

Healthcare Policy Development Patterns: A Multi-Center Study Across Regional Health Administration Offices

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Abstract:

This study aims to determine the pattern of education policy making at district/city education offices in North Sulawesi province, by reviewing the problems in education policy analysis procedures, education policy implementation procedures, monitoring and evaluation procedures for education policies, as well as education policy follow-up procedures carried out in three (3) research locus, namely the Manado City Education and Culture Office, the Bitung City Education and Culture Office and the North Minahasa Regency Education and Culture Office. North Sulawesi Province. The data collection technique is done through observation, interview and documentation study. The data analysis technique is the analysis in cases and cross cases. The entire data obtained that has been collected will be processed according to each case and then grouped based on location characteristics. The findings of this study are that in the past before the reform era or in the New Order era, the parties involved in the formulation of education policy were only at an internal order, not involving external or external parties, now in the era of reform and regional autonomy in determining policies including education policy all existing procedures must be involved including external parties. In each of the existing education offices, they do not follow the standard procedures or mechanisms set out in the regulations but many have been bypassed. Then the conclusion of this study is 1). All procedures are determined by the availability of existing human resources. 2). The procedures so far have not followed the existing and standardized mechanisms, 3). procedures in all existing education offices are the same according to regulations, 4). however, it has different characteristics, namely the characteristics possessed by each region are different so that the content of policies and results so far have also varied, including the quality and quantity of the policy itself.

Keyword: Policy making, education

INTRODUCTION

The local government as an extension of the central government in the field of education must regulate education as well as possible so that education can run fairly, which can answer educational problems as long as the centralization of education occurs. Therefore, decentralization of education is an opportunity and opportunity for local governments to improve education. In line with this, according to Paqueot and Lammaert (2000: 23), "decentralization of education provides an opportunity for local governments and schools to make the best decisions about the implementation of education in the region or school concerned based on regional potential and school stakeholders". Therefore, decentralization of education, aside from being recognized as a political policy related to education, is also a policy that is related to many things.

Mardiasmo (2002: 56) shows the reasons for the decentralization of education that are very suitable for Indonesian conditions, namely:

1. Regional capacity in financing education
2. Increasing the effectiveness and efficiency of education delivery from each region
3. Redistribution of political power
4. Improving the quality of education
5. Increasing innovation in order to satisfy the expectations of all citizens "

Departing from the above concept, with the decentralization of education, all district / city governments can compete fairly, especially in increasing local revenue sources in order to increase funding assistance from the central government that has been happening regularly so far. Therefore, in initiating a development policy in the field of education, the main factor that can be taken into account is the regional expenditure budget available for the allocation of various educational needs. In addition, the regional government as an executive institution is faced with a legislative body that has legalization rights, supervisory rights and budgetary rights that will always co-exist in seeing the public interest. Thus functionally the regional government and the regional people's representative council (DPRD) have a legal partnership relationship which can be packaged in a policy pattern called an education policy pattern.

An appropriate and measurable education policy is of course very meaningful, and this can happen if good synchrony and synergy are formed between policy makers. The hierarchical pattern of education policy making within the scope of local government is found in the education office in each local district / city. This is very much in accordance with the granting and division of government affairs from the central government to the regions, where the central government which regulates the education sector is in the ministry of national education while the provincial government which regulates the field of education is the provincial national education office while the one that regulates the education sector At the district / city government level, the authority lies with the national education office. Departing from the description above, it can be said that there have been differences in the quality of education in the three districts / cities which according to the researchers could be caused by different patterns of education policy making in each region. Thus, researchers want to look closely through scientific research on the patterns of educational policies carried out at the district / city education office.

THEORETICAL STUDY

Concept of Educational Policy Analysis

Policy analysis is a thought procedure that has long been known and carried out in human history. According to Duncan MacRae (1976: 214) policy analysis is an applied social science discipline that uses rational argumentation by using facts to explain, assess, and generate thoughts in an effort to solve public problems. Furthermore, Suryadi and Tilaar emphasized that policy analysis is a method or procedure of using human understanding of and for solving policy problems. The working definition of policy analysis according to Dunn is an applied social science discipline that uses multiple inquiry and argumentation methods to generate and utilize appropriate policy information in a political decision-making process in order to solve policy problems.

