

## QUOVADIS LAB SCHOOL REGULATION POLICY IN LPTK

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**ABSTRACT.** All laboratory schools in the LPTK (Teacher Training Institute) are still in trouble now, so it certainly demands a solution from the public policy dimension. All labschools under the LPTK are all private, whereas the LPTK is a state. This was experienced by UPI (Universitas Pendidikan Indonesia), UNJ (Jakarta State University), UNP (Padang State University), UNDIKSA (Ganesha Education University) and other LPTKs that have Labschool. Until now Labschool has double accountability and responsibility, namely to the LPTK itself and to the Education Office. So in practice there are often disagreements and miscoordination in governance. So demand a better solution. The main problem; how regulations must be built? This research has the advantage for LPTK as an institution providing teaching staff to have various alternative regulations that must be developed. This research approach uses a qualitative approach with the method of “public policy analysis” and comparative studies. Focusing on regulations that should bridge the public’s expectations regarding the status of laboratory schools. The results showed: 1) Laboratory School Regulation still needs to be improved so that it is synergistic with the Ministry of Education and Culture regulations as the LPTK laboratory school; 2) The need for academic studies and political-strategic efforts in the Ministry of Education and culture with the Ministry of Finance to issue special regulations on the status of Labschool under the LPTK.

**Key words:** Policy; Labschool; Regulation

## QUOVADIS KEBIJAKAN REGULASI SEKOLAH LABORATORIUM DI LPTK

**ABSTRAK.** Semua sekolah laboratorium di LPTK (Lembaga Pendidikan Tenaga Keguruan) saat ini masih bermasalah, sehingga barang tentu menuntut dicari solusi dari dimensi kebijakan publik. Semua labschool yang berada di bawah LPTK semuanya berstatus swasta, padahal LPTKnya berstatus negeri. Ini dialami oleh UPI (Universitas Pendidikan Indonesia), UNJ (Universitas Negeri Jakarta), UNP (Universitas Negeri Padang), UNDIKSA (Universitas Pendidikan Ganesha) dan LPTK lainnya yang memiliki Labschool. Hingga saat ini labschool memiliki akuntabilitas dan pertanggungjawaban ganda yakni ke LPTK itu sendiri dan ke Dinas Pendidikan. Maka dalam praktek seringkali terjadi silang pendapat dan miskordinasi dalam tata kelola. Maka menuntut dicarikan solusinya yang lebih baik. Masalah utama; bagaimana regulasi yang harus dibangun? Penelitian ini memiliki keuntungan bagi LPTK sebagai lembaga penyedia tenaga pendidik dapat memiliki berbagai alternatif regulasi yang harus dibangun. Pendekatan penelitian ini menggunakan pendekatan kualitatif dengan metode “analisa kebijakan publik” dan studi komparatif. Berfokus pada regulasi yang seyogyanya dapat menjembatani harapan publik terkait status sekolah laboratorium. Hasil penelitian menunjukkan: 1) Regulasi Sekolah Laboratorium yang ada saat ini masih perlu dibenahi agar sinergis dengan peraturan kementerian Pendidikan dan Kebudayaan sebagai sekolah laboratoriumnya LPTK; 2) Perlu adanya kajian akademik dan upaya politis-strategis di kementerian Pendidikan dan kebudayaan dengan Kementerian Keuangan untuk mengeluarkan regulasi khusus tentang status Labschool dibawah LPTK.

**Kata kunci:** Kebijakan; Labschool; Regulasi

### INTRODUCTION

Talking about Education in Indonesia will never end. Various problems in the effort to improve the quality of national education keep coming in turns. This is because in the management of Education an integrated management is needed. Various innovations have been developed by various elements ranging from the government to universities which focus on the development of the education sector (LPTK).

One of the breakthroughs in efforts to develop the quality of education developed by LPTK is the development of a School Laboratory (Labschool). This school model has a position as a school that is designed both to provide educational services for students as well as a place for the practice of prospective professional teachers and a place to develop various educational innovations in real settings. In addition, the school was built on a “philosophical foundation” that the creation of a “human growth and development” school (students) could occur optimally (Gaffar, 1986).

