

EFFECTIVENESS OF EDUCATION DEVELOPMENT POLICY MODEL IN THE DISTRICT OF JEPARA

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ABSTRACT

The main problem in this research is the lack of educational opportunities, quality, relevancy and competitiveness, professionalism and uneven distribution of teachers, educational service facility not distributed, as well as the management and governance of education provision has not been effective and efficient. The research purposes were: (a) creating human resources faithful, devoted and cultured through the implementation of quality education, (b) realizing the teachers who have the competence and qualifications at all levels of education, (c) realizing the development of educational infrastructure facilities to accommodate children of school age, and (d) creating education managers which to have independence in managing the education necessary to meet the demands society development. The approach used is a phenomenological study by library research. Data collection technique was documentation. Data validity were the credibility, transferability, dependability, conformability. Qualitative data analysis done in three steps: data reduction, data presentation and draw conclusions. The results were: (a) development of education has not been fully able to foster a spirit, attitude, and the ability to think analytically, communicate effectively, work in teams, and entrepreneurial abilities; (b) the need of education as the cornerstone of education policy in Jepara district. Advice and recommendations of this study can be collaborated as follows: (a) new policy in an era of decentralization, (b) structuring the district education program, (c) revitalization of the national curriculum and examinations, (d) implementation of curriculum development of 2013, and (e) educator professional certification.

Keywords: model, policy, effective education

Introduction

The purpose of National Education is educating the nation and developing a complete Indonesian people, who are faithful and devoted to God Almighty and the righteous noble character, has the knowledge and skill, physical and spiritual health, steady and independent personality and a sense of civic responsibility and nationality. Law No. 20, 2003 Article 3 states, "National Education serves to develop the ability and character development and a dignified civilization in order to educate the nation, aims at developing students' potentials in order to become a faith and fear servant to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, the and becomes democratic and responsible citizens".



Equitable access to education to all levels of society and to all parts of the country will heighten APS and reduce the illiteracy rate that Indonesia's HDI will get better. Planning, process, and evaluation of appropriate employment and sustainable Indonesian people will realize the transformation towards a knowledge-based society. Agreement and commitment to the values, the formation of the system and work procedures, structured and well-organized legal products and organizational structure, increasing public accountability, and other targets that are relevant would be necessary to support strategic themes in this period.

Strategic themes in period 2010-2015 focused on strengthening development services. Once the ratio of needs and the availability of educational facilities nationwide to be optimal, next focus is how to improve the quality of education to be relevant and competitive. Objectives and programs related work should be able to answer the demands of the quality of education that the greater capacity and fiscal decentralization and regional autonomy is increasingly mature.

This is a strategy for strengthening the services shift focus or emphasis on the development aspects of quantity to quality aspects. Accompanied by the easier access to education and public accountability more transparent, the theme of this educational service quality will create the driving force of development towards the vision of the state and nation of Indonesia is a safe, equitable, and prosperous. The targets include supporting the implementation and optimal operation of the values, Sisdur, and coordination of work that has been structured. In this period also, the Ministry of Education are expected to be or exemplary among other government institutions.

One of the elements in the declaration of a national education vision 2025 is to be competitive on a global level. Therefore, in the period 2015-2020 is focused on the development of quality education which have regional competitiveness in ASEAN first. The sustainable quality standards in this period, is expected to be relevant to the ASEAN regional markets. Those standards should be based on objective and realistic program.

The program is based on an understanding of the developmental needs of the regional market becomes a very important factor in achieving the desired competitiveness. Failure in creating a high quality of education according to the needs or who do not have competitiveness will only print the new unemployment figures. Education management programs through standardization, quality assurance, and accreditation of units or programs that have been started earlier will be focused in this period. All was done without prejudice to previous programs related to the ease of access to education and public accountability in its implementation.

Development goals underlying strategic policy in this period include the form and operation of the service system with a standard level of ASEAN, images MONE which has a cross-country ASEAN, cooperation between ASEAN countries, especially in the field of education were more steady, and other things which is relevant. The hope of human Indonesia at the end of this period can become the center of gravity of social ASEAN as a socio-cultural entity.

Towards the realization of the vision long-term development plan (RPJP) is supposed to happen in 2025, then in a period of national education development in 2020-2025 was declared the achievement of internationally competitive value.

In the previous five-year Development Plan, the achievement level of the quality of national education Indonesia has relevant and competitive in ASEAN regional level, then at this period levels to be achieved has been world class.

For the creation of an international quality standard class education, Ministry of Education should have international standard service system, strong image and represent the vision of development of Indonesia, and close cooperation with other nations, especially in the field of education. These objectives and others are derived from the strategic policy during this period will lead to the realization of the vision DEPDKNAS in 2025.

