The Implementation Strategy of High School Teacher Management Transfer Policy in South Sulawesi Province

Zulkhairil AM[1], Haedar Akib[2], Suradi [3]

[1]*Public Administration, Universitas Negeri Makassar, Indonesia*
[2]*Public Administration, Universitas Negeri Makassar, Indonesia*
[3]*Public Administration, Universitas Negeri Makassar, Indonesia*

Abstract:
The implementation of public policy, especially new policy is often obstructed. Therefore, this research aims to describe and analyze education policy of High School teacher management transfer in South Sulawesi Province. In addition, this research also formulated the management strategy of High School teachers in South Sulawesi Province. This research was conducted at the South Sulawesi Provincial Education Department as well as at the high school and vocational school in South Sulawesi Province. Data collection was obtained by interviewing teachers, principals, and provincial education department officials who handled the process of transferring authority. The strategy was built based on Edward III's public policy construct model. Data analysis was performed using descriptive analysis. The research results in 5 strategy formulas in the policy acceptance effectiveness of High School Management Transfer in South Sulawesi Province including Coordination of Policies Pre-Implementation in many programs, the implementation of a program needs support and coordination with other agencies. For this reason, coordination and cooperation between agencies are needed for the success of a policy. The second is Policy Familiarization towards the expected policy implementation, so the executive must understand what should be done for the policy. The third is Policy Communication; Communication of a program can only be implemented well if the executive understand the program. This concerns the process of delivering information, clarity of information, and the consistency of the information conveyed. The Fifth is Arrangement of Asset Facilities and Infrastructure; this is needed for the process of teaching and learning in the schools to run effectively and comfortably.
Key Word: Public policy, public policy implementation, education policy, and public policy implementation strategy.

I.   INTRODUCTION

Based on Law number 23 of 2014 on Regional Government, the management of high school, which initially became a district/city government affair, was transferred to the provincial government affair. Law No. 23 of 2014 was formed to revise Law No. 32 of 2004 on regional governments which are no longer corresponding to the development of conditions, state administration, and demands for regional administration. This transfer aims to facilitate the provincial government in generalizing education management policies and is expected to increase the accountability and effectiveness of education policies in the context of good governance.

There are several things that underlie this transfer, firstly the division of the work area is also intended to facilitate the bureaucratic path that will later facilitate the central and regional governments in serving the community. Secondly the curriculum, the central government has the authority in setting the national curriculum for secondary education, elementary education, early childhood education and non-formal education. Third, the central government deals with the accreditation of higher education, secondary education, elementary education, early childhood education, and non-formal education. Fourth, the Central Government Educators and education personnel have the authority to control the formation of educators, transfer of educators, and career development of educators and educators and education personnel transfer across provincial areas. Fifth, education licensing, that the central government area has the authority to issue licenses to administer foreign education units while the province has the authority to regulate secondary and special education licensing as well as districts / cities have authority over licensing of elementary education, early childhood education, and non-formal education. Sixth, language and literature, the central government has the authority to foster Indonesia language and literature. While the province government has the authority in fostering language and literature in the province and the district government has the authority in fostering language and literature for the district / city.

The result of preliminary observations shows that in the Decree issued by the Indonesian National Civil Service Agency does not include the position of teacher and principal. The Decree only states the transfer status of educator staff (teachers) and education staff from the district / city to the Provincial Civil Servant.

(Baedhowi, 2009), said that there are several problems emerging in the world of education in autonomous regions, including: (1) the emergence of small kings in the regions; (2) the development of political interests and considerations in the education field; and (3) the decline in education performance standards, caused by two main factors, namely the implementation of the Law on regional autonomy itself, and the inadequate capacity of the region to carry out the burden of authority and responsibility received from the central government.

(Darmastuti, 2015; Fisip Unila & Cahyadi, 2015; Kurniawan, 2015) said that there were several weaknesses of Law No. 32/2004 so that the Law No. 23/2014 emerged in the form of: (1) weak governor and central government functions in controlling regency / city governments; (2) The number of areas of division is out of sync; (3) Due to Overhead Cost due to regional autonomy which has an impact on increasing staffing budgets. These overhead costs are considered to be a burden on local budgets that victimize vital sectors, such as infrastructure and education.

