

UPI LABORATORY REGULATION EVALUATION: CASE STUDY AGAINST LABSCHOOL UPI SCHOOL

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ABSTRACT. Management in each laboratory school is different from other schools in general. This research is a description of the policy evaluation on the regulation of laboratory schools that will provide educational services to students as expected (vision and mission of the lab school), become a place for developing various teacher and educational practices in teacher professional education, and a place for the development of various educational innovations. Laboratory schools are places where prospective professional teachers practice and develop educational innovations and act as model schools for creative and innovative learning practices for prospective professional teachers. By using a qualitative approach and a case study method, this study seeks to provide an overview of the laboratory school regulations in UPI. The results showed that, UPI PTNbh already has a special regulation on laboratory school governance, namely Rector Regulation No.4439/UN40/HK/2019 concerning UPI School Organizing Bodies. Management of educational units at a certain level by educational units at other levels, needs to be affirmed by strong rules and needs to be operated effectively. Good and fair which is reflected in the dynamics of management, there is a proportional distribution of authority and a strategic distribution of power. The strategic division of power is characterized by the sharing of legal powers that are binding and obeyed which do not create multiple perceptions and harm the community using education.

Keywords: laboratory school; management; policy evaluation; professional; regulation

EVALUASI REGULASI SEKOLAH LABORATORIUM UPI: STUDI KASUS TERHADAP SEKOLAH *LABSCHOOL* UPI

ABSTRAK. Manajemen di setiap sekolah Laboratorium berbeda dengan sekolah pada umumnya. Penelitian ini merupakan gambaran evaluasi kebijakan tentang regulasi sekolah laboratorium akan memberikan layanan pendidikan kepada peserta didik sesuai harapan (*visi dan misi labschool*), menjadi tempat pengembangan berbagai praktek keguruan dan kependidikan dalam pendidikan profesi guru, dan tempat pengembangan berbagai inovasi pendidikan. Sekolah laboratorium adalah tempat praktek calon guru profesional dan tempat pengembangan inovasi pendidikan dan berperan sebagai sekolah model bagi praktik pembelajaran kreatif dan inovatif bagi calon guru profesional. Dengan menggunakan pendekatan kualitatif dan metode studi kasus, penelitian ini berupaya untuk memberikan gambaran terkait regulasi sekolah laboratorium yang ada di UPI. Hasil penelitian menunjukkan bahwa, UPI PTNbh telah memiliki regulasi yang khusus tentang tata kelola *labschool* yakni Peraturan Rektor No.4439/UN40/HK/2019 tentang Badan Penyelenggara Sekolah UPI. Pengelolaan satuan pendidikan pada jenjang tertentu oleh satuan pendidikan pada jenjang lainnya, perlu di pertegas dengan aturan yang kuat dan perlu dioperasionalkan secara efektif. Baik dan adil yang tergambarkan dalam dinamisasi pengelolaan, ada pembagian kewenangan yang proporsional dan pembagian kekuasaan yang strategis. Pembagian kekuasaan yang strategis ditandai dengan pembagian kekuasaan hukum yang mengikat dan dipatuhi yang tidak menimbulkan multi persepsi dan merugikan masyarakat pengguna pendidikan.

Kata Kunci: evaluasi kebijakan; manajemen; profesional; regulasi; sekolah laboratorium

INTRODUCTION

Updates related to the national education system, in Indonesia itself, have attempted to improve the quality of national education through the relevant departments, namely the Ministry of National Education. These reforms have been attempted every year to achieve what is intended. Bestari, etc. (2019) to mention public policy is always connected with public interest, so policies issued by both the central and local governments are vital to knowledge and study. One of the efforts made by the national department of education is to do with the educator or teacher factor, in which the 2005 Law on teachers is published and the

government's 19-year 2005 code on the national standard of education. In the first semester of 2008, the company's net profit in the first half of 2007 fell to Rp2.1 trillion from Rp2.1 trillion in the same period last year. How an educator acts and thinks this is the renewal of the educational system, in a broader sense, the competence of the educator is the interdependence of the renewal of an educational system.

