

A CRITICAL REVIEW OF EDUCATION POLICY IN NORTH SUMATRA PROVINCE: REAL, SYMBOLIC, AND RETREAT

Mhd. Darwis Siagian¹, M. Sirozi², Solihah Titin Sumanti³, Fatimah Hamid⁴

^{1,3} Universitas Islam Sumatera Utara,

² Universitas Islam Negeri Raden Fatah Palembang,

⁴ Adelphi University, United States

¹ babib10032003@gmail.com, ² msirozi@gmail.com,

³ solihahtitinsumanti@uinsu.ac.id, ⁴ fbameed.pk66@gmail.com

ABSTRACT:

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This abstract critically examines education policy in North Sumatra Province (North Sumatra) by examining three dimensions: real, symbolic, and rhetorical. The real dimension refers to the implementation of policies on the ground, symbolically examines the meanings and messages contained in the policy, and rhetoric focuses on the discourse and narrative built around the policy. This research uses text analysis methods and in-depth interviews with various education stakeholders in North Sumatra. The findings of the study show that there is a gap between the ideal education policy and its reality in the field. Education policies are often hampered by a variety of factors, such as a lack of resources, complicated bureaucracy, and weak law enforcement. The symbolic dimension shows that education policies in North Sumatra are full of meanings and messages that aim to build a positive image of the government and legitimize power. However, this meaning and message is not always in harmony with the reality on the ground. The rhetorical dimension shows that the discourse and narrative built around education policy in North Sumatra are often bombastic and hyperbolic. This raises high expectations among the public, but it is not always met. This study concludes that education policies in North Sumatra need to be critically reviewed to ensure that they are truly effective, efficient, and fair. A strong commitment from the government and all stakeholders is needed to realize a quality and sustainable education policy in North Sumatra.

Keywords:

Education Policy, North Sumatra, Real, Symbolic, Rhetoric.



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INTRODUCTION

Education is a very complex activity. Almost all dimensions of human life are involved in the educational process, either directly or indirectly. In the educational process, there are political, economic, legal, social, cultural, health, psychological, sociological, and

even religious elements. However, the handling of education must consider these dimensions so that the strategies and policies taken really lead Indonesia to the desired goals.¹

The portrait of Indonesia's education is still not encouraging. This is due to policy problems, which are related to three fundamental problems in education policy, namely:²

1. First, the pattern of formulation of education policies is still centered on the power elite with *a top-down system* on the one hand, while community participation is still relatively minimal. On the other hand, even though we have now entered the era of regional autonomy, practices with the old political bureaucratic culture still stand out.
2. Second, many educational policy formulations are designed in a complicated and expensive way, but at the implementation level there are distortions and many irregularities. Various distortions of interpretation and deviations in policy implementation still often occur in the field.
3. Third, various policy packages on educational innovation are almost always carried out in a quick (instant) manner and do not consider the various implications carefully.

These three conditions, elitism, distortion, and instantaneous processes in every formulation and implementation of education policy cumulatively have encouraged the emergence of skeptical views in society. One of them is the emergence of complaints among the public that frequent changes in education policy have not been able to produce significant improvements. The common complaint that often arises is "Change the minister and change the curriculum".

Education policy is closely related to the equitable distribution and expansion of access to education, strengthening scientific integration, strengthening governance of collaboration between institutions and accountability, and others. External education policies need to be reviewed in order to be able to link the integration between education and community needs in various fields. So that education will be able to give birth to an efficient,

¹Shindy Lestari and Salminawati, MI Education Policy Analysis Perspective on the School/Madrasah Education Environment, in *Edu Society: Journal of Education, Social Sciences, and Community Service*, Vol. 1, No. 1, 2021, p. 119.

²Rusdiana, *Education Policy: from Philosophy to Implementation* (Bandung: Pustaka Setia, 2015), p. 17.

quality, and relevant education system according to the demands of the community in various fields.

METHOD

Dalam penelitian ini pendekatan yang digunakan adalah pendekatan kualitatif deskriptif. Penelitian kualitatif sendiri adalah prosedur penelitian yang menghasilkan data deskriptif (deskripsi) berupa kata-kata tertulis atau lisan dari orang-orang atau perilaku yang diamati. Deskriptif adalah penelitian yang berusaha memberikan gambaran yang cerat fakta-fakta actual. Penelitian ini menggunakan metode studi kepustakaan, yang melibatkan pengumpulan, membaca, mencatat, dan mengolah bahan penelitian. Metode ini digunakan untuk membangun konsep dan teori yang relevan dengan topik penelitian.