Education Policy Implementation

It is at this stage that the alternative solutions that have been agreed upon are then implemented. At this stage, a policy often encounters various obstacles. The formulas that have been determined in a planned manner may differ in the field. This is due to various factors that often influence policy implementation.

According to Grindle (1980: 76) places policy implementation as a political and administrative process. Using the diagram developed, it is clear that the policy implementation process can only begin when objectives and objectives which were originally general in nature have been detailed, action programs have been designed and a certain amount of funds / costs have been allocated to realize the goals and objectives these targets. These are essential conditions for the implementation of any education policy. Without these conditions, public policy can be said to be merely political rhetoric or political slogans. Theoretically, at this implementation stage, the policy formulation process can be replaced by the policy implementation process, and the programs then activated. In practice, however, the distinction between the policy formulation stage and the policy implementation stage is difficult to maintain, because feedback from implementation procedures may lead to the need for certain changes to established policy objectives and direction. It turns out that the rules and guidelines that have been formulated need to be reviewed, leading to a review of policy making in terms of the characteristics of education policies

RESEARCH METHODS

This type of research uses a qualitative multi-case study method. It is a qualitative research design involving several cases and research subjects. The research subjects are assumed to have different characteristics. According to Bogdan and Biklen (1992: 143) that a multi-case study is a form of qualitative research that can indeed be used to develop a theory based on several similar research backgrounds, so that a theory can be produced that can be transferred to a wider and more extensive situation. general scope.

This type of research research seeks to describe a specific setting, object or event in detail and in depth with the aim of studying intensively about certain social units, which include individuals, groups, institutions and society. This research will produce detailed information that may not be obtained in other types of research Sudarwan, (2008: 74).

Departing from the multi-case concept, this research study looks at several education offices in districts / cities which are considered representative and unique, especially in having the same cultural ideological background, but on the other hand they still have different characteristics in their respective offices. by looking at education policy analysis procedures, education policy implementation procedures, education policy monitoring and evaluation procedures, and follow-up procedures for education policies. As a multi-case study, the researcher will visit the Education Offices in the three City Districts which are the research subjects to have a close look at the pattern of the implementation of educational policies carried out in accordance with their respective characteristics. Therefore, multi case study research will take steps in the form of collecting data on all cases according to the research subject starting from this research to the level of data saturation, and during that time categorization is carried out in themes to find thematic conceptions regarding the application of Education Policy.

RESULTS AND DISCUSSION

1. Department Of Education And Culture, City Of Manado

In this section, we will discuss some research findings obtained from exposure to data both obtained from general research data and specific research data on the results of interviews, observations and documentation that refer to the formulation of research problems, namely: 1) educational policy analysis procedures, 2) procedures implementation of education policies, 3) monitoring and evaluation of education policies and, 4) follow-up on education policies. From each formulation of the research problem, the research findings will be presented below.

1. Educational Policy Analysis Procedure

Based on the data exposure described in the analysis of educational policy procedures which can be divided into two (2) parts, namely the analysis of educational policy procedures carried out by internal parties consisting of the Manado City National Education Office and the Regional Government Budget Team (TAPD) as the party representing the executive and external parties consisting of the DPRD Commission and the Budget Section (Banggar) as parties acting on behalf of the legislative body which are known as local government partners. In addition, in the findings of this study, research propositions will be made according to the facts of the field research previously described in the data presentation. The following are some of the research findings in the following educational policy analysis procedures:

- a. Educational policy analysis procedures in Manado City are in two different government agencies, namely the executive and legislative bodies.
- b. The educational policy analysis procedure at the executive branch consists of the Education Office and the Regional Government Budget Team (TAPD), namely the Regional Secretary as the team leader, the Head of Balitbangda as the team secretary, the Inspectorate, the Regional Finance and Asset Agency (BKAD) and the Head of Legal Affairs as a member .
- c. The education policy analysis procedure at the Education Office can be started from the first esalon IV, namely the head of the planning sub-division and the head of the section, and for the esalon III officials at the head of the field and the service secretary to discuss and analyze together with the esalon II officials, namely the Head of the Manado City Education Office

