



IMPLEMENTATION OF GOVERNMENT POLICIES IN THE FIELD OF EDUCATION IN THE COMMUNITIES OF THE INNER CHILD ETHNIC COMMUNITY (SAD)

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Abstract

This research was motivated by the suboptimal implementation of government policies in the education sector for the Suku Anak Dalam (SAD) community in Sukajadi Village, Bathin VIII District, Sarolangun Regency. Although the government has implemented various educational programs, access to and participation in education remain low due to economic constraints, socio-cultural factors, and inadequate educational facilities and infrastructure. This study aimed to analyze the implementation of government policies in the education sector and identify the factors that hinder their implementation for the Suku Anak Dalam (SAD) community. This research employed a qualitative approach with a descriptive research design. The research subjects were selected using purposive sampling, involving the Sarolangun Regency Education Office, Pundi Sumatra Foundation, the Jenang (traditional leader) of the Suku Anak Dalam, and members of the Suku Anak Dalam community in Sukajadi Village. The primary research instrument was the researcher, supported by observation, interview, and documentation guidelines. Data credibility was ensured through source, technique, and time triangulation, while data were analyzed using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings indicate that the implementation of government policies has been carried out through the provision of teachers, community learning centers, educational assistance, and mentoring programs by the government and the Pundi Sumatra Foundation. However, the implementation has not yet been optimal due to low public awareness of the importance of education, family economic limitations, the community's semi-nomadic lifestyle, and limited road access and educational facilities. It can be concluded that the implementation of government policies in the education sector has been carried out but still requires stronger collaboration among stakeholders to ensure the effective and sustainable fulfillment of educational rights for the Suku Anak Dalam community.

Keywords: *policy implementation; education; Suku Anak Dalam (SAD); educational rights; local government.*

Abstrak

Penelitian ini dilatarbelakangi oleh belum optimalnya implementasi kebijakan pemerintah dalam bidang pendidikan pada masyarakat Suku Anak Dalam (SAD) di Desa Sukajadi, Kecamatan Bathin VIII, Kabupaten Sarolangun. Meskipun pemerintah telah melaksanakan berbagai program pendidikan, masih ditemukan rendahnya akses dan partisipasi pendidikan akibat faktor ekonomi, budaya, serta keterbatasan sarana dan prasarana. Penelitian ini bertujuan untuk menganalisis implementasi kebijakan pemerintah dalam bidang pendidikan serta mengidentifikasi faktor-faktor yang menghambat pelaksanaannya

pada masyarakat Suku Anak Dalam (SAD). Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian ditentukan menggunakan teknik purposive sampling yang melibatkan Dinas Pendidikan Kabupaten Sarolangun, Lembaga Pundi Sumatra, Jenang Suku Anak Dalam, dan masyarakat Suku Anak Dalam di Desa Sukajadi. Instrumen penelitian berupa peneliti sebagai instrumen utama yang didukung pedoman observasi, wawancara, dan dokumentasi. Keabsahan data diuji melalui triangulasi sumber, triangulasi teknik, dan triangulasi waktu, sedangkan analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi kebijakan telah berjalan melalui penyediaan tenaga pendidik, rumah belajar, bantuan perlengkapan sekolah, dan pendampingan oleh pemerintah serta Lembaga Pundi Sumatra. Namun, implementasinya belum optimal karena masih terkendala rendahnya kesadaran masyarakat terhadap pentingnya pendidikan, kondisi ekonomi keluarga, budaya semi nomaden, serta keterbatasan akses jalan dan fasilitas pendidikan. Disimpulkan bahwa implementasi kebijakan pemerintah dalam bidang pendidikan telah terlaksana, tetapi masih memerlukan penguatan kolaborasi antarpemangku kepentingan agar pemenuhan hak pendidikan masyarakat Suku Anak Dalam dapat berlangsung secara efektif dan berkelanjutan.

Kata Kunci: implementasi kebijakan; pendidikan; Suku Anak Dalam (SAD); hak pendidikan; pemerintah daerah.