Dalam penelitian ini teknik yang digunakan dalam pengumpulan data adalah metode library research, Metode ini melibatkan pengumpulan data dari berbagai sumber literatur, seperti buku, majalah, jurnal, dan internet, yang relevan dengan topik penelitian. Teknik ini dilakukan dengan cara membaca dan menganalisis sumber-sumber tersebut untuk mendapatkan informasi yang diperlukan.

Teknik analisis data yang digunakan dalam penelitian ini adalah dengan model Teknik Analisis Content yaitu mengidentifikasi dan mengkategorikan isi data yang terkait dengan tema penelitian. dan menganalisis isi data untuk menemukan pola dan hubungan antara data. Untuk memastikan keabsahan data, peneliti menggunakan triangulasi sumber data Dimana peneliti Menggunakan berbagai sumber data, seperti buku, dan jurnal untuk memastikan keabsahan data

Dalam penelitian kualitatif, peneliti menyajikan data dalam bentuk teks yang bersifat naratif dan deskriptif. Penjelasan mengenai kontekstualisasi hadis tarbawi tentang ilmu dan akhlak dalam Pendidikan islam modern dideskripsikan dalam bentuk teks secara singkat dan jelas. Kesimpulan dalam penelitian kualitatif adalah temuan baru yang sebelumnya belum pernah ada

RESULT AND DISCUSSION

Education Policy and Its Characteristics

Etymologically, policy is a translation of the word *policy*, which can also be found in other languages, such as United Kingdom, Latin, Greece, and Sanskrit. In United Kingdom, the term *policy* means policy. Latin: *politeia*; settled government *adopted and followed by a*

government (a manner established, created, and carried out by a government, individual, group, and so on). *Polis* in Greece means city-state. *Pur* in Sanskrit means city. *Policie* in United Kingdom means to take care of issues or public interest, or it also means government administration. As for Arabic, it is known by the word *arif* which means knowing/knowing, clever/clever/knowledgeable. Thus, a wise person is someone who is wise, clever, and knowledgeable in his field.³

Policy is a series of concepts and principles that become the baseline and basis of the plan in the implementation of work, leadership, and how to act by the government, organizations, and so on as a statement of ideals, goals, principles, or intentions as a guideline for management in achieving goals.⁴ The word "policy" if juxtaposed with "education" is the result of a translation of the word "*educational policy*" which comes from two words, so Hasbullah⁵ stated that education policy has the same meaning as government policy in the field of education. If you look at it again, this education policy is the product of the selected people/units, the product of several inputs and all parties for the sake of improving the quality of education.⁶

According to Madjid,⁷ education policy is part of public policy, or in other words government policy in the field of education which contains general, long-term, medium and short-term planning, as well as strategic steps that must be taken to achieve educational goals.⁸ Therefore, it can be concluded that education policy is the entire process and result of the formulation of educational strategic steps described from the vision and mission of education, in order to realize the achievement of educational goals in a society for a certain period of time.⁹

In the process of formulating educational policies, the holders of authority in policy-making (*decision makers*) first consider carefully (rationality, process, results, and existing side

³ Hasbullah, *Education Policy: From the Perspective of Theory, Application, and Objective Conditions of Education in Indonesia* (Jakarta: Raja Grafindo Persada, 2015).

⁴ Ida Zahara Adibah, "The Dynamics of Islamic Educational Institutions in Indonesia during the New Order Period (1966-1998)," *INSPIRATION: Journal of Islamic Education Studies and Research* (2021).

⁵ M. Hasbullah, *Education Policy: From the Perspective of Theory, Application, and Objective Conditions of Education in Indonesia* (Depok: Raja Grafindo Persada, 2015), p. 40.

⁶ Masdar Limbong, Firmansyah Firmansyah, and Fauzi Fahmi, "INTEGRATION OF MULTICULTURAL-BASED EDUCATIONAL CURRICULUM," *EDU-RILIGLA: Journal of Islamic and Religious Education* (2022).

