Training on Education Policy Analysis for Education Stakeholders in Brebes District

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Abstract: The Brebes district youth education and sports office is responsible for making education policies based on local wisdom and innovative policies. In addition, the qualifications needed by the Brebes Youth and Sports Education office as an evidence-based policymaker are research analysis for policy, policy analysis, policy implementation, and evaluation, which can ultimately provide policy recommendations. However, only some education personnel in the Brebes district's education, youth, and sports offices have competence in policy analysis. Based on the situation analysis, it is urgent to conduct policy analysis training for education stakeholders, especially the Brebes Regency youth and sports education office. The target audience in this training is the stakeholders in the Brebes district, consisting of school principals, supervisors, and administration/managers. The implementation method includes lectures, discussions/questions and answers, educational games, training with problem-based learning, and (post-test) evaluation of training implementation. The training results showed that the participants assessed this education policy analysis training in the "outstanding" category at 90%; all participants gave relatively the same evaluation associated with the response in the training, which was 95%. Training participants, on average, stated that participation in the training was classified as very good, at 90%. In addition, 90% of participants felt empowered during the training. On average, 90% of trainees stated that the training significantly impacted them. Furthermore, 85% of participants noted that the training was relevant to their problems.
Keywords: training, education policy analysis, education stakeholders, brebes district

INTRODUCTION

The organization of education is always influenced by the dynamics that occur in society. Along with the times, the challenges of life are increasingly complex. The problems faced by humans in daily life are also increasing. Education, as one of the essential aspects of life, has a strategic role in preparing superior humans to face the challenges of the times. The world of education continues to develop along with the times, both in the form of curriculum adjustments, renewal of learning methods, and the preparation of new study programs.

The dynamics of society significantly influence the organization of education. As times advance, life's challenges become increasingly complex, presenting a myriad of problems that individuals must navigate daily (Aithal & Aithal, 2023). Education, a pivotal sector in human development, plays a strategic role in equipping individuals to meet these evolving challenges. The educational landscape constantly evolves, necessitating curriculum updates, teaching method innovation, and the development of new study programs to stay relevant and effective (Ghamrawi, 2023).

On a national level, one of the significant challenges facing education is the implementation of Law No. 23 of 2014 (RI, 2014) concerning Regional Government, which supersedes Law No. 22 of 1999 and Law No. 32 of 2004. This legislation underpins the Regional

Autonomy policy, impacting the education sector by shifting from a centralized to a decentralized management approach (Timotheou et al., 2023). The decentralization of education management has profound implications for education policy, requiring regions to develop policies tailored to their unique characteristics and needs (Nguyen et al., 2023).

Decentralization empowers regions to create policies that reflect their specific contexts and challenges. This necessitates proficiency in policy analysis to develop alternative policies rooted in local wisdom (Asfahani, El-Farra, et al., 2023). Policy analysts must evaluate policy options based on empirical evidence, known as evidence-based policy. This approach can foster innovative policy solutions in regions, providing a competitive edge that distinguishes one region from another (Nurhayati et al., 2021).

In this context, the Brebes District Youth Education and Sports Office formulate education policies incorporating local wisdom and innovation (Asfahani, Hassan Sain, et al., 2023). Situated along the north coast, Brebes boasts a unique coastal culture and serves as a vital contributor to Central Java's development. Consequently, the district requires skilled personnel who thoroughly analyze and effectively transform macro policies into meso-level ones (Smeru & Foundation, 2002). The qualifications necessary for these analysts include expertise in evidence-based policymaking, policy analysis, implementation, and evaluation to generate policy recommendations ultimately (Arwildayanto et al., 2018; Dunn, 2018).

However, there is a significant gap in the competencies of some personnel within the Brebes Youth Education and Sports Office regarding policy analysis. This gap highlights the urgent need for specialized training in policy analysis for education stakeholders, particularly those within the Brebes Regency Youth Education and Sports Office (Chammari et al., 2024). The objective of this training is to equip stakeholders with the skills necessary to analyze and develop policies that are both innovative and grounded in empirical research (Lisao et al., 2023).