Through the development of this laboratory school, various innovations and creativity, both in efforts to develop good school models and in training professional teachers, continue to be pursued. One of the advantages of having a laboratory school for LPTK is the availability of facilities for students to develop their professionalism as an educator.

Laboratory schools (labschool) are schools that are designed both to provide educational services for students as well as the place of practice for professional teacher candidates and for the development of various educational innovations in real settings. In addition, this school can also play a role as a model school for creative and innovative learning practices for prospective professional teachers in partner schools that are developed together with the LPTK with the relevant District / City Education Office. Thus, the laboratory school plays a good role as an institution providing education services to students according to applicable regulations, being a place for developing various teacher and educational practices in the teaching

profession of teachers, and a place for developing various educational innovations.

Besides that, in its development the Laboratory School is an inseparable part of the government policy. In the administration of a government, of course it will not be separated from a policy. Policy is a legal product that is used as a step to fulfill the rights of the community as the holder of the sovereignty of the government that is being carried out. Public policy is whatever the government's choice to do or not do (Dye, 1981). This opinion explains to us that public policy is all decisions issued and steps taken by the Government in responding to everything, whether in the form of providing solutions or even if they do nothing. But even so, the essence of the policy must also be interpreted as an effort to fulfill the rights of the community and overcome various problems and then find a solution. No exception related to the implementation of laboratory schools in LPTK must have clarity in aspects of the scope of public policy.

Until now, the laboratory school currently has 16 (sixteen) school units starting from Day Care, Playgroup, Kindergarten, Elementary School to High School which are spread across Bumi Siliwangi Campus, Cibiru Campus, Serang Campus and Purwakarta Campus. But, to date, there is no standard regulation in holding laboratory schools. Among them on the basis of that thought, laboratory schools as an inseparable part of the LPTK must be placed as the integrity of the program in managing the teacher's professional education system. Laboratory schools should be designed as a regulation and developed as a built-up package in the development and management of school management.

However, the existence of a laboratory school in LPTK has so far not been effective as a laboratory parallel to the other laboratories in LPTK. That is because there is an overlap in the management of the Laboratory School in terms of management. Of course there needs to be careful planning in the management of the Laboratory School, bearing in mind that planning contains a broad set of decisions and explanations of objectives, determining policies, determining programs, determining methods and procedures (Chayati, 2014).

Structurally Laboratorium The Laboratory School is under the management of the School Management Agency formed by the LPTK. On the other hand, however, the Laboratory School is coordinatively under the command of the District / City Education Office. The impact of this imbalance affects the management of the school including financial management.

Based on the problems mentioned above, it would be interesting to have expressed in depth the issues related to the position of the Laboratory School in LPTK in this article. The interest lies in efforts to find formulations in strengthening the position of the Laboratory School. Because this is very influential on the management of the Laboratory School. Of course, this research is expected

to be able to produce outcomes that can produce at least an academic study that contains regulations related to the position of the Laboratory School in LPTK including its management mechanism. As in a policy implementation, it is necessary to have a policy analysis so that it can be known as a whole regarding the process of implementing a policy (Dunn 2003).

## METHOD

Using a qualitative approach with a public policy analysis method (Dunn, 2003), this study aims to raise and map issues related to the regulation of the position and management of Laboratory Schools in LPTK. This research was conducted on various Laboratory Schools including UPI (Universitas Pendidikan Indonesia), UNJ (Jakarta State University), UNP (Padang State University), UNDIKSA (Ganesha Educational University). The reason for choosing this method is because it requires an in-depth analysis to reveal related regulations that overshadow the implementation of Lab School policies in LPTK.

The results of data collection obtained through interview, observation, and documentation techniques were then analyzed using the Milles and Huberman models. The technical analysis consists of data reduction, data presentation, and data verification and analysis is carried out using theories and the results of previous studies related to this research. (Milles and Haberman, 2007).

## RESULTS AND DISCUSSION

### Position of the Laboratory School in the Perspective of Public Policy Studies

The development of the Laboratory School is inseparable from the position of the LPTK as a Higher Education that is concerned with the development of Educational innovation. Therefore, the implementation of the Laboratory School can be translated as one of the internal policies of the campus and the central government to support the development of educational development innovations through Higher Education. This is supported by the existence of a Legal Entity State University (PTN BH) which encourages LPTK to become more independent and innovate in the development of educational innovations (Kemendikbud, 2012).