2. Education Policy Implementation Procedure

Obtaining a number of research findings on exposure to data that have been described through interviews, documentation and observations about the following education policy implementation procedures:

- a. The education policy implementation procedure begins with an understanding and agreement on the Local Government Work Plan (RKPD) document between the executive and legislative branches as outlined in the form of a Regional Regulation (PERDA).
- b. The education policy implementation procedure can be started when the Budget Implementation Document (DPA) has been signed by the Regional Government Budget Team (TAPD).
- c. The education policy implementation procedure can be implemented if the Head of the Education Office can appoint a Head of Technical Responsibility for Activities (PPTK) as outlined in a Head of Office Decree.

The procedures for implementing education policies must be fulfilled by creating a time schedule for activities in order to carry out activities on time.

3. Procedures for Monitoring and Evaluating Education Policies

Based on the data exposure previously presented, some research findings on the problems of monitoring and evaluation procedures are as follows:

- a. Monitoring and evaluation procedures for the implementation of education policies involve several important actors, both internally and externally, who have competence, capacity and integrity.
- b. Internal monitoring and evaluation procedures in the implementation of education policies can be carried out by the Education Office team consisting of the Inspectorate Team, PHO Team, PPTK and field supervisors as well as a goods and services inspection team.

- c. Externally monitoring and evaluation procedures for the implementation of education policies can be carried out by a team of the Audit Board (BPK), the Development Activity Audit Board (BPKP) and the Regional Representative Council (DPRD).
- d. Monitoring and evaluation procedures for the implementation of physical education policies carried out by both internal and external parties are to calculate the volume in order to determine whether the education policy has found losses to the State or not.
- e. The procedure for calculating State losses on the results of monitoring and evaluation can be carried out jointly between internal and external teams.

4. Educational Policy Follow Up Procedures

Obtained a number of findings from the education policy follow-up procedures obtained from exposure to data during the following interviews, observations and documentation:

- a. The follow-up procedures for education policies are obtained from education policy analysis, implementation of education policies and monitoring of educational policy evaluations that have received various responses and information on both successes and weaknesses of policies to be given recommendations.
- b. The follow-up procedure for education policy through a recommendation can provide that the education policy needs to be maintained, improved and continued.
- c. Educational policy follow-up procedures in the form of physical and non-physical policies that can harm State finances can be returned to the State treasury within 90 days.

Procedures for follow-up education policies that have an impact on state losses and are not returned during the specified time, the BPK and the inspectorate will make further recommendations to law enforcers.

Department of Education and Culture, Bitung City

In this section, we will present some research findings obtained from exposure to data both obtained from general research data and specific research data on the results of interviews, observations and documentation that refer to the formulation of research problems, namely: 1) educational policy analysis procedures, 2) implementation of education policies, 3) monitoring and evaluation of education policies and, 4) follow-up on education policies. From each formulation of the research problem, the research findings will be presented below.

1. Educational Policy Analysis Procedure

Based on the data exposure described in the analysis of educational policy procedures which can be divided into two (2) parts, namely the analysis of educational policy procedures carried out by internal parties consisting of the Bitung City National Education Office and the Regional Government Budget Team (TAPD) as the party representing the executive and external parties consisting of the DPRD Commission and the Budget Section (Banggar) as parties acting on behalf of the legislative body which are known as local government partners. In addition, in the findings of this study, research propositions will be made according to the facts of field research previously described in the data exposure. Here are some research findings in the following educational policy analysis procedures:

- a. The educational policy analysis procedure in Bitung Municipality is in two different government institutions, namely the executive and legislative bodies.
- b. The educational policy analysis procedure at the executive branch consists of the Education Office and the Regional Government Budget Team (TAPD), namely the Regional Secretary as the team leader, the Head of Balitbangda as the team secretary, the Inspectorate, the Regional Finance and Asset Agency (BKAD) and the Head of Legal Affairs as a member .