⁷ Salminawati, *Analysis*, p. 122.

⁸ Tri Wahyudi Ramdhan, "ISLAMIC EDUCATION CURRICULUM DESIGN BASED ON MONOTHEISM," *Al-Insyiroh: Journal of Islamic Studies* 5, no. 1 (2019).

⁹ H.A.R. Tilaar, *Education Policy: An Introduction to Understanding Education Policy and Education Policy as Public Policy* (Yogyakarta: Pustaka Siswa, 2008), p. 140.

effects).¹⁰ Therefore, education policy in Indonesia must be based on Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. The characteristics of education policy according to Ali Imron¹¹ are as follows:

- (1) Have educational goals; Education policy must have clear and directed educational goals to contribute to education.
- (2) It has a legal-formal aspect; Education policies must meet constitutional requirements in accordance with the constitutional hierarchy that applies in a region so that it can be declared valid and officially valid in that region.
- (3) Have an operational concept; Education policy as a general guide must have operational benefits in order to be implemented. The operational concept in the field of education is as follows:
 - (a) Made by the authorities: Education policies must be made by experts in the field of education so that they do not cause damage to education and the environment outside of education. Education administrators, managers of educational institutions, and politicians who are directly related to educators are elements of the mini mall of education policymakers.¹²
 - (b) Evaluable: Established education policies require evaluation to be followed up. If it is good, the policy is maintained or developed. If it contains errors, the policy must be correctable.¹³
 - (c) Have systematics: Educational policies must have a clear systematics, regarding all aspects that they want to regulate. This systematics is required to have high effectiveness and efficiency so that education policies are not pragmatic, discriminatory and fragile in structure due to a series of factors that are missing or clashing with each other. This must be carefully considered so that its implementation in the future does not cause internal legal defects. Externally, education policy must be aligned with other policies, such as political policy, monetary policy, and even education policy above, next to, and below it.¹⁴

¹⁰Rusdiana, *Policy*, p. 23.

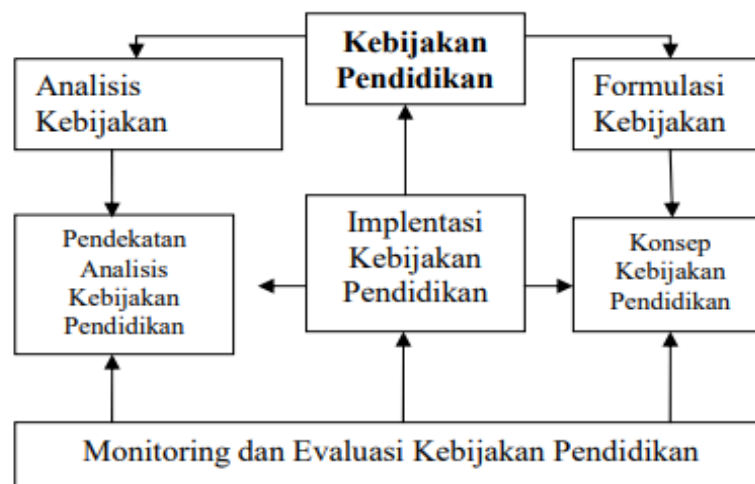
¹¹Ali Imron, *Indonesia's Education Policy* (Jakarta Bumi Aksara, 1999), p. 20.

¹²Syamsu Nahar Muhammad Syahripin, Candra Wijaya, "Principal Planning Management in Increasing Teacher Work Productivity," *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)* 3, no. 3 (2021): 184–187.

¹³ Bella Nadya Rosaliawati, Mustiningsih Mustiningsih, and Imron Arifin, "THE RELATIONSHIP BETWEEN PRINCIPAL'S LEADERSHIP STYLE AND TEACHER PERFORMANCE," *Journal of Educational Administration and Management* (2020).