Training in policy analysis will enable education stakeholders to effectively assess the current policies, identify areas for improvement, and develop new policies that better address the region's educational needs(Bautista et al., 2024). This training will cover various aspects of policy analysis, including developing policy alternatives, assessing policy impacts, and using data in policy formulation. By enhancing these skills, stakeholders will be better equipped to contribute to developing education policies that are responsive to the needs of the Brebes district (Uy et al., 2024).

Moreover, this training will foster a culture of continuous improvement within the education sector. Stakeholders will be encouraged to regularly review and update policies based on the latest data and research findings (Malbas et al., 2023). This iterative process will help ensure that education policies remain relevant and effective in addressing the evolving challenges faced by the Brebes district (Kiiria et al., 2024).

The training will also emphasize the importance of stakeholder engagement in the policy-making process. By involving various stakeholders, including educators, students, parents, and community members, the training aims to create more inclusive and comprehensive education policies. This collaborative approach will help ensure that the policies developed are well-rounded and considerate of the diverse needs and perspectives within the community (Bağrıacık Yılmaz & Karataş, 2022).

Furthermore, the training will highlight the importance of monitoring and evaluation in the policy process. Stakeholders will learn how to design and implement effective monitoring and evaluation frameworks to assess the impact of education policies (Sulthani & Thoifah, 2022). This will enable them to identify successful policies and scale them up while making necessary adjustments to less effective ones (Cheng et al., 2022).

Overall, the training on education policy analysis for stakeholders in the Brebes district is a crucial step towards enhancing the quality and effectiveness of education policies. By building the capacity of stakeholders to analyze and develop evidence-based policies, the

training will contribute to creating a more dynamic and responsive education system in the Brebes district. This, in turn, will help prepare the region's students to meet future challenges and contribute to the broader development goals of Central Java and Indonesia's Decentralization, allowing regions to formulate policies based on their characteristics (Muluk, 2009). This requires the competence of policy analysis to develop alternative policies based on local wisdom (Webster et al., 2022). A policy analyst can precisely examine policy options based on needs and data, referred to as evidence-based policy (Hall, 2017). This policy process approach can create various policy innovations in the regions and be a comparative advantage that distinguishes itself from other regions (Nurhayati et al., 2021).

The training will also focus on building analytical skills among stakeholders. Participants will be trained to critically assess policy options using various analytical tools and methods Mielikäinen, 2022). These skills are essential for identifying different policy proposals' strengths and weaknesses and making informed decisions about which policies to implement. Analytical training will include qualitative and quantitative methods, ensuring stakeholders can comprehensively evaluate policy impacts (Celik et al., 2023).

Additionally, the training will address the importance of incorporating local wisdom and cultural context into policy analysis. With its unique coastal culture, Brebes presents specific educational needs and opportunities to consider in policy formulation. By integrating local knowledge and cultural values into the policy-making process, stakeholders can develop more relevant and effective education policies that resonate with the community and address local challenges more effectively (Jin et al., 2022).

The program will also emphasize the significance of inter-sectoral collaboration in policy development. Education policy does not exist in a vacuum; it intersects with other sectors such as health, social services, and economic development. The training will highlight the benefits of a collaborative approach, encouraging stakeholders to work with other sectors to create holistic policies that address the broad spectrum of factors influencing education outcomes (Chacha & Tangi, 2023).

To ensure the sustainability of the training outcomes, the program will incorporate a component on capacity building and institutional strengthening. This will involve training participants on building and maintaining effective policy analysis units within their organizations. By establishing dedicated teams with the right skills and resources, the Brebes Youth Education and Sports Office can sustain its policy development efforts and continuously improve its educational strategies (Syaharuddin et al., 2022).

Furthermore, the training will include sessions on effective communication and advocacy. Developing good policies is only the first step; stakeholders must also be able to communicate these policies effectively to gain support from various stakeholders, including government officials, educators, parents, and the broader community. Training in communication strategies will help participants present their policy proposals clearly and persuasively, ensuring broader acceptance and successful implementation (Malbas et al., 2023).

Participants will also learn about the importance of data-driven decision-making. Collecting, analyzing, and interpreting data is crucial for evidence-based policy development. The training will cover techniques for gathering relevant data, using statistical tools to analyze this data, and applying the findings to inform policy decisions. This data-centric approach will help stakeholders develop policies based on factual evidence rather than assumptions or anecdotal information (Lee et al., 2024).

