have different human resources in understanding each item of policy and instructions, including school leadership or human resources from movers such as teachers, principals, and the community. Each school will have a different understanding of each government policy and decision implementation. So this is something that needs to be disclosed so that the general public will understand what, among other things, phenomena or problems that often occur so that in the future through efforts to improve the quality of literacy, including the considerations of people involved in the implementation of education, namely people who already understand people who have been able to analyze let alone implement all policy rules and regulations carried out by the central government (Urlick, 2016). So the conclusion is that one of the causes of differences in educational outcomes in all regions is the leaders of each region to understand, analyze and implement every item of documents and policies maintained through existing regulations and laws.

### **Equity and equality**

Quality emphasizes the importance of fulfillment for humans and all citizens regardless of gender, race, identity, and other differences are very important in the education sector. In *Priorities and Strategies for Education*, World Bank. Miller (2020), states that equality values in training administration regularly harm poor people, ethnic minority groups, and the descendants of street workers. In implementing the provincial self-reliance strategy in schooling, which is a general aid, the community should have the option of offering the same support to everyone as individuals from the local area. Experts have many ideas to measure the implementation of public regulation, including instructive strategies. However, according to Harris et al. (2021), three ideas are essential for planning and estimating administration quality: economy, productivity, and adequacy. After directing a review of the decentralization of schooling in Indonesia, Teare (2013), suggests estimating the implementation of the province's self-reliance strategy in teaching, particularly economics, skills, viability, directness, and responsibility.



## **Accountability**

Efforts to build human resources both in quantity and quality must be seen by utilizing financial guidelines, productivity, adequacy, candor, and responsibility (Ham et al., 2016). Therefore, every action to develop HR can be carried out by considering assets or expenditure plans tailored to the needs that must be carried out by using or enabling access to HR, assets, and offices. This is done to overcome the problem of carrying out hierarchical executions and to assist the achievement of the modified goals, and must be carried out impartially and straightforwardly according to relevant guidelines, and must be sincerely held accountable (Bowman et al., 2014). Instructive improvement is constant progress. We need the law to make changes in the public arena. Law is considered necessary to recognize government regulation because the law develops the apparatus to recognize government strategy. According to Nijaki & Worrel (2012), setting manufacturers to have only one device can influence partner practice. Devices are principles by which they are made. The law gives authenticity to the implementation of the government's strategy. As a legal guide, this has shown the law as a tool to approach.

## **Supporting policy**

In order to coordinate training and direct the area to fit the ideal goal, the use of law to implement the strategy has an essential meaning as emphasized by Ormston et al. (2014), that the notion of all applicable legal instruments as a whole is an essential condition for the solid and proficient use of law as the designated instrument of social change. Here, the whole legal instrument becomes a sub-regulation of society so that the notion of a legitimate strategic instrument is recognized in the reflection of other social approach instruments. Given the very essence of law as a regulation approach, regulators and implementers need to understand it as a strategy (Kiama, 2014). Strategists should understand the various higher-level approaches so that the finalized implementation arrangement does not struggle with the higher-level approach. The arrangement that is to be finalized is fully prepared to guide the implementation of the school approach. As the implementer of the territorial independence strategy in the development field, understanding the determinants of laws and guidelines as a coherent order must be possessed (Sutrisno, 2019). If the implementer of the approach does not understand a strategy, the objectives of the preparation will not be achieved.

## **Implementation of public policy**

The public system, as indicated by Dwidjowijoto (2004), can be impacted by a few components, be specific: (1) execution and correspondence between affiliations, (2) nature of office organization, (3) monetary, social, and ecological conditions. Legislative issues, and (4) specialist oath. Moreover, Umanto et al. (2016), uncovered that notwithstanding the four factors, there were additional factors outside of the open procedure that affected the execution, specifically: (a) indications of the state of monetary advancement, (b) local area help, (c) the attitude and resources of the constituents, (d) more significant position support, (e) obligation and nature of drive from carrying out specialists. The actual

execution of the system does not do just concern the conduct of the administrative bodies answerable for carrying out the program and understanding the destinations of the gathering, yet additionally the association of force that can impact the execution, all things considered, including and which at last affects the public interest impact or shock (Barkay, 2012). The execution of public organizing is firmly connected with human factors with different establishments in the public field, culture, and others (Sunggono, 1994). One of the factors that decide if a course of action is accomplished or not is the capacity to finish the technique that has been arranged. As uncovered by Turner (2014), accomplishment and, in general, frustration can be surveyed similarly as the capacity to convey the program as arranged.

Each arrangement is coordinated to accomplish a particular objective as laid out, and strategy execution is an interaction to do or understand the objectives illustrated in the real world. Hence, the schooling strategy execution has a significant effect on the training strategy since it might be arranged if not carried out. The disappointment happened because the execution interaction will be connected to the climate 100% of the time (Lefebure, 2019; Francois, 2000; Epple & Romano, 1996; Widana et al., 2020). Each strategy as laws and guidelines in its execution cannot be isolated from its current circumstance, which is called cooperation with people, socio-social components, etc. From one perspective, instructive strategy as a framework accepts materials as a contribution to be additionally handled to deliver perpetual quality as a result along these lines. In actuality, each instructive guideline and strategy will forever change through conventional changes and changes made by the organization while acting (Héritier et al., 2013).