Milestones of success in the five-year time span is part of a long-term plan of educational development from 2005 to 2025. The milestones of success translate the strategic policy planning, implementation, and ongoing evaluation in accordance with the existing conditions to realize the expected conditions.

All the challenges in terms of access, quality, and accountability can be missed by the work programs that are relevant to the policy in each period. Thus, the vision of intelligent and competitive Indonesian people based on equitable education system, quality, and relevant to the needs of local and global communities can be realized by 2025.

Conditions are still poor education certainly has a long consequences when linked with the overall development of the nation because they can not be separated (insparable). The quality of education will determine the unemployment rate, the quantity and quality of creation and innovation in various spheres of life of criminality, moral, etc.

After education managers get criticism from various parties about the low quality of education, the various policies have been carried out. There are three categories of policies in order to improve the quality of education in the country. First, improvement of infrastructure, both physical and non-physical form. Second, financial improvement either in the form of

teachers salary increases and financial aid directly to the school, such as BOS, block grants, special help students and so on. Thirdly, the improvement of human resources, both for the teachers, the community and the school principal. Not a few teachers who get the opportunity upgrading, training, workshops, seminars, etc.

Field data indicates the absence of significant improvement in education. Although teachers' salaries continue to be raised, assistance to schools increasingly propagated, upgrading a lot done, management improved but it is not directly proportional to the increase in the quality of education in the country. It has been demonstrated that the financial capital and human capital was not able to automatically have a relationship with the quality of education in general. Education is not enough just to be approached with a single variable, but multivariable

This study will look at the educational institution instead of the development of human resources or financial terms, but the development of social capital is often called social capital. It is built on several assumptions. *First*, the advancement of education is not only determined by the availability of human and financial capital are good, but is also determined by the social capital owned by the school.

Second, in the community madrasa was littered social capital. Madrasah stood up and survived until now it was not because of the amount of funding that flows to the madrasahs but because it dimadrasah lot of social capital. So despite the madrasah teacher paid by the very small, the principal much to tombok, but madrasah was still standing strong and produce graduates that are useful for the community, capable of independent and not a burden on society.

There are several things that underlie the importance of the study of aspects of the management of educational institutions of social capital (social capital) is. First, human capital and financial capital was not enough to improve the quality of education. Not a bit of money spent by the state in the post-New Order to improve education but the results have not been encouraging. Money does not always make peace at school, but many who made a mess because of the presence of money.

Third, the ability of the State to assist through financial and human capital is increasingly limited. 20% budget allocation is still difficult to be realized because of many things the unexpected need of financial assistance. State financial assistance to educational institutions increasingly will be reduced, and subsequently handed over to the community for help. Likewise, the ability of the State to help improve the quality of human resources is also increasingly limited because of limited financial ability. For holding private parties involved

in the management of madrasah is also not easy. Because the private sector is usually more emphasis on consideration of profit and loss.

Fourth, at the present time the potential of social capital that is scattered at the school most have not been managed well, even today still tend to be ignored, even systematically destroyed. Madrasah managers prefer the financial and human capital rather than social capital. Social capital finally disappearing in many madrasahs. Will in fact create suspicions, conflicts between gangs, the lack of spirit in the teaching, etc.

Therefore, to develop educational institutions, especially madrasah which until now have still got the public confidence necessary to find a new breakthrough for schools / madrasah it keep forging ahead and does not degrade the quality amid lack of infrastructure and lack of finances and the low quality of human resources. Alternative solutions to improve the quality of school / madrasah based on the potential of the madrasa itself needs to be explored. Madrasah managers need to go back to the 'potential nature of madrasah' and develop it, not destroy it.

The purpose of Effective Education Development Policy Model in Jepara district are: (a) creating human resources faithful, devoted and cultured through the implementation of quality education; (b) realizing the teachers who have the competence and qualifications at all levels of education are needed to deal with the demands of the development of public education; (c) realizing the development of educational infrastructure facilities to accommodate children of school age; and (d) creating education managers which to have independence in managing the education necessary to meet the demands society development.

Method

This study uses the type Library Research with qualitative approach that understands the various symptoms as a matter of inter-related in a functional relationship and a unity. In addition, the phenomenological approach is used to reinforce the meaning of the events (empirical facts) and the relation in the context of a particular situation.

To obtain accurate data, then this study using the Study Library (Library Research). The study of literature is an activity that is required in research, in particular academic research whose primary goal is to develop the theoretical aspects as well as aspects of the practical benefits (Sukardi, 2009: 33).