The implications for policy-taking in education systems should take into account the target of such policies, which is bringing welfare to society (Nuryatna, n.d.) In an era of policy reform into the national domain of education, a deep and structured analysis is required of

qualified experts in the domain of education. It seeks to achieve the goal effectively and efficiently, without regard for the values that already exist in Indonesian society's local culture. In this regard, research related to the study of an educational policy becomes a matter of urgency and needs to continue to be profound and profound. It is intended solely to bring benefits to the improvements in national education. A policy not based on research results is, in effect, only of major negative impact. Provides a lesson for policy holders to have worthy and proper guidelines in publishing a regulation.

The path of public policy plays an important role in the development of students' understanding to overcome the shift from centralized government systems to best ari and the company. The institute for higher education (LPTK) is essentially required to have a laboratory school. When analyzed and compared, the existence of laboratory schools in the LPTK is like that of a medical school. The presence of hospitals in medical school is to try to establish new health (doctors) to have better health quality. As with the existence of a laboratory school in iptk, it is to prepare high-quality educators as potential potential educators. In this regard, the LPTK with its primary goal of improving the quality of national and state education should have a place that could contribute to the formation of a professional candidate for educators, a laboratory school.

In the domain of education output, the development of education for the development of the student body has to do with the quality of the graduate after going through the school activity and the criteria for graduation of a real student is consistent with the input provided by the school as an educational institution. Likewise, the role of the lab school in iptk produces the quality of a graduate student. As according to Rohiat (2008), which is input in the education system of learners who will get teaching, output is graduates or learners who have run the learning activities with the criteria of the graduates internalized into the learners. That certainly is closely related to the school's role toward learners. The graduation criteria have certainly been internalized in the big 3 concepts: behavior (which is, participation in extracurricular activities), emotional (that is, feelings and negative reactions to schools, teachers, peers), or cognition (that is, willingness to invest in learning difficult skills and understanding of complex ideas; Fredricks et al., 2004). Schools in general have little difference

between the special functions possessed by laboratory schools. In addition to the functions mentioned earlier, laboratory schools have a distinctive function, namely laboratory schools are places where prospective teachers are educated and trained or can be referred to as Teaching School. In a case like this, of course, juridically or regulations underlying laboratory schools require a special regulation because there are differences in the distinctive functions of laboratory schools.

Regulation or regulation according to Jeddawi (2012) provides an understanding that the regulations of legislation as an appropriate method and instrument for managing and managing society in order to achieve what is intended. According to the need for education regarding the rules the school requires there are 2 characteristics of the regulation. Where there are external or in the sense of national, regional and related regulations, there is also the internal nature of schools as an explanation of the above regulations to meet the school's operational needs.

Sagala (2006) explains that public policy and wisdom for education pertain to the functions of the essence of the institution of education particularly the education units on all levels and kinds, which relate to education and instruction: 1) Curriculum standards and development; 2) Vision, mission, setting goals and goals for education; 3) Recruiting and coaching; 4) Student management and coaching; 5) Provision of textbooks; 6) The provision and maintenance of educational facilities; 7) The provision and care of educational facilities; 8) The supply, care and use of libraries and school laboratories, and so forth that can support the quality of learning (Irawan & Satori, 2013).

Other policies relating to the governance of education institutions are among those relating to school finance management, education infrastructure and so on. In internal coverage the institution of education has regulatory measures related to the attainment of a school vision, as says (Komariah, 2004), each student and education member with regard to positive performance, has good quality and can display emphatic interconnection and interconnection between personnel, needs positive reinforcement, positive reinforcement. Allowing his good behavior to improve and be recognized. Some criteria for positive reinforcement are clean and fair enforcement of discipline, with no cheating and discrimination of treatment of disciplinary

offenders feeding back to demonstrated behavior immediately (Irawan & Satori, 2013).