The authority amendment had caused new problems, pros and cons coming up in the implementation of this authority transfer. According to (Lailam, 2015), it is stated there are negative impacts of this regulation including: (1) several districts / cities file the cancellation of the transfer implementation to the Constitutional Court because it has been detrimental to the district / city government, especially about assets; (2) difficult to coordinate; (3) the free-school status; (4) whether the teachers can still have the same allowance they obtained in the district / city after moving to the province; (5) will the provincial budget able to accommodate the honorary teacher; and (6) teacher mutation. The positive effects of this regulation amendment are: (a) Education management is more focused and efficient; (b) the Corruption, Collusion, and Nepotism practice in education field is decreasing; (c) equitable quality of education; (d) minimize the district / city expenditure. While (Rismaharini, 2016) stated that with (a) free education funding in Surabaya; (b) non-optimal Educational services; (c) there is an increase in welfare. (Supingi, 2017) said that the negative impacts of this transfer are (a) the range of teacher control; (b) funds; (c) circular policies on management rules; (d) teacher mutation. While Harun in the Ministry of Communication and Information (2015) said (a) a coordination and familiarization meeting; (b) budget funds; (c) move quickly to verification of Financing Facilities and Infrastructure, and Documents (P3D); (d) Policy.

Based on several opinions above, there are also a number of issues regarding the transfer process including: (a) policy and governance issues such as the slow regulation on education and the slow guidance or technical guidelines for implementing the transfer; (b) familiarization issues, in which technical guidelines are limited to the provincial level only and media dissemination is only via letters, and only among school principals; (c) Data problems which are promotion, mutation, periodic, Re-Collection Data of Civil Servants (PUPNS) and Educators Unique Numbers of and Education Personnel (NUPTK); (d) Problems with facilities and infrastructure including books, facilities and data applications; (e) Supporting Human Resources (HR) issues, including the availability of Human Resources at the Provincial Education Department, Regional Offices of the Indonesian National Civil Service Agency(BKN), Indonesian Regional Civil Service Agency (BKD); (f) Funding problems including teacher salaries, allowances, teachers certification, school operational assistance.

Public policy in the field of education can be interpreted as a decision taken jointly between the government and actors outside the government, then considering the factors affecting the education field and the education policy made must be implemented to determine the strengths and weaknesses. Within the public policy context, (Dunn, 2003), it is mentioned as a complex dependency pattern of interdependent collective options, including decisions not to act, made by a government agency or department. While (Edward III, n.d., 1978; Vedung et al., 1997; Widodo, 2008) stated that public policy is What government say and do, or not to do. It is the goals or objectives of government programs. From the definition of public policy, it can encourage a person who conducts a study to specifically examine the process of implementing the transfer in terms of Edward III's theoretical models (Edward III, 1978).

Based on the result of the condition analysis related to the execution of High School authority management transfer using two journals, research by (Halik, 2015) entitled "Implementation of the delegation of governmental affairs within the Ministry of Home Affairs" concluded that the deconcentration policy is performed because not all government authorities / affairs can be performed using the principle of decentralization. The research results indicate that the results of the deconcentration policy implementation in the province of South Sulawesi are relatively suitable to the objectives of deconcentrating policy implementation. Likewise, the outputs of deconcentration program implementation reach the targets as previously determined, however, there are still various shortcomings in the implementation process.

In the research of (Solichin, 2015) entitled "(Implementation of Educational Policy and the Role of Bureaucracy)" explaining that political and bureaucratic policies are the two most important things in running

the government, including the education. These two elements can affect the implementation of education as a whole. A good policy will be in vain without being accompanied by a healthy and conducive bureaucracy. Likewise the bureaucracy will not run effectively and efficiently without sustained political and educational links in the implementation of the education bureaucracy system. The role of the bureaucracy in education institution the main model of policy implementation and it is needed such reforms related to the development, dissemination, dissemination, adoption planning, and implementation of policies in certain educational units.

