# EVALUATION OF CULTURE – BASED EDUCATION POLICY IMPLEMENTATION AND MANAGEMENT AT HIGH SCHOOL

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## RESEARCH ARTICLE

## EVALUATION OF CULTURE-BASED EDUCATION POLICY IMPLEMENTATION AND MANAGEMENT AT HIGH SCHOOL.

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| *Manuscript Info* | *Abstract* |
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| | The purpose of this study is to Evaluate the Implementation of cultural-based education policies at the high school level in the Special Region of Yogyakarta. Culture-based education is the mandate of the Law on Privileges (Privileges Law) which upholds the values of the sublime culture typical of Yogyakarta. This research uses a qualitative approach with an evaluative method. The model developed by Stufflebeam is the CIPP model (context, input, process, product). The results of this study indicate that the implementation of cultural-based education policies at the high school level in Yogyakarta in some aspects have not yet reached the evaluation criteria and improvements are needed, but in general these policies are going well and must continue. Implement for the management and implementation of cultural-based education in the Special Region of Yogyakarta (DIY) based on the National Education System and graduation standards. The results of the study can be implemented in all subjects in 3 model school environments with 100% student graduation results. The implementation of culture-based education referred to in this research is on the cultural values of the Special Region of Yogyakarta that respects other regional cultures, national cultures, and global cultures. |

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## Introduction:-
Indonesia is a nation with a character who likes to help and work together. Tolerance of differences so they can live peacefully side by side. Moreover, Indonesia is known as a tough race and not give up easily and has a hard-working nature. The values of these characters would have to continually passed on to subsequent generations. Inheritance of characters that can be done through education. Theodewe Brameld in "Cultural Foundations of Education" (1957) is said there is a close link between education and culture with respect to the affairs of the development of value.(Supriyoko, 2003).  In the report of the UNDP Human Development Report stated that the series grobalisasi traits are; (1) Ethich, namely the demand to end the violence in relation to human rights violations; (2) Inclusion, ie the demand to minimize the differences between nations peoples of the world, (3) Human security, which is able to eliminate the instability of social problems, (4) Sustainability, namely memininilisasi environmental damage, and (5) Development, namely the ability to end deprivatization and poverty.(UNDP, 2016)

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In general, the internalization of the character on the madrassa management process has been implemented although not implemented optimally. The integration of character education can be found in the process of organizing, implementing, and controlling the management of the school. Then Dahlia through the study concluded that the method of implementation of learning methods habituation can optimize the values of characters in the subject of geography, while the values of the characters encountered, namely honesty, hard work, tolerance, friendship, creativity, tolerance and kominkatif, independence, curiosity know and love to read(Muzayanah, 2014),

The basic concept of culture-based education in Yogyakarta province position the three sphere of culture, the culture as a charge / content of education, as a method of execution / learning, and as a context for the educational environment, including in relation to management education. The importance of culture-based education in education not only happen in Indonesia, character education is also a major focus of education in other countries such as the UK and in America. According to the research of James Arthur, character education back into the British education policy agenda after overlooked since the 1960s, character education back into the focus of education in the nineteenth century. Between 1979 and 1997 the conservative government sought to restore the decline in moral standards of education,(Arthur, 2005). Character education on high school students to be very important and is in development. By simultaneously approaching social and decision- making challenges and nurturing developmental assets, character education takes on greater salience for not only prevention of issues but Also the promotion of optimal development.(Calvary R. Diggs, 2016)

In 2016 police data Daerah Istimewa Yogyakarta (DIY) says there are 43 cases of crime involving students in Yogya called klitih. Klitih criminal acts committed by students in groups.(Kurniawan, 2016), Observing the crisis of character being faced by Indonesia at the time, Minister of Education Muhammad Nuh declare the commencement of National Character Education with 18 character values on 10 May 2010. Since then the character development of the nation became the focus of national education. The Declaration rests on the premise that national character building strategy can be done through education and pembelajaran.Adapun 18-character value that must be entered into the study, namely: (1) Religious (2) Honest (3) Tolerance (4) Discipline (5) Hard Work (6) Creative (7) Independent (8) Democratic (9) curiosity (10) The spirit of Nationality (11) Cinta Tanah Air (12) Rewarding Achievement (13) Friendly / Communicative (14) Love Peace (15) Joy of Reading (16) Environmental Care (17) Social Care (18) Responsibility.(Agency for Research and Development of Curriculum Center, 2010),

If seeing the number of schools at all levels who carry out culture-based education from the year 2015 and 2016 there is an increase, but still needed support for other schools to contribute to improving the quality in order to realize the Yogyakarta Special Region as a leading educational center in Southeast Asia.

