

# Coordination of Catholic Education Implementation Policies in North Sulawesi

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## Abstract

This study focuses on one aspect of management, namely the Coordination of Policies for the Implementation of Catholic Education in North Sulawesi (a multi-site study at the Catholic Education Foundation of the Diocese of Manado, the Brothers Don Bosco Foundation for the Manado Representative and the Yoseph Yeemye Foundation for the North Sulawesi Representative). The formulation of the research problem is: 1. How is the coordination of policies for the implementation of Catholic education. 2. How to coordinate the implementation of Catholic education policies. 3. What are the internal and external obstacles in policy coordination and coordination of policy implementation for Catholic education in North Sulawesi, as well as solutions. 4. What are the results of the coordination of the implementation of Catholic education policies in the three foundations. This study uses a qualitative approach with a multi-site study design. Data collection techniques include interviews, observation, and documentation. Data analysis includes the process of flow of activities that occur simultaneously, namely data reduction, data presentation, and drawing conclusions. The results of this study indicate: 1. Coordination of policies for the implementation of Catholic education in the three foundations, carried out in a top-down hierarchy, that all regulations originate from the leadership of the hierarchy or institution, which is then forwarded to the leadership of the institution/unit below it; and then disseminated to all staff of the respective foundation employees. 2. Coordination of the implementation of policies for the implementation of Catholic education in the three foundations, always guided by the universal regulations of the Catholic Church, which are concreted through the vision-mission, statutes, or AD-ART, and the strategic plans of each foundation, all of which become the moral strength, in achieving the goal of a plenary Catholic education. 3. The results of the coordination of the implementation of policies on the implementation of catholic education in the three foundations, are determined and promoted by the KWI Education Commission, through the National Council for Catholic Education, the Catholic Education Council of the Diocese, Congregations/Tarekats, through Catholic educational institutions or foundations, with their vision-mission and spirituality with the Statute, its Articles of Association and Bylaws, are harmonized with various government regulations, through a Christian governance management, evangelization in the field of education. 4. Solutions to overcome external and internal constraints in coordinating the implementation of policies for the implementation of Catholic education at the Catholic Education Foundation of the Catholic Diocese of Manado, the Brothers Don Bosco Foundation in Manado, and the Yosep Yeemye Foundation in North Sulawesi. 5. The results of the coordination of the implementation of policies for the implementation of Catholic education at the Catholic Education Foundation of the Catholic Diocese of Manado, the Brothers Don Bosco Foundation of Manado, and the Yosep Yeemye Foundation of North Sulawesi.

**Keywords:** Coordination, Policy and Implementation, Implementation of Catholic Education

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## 1. Introduction

Education is one of the most important needs in human life. The progress of a nation is highly dependent on the nation's education. Because, the quality of education of a nation can produce quality/superior human beings. Through quality education, a nation becomes advanced and equal to other nations in all fields. On the other hand, if the education of a nation is not advanced or of poor quality, the nation will be underdeveloped in all fields. The development of science is largely determined by the development of the world of education, the very large and dynamic role of education can determine the quality and scientific repertoire of a nation's society. The implementation of education based on educational standards by an educational institution produces quality. While educational institutions with only modest graduates are not qualified. Educational institutions as education implementers can manage learning activities well in order to produce quality graduates. According to Widodo (2015: 294), quality resources can only be realized through quality education. So Umar (2018:1) emphasizes that the quality aspect is important to pay attention to because improving the quality of education is a top priority at all levels educational institutions.

Thus the process of improving the quality of education is the first step to realize the quality of education and the welfare and prosperity of a nation. According to Suryana (2017: 2), the development of national

education in Indonesia is still faced with various challenges in improving the quality of education. The implementation of education by educational institutions is expected to be able to apply the meaning of education, namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals, noble character, as well as the skills needed for himself, society, nation and state (Law of the Republic of Indonesia No. 20 of 2003). The implementation of education by educational institutions is at least able to achieve the meaning of education above. Seeing the current situation and conditions, it is indeed not easy to achieve all the components listed in the National Education System Law, but if it is accompanied by maximum intention and effort by formal and non-formal institutions, it is hoped that the educational outputs and outcomes that have been aspired will be realized.