The problems above are the research background that makes the High School Management Transfer is necessary and urgent to investigate.

This research focuses on Article 404 of Law Number 23 Year 2014 stating that the handover of personnel, funding, facilities and infrastructure, and documents (P3D) because of governmental affairs division between the Central Government, Provincial Regions, and Regency / City Regions. It means that there are four major aspects handed over namely aspects of personnel, funding, facilities and infrastructure, and documents. Since the main actors in organizing High School are the personnel, this research is limited to the High School personnel. The High School personnel consist of teachers, school supervisors, school principals, administrative staff, librarians, laboratory assistants or educational laboratory personnel, archivists, technicians, and other supporting functional staff. However, due to High School main task as the learning process executor, the personnel examined in this research are limited to the High School teachers. Therefore, the focus of this research is: "The implementation strategy of High School teachers transfer policy from the Local Government to the South Sulawesi Provincial Government".

II. MATERIAL AND METHODS

This study was built with the complexity of theory and level of qualitative comprehension including naturalistic perspective with a qualitative descriptive approach. This research was conducted at the South Sulawesi Provincial Education Department and at the high school and vocational schools in South Sulawesi Province. This research described and analyzed the educational policy of transferring management of High School teachers in South Sulawesi Province. Then, the researcher formulated a management strategy for High School teachers in South Sulawesi Province. Interviewing teachers, principals, and provincial education department officials who managed the process of transferring authority obtained the data. The strategies built were based on Edward III's model public policy constructs, namely Pre-Implementation Coordination, Policy Familiarization, Policy Communication, Human Resources Arrangement, and Arrangement of Facilities and Infrastructure Assets. Data analysis was performed using descriptive analysis.

III. RESEARCH RESULTS AND DISCUSSION

To achieve the effectiveness and smoothness process of High School Management Transfer to the provincial government, a suitable strategy that can be implemented throughout the process is needed. There are several steps that can be used as a reference in implementing the policy acceptability strategy of managing High School as follows:

1.1.   Policy Pre-Implementation Coordination

The principle that needs to be considered in making public policies is harmony or consistency in a policy and among policies. For this reason, coordination is needed in the form of provisions and agreements. Relations between Organizations: in many programs, the implementation of a program needs support and coordination with other agencies. Therefore, coordination and cooperation among agencies are needed for the success of a policy.

Relationships in organizations: the success of policy implementation is affected by the relationships and coordination of various organizations at different levels, the activities of regional and central government and non-governmental organizations as well as other non-profit organizations. Thus, the successful policy implementation is related to the support of various parties. The effectiveness of inter-organizational relations in policy depends on:

1.1.1   The consistency in policy objectives and understanding of implementers in achieving goals.
1.1.2   Determination of the allocation and function of the implementer based on its capacity and resources.
1.1.3   Control of standardized plans, funds, and implementation procedures to allow for the least amount of conflict in creating programs and solving them with coordination.
1.1.4   The accuracy, consistency, and quality of inter-organizational communication that allows members to understand the rules and obligations of the organization.
1.1.5   The effectiveness of relations between administrative units so as to increase interaction between the organization and the activities of the organization under it.

1.1.6   Resources for policy and program implementation. A conducive environment and organizational effectiveness are important parts in policy implementation. The resources include the availability of funds, administration, technical support as well as expenditure determinations, and effects of the decentralization program. The implementer's awareness in financial control, the availability and allocation of funds for certain functions, as well as the accuracy and availability of the implementer's time to increase his authority, also affects the policy implementation. On the other hand, local governments and organizations must also provide political support to leaders, regional apparatus as well as their elites. In addition, they must also receive technical and administrative support from the bureaucratic center.

1.1.7   The characteristics of implementer determine the success of policy implementation. These includes technical, managerial, political and staff skills, capacity to coordinate and integrate with sub-units, political support forces from political leaders from national political leaders, and support groups. The quality of internal communication, the relationship of the implementer with its supporters, the effectiveness of formal or informal organizations is also extremely important. In addition, the quality of leadership and subordinate commitment to policy objectives and the bureaucratic hierarchy determine the success of policy implementation.
The bureaucratic structure in the implementation of High School Management Transfer consists of the Coordination Team and the Management Team of the High School Management Transfer program with a predetermined working area based on the determined potential level. This is stated in the Guidelines for the Implementation of Managing High School / Vocational High School which each organizational structure has an important role in implementing a planned program or policy.