I. INTRODUCTION

Education is a basic right of every citizen guaranteed by the constitution as a means to improve the quality of human resources. In Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, it is emphasized that every citizen has the right to education. This provision is emphasized in Law Number 20 of 2003 concerning the National Education System which states that every citizen has the same right to obtain quality education without discrimination. Thus, the government has a responsibility to ensure that all levels of society, including indigenous peoples, obtain access to proper education as a form of fulfillment of citizens' constitutional rights. The implementation of education policy is one of the important instruments in realizing educational equity. Policy implementation is the process of implementing decisions or programs that have been determined so that policy goals can be achieved effectively. The success of implementation is influenced by various factors, such as communication, resources, the disposition of the implementer, and the bureaucratic structure (Edward III, 1980). In the context of education, policy implementation is not only measured by the availability of programs, but also by the extent to which the target community benefits significantly from the policy. The Orang Dalam Tribe (SAD) is one of the indigenous communities in Jambi Province that until now still faces various limitations in obtaining educational services. Some SAD people still maintain a semi-nomadic lifestyle,

have a low economic level, and live in hard-to-reach areas so that access to formal education has not been fully fulfilled. This condition causes the educational participation rate of the SAD community to be relatively low compared to the general public. In fact, education has a strategic role in improving the quality of life, expanding employment opportunities, and strengthening the capacity of the community in facing social change.

The Sarolangun Regency Government has implemented various policies in order to improve access to education for the SAD community, including through the provision of educators, the implementation of learning houses, the provision of school supplies, and cooperation with non-governmental organizations such as Pundi Sumatra. However, based on the results of the initial observations, researchers in Sukajadi Village still found various problems, such as the low awareness of some parents on the importance of education, family economic limitations, damaged road conditions to learning locations, especially in the rainy season, and there are still SAD children who do not continue their education continuously. This condition shows that the implementation of education policy has not fully achieved the expected goals. Several previous studies have shown that the fulfillment of the educational rights of the SAD community still faces various obstacles. Research by Reziska Maya Kumala (2024) found that the fulfillment of educational rights for the Orang Dalam tribe in Pauh Menang Village has not been carried out optimally due to the low economic condition of the family, the lack of parental awareness of the importance of education, and the lack of optimal government follow-up in carrying out educational programs. The study concludes that the government's strategy is still limited to providing directions for SAD children to participate in formal education so that they have not been able to increase access to education comprehensively (Kumala, 2024). Another study conducted by Sari and Nugroho (2022, p. 118) shows that the successful implementation of education policies for indigenous peoples is greatly influenced by collaboration between the government, communities, and companion institutions in overcoming social, economic, and cultural barriers.

II. THEORETICAL STUDIES

The theoretical study in this study focuses on theories related to the implementation of government policies in fulfilling the educational rights of the Orang Dalam Tribe (SAD). The theories used include public policy theory as a basis for understanding the process of formulation, implementation, and evaluation of government policies, policy implementation theory that explains the factors of successful policy implementation based on the George C. Edwards III model, and indicators of successful policy implementation according to William

N. Dunn which include effectiveness, efficiency, equity, responsiveness, and sustainability. In addition, this study uses the theory of access to education to analyze the equitable distribution of opportunities to obtain educational services, the theory of empowerment to see the role of the government in increasing the capacity of indigenous peoples, and the theory of multicultural education as a basis for understanding the importance of implementing education that respects the socio-cultural characteristics of the Anak Dalam Tribe. The study of the characteristics of the Tribe is also used to provide an understanding of the social, cultural, and social life patterns of the community that affect the implementation of education policies. All of these theories are the basis for analyzing the implementation of local government policies in fulfilling the educational rights of the in tribe in Sukajadi Village.

III. RESEARCH METHODS

This research method uses a qualitative approach with a type of descriptive research to understand in depth the implementation of government policies in fulfilling the educational rights of the Tribe (SAD) in Sukajadi Village, Bathin VIII District, Sarolangun Regency. The research was carried out in February-May 2026 in the Anak Dalam Tribe settlement in Sukajadi Village, which was chosen because it is one of the locations for the implementation of education policies for indigenous peoples. The research informants were determined using a purposive sampling technique consisting of the Head of the Out-of-School Education Development Section of the Sarolangun Regency Education Office as the key informant, representatives of the Sumatra Pundi Institute, the Tribe Jenang, and the Tribe community as the main informants. Data were collected through observation, in-depth interviews, and documentation with researchers as the main instruments supported by observation guidelines, interview guidelines, and documentation. The validity of the data is tested using source triangulation, triangulation techniques, and time triangulation to ensure consistency and credibility of the data. Data analysis was carried out using the interactive model of Miles, Huberman, and Saldaña which included data condensation, data display, and conclusion drawing and verification, so as to obtain a comprehensive picture of the implementation of government policies in fulfilling the educational rights of the tribe in Sukajadi Village.