Seeing the reality, education needs to be formulated properly. The implementation of education needs to pay attention to the characteristics, aspirations, and needs of the community. Education should be able to provide contextual responses in accordance with the orientation of regional development. This means that policy formulation

and making educational decisions should take into account the aspirations that develop in society. Education policy as a general guide must have operational benefits so that it can be implemented to achieve the desired educational goals. Education policies must also be made or formulated by experts in their fields who have the authority to do so, so as not to cause damage to education and the environment outside of education. As stated by HAR Tilaar, the formulation of educational policies is directed to meet the needs of students and not the satisfaction of bureaucrats. The starting point of all educational policies is for the benefit of students or the liberation of students. (HAR Tilaar and Riant Nugroho, 2016, pp. 141-153).

The various types and forms of policy regulations for the implementation of Catholic education above, it is clear that the one who is coordinating is the Supreme Leadership [Pope Francis, and the universal magisterium Fathers are coordinated internally to the worldwide Catholic Church, the National Conference of Bishops of the Catholic Church, Catholic Faith Education institutions, and externally to; school committees, principals, educators and education staff, catechists, stakeholders in the world of education. The implementation of coordination is then conveyed from the bishops to priests, clergy and nuns, to the chairmen of the commission, to school principals, to religious teachers/catholic teachers, to catechists and educational staff stakeholders. Furthermore, coordination is carried out both vertically and horizontally, by all responsible leaders, organizers and administrators, Catholic education practitioners, in accordance with applicable regulations. Functional coordination is also carried out at moments like the one above by the Chairpersons / Leaders of the Foundation, which is a cross-foundation policy coordination, precisely to ensure the implementation of catholic education policies in each foundation, properly and correctly.

By looking at the demands of the Act and the real needs of education stakeholders in various aspects, it is very important that policies for the implementation of Catholic education in Catholic schools in North Sulawesi are studied and developed in line with the demands of existing needs. Therefore, based on the results of the study. Muhtadi Irvan (2012), found that the relationship between the organizers and managers of private school education in East Java still needs to be improved, especially in the field of management and administration, policies for the implementation and management of private education, between organizers and managers are still going their own way (Muhtadi Irvan, (2012), Coordination Management of Organizational Relations Between Education Organizing and Management Institutions (Study of Private Education Implementation in Jember-East Java).

In particular, we found a series of problems that were not in line with the principles, foundations, limitations and policy requirements for the proper implementation of Catholic education, including: (1) weak policy coordination of Catholic Educational Institutions (schools) and their instruments in the administration of Catholic education, (2) lack of coordination of implementation of Catholic education policy implementation, so that it is not well socialized and understood by all stakeholders of Catholic school organizers, (3) the impact of implementation of Catholic education policy implementation (eg administrative system in building the connectivity of staffing governance, and welfare) is still low and (4) the implementation of policies for the implementation of Catholic values education, as a common characteristic of Catholic schools, has not been implemented as it actually is. With a series of problems above, it prompted me as a researcher to make a dissertation research with the title: "Coordination of Policies for the Implementation of Catholic Education in North Sulawesi (Multi-Site Study at the Catholic Education Foundation of the Diocese of Manado, the Brothers Don Bosco Foundation of Manado and the Yosep Yeemye Foundation of North Sulawesi)".

The purpose of this study is to obtain data from interpretation and reflection to build a constructive collaboration process about:

1. The formulation of policies for the implementation of catholic education at the Catholic Education Foundation of the Catholic Diocese of Manado, the Brothers Don Bosco Foundation of Manado, and the Yosep Yeemye Foundation of North Sulawesi.

