



Exploring Policy Alternatives to Improve Organizational Performance

Abd. Rahman^{1*}, H. Anis Fauzi²

UIN Sultan Maulana Hasanuddin Banten

Corresponding Author: Abd. Rahman rohman201992@gmail.com

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ABSTRACT

Alternative policies are a way of generating ideas, explaining them, and evaluating them in the context of efforts to address societal issues. Or a process that uses the inquiry technique and a variety of justifications to generate and apply pertinent policy data to a political decision-making process in order to address policy issues. Along with mastery of research and development methodologies, policy alternatives also call for mastery of internally or sectorally pertinent concerns. This essay makes an effort to discuss alternate policies, strategies, paradigms of methodology and practices

INTRODUCTION

Education serves an important function in preparing human resources to perform duties in a variety of disciplines, such as population, politics, economy, labor, and socio-culture. The relationship between education and areas of life outside of school must be examined in order to create a synergy between the internal educational system and these external aspects. The external difficulties of the education system should be the primary source of inspiration for implementing internal modifications and updates to the education system.

A examination of the situations and difficulties in other areas of life outside of education will reveal various problems and obstacles in establishing the education system. The future problems for Indonesia's education system include not only how to enhance education internally, but also how to increase education's appropriateness with other sectors of life.

The most pressing need in promoting the development of high-quality, relevant education is to strengthen the ability to implement alternative policies. Policy analysts in the area of education must not only grasp research and development approaches, but they must also master important education concerns, both internally and in cross-sectoral relationships. Internal education issues will include the education system and its integral components, such as "equity and expansion of access to education, issues of improving education's quality, relevance, and competitiveness, as well as issues of strengthening governance, accountability, and public image."

The three issues above are the main issues of the education system today in the education system development strategy 2016-2019.¹ The issue of education externally is also important to continue to be studied by policy analysts, regarding the integral relationship between education and the needs of the community as education stakeholders, in various fields, such as politics, economics, socio-culture, employment, and the environment. Mastery of educational issues, both internally and externally, needs to be formed by a group of education policy analysts who have interdisciplinary educational backgrounds. Mastery of technology in research and development as well as education policy issues must always be a strength that needs to be continuously developed. This is done to be able to give birth to various ideas that are useful to produce Alternative policies in building an education system that is efficient, quality, and relevant to the demands of the community in various fields.

Alternative Education Policy Framework

Policy alternatives are the process of implementing social science using the form of thinking, reasoning, proving, assessing, and solving problems related to the wider community (Alam, 2018). To produce a rational view, an alternative procedure is required. The procedures are 1) Policy Information. In the policy information process, 3 types of information must be born, namely information about (Afifah and Yuningsih, 2017); 2) Value. Information about value concerning how the value process is contained in the policy; 3) Facts. Information about facts relates to whether or not the thing being talked about exists; 4)

Education policy: framework, process, and strategy

Action. Information about actions relates to what should be done about the problem.

Each piece of information will produce a different output. Questions related to value will get information that is evaluative, questions related to facts will get information that is descriptive and normative questions will get information that is justification (defense).

Information Acquisition Methods

In the process of policy alternatives, there is a relationship between analytical procedures and four methods, namely monitoring, forecasting, appraisal, and recommending. In addition, 2 other methods can be used but cannot be grouped into these methods, namely problem structuring which is a phase in the process of alternative policies that consider the existence of disturbing situations in an atmosphere. Furthermore, the practical inference method means that decision-making is based on the extent to which problems related to policy are solved (Darwis, 2017).

Policy Arguments

A policy is related to the process of convincing the public about the function of the policy, (Damayanti, 2017). In this convincing process, it is necessary to change policy information into policy arguments. The components in the policy argument are: 1) Information related to policy; 2) Policy claims. Decisions from policy arguments; 3) Justification. Justifications can be intuitive, authoritative, causal, analytical, and prismatic (judgment); 4) Supporters, namely all data that can justify information can be scientific data, expert proposals, ethical and moral principles; 5) Criteria that can equate the extent to which analysis is believed to be about the claims of a policy.