IV. RESEARCH RESULTS

The Research Results and Discussion contain a description of the analysis of research results to provide answers/solutions to research problems. This research is a qualitative research which will certainly describe the results of data reduction that will be submitted by

the researcher with a brief description. The discussion will refer to the formulation of the problem that will be used as a reference in this study, namely how the local government's policy in fulfilling the educational rights of the Orang Dalam tribe in Sukajadi village, Bathin VIII district, Sarolangun regency and what factors are obstacles in the fulfillment of educational rights for the Orang Dalam tribe in Sukajadi Village, bathin VIII district, Sarolangun regency.

Based on the results of primary data or main data conducted by the researcher, the results of interviews, documentation and observations can be described. The results of the research described by the researcher regarding local government policies in fulfilling the educational rights of the Orang Dalam tribe in Sukajadi village, Bathin VIII district, Sarolangun regency. The descriptive analysis in this study uses five indicators of Public Policy Implementation as stated by William N. Dunn, namely: 1) effectiveness, 2) efficiency, 3) equity, 4) responsiveness, 5) sustainability. This indicator is the basis for analyzing the data that has been collected during the research in Sukajadi Village.

1.Efektivitas

The results of the study show that the effectiveness of the Regional Government's policies in fulfilling the educational rights of the Orang Dalam Tribe (SAD) in Sukajadi Village, Bathin VIII District, Sarolangun Regency is still not optimally implemented. Based on the results of interviews with the SAD community, the Sarolangun Regency Education Office, members of Pundi Sumatra, and Jenang SAD, it is known that the government has implemented various educational programs as a form of fulfilling the right to education for the SAD community. The program is realized through the provision of out-of-school education teachers, the placement of tutors, the provision of basic learning services, and cooperation with the village government, traditional leaders, and accompanying institutions in improving access to education for the SAD community. These various efforts show the government's commitment to fulfilling the educational rights of the SAD community in accordance with the needs of the community in the field.

However, the results of the study show that the program's objectives have not been fully achieved. Based on the results of interviews with the SAD community, there are still many children who drop out of school in the middle of the road due to damaged road conditions, long distances to school, and limited transportation facilities. In addition, the results of interviews with the Sarolangun Regency Education Office show that budget limitations, difficulty in mobilizing to SAD settlement locations, and people's living patterns

that are still moving around are the main obstacles in the implementation of education programs. This condition has an impact on the low level of student attendance and the achievement of educational program goals.

The results of observations made by the researcher also show that learning activities have been carried out both through formal education and out-of-school education services. However, the presence of students has not been consistent because some children still follow their parents to look for a source of livelihood outside the settlement. Meanwhile, the results of the documentation show that learning facilities are available, but their utilization is not fully optimal due to geographical conditions and limited access to educational locations. The findings show that the implementation of the education program has been running, but the results achieved are still not in accordance with the expected target.

The results of this study are also in line with the research of Najda Thalib and Umiyati Haris (2023) regarding the implementation of education policies in Merauke Regency which concluded that the implementation of education policies has not been carried out effectively because it is influenced by limited resources, implementation strategies that are not optimal, and geographical conditions that make it difficult to provide education services. The study emphasized that the success of education policy implementation is greatly influenced by the readiness of resources, support of implementers, and the government's ability to reach target groups.

2.Efesiensi

Based on the results of the interview, it shows that the efficiency of the Regional Government's policies in fulfilling the educational rights of the Orang Dalam Tribe (SAD) in Sukajadi Village is still not optimal. This can be seen from the implementation of education programs that still face various obstacles, such as budget limitations, high mobilization costs to SAD community locations, damaged road infrastructure conditions, and the living patterns of the SAD community that are still on the move. This condition causes educators to spend more time and energy to carry out learning, while the results obtained are not fully in accordance with the goals that have been set. In addition, the number of students who attend each learning activity is often uncertain because some children follow their parents to find a source of livelihood in other locations. As a result, the use of resources that have been allocated has not provided optimal results in increasing access and sustainability of education for the SAD community.