**Table 1.1:-**Data Based School Culture

| No. | District / City | Educational level | | | | | | | |
|-----|-----------------|-------------------|------|-------------------|------|-------------|------|-------|------|
| | | Elementary School | | Junior high School | | High School | | Total | |
| | | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| 1 | Sleman District | 65 | 80 | 34 | 39 | 8 | 10 | 107 | 129 |
| 2 | Bantul District | 67 | 82 | 33 | 41 | 9 | 16 | 109 | 139 |
| 3 | Kulon Progo | 50 | 67 | 22 | 27 | 7 | 9 | 79 | 103 |
| 4 | Gunungkidul | 54 | 73 | 27 | 34 | 9 | 13 | 90 | 120 |
| 5 | Yogyakarta | 51 | 65 | 23 | 29 | 11 | 16 | 85 | 110 |
| | **DIY** | 287 | 367 | 139 | 170 | 44 | 64 | 470 | **601** |

(Dikpora DIY, 2017)

Competition is healthy for increasing the competitiveness of culture-based education quality. Improving the competitiveness of quality must be imbued with noble values of culture, not just a win or superior but also in harmony with the noble values of the nation.

**Literatur Review:**
Fast-paced changes in the global era with many challenges and requires humans, especially young people who not only think but also able to make intelligent choices.(Tilaar, 1999: 65)This means that any internal or external threat is an opportunity to make a real improvement, especially in the field of education to be in the system, the program,

the process can be menghasilan quality of education, quality of man as formulated by the national education system that is human formidable, morality and civilization, politeness as individuals along with their social unit.

Daerah Istimewa Yogyakarta is an education center and a city laden with history. Since the support of King Sultanate of Yogyakarta, Sri Sultan Hamengkubuwono IX then stood Gadjah Mada University as a national college at the beginning of independence. Title as a student city, struggle, Culture and as a plural region with various tribes with Java-based culture is still very strong. In the nearest future the achievement of Yogyakarta Province is determined to be an educational center not only for Indonesia but in Southeast Asia in 2025.

Looking at the history so strong it is necessary reference and grip in governance in matters of education which was then poured into a Regulation on Implementation and Education area who poured into the regulation of the education system in Yogyakarta province. DIY so that by 2025 is expected to become the Center for Education, Culture and the Regional Center of the leading travel in the region is certainly in the frame Asia.yang advanced society, independent and prosperous(RPJP DIY, 2009-2025), To realize the vision of the mission then formulated as follows;
1. Realizing quality education, competitive and accountable backed by a reliable educational resources.
2. Realizing the high culture that is supported by the concept of cultural knowledge, preservation and development of cultural products, as well as cultural values are bekesinambungan.
3. Realizing that keatif and innovative tourism
4. Realizing innovative sociocultural and socioeconomic based on local wisdom, science, and technology for the advancement of independence and welfare.

By law on the Implementation of education in the province of Yogyakarta area is expected to provide the demand that education in DIY consistent with the commitment to realize that education has the following characteristics;
1. Developing education in the spirit of democracy and the culture of Java-based, so no children who experience neglect education
2. Has a strong commitment in Javanese culture-based education as a national asset in the education of the nation's character.
3. Make education in Yogyakarta as a benchmark / reference to the quality of the progress of national education.
4. Preparing young people tread the future with the spirit of knight (sawiji, lost interest, sengguh, Ora Mingkuh) by promoting hamemayu Hayuning Bawana, responsive to the natural environment and ebersatuan, and make culture as inspiration advances that are solution-for the welfare and happiness of themselves, their environment and the world ,
5. Strengthening leadership and management of education with the paradigm that upholds the principles of quality, quantity, akuntailitas, effective and produce a superior human resources, responsible, tough, highly competitive, creative and solution-based.
6. Achieving one goal in RPJP DIJ, namely the Special Region of Yogyakarta, as a leading educational center in South East Asia.

Cultural elements that will be developed at the Culture-Based Education at the high school level is;
1. Luhur value (the value of all Jogja's)
2. Artifacts (arts, crafts, batik, Javanese, painting, dance, puppets, kethoprak etc.)
3. Customs (ceremonies, customs and traditions,)

With more in-depth know and understand the culture, the greater the love of the homeland. Nurbolat Bogenbayev in research says that children who know the traditions and customs will grow into a generation of patriotic and nationalistic. Offering a national training while bringing up comprehensively history makes the new generation familiar with the nation's traditions, customs, and leads them to the absorption of Them. This new approach, the which brings up the new generation patriotically and knowledgeably, has its purpose of education of the national Spririt. The generation that receives this national Become upbringing will trully national citizens.(Bogenbayev, 2014). Culture-based education is expected to be the solution to the problems that occurred. DIY government trying to make the students grow and develop and have a strong character. The human resources of character to be able to interact and compete with the global community. Human resources will be able to be the subject of character development that is qualified in all fields.