2. Coordination of policies for the implementation of Catholic education, at the Catholic Education Foundation of the Diocese of Manado, the Brothers Don Bosco Foundation, Manado, and the Yosep Yeemye Foundation, North Sulawesi
3. External and internal constraints in coordinating the implementation of policies for the implementation of Catholic education at the Catholic Education Foundation Manado Diocese, Brothers Don Bosco Foundation Manado, and Yosep Yeemye Foundation, North Sulawesi.
4. Solutions to overcome external and internal constraints in coordinating the implementation of policies for the implementation of Catholic education at the Catholic Education Foundation of the Catholic Diocese of Manado, the Brothers Don Bosco Foundation in Manado, and the Yosep Yeemye Foundation in North Sulawesi.
5. The results of the coordination of the implementation of policies for the implementation of Catholic education at the Catholic Education Foundation of the Catholic Diocese of Manado, the Brothers Don Bosco Foundation of Manado, and the Yosep Yeemye Foundation of North Sulawesi.

## 2. Literature review

### 2.1. Basic Concepts of Coordination

Coordination is the process of setting, integrating or integrating common interests to achieve common goals efficiently and effectively. Simply put, the notion of coordination is an act of arranging very complex elements so that everything can be integrated and can work together effectively and harmoniously. Whereas in management science, the notion of coordination is a variety of activities carried out with the aim of integrating the goals and work plans that have been previously defined in all elements. According to Terry in Sukarna (2011: 3), "Coordination is an orderly synchronization in an effort to provide the right amount, time directing the implementation which results in harmonious and integrated actions for other purposes." Coordination is a synchronous and regular effort to provide the right amount and time in directing the implementation to produce a uniform and harmonious action on a predetermined target. Still according to G.R Terry (2014: 114): The definition of coordination is a regular and synchronous effort in providing the appropriate amount and time and direction of activities in order to create a harmonious and harmonious action about the goals that have been set. According to Ndraha (2011: 11), coordination is a joint agreement process that binds various different activities or elements in such a way that on the one hand all activities or elements are directed at achieving a predetermined goal and on the other hand the success of one does not undermine the success of others. Hasibuan (2011), coordination is the activity of directing, integrating and coordinating elements of management and the work of subordinates in achieving organizational goals. Prodjowijono (2012: 94), "Coordination is a complicated activity, let alone its implementation in the field." Stoner (in Sugandha, 2011: 212), coordination is the process of unifying the goals and activities of separate units (in Sugandha, 2011: 212). part or functional area) of an organization to achieve organizational goals efficiently. Richard L. Daft (2011: 30) Coordination refers to the quality of collaboration between departments. The same thing was conveyed by E.F.L Brech in Hasibuan (2014:85), Coordination is balancing and moving the team by providing a suitable location for work activities for each and ensuring that these activities are carried out in proper harmony among the members themselves. Then Handoko, (2016: 193), Coordination is the process of integrating the goals of activities in separate units (departments or functional areas) of an organization to achieve organizational goals efficiently. Based on the opinions of the experts mentioned above, a common thread can be drawn that what is meant by coordination is the process of regulating, integrating or integrating common interests to achieve common goals efficiently and effectively. Coordination is an arrangement / arrangement of various elements into an integrated and harmonious operation. The success of coordination will create harmony and alignment of all activities to achieve the expected goals, so that the burden of each part becomes harmonious, harmonious and balanced.

The purpose of coordination according to Taliziduhu Ndraha in his book, *Kybernology* (2011:22):

1. Creating and maintaining the highest possible organizational effectiveness through synchronization, harmonization, togetherness, and continuity, among various dependents of an organization. The first objective is to create and maintain the value of organizational effectiveness as well as possible by aligning various dependent activities within an organization.
2. Prevent conflict and create the highest efficiency for each different interdependent activities through agreements that bind all parties concerned. The second objective is to prevent conflicts and also to produce the best possible efficiency in various types of interdependent activities with a binding agreement between all interested parties.
3. Creating and maintaining a mutually responsive-anticipatory climate and attitude among different interdependent and independent work units, so that the success of one work unit is not damaged by the success of other work units, through effective information and communication networks.

According to Kencana (2011: 35), the forms of coordination are: Vertical coordination and horizontal coordination Vertical coordination are unification activities, direction carried out by superiors on the activities of units, work units that are under their authority and responsibility. Strictly speaking, superiors coordinate all

apparatus under their direct responsibility. This vertical coordination is relatively easy to do, because superiors can give sanctions to officials who are difficult to regulate. Horizontal coordination is to coordinate actions or unification activities, directives carried out on unification activities, and directives carried out on activities within the same organizational level.