Every regulation that regulates the affairs into maupu outwards-has basically strong links, external regulation coming from governments (both centers and regions) on the financial flow, human resources and means and infrastructure should basically be balanced with the internal regulations of schools that govern curriculum, learning, assessments and measurement, the tools and learning tools, the methods and times of study, the methods and budget uses, everything becomes school regulation as per Law No. 23 of 2014 (Rosyada, 2013). The law mentions restrictions regarding local governmental authority and the internal school authority. It said the government had limited limited limited to financing, SDM and sarpras. In addition, the school authorities contain matters that concern education management, education assessments, and budget management and distribution. Thus there are the roles of schoolmasters and educators expected to be able to take full responsibility for a quality in the learning process in order to optimize the national quality of education (Fitrah, 2017).

Therefore, the question of regulation making a decision must be based on the national and internal policies of the school itself. On the other hand, there is a role of a headmaster who has an appetite to achieve a mutually aimed output (Handford & Leithwood, 2013) research that studies the influence of beliefs in schools has shown that trust is positive with the process and products: trust contributes to improved performance, a positive school climate, and effective communication between teachers, and it also empowers teacher work and reduces conflict (Arar, 2019).

Based on this the fact remains that in determining a regulation it clearly shows that the leadership of the principal also determines the regulation regarding the management of schools requires the role of the principal, not only the associated government's role as included in the regulation creation. Even the entire school element is involved, as Asmani (2012:90) explains the implementation of educational programs on school boards should be collaborating between school leaders and school committees (people), teachers of education and governments that are in the best interests of optimizing education management. Deliberations may include curriculum, extracurricular activities, courses, life skills, education costs, infrastructure

infrastructure, cooperation with outside forces, and others seeking to alert school performance and independence (Kartika & Rediana, 2017).

Jik Cho reveals a related urgency of teamwork in organizations. Teamwork optimizes trust in an organization. Teamwork is characterized as the conditions for innovation and the optimizing of productivity interorganically, deeper into the work of school organizations (Jik Cho & Poister, 2014).

The aim of laboratory schools is focused not only on students but also on potential educators that make laboratory schools also educational and training vehicles for teaching school candidates (teaching school). So laboratory schools have systems of management, regulation and policy policing that should be different from other schools. Based on this research is attempting to describe an effective regulatory model applied to laboratory schools. Ball (1994) argued that the way 'problems are solved in context' policy is a complex process. As it is said, that policy will be interpreted differently and interpreted differently and applied indiscriminately and against current practices, sometimes simultaneously. Policies can be diluted and sometimes eased (Maguire, 2007). Education policies enter a different environment: schools have a different history, buildings and infrastructure, employment profiles and the challenge of learning teaching. (Maguire, Ball, & Braun, n.d.).

Various authors look at policy concepts from different perspectives (Naidu et al. 2011: 85). More specifically, the ministry of education states that "policy consists of action plans intended to influence and determine decisions, actions and other matters." School policy provides the basis for the fabric and organization of schools and is an effective way to communicate the core values inherent in the school's vision and mission statement (Doe, 2007). School policy includes both macro-policy and other policies that appear in the induction guide for the school management team (NWP, 2007). Consulting goes along with democratic principles like transparency and transparency. At the school level all stakeholders involved in the process of formulating policies should adhere to these principles (Moja and Hayward, 1999), and at times it may be necessary to use word-of-mouth information to deliver policies to some role players (Wolf et al., 1999).

Management in Laboratory schools as pilot schools differs between schools in general. Bestari (2020) states that in realizing Responsible Laboratory Schools in LPTKs,

special regulations are needed to strengthen this synergy, the position of Laboratory Schools with various regulations developed by the Ministry of Education and Culture as an LPTK laboratory school, thus related stakeholders are actually able to find ideal regulations. for laboratory schools under the LPTK, in order not to overlap the policies between the government, the LPTK and the container that houses the laboratory school.

METHOD

The research involves a qualitative approach based on issues studied and defined in the previous section, thus the method used in the research is case study. Kartono and guldo (in Al Muchtar, 2015) this suggests that case studies or case study can be a integrative, compersive method of collecting data. Integrative means using various approaches and compersive techniques, which data collected covers a total. By thorough examination of a circumstance or event referred to as a case by using systematic ways of making observations, data collection, information analysis, and reporting results.