## Method:-

The method used in this research is qualitative research methods with an emphasis on detailed and in-depth study, seek to retrieve data, the search and discovery of meaning. Emphasizing more on the process than on results and use logic to think inductively, the reason is the approach can be used to understand the symptoms of a thorough, in-depth, and candid and in accordance with the thinking of those who are in it.

Researchers want to know how the implementation of policies to increase the competence in management and Penyelenggaan Culture-Based Education in order to realize a laboratory school as a civilized society. Processing data using the data triagulasi by observation, interview and documentation.

**Findings:**
Education-based culture is a policy that is outlined in Bylaw No. 5 in 2011. Furthermore, from interviews with the following information from Dikpora.

Bylaw culture-based education is really a DIY Parliament initiative which is then followed up by Governor Sri Sultan Hamengkubuwono X. The education system on the basis of the culture of education in line with the vision of DIY. Which is to make DIY as a center of culture-based education in South East Asia in 2025.

Of document study found that the need for education based on culture is also in accordance with the basic function of national objectives and national education in accordance with Act No. 20 of 2003 chapters 2 and 3, namely, to become a nation of Indonesia that dignity which aims to develop students' potentials to be a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible (Bureau of Law and Organization and Personnel Bureau Chief Kemendikbud, 2016) ,
From interviews with the school obtained the information. According to my needs once mas, because of the presence of culture-based education program I believe will provide benefits and change the behavior of students in accordance with the cultural values of Yogyakarta. Many of the changes that I have seen, among other things used to be students rarely talk to upload ungguh (etiquette) now if talking to an older very njawani. Environment is also very pronounced Yogyakarta.

From the statements presented by the resource persons it can be concluded that memng culture-based education programs are needed, the current state, especially the younger generation in ersikap and lakuagar acting in accordance with the value of cultural values.

Based on studies document that thinking about policy management and delivery of culturally-based education (Regulation No5 in 2011) obtained information that is;
1. The basis of thought and policy management and implementation of education-based culture including the 1945 Constitution article 20 of 2003 on National Education System, Bylaw No. 4 of 2011 on procedures lahun Values Budaya Yogyakarta is the values of the culture of Yogyakarta, which has a specific spirit pengaktualisasiannya form of mobilization of all resources power *(golong roundworm)* in an integrated *(sawiji)* tenacity and hard work in a dynamic (restrain), accompanied by confidence in the act *(sengguh)*, and will not retreat in the face of any risk whatsoever *(ora mingkuh)*.
2. Management and implementation of education-based culture at the high school level land in the city of Yogyakarta, is based on the foundation to carry out the mandate of Act No. 20 of Article 16 of 2003 which is providing an education based on the peculiarities of religious, social, cultural, aspirations and potential of the community as a manifestation of education of, by, and for society.
3. Interviews, oservasi the program objectives with the program obtained the information, that:
4. SMA is used as a model school-based education is a school culture that is administratively complete. In general, country high school in Yogyakarta are already qualified, but in the administration of many incomplete. Thus Disdikpora memetapkan 100 schools into culture-based education model schools. 100 schools this model consists of elementary, secondary, vocational and vocational. In the city of Yogyakarta that a model school at the high school level is SMA Negeri 5, 9 and high school SMA 11.

Based on interviews conducted data showed that high school on the land which became the model of culture-based education in the city of Yogyakarta Province is the SMA 5 SMA 11 SMA 9 and in accordance with the decree of Dispora area of Yogyakarta province. Further on Culture-Based Education policy goals obtained information that the goal of culture-based education policy are:

With the regulation No. 5 of 2011 is expected to the school as an institution to build the character of students who have character, cultured and be responsive to the changing times without leaving the local culture, especially the culture of Yogyakarta Special Region, for the kulikulum prevailing tends through integration and enrichment of local culture thus the school is a laboratory cultured people of Yogyakarta.

Subsequent interviews with informants Culture-Based Education policy goals obtained information that:
Dispora Yogyakarta province requires any educational institution to allocate BOS (school operation funds) to support the implementation of education-based culture in three ways, namely integrative sekolahdengan in charge of subjects, implementation of extracurricular and cultural activities. Culture-based learning process that is integrated with the next lesson the charge is established in a culture-based teaching materials are characterized Yogyakarta "while for the additional funds could be raised to obtain from Danais submitted to the Education Office of Yogyakarta Special Province.

Furthermore, the review of documents and interviews and field observations of the target object of education policy culture based on the level of high schools in Yogyakarta concluded that the policy objectives can be spelled out clearly that in order to complete the facilities and infrastructure needs SMA which became the model-based education culture comes from the state budget channeled through the BOS funds of 10% on every school-based culture in the city of Yogyakarta.