In addition to technical skills, the training will foster a mindset of innovation and continuous improvement among participants. Education policy needs to be dynamic and adaptable to keep pace with the changing needs of society. The training will encourage stakeholders to think creatively and seek new and innovative solutions to the challenges facing the education sector in Brebes. This innovative mindset will drive ongoing improvements and ensure the education system remains relevant and effective (Mielikäinen, 2022).

To provide practical experience, the training will include hands-on workshops and case studies. Participants can apply the concepts and skills they have learned to real-world scenarios. These useful exercises will help to reinforce the theoretical knowledge gained during the training and to develop participants' confidence in their ability to conduct policy analysis and develop effective education policies (Takens et al., 2024).

Finally, the training program will include a component on monitoring and evaluation (M&E). Effective M&E is essential for assessing education policies' impact and identifying areas for further improvements. The training will cover the design and implementation of M&E frameworks, helping participants develop the skills required to track policy outcomes and use this information to inform future policy development (Damayanti et al., 2024).

The Brebes district youth education and sports office is one of the districts responsible for making education policies based on local wisdom and innovative policies. As a district located on the north coast that has a coastal culture and is a supporting force for Central Java's development, it certainly requires competent analysis personnel to conduct a review so that it becomes a reliable force in formulating alternative policies that can interpret macro policies into meso policies (Smeru & Foundation, 2002). In addition, the qualifications needed by the Brebes Youth Education and Sports Office are as evidence-based policymakers based on analytical research for policies, policy analysis, policy implementation, and evaluation, which can ultimately provide recommendations (Arwildayanto et al., 2018; Dunn, 2018), (policy brief) for making new policies, improving policies, and eliminating policies (Tilaar & Dwijowijoto, 2008). However, some education personnel in the Brebes district's education, youth, and sports office must be more competent in policy analysis. Based on the situation analysis, it is urgent to conduct policy analysis training for education stakeholders, especially the Brebes Regency youth and sports education office.

METHOD

Quantitatively, the target to be achieved for these problems is the attendance of participants at 85% in training and the participants' mastery of the Education Policy Analysis at 70%. Based on the source of the problems faced by Education Resources in Brebes District, the solutions can be summarized as follows:

Table 1. Solutions, Programs, and Targets of PKM of Brebes District Education and Culture Office

Problem	Solution	Program	Goal
Lack of insight into the analysis based on local wisdom and regional excellence	Developing insights into contextual policy analysis through materials: - Education policy innovation based on local wisdom in digital society. - Building regional excellence with education policy analysis - Building competence in education policy analysis	training on: - Education policy innovation based on local wisdom in digital society. - Building regional excellence with education policy analysis - Building competence in education policy analysis	The regional profile of the Brebes Regency, mainly taken from its local wisdom, was used in writing the policy brief.
Lack of skills in	Skills Improvement	Training on making	Knowledge of

policy research and recommendations in the form of policy briefs	The actions taken are training and mentoring on policy analysis and analysis for policy.	education policy recommendations by providing hands-on training to identify education problems through research results, as well as making recommendations for problem solutions by making policy briefs.	making recommendations using policy briefs was made by 75% of PKM activity participants.

The target audience for this training were stakeholders in Brebes district: school principals, school supervisors, and school administration/managers. This activity was carried out at the Tegal City Education and Culture Office.