¹⁴ Y Asda, "The Effectiveness of Jigsaw-Type Cooperative Model Learning to Improve the Learning Outcomes of Islamic Cultural History in Students ...," *PENDALAS: Journal of Classroom Action Research and ...* 2, no. 3

Education policy has a high urgency, because education is the life of many people whose substance and implementation are very diverse. Education is closely related to values such as religion, beliefs, customs, ethnicity/race, economy, socio-culture, economy, politics, and government.¹⁵



Concept map on Education Policy¹⁶

Critical Review of Education Policy in North Sumatra Province: Real, Symbolic, and Rethoric

North Sumatra Regional Profile

North Sumatra Province is one of the provinces located on the island of Sumatra. North Sumatra Province is located at 1° - 4° North Latitude and 98° - 100° East Longitude. North Sumatra Province has 213 islands that have been named, with 6 islands in the East Coast region including Berhala Island as the outermost island bordering the Malacca Strait and the remaining 207 islands in the West Coast region with Wunga Island and Simuk Island as the outermost island in the West Coast region. Regionally in its geographical position, North Sumatra Province is located on the strategic route of the Malacca Strait International Shipping which is close to Singapore, Malaysia and Thailand and is one of the largest islands in Indonesia with an area of about 443,065.8 km² and is the island with the second fastest

(2022): 160–175,
<https://journal.yaspim.org/index.php/pendalas/article/view/129%0Ahttps://journal.yaspim.org/index.php/pendalas/article/download/129/102>.

¹⁵ Angga Angga and Sopyan Iskandar, "The Leadership of School Principals in Realizing Independent Learning in Elementary Schools," *Basicedu Journal* (2022).

¹⁶H. A. Rusdiana, *Education Policy* (Bandung: Pustaka Setia, 2014), p. 5.

economic development after Java.¹⁷ The natural resources owned by North Sumatra are petroleum, coal, sulfur, gold and so on which are the products of mining. There are various flora, from plants in the forest with timber, resin and rattan forest products, as well as plants cultivated by residents such as rice, vegetables and other plantation crops.¹⁸

No	Kabupaten/Kota	Jumlah			Kepadatan Jiwa per km ²	Distribusi Penduduk
		Laki-laki	Perempuan	Jumlah		
1	Nias	68.841	72.562	141.403	77	5,07
2	Mandailing Natal	213.682	221.621	435.303	71	2,88
3	Tapanuli Selatan	137.59	139.299	276.889	46	2,00
4	Tapanuli Tengah	179.194	177.724	356.918	163	14,56
5	Tapanuli Utara	146.104	149.509	295.613	78	1,31
6	Toba Samosir	89.699	91.006	180.694	78	2,79
7	Labuhan Batu	237.719	232.792	470.511	218	3,32
8	Asahan	357.9	354.784	712.684	193	2,25
9	Simalungun	425.794	428.695	854.489	196	2,52
10	Dairi	140.2	140.41	280.61	146	7,27
11	Karo	196.898	199.7	396.598	186	3,09
12	Deli Serdang	1.043.114	1.029.407	2.072.521	925	0,98
13	Langkat	514.211	506.997	1.021.205	163	0,61
14	Nias Selatan	154.519	156.8	311.319	171	2,21
15	Humbang Hasundutan	91.789	93.126	184.915	79	0,96
16	Pakpak Bharat	23.393	22.999	46.392	38	1,85
17	Samosir	61.904	62.592	124.496	60	1,81
18	Serdang Bedagei	306.62	304.286	610.906	321	0,33
19	Batu Bara	203.689	201.299	404.988	439	0,88
20	Padang Lawas Utara	132.181	131.603	263.784	66	4,37
21	Padang Lawas	132.181	131.603	263.784	68	6,09
22	Labuhan Batu Selatan	163.39	156.991	320.381	89	1,97
23	Labuhan Batu Utara	179.105	175.38	354.485	99	5,07
24	Nias Utara	66.816	68.197	135.013	112	2,88
25	Nias Barat	38.646	42.139	80.785	171	2,00
26	Sibolga	43.515	43.274	86.789	2101	14,56
27	Tanjung Balai	85.213	83.871	169.084	1568	1,31
28	Pematangsiantar	121.684	127.821	249.505	4483	2,79
29	Tebing Tinggi	78.582	80.32	158.902	5126	3,32
30	Medan	1.101.020	1.128.388	2.229.408	8413	2,25
31	Binjai	133.692	134.209	267.901	4526	2,52
32	Padang Sidempuan	103.709	109.208	212.917	1857	7,27
33	Gunung Sitoli	67.41	70.283	137.693	490	3,09
Sumatera Utara		7.037.326	7.065.585	14.102.911	193	0,98