From the policy perspective, the Laboratory School is a social institution that is planned and recognized to achieve certain goals and is not incidental. The school was built on a "philosophical foundation" that with the creation of a "human growth and development" school (students) could occur optimally (Gaffar, 1987). This institution is actually a gathering place for certain school-age children with a certain environment and atmosphere so that children get the expected learning opportunities. In addition laboratory schools can also be said as an

Apart from that, Harrold Laswell and Abraham Kaplan argued that public policy should contain the goals, values and social practices that exist in society (Dye, 1981). Thus the implementation of the Laboratory School in the perspective of public policy analysis, especially in the formulation of public policy that needs attention is the values that grow and develop in society. Moreover, policies made by local governments that will be applied to multicultural communities must pay attention to the values that exist in these multicultural societies.

Viewed from a policy perspective, the implementation of Laboratory Schools is inseparable from school management. School is a formal education organization system, which is a social institution that is planned to achieve educational goals. School is a unique social system with a variety of different individual cultures integrated into one school system. Therefore, schools cannot be separated from the beliefs and values of the surrounding community. Open intersections between a school and the external environment, community values and beliefs have an impact on how school culture develops. The merging system of social systems culture is very important, because it affects various reactions, activities, and behaviors.

The school consists of people who have relations with each other. Everyone in the school has a role to play in order for the interaction system to be maintained. The roles that can be identified in schools are teachers, students, principals, Administrative staff, laboratory assistants, librarians, school guards, school security guards. This is as stated by Lawang (1995) that: "Every social system always maintains boundaries that separate and distinguish it from the environment, and maintain a balance of activities that enable it to continue to survive and operate". The view of the organization as a social system can be traced from the theory put forward by Getzel and Guba regarding the numerical and idiographic dimensions of an organization (Lipham, Rankin, Hoeh Jr., 1985).

School management must be able to arrange resources starting from humans, curriculum or learning resources and facilities to achieve goals optimally and create a good atmosphere for students. Limitation of the scope or field of work on the Administration of Education which includes: human resources (HR), learning resources, funds, and facilities that are systematically carried out through three administrative functions, namely: planning, implementation, and supervision. Planning is a collection of policies that are systematically compiled and formulated based on data that can be accounted for and can be used as guidelines for everyone's work. In the planning contained the meaning of understanding of what has been done, what problems are faced and which alternatives are best for overcoming the problem or for implementing the priority activities that have been determined. Implementation is an activity to turn a plan into real action in order to achieve the goals that have been determined effectively and efficiently. Whereas supervision means to observe continuously,

record, provide explanations and instructions. Supervision also implies coaching, and rectification of various inaccuracies and errors. This supervision is the key to the success of the management process, and therefore supervision needs to be seen comprehensively.

Don Moyer and Scheurich, (1995) cite the opinion of the National Policy Board of Educational Administration (1989,5-7) suggesting that there are seven study areas in educational administration, namely 1) societal and cultural influence on schooling, 2) teaching and learning processes and school improvement, 3) organizational theory, 4) methodology of organizational studies and policy analysis, 5) leadership and management processes and functions, 6) policy studies and politics of education, and 7) moral and ethical dimensions of schooling. In line with this opinion, The University Council for Educational Administration (UCEA), as quoted by Don Moyer and Scheurich (1995: 28) recommends six domains of educational administration studies, namely 1) school improvement, 2) organizational studies, 3) economic and financial dimensions of schooling, 4) leadership and management processes, 5) policy and political studies, 6) legal and ethical dimensions of schooling.

