

Policy Implementation of Extraordinary School (SLB) Education in Central Java Province

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Abstract. Disabled people in Central Java province nationally still high with a percentage of 20%. The condition despite its achievement has been below the national average but over the last five years is fluctuating. As the Data and Information Centers of Ministry of Health, the disability that is currently in Indonesia is still a small enough percentage of 21%. This research will use the theory expressed by Lawler and Worley [1], with qualitative research methods. The results of research seen that is a contributing factor of Extraordinary School education policy in Central Java Province today is communication and disposition. The objective of this study is various levels of Extraordinary School (SLB) in Central Java Province. Moderate is the inhibitory factor in the study is the resources and structure bureaucracy. The recommendations given by researchers in this research are equivalence education of Extraordinary School with other education, so that people with disabilities can use the results of his education to survive and develop in their future life Day.

Keywords: Policy Implementation, Disabled People, Extraordinary School Education.

1 Introduction

Disabled people are individuals who experience physical, intellectual, mental, as well as sensory limitations over a long period interacting with the environment may experience obstacles and difficulties to participate in full and effective with other citizens based on equal rights. The percentage of low-profile disabilities in Central Java province for the last five years has fluctuated, which from 2014-2016 to decline but later in 2017 increased despite the decline in 2018. Nationally in 2018 the relative position of disabled people in Central Java province amounted to 20.2%, the condition is lower than the average national is 22%.

By the increasing age of life expectancy, there is a tendency to increase in disability, especially if accompanied by inadequate health care. Certain diseases and health conditions, natural disasters, accidents, and other causes can also cause the occurrence of disability.

The development of the number of disabled people in Central Java Province during the period of 2014-2016 for three years decreased; in 2014, the disabled people in Central Java Province amounted to 28%, and then decreased by 5% to 23% in 2016. However, the conditions in the following year were disabled people in Central Java Province again up by 3% from the previous year to 26%. Although the following year the number of disabled people in Central Java Province reduced by 6% from the previous year.

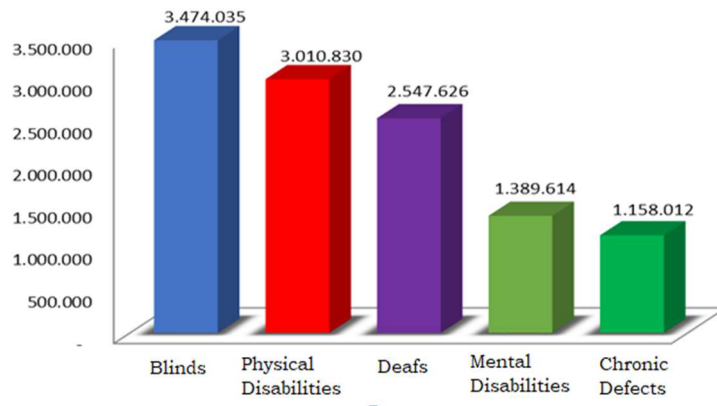


Fig. 1. Number of Disability in Indonesia (Social Ministry of Indonesian Republic, 2011).

In 2018, these disabled people who did not work had the highest number with a percentage of 26.7%. A lot of work done by the disabled people, according to the data above is working as an angler with a percentage of 23.9. While the percentage of work with disabled people is to be the Army/Police/Civil Servants/Official Employee with 16.5%. From the data it can be seen that the government should not only reduce the number of disabled people annually to be said to succeed, but also should be able to provide a guarantee of livelihood, education and a decent job for disabilities people residing in rural and urban areas.

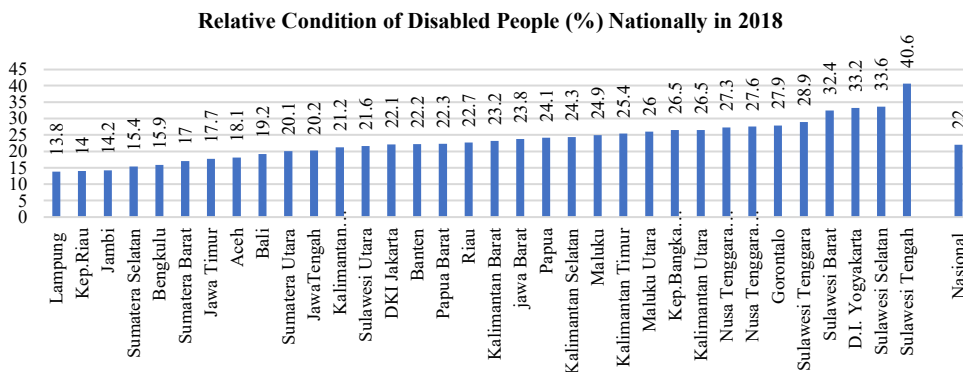


Fig. 2. The Number of National Disabled People.

Various Efforts implemented by the Central Java Provincial Government to reduce and suppress the number of disabled people shows a positive progress annually. Although in 2017, increase but in 2018 can be lowered again. The success of the Central Java provincial government in lowering the number of people with disabilities in 2018 but when viewed in absolute numbers is still large. The total number of people who have been convicted in 2018 in Central Java Province is as much as 115,626 lives. The disabled people have the right to obtain the highest standards of education and health that can be achieved without discrimination due to its disability. Therefore, this problem is the focus of research that will be taken by the researcher today.