Handayani (2011:137) there are 2 types of coordination, namely vertical coordination and horizontal coordination. Vertical coordination or structural coordination, namely between those who coordinate with those that are structurally coordinated, there is a hierarchical relationship or direction carried out by superiors on the activities of units, work units under their authority and responsibility. This can also be said to be a line of command coordination. Horizontal coordination, namely functional coordination, the position between those who coordinate and those who are coordinated at the echelon level. According to their duties and functions, they are related to each other so that coordination is necessary. Horizontal coordination is divided into 2, namely:

1. Interdisciplinary, Coordination in order to direct, unite actions, realize, create discipline between one unit and another internally and externally in the units with the same task.

2. Inter-Related, coordination between agencies (agencies). Units whose functions are different, but whose agencies are inter-related at the same level as internekstern.

According to Handoko (2017: 194), the activities of organizational units differ in their integration needs. The need for coordination depends on the nature and need for communication in the execution of tasks and the degree of interdependence of the various implementing units. When these tasks require the flow of information between units, a high degree of coordination is best. This high degree of coordination is very beneficial for work that is not routine and unpredictable, environmental factors are always changing and interdependence is high. Coordination is also needed for organizations that set high goals.

## 2.2 Education Policy Concept

Policy (policy) etymologically (origin of the word) is derived from the Greek, namely "Polis" which means city (city). In this case, the policy relates to the idea of organizational regulation and is a formal pattern that is equally accepted by the government/institution so that they try to pursue their goals (Wahab, Solichin Abdul, 2015: 115). Ali Imron, (2012:12) in his book Analysis of Educational Policy explains that education policy is one of the policies. Education policy is closely related to existing policies within the scope of public policy, such as economic, political, foreign, religious and other policies. Consequently, education policy in Indonesia cannot stand alone. When there is a change in public policy, education policy can change. Policies relate to ideas about organizational management (Kiwang et al, 2014:19). Furthermore, policy is a formal activity organized by an institution (government) with a view to achieving the goals that have been set (Ramdhani and Ramdhani, 2017: 32). Policy can also be interpreted as a decision issued by the government for the community and generally accepted (Nasarudin, 2016: 139-154).

Mustopadidjaja (2003: 30), what is meant by policy is the decision of an organization that is intended to be able to overcome certain problems, namely as a decision or to achieve certain goals, contains provisions that can be used as behavioral guidelines as follows: must be carried out either by the target group or (unit) of a policy implementing organization, and the application or implementation of a policy that has been determined either in relation to the implementing organization (unit) or with the intended target group.

Muhlis Madani (2011: 11): explains that policy is a complex phenomenon. The phenomenon consists of a number of decisions made by a number or several individuals. In addition, made also by existing government organizations. According to Anderson quoted by Ali Imron (2012:12) suggests that policy is a series of actions that have a specific purpose that must be followed by the perpetrators to solve a problem. Crinson in Ayuningtyas (2014: 8) states that policy is a concept, not a specific or concrete phenomenon, so its definition will face many obstacles or in other words it is not easy. Furthermore, Crinson also confirmed that policies will be much more useful if they are seen as instructions for action or a series of decisions or decisions that are interconnected with one another. Hasbullah, 2015:37). The word "policy" is a translation of the word "policy" which means taking care of problems or public interests, or also government administration. According to Fredrich in Agustino (2017:166) policy is a series of actions or activities proposed by a person, group, or government in a certain environment where there are obstacles (difficulties) and possibilities (opportunities) where the policy is. According to (Noeng Muhadjir, 1993:15), policy is an effort to solve social problems for the benefit of the community on the principles of justice and community welfare. And the chosen policy must meet at least four points, namely; (1) people's standard of living increases, (2) justice occurs: By the law, social justice, and opportunities for individual achievement and creation, (3) active opportunities for community participation (in discussing problems, planning, decisions and implementation) and (4) ensuring sustainable development.