1.2.   Policy Familiarization
To achieve the expected policy implementation, the implementer must understand what should be done for the policy. In addition, those who become the target of the policy must be informed about the policy to be implemented starting from the goals and objectives. Therefore, policy familiarization is needed to support the success of policy implementation. Familiarization can be performed in various ways including mass media, electronics, social etc.
        Familiarization at the central level is used to inform Secondary Education Management Transfer through workshops or seminars and technical guidance on learning to stakeholders. This familiarization aims to provide an understanding for Secondary Education Management in the prevention of communicable diseases and improving the community quality. This activity is organized by the Ministry by means of inviting stakeholders.
        At the provincial level, familiarization was performed by the South Sulawesi Education Department to inform High School Management Transfer to the stakeholders through workshops or seminars on Acceptance Familiarization of High School Management Transfer. Likewise, familiarization at the city level, the familiarization was performed by the South Sulawesi Education Department to inform High School Management Transfer toward the stakeholders as well as the community.

        In addition to inviting the Governor and Head of Service throughout Indonesia, familiarization at the central level also invites ministries through technical directorates and also directly invites the stakeholders through seminar at the High School Management Transfer. This is conducted in the current budget year.

        The South Sulawesi Education Department explained that they have received information on the High School Management Transfer through workshops, seminars and the Ministry's Program Coordination Meeting. The South Sulawesi Education Department has understood the material presented at the familiarization including the legal basis and objectives of High School Management Transfer, High School Management Transfer concept, the terms and conditions in High School Management Transfer implementation, High School Management Transfer mechanism, High School Management Transfer monitoring and evaluation, High School Management Transfer authority, and High School Management Transfer reporting.

1.3.   Policy Communication
        The communication of a program can be well implemented only if it is clear for the implementers. This concerns the process of delivering information, clear information and the consistency of the information conveyed. Implementation of public policy results interaction between one environment with another through communication and mutual understanding of the actors involved. Communication failures usually occur because the conveyed message is unclear and confusing the recipient, misinterpretation causes different perceptions, even affecting the understanding of people under the policy.

According to (Edward III, n.d., 1978; Sharkansky, 1979) communication must be transmitted to the right personnel, and must be clear, accurate, and consistent. Edwards III states: "Orders to implement policies must be transmitted to the appropriate personnel, and they must be clear accurate, and consistent". In this case Edwards explains that if the decision maker hopes that the policy implementation corresponds his wants, then he must provide the right information. Proper communication also avoids discretion of implementers because they will try to translate general policies into specific actions. This discretion is not necessary if there are clear and specific rules regarding what needs to be done. However, too rigid rules can also hamper the implementation because it might be difficult for the implementers to adapt. In this case, the policy needs to be transmitted to the appropriate, clear, and consistent implementing agents but not preclude their adaptation.

Communication is the extent of communication performed by the implementer in communicating the education policy of South Sulawesi Province to the teachers and the implementing sectors of the policy.

One of the factors affecting the increased work efficiency is the establishment of a good and smooth communication between the implementers of Secondary Education in the Province of South Sulawesi. Communication is the first condition for successful policy implementation, in which implementers must aware what they are supposed to do. So that the process of communication between policy implementers, especially the cross-sectoral apparatus can run well and smoothly.

Communication factors that affect the implementation success of public information dissemination are assessed based on indicators of clear communication, communication consistency, information dissemination media, information content, and information packaging. These indicators are one of the important requirements in supporting the policies implementation success, especially regarding the public information dissemination. This corresponds to (Winarno, 2007), who states that the first requirement for effective policy implementation is the action awareness of the implementers.