Based on the above explanation of the case study is a research strategy, an empirical study that examines a symptom in the real world. This strategy could include qualitative evidence that relies on multiple sources and prior developments of a theoretical proposition. As with the purpose of other study in general, the authors have basically used this case's method of study to understand the object being studied. The researchers then chose the qualitative approach because it was consistent with the nature of the problem and the intended goal of trying to get a realistic picture of the labour-school model of a labour-school model of the peer-education society (LPTK)

The study will describe two basic problems by way: 1) Describe the regulatory laboratory model at the Indonesian University of Education (UPI) and 2) The research site is set up at UPI laboratory school. The subject of this study is the headmaster, chairman of the foundation, teacher and administrator of the Indonesian University of Education labschool (UPI).

The data-collection techniques used in this study are interviews, observation and documentary studies. According to Nasution (1988), "the field notes through observation, interview and documentary study." Each of the three techniques is used to gain information supporting or complementing career development models.

RESULTS AND DISCUSSION

Regulatory Laboratory Study at Indonesian University of Education (UPI)

Juridical Studies

Under chapters 17 and 18 of the 2003 National Education System and 2014 Law Number 23 on Municipal Governance as it has been changed in recent times by 2015 Law Number 9 on a second change to the 2014 Law on Regional Government.

According to government regulations, the 2010 Government Regulation Number 66 of 2010 changes to the 2010 Government Regulation Number 17 on the management and regulation of education and Government Regulation Number 15 of 2014 on the Indonesian University of Education statute. According to Chapter 38 of 2014 (2) Government Regulation Number 15 of the 2014, University of Education statute that the laboratory school is an academic component that develops educational innovation, education management practices, and learning models.

According to the minister's rules, the 36-year 2014 Ministry of Education and Culture Regulation on the establishment, change, and closing of the basic and secondary education units. Then, the 2016 Ministry of Education and Culture rule. Furthermore, the 2017 Minister of Education and Culture's rule on a change to the 2017 Ministry of Education and Culture Number 8 on the school's technical instruction for operational assistance.

Adopted Effective Regulatory Models in Laboratory Schools

UPI pilot laboratory schools need to take strategic steps to overcome the existing obstacles. Among other things, coordination and consolidation need to be given to all iptk facilities in Indonesia that have laboratories inside them for the purpose that the ministry of education and culture have also issued specific regulations for laboratory schools under LPTK. No specific policies have been established so far, and there is often a high level of authority under both planning, management and supervision.

The fate of laboratory schools has been clouded for years. There's been no regulation regarding the uniform settlement from the federal government. It is now only fitting that the ministry of education and culture save the position of a laboratory school by the fatwa publishing or promote the publication of government regulations as well as the 2015 Government's Rule Number 93 of the 2015 Public College Education Hospital. Thus, corresponds to Article 27 Verse

(1) 2015 Government Regulation Number 93 for the above education hospital, in order to coordinate all clinical learning processes at the education hospital, the education coordination committee was established.

This position is similar to the condition of the present laboratory school in the LPTK, so it is good and proper that the minister would temporarily issue a decree that the institution of a laboratory school in the LPTK was immediately established a committee for educational coordination. For the next step was soon driven to pass government regulations on laboratory schools, as teaching school. Regulations regarding university education hospitals (UNPAD) as arranged in UNPAD Rector Decisions 966/UN6.RKT/HK/2016 about the formation of university school of medicine school. The following researchers present a comparative study of the regulation for the formation of specific laboratory schools below the LPTK.

Table 1. Regulation study results on RSP UNPAD decision No. 966/un6.RKT/hk/2016 as a regulation comparison of laboratory schools below the LPTK

No.	Substance	Information
1.	Understanding hospital education	Article 1 pp Number 93 in 2015
2.	Purpose of hospital education	Article 2 pp Number 93 in 2015
3.	The understanding educational coordination committee	Article 27 pp Number 93 in 2015
4.	Establishment permits	Article 19 pp Number 93 in 2015
5.	Rights and obligations	Article 25 pp Number 93 in 2015
		Article 26 pp Number 93 in 2015
6.	Tools and infrastructure	Article 24 pp Number 93 in 2015
7.	RSP organizational structure (UNPAD medical school)	A) the managing director B) director
	UNPAD rector decision number 966/ un6. RKT/ hk /2016	C) vice director D) sub division chief

Source: UNPAD Rector Decisions No. 966/UN6.RKT/HK/2016

The above table is the result of studying RSP UNPAD regulations as a preening tool in regulating lab related schools under iptk. Researchers in the matter have sought to explain the results of a workable regulation in the search for solutions to the lower iptk laboratories. Some explanations will be explained in the following sections.