Alternative Forms of Policy

There are three alternative forms of policy, namely a) Prospective type. This type is the type that carries out alternative policies that are carried out before the policy is implemented (Alam, 2019). b) Retrospective type. This type is the type that carries out alternative policies after the policy is implemented (Dewi,

2020). c) Integrative type. This type is the type that carries out alternative policies before and after the policy is implemented (Aziz et al, 2020).

Therefore, from the explanation of the alternative framework of education policy, it can be seen that a policy is born with a systematic process.

Alternative Education Policy Process

In the process of policy alternatives, there is a process that must be implemented by policy makers. This process aims to make the policies that are born in accordance with the problems faced. The alternative policy process is, (Keban, 2019):

Initiation

The initiation stage begins when there is a potential problem. These potential problems are felt when there are efforts to reduce problems that aim to solve the problem appropriately. In this phase it is not required to be able to formulate problems but further thought is needed whether this problem is needed to be formulated. At this stage, the innovation process is also carried out in conceptualizing and making problems in general. In addition, it is also necessary to collect information related to policy in general and predict policy choices that are felt to be developed.

Estimation

At this estimation stage, thinking is needed relating to the impact, financing, and advantages of the alternatives presented. At this stage, the problem is focused on using online methods that are projective and empirical to know the impact of the chosen policy. The assessment is also focused on evaluating the outcomes that will be produced through other technical approaches.

Selection

This stage of selection is related to the decision. After policy alternatives are carried out in the form of policy formulation and assessment, policy selection is needed. Decision-making is often born with technical calculations and estimates but other aspects need to be considered such as the involvement of other parties who have different goals regarding ideological views, more and terms of reference.

Implementation

The implementation stage is the stage of implementing the agreed choice. The implementation stage is a suggestion to conduct a feasibility test of the chosen option in real-time. In the previous stage, the policy was still in the form of assessment, while at this stage of implementation, the policy could be implemented in reality.

Evaluation

At the initiation and estimation stages, the nature of the stages is anticipatory while at the selection stage, it is more contemporary. At the implementation stage, it is more transformational in the real world, while at the evaluation stage, it is more retrospective. At this stage try to find answers regarding the extent to which the chosen policy is successful. At this stage, measurements are carried out with indicators that have been carried out.

Termination

The termination stage is a stage that adapts policies that are not needed to the circumstances.

Based on this explanation, it can be seen that the policy process is complex. This policy process involves a variety of individuals, groups, and societies with different psychological and environmental outcomes. However, this stage needs to be implemented properly to produce proactive policies and problem-solving.

METHODOLOGY

The literature study approach is used in this writing methodology. This article was written after studying around 26 national periodicals and two books on education policy in the Google Scholar database. The study's findings are then presented in scientific journals.

RESULTS AND DISCUSSION

Policy alternatives are a method of thinking that has been understood and utilized throughout history. An alternative policy, according to Duncan MacRae (1976), is an applied social science subject that employs logical reasoning by employing facts to explain, appraise, and develop proposals to solve public problems. Suryadi and Tilaar also claimed that the alternative

A policy is a method or approach for leveraging human understanding to solve policy challenges.

Dunn defines policy alternative work as an applied social science field that use inquiry methodologies and different arguments to develop and apply suitable policy knowledge in a political decision-making process to address policy challenges.4. According to the description above, the definition has four elements:

It is a concrete product of a scientific goal formed from the professional movement of the social sciences as an applied social science. Information generation and use are components of alternative policy actions, such as data collection, processing, and utilization to provide relevant input to decision-makers. Using the "inquiry method" and numerous arguments is the application of many methodologies and techniques in policy options, such as descriptive methods, prescriptive methods, quantitative and qualitative

approaches. The nature of the policy issue being addressed heavily influences the usage of such strategies. Political decision-making is the use of knowledge in the formulation of public policy.

Based on the definition above, alternative education policies may be defined as techniques for creating educational information, with data serving as one of the inputs for the creation of many policy options in political decision-making in order to solve educational challenges.