From the effectiveness of the period 2014-2016, the decline number of disabled people in Central Java Province tends to accelerate. The condition is indicated by the average of its decline during that period by 2.5%. In addition, if compared with the number of the national Disabilities' peoples in 2015 the position of Central Java Province is still above the national. However, in 2018, the position of the number of disabled people nationally has become higher than the Central Java Province; despite the percentage is 1.82% of national achievement.

2 Literature Review

Implementation is a dynamic process, whose policy executor through activities will eventually get a result that suits the purpose or objectives of the activity itself. Public policy implementation is a study of the implementation of a government policy. Once a policy formulated and approved, the next step is how the policy can reach its goals. Implementation of the program involves the efforts of the policy maker to influence the conduct of the executive bureaucrat to be willing to provide service and regulate the behavior of the target group [2].

According to Patton and Sawicki [3], implementation is related to various activities aimed at realizing the program, which in these position executives arrange ways to organize interpret and implement policies that have been selected. Therefore, by organizing, an executive is able to manage effectively and efficiently the resources, units and techniques that can support the implementation of the program, as well as perform interpretations of the plans that have been made, and the instructions can be easily followed for the realization of the program implemented.

Sabatier and Mazmanian [4] in a book entitled "Implementation and Public Policy" explained that the meaning of implementation by saying that understanding what the real thing happens after a program stated or formulated is the focus of attention Implementation of wisdom. It contains events and activities arising after the dissolution of the State policy guidelines, which include both efforts to administer or to cause as well as affect the real on society or events. To enrich the understanding of the various variables involved in the implementation, we can see some of the implementation models of some other experts.

Uncles, Miser and Quade [5] stated that policies implementation process consists of interactions and reactions of implementing organizations, groups, targets as well as environmental factors that lead to conflict, requiring a transaction as a feedback used by decision makers in order to formulate a policy. In its implementation, a policy first should analyses the problem to determine whether the problem is resolved. Once that identifies what factors are needed in the implementation process and the policy environment that influences them both internally and externally.

In reviewing the supporting and inhibitors factors, researcher is using the implementation theory delivered by Ferguson, Clark and Sharkansky [6]. Because according to the researchers of the theory according to the pattern of governance that is *top down* as with the conditions Indonesia's current bureaucracy and is expected to be aware of the supporting and inhibitory factors of Extraordinary School (SLB) education of management policy in Central Java Province.

The theory application above according to the more Applicative researchers in its application, and in accordance with what researcher will observe. Therefore in observing both is supporting and inhibitors factors, researcher is using the theory presented by Ferguson, Clark and Sharkansky [6]. It is because researchers today want to observe how the four elements run

by the Central Java Provincial Government are namely communication, resources, disposition and bureaucratic structure becomes a supporter or policy inhibitor in management and services of Extraordinary School (SLB) education.

4 Research Method

This research uses a qualitative approach. Moleong [7] qualitative approach used to determine the methods and strategies applied in the quality of public service implementation as well as the constraints and efforts faced. The data source obtained is primary data and secondary data. Primary Data obtained through an in-depth interview source, Focus Group Discussion, and observation. Secondary Data obtained through literature and documentation studies. The analysis Unit in this study is the apparatus of the Central Java Provincial Education Office, as well as representatives of the community or parents who are training their children in Extraordinary School (SLB) education. Sampling techniques are purposive sampled.

5 Result and Discussion

The research on the policy reform Study of Extraordinary School (SLB) Education management in Central Java Province has completed. The supporting and inhibitory factors of the education management policy of Extraordinary School (SLB) in Central Java Province can be recognized by the results of interviews with the informant. Based on the theory presented by Ferguson, Clark and Sharkansky [6] stated that there are four factors that affect the policy implementation of the communication factors, resources, disposition, and the bureaucratic structure.

The research findings in the field based on the answer of the informant said that the human resources that are teachers of educators in the current Extraordinary School (SLB) are still lacking or less, when compared to teachers at the level of other education such as (Elementary School, Junior High School, and Senior High School/ Vocational High School). The informant suggests that the addition of teacher's personnel in accordance with the majors in the field of expertise is from the Extraordinary School Education Department. This is so that teachers who teach already have the ability to educate children with disabilities.

Second is non-human resource that has been complained by the informant is about infrastructure facilities in Extraordinary School (SLB) school which is not suitable for people with disabilities. An example is the bathroom is currently the shape of the building is still like the bathroom in general so it is difficult for children who use wheelchairs.

Third, the problem of financial support for the benefit of Extraordinary School known as *SLB* for private teacher who still not received after the authority of Extraordinary School (SLB) affair was taken over by the Department of Education and Culture of Central Java province. In addition, should Extraordinary School (SLB) teacher allowance recommended to be greater than that of teachers at other levels of education such as Elementary School, Junior High School, and Senior High School/Vocational High School. This is because the level of difficulty in doing the learning process and these students faced either is not a normal pupil physically or Psych more.