The purpose and function of the policy, among others, is to ensure the interests of the general public as much as possible. Although in the implementation many policies are not appropriate, they are still adjusted to the needs and replaced if they are no longer relevant. Policies are established in accordance with applicable procedures. In addition, policy making and implementation should be driven by a desire to avoid conflict and

conflict. Thus the policy serves to direct the implementer to achieve his goals. Policies that regulate the education system are called education policies. Many educational policies have been issued which aim to facilitate and facilitate education providers and the community to be able to develop innovative education to achieve national education goals (Junaid, 2016; 84-102). If the word policy is associated with the word education, it will become an educational policy. Understanding education policy as quoted by Ali Imron (2012:12) from Carter V. Good that education policy is a consideration based on a value system and several assessments of situational factors. These considerations are used as the basis for operating institutionalized education and are general plans that serve as guidelines for making decisions so that institutional goals can be achieved.

Implementation is an application or also an action that is carried out based on a plan that has been / has been prepared or made carefully and also in detail beforehand. Implementation is an action or also a form of real action in carrying out a plan that has been carefully designed. In other words, this implementation can only be done if there is a plan and it is not just an action. From that explanation, we can see that implementation boils down to the mechanism of a system. The implementation of the implementation must be in accordance with the plans that have been made so that the results achieved are as expected. Planning is also not ordinary planning, but a form of planning that is able to cope with changing needs and demands, which can occur due to changes in the global environment.

### *2.3. Principles of Catholic Education*

Policies that regulate the education system are called education policies. Education policy was born and aims to facilitate and facilitate education providers and the community to be able to develop innovative education to achieve national education goals (Junaid, 2016: 84-102). The achievement of educational goals is related to interrelated factors including educator factors, student factors, educational goals factors, educational tools factors and environmental factors (Dewi, 2016: 58-71). Education policies must be formulated by taking into account the achievement of the objectives and the quality of education. The government as education provider must formulate educational policies that are pro-active and problem solving so that problems related to achieving educational goals can be overcome (Istanti, 2018:). Problems arise because there is a gap between education providers and educational goals (Suyahman, 2016:1047-1054). Catholic Educational Institutions have always strived to combine their educational work with the explicit proclamation of the Gospel, an invaluable resource for proclaiming the Good News to cultures, even in countries, and cities, where situations are hostile, challenges us to be more creative in finding suitable methods (Letter of Exhortation to the Joy of the Gospel of Pope Francis; *Evangeli Gaudium/EG*. 2013:134).

Cooperation, which at the diocesan, national and international levels is becoming more urgent and more effective day by day, is also very necessary in the world of schools. Therefore, efforts should be made as far as possible, so that coordination between Catholic schools is further strengthened, as well as cooperation is developed between Catholic schools and other schools. Cooperation is needed for the welfare of the whole community. Thanks to the closer coordination and cooperation, especially among academic institutions, more abundant results will be produced. So, in every university, the various faculties should help each other, as far as the specificity of each allows it. Universities themselves should have a united purpose and establish cooperation, by jointly holding congresses international affairs, sharing tasks in the field of scientific research, exchanging research results, seeking temporary lecturer exchanges, and supporting other efforts that can enhance cooperation. The Council strongly urges the younger generation to realize the nobility of the task of educating, and to prepare themselves with dignity to accept this task, especially in areas where there is a shortage of teachers, so that youth education is facing a crisis. The Council expresses its profound gratitude to the priests, religious men and women, and the laity, who with evangelical dedication devote themselves to the great work of education and schooling of various kinds and at various levels. The council invites them, in order to persist with greatness of soul in the tasks they carry out, moreover, in order to instill the spirit of Christ in the hearts of the students, in the skill of education, and in the pursuit of the sciences they strive to excel in such a way that they do not merely support the internal renewal of the Church, but rather to maintain and increase the Church's generous presence, especially in today's scientific world.