One aspect of communication is the existence of directives or instructions from superiors / authorities. Regarding to this, the results of the research indicate that directives or instructions from superiors / officials have been performed. Policies made by the government must be consistent or fit the stated objectives, the policies implementation made by the government must not deviate from the provisions. In the implementation, the Acceptability of High School Management Transfer is in accordance with the stipulated regulations that is based on the applicable regulations. So that it does not deviate from the regulations used as the legal basis for implementing the High School Management Transfer Acceptability. Consistency means sustainable communication of High School Management Transfer Acceptability to facilitate the South Sulawesi Provincial Education Department Implementers in conducting their respective duties.

The consistency in implementing High School Management Transfer Acceptance can be seen from the continuous improvement in terms of implementation by the Technical Implementation Unit of the South Sulawesi Provincial Education Department which is spread in various regions in the province as the unit responsible for implementing High School Management Transfer. So that it is better in terms of implementation and easily understood by teachers and school managers who implement it in South Sulawesi Province. Apparatus in performing their duties do not deviate from the provisions of the applicable regulations. The party implementing the policy remains consistent in performing the duties. The applicable and stipulated regulations by the Government in the implementation of High School Management Transfer must fit the vision and mission as well as the main tasks and functions of the South Sulawesi Provincial Education Department.

The communication received by the policy implementers must be clear and not confusing. Clear information delivery that can be understood by the entire apparatus of the South Sulawesi Provincial Education Department is a factor that can support the success in High School Management Transfer. Information delivery on High School Management Transfer is performed by the Information section to the apparatus in the South Sulawesi Provincial Education Department. The delivery is through an explanation for the High School Management Transfer about policy to prevent epidemic diseases that will enter the regions in Indonesia by the Education Department apparatus of South Sulawesi Province quickly and more accurately.

Clear information is a measure of the procedure for the delivery of services and other matters relating to the process of public service that must be informed openly to those in need in order to be easily understood by all apparatuses whether it is requested or not.

Clear information regarding the High School Management Transfer has been spelled out in detail about the Ministerial Regulation governing the High School Management Transfer. So that it can be understood by the apparatus in implementing the High School Management Transfer. Clear information is not only about technical

manuals but also clear in providing the effective and efficient services to fellow officers. The clear-cut of the policy made by the Department of Education in the High School Management Transfer through explication is not sufficient, because there are still some apparatus in the South Sulawesi Provincial Education Office who do not yet understand the implementation of High School Management Transfer, but already understand the purpose of implementing Secondary Education High School Management Transfer.

The clarity is not only about providing information to the apparatus but also clarity in understanding the implementation of High School Management Transfer. Clarity in the policy of implementing High School Management Transfer will be good if the officials in the South Sulawesi Provincial Education Department have a good understanding about it. Nevertheless, the apparatus' lack catching on to the implementation of the High School Management Transfer is possibly caused by the confusion the apparatus in the South Sulawesi Provincial Education Department have in implementing it technically. Therefore, some apparatus find it hard to apprehend the implementation of High School Management Transfer. The misapprehend is also due to the new employees of the South Sulawesi Provincial Education Department.

The explication of the Policies made by the South Sulawesi Provincial Education Department concerning the High School Management Transfer is quite clear, can be understood by the South Sulawesi Provincial Education Department officials. Clarity in the implementation of the Secondary Education Management Transfer will facilitate the apparatus in preventing the entry of contagious diseases because it is easy to understand. The clear explanation about the High School Management Transfer by policy implementers, in this case the South Sulawesi Provincial Education Department through the Information Center, has performed good steps in seeking clear information delivery in High School Management Transfer including making the implementation technical manuals and providing direction for better comprehension regarding the implementation of High School Management Transfer Program.

(Agustino, 2008) states that the instructions provided in conducting a communication must be consistent and clear. Orders that frequently change will cause confusion for the implementer in the ground. However, consistent communication will be difficult if the policy itself is still unclear in its activities / programs or if the policy continues to be revised.

1.4.   Arrangement of Human Resources

The Education Department of South Sulawesi Province has a commitment to develop educators and education staff through various excellent programs in order to improve and develop their competence and professionalism. The methods of the commitment include on the job training and off the job training.