- c. The education policy analysis procedure at the Education Office can be started from the IV esalon official, namely the head of the planning sub-division and the head of the section, and for the esalon III officials at the head of the field and the service secretary to discuss and analyze together with the esalon II officials, namely the Head of the Bitung City Education Office.

2. Education Policy Implementation Procedure

Obtaining a number of research findings on exposure to data that have been described through interviews, documentation and observations about the following educational policy implementation procedures:

- a. The education policy implementation procedure begins with an understanding and agreement on the Local Government Work Plan (RKPD) document between the executive and legislative parties as outlined in the form of a Regional Regulation (PERDA).
- b. The education policy implementation procedure can be started when the Budget Implementation Document (DPA) has been signed by the Regional Government Budget Team (TAPD).
- c. The education policy implementation procedure can be implemented if the Head of the Education Office can appoint a Technical Responsible Officer (PPTK) as outlined in the Head of the Office Decree.
- d. The procedures for implementing education policies must be fulfilled by creating a time schedule for activities in order to carry out activities on time.

3. Educational Policy Monitoring and Evaluation Procedure

Based on the data exposure previously presented, some research findings on the problems of monitoring and evaluation procedures are as follows:

- a. Monitoring and evaluation procedures for the implementation of education policies involve several important actors, both internally and externally, who have competence, capacity and integrity.
- b. Internal monitoring and evaluation procedures in the implementation of education policies can be carried out by the Education Office team consisting of the Inspectorate Team, PHO Team, PPTK and field supervisors as well as a goods and services inspection team.
- c. Externally monitoring and evaluation procedures for the implementation of education policies can be carried out by a team of the Audit Board (BPK), the Development Activity Audit Board (BPKP) and the Regional Representative Council (DPRD).
- d. Monitoring and evaluation procedures for the implementation of physical education policies carried out by both internal and external parties are to calculate the volume in order to determine whether the education policy has found losses to the State or not.
- e. The procedure for calculating State losses on the results of monitoring and evaluation can be carried out jointly between internal and external teams.

4. Educational Policy Follow Up Procedures

Obtained a number of findings from the follow-up procedures for education policies obtained from exposure to the following data during interviews, observation and documentation:

- a. The follow-up procedures for education policies are obtained from education policy analysis, implementation of education policies and monitoring of educational policy evaluations that receive various responses and information on both the successes and weaknesses of policies for recommendation.
- b. The follow-up procedure for education policy through a recommendation can state that the education policy needs to be maintained, improved and continued.

- c. Educational policy follow-up procedures in the form of physical and non-physical policies that can harm State finances can be returned to the State treasury within 90 days.
- d. Procedures for follow-up education policies that have an impact on state losses and are not returned during the specified time, the BPK and the inspectorate will make further recommendations to law enforcers.

3. Department of Education and Culture, North Minahasa District

In this section, we will discuss some research findings obtained from exposure to data both obtained from general research data and specific research data on the results of interviews, observations and documentation that refer to the formulation of research problems, namely: 1) educational policy analysis procedures, 2) procedures implementation of education policies, 3) monitoring and evaluation of education policies and, 4) follow-up of education policies. From each formulation of the research problem, the research findings will be presented below.

1. Educational Policy Analysis Procedure

Based on the data exposure described in the analysis of educational policy procedures which can be divided into two (2) parts, namely the analysis of educational policy procedures carried out by internal parties consisting of the Bitung City National Education Office and the Regional Government Budget Team (TAPD) as the party representing the executive and external parties consisting of the DPRD Commission and the Budget Section (Banggar) as parties acting on behalf of the legislative body which are known as local government partners. In addition, in the findings of this study, research propositions will be made according to the facts of the field research previously described in the data presentation. The following are some of the research findings in the following educational policy analysis procedures:

