

The Role Of The Principal Agent Problem In The Implementation Of Basic Education Policy In Mamuju Central District

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The Role Of The Principal Agent Problem In The Implementation Of Basic Education Policy In Mamuju Central District

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Abstract

The implementation of education policy can mean that an educational policy implementation is the process of an alternative education policy that has been selected and decided. Education policies are all actions taken by individuals or groups and the government or private agencies to carry out a policy that has been made to achieve educational goals. The success of the implementation of basic education policies in Central Mamuju Regency is very dependent on the implementation of the main role - agent. Where each element has a different role and task but still has one mission and vision. If there is a difference in perspective between the principal and the agent, the optimal implementation of basic education policies will not be achieved. Therefore, it takes the role of principals and agents to carry out tasks according to use without involving personal interests and still referring to one goal, namely the successful implementation of basic education.

Keywords: Role, implementation, basic education

Introduction

Education is a determining factor for the progress of a nation. When the education aspect of a nation is advanced, other aspects will also be developed, especially in the economic aspect. Indonesia as a developing country requires multi-talented and intelligent future generations. Building a nation into an intelligent nation is not something that can be underestimated. Especially considering the economic condition of the Indonesian nation, where 50% of the people are still below the poverty line. Of course, economic conditions will greatly affect whether a child can go to school or not. Not to mention the cost of education which is quite expensive, so some of the children have to drop out of school because of the inability to pay for education.

One of the Government Programs that is considered pro-people in the field of education is the existence of a Basic Education Policy for the poor or the underprivileged, whose children have dropped out of school or who have never attended school. Improving the quality of education is the main issue of improving the quality of human resources (HR). To improve the quality of education, the Central Mamuju Regency Government has allocated the Village Revenue and Expenditure Budget (APBD) as a fund for basic education.

The increase in human resources carried out by the Regency Government through education faces several obstacles, including physical and non-physical environmental factors. Completion

The success of basic education can be influenced by two factors, namely internal factors (inside) and external factors (outside) the children.

Internal factors, including: abilities, interests, motivation, values and attitudes, expectations, and children's perceptions of school. External factors include: parents' economic background, parents' perceptions of education and the efforts made by the government. The number of children who are not in school can be seen from these two aspects (Alwen, 2014; Hijriana, 2020).

In fact, the implementation of education in the Mamuju area specifically in Central Mamuju Regency, West Sulawesi Province is currently not being implemented optimally. Although the Government has managed and organized quite large funds for education. but there are still problems in the implementation of education in Central Mamuju Regency. The problem that we can see first is that there are still many children who have dropped out of school and have never been to school. Related to this, the obstacle is that parents' concern for education is still lacking and considers education unimportant. Most of the people in the village think that without education they can make money. The other main factor is due to economic difficulties, environmental influences and Not a few children who insist that they do not want to go back to school, because they have been away from school for too long, so they are lazy to go back to school.

Departing from the problems above, the role of principal-agent greatly influences the government of Central Mamuju Regency and policy implementers at the city and village levels in Central Mamuju Regency.

Literature Review

Public Policy Implementation

A policy-making flow certainly goes through several important stages that must be carried out. One of the important stages is policy implementation. Sanusi (2014) explain that policy implementation is a process of carrying out an alternative policy that has been decided from several previously designed policy alternatives.

If it is associated with the implementation of policies in the field of education, it can mean that an implementation of educational policies is a process of carrying out an alternative education policy that has been selected and decided. Van meter and Van Horn cited by Parson (Parsons, 2015) suggest that the implementation of education policy is the overall action taken by individuals or groups and the government or private agencies to carry out a policy that has been made previously in order to achieve educational goals.

From the above understanding, it is clear that policy implementation is carried out after the formulation of the problem, formulation and legitimacy of the policy. The implementation of education policies involves political instruments in deciding which educational policies will be used and implemented. The implementation of education policy will look at the obstacles faced in carrying out an education policy whether an education policy is still implemented or not.

Role

According to Nye, 1976 in (Biddle, 2013) Role refers to several sets of behaviors that are more or less homogeneous in nature, which are defined and expected normatively from someone occupancy in certain social situations. Roles are based on role perceptions and expectations that explain what individuals must do in a given situation in order to fulfill their own expectations or the expectations of others regarding the role (Biddle, 2013).

Role is a set of behavior expected by others towards someone according to their position in a system. The role is influenced by social conditions both from within and from outside and is stable (Kozier, 2016).

Role is when a person enters the community, both on a small scale (family) and large scale (society), everyone is required to learn to fill certain roles. Social roles that need to be studied include two aspects, namely learning to carry out obligations and claim rights from a role, and having attitudes, feelings, and expectations that are in accordance with that role (Sudarman, 2014).

Principal-Agent Role

Principal-Agency theory, namely the relationship between the parties who work together. On the one hand as the principal who delegates authority in terms of control and decision making to another party, and on the other hand as an agent, namely the party who performs services or tasks for the principal (Gailmard, 2014). The agency relationship arises because of a contract between the principal and the agent by delegating some decision-making authority to the agent. In accordance with the agreement it can be assumed that some decisions will give authority to the agent (Jacques, 2001).