The technique of data collection is a documentary that a written report of an event



whose content consists of annotations and thoughts to that event, as well as written intentionally to set up or continue into the event description. This documentation is done to help the validity of the data obtained with the interview (Winarno Surahmad, 1986: 125).

Checking the validity of the data is checked on standard criteria are met or not the validity and reliability of the data. According to Lincoln and Guba (1985), that in order to obtain valid data can be reached through the data checking techniques: (1) observations made continuous (persistent observation), (2) triangulation (triangulation) of data sources, methods and other researchers ; (3) checking member (member check), discussion peer (peer reviewing); and (4) checks on the adequacy of reference (referencia adequacy check).

Theoretical Review

Effective Education Model. The model is a pattern (eg, reference, variance) of something that will be created or generated (Ministry of P and K, 1984: 75). Another definition of a model is an abstraction of the actual system, the picture is simpler and has the percentage that is comprehensive, or a model is an abstraction of reality by just focusing on some of the properties of real life (Simamarta, 1983: ix – xii).

According to the Policy Definition (Noeng Muhadjir, 1993: 15) policy is an attempt to solve social problems in the public interest on the principle of justice and the welfare of society. And the chosen policy should at least meet the four grains; (1) the level of living increases, (2) the case of justice: By law, social justice, and the opportunities and the creation of individual achievement, (3) be given the opportunity of active participation (in discussing issues, planning, decision and implementation) and (4) ensuring sustainable development.

Understanding Policies According to Monahan and Hengst as quoted by (Syafaruddin, 2008: 75) policy (policy) in etymology (origin of the word) is derived in Greek, namely "Polis" which means the city (city). Can be added, the policy refers to the ways of all parts of government directed to manage their activities. In this case, the policy with regard to the idea of setting organizations and the formal patterns that are equally accepted by governments or institutions so that they are trying to pursue the goal.

Based on the above explanation in mind that the definition of the policy guidelines and restrictions in general that the direction of the action taken and the rules to be followed by the actors and implementers because it is very important for processing in making decisions on planning that has been created and agreed. Thus becomes a means of solving the policy for actions that occurred.

Development of Education. Associated with the notion of development, there may be no one discipline that best interpret the word development. So far the series has ber-kembang thinking about development, from the perspective of classical sociology (Durkheim, Weber and Marx), the Marxist view, modernization by Rostow, structuralism together with modernization enrich review pen-dahuluan social development, to the development berkelan-jutan. However, there are key themes the messages in it. In this case, the construction can be interpreted as `a coordinated effort to create more alternatives legally to every citizen to me-menuhi and achieve the aspirations of the most humane (Nugroho and Rochmin Dahuri, 2004). The first theme is coordination, which implies the need for an action plan as discussed previously. The second theme is the creation of more alternative legitimately. This may imply that the development should be oriented to diversity in all aspects of kehi-dupan. The mechanism requires the creation of a reliable legal and institutional capable of acting in an efficient, transparent, and fair. The third theme achieve the aspirations of the most humane, which means that development should be oriented to solving problems and fostering moral values and ethical people.

Regarding the definition of development, the experts give varying definitions as well as planning. Term development may be interpreted differently by one person to another, one region to region, country to country one another. But in general there is an agreement that development is a process to make changes (Deddy Riyadi and Supriyadi Bratakusumah, 2005).

Siagian (1994) gives the notion of development as "An attempt or a series of business growth and change that is planned and carried out consciously by a nation, state and government, towards modernity in order to develop the nation (nation building)". While Gina Kartasasmita (1994) provide a simpler sense, namely as "a process of change for the better through the efforts of a planned".

At beginning of thinking about development often found in the thought that mengidentikan development with the development, development with modernization and industrialization, even development with westernization. The whole idea is based on aspects of change, in which the construction, development, and modernization and industrialization, as a whole contains elements of change. However, these four have considerable differences of principle, because each has the background, principles and



different nature and different principles of continuity, even though everything is a form that reflects the changes (Deddy Riyadi and Supriyadi Bratakusumah, 2005).

Development is a process of change that includes the entire social system, such as politics, economy, infrastructure, defense, education and technology, institutional, and cultural (Alexander 1994). Portes (1976) mendefenisikan development as the transformation of economic, social and cultural. Or in other words, development is a process of change that is planned to improve various aspects of community life.

In accordance with the explanations that have been put forward by some experts above, can be withdrawn in general sense that development is a process to turn out to be better than the previous state through the efforts planned. While education is a conscious and deliberate effort to create an atmosphere of learning and the learning process in order to create active learners who can develop the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him and society. Therefore, it can be said that the development of education is a process of deliberate effort to create an atmosphere of good teaching and learning so that they can change and develop the skills of learners towards the better.