- a. The education policy analysis procedures in North Minahasa District are in two different government agencies, namely the executive and legislative bodies.
- b. The educational policy analysis procedure at the executive branch consists of the Education Office and the Regional Government Budget Team (TAPD), namely the Regional Secretary as the team leader, the Head of Balitbangda as the team secretary, the Inspectorate, the Regional Finance and Asset Agency (BKAD) and the Head of Legal Affairs as a member .
- c. The education policy analysis procedure at the Education Office can be started from the IV esalon official, namely the head of the planning sub-division and the head of the section, and for the esalon III officials at the head of the field and the service secretary to discuss and analyze together with the esalon II officials, namely the Head of the North Minahasa District Education Office.
- d. The education policy analysis procedure begins with the collection of proposals from school principals, the results of the village musrenbang, sub-district and district musrenbang and data recapitulation results during the monitoring and evaluation activities of the internal education office team.
- e. The policy analysis procedure at the Education Office will continue with the Regional Government Budget Team (TAPD)

2. Education Policy Implementation Procedure

Obtaining a number of research findings on exposure to data that have been described through interviews, documentation and observations about the following educational policy implementation procedures:

- a. The education policy implementation procedure begins with an understanding and agreement on the Local Government Work Plan (RKPD) document between the executive and legislative branches as outlined in the form of a Regional Regulation (PERDA).

- b. The education policy implementation procedure can be started when the Budget Implementation Document (DPA) has been signed by the Regional Government Budget Team (TAPD).
- c. The education policy implementation procedure can be implemented if the Head of the Education Office can appoint a Head of Technical Responsibility for Activities (PPTK) as outlined in the Head of the Office Decree.
- d. The procedures for implementing education policies must be fulfilled by creating a time schedule for activities in order to carry out activities on time.

3. Procedures for Monitoring and Evaluating Education Policies

Based on the data exposure previously stated, some research findings on the problems of monitoring and evaluation procedures are as follows:

- a. Monitoring and evaluation procedures for the implementation of education policies involve several important actors, both internally and externally, who have competence, capacity and integrity.
- b. Internal monitoring and evaluation procedures in the implementation of education policies can be carried out by the Education Office team consisting of the Inspectorate Team, PHO Team, PPTK and field supervisors as well as a goods and services inspection team.
- c. Externally monitoring and evaluation procedures for the implementation of education policies can be carried out by a team of the Audit Board (BPK), the Development Activity Audit Board (BPKP) and the Regional Representative Council (DPRD).
- d. Monitoring and evaluation procedures for the implementation of physical education policies carried out by both internal and external parties are to calculate the volume in order to determine whether the education policy has found losses to the State or not.
- e. The procedure for calculating State losses on the results of monitoring and evaluation can be carried out jointly between internal and external teams.

6. Education Policy Follow-Up Procedures

Obtained a number of findings from the education policy follow-up procedures obtained from exposure to data during the following interviews, observations and documentation:

- a. The follow-up procedures for education policies are obtained from education policy analysis, implementation of education policies and monitoring of educational policy evaluations that have received various responses and information on both successes and weaknesses of policies to be given recommendations.
- b. The education policy follow-up procedure through a recommendation may contain that the education policy needs to be maintained, improved and continued.
- c. Educational policy follow-up procedures in the form of physical and non-physical policies that can harm State finances can be returned to the State treasury within 90 days.
- d. Procedures for follow-up education policies that have an impact on state losses and are not returned during the specified time, the BPK and the inspectorate will make further recommendations to law enforcers.

DISCUSSION

This section describes the discussion of research results which includes: (1) education policy analysis procedures, (2) education policy implementation procedures, (3) educational policy monitoring and evaluation procedures, and (4) education policy follow-up procedures.

1. Procedure for analyzing patterns of education policy making

Policy analysis is a thinking procedure that has long been known and carried out in human history, at least since humans were able to produce and maintain knowledge in relation to actions.