Policy alternatives do not merely carry out data and information alternatives, but pay attention to all aspects of the policy-making process, from problem alternatives, information collection, alternatives, policy alternative determination, and delivery of these alternatives to decision-makers. Policy formulation as a result of an alternative process

This policy cannot be converted into a policy on its own. If this policy formulation is supported by an authoritative force, an alternative, the policy alternative will become policy. As a result, the approach that might generate policy choices is a logical process. While the implementation of the policy is a political process.

The separation of intellectual and political processes in policymaking does not accurately reflect the situation on the ground. The logical process of policy options has been generally discovered to be an essential aspect of the political process itself. The empirical logical process in which policy options are frequently employed as the primary rationale in a political conflict between competing interests. It is also possible that the political process is a type of rational process because politics deals with the interests of many individuals.

A. Approaches to Policy Alternatives

The approach policy alternatives contain two key sections of the policy alternative literature, namely the descriptive approach and the normative approach.⁵ The descriptive approach is a strategy or procedure used in scientific study (both pure and applied science).

Furthermore, Suryadi and Tilaar, paraphrasing Cohn, believe that a descriptive approach is a positive strategy that manifests itself in the form of scientific endeavors that provide the State of the Art or state as it is that is being explored and needs to be understood by the user. The descriptive method seeks to establish universal consensus on a topic by presenting a scientifically sound understanding of social events. Dunn introduced another technique to the descriptive approach, namely the evaluative approach, which explains what it is about the results of an activity or program's work.

The usage of criteria is what distinguishes the two techniques. The descriptive method stresses the preceding. The positive method is aimed to explain a symptom in the absence of criteria, whereas the evaluative approach is intended to apply criteria for the symptom's presence. For example, improving educational quality is a symptom noticed after assessment in relation to the previously set rhythm of educational quality. As a result, the evaluative method stresses measurement, whereas the descriptive approach focuses interpretation of the presence of the symptoms in question.

The normative method, also known as the viewpoint approach, is an attempt in science to provide a norm, guideline, or recipe that users may apply to solve issues. The goal of this technique is to make it easy for users of research data to decide or select the most efficient method or procedure for dealing with or addressing problems.

Alternative education policy, as a field of applied social science, employs both a descriptive and a normative approach. The descriptive method is meant to deliver information to decision-makers as it is. The goal of a descriptive approach in alternative education policies is to help decision-makers comprehend the issues raised by a policy issue. The normative approach is meant to assist decision-makers by providing suggestions about the most efficient method or technique for solving a public policy challenge.

A descriptive approach is also used in policy alternatives to present the information required by information users, particularly decision-makers, as input for the decision-making process, either in the form of qualitative indicators or qualitative indicators so that decision-makers can reach their own conclusions without the assistance of policy alternatives. It is envisaged that the takers will benefit from this understanding.

Decisions can result in decisions that are influenced by the circumstances and the problem itself. Even in emergency situations, decision-makers are frequently more concerned with the conclusions reached from the units of information than with the units of information itself. However, policy analysts provide both, both in the form of a presentation of units of information and conclusions.

The normative method in policy options is designed to help decision-makers by presenting ideas of thought findings that may be used to address a policy problem. As a result of alternative data, this normative or prescriptive knowledge frequently takes the shape of policy options. This sort of information is generated using a thoroughly reasonable technique that incorporates both theoretical reasoning as well as data and information. This aromatic information by the Education Sector Research may be available from the National Education Department, and it is referred to as "technical information" since alternative data

is based on information connected to a policy issue that is being or is about to be emphasized.⁶

This descriptive and normative approach is merely one component of the rational dimension's policy options process. According to experts such as Patton and Sawacki, 1986; Stokey and Zekhouer, 1985, policy alternatives only have a logical dimension. According to Dunn (1981), policy choices contain all logical and political components. However, as long as policy alternatives employ a normative approach, all elements of decision-making must be considered in policy alternatives. A public policy topic, such as education, may be evaluated from several perspectives, including political, economic, and sociocultural perspectives. As a result, the political process of policy options is addressed in education policy alternatives.