The findings were strengthened by the results of an interview with the Sarolangun Regency Education Office which stated that the implementation of education programs is still constrained by budget limitations, difficulty in mobilizing to learning locations, and the characteristics of SAD people who do not settle in one place. Meanwhile, the results of interviews with members of Pundi Sumatra also show that the lifestyle of the SAD community which is still nomadic is a challenge in the implementation of education programs, so a special strategy is needed so that the program can continue to run according to community conditions. On the other hand, Jenang SAD explained that the low attendance of students in the learning process is also influenced by the habits of children who follow their parents to find a source of livelihood, so that teachers have difficulties in carrying out continuous learning.

The results of this study are in line with the research of Rahman and Nugroho (2023) which concluded that the equitable distribution of education services in remote areas still faces various obstacles, especially limited infrastructure, transportation access, and geographical conditions that cause some people to not receive education services optimally. The research also explains that equitable distribution of education requires the support of various parties and service strategies that are tailored to the characteristics of the target community so that the right to education can be felt by all levels of society.

4.Responsivitas

Based on the results of interviews conducted with the Orang Dalam Tribe (SAD), the Sarolangun Regency Education Office, members of Pundi Sumatra, and Jenang SAD, it can be seen that the responsiveness of the Regional Government in fulfilling the educational rights of the SAD community is still not optimal. Most of the SAD people stated that the government has paid attention to various educational problems and occasionally communicates with the community. However, various complaints submitted, such as damaged road conditions, difficulty in accessing schools, limited transportation facilities, and the high number of school dropouts, have not been fully addressed quickly and provide real changes. As a result, the community still feels that the various educational problems faced have not been solved optimally.

These findings were strengthened by the results of an interview with the Sarolangun Regency Education Office which stated that the government has made efforts to adapt educational programs to the socio-cultural conditions of the SAD community through the placement of out-of-school education teachers, the provision of tutors, and learning services

that are tailored to the conditions in the field. In addition, the results of interviews with Pundi Sumatra members show that each educational program begins with a process of mapping community needs through a live in approach, so that the programs implemented are in accordance with the needs of the SAD community, such as the needs of road access, education costs, and learning assistance. Meanwhile, Jenang SAD explained that the implementation of the education program has also considered the culture and habits of the SAD community, especially in adjusting learning methods based on the age and characteristics of students. However, these efforts still face obstacles in their implementation so that they are not fully able to answer all the needs of the community.

The results of this study are also in line with the research of Suryani and Kurniawan (2022) which concluded that the government's responsiveness in the implementation of public services is influenced by the government's ability to identify community needs, build communication with target groups, and provide follow-up to every problem faced by the community. The research explains that the success of a policy is not only determined by the existence of a program, but also by the speed and accuracy of the government in responding to the needs of the community so that the services provided really provide benefits for the policyholders.

5.Sustainability

Based on the results of the research, the government has made various efforts to maintain the sustainability of education programs for the Orang Dalam Tribe (SAD) community in Sukajadi Village. These efforts are carried out through the provision of out-of-school education teachers, the placement of tutors, and cooperation with various parties, such as the village government, Pundi Sumatra, Jenang SAD, Temenggung, and other organizations. As conveyed by an informant from the Sarolangun Regency Education Office, the government continues to do its best so that educational programs for the SAD community continue to run despite facing various obstacles in the field, such as budget limitations, geographical conditions, and the characteristics of the SAD community who are still on the move. The statement shows that the government is committed to maintaining the sustainability of education programs as a form of fulfilling the educational rights of the SAD community.

1.Faktor Ekonomi

The fulfillment of the educational rights of the Orang Asli (SAD) community is greatly influenced by the economic condition of the family. Most of the SAD people depend on

forest products for their livelihoods, oil palm harvesting, gardening, and odd jobs with uncertain incomes. Limited economic conditions cause some parents to not be able to meet their children's educational needs, such as transportation costs, school supplies, and other supporting needs. In addition, economic limitations also require some children to help their parents earn a living so that the time to participate in learning activities is reduced. As a result, not a few SAD children drop out of school halfway because their parents prioritize meeting the family's economic needs over the sustainability of their children's education.

The findings were strengthened by the results of interviews with the Orang Dalam tribe community who stated that many children no longer continue school due to the family's economic condition and the difficulty of meeting the cost of education and transportation to school. The results of the interview with Jenang SAD also show that the SAD community basically has an awareness of the importance of education, but economic limitations are the main factor that causes children to not be able to participate in education in a sustainable manner. In line with that, the Sarolangun Regency Education Office explained that the government has made efforts to provide educational services to the SAD community, but the family's economic condition is still one of the obstacles that affect the success of the education program.