Several experts have different meanings in interpreting policy analysis, including:

1. According to the Big Indonesian Dictionary, analysis is (1) investigation of an event (essay, deed, etc.) to find out the real situation (causes, reasons, sit the case, etc.); (2) the elaboration of a subject on its various parts and a study of the parts themselves and the relationships between the sections in order to obtain a correct understanding and understanding of the meaning of the whole
2. Dunn (1986: 142) states that policy analysis is a procedure to produce information about social problems and their solutions.
3. Patton (2013: 197): policy analysis is a series of processes in producing policies.
4. Duncan MacRae (1976: 165): policy analysis is an applied social science discipline that uses rational argumentation by using facts to explain, assess, and generate thoughts in an effort to solve public problems.
5. Stokey and Zekhauser (1981: 132): policy analysis as a rational process using rational methods and techniques.

From the above definitions, we can draw a more detailed understanding that policy analysis is a method or procedure of using human understanding of and to solve policy problems. So education policy analysis is a way of solving problems that exist in policies regarding education using the understanding that is owned by humans themselves.

Since the establishment of a research and development agency within the Ministry of Education and Culture in the early 1970s, various forms of educational research, assessment and development activities have been carried out to support the decision-making process. This agency continues to develop rapidly, particularly in providing input on the educational development process that has been planned and implemented systematically since Repelita I. This agency has continued to play a role in generating ideas for educational renewal so that the educational development process has passed through challenging times.

In connection with the above matters, an educational research and development institution needs to devote its attention to meeting the intended challenges. The ability of research and development institutions in carrying out policy analysis is not only required to produce ideas for reform based on realistic issues and in accordance with the demands of the times, but equally important is the ability to communicate the ideas generated so that they are actually manifested in form of government policies that can be implemented properly.

The policy analysis carried out by the policy analysis procedure will help the education office to understand how to achieve its goals and objectives, as well as the resources that will be needed to implement what the analysis is made of.

Field data shows that the educational background of analytical personnel at the S1 level has occurred evenly in each agency, as well as the training and experience of analytical personnel at the Manado city education office, the education office, Bitung city and the North Minahasa District Education Office, which adequate in carrying out the duties and functions of analysis with support for the mastery of basic skills, educational qualifications, training in analysis and work experience. This study can be concluded from the statement of findings (T) from the abbreviated cases 1, 2 and 3 (KS, 1,2, 3) as follows:

T1. The functions and roles of the policy analysis procedure section have been running well, supported by qualified human resources with S1, work experience and adequate training in the field of analysis.

T2. The functions and roles of part of the policy analysis procedure have been running quite effectively because they are supported by the quality of human resources, have adequate work experience and training.

T3. The function and role of part of the policy analysis procedure can be seen from the support of qualified S1 human resources and adequate work experience and training that can be carried out properly.

In addition, it is necessary to give full authority and responsibility to carry out duties, it is necessary to have clarity on the main tasks, functions and authorities of the policy analysis procedure in relation to the work mechanism of the education office. Thus the competence possessed by analysis staff in preparing educational programs can be optimally empowered. This conclusion is formulated from the statement of findings as follows:

T1: Staff in policy analysis procedures have sufficient competence in the field of policy analysis characterized by the ability to prepare educational programs and coordinate educational programs both internally and externally.

T2: The competence of the personnel in the analysis procedure is sufficient in preparing educational programs and coordinating educational programs with related parties internally and externally.

T3: Judging from the competence of the staff in the analysis procedure, which is sufficient, it means that they are able to prepare education programs and coordinate education programs both internally and externally.

The results of research by the Ministry of National Education (2002: 214) on planning or analysis in the context of decentralization of education conclude that the functions and roles of the planning or analysis unit can run well if they are supported by qualified S1, S2, and analytical training support who are trained and have adequate work experience. In addition, the internal agency coordination in various parties is running well, program proposals are generally accepted by local governments, and assigned tasks can be carried out better.