A. Methods
1. The implementation methods included lectures, discussions/questions and answers, educational games, training with problem-based learning, and (post-test) evaluation of the implementation of training activities.
2. Lecture activities related to adding insights about:
   - Culture-based education policy innovation to face the era of disruption
   - Building regional excellence with education policy analysis
   - Building competence in education policy analysis
   a. Discussions: These discussions will be conducted throughout the training to create a participatory dialogue.
   b. Educational Games: These are conducted during the training process.
   c. Problem-based learning is conducted to train policy analysis skills and critical and innovative thinking skills.
3. Mentoring
   The Brebes Regency stakeholder service team carried out this process to ensure that participants could apply the analysis process appropriately. Assistance is carried out through two methods: periodic face-to-face online assistance and assistance through the WhatsApp Group. Periodic face-to-face assistance is carried out regularly every 3-4 weeks to ensure that participants do not experience obstacles and can apply policy analysis in the field. Meanwhile, assistance through the WhatsApp group is provided to monitor daily / weekly progress.
4. Monitoring dan Evaluation
   This phase measures participants' mastery of knowledge and skills in the policy analysis process. The post-test was conducted to determine and measure the increase in participants' insights after the training. Policy analysis design measures participants' skills in policy analysis (Markiewicz & Patrick, 2008; Rusmini, 2018).
5. Program Implementation Evaluation
   Evaluation is carried out at the final stage of the lecturer's off-campus activities. Evaluation is provided by collecting data from each activity (Arnady & Prasetyo, 2016). At the presentation stage, the evaluation was done by summarizing the participants' understanding of education policy analysis. The evaluation is carried out at the game stage by observing and asking questions to train participants about educational policy analysis.

RESULTS AND DISCUSSION

Before the implementation of community service, the community service provider conducted internal team coordination meetings and coordination meetings with the target audience. Community service activities were conducted at the Brebes Regency Education and Culture Office. This activity was attended by 23 school principals, supervisors, administrators, and managers.

The materials presented in the training consisted of culture-based education policy innovation to face the era of disruption, building regional excellence with education policy analysis, and building competence in education policy analysis. This material is used to provide a complete insight into education policy analysis. The research team delivered the material by conducting interactive discussion sessions.

Mentoring activities were carried out after the training. It is carried out online through a WhatsApp group, which consists of a team of community partners and participants who attended the training. This assistance is carried out flexibly when stakeholders want to ask questions about education policy analysis. Monitoring and evaluation activities are carried out by providing questionnaires through Google Forms to train participants. The following are the results of the monitoring and evaluation analysis.

a. Demographics of training participants

The questionnaire was completed by 22 respondents with the following demographic details:
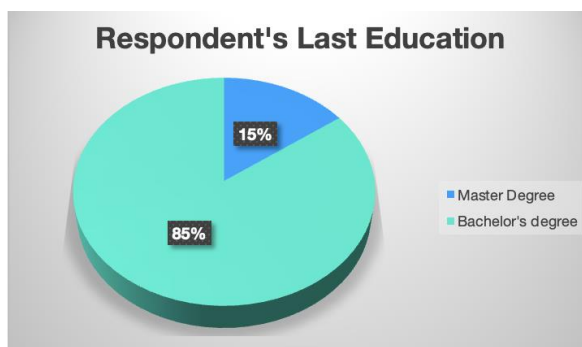

Figure 1. Respondent's last education

Figure 1 shows that 85% of stakeholders are Bachelors and 15% are Master graduates.
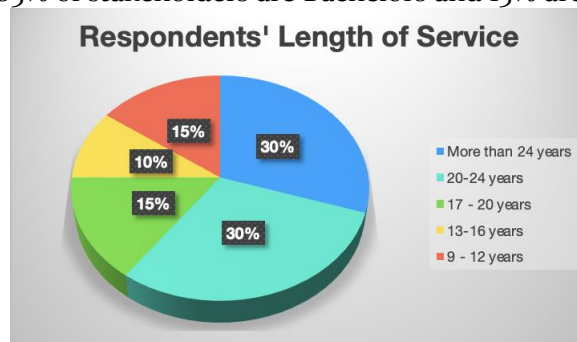

Figure 2. Respondents' length of service

Figure 2 shows that the average work length of respondents in the Brebes district varies. 30% of stakeholders have worked for 20-24 years, 30% of stakeholders have worked for more than 24 years, 15% of stakeholders have worked for 9012 years, 15% of stakeholders have worked for 17-20 years, and 10% of stakeholders have worked for 13-16 years. This indicates that the stakeholders already have qualified experience in their fields.
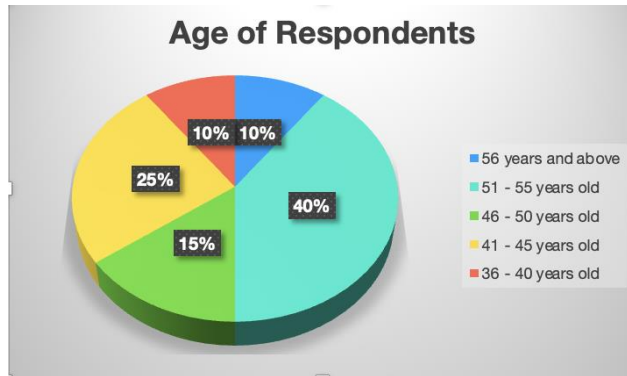
Figure 3. Age of respondents