## Discussion:-
Policy-based management culture and providing education on the level of high schools in the City Yogyakartatelah have a formal base that is comprehensive which is a guideline for the management and delivery of culturally-based education in schools. Management and delivery of culturally-based education has a special characteristic of the regulation, local governments, schools, institutional management, students and infrastructure. In the concept of public policy is said that

The goals of a policy may be somewhat loosely stated and cloudy in the content, Thus providing general direction rather than precise targets for its implementation. Those who want action on a problem may Differ both as to what should be done and how it should be done. Ambiguity in language then can Become a means for reducing conflict, at least for the moment. Compromise to secure agreement and build support may consequently yield general phrasing and lack of clarity in the statement of policy goals.(Anderson, 2003),

With a public policy designed specifically for the management and delivery of culturally-based education will be a guide for the implementation of the implementation of the education policy of cultural berbsasis accordance with the conditions and characteristics of the city of Yogyakarta. keijakan public should also be relevant to the needs that exist in an area as proposed,

Public policies are the results of Efforts made by Governments to alter aspects of Reviews their own or social behavior in order to carry out some end or purpose and are comprised of complex arrangements of policy goals and policy means. Efforts Reviews These can be more or less systematic and the ends and purposes attempted to be attained are multifarious and wide-ranging.(Howlett, 2014),

Culture-based education policy was also conducted in various countries, Finland is a country that is one of the countries that give time and ample opportunity for students to perform exploratory-cultural activities in and outside of school hours. Finland provides basic right to education and culture are recorded in the Constitution of the State. This policy is built on the principles of lifelong learning and education for free. Education is seen as the key to competitiveness and prosperity.(Finland Council for Creative Education (CCE), 2017), Pentingnya formal foundation of a policy is very important that the government of Finland set as the constitution. So that in the implementation of the program with a good policy framework can create synergy kooordinasi well and producing a change that can be seen not only in the country but also the world. Implementation of cultural-based education policy in Propinsis Yogyakarta Special Region already have a comprehensive policy.

From this research it is known that culture-based education is a policy that is needed. , Particularly for residents of Yogyakarta, especially the younger generation. Informsi is known from interviews with law Dikpora, teachers and students at school. The reason the importance of culture-based education is implemented in schools with a culture-based education can change students' attitudes and behavior towards the better, so that in the act and behave in

accordance with the noble values Yogyakartadan Indonesian culture. Culture-based education is the education program organized by the national educational standards are coupled with comparative and competitive advantages are based on noble values Yogyakarta, which is rich in culture.

This culture-based education needs in line with Governor Sri Sultan's speech X ditungkan lane in the medium-term plan Yogyakarta to connect the current work plan with the previous ones. In the medium-term plan (2017-2022). Based Education culturally grounds high quality instructional practices in culturally and linguistically relevant Contexts. Cultural Base Education is more than teaching language and culture as special projects, it is a systematic approach, fully incorporating and integrating culturally specific ways of thinking, learning, and problem-solving into educational practice(Leo, 2008),

Where the culture-based education policy implemented in the province of Yogyakarta Special area provides a way out in accordance with the purpose of education is to the development of human potential students to become virtuous in accordance with the changing times and environment

Related to the duties and responsibilities of the principal as a manager of educational programs based on culture which was responsible for shaping, adjusting and or modify the program and compliance with organizational strategy and ensure that all parts of the program to avoid interference and external constraints, including uncertainty, in accordance with the opinion Shao (Shao, 2018), which states that:
It is the program managers' responsibility to shape a flexible and adaptable program context to embed and align programs with the evolving organizational strategies, and shelter the program's component projects from external turbulence and uncertainty.

Management is crucial for integration that can only be done on certain topics. However, teachers still trying to incorporate cultural elements in learning. The most frequent cultural elements in the RPP adoption teacher is noble values which are the main factors of pemdidikan-based culture. Analysis of the RPP in schools menjadj models indicate that only a small lesson plans that reflect the cultural integration. Indicators of achievement of competencies and learning objectives in the RPP have demonstrated cultural integration, particularly the noble values.

Learning material in the RPP is also likely in the integration of local culture. In learning activities planting noble values reflected in the preliminary activities to cover activities. Aspect of the assessment contained in the RPP also reflect the culture-based education education for applying the noble values that have to be understood in the context of learning in subjects.

## Conclusion:-
Education, Youth and Sports Yogyakarta Province is expected to be held back technical guidance and culture-based education provided to all teachers equally. The guidebook implementation of culture-based education need to be reconsidered, given the absence of an example of cultural integration per subject. In the book should be listed in detail and clear steps of developing all devices based learning culture.

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