One, regarding the understanding of the education hospital (RSP) is explained in Article 1 of 2015 Government Regulation Number 93 in which it is described in Table 1. Education hospitals are hospitals that serve as integrated centers of education, research, and health care in the field of dentistry and/or dentistry, continuing education, and other health education on a multiprofessional basis.

Two, related objectives of the RSP are explained in Article 2 of 2015 Government Rule Number 93, where three stated objectives:

- a) Guaranteeing the setting of health care that can be used for education and research in the fields of medicine, dentistry, and other health at the heart of the patient/client;
- b) Provide legal protection and reassurance to patients/clients, givers, university students, professors, research subjects of medicine, dentistry, and other health, researchers, hospital administrators, and educational institutions; and
- c) Assure the maintenance, education, and research of quality medicine, dentistry, and other health.

Third, regarding the establishment of RSP where Article 19 Rule Number 93 of 2015 states that the director/chief of the hospital is applying for hospital appointments as education hospital to the minister with the requirements as indicated in Chapter 18 Verses 3, that the conditions for establishing the RSP include:

- a) Has arranged health care and is able to provide patients with varying cases and the appropriate amount of education needs;
- b) Had operational permits in effect;
- c) Accredited according to the regulations of the legislation;
- d) Has an agreement document in cooperation with the institution of education;
- e) Has human resources that qualify as professors of medicine, dentistry, and other health according to the regulations of legislation;
- f) Has medical and/or health technologies that match the national standards of health education;
- g) Has a regular research program;

- h) Made a declaration of willingness to be a hospital education from the hospital owner; and
- i) Met hospital standards of education.

Fourth, regarding the rights and RSP cited in Article 25 of 2015 Government Regulation Number 93 of which included several principal educational hospital obligations:

- a) Improve the quality of service and safety of the patient/client;
- b) Increasing the competence of human resources continually according to the development of science and technology of medicine, dentistry, and other health;
- c) Set up a referral service network and build first-rate health care facilities;
- d) Administer effective, efficient, and accountable organizational governance and governance;
- e) Improve educational facilities for medicine, dentistry, and other health according to technological developments and society's needs based on their function and classification;
- f) Improve clinical and other health studies; and
- g) Provide incentives for participants in primary services doctors and subspecialists programs.

Next, regarding the right of the education hospital was written in Article 26 of the 2015 Government Regulation Number 93, which included some rights:

- a) Hospital education is entitled help on the other hand according to the regulations of the legislation.
- b) Help as referred to in the verse (1) can be funding, human resources, tools, legal aid, and means and infrastructure.
- c) Funding assistance as referred to in the verse (2) is used for increased student competence as health workers.

Fifth, regarding the tools and infrastructure of the education hospital is explained in Article 24 of 2015 Government Regulation Number 93, where a number of hospitals for education in cooperation with educational institutions, can gain the means, infrastructure, and support for services, education and research from educational institutions according to the rules of law. Such tools and infrastructure are placed and used as education facilities in RSP.

Sixth, regarding the structure of the RSP organization (UNPAD medical school) based on the Decision of UNPAD Rector No. 966/UN6RKT/K-/HK/2016 where the RSP/HK/2016 organizational structure of the RSP/HK/2016 organization is felt sufficient and effective in

RSP's organization to achieve what the RSP's goal in itself is.

Seventh, regarding the director's status is described more deeply where the director has the lead duties, plan, conduct and oversee the RSP program and activity arrangements and reports it to the dean. In addition, the director has the task of executing and supervising the operation arrangements for the RSP program and activities.