Sumber : Badan Pusat Statistik

The table above is the number of population and population density of North Sumatra Province according to Regencies/Cities throughout North Sumatra Province. The population of North Sumatra consists of various tribes, namely the indigenous tribe consisting of 8 tribes, namely the Malay tribe, the Karo Batak, the Toba Batak, the Coastal Batak, the Mandailing/Angkola Batak, Simalungun, Pakpak and Nias. In addition, there are immigrant tribes, namely the Minangkabau Tribe, Aceh, Javanese and ethnic Chinese.

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¹⁷Sosilawati et al., *Synchronization of Short-Term Development Programs and Financing 2018-2020 Integration of Regional Development with Sumatra Island PUPR Infrastructure* (ttt: Center for Programming and Evaluation of PUPR Infrastructure Integration, Regional Infrastructure Development Agency, Ministry of Public Works and Public Housing, 2017), p. 1.

¹⁸*Ibid.*, p. 12.

The first policy that the author will review in this paper is the policy on the collection of education fees, where the government handles corruption in educational institutions, especially schools, by procuring:

- (1) Presidential Regulation Number 87 of 2016 concerning the Task Force for Sweeping Illegal Levies.
- (2) Permendikbud Number 75 of 2016 concerning School Committees.

Permendikbud Number 75 of 2016 concerning the prohibition of teachers from becoming members of school committees and Presidential Regulation Number 87 of 2016 challenging the prohibition of schools from withdrawing donations from parents, is actually due to several reasons, including the emergence of the assumption that the existence of teachers in the school committee element has been considered to be the reason why the committee's decision is more in favor of the school than the interests of parents, but removing teachers from school committee membership can cause new problems, Because the Committee and teachers need to establish good communication, although on the one hand the performance of the committee needs to be corrected, especially about the economic disparity of students' parents when discussing donations or levies at school.¹⁹

As for whether schools can ask for donations from students' parents, the two regulations are contrary to the National Education System Law Number 20 of 2003 and Permendikbud Number 44 of 2012 concerning the Collection of Education Fees, which states that the community and parents are responsible or allowed to participate in the development of education.

The task carried out by Saber Pungli turned out to have arrested teachers and staff in several schools who were suspected of illegally collecting levies from students' parents, so that it was enough to make many schools take a stance: eliminate the levy completely, be careful, and continue to levy with the permission of the school committee.

This is as contained in the data in the table below:²⁰

¹⁹Jejen Musfah, *Education Policy Analysis* (Jakarta: Kencana, 2018), p. 135.

²⁰Arsalna et al, Performance of the Saber Pungli Illegal Levy Eradication Unit in Overcoming the Practice of Illegal Levies in Pidie Regency, in *FISIP USK Student Scientific Journal*, Vol. 7, No. 4, 2022, p. 3.

Data Operasi Tangkap Tangan (OTT) Saber Pungli 2021

Bulan	Kasus	Tersangka	Barang Bukti (Juta)
Januari	551	741	13,683,000
Februari	484	711	8,792,500
Maret	572	787	4,686,000
April	778	933	5,797,600
Mei	529	612	198,055,848
Juni	1.12	1,297	15,427,000
Juli	1.28	1,671	4,354,000
Agustus	946	1,142	67,764,500

The table presented by the author above, one of the data in 2021 related to the Pungli Saber Task Force which has revealed thousands of pungli cases that have occurred and these cases are dominated in the public service sector. The Pungli Saber Task Force continues to target the practice of pungli both carried out by the community and those that occur in the public service channel.