Further more, the views of Hoy and Miskel (2001) also explain the scope of the educational administration study material, stemming from the idea that schools are a social system. School as a social system has four important elements or subsystems, namely structure, individual, culture, and politics. Organizational behavior is a function of the interaction of these elements in the context of teaching and learning. The environment is also an important aspect of organizational life. the environment not only provides a source for the system but also provides constraints and opportunities. Furthermore, Hoy and Miskel also proposed the School System Model as a social organization characterized by interdependence among members, clarity of members, differences with their environment, complex social relations, and distinctive organizational culture. Every organization will have activities to achieve its objectives. Achieving the goals of the organization will require a number of individual or collective activities to be coordinated so that they are directed towards achieving the goals. This is where social interaction takes place which is not only influenced by its structure and members, but also by its culture, politics, production techniques, and environment. Based on this, it can be concluded that according to Hoy and Miskel (2001) the scope of educational administration study material includes: 1) teaching and learning positions, 2) school structure, 3) individuals, 4) school culture and climate, 5) power and politics in school, 6) the external environment of the school, 7) effectiveness and quality of the school, 8) decision making, 9) communication, and 10) leadership.

School unit or organization is an educational institution that carries the educational mission of developing and developing the potential of individual human beings,

Sixth, community relations. Understanding the relationship between school and community can be seen from the following definitions. According to Kindred Leslie, in his book "School Public Relations" suggests the understanding of the relationship between the school and the community that the relationship between the school and the community is a process of communication between the school and the community to try to instill an understanding of the community about the needs of educational work as well as encouraging community interest and responsibility in the business advance school.

### Issue of Laboratory School Position in LPTK

Based on the results of the research that has been carried out, obtained a major problem experienced by the Laboratory School in LPTK in the form of the status or position of the Laboratory School. Because in the context of its implementation, the Laboratory School is between the LPTK and the related Education Office. When referring to Law Number 23 of 2014 concerning Regional Government, as amended several times, the latest by Law Number 9 of 2015 concerning the Second Amendment to Law Number 23 of 2014 concerning Regional Government, the authority of the Regional Government through the Department of Education has a strong position, especially in the case of granting construction permits and school operational permits.

Meanwhile, the authority of the LPTK in overseeing the Laboratory School was also strengthened by the status of the establishment of the Laboratory School itself which was developed by the LPTK institution. As the results of the study show that the role of LPTK is basically to prepare high-quality and superior human resources, it is a capital to face global competition (Budihardjo, 2007). One of them is through the development of a Laboratory School. Therefore the implementation of Laboratory Schools needs to be supported by regulations that underlie the status of laboratory schools as follows:

1. Implementation of a Laboratory School can be submitted to a legal entity (Foundation) or other institution which is not a legal entity established based on the Rector's Regulation;
2. In addition to the Organizing Body, the Chancellor may form other bodies and / or designations or assign certain Work Units to carry out the functions of supervision, coordination of management, and development of Laboratory Schools;
3. The establishment of bodies and / or other designations or assignments to certain Work Units to carry out the functions of supervision, coordination of management, and development of Laboratory Schools must be stipulated in the Rector's Regulation.

Furthermore, the current condition of the operation of the Laboratory School at UPI shows that the workforce of Teachers and Education Teachers is only

determined through the Decree of the Head of the School Administration Board. Because if it is determined based on the Chancellor's Decree, the rights and obligations must be in accordance with or equal to UPI standards. Based on the findings, that until now there have been frequent demands for equality of rights with other UPI personnel.

Another imbalance can be seen in the bureaucratic structure *strukturin* where UPI as a Higher Education Institution is under the auspices of the Ministry of Research, Technology and Higher Education whereas the Laboratory School in its implementation is under the Ministry of Education and Culture. So, when these two Institutions have different bureaucratic umbrella, it will lead to the assumption that if different ministries become a mistake, the Rector under *Kemenristekdikti* issues a Decree for the assignment of Teachers who should be under the Education Office as an extension of the Ministry of Education and Culture. Unless there is a regulation that confirms that the basis for granting a Decree by the Chancellor is because the position of the Laboratory School is part of the UPI as a whole.

Furthermore, until now there has not been any solidity in the duties and functions of the Laboratory School in the UPI SOTK regarding the UPI School Management Agency. Based on this, it is necessary for UPI through the Directorate of Renbang to review and formulate SOTK and TUPOKSI from the School Administration Agency. This is very important because it will affect the pattern of work relations and legal standing for the implementation of an accountable Laboratory School. Because the Laboratory School position is very strategic to strengthen the identity of LPTK as the frontline in developing Indonesian Education.