Human Resource Development Steps. To achieve as much as possible development benefits, it is necessary to perform several development steps. The development of human resources for High School educators in South Sulawesi Province is performed in several steps including:

Developing a program / planning Program Development / good and integrated planning related to long-term, medium-term, and short-term planning. The implementation of the program is flexible and the evaluation of development programs for human resources educators and education personnel has the follow-ups. Potential and supporting factors as well as a variety of possibilities can be pursued in the human resource development program for educators and education personnel.

Targets, policies, procedures, budgets, participants, curriculum and implementation period are determined in the development program and informed openly to all educators and education staff. The process of human resource educators and education staff development of High School in South Sulawesi Province is prepared for long, medium, and short term programs and programmed at the beginning of the academic year with various considerations relating to needs, facilities, implementation, and budget. Development programs are also tailored to the needs. In developing school development programs, there are several steps including determining needs, targets, program content, principles, program implementation, and identification of benefits. Matters that are programmed in the South Sulawesi Provincial Education Department include the equalization and certification program, training, Supervision and STF (Subject Teachers' Forum) and sustainable education programs".

Several steps are performed in compiling human resource development programs for educators and education personnel by the South Sulawesi Provincial Education Department: Performance Analysis in the context of human resource of educators and education personnel development in the South Sulawesi Provincial Education Department is performed with performance analysis procedures starting by looking at and comparing

the actual performance of educators and education personnel with the established performance standards, whether they are in accordance with the performance standards set or not. If discrepancy occurs, then the investigation process is conducted on the problem or constraints affecting the performance of educators and educational staff. The last process is problem solving, which focusing on solving problems or problems faced.

Analysis of needs in the context of developing the human resources of educators and education personnel in the South Sulawesi Provincial Education Department is based on performance analysis. Several steps that need to be performed are identifying the performance standards of educators and education personnel, identifying the performance of educators and education staff, and identifying the needs of developing educators and education staff.

Resource Analysis, there are several kinds of resources needed in the development of human resources for educators and educational staff, including a) Human resources, study of human resources includes the number of educators and education staff and related parties therein b) Costs, human resource development of educators and education personnel are affected by cost factors. No matter how ideal the development goals are, the amount of funds available always requires the planners to adjust as necessary so that the programs offered remain affordable. c) Facilities except costs, facilities are aspects that also affect the planning process and implementation of human resource development for educators and education personnel. What is meant by facilities is learning facilities (libraries, laboratories, media, tools, practices, books and others), supporting facilities (transportation facilities, printing equipment, etc.). The more complete the facilities, the easier the planning and implementation process of developing human resources for educators and education personnel.

Determination of Needs, the determination of needs performed at the Department of Education of South Sulawesi Province is determined on the basis of needs analysis for present and future. It is also adjusted to the budget. The budget that must be provided to finance development activities is a burden on the school. Therefore, for the provision of the budget to be truly accountable, there needs to be a guarantee in advance that the development activities are really needed. There are certain parties involved in determining the needs including the organizational unit managing the human resources of educators and educational staff as well as the heads and deputy heads of the education unit.

Targets determination, Determination of targets as one of the steps to perform development is carried out in the South Sulawesi Provincial Education Department to work as a benchmark to determine the success or failure of the development program, also to decide the next steps such as program content and development methods to be used. Clear target has benefits for the development program although it has little feedback for those who manage human resources both educators and education personnel as well as both the program and participants.

Program Determination, Determination of human resource development programs for educators and education personnel in the South Sulawesi Provincial Education Department is determined by two factors, namely the analysis results of the needs determination and targets to be achieved as much as possible. In the development program, the goals must be clearly known, one of it is to teach certain skills which are generally new skills to perform their duties properly such as development performed in preparation for learning the new academic year including seminars, workshops, training related to the curriculum or preparation for the learning tools. The last but not least is the attitude and behavior during the task implementation.

Identification of learning principles, identifying learning principles in the South Sulawesi Provincial Education Department is intended as a benchmark for the appropriateness of the learning principles applied in the development program. By identifying the principles of learning, the development will run well because of the appropriate learning principles. Good learning principles in human resource development programs for educators and education personnel are participation, repetition, relevance, transfer, and feedback related to the principle of learning. It is very helpful to develop the human resources.