Figure 3 shows the varying ages of respondents: 40% of stakeholders are between 51-55 years old, 25% of stakeholders are between 41-45 years old, 15% of stakeholders are between 46-50 years old, 10% of stakeholders are between 35-40 years old and 10% of stakeholders are 56 years old and above.

b. Training Evaluation

Based on the training evaluation, the respondents assessed that the education policy analysis training was in the "outstanding" category. The details of the general evaluation results are presented in Figure 4.
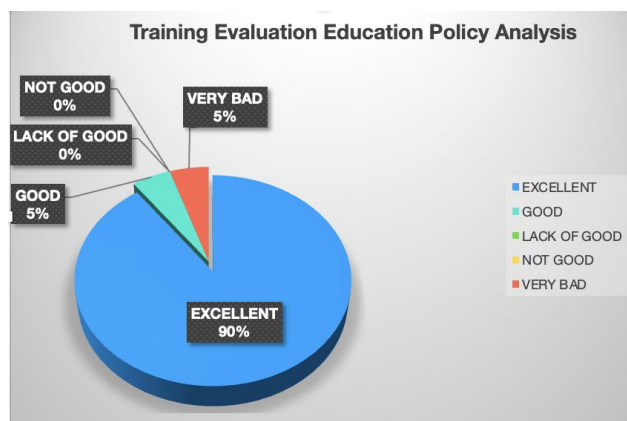

Figure 4. Evaluation of the education policy analysis training

Figure 4 shows that, on average, the participants who stated that the training activities were very good, good, and poor are 90%, 5%, and 5%, respectively. Below are the details of each evaluation aspect.

Figure 5. Response to Training

95% of the participants gave a relatively similar response to the training. The response includes participants' feelings during the training, such as enthusiasm, comfort, and value, and whether the training was fun and exciting for all participants.

Figure 6: Participation in the training

Figure 6 shows that 90% of the participants stated that participation in the training was outstanding. This participation consists of several aspects, including the experience gained during the training and the encouragement to express the opinions and ideas of every participant.
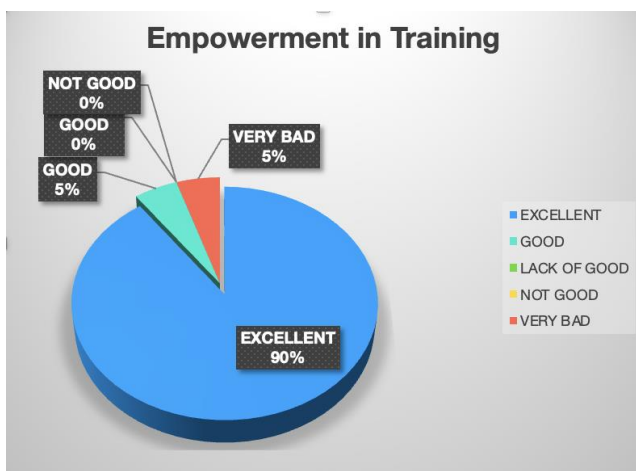