Based on the description above, schematically, the problem of the status of Laboratory Schools in LPTK can basically be described as follows.

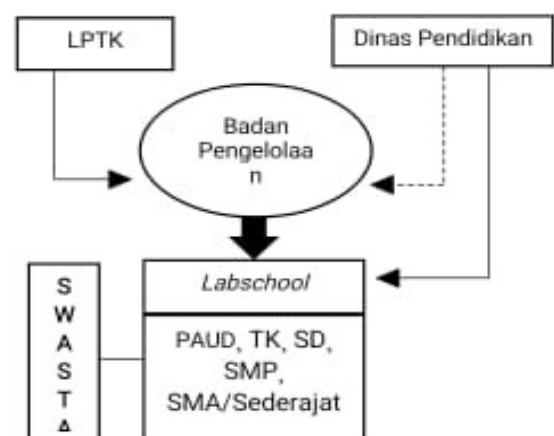


Figure 1. Map of the Status of Laboratory Schools in LPTK

Based on the picture above, there are at least a few key issues that can be addressed including:

1. In a finding, the existence of a Laboratory School is included in the Supreme Audit Board (BPK). In fact, in this context the Laboratory School is located as a private



organizational system, where there are a number of people who work together in order to achieve the goals of the school in general (Sagala, 2010).

Referring to the purpose of holding Higher Education Institutions according to Law Number 12 of 2012, Laboratory Schools can also be said as educational units that have a fundamental function, namely as a vehicle or place for the learning process, the process of planting and developing the potentials of individual human beings, so that they will form noble human beings. As said, the School is a complex and unique institution (Wahjosumidjo, 2011). Complex, showing that the school as a social system in which there are various dimensions that are interrelated with one another. Meanwhile, it is unique, showing that the school as an organization has certain characteristics that are not possessed by other organizations, such as the place where the learning process and civilizing human life take place.

By looking at the explanation above, it can be said that the laboratory school is a realization of the goal of holding an LPTK that functions to develop educational innovations. In addition, the Laboratory School shows its position as a formal educational organization system that requires management in carrying out its basic functions, namely as a place for the learning process, the process of planting and developing the potential of individual human beings, which is expected to produce quality graduates, in accordance with the demands of community needs, and can make a strong contribution to nation-building

A school is actually nothing but a modern system of organizing learning. Through school children are expected to learn better (School is a place for better learning), so that the child's potential is expected to grow optimally. Anatomically the whole activity in the school system focuses on the "Learning process" and this can happen if an effective teaching and learning process is created.

Schools are actually nothing but a modern system of organizing learning. Through school children are expected to learn better (School is a place for better learning), so that the child's potential is expected to grow optimally. The students' potentials are intellectual potential, social potential, attitude potential, personality potential, skill potential and experience potential, these human potentials cannot develop optimally if not assisted through a professional process called education.

In the institutional context and educational service is part of the system of educational organizations (schooling). Therefore, its success is not only determined by one component, but is an integrated role of the system. In this case there are fields in schools that must be managed that lead to the success of its services, including: (a) Fields of curriculum work, (2) Fields of student work, (3) Fields of work of workforce, (4) Fields of work of school financing, (5) Fields of work on school facilities, and (6) Fields of work on school relations with the community.

In the management of the arable field it contains two dimensions of workers: firstly the work related to teaching and learning activities is the main task of educators, and secondly it relates to administrative assistance services that must be carried out by people who understand the work of clerical workers and the appropriate fields. The success of the services performed by teachers in PBM will also largely be determined by the speed and accuracy of the data that must be completed by a school administration staff with supporting administrative staff functions, because after all the overall data about students as material in determining the developed curriculum will be determined by work student administration conducted administration.

Based on preliminary findings the holding of the Laboratory School at UPI began in 1963, where the earliest school established was Kindergarten. Next, followed by holding the elementary school level up to the level of high school. However, in terms of school governance there are still many things that need to be addressed. As is the case until April 2019, the School Management Agency has not been able to meet the requirements for establishment regulations, licensing, assistance from outside parties and UPI laboratory school accreditation and other needs for the Office of Education and other agencies. This is because at the beginning the formation of the Laboratory School was not carried out in a comprehensive manner following the dynamic development of central and regional government policies.