The Vatican, through the Congregation for Catholic Education, issued a document entitled *The Catholic School*, which lays out the broad outlines relating to Catholic education. Fundamentally, the Catholic character of a Catholic school appears in the Christian concept of a Christ-centered life. (Sacred Congregation for Catholic Education, *The Catholic School*, 1977:10). The point is, Christ is the foundation of educational activities in Catholic schools, and Christ gives new meaning to life and helps all parties involved in teaching and learning activities to direct themselves to Christ, according to the teachings of the Gospel. Catholic schools have a duty to complete the Christian formation of their students. This task becomes important nowadays, because the task of forming children can no longer be adequately assigned by the family and society. (cf. *The Catholic School*, 12). Thus, the distinctive features of the Catholic school, as mentioned by the Tahta Holy (cf. Archbishop J. Michael Miller CSB, *The Holy See's Teaching on Catholic Schools*, 1977), is a school that: 1. Inspired by a supernatural

vision, (2). Founded on the basis of Christian anthropology (3). Lived by the unity of fellowship and community, (4). Infused with Catholic views throughout its curriculum, (5). Supported by the testimony of the gospel. Pope John Paul II in 2004 once stated that it is important that every Catholic institution be truly Catholic, meaning more Catholic in its understanding and more Catholic in its identity. (Pope John Paul II reminded the American Bishops during an *ad limina* visit, in 2004)) So Catholic schools, which have an important task in realizing the Church's mission to introduce Christ to the world and to convey the Light of Christ to all people, also need to become more aware and understand his identity.

### 3. Research Method

Research method is a method or strategy to obtain data and facts which are then processed for research purposes. According to Sugiyono (2012: 2) the research method is basically a scientific way to obtain data with certain goals and uses. Sedarmayanti (2011: 200) says that: "Qualitative research is descriptive, tends to use analysis with an inductive approach, process and meaning (subject perspective) are more highlighted. The characteristics of qualitative research characterize the nature and form of the report, because it is arranged in the form of a narrative that is creative and in-depth, showing naturalistic characteristics full of authentic values. And Sugiyono (2012: 8) says that: "Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (Natural Setting); also called the ethnographic method, because at first this method was more widely used for research in the field of cultural anthropology; referred to as a qualitative method because the data collected and the analysis are more qualitative in nature." In addition, researchers can also conduct their own observations, interviews, and reveal the data obtained in depth. Thus, in this study, the researcher uses a qualitative approach because it is based on the reality and events that take place in the field, namely the coordination of policies for the implementation of Catholic education in North Sulawesi, through a multi-site study, in line with what is said (Lexy: 2012; 6) that qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, etc., as also said by Wina Sanjaya (2013; 47) that qualitative descriptive research is a research method that aims to describe in full and in depth about social reality and various phenomena that occur in society that are the subject of research so that the characteristics, characters, characteristics and models of these phenomena are described.

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In this study, the location is a foundation that provides Catholic education in North Sulawesi, which is domiciled in Manado. with the Foundation's research site Manado Diocese Catholic Education, Don Bosco Foundation for Manado Representative and Yeemye Foundation for North Sulawesi Representative. The researcher chooses the research location in an institution / Foundation Unit that has clear boundaries with the aim of not causing confusion and ambiguity of place. In that consideration, the determination of the research location is in the city of Manado - North Sulawesi. The research site, namely Tiga Foundation, is a place where researchers can obtain the necessary data. The location and site of this research will be able to assist the author in obtaining the desired research results and data.

Based on this explanation, the data sources used by researchers in this study are divided into two, namely: Primary data, namely data obtained directly from the source. In this study, primary data were obtained by direct interviews with the board of directors and staff of the foundation set in the three foundation sites; while the second is secondary data which is complementary data to primary data, namely documents, records, archives, photographs, which are related to this research. The data used to formulate this research are the researchers themselves and key informants. The role of key people in research is the main thing, because the information they provide is the main capital for researchers to obtain research data and materials. The key informants as the source of the data are the Chairman of the Foundation 3 people Administrative personnel 2 people in each foundation, = 6 principals 3 people in each foundation = 9 people. Teachers : 2 people in each foundation = 6 people. Observer of foundation schools 1 person in each foundation = 3 people So the total number of informants is 27 people. Suwarma (2015: 255) says that data collection can be done in various settings, sources, and in various ways. The following are data collection techniques carried out by researchers, namely: observation, interviews and documentation. Site selection should be based on considerations of attractiveness, uniqueness, and suitability for the chosen topic. By choosing this location, researchers are expected to find things that are meaningful and new (Suwarma Al Muchtar, 2015: 243). The data obtained were analyzed using the

activity flow according to Miles, Huberman, and Saldana (2014:12-14), including: data reduction, data presentation, and drawing conclusions.