Figure 7. Empowerment in training

Figure 7 shows that 90% of participants felt empowered during the training. The aspects of empowerment include the opportunity for participants to explore creativity and ideas during the training; training is a process of finding solutions to real problems for respondents; training can encourage participants to be active in developing themselves for the future, and there is reciprocal/interactive communication between participants and resource persons.
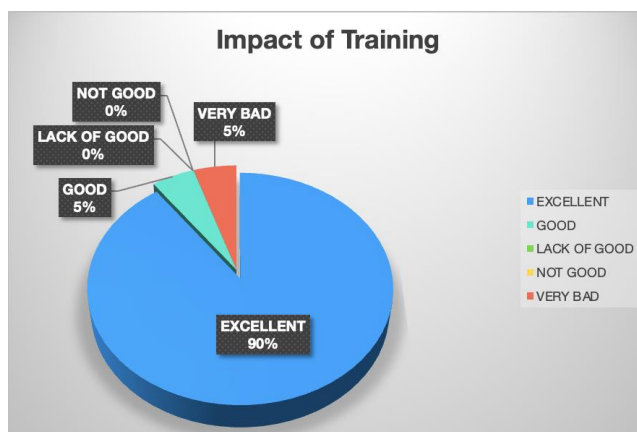
Figure 8. Training Impact

On average, 90% of the participants stated that the training significantly impacted them. The aspects asked in this indicator are related to the insights and enlightenment gained by participants, new experiences about education policy analysis, broad opportunities to develop themselves related to their work fields, feeling motivated to learn again, being able to make changes for the better and being more courageous in facing risks to make changes.
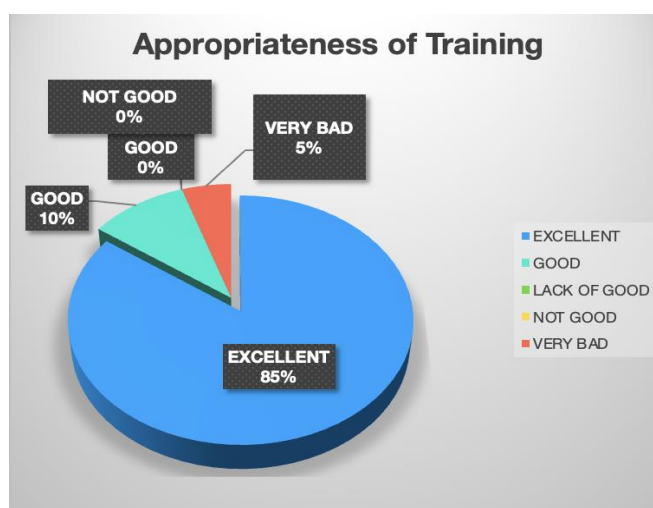

Figure 9. Appropriateness of Training

Figure 9 shows that, on average, 85% of participants stated that the training suited their problems. In addition, the aspects asked are also related to training patterns based on their work assignments and training carried out directly or offline, allowing participants to disseminate the knowledge gained to friends in the same field.

This training activity has positively impacted participants, especially the target group: stakeholders, school principals, supervisors, and school administrators. The training was carried out with great enthusiasm from the participants, shown by the interactive delivery of ideas and opinions and asking questions.

Some of the materials presented in the training consisted of culture-based education policy innovation to face the era of disruption, building regional excellence with education policy analysis, and building competence in education policy analysis (Radinal, 2021). This material is used to provide a complete insight into education policy analysis. The research team delivered the material by conducting interactive discussion sessions.

The first speaker talked about the importance of innovation in the digital era. Innovation is one of the most recognized terms in the future. Innovation is a must. Whether we want it or not, we must do it, especially for those of us in the world of education. Indonesia faces more severe challenges in developing 21st-century education (Arvianto et al., 2023). The demands in the era of disruption include skills (skills acquired in school do not match the skills needed in the present), families (increasing middle class, increasing needs, homeschooling), technology literacy students, and technology utilization (changing methods and ways of learning). Innovation is not limited to the existence of technology, but ideas, original creative ideas, and adaptation provide benefits to society. Technology is only part of accelerated bureaucratic reform. The world is experiencing rapid, dynamic, complex, unpredictable, and uncertain strategic environmental changes in the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era (Afkarina et al., 2023; Bakti, 2023). VUCA is uncertain, fast-changing, complex, and ambiguous (double meaning). Steps to develop competent and professional human resources in developing an agile bureaucracy are needed. The merit policy of the State Civil Apparatus, the improvement of the State Civil Apparatus performance management system, and the increase in the number of functional State Civil Apparatus must be optimized.