Based on UPI Board of Trustees No. 102 Paragraph 5 clearly states that the Laboratory School is an academic support element. This is consistent with the view according to the results of the 2017 audit committee review that the Status of the School Management Agency as another Legal Entity Form/ Equivalent to the Foundation functioning as the organizer of a laboratory school. This shows that Constitutionally, basically the implementation of Laboratory Schools up to now is in accordance with regulations and has been able to answer the needs of laboratory schools.

Based on the above it can be understood that the position of the Laboratory School in the LPTK is appropriate as an innovation in the development of education management. Besides that, in terms of regulation, the position of the Laboratory School has been placed within the basic functions of the LPTK. But it needs to be strengthened with more detailed reinforcement and clarity. Because in looking at a policy, it certainly cannot only be seen from the political element of the policy itself. But behind the policy made must also be considered the values contained in the policy so as not to clash with other aspects. A character named David Easton has his own views on public policy. He is of the view that when the government makes public policies, at the same time the government allocates values to the public, because each policy contains a set of values in it (Dye, 1981).

so that people become noble, useful for the homeland, nation and religion. Various individual characteristics from different customs / cultures merge into one schooling system. Therefore, schools are also called social systems. In building and developing school potentials, of course schools need a process of cooperation between school components. The process of cooperation is also referred to as education administration.

Understanding education administration is a collaborative process of all components in the education system through a management process that includes: planning, implementation, and supervision which are coordinated to achieve educational goals effectively and efficiently. Fields of education administration work include: management of education, curriculum, students, teaching and educational staff, educational facilities and infrastructure, education funding, and the relationship between schools and the community. All components of education are managed through the main functions of education administration, namely the management process which includes: planning, implementation, and supervision. The important thing in the management of educational institutions, is not theoretical differences, but how school activities can run well and available resources can be used optimally to achieve national education goals in a productive, effective, and efficient manner.

In the administration of schools, as stated above, there are six main areas of cultivation namely; curriculum management, student management, personnel management, financing management, facility management and school relationship management with the community. The arable area is a unity that as a whole has the same portion in management. The arable fields can be explained as follows.

Firstly, it is related to curriculum management related to the management of learning experiences experienced by students who need certain strategies so as to produce learning productivity. Strategies ranging from planning, implementation to evaluation need to be supported by adequate resources. Curriculum management in terms of short-term and long-term terms, the important thing is there is a linkage, comprehensive, and sustainability between one program and the next program. Thus the understanding of curriculum management is an effort to optimize student learning experiences productively. In implementing a curriculum requires a number of tools that must be provided by teachers and in its implementation the ease of providing these tools is carried out on the support of school administration staff, such as the multiplication and administration of teaching materials and evaluations made by teachers.

Second elolaan student management. In this case the management of students according to Soemanto (1982) is a structuring or arrangement of all activities related to students, namely from the entry of students until the students are discharged from a school or an institution.

Thus student management is not in the form of recording / managing student data only, but includes broader aspects, which can be used operationally to help smooth the growth and development efforts of students through the educational process at school. To provide convenience in the implementation of student services, whoever does it, the most important element is that it does not result in disruption of the teaching activities of the teacher and lighten the duties of the teacher and the principal.

Third, management of labor. To achieve a high quality of education objectives must be formulated, policies must be made and established, facilities must be provided, benefits must be obtained, and every task implementation must be coordinated wherever. All of these activities will ultimately be up to the number of people (education personnel) involved. Therefore their role is crucial in determining the failure or success of the task. They must be specially prepared, educated and chosen. This means that the act of managing the teaching force is not only about the utilization of human resources in the organization, but is an integrated action of values from planning, recruitment, placement, coaching or development, assessment to dismissal itself.