1. Data condensation: Data condensation refers to the process of selecting a focus, simplifying and transforming data that emerges from field notes, interviews, and other empirical documents.
2. Data presentation .Is a form that is made to make it easier for researchers to see the overall picture or certain parts of the research, by looking at the presentation, they can understand what happened and what to do based on the understanding gained from the presentation.
3. Drawing Conclusions and Verification. Verification is the verification of data in qualitative research that is carried out since the beginning of entering the field and during the data collection process. The researcher tries to analyze the data that has been collected, by looking for patterns, themes, similar relationships, things that often arise, hypotheses and as outlined in temporary conclusions. Data analysis techniques used in qualitative research include interview transcripts, data reduction, analysis, data interpretation and triangulation. From the results of data analysis, conclusions can then be drawn.

#### 4. Result and Discussion

This research was conducted at the Catholic Education Foundation of the Diocese of Manado. The Manado Diocese Catholic Education Foundation (YPKKM) was established with the Deed of Establishment of Service No. 21, dated April 19, 1952, and recorded in the Supplement to the State Gazette of the Ministry of Law and Human Rights of the Republic of Indonesia, dated May 9, 2008 Number 38. YPKKM's mission is to provide an integral Catholic education and excel in harmonious integration between faith – culture – life, building a whole person like Christ, faithful, superior, wise and Pancasilaist. The number of schools under the auspices of YPKKM can be seen in table 1 below.

Table 1. Data of teachers and students under of the Catholic Education Foundation in North Sulawesi

No	School	Total students	government employees	foundation employee	Number of school
1	Catolik Preschool				5
2	Catolik Kindergarden	2.325	84	140	83
3	Catolik Primary school	16.140	654	519	127
4	Catolik Junior High School	5.992	258	260	40
5	Catolik Senior High School	3.067	131	250	153
	Total	27.524	1.127	1.169	273

The results of the research findings are related to the implementation of policy coordination for the implementation of Catholic education at each site which is limited to four [4] main aspects, namely: (1) aspects of policy coordination and coordination of policy implementation of Catholic education implementation, (2). aspects of external and internal constraints in coordinating the implementation of policies for the implementation of catholic education (3). aspects of solutions carried out to overcome external and internal constraints in coordinating the implementation of policies for the implementation of catholic and fourth education (4). aspects of the results of the coordination of the implementation of catholic education policies.

##### 4.1 Research Finding

4.1.1 Policy coordination and coordination of policy implementation for Catholic education in North Sulawesi is supported by adequate regulations complete.

It can be mentioned here: Gospel of Matthew 28:16-20, command to preach the gospel, as disciples of Jesus. The Gospel of Christ and the Person of Christ, is the source of inspiration and guidance for Catholic schools in every aspect: educational philosophy, curriculum, community life, teacher selection and even the physical environment of the school. So that in everything in the school can point anyone to Christ. It is the task of Catholic education to convey Christ to every student, and to mold them to become more and more Christlike. (Letter of Exhortation to the Joy of the Gospel of Pope Francis, *Evangelii Gaudium*/EG.2013:134).

Instructions for the Council and the Magisterium, as guidelines for the organization and operation of the universal Catholic Education Organization, Document of the Conference of Bishops of the Indonesian Church, regarding the implementation of the organization and operationalization of Catholic education both at the national level and at the diocesan level (local church) (KWI, Pastoral Note 2008) Policy coordination and implementation of policies for the implementation of Catholic education in North Sulawesi, running in accordance with the regulatory guidelines of the three site foundations: the Catholic Education Foundation of the Diocese of Manado, the Don Bosco Foundation for the Manado Representative and the Yosep Yeemye Foundation for the North Sulawesi Representative, always strive to implement policies and implement education policies. The Catholic Church is in line with the existing regulatory mechanisms, namely the Instruction of the Magisterium, the Education Commission of the Indonesian Bishops' Conference, MNPk, MPK - Diocese and Congregations, and its implementation in existing Catholic educational institutions/foundations and Catholic

schools.