As for North Sumatra, specifically in 2017, a case of pungli was also found, namely the Head of the Langkat Education Division and three school principals as suspects (the Principal of SMPN 3 Tanjungpura Sukarjo as the Coordinator of the Langkat Hilir Region, the Principal of SMPN 3 Stabat as the Treasurer of BK2SN, and the Principal of SMPN 2 Gebang Restu Balian as the Coordinator of the Teluk Baru Region are also suspects).²¹ The arrest of the principal on suspicion of illegal levies has caused pros and cons in the community, especially in the education sector, as the National Education System Law Number 20 of 2003 and Permendikbud Number 44 of 2012 concerning the Collection of Education Fees, states that the community and parents are responsible or allowed to participate in education funding. Meanwhile, Presidential Decree Number 87 of 2016 concerning the Task Force for Sweeping Illegal Levies, and Permendikbud Number 75 of 2016 concerning School Committees, prohibit schools from collecting levies from students' parents. It should be noted that there are several factors that cause illegal levies to thrive according to Zachrie, including:²²

- a. Abuse of authority. Government apparatus that no longer has a high integrity character that will be responsible as a servant to the community. This includes irresponsible morals that give rise to greed in order to meet urgent and consumptive life needs and this is also

²¹<https://medan.tribunnews.com/2017/10/18/kena-ott-tim-saber-pungli-kadis-pendidikan-langkat-dan-tiga-kepala-sekolah-jadi-tersangka>

²²Arsalna dkk, *Kinerja*, h. 4-5.

supported by the pretext that the income obtained is not enough to meet daily needs so that they take an alternative path by taking advantage of the authority they have by making illegal levies.

- b. Mental factors. The character and way a government apparatus behaves in controlling itself.
- c. Opportunity Factor. This factor is related to the needs of the community in taking care of some of the completeness of the letter in the administration and is asked to undertake the request.
- d. Supervisory Factors. The supervision carried out by the institution on financing in taking care of documents varies, although it has been announced that the services provided are free, but it is not uncommon for many officers and the community to continue to carry out pungli in order to facilitate their affairs.
- e. Punishment/Sanction Factor. This factor greatly affects how pungli continues to occur, this is because pungli cases can be resolved peacefully or only with temporary guidance.
- f. Community participation in combat practices is low. So far, pungli has continued to develop with an understanding attitude shown by the community towards requests for funds for their smooth completion of various administrative matters. This gives the apparatus the courage to continue to carry out the pungli action because the community also does not have a problem and instead considers it reasonable even though not all people consider it so, but almost most of the people understand it.

Based on the above theory, the pungli case in North Sumatra on the one hand will be in favor of government policy, but if you look at it from the other side, you will get a different view, because in essence, any choice has a positive and negative impact on the quality of schools or educational institutions, because schools that are committed to quality certainly cannot fail to levy, Because the funds from the government are inadequate, schools require parental participation in improving the quality of educational services.²³ Some of the reasons that are familiar to the education community about the necessity of collecting fees include:

- a. The government does not bear all the costs of the education unit. Routine expenses incurred by the government include teacher salaries, staff salaries, school operational

²³ T Iskandar, "Human Resource Development of North Sumatra State Islamic University," *PENDALAS: Journal of Classroom Action Research and ...* (2021), <https://journal.yaspim.org/index.php/pendalas/article/view/80>.

Development money: 12 million, education money: 9 million, annual activity money: Rp. 2,500,000, uniform: 2 million, digital technology per year: Rp. 1,500,000, books: 1 million, monthly fee: 3,800,000, while in figure II: MTs Hifzul Qur'an Yayasan Islamic Center North Sumatra stipulates that the education fee that must be paid at the beginning of registration is **7,900,000**, with details of pre-education costs (construction, uniforms) of Rp. 6,400,000, monthly fees (meals 3 times a day, dormitory, uks, extracurriculars, etc.). In figure III: MTs Musthafawiyah Purba Baru, Mandailing Natal, North Sumatra, only set the education fee that must be paid at the beginning of registration as much as Rp. **600,000**, with details: registration fee Rp. 400,000, tuition fee/2 months: 200,000.

An analysis based on a critical review of education policy with a case study in Prov. North Sumatra based on the difference in education fees collected by schools, as explained above, seems to object to the natural polarization of schools into elite, middle, and lower, because schools should be affordable to all levels of society. Primary and secondary education must be free because the government has distributed some of the above routine funds to schools, especially public schools, although in fact in the field the funds issued by the government cannot meet all the needs of schools.

Presidential Decree No. 87 of 2016 concerning the Task Force for the Sweeping of Illegal Levies, and Permendikbud No. 75 of 2016 concerning School Committees which explain that school principals and school committees may be effective in stopping illegal levies in schools, but it does not mean that there are no consequences, because without the donations of students' parents, schools will run staggered, not to say that they will die. BOS funds will not be able to cover school operational costs, let alone to finance superior programs such as involving students in national and international competitions.