Fourth, related to financial management. A simple study of the management of education funds includes two aspects, namely the Dimension of Revenue or sources of funds and Expenditures or allocation of funds. The revenue dimension includes: (a) general government revenue, (b) special government revenue intended for education, (c) school fees, and (d) community contributions. While the dimensions of expenditure include: capital expenditure/ capital or development budget (capital outlay/ expenditure) Personnel who manage school financing/ finance must be people who understand specifically how the pattern of financial accounting so that bias can provide support for the smooth teaching and learning activities in schools and not be disturbed by technical matters.

Fifth, management of school facilities. One aspect that should be given the main attention of every education administrator is regarding educational facilities and infrastructure. Educational facilities generally include all equipment and equipment that are directly used and supported in the educational process, such as: Buildings, classrooms, educational equipment/ media, tables, chairs and so on. Whereas what is meant by infrastructure is facilities that indirectly support the course of the educational process, such as: yard, garden/ school park, road leading to school. Management of educational facilities and infrastructure in foreign terms is known as the "school plan administration", which includes land, buildings, furniture and educational/ school equipment. Management of facilities and infrastructure can be defined as organizing activities, ranging from planning needs, procurement, inventory, storage, maintenance, use and deletion as well as the arrangement of land, buildings, equipment, and school furniture in an appropriate and targeted manner.

school. Because the position of the Laboratory School is under the management of the School Management Agency under the auspices of the LPTK;

2. In financial management, the LPTK applies the Income Generating Unit (IGU). In fact, in its governance the Laboratory School applies the principle of Non-Profit Oriented. So that , should be carried out on an equal basis with several laboratories in LPTK as a unit to encourage the implementation of study programs or other institutions. The laboratory school is still used as an UPI IGU (income generating unit) sourced from SPP. According to education experts in Indonesia, SPP should be used for operational management of education in schools. Schools are non-profit institutions, so they are not business oriented but future investments (character investment). Even if they want to contribute IGU from SPP, their ability is adjusted, because currently they do not meet the basic needs of teachers 'and teachers' salaries. The current condition is that teacher salaries are still inadequate, far from the minimum minimum wage (regional minimum wage) or below the minimum wage; and
3. Administratively technically, The Laboratory School follows the regulations applied by the Office of Education. At the same time Laboratorium The Laboratory School must follow the policies set by the LPTK. This has created an overlap between the LPTK and the Education Office.

### **Solutions in Strengthening the Position of Laboratory Schools in LPTK**

Based on the description in the previous section, the main issues related to the holding of the Laboratory School in LPTKs are related to their position and legal status. Therefore LPTK needs to design solutions in strengthening the position of Laboratory Schools in LPTK through short-term plans as well as short-term plans that include strategic and technical policies. Because in this context the diversity of conditions in the school environment and the varied needs of students in the learning process coupled with the very complex conditions of Indonesian geography, often cannot be fully appreciated by the central bureaucracy (Cahyana, 2010).

To find out the main problems experienced by the holding of the Laboratory School it is necessary to conduct a public policy analysis which contains a series of analyzes of the entire set of implementation of a policy (Dunn, 2003). This is very important so that the existence of a strategic Laboratory School is not in administrative or technical issues.

At least , it is necessary to formulate the problem as a form of preliminary analysis related to the main problem points regarding inequality experienced by the holding of the Laboratory School in the LPTK. This is because the making of a policy starts from the formulation of the problem which is the basis for making a policy, so that

the policy made by the government is in accordance with the needs of the community and is able to answer the problems that exist in the community through the policy made (Dye, 1978).

Furthermore, after formulating the problem, a policy formulation is carried out. This policy formulation is intended to choose alternatives that will be chosen in determining the policy to be made (Dunn, 2003). In the formulation of this policy it is necessary to pay careful attention to what elements must be included in the policy and who should be involved in this policy. After policy formulation is carried out, policy adoption is carried out (Dye 1978). The adoption of this policy addresses the issue of establishing the policy before it is implemented. After being determined, the policy is implemented maximally coupled with supervision so that the implementation of the policy is in line with the goals and expectations. Finally, after the policy is implemented and implemented, periodic evaluations are carried out so that the quality of the policy can be measured and the errors and shortcomings of the implementation of the policy corrected.