Coordination through various forms of communication such as: Instructions, Statutes-AD/ART, organizing the governance of foundation organs, socializing strategic plans, meetings, and MKKSK meetings in stages at each school level, even up to the KKG - MGMP activities Catholic Religious Education. And at the same time, coordination of policies and their implementation, by paying attention to and adjusting things that are in harmony with the national and government virtues (regional autonomy) regarding the implementation of Catholic education that are relevant to national policies or government policies. The three foundations providing Catholic education each with their own vision and mission, AD-ART, statutes, strategic plans, work programs and spirituality, always strives for the implementation of the Catholic education policy, is understood and implemented according to existing regulations and is directed at the proper end goal: to build Christian human beings who believe, as disciples of Jesus, who experience the kingdom of God; knowledgeable, have noble character, and become an Indonesian human who has a nationalist character, with a student profile or Pancasila students, in his environment.

Concretely, policy coordination and coordination of implementation of Catholic education policies are carried out through workshops, seminars, socialization, meetings or meetings both vertically and horizontally at the KWI-MNPK, Regional MPK, Diocesan MPK, service to foundation organs, strategic plans, governance and program activities of foundations/institutions and schools, leadership of school units/institutions, MKKSK, (collaboration of Catholic school principals), KKG and MGMP, thematic meetings of UUB PAK, internal and external cooperation, coordination and consultation with the National Education Office and the Ministry of Religion, coordination and consultation with Local Government, and not to be forgotten, discussions with the local community around Catholic education observers. All of them are important elements in efforts to coordinate policies for the implementation of Catholic education in North Sulawesi.

#### 4.1.2. Internal-external constraints found in the implementation of policy coordination for Catholic education.

There is no common understanding of the vision and mission of Catholic education, lack of understanding from school stakeholders regarding the nature of Catholic education, the managerial functions of foundations in each school unit have not been understood by stakeholders and school units, lack of coordination between the central foundation and the coordinator representatives, routine school management, standards, as they are, the absence of an information center for professional capacity development and spiritual development of educators, weak educational management competencies of foundation organs in the field of education, weak technical, educational and financial management competencies for school administrators at foundation representatives, still weak management information system facilities, weak internal and external cooperation, dependence of schools on national education provisions so that they only follow existing provisions without being able to develop themselves even to adhere to spirituality. the ities and regulations of the church. and lack of understanding of the philosophy of education, weak pastoral care, politicization of education and political education policies both centrally and by regional autonomy.

#### 4.1.3. Solutions by seeking and empowering existing strengths.

The implementation of Catholic education has been historically tested both before the independence of Indonesia and after, the nature of Catholic education has been conceptualized in the official documents of the Catholic Church and has become the guideline for Catholic education, Catholic education, based on the principles of spirituality, and the spirit of the founding foundation, support for the people in school construction, availability of buildings head office with adequate infrastructure facilities, a very wide network of cooperation, both regionally at the diocesan and provincial levels, namely MPK (Catholic Education Council), BMPS (Musyawarah Council Private Universities) as well as nationally in MNPK (National Council for Catholic Education) and BMPS at the national level, educational professionals although still limited, public trust for Catholic schools is still high, the number of alumni is very large, support from the government both central and regional. Both from the Ministry of Education and Culture and other ministries. Both the Provincial Government, as well as the Regency and City. This assistance is provided in various forms, including in the form of ASN teachers who are seconded in schools. Generally, every school has an ASN. Next is financial assistance in the form of providing BOS funds (School Operational Assistance), incentives for teacher certification, freelance daily workers (THL). The government also provides various training opportunities and capacity building for principals, teachers and employees. For students, assistance is provided in the form of the Smart Indonesia Program (PIP), and various other scholarships. There is also DAK (Special Allocation Fund) assistance in the form of facilities and infrastructure, both buildings, classrooms, laboratories and libraries, along