The role of the agent is to represent the principal in managing the organization (Donaldson, 2000). In agency theory, there will be a conflict of interest between the principal and the agent, due to different interests (Hill, CW, & Jones, 1992). Agents who should represent the principal in managing the organization, it turns out that there are many factors that can cause conflicts between the principal and the agent. This conflict between the principal and the agent is known as the agency problem.

To fulfill the personal interests of the agent, sometimes the agent takes actions that are not expected by the principal, namely actions that are detrimental to the principal. And usually agency problems arise because the agents perform various actions that are contrary to the wishes of the principals, such as acts of fraud (Jacques, 2001).

Method

This research uses a descriptive qualitative approach through case studies. The number of informants is 5 people. Data collection techniques are observation, interviews, and documentation. Data analysis uses data reduction, data presentation, verification, and drawing conclusions.

Result and Discussion

The Role of Principal-Agents in the Implementation of Basic Education Policies in Mamuju Kabupaten District

Purpose

Making related policies in the field of basic education is quite difficult. Moreover, if there are policy implementing agents who have different interests from the principal, so that it will affect the implementation of basic education which results in not optimal and effective policies taken by stakeholders. The roles of the principals of implementing basic education policies are described in 5 basic points of implementation of basic education according to Charles o. Jones that:

1. Principal as the party who is the main source or facilitator who is responsible for implementing basic education for the community.
2. Principal provides opportunities for the community to get basic education organized by the government without burdening people who are classified as underprivileged

Meanwhile, as an agent, the Central Mamuju Regency government has a role as a builder because it is responsible for its community and establishes cooperation with the success of implementing basic education optimally and evenly throughout the Central Mamuju Regency.

Based on the role of the principal-Agent in the implementation of basic education, it is necessary to set goals as one of its components. Education policies that will be implemented must have clear objectives that are in accordance with the vision and mission of the local government in the success of intelligent and compulsory education regardless of the age of at least 9 years. In addition, the determination of Principal-Agent goals in educational policies must also be rational and acceptable to all parties

Plan

After determining the educational policy objectives to be achieved, the next thing to do is to make a work plan that contains specific work operations that will be used to achieve the goals.

In the implementation of education policies in Central Mamuju Regency, it starts from the planning stage where the Regent of Central Mamuju Regency acts as the principal and discusses the implementation design that will be carried out.

Furthermore, the Head of the Education Office, who acts as an agent, then discusses the basic education policy for Central Mamuju Regency.

Stakeholders which include principals and school committees who are agents of basic education implementation carry out policies based on designs determined by the principal, namely the Regent, Head of Service, and BKD.

A work plan is made to regulate work management in implementing an education policy so that the direction of implementing the policy is clear and directed.

Program

The third step is programming. The program is a real project from the goals that have been prepared previously. The program is implemented as an effort to achieve a goal by looking at the level of success and failure.

The program referred to here is an educational policy that will affect the education sector. In making an educational policy, it is better to make more than one or by making several

alternative choices of educational policies so that later they can be used as material for consideration in making educational policy decisions.

The role of the principal who is the determining party and the policy maker then designs work programs related to the implementation of basic policies. The policy will be divided into several programs to make it easier to implement.

Meanwhile, agents who are direct implementers of basic education implementation policies carry out programs based on the area of duty of each agent.

Decision

Decisions are all actions to determine goals, make program plans, implement programs and evaluate programs. The decision was taken by taking into account the test results of several alternative educational policies that have been carried out. The results of rationality, level of satisfaction and acceptance of educational policies by all parties are the main considerations in deciding educational policies to be established and implemented.

Impact

Impact is the impact of programs that have been implemented either intentionally or unintentionally, both primary and secondary programs. In determining an education policy, it is undeniable that it will have both positive and negative impacts.

Factors Affecting the Role of Principal-Agents in the Implementation of Basic Education Policies in Mamuju District

After the policy requirements are set in the preparation stage, policy makers can begin to design policies for implementation, however, in carrying out the roles of stakeholders who act as Principals and who act as Agents are influenced by several factors:

1. Principal does not get complete information from the agent in determining the draft Education policy
2. Determination of standardization of policies set by the principal cannot be in accordance with conditions in some areas
3. The interests of agents who sometimes make policies are not implemented optimally
4. The objectives of the basic education policy were not implemented due to differences in the perspective of the principal and the agent as the implementer.

Conclusion

The success of the implementation of basic education policies in Central Mamuju Regency is very dependent on the role of the principal-agent. Where each element has a different role and task but still has one mission and vision. If there is a difference in perspective between the principal and the agent, the optimal implementation of basic education policies will not be achieved. Therefore, it takes the role of principals and agents to carry out tasks according to their roles without involving personal interests and still referring to one goal, namely the successful implementation of basic education.

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