In this research, at least some solutions that can be developed by the LPTK can be put forward. First , LPTK needs to strengthen the position of the School Administration Agency and the Laboratory School into a regulation that is able to synergize both with the Ministry of Education and Culture regulations and in line with the regulations at the Indonesian University of Education as part of the Ministry of Research, Technology and Higher Education.

Second , LPTK needs to design a political and strategic academic study in an effort to strengthen the position of the Laboratory School between the Ministry of Education and Culture with the Ministry of Research and Technology and Higher Education and the Ministry of Finance to issue special regulations on Laboratory Schools under state universities (LPTK). This needs to be done so as to encourage the creation of a good learning atmosphere in schools. Because learning requires a long and continuous process, and schools have a significant role in learning (Sukendar, 2014).

Third, The Central Government through the Ministry of Education and Culture and the Ministry of Research and Technology of the Ministry of Higher Education need to issue a special policy that can accommodate the position of the Laboratory School as a special school which in addition can be used as a formal school for the community can also be managed independently through LPTK as a forum to develop professionalism in the implementation of primary and secondary education. With the existence of special and clear regulations, it will be easier for Laboratory Schools to develop their schools independently. For example: Labschool High School East Jakarta developed the Indonesian Student Self-Help Development Program (Nur, 2015). From the point of view of the position of the Laboratory

School in the LPTK, it was explained that all LPTKs currently have a strong desire to put the Laboratory School as the laboratory for all educational programs in the LPTK. Currently no less than 15 LPTKs since 2016 have been designated as providers of teacher certification. Behind the stipulation as teacher certification certainly contains its own challenges. Moreover, it also emerged a policy since 2017 that the Minister of Education and Culture focused on the efforts of PPG (Teacher Professional Education) as an alternative to the PLPG in the Office. The Minister emphasized that the implications of the PPG would certainly require more roles from Labschool in each LPTK as a laboratory vehicle for PPG.

Based on findings at the Indonesian University of Education, an effort is currently underway to welcome changes in teacher professional education policy, through the School Management Board. Through the vision of "Becoming a Pilot School of Pioneer and excellence at the Asian Level in 2025" with the motto "UPI Labschool School is not an ordinary school" but must be an extraordinary school "character education models, material models, methods, media, sources and evaluations as well as models in the creation of a "learning climate" learning environment.

Based on the results of other studies - including to Laboratory Schools in LPTKs throughout Indonesia and abroad - it can be concluded that the problems faced are the same, namely there are no regulations that explicitly regulate the clarity of the position of Laboratory Schools in LPTK. Even the findings at the UNDIKSHA Laboratory School show that rather than being a foundation, the UNDIKSA Laboratory School, for one reason or another, will change the form of organizing the school again to become the School Management Agency. This means that the implementation needs to be returned at least like the UPI manages the Laboratory School through the BPS (School Administration Agency). However, referring to the above problems, there is a need for special regulations that govern the policy. Even so there need to be more accommodating efforts to form institutions that can be foundations, associations, associations or the like in meeting the demands of the education department and other parties.

If the proposed solution can be realized simultaneously, then the Laboratory School in LPTK can become a forum for all study programs in developing professional teacher candidates. Like a research related to the implementation of a good policy management said that the implementation of a policy will only succeed if good collaboration is created between the community as the subject concerned as policy manager at the basic level (Wargadinata and Sartika, 2019). In addition, by fixing the regulations firmly, it can strengthen the position of the LPTK as a printer for prospective professional educators. In addition, lecturers will be helped to make the Laboratory School a place for testing material, methods, media, sources and evaluations.

## CONCLUSION

In realizing an accountable Laboratory School in LPTK, a special regulation is needed to strengthen the synergistic position of the Laboratory School with various regulations developed by the Ministry of Education and Culture as the LPTK's laboratory school. In order to achieve this, there is a need for academic studies and political-strategic efforts at the Ministry of Education and Culture with the Ministry of Finance to issue special regulations on the status of Laboratory Schools under the LPTK. The fact is that disharmony between the existing regulations in the Ministry of Education and Culture and the regulations in universities as part of the Ministry of Research and Technology and Higher Education causes the Laboratories School does not have a strong position both in terms of the founding foundation of the school and regulations in administration, finance and even governance manage others.

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