The second speaker said that it is essential to build regional educational excellence with education policy (Arwildayanto et al., 2018; Kemdikbudristek Team, 2020). The Greek philosopher Herakleitos stated that things keep changing like a flowing stream. We must not rest on our laurels. The division of authority or power sharing between the center and the regions must be considered. Autonomy governs education in the form of school-based management, where schools are flexible in managing resources and encouraging the participation of school members to improve the quality of education (Aminah & Prasetyo, 2018; Tahir, 2018). The benefits of education decentralization are local-level planning, internal coordination at the regional level, policy innovation, personal motivation, and work according to regional needs. When the problems are different, the targets will also be different. How do we realize a good education policy? One way to understand how to conduct education policy analysis is to know how to perform this. This is important for all participants as leaders in their respective fields (Teacher Working Group, Regional Coordinator, Principal, Teacher Performance Assessment). Leaders are responsible for leading and will be held accountable for their performance.

The stages of policy analysis include agenda setting and formulating policies (such as increasing student interest) (Supeni et al., 2021). Is it necessary to pick up the ball to increase the number of students? The relevant government needs to establish this as a policy (micro level at the school level, meso level at the agency level, macro level at the central level), policy implementation, and policy evaluation (how far the innovation has been carried out) (Nurhayati et al., 2021; Rizka & Hardiansyah, 2016). Meanwhile, the fishbone diagram includes photographing problems, equipment not supporting each other, and materials. In addition, the process aspect is related to a library, but there are no books. The environmental aspect is that there is a library, but students are never required to go there. Management aspects include the school community, namely the condition of whether or not the school community gets along well, gossiping about each other, or competing with each other.

The third speaker talked about opportunities and access to build the competence of education policy analysts. The 1998 reform was the beginning of decentralization and regional autonomy. The decentralization of education indicates that education has become a regional authority (Widodo, 2002). One of the indicators of the human development index is education. Therefore, it is essential to develop an education policy.

c. Activity evaluation

This training activity requires some follow-up for the following year, which is undoubtedly sustainable and related to education policy analysis. Some participants' input said that the next training event should be held offline and the mentoring should be more intensive. Other training needed by respondents included training on how to find the right formula for schools with few students, management of educators and education personnel, strategic policies in finding the root of education problems, training on school management, innovation in education, empowering the role of committees in education, education policy and procurement of human resources such as candidates for qualified educators, classroom action research seminars, how to develop ideas for teacher creativity and innovation in the implementation of teaching and learning activities, related to improving the competence of school principals, solutions to improve the human development index in Brebes district and effective and efficient school management.

The participants also expressed their feelings after attending the training, including feeling happy and inspired to make changes for the better; there was enlightenment related to education policy, encouraging participants to learn more, increasing participants' insights into education policy analysis, more encouraged and motivated to seek knowledge in educational innovation, motivated to make changes for the better, and happy to get enlightenment in conducting school policies.

d. Supporting and inhibiting factors

Supporting factors for the implementation of service: The success of Lecturer activities outside the campus is supported by 1) good coordination and cooperation between the service team and partners of the Brebes Regency Youth Education and Sports Office; 2) stakeholders' participation in training and seminar activities. Seminar and training participants responded enthusiastically to the resource persons; 3) participants' interest in analyzing educational policies carried out in Brebes Regency; 4) novelty in the materials and methods of educational games delivered by the service team. The inhibiting factors in this activity include 1) the Pantura road, which is being repaired, slowing down the travel distance of Yogyakarta-Brebes; 2) Lack of internet network equipment support provided for policy analysis, especially in identifying education policy analysis.

CONCLUSION

The training on Education Policy Analysis for Education Stakeholders in Brebes District has run smoothly as planned. The target audience gave a positive response, marked by enthusiasm during the event and direct responses from participants who expressed the usefulness of this training. In addition, the expected targets include the attendance rate of participants from the target audience of 90% and the ability of stakeholders to understand the Education Policy Analysis material by 90%. On average, 90% of the participants stated that the training significantly impacted them. Thus, this training has made a natural and influential contribution to improving the ability to analyze education policy among stakeholders in the education office of the Bantul district. Based on the source of the problems faced by Education Resources in Brebes District, further PKM activities can be focused on the needs that the respondents have conveyed.

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