Eighth, regarding the financial management of the RSP UNPAD is described in several steps where: (1) the director proposes an education hospital budget plan; (2) the deputy director of operations has the assignment to draft plans and annual budgets of academic services, nursing, education, research, and academic support services of RSP; (3) the vice director leads to management of businesses, finances and accountability.

Ninth, regarding the management system it was explained that the deputy general had duties in conducting the management of legal activities, organizational arrangements, cooperation, human resources, secretarial, domestic, equipment, and community relations. Is a responsibility that some associated officials must shoulder in the proceedings.

Tenth, as to the status of the surveillance council, which is a non-structural labor unit appointed and accountable to rector and presided over by the ex-official Dean of UNPAD Medical School. The board of overseers contains, (1) UNPAD Vice President, (2) Dean of UNPAD Medical School, (3) dean of UNPAD Medical School, (4) Chairman of IDI as an element of professional organization. In his explanation the duties of the same council of overseers are generally that formulate policy direction, oversee execution, assess and approve of budget plans and some other duties in the RSP UNPAD surveillance sphere.

Eleventh, regarding RSP UNPAD's financial management is explained at some point:

- 1) RSP receipts are PTNBH receipts and not state revenues rather than tax.
- 2) RSP received funds directly from the public for services rendered at a rate set by the rector.
- 3) RSP can receive funds from educational institutions that place participants in RSP.
- 4) RSP can receive funds in a large scheme of cooperation that is promised in the agreement agreement.
- 5) RSP may receive additional goods/services in the grant scheme or other forms of cooperation.

6) All receipts of RSP funds are posted to UNPAD accounts in cash, transfers, or electronic data capture (edc).

The next link to the RSP UNPAD's employment status on which RSP UNPAD employees are placed in RSP, non-civil servants UNPAD and freelance daily personnel, including employed partner/guest/replacement physician. This already includes a complete kind of employee who is then tailored to the internal needs of the RSP UNPAD itself.

The latest regarding SK/legal standing of staff is explained that the managing director of RSP (the chief director and director) was appointed and dismissed by the dean of the UNPAD medical school, and the personnel under the director was appointed and dismissed by the director's directive with an assignment from the school of origin to the faculty, or was appointed and terminated by the rector himself.

An analysis of the foregoing can take away from this that an exploratory laboratory school is essentially the same position as a medical school for higher education. This is equivalent to a 2015 Government Regulation Number 93 of Hospitals Education. Because the educational hospital as a laboratory for the university's students and faculty. Thus laboratory schools are the laboratory of students and teachers of prodi and the faculty and educational study programs (teaching school). In laboratory schools is where collaborative research is teaching and learning.

CONCLUSION

First, the implementation of regulatory policies for the UPI Pilot Laboratory School as far as it goes is based on the prevailing rules and regulations. The UPI Pilot Laboratory School carries out its main tasks and functions in accordance with the Rector of the University of Education of Indonesia Regulation No. 4439 of 2019 concerning the Indonesian University of Education School Organizing Body where the School Administration Agency is in charge of planning, coordinating, fostering, developing and supervising laboratory schools. Various good achievements have been achieved by the school, but legally the status of the LPTK, in this case is UPI, which has a state status, but the status of the UPI Pilot Laboratory School with a private status is still an imbalance and there is overlapping and unclear authority. Second, the perceived constraints, from the aspect of accountability where audits are performed using

the principles and techniques of government auditing while schools themselves are private, seem unsynergistic and still require specific rules governing the matter. As a result of the recent legal standing standing, such as can be described as creating such obstacles as possible abuse of authority or financial abuse because of unclear legal standing status, standing still is still standing and standing. The perceived constraints are in the background as yet there are no specific regulations governing lab schools under the LPTK. Third, definite solutions were needed regarding perceived obstacles. It requires both tactical and basic measures to achieve the desired goal. The problem can be overcome with the establishment of a specific regulation governing laboratory schools under the iptk. The government regulation of the laboratory school to measure up to the equivalent of the padtler university hospital listed in the 2015 Government Regulation Number 93. As a result of this policy, the UPI Pilot Laboratory School will be used as practice stations for Department/Faculty of Education as well as as for education hospitals to which doctors and candidates at medical schools at every state university have a medical school.

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