It takes a lot of money to prepare students to be involved in academic and non-academic competitions, so that the absence of levies in schools will have an impact on decreasing the quality of education in schools, especially the quality of graduates. So the function of the Saber Pungli team should be to ensure that the levy is still in a reasonable amount and for students who can afford it, not prohibiting it at all. This is what the author thinks that the government must immediately observe, so that schools can be of high quality and innovative, because a program runs if there are funds, so that the term that is now prevalent in educational institutions "it is better to be silent without creativity but safe, than to work hard and creative but full of risks" does not spread and results in a decrease in the quality of education.

The author also has the principle that it is true that the establishment of the Task Force for the Sweep of Illegal Levies has been able to provide firm and concrete steps in restoring public trust, providing justice, and also legal certainty, so that corruption in education funds can be abolished, but prohibiting schools from raising regular funds from parents who can afford it, according to the analysis of the author's critical review can have an impact on an action that makes a step backwards in realizing quality education.

Based on the above explanation, the Operation Catch the Hand (OTT) of the principal and deputy principal related to illegal levies in schools must be used as a momentum for the importance of transparency in school financial management, so:

- a. Each levy must be approved by the school committee and the education office. If it has been approved, there is no malicious intent, and for the benefit of the students, the principal should not be afraid of the saber pungli team.
- b. The levy is only for students who can afford it and is not accompanied by certain threats. For example, it is prohibited to take the exam for students who have not paid.
- c. The government immediately evaluates expensive schools. Except for reducing the amount of various levies, the goal is to make the schools accessible to students from all walks of life. So, the levy in schools does not have to be eliminated altogether, but is regulated in such a way that it does not harm poor parents. Nor does school become a place to attract as much funds as possible from poor parents, because educated people are not worthy of profiting from school.

It should also be remembered that local government policies in the era of regional autonomy greatly determine the quality of education, because local government policies are the basis for regulation in achieving a goal. Responsive local government policies are a product of democratic law that adheres to the principle of openness between the people and the government. Therefore, in this paper, the author also suggests that the determination of local government education policies in Prov. North Sumatra must be in accordance with national policies, either in making systematic or directed planning in accordance with its authority, including about pungli policies. This is in accordance with what was conveyed by the North Sumatra government, namely

The North Sumatra Provincial Government has prepared a strategy to eradicate illegal levies in the world of education in support of the program run by President Joko Widodo. The North Sumatra government has discussed ways or strategies to prevent pungli

with a group of education experts in North Sumatra by discussing points prone to illegal collection (pungli), so that strategies can be sought to prevent it. Therefore, it is possible that an online test will also be applied by choosing the highest score in graduating prospective students, because the online system is expected to close the possibility of meeting students' parents with the examiner team, so that the chance of pungli can be minimized.²⁵

Keep in mind that the birth of pungli, especially in the educational environment, begins with the community who first wants to give money to the perpetrators of pungli, as not a few people actually give a certain amount of money if they manage the education bureaucracy. Therefore, it is necessary to make efforts to socialize the prevention of illegal levies, by building a comprehensive pungli prevention system, encouraging the community to actively participate in preventing pungli, monitoring and monitoring directly to schools by the Pungli Saber Team. The community, school apparatus or local government in Prov. North Sumatra must increase cooperation in eradicating pungli that is out of place

CONCLUSION

The definition of education policy is the entire process and results of the formulation of strategic steps in education described from the vision and mission of education, in order to realize the achievement of educational goals in a society for a certain period of time. A critical review of education policies in North Sumatra Province: (1) North Sumatra Province is one of the provinces located on the island of Sumatra which consists of various tribes, namely indigenous tribes such as Malays, Karo Batak, Toba Batak, Pesisir Batak, Mandailing/Angkola Batak, Simalungun, Pakpak and Nias and immigrant tribes namely Minangkabau, Aceh, Javanese and ethnic Chinese; (2) The policies that the author reviews are Presidential Decree Number 87 of 2016 concerning the Task Force for Sweeping Illegal Levies and Permendikbud Number 75 of 2016 concerning School Committees.

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