The results of this study are also in line with the research of Muhammad Nur Wahid and Siti Nurjanah (2023) who stated that family economic conditions are one of the main causes of low educational participation in marginalized communities. The study shows that limited income causes parents to prioritize the fulfillment of daily living needs over the sustainability of their children's education. As a result, children are at a higher risk of not continuing their education or dropping out of school.

2.Factor Structure

Infrastructure factors are one of the factors that hinder the fulfillment of the educational rights of the Orang Dalam Tribe (SAD) in Sukajadi Village. Infrastructure conditions, especially road access to SAD community settlements and educational facilities, are still inadequate, making it difficult for the mobility of students and educators. Road damage that gets worse in the rainy season makes access to schools difficult to pass, even in certain conditions it cannot be used at all. As a result, SAD children have difficulty following the learning process regularly, while teachers and educators also face obstacles in reaching learning locations. This condition has an impact on the low continuity of student attendance and the high risk of dropping out of school.

The findings were strengthened by the results of interviews with the Orang Dalam tribe community which stated that road damage is the main cause of children having difficulty going to school. This statement is in line with the results of an interview with the Sarolangun Regency Education Office which explained that geographical conditions, limited road access, and mobility to the location of SAD community settlements are obstacles that are often faced in the implementation of educational programs. Thus, limited infrastructure not only has an impact on student access, but also affects the effectiveness of the implementation of educational services.

The results of this study are also in line with the research of A. K. Sari and R. Pratama (2023) which shows that infrastructure limitations in remote areas, such as damaged road conditions and difficult transportation access, are one of the causes of low participation in public education. The study explained that inadequate infrastructure affects the level of student attendance, the continuity of the learning process, and the effectiveness of the implementation of educational programs

3.Factors of Limitations in Program Implementation

The limited implementation of the program is also an obstacle in fulfilling the educational rights of the Orang Dalam Tribe (SAD) community in Sukajadi Village. Although the government has implemented various educational programs through the provision of out-of-school education teachers, tutors, and assistance for SAD children, the implementation still faces various obstacles that cause the program to not run optimally. Budget limitations, the number of educators, the difficulty of reaching the location of SAD community settlements, and the condition of the community that is still moving around are challenges in the implementation of educational programs. This condition has an impact on the not being maximized in the reach of educational services and the unfulfilled educational rights for all SAD children equally.

The findings were strengthened by the results of interviews with the Sarolangun Regency Education Office which explained that the implementation of education programs for the SAD community is still constrained by budget limitations, geographical conditions, and high community mobility so that the learning process cannot always take place according to plan. The results of interviews with Pundi Sumatra members also show that the fulfillment of the educational rights of the SAD community cannot be carried out by just one institution, but requires collaboration between local governments, village governments, non-governmental organizations, traditional leaders, and various other stakeholders so that education programs

can run sustainably. Meanwhile, Jenang SAD said that the government has shown concern for the education of the SAD community, but the implementation of the program still needs to be improved to be able to reach all community groups who need educational services.

The results of this study are also in line with the research of Rina Novita and Ahmad Fauzi (2023) which shows that resource limitations, coordination between agencies, and geographical conditions are factors that often hinder the implementation of education programs in remote areas. The study explained that the success of the implementation of education programs is highly dependent on budget support, the availability of educators, and synergy between stakeholders in providing services to the community.

V.CONCLUSION

The implementation of government policies in the field of education for the Orang Dalam Tribe (SAD) community in Sukajadi Village, Bathin VIII District, Sarolangun Regency has been carried out through various programs, such as the provision of educators, the implementation of learning houses, the provision of school equipment assistance, and cooperation with the Sumatra Pundi Institute. The implementation of this policy shows the government's commitment to fulfilling the educational rights of indigenous peoples. However, the effectiveness of the implementation has not been fully achieved because it is still influenced by low public awareness of the importance of education, limited family economic conditions, semi-nomadic community culture, and inadequate access to roads and educational facilities. This study shows that the success of education policy implementation is not only determined by the availability of government programs, but also requires adequate resource support, effective communication, coordination between stakeholders, and active community participation. Therefore, strengthening collaboration between local governments, village governments, accompanying institutions, traditional leaders, and the community is an important step to increase access, equity, and sustainability of educational services for the Orang Dalam Tribe community.

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