

Intisari

Pelaksanaan kebijakan sosial untuk menyelenggarakan sekolah PAUD di desa di klaim merupakan respon dari tanggungjawab pemerintah terhadap pemenuhan hak pendidikan bagi seluruh anak Indonesia. Penelitian ini bertujuan untuk memaparkan proses dan implikasi dari variasi praktik pelaksanaan sekolah PAUD di tiga desa berbeda yaitu Kragilan, peleman, dan Brangkal di Kabupaten Sragen. Penelitian ini, menggunakan metode deskriptif kualitatif dengan pendekatan purposif komparatif. Data dikumpulkan dengan wawancara, observasi dan data sekunder dari dokumen. Teknik pengolahan dan analisis data menggunakan teknik analisis interaktif yang menggunakan instrument dalam bentuk susunan matrik untuk memusatkan perhatian dan penyederhanaan sampai memunculkan jaringan kausal dari data dan menemukan kesimpulan.

Hasil penelitian ini menunjukkan bahwa, Pertama variasi praktek sekolah PAUD desa didorong oleh perbedaan fasilitas, infrastruktur dan pembiayaan, sumber daya manusia, kepemimpinan dan komitmen, serta jaringan kelembagaan sehingga mempengaruhi proses pelaksanaan, kegiatan pendidikan dan jaringan sosial lembaga. Kedua, Dalam konteks pelaksanaan kebijakan sosial, keberadaan sekolah PAUD desa memperoleh dukungan yang berbeda-beda. Sekolah PAUD Mawar desa Kragilan mendapat dukungan dari masyarakat baik dukungan moral dan dukungan keuangan. Sekolah PAUD Al Firdaus desa Peleman menerima donor dari elit politik dan donor swasta. Kemudian sekolah PAUD Harapan Bangsa desa Brangkal mendapat dukungan dari pemerintah desa Brangkal melalui alokasi dana desa. Ketiga, implikasi dari pelaksanaan sekolah PAUD desa adalah kesadaran masyarakat untuk turut berpartisipasi melaksanakan kebijakan publik sekaligus mendapat layanan dari sekolah yang mereka kelola secara swadaya. Keempat, penelitian ini juga menemukan bahwa dinas pendidikan belum serius mengelola sekolah PAUD desa seperti halnya lembaga pendidikan formal, berdampak pada pola hubungan ketergantungan terhadap HIMPAUDI sebagai organisasi profesi guru PAUD dalam akses terhadap informasi yang seharusnya bukan menjadi tanggung jawab organisasi swasta melainkan menjadi tanggung jawab pemerintah.

Kata kunci: pendidikan, anak, PAUD desa, analisis sistem

Abstract

Implementation of social policy to establish pre-school education in village is claimed as the response of government responsibilities toward fulfillment of the education rights for all children in Indonesia. The aims of this study are to describe the process and implication of implementation practice variations of pre-school education in the three different villages in Sragen regency, that are Kragilan, Peleman and Brangkal. This study used descriptive qualitative method with comparative purposive approachment. Data were collected by interview, observation, and secondary data from documents. Processing techniques and data analysis used interactive analysis technique which using the instruments in matrix arrangement to centralise the attention and simplification until it showed the causal relation of the data and founded the conclusion.

The results of this study showed that first, practice variations of pre-school educations in villages are driven by differences in facilities, infrastructures and financing, human resources, leadership and commitment, institutional social networks, thus it is affecting the implementation processes, education activities and social network institutions. Second, in the context of the social policy implementation, the existence of pre-school educations has a different support. Mawar pre-school education in Kragilan village is receiving support from society such as moral support and financial support. Al Firdaus pre-school education in Peleman village is receiving donors from political actors and private donors. Then, Harapan Bangsa pre-school education in Brangkal village is receiving support from government through village funds allocation for Brangkal village. Third, the implication of pre-school education implementation in village are public awareness to participate in public policy implementation and at the same time the society obtain the services from the school that they hold independently. Fourth, this study also founded that education service offices has not seriously manage pre-school education as education institutional like formal education institution, it gives an impact in the pattern of dependency relationship to HIMPAUDI as a profession organization of pre-school education teachers in the information access that it should not be the responsibility of private organization but it should be the responsibility of the government.

Keywords: education, children, village pre-school education, system analysis