Likewise the findings in the field that all education policy analysis procedures actually follow the same procedures, both the Manado City Education Office, the Bitung City Education Office, and the North Minahasa District Education Office, namely the Education Policy Stakeholder Procedure at the Education Office itself, TAPD (Government Budget Team Regional) and local DPRD (Regional People's Representative Council) or District / City Level II Regions, while the Basic Procedure for Policy Documents is in the RKPD, RENSTRA (Strategic Plan) RPJMD (Regional Medium-Term Development Plan) documents. The Educational Policy Analysis Procedure consists of 2 parts, namely: 1). Policyholder Procedure, 2). Policy Document Procedure which can be seen in the chart below:

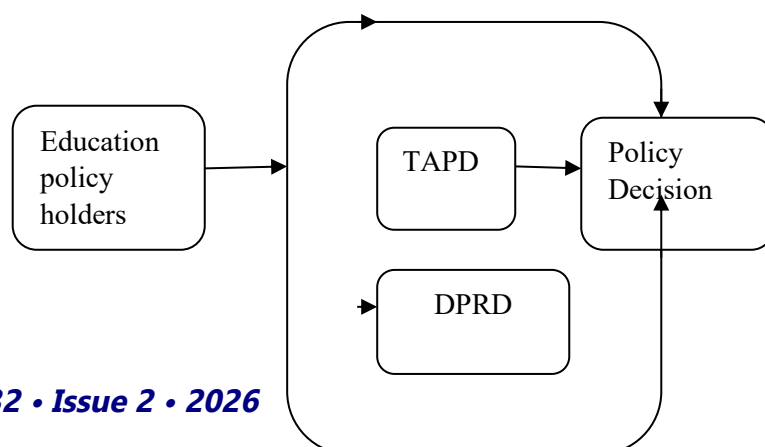


Figure 1. Procedure for Education Policy Holders

CONCLUSION

a. Educational policy analysis procedures

In principle, the procedures for analyzing the policies of the education offices in the city of Manado, Bitung City and North Minahasa Regency consist of education policy makers and education policy documents. Education policy stakeholders consist of: DPRD (Regional People's Representative Council), TAPD (Regional Government Budget Team), Education Office and those who make policy decisions. Meanwhile, the education policy documents include RPJMD (Regional Medium Term Development Plan), RENSTRA (Strategic Plan) and RKPD (Regional Government Work Plans) and these documents serve as guidelines for the analysis of policy stakeholders. Meanwhile, differences in policy analysis procedures are found in the materials in each planning document which contain the narratives of programs and activities in accordance with regional characteristics in each city district.

b. Procedures for implementing education policies

The procedures for implementing education policies in Manado, Bitung City and North Minahasa Regency are principally the same, consisting of the legitimacy of education policies and the technical role of policy implementers. Policy legitimacy consists of political decisions, signing of DPA (Budget Implementation Documents, decision letters for the appointment of the Head of Office so that all of them will become the basis for policies, while the technical role of policies consists of PPTK (Activity Technical Implementation Leader), third party, PHO Team (Object Results Appraiser), Treasurer, while the differences exist in the output, outcome, and package in each policy in each district and city.

c. Procedures for monitoring and evaluating education policies

The procedures for monitoring and evaluating education policies in Kota Manado, Kota Bitung and Kabupaten Minahasa Utara are principally the same, consisting of roles in money involvement and internal money roles. The role in monitoring and evaluation involvement is the stakeholders of the monitoring and evaluation institutions, namely the internal part is the education office, DPRD (Regional People's Representative Council), and the Inspectorate, while the external part is the BPK (Audit Agency and BPKP) and finally, namely boils down to the quality of activities, while the role of monitoring and evaluation of the education office is the Head of the Education Office, then the PHO Team (Object Result Appraiser), Head of Fields, Head of Section, PPTK (Head of Technical Activities) and Treasurer, the result is the quality of policies. There are differences in the monitoring and evaluation instruments used by each party that has an impact on the policy quality target.

d. Procedures for follow-up education policies

The follow-up procedures for education policies in the form of recommendations are principally the same in Manado City, Manado City and North Minahasa Regency which are recommendations consisting of portraits of policy successes and portraits of policy failures that result in policy continuity and repayment of state losses. Meanwhile, the difference is in the

acceleration of the completion of the follow-up both legally and in returning it to the State treasury.

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