B. Methodological Paradigms of Policy Alternatives

Policy options can be classified into two types based on their methodology: qualitative and quantitative. According to Suryadi and Tilaar, the approach to policy alternatives is almost definitely totally qualitative since policy alternatives are a process. Understanding policy challenges in order to generate ideas and thinking about how to fix them.⁸ Because the process of comprehending policy choices is filled with qualitative thinking, the policy challenge is qualitative. The difference in understanding between policy options is created not only by the form and kind of policy issues, but also by distinct viewpoints, sometimes known as different philosophies of thought⁹. Thus, the distinction between qualitative and quantitative words is not only one of ways and procedures of analysis, but also one of philosophy of thinking or ideology of thought. The contrast, for example, is in the paradigm of empiricism, which combines quantitative methods with traditional ways of thinking in the social sciences. The empiricism paradigm, as a type of analycentrism, attempts to make qualitatively subjective modifications to standard methods of thinking in the social sciences.

Quantitative methodology is simply a more operationalized version of the empiricism paradigm, which is also known as "quantitative-empirical". Quantitative technique is mainly concerned with quantifying policy issues. To be able to measure objectively, various issue components, indicators, and variables must first be specified. Furthermore, each variable is assigned a unique numerical symbol based on the variable being monitored. Quantitative-mathematical computation procedures can be used with these numerical symbols to create a commonly recognized result as a parameter.¹⁰ The primary goal of quantitative approach is to generate a generalization rather than to explain an issue.

A generalization is a true statement that happens in reality regarding an issue (policy) that is anticipated to apply to a certain population parameter ¹¹ related

to policy choices. Policy analysts do not need to measure real situations or people in order to establish generalizations. Estimation methods or estimations that are often used in inductive statistics can be used to develop generalizations. The estimating approach is based on measurements of more constrained real-world situations known as "samples" in quantitative research. So what is assessed in research is a tiny subset of the population known as "data." This information provides a tangible example of reality that can be anticipated using a certain quantitative approach.

As a result, while there are distinctions between quantitative and qualitative techniques in alternative education policies, both alternative policy methodologies are frequently applied in practice. Indeed, at the outset of its development, the two methodologies were formed separately by different ideologies of thought, but later developments tended to ignore the difference in schools of thought between qualitative and quantitative methodologies. More significantly, action must be made to get a better grasp of public policy challenges.

As a result, disparities in qualitative and quantitative procedures have arisen primarily in research techniques or policy choices. This means that quantitative approaches can help to understand some education policy issues, particularly macro and general issues. Some public policy topics, however, may be too specialized and distinct to be grasped only by quantitative approach. In such cases, the qualitative technique may be applied by researching public policy challenges on a case-by-case basis since the problem necessitates a case-by-case solution.

C. Policy Alternative Procedures

The discussion of methodology in policy alternatives cannot be separated from the discussion of the substance of education itself. According to Suryadi and Tilaar, work procedures or methodological alternative education policies can be grouped into three broad categories. First, the allocation function, emphasizes the function of policy alternatives in determining the agenda-setting mechanism. Second, the inquiry function emphasizes the alternative function of policy in the rational dimension to produce technical information that is useful as input for the educational decision-making process. Third, the communication function, emphasizes efficient ways or procedures to market policy outcomes to have a meaningful impact on the decision-making process.¹² These three functions are such a complete set that policy alternatives will not be able to achieve the target if one or more functions are not done.

1. Allocation Function

One of the important functions that need to be played by alternative policy activities is to allocate the research, development, and alternative policy agenda itself which is based on the study of education policy issues at a more macro and strategic level. To carry out this important function, policy alternatives must be able to involve from within, or at least learn about the system and process of making state policy, both at the superstructural (political) and sectoral (technical) levels.

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As a result of these developments, interdisciplinary studies based on mapping education policy concerns based on demands from other spheres of life outside the school system are required. The following uncommon is policy debate on previously unresolved topics.

CONCLUSION

According to the literature review, alternative education policies are decisions on how to solve difficulties in the education system. Policy information, ways of acquiring information, policy arguments, and alternative forms of policy must all be examined in alternative education policies. For the policy to be properly implemented, steps consisting of socialization, piloting, and distribution must be implemented. Each stage must be carried out ideally in order for policies to be born that meet expectations.

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