Human resources, a developing institution can be seen from the conducive, active, creative, and innovative learning process. Thus, the existence of learning principle for an educator can improve and develop competence related to changes in attitudes, behavior, and work professionally.

Program Implementation, Implementation of human resource development programs in the South Sulawesi Provincial Education Department is actually performed situationally, with an emphasis on calculating needs and interests, for example TSF, Curriculum Workshop at the beginning of the academic year during school holidays, training, Performance Assessment or supervision by the headmaster.

Program Implementation Evaluation, Implementation of a development program is categorized as successful if the participant develop such as, more capable in performing tasks, better work behavior, attitude, and work ethic. To obtain good results, an assessment of a program is needed to find out whether the program is successful or not. For this reason, the South Sulawesi Provincial Education Department held an evaluation to find the result of the human resource development program.

Based on the explanation above, it can be concluded that the South Sulawesi Provincial Education Development in developing the human resources of educators and education personnel is performed with several steps including the programs formulation, determination of needs, targets determination, program determination, and identification of learning principles, program implementation, and evaluation of the program.

1.5.   Arrangement of Facilities and Infrastructures

Educational facilities and infrastructure planning is the first step in the educational facilities and infrastructure management. Educational facilities and infrastructure planning is the preparation of procurement activities through a series of processes with careful calculations. The education facility and infrastructure planning process is carried out so that the facilities and infrastructure needs can be met effectively and efficiently.

Planning facilities and infrastructure programs in Secondary Education in South Sulawesi Province is performed so that the schools can determine the needs of educational facilities and infrastructure that support the school programs. Program facilities and infrastructure planning is performed through a series of stages, namely school coordination meetings, school programs establishment, and the determination of educational facilities and infrastructure needs for program implementation.

The procurement of educational facilities and infrastructure is performed after a series of planning processes for the needs of facilities and infrastructure. The procurement of educational facilities and infrastructure is an embodiment of the results of planning the needs of appropriate and measurable facilities and infrastructure. Procurement of educational facilities and infrastructure in High Schools in South Sulawesi Province is divided into the procurement of program facilities and infrastructure, procurement of household facilities and infrastructure.

Maintenance of educational facilities and infrastructure is made so that facilities and infrastructure can be used whenever needed with good conditions. Maintenance of educational facilities and infrastructure is very important because it affects teaching and learning activities in order to run optimally according to the goals set. The South Sulawesi Provincial Education Department has different ways in maintaining school facilities and maintaining school infrastructure.

IV. CONCLUSION

There are five strategies in the effectiveness of policies acceptability for High Schools Management Transfer in South Sulawesi Province, namely Pre-Policy Coordination in which a program needs support and coordination with other agencies. For this reason, coordination and cooperation between agencies are needed for the success of a policy. Secondly, Policy Familiarization, to achieve the expected policy implementation, the implementer must understand what should be done for the policy. In addition, those who become the target of the policy must be informed about the policy to be implemented starting from the goals and objectives. Therefore, policy familiarization is needed to support the success of policy implementation. Third, Policy Communication, Communication of a program can be well implemented only if it is clear to the implementers. This concerns the process of delivering information, clarity of information and the consistency of the information conveyed. Implementation of public policy results in interaction between one environment with another environment through communication and mutual understanding of the actors involved. Fourth, the Arrangement of Human Resources, South Sulawesi Province Education Department has a commitment to develop human resources for educators and educational staff through various excellent programs in order to improve and develop their competence and professionalism. Fifth, the Arrangement of Facilities and Infrastructure Assets, this is necessary for the process of teaching and learning in schools to run effectively and comfortably. In implementing the policies, especially in the initial stages, a strategy is needed to minimize obstacles and constraints. The steps and acceptability process of the Management Transfer policies implemented by the Province of South Sulawesi is quite good. Escort is needed in the initial process of policy implementation. Initial steps such as coordination, familiarization, and communication of policies on the target policy are standards that must be implemented by policy implementers.

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