The execution of public strategy is pointed toward shaping a relationship that empowers strategy destinations to be figured out. In the investigation of public arrangement execution, the organization is one of the factors that impact the execution cycle and different variables that additionally impact it (Porter et al., 2014; Danga, 2015; Trinova et al., 2021). This study makes an essential model system in carrying out training strategy in Indonesia. In light of Gerston's hypothesis, the review results uncovered that fundamental contemplations in the execution of schooling were connected with interpretation capacity, workforce/human asset, the executive's ability, the number of implementers, and responsibility. The alteration of the hypothesis is considered viable with the truth of how training arrangements are executed in Indonesia. The discoveries of this study underline the primary job of mid-level chiefs' capacities, particularly about interpretation capacity. This capacity is connected with deciphering guidelines and strategies at a more significant level to be executed at the lower level (Fanzo et al., 2015).

Moreover, the aftereffects of perceptions of the execution of schooling arrangements in nearby government in Indonesia additionally observed that auxiliary level instruction directors played a significant part. Different things that the public authority should finish as controllers and leaders by and by are to guarantee adequate optional level training directors to deal with different instructive issues. This is because, tragically, most executions these days just spotlight on the school level and do not see that on many events, schools

experience issues satisfying the guidelines applied given the absence of help from optional level instruction administrators and training chiefs at more elevated levels (Kuvaas & Dysvik, 2010).

## **Conclusion**

This final section will summarize the critical role described in the findings section and discuss the results. From a series of data presentations that we mentioned in the results section, we can now conclude that every regulation or policy mandated for implementation, in this case, education is mandated to the organizers of the education office and schools, is expected to achieve a final goal that has been outlined and has become a public policy in a process. so that in its implementation it can be realized so that the objectives can be achieved following existing regulations and provisions. Therefore, if people want to achieve the expected goals, the education policy has a very strategic position in the education service itself. Because every government issues a policy on marriage, it is a plan carried out according to existing provisions. If the implementation fails, the implementation has not run as stated in the provisions.

Then every policy in the form of rules in its implementation must not be separated from the consideration of the school environment that is achieved and the learning context, namely to educate students and the nation's children in which there are other elements such as socio-cultural politics and also the economy, all of which will have an impact on output. To be achieved. So the implementation of public policy in the education sector is essential to form a possible outcome that can be realized by analyzing various policies and also looking at bureaucratic considerations and existing facilities so that in its implementation, there will be no significant obstacles that have an impact on As for the most significant results that we need to present here, O Allah, wherein our study in the exposure section, we have mentioned first the joy of understanding education policy. Here, stakeholders such as the education office, principals and teachers, even parents and guardians must have a sharp mind and study so that they can understand what is meant by education policy so that in its implementation because they are the most core, they can understand and understandable to apply it to achieve the objectives as mandated in the law or a collection of policies (Ashraf et al., 2014; O'Connor, 2013; Graham et al., 2013).

The next thing is that we see that the implementation of education is aimed at schools, so schools must be the most supportive places with the most conducive climates so that every police officer listed at the central level can easily be described at the field level, namely schools or madrasas. School policies can be simplified in practice, namely at the level of execution, namely schools with an understanding of regulating regulations and optimizing existing resources for student staff and the local community with optimal school leadership skills. Likewise, education and teaching policies in Indonesia are directed to the ministry of education, social education, and culture; in this case, they can lower it down to the provincial service level and up to the school level, where the hierarchy between labels occurs. Next, we also discuss the relevance between policy and implementation.

Indeed, every five years, there is a change or the name of policymaking and must be implemented within those five years, but not always the implementation is successful as planned in the police. Likewise, policies that need to examine understanding, namely in their implementation, are equity and equality. Schools must understand that two possibilities must be understood, namely equity, the principle of implementation. Furthermore, for the sake of this bag, this is a fundamental matter where in empowering existing human resources, the quality and quantity must be something that can be understood and understood so that it can be carried out according to the corridors and responsibilities of each. Next is discharged at the school level, there needs to be a policy or people who support the policy, meaning understanding of school leadership and also the service, and also the teaching staff must understand how to run all police officers to achieve their goals by getting optimal support from various parties, especially those closest to the board of directors—topmost, namely from the highest level to the lowest.

Likewise, the implementation of every revolutionary policy in the field of education must be carried out by involving several elements so that such experts such as Amitraz, the illustration of the head of the executive, legislative, and all schools here must be well prepared and supportive and have muscles that are following their respective responsibilities and goals. Each party is involved. Likewise, it is essential that we can describe here, all of which are evidence of issuers that we have reviewed from various available literature sources, so we believe these findings have become necessary inputs and greatly support efforts to improve the quality of similar studies in the future.

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