In this study, the first factor that was seen using the theory of Ferguson, Clark and Sharkansky [6] was communication. What discussed about communication factors according to Ferguson, Clark and Sharkansky [6] was that the success of policy implementation requires that

the implementer know what to do. What the objectives and objectives of the policy should be transmitted to the *target group* so that it will reduce the distortion of implementation.

In this study, the second factor that was seen using the theory from Ferguson, Clark and Sharkansky [6] was resources. The discussion of resource factors according to Ferguson, Clark and Sharkansky [6] was an important factor for policy implementation in order to run effectively. These resources can be tangible human resources and financial resources.

The lack of alignment between the theories conveyed by Ferguson, Clark and Sharkansky [6] on the impact of implementation was influenced by the resource factor by practice in that field so that it causes many problems in the management of Extraordinary School (SLB) in Central Java Province. The problem lies in the lack number of human resources and Non-human is financial. In addition, this is a blocking factor in the policy of education management of Extraordinary School (SLB) in Central Java Province. It is necessary to add human resources in the form of Extraordinary School (SLB) teachers who have the field of extraordinary education and budget adjustments in order to increase teacher's benefits. It is combined with updated data of how many total Extraordinary School (SLB) teachers are either from State or from Private in the region of Central Java Province today.

The research findings in the field based on the answer of the informant said that to reduce the distortion in delivering the message from the Department of Education and Cultural Office of Central Java Province, there are several ways used. In an interview with the informant mentioned that the first is a meeting forum conducted by the Education and Culture Department of Central Java Province with the principals and teachers of Extraordinary School (SLB). As well as the community as Parents to be able, to explain the program or listen to the problems those are being faced in the current Extraordinary School (SLB) education nowadays.

The second is by utilizing the progress of the digital era by using WhatsApp, SMS or phone to the education and culture office that is in charge of special education. In addition, the third is to include the community in the PKK group to be able to inform neighbors near their home in order to send their children who have special needs to be able to participate in Extraordinary School (SLB) education. In order disabled people will get educated and to add to their current skills. Therefore, in the future they can survive to live as with the other children. Due to this, will being the aim of the realization of an equivalent education in the region of Central Java Province today.

Based on the results of the above studies, it can provide understanding that the current policy reform management of the Extraordinary School (SLB) Education in Central Java Province from Human Resources factor apparatus has not succeeded by the government. It is necessary to make improvements so that the quality and quantity of Extraordinary School (SLB) master can be fulfilled. Just like teachers who cannot operationalize computer and digital props when doing examples for Extraordinary School (SLB) students.

Public services have been able to walk in accordance with the expectations of society. The Education and Culture Office of Central Java Province in handling the problem is responsive. They are the officers quickly and precisely in providing, the clarity of information needed by both the teachers and the community who reported related to the problem of Extraordinary School known as SLB in Central Java Province.

The Current research has also identified the inhibitory factor of the policy reform of the Extraordinary School (SLB) education Management in Central Java Province. It is known that resources become a barrier factor, because until now still lacking, for infrastructure facilities that have not been fully adequate for the disabled people at school and financial support in the form of allowances of SLB Private teachers who have not yet been given. The inhibitory factor also found in the bureaucratic structure that until now there is no Standard Operating Procedure

(SOP) that can or can be scheduled for reference or handle in conducting or implementing the education management of Extraordinary School (SLB) in Central Java Province.

6 Conclusion

These Factors supporting Extraordinary School (SLB) education of policy Management in Central Java Province are communication and disposition.

- a. Communication: it becomes a supporting factor of Extraordinary School (SLB) management policy in Central Java Province. Some of the ways used by the Central Java Provincial education and culture Office in the management of Extraordinary School (SLB) are a meeting forum with the principal and teachers of Extraordinary School (SLB), second: by Using What Sapp, SMS and telephone, and third through the forum Meeting with residents or communities, especially the PKK group.
- b. Disposition: Being a contributing factor of the policy reform of Extraordinary School (SLB) education Management in Central Java Province is the disposition of employees who include the character and characteristics owned by the Implementer, such as Commitment, honesty, and democratic nature in the management education of Extraordinary School (SLB) in Central Java Province.

The factors being an obstacle of Extraordinary School (SLB) education of Management policy in Central Java Province are bureaucratic resources and structures.

- a. Resources: Being the inhibitory factor of the policy reform of the Extraordinary School (SLB) education Management in Central Java Province is a human resource that is still lacking; infrastructure is not fully adequate for disabled people in School and financial support in the form of private is SLB's teacher allowance that has not been given.
- b. Bureaucratic structure: being an inhibitory factor of the policy reform of the Extraordinary School (SLB) education Management in Central Java Province is the absence of *Standard Operating Procedure* (SOP), which is part of the bureaucratic structure in this research.

The provincial government of Central Java can make improvements for the policy implementation of the reform program of Extraordinary School (SLB) Education Management with attention to some public input. Where the community today wants the policy management of Extraordinary School (SLB) education can really be equivalent to other education. Therefore, disabled people can be independent, compete, and live normally. In accordance with the talents and skills, they had been getting during their education at the current Extraordinary School (SLB).

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