Effectiveness of education. Effectiveness is a measure of the extent to which stated goals / objectives (quantity, quality and timing) has been achieved. In equation form, the effectiveness is the same as the real result divided by the expected results. Effective schools showed concordance between the results achieved with expected results. Abin (1999: 11) assert that school effectiveness basically shows the level of concordance between the results achieved in the form of achievement or observal outputs with expected results in the form of objectives, targets, intended as a predetermined output.

Effective education is an education that allows learners can learn with ease, fun, and can be achieved in accordance with the expected destination. Thus, educators (professors, teachers, instructors, and trainers) are required to be able to increase the effectiveness of learning for learning can be useful (prof. H. Qomari Anwar, MA).

Schools effectively in English is derived from two words, namely effective and school. Effectively meaning refers to the ability to produce something or capable of achieving the goal. Effectiveness is a measure that states the extent to which goals or objectives (quality, quantity and timing) has been achieved.

Effective schools have a different understanding of the effectiveness of the school. ACT Council of P & C Associations (2007) defines the effective schools as "Reviews those that successfully progress the learning and development of all of thei students". The

definition above can be interpreted that an effective school is a school that is able to improve their students learn and develop all students in the school successfully.

Sammons, Hillman and Mortimore (1995: 3) defines the effective schools as:

“one in which pupils progress further than might be expected from consideration of its intake. In other word an effective schools adds extra value to its students outcome in comparison with other schools serving similar intakes. By contrast an ineffective school is one in which students make less progress than expected given their characteristic at intake”.

Definition of Sammons, Hillman and Mortimore is understandable that effective school is one case where students progress better than usual conditions are expected. Or effective schools that schools provide more value to their students than other schools that have the same characteristics.

While Lawrence W. Lezotte (1985) defines the effective schools are schools that are able to have the impact of learning to accomplish all the missions, showed similarities in the quality / quality.

Effective schools are schools that function as a place to learn the most good by providing quality learning services for students siswinya. (Joni Ukat, 2008: 1). General sense of effective schools also relates to the formulation of what to do with what has been achieved. So that a school will be called effective if there is a strong relationship between what has been formulated to work with the results achieved by the schools, otherwise the school is said to be effective if the relationship is low (Getzel, 1969).

Based on some of the above definition can be concluded that an effective school is a school that is able to provide quality teaching services supported by the implementation of quality processes and are able to produce quality graduates. This meaning shows that the school not designated as effective when learners have quality results due to the contribution of tutoring instead of a process experienced by children in school.

The main feature of effective schools, (Davis & Thomas, 1989: 12): (a) leadership (instructional) is strong; (b) high expectations for student achievement; (c) the orderly learning environment and comfortable; (d) emphasize the basic skills; (e) continuously monitoring the progress of students; and (f) clearly formulated school purposes.

Effective schools have diverse but leading indicators on the quality of learning outcomes. Suharsaputra, Uhar (2010: 65) looked at the effectiveness of schools from three perspectives, namely effective school in the perspective of the quality of education, the



school is effective in the management perspective, and effective school in theory perspective organism.

Effective schools in the Perspective of Quality Education. Implementation of learning services for learners are usually studied in the context of the quality of education that is closely hubungannya with quality assessment and management of effective schools. What is considered grade school when the student participants, largely or wholly, to obtain the value / high figure, so the opportunity to continue kejenjang higher education. Perception is not faulty if the value or number is recognized as a representation of the totality of learning outcomes, which can be trusted describe the degree of change in behavior or control relating to the ability of cognitive, affective and psychomotor.

Effective School Management in Perspective. School management is the process of resource utilization throughout the school is done through a rational and systematic action (includes planning, organizing, mobilization measures and controls to achieve school goals effectively and efficiently, (Suharsaputra, Uhar, 2010: 66). Seen from the perspective of management, (Suharsaputra, Uhar, 2010: 66) suggests that the dimensions of effective schools include: (a) the service learning for students, (b) the management and student services, (c) facilities and infrastructure of the school, (d) program and financing, (e) partisipasi society, (f) school culture.

Djam'an Satori (2000) suggested the school be effective in a management perspective, the entire process of utilization of school resources is done through a rational and systematic action (includes planning, organizing, directing actions, and control) to achieve school goals effectively and efficiently. Furthermore, when viewed in this perspective, the dimensions and indicators of effective schools can be described as follows: service learning for students, the quality of teaching and teacher, smooth service learning, the feedback received by students, daily service of teachers to students, leisure classrooms, availability of learning facilities, students a chance to use school facilities, management and student services, school facilities and infrastructure, community participation, and school culture.

Development of Effective Schools. Effective school is a school that has a number of characteristics as an effective school. School success embodies the characteristics effective schools, depending on the capabilities of human resources in the school in completing the tasks and responsibilities of each. Human resource capacity at the school in completing the tasks and responsibilities of each that can be developed to build an effective school culture. Build a school culture with the focus on the culture of excellence (culture of excellence) insists on changing thoughts, words, attitudes, actions, and the heart of every citizen of the

school. School culture is the dominant values are supported by the school or school policy guiding philosophy of all the elements and components of school including educational stakeholders, such as how to carry out the work at the school as well as the basic assumptions or beliefs embraced by school personnel.

School culture refers to a system of values, beliefs and norms accepted together, and implemented with full awareness as natural behavior, which is shaped by the environment that creates a common understanding among all elements and personnel of both the school principal, teachers, staff , students and if necessary to form the same opinion with the school community. Build an effective school culture is needed in the context of the development of effective schools.

The following are some of the characteristics of effective schools: professional leadership, shared vision and goals, learning environment, concentration on learning and teaching, high expectation, positive reinforcement, monitoring progress, pupil rights and responsibility, purposeful teaching, learning organization, home-school partnership.

Based on the characteristics of effective schools above, then efforts to develop effective school culture should refer to some of the following principles: focusing on the vision, mission and goals schools, formal and informal communications creation, innovative and willing to take risks, having a strategy is clear, performance-oriented, evaluation systems are obvious, has a strong commitment, based on consensus decision, the rewards system is clear, and self evaluation.

Discussion

Education Sector Performance Jepara district. In general, the development of education has managed to increase the education level of the population of Indonesia. This development is reflected in the increase of the average length of school in 2010 amounted to 7.1 years to 7.47 years, and the decline in the number of illiterate population aged over 15 years from 10.21 percent to 6.21 percent in 2011 (MONE 2011). Overall performance of the national education development has increased significantly.

The Office of Education Performance Measurement. To determine the performance of the agency, required performance measurement starts with determining the variable performance indicators and performance indicators, ie quantitative and qualitative measure that describes the level of achievement of a goal or goals that have been set taking into account the input indicators, output, outcomes (results), benefit, and impact.



Input indicators is something that is needed for the implementation of the activities can produce outputs. This indicator may be funding, human resources, information, policies or applicable laws and regulations. Output indicators is something that is expected to be reached directly from an activity, which can be either physical or non-physical outputs. Indicators of outcome (result) is everything that reflect the functioning of output activity in the medium term.

Indicators benefit (benefit) is something that is associated with the ultimate goal of the implementation of the activities. Indicators of impact is the effect that, both positive and negative at every level of the indicator is based on the assumptions set.

Furthermore, an assessment of performance using the form tool performance measurement activities, the measurement of the achievement of targets as stipulated in the Decree of the Head of State Administration Institution number: 239 / IX / 6/8/2003 dated March 25, 2003 on Guidelines for Preparation of Reporting Accountability Improvement Government Performance.

From the measurement of the performance of activities and measuring the achievement of targets obtained values that includes the value of the achievements of a group of performance indicators, the value of plan level of achievement, achievement realizable value, the percentage value of the level of achievement of wisdom attainment plan. In detail the values derived from the performance measurement development activities of education, art national culture, youth and sport are: (a) wisdom to improve the quality of basic education by seeking fulfillment facilities and infrastructures, (b) wisdom improving the quality of secondary education by seeking fulfillment facilities and infrastructure, (c) wisdom improvement of school education and sports coaching achievements, (d) wisdom remedy the situation and improve their skills in arts and cultural education, (e) wisdom increase employee welfare educators and non-educators, and wisdom remedy the situation and improve the welfare of teachers.

Analysis of the Education Office of Performance Measurement by Using Efficiency and Effectiveness. Performance Measurement Using Efficiency Education Department. Efficiency is measured by the ratio between output and input. The efficiency ratio is not expressed in absolute terms, but in relative form. Because efficiency is measured by output and input, then the efficiency improvements can be done by: (a) increase output at the same input, (b) increase output in a greater proportion than the proportion, (c) an increase in input, (d) lowering the input at the same output level, and (e) lowering the input in greater proportion than the proportion of output decline.

Efficiency is the relationship between input and output where the use of goods and services purchased by the organization to achieve a certain output. Efficiency can be measured by comparing the output to input.

Efficiency = Output is the direct result of a process. Measurement output is a direct output measurement process. The size of the output shows the results of the implementation of the program or activity. While the inputs are all kinds of input resources used in a particular process to produce the output. Measurement input is consumed resources in order to produce output. In the department of education, the output can be the implementation of the rehabilitation of buildings, signals to aid the implementation of a public school, tersalurinya school operational assistance, availability of study space.

Effective Education Development Strategic Issues Jepara regency (Strengths, Weaknesses, Challenges and Threats). Strategic issues raised about education for current and future development was presented in the previous chapter. Further attention to the analysis of the strategic situation there should be concrete steps to encourage the realization of these issues. achievement strategies need to be formulated so that these issues can be run and operated in the form of programs and activities.

In particular from the strategic issues mentioned above can be categorized in five (5) categories, ie first the availability and affordability of education, strengthening both the quality and the quality of education including education personnel and education, the three environmental sustainability, accountability and transparency of educational fourth and fifth participation of all stakeholders.

Therefore the strategy of education development for the years 2014-2019 in accordance with the issues and analysis of existing results, the development strategy taken is as follows: (a) develop educational regulations, (b) providing the widest possible opportunity to the public to study, and especially especially at school age groups, (c) promoting quality education and quality so as to have high competitiveness, (d) strengthening governance accountability and transparency of education with a comprehensive approach, (e) develop awareness of environmental awareness among students and the school community stakeholders, and (f) strengthening community development to education.

Education Development Direction. Development policy is needed as basic guidelines for the implementation of field operations and make them more planned, directed. and measured properly. For expanding access to education. then the policy direction that should be taken are as follows: (a) provision of education operational costs, (b) improved



infrastructure and facilities that meet national education standards, (c) rehabilitation and maintenance of educational facilities and infrastructure to support the implementation of education, (d) subsidies Regional School Operational Assistance (SBOSD) and scholarship achievement, (e) Quality Improvement of Teachers and education personnel.

Education strategic objectives, namely the implementation of a national curriculum that is aligned with science and technology using the following strategies: (a) increased capability and capacity of education personnel in order to meet the competency standards that have been established, (b) certifications and qualifications of educators and education personnel, (c) competency-based curriculum development, teaching materials, teaching methods and assessment systems are national and international standard, (d) development of potential schools as a school of excellence. both based local and national superiority, (e) coaching and development interests, abilities and talents of students and facilitate children's achievement, (f) provision of facilities and learning materials (library, laboratory, math, education aids, textbooks, non-text book lessons and other relevant literature), (g) the use of ICT in education to increase the competence of learners. teachers and tutors, (h) planning needs educators, standards development and procurement systems, placement and educators equity in accordance with the national standardization of education.

Then the policy direction for the accountability and transparency of education, by strengthening governance, accountability and transparency of education through a comprehensive approach is as follows: (a) structuring and development of data collection systems and information management schools, (b) development and improvement of the Board of Education and the School Committee, (c) the involvement of community participation in planning and monitoring the implementation of education, (d) improved capacity management and provision of education includes education and asset management, (e) strengthening control and supervision system.

In accordance with the mandate of the Act that education is the responsibility of government and society. By kaena the development policy of public participation are as follows: (a) optimization of the role and functions of the School Committee, (b) increased community participation in the implementation of early childhood, and (c) encouraging community participation in education funding.

Education Needs Analysis. Meaning of needs analysis as described showed a process to identify, sort and set aside. In the rare-step start the actual perpetrator is not possible to escape from employed to measure and assess things. To determine the result of recognizing,

sorting, and aside there is the process of comparing the symptoms that are identified and selected with a benchmark.

According to Anderson (1975), in general, the breadth or magnitude of needs can be measured in two ways, namely subjective and objective manner. Subjective measurement occurs when the perpetrator comparing something needs with conditions that can be accepted by him. On the other hand, occurs when the measuring objectively measured needs it dibvandingkan with the magnitude of needs something related fields and in accordance with the area to be evaluated.

In addition to the two ways the evaluator may use a combination of both, which is mostly used objective way, others use a subjective way. In addition, an evaluator can also add other materials taken from an outside party and outside him. What is meant by outsiders whom are close friends or family members other than the parties expected respinden is required and necessary data and the data provided can be trusted.

Whatever the approach taken, whether it objectively, subjective, or both, are important next step is to determine the priority between needs in accordance with the purpose of which is then used to determine recommendations to the decision makers for the sake of the follow-up program. Keep in mind that the evaluators did not have the right to take decisions about the program, but merely make recommendations to the decision makers. Furthermore, the choice of decision maker that determines the follow-up.

As for the educational needs as the basis of education policy in Jepara district, are: *first*, improving the quality of compulsory education of nine years evenly: provision of affordable quality basic education for all, consolidation / rationalization implementation of BOS, improved nutrition students SD / MI through PMT-AS, increased capacity of SMP / MTs / equivalent, especially in remote areas and islands, decrease in the dropout rate and the repetition rate, an increase in the numbers continue.

Second, improving access, quality, and relevance of secondary education: improved access to secondary education formal and non-formal, rehabilitation of buildings SMA/SMK/MA/ equivalent, improving the quality of secondary education, improving the quality and relevance of secondary vocational education.

Third, improving the quality, relevance, and competitiveness of higher education: improved access and equity in higher education, strengthening autonomy and management of higher education, increasing the availability and quality of facilities and infrastructure, increased faculty qualifications through education S2/S3.



Fourth, increased professionalism and equitable distribution of teachers and education personnel: improved academic qualification, certification, evaluation, training, education, and the provision of various allowances of teachers; and increased competence of teachers.

Fifth, improved access, quality, and relevance of early childhood education, non-formal education and informal: strengthening the capacity of non-formal education providers.

Seventh, strengthening the implementation of the national education system: acceleration of drafting legislation to support the strengthening of the implementation of the national education system.

Seventh, consolidation of National Character Education: socialization, education and internalization of cultural values into the learning process, and improving the quality of Indonesian as a language of science, and the arts.

Eight, improving the quality of religious education and religious: increasing the number and capacity of teachers and organizers capacity, and development of curriculum and teaching methodology of religion and religious education according SNP.

Ninth, increased Culture Joy of Reading and Library Services: increased literacy of the population, and preservation capability and increased interest in reading literacy.

Tenth, managing the social capital in the development of education: mutual Trust, include honesty, fairness, egalitarian attitude, tolerance, friendliness; social networks, including participation, reciprocity (mutual exchange), solidarity and cooperation; and institution, includes values, norms and sanctions and rules.

Conclusion and Suggestions

From various studies can be concluded that: development of education has not been fully able to cultivate the soul, attitude, and the ability to think analytically, communicate effectively, work in teams, and entrepreneurial abilities.

Some of the problems and challenges of development in the field of education, are: lack of Equal Opportunity Education; the quality, relevance and competitiveness of education is still low; teacher Professionalism and Distribution Evenly yet; facility of educational services is still not evenly distributed, especially in secondary and higher education; and the management and governance of education provision has not been effective and efficient.

The need for education as the cornerstone of the policy direction of education in the district of Jepara, are: improving the quality of compulsory education of nine years evenly; improving access, quality, and relevance of secondary education; improving the quality, relevance, and competitiveness of higher education; increased professionalism and equitable

distribution of teachers and education personnel; improved access, quality, and relevance of early childhood education, non-formal education and informal; consolidation of the implementation of the national education system; stabilization of National Character Education; improving the quality of religious education and religious; increasing the Joy of Reading Culture and Library Services; and managing the social capital in the development of education.

Here are some suggestions. *First*, in the Age of Decentralization Policy. On the new order, provision of physical education facilities such as USB, RKB, learning tools, textbooks, and other facilities made directly by the central government. In the era of decentralization, Law 32/2005 and PP. No. 38/2007 mandates that the procurement program of physical education facilities and infrastructure implemented by the provincial and district / city because the area is more sensitive to the problems of each school. Programs of national education development in the 2005-2009 period based on the pillars (expansion, equity and justice; the quality, relevance and competitiveness, as well as governance and accountability) should no longer be carried out by the center. In the period 2010-2014, the program is revealed to be a local government program with sharpening on pillars: justice; quality and excellence, as well as governance and public akuntabilias, according affairs of each region based on PP 38/2008. The central government that urgent work is: the arrangement (streamlining) pedidikan policy of national central-local, district education management arrangement, mechanism of central-local education budgets, development of quality and competitiveness at the global level, sharpening the formulation of district educational standards through international benchmarking, improvement regional capacity, as well as the revitalization of the nation's character education.

Second, Structuring the District Education Program. District governments need to rearrange policies and educational programs in three broad categories, namely: basic education; vocational and professional education, as well as academic education, science and research.

Third, the revitalization of the National Curriculum and Examination. Education, Youth and Sports Jepara district need to change the mind set regarding the concept of curriculum and learning within a specific district. Written curriculum and conventional learning approaches (rote learning) proved unsuccessful in changing behavior and quality culture for students, teachers and education managers. Insight into the quality of education needs to be revamped and aimed at improving the capacity of the school (school capacity) to

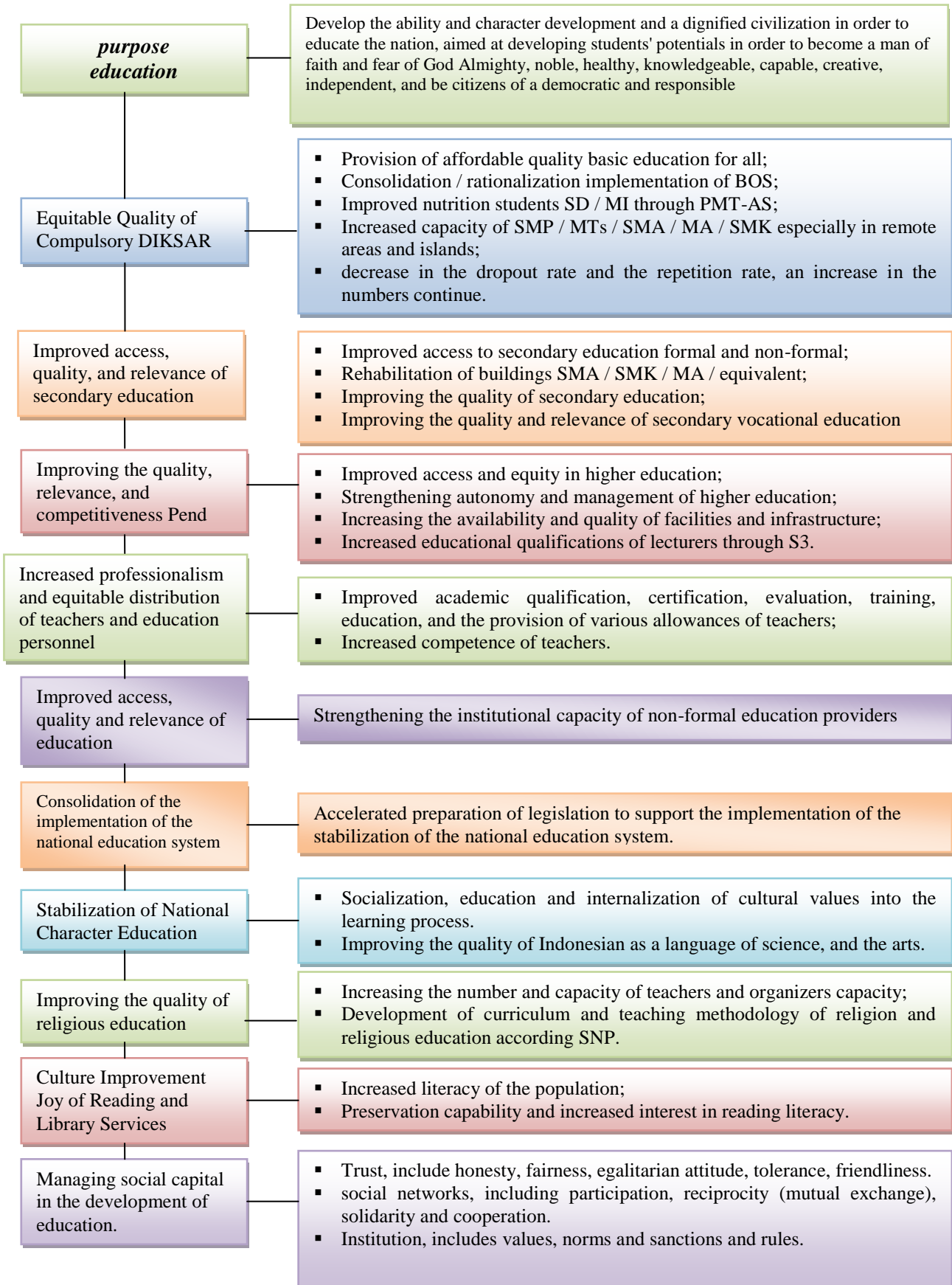


manage student learning activities as optimally as possible. In improving the quality of education, the government should do more to provide "relief" for schools in order to encourage students to learn optimally match its available resources. Improved quality is no longer done by requiring students to memorize a number of standardized tests of knowledge with which "forced" nationally.

Fourth, application development, 2013. The preparation of curriculum Curriculum 2013, which focuses on simplification, thematic-integrative refers to the curriculum in 2006 in which there are some problems among them. 2013 curriculum emphasizes the concept of cognitive, affective, psychomotor through test-based assessment and portfolio complement each other. The new curriculum will be applied to all levels of education, from elementary school to high school and Vocational. Students to subjects next year is no longer much to memorize, but more science-based curriculum.

Fifth, Educator Professional Certification. Improving the quality of the teaching profession with portfolios in teacher certification mechanism or short training is very risky. Needs to be laid out and developed "Teacher Profession System" to accelerate the improvement of the quality of the teaching profession, which include: Levels of Professional Teacher, Teacher Professional Training System, and the Teacher Professional Exam Mechanism and Promotion.

EFFECTIVE EDUCATION DEVELOPMENT POLICY MODEL IN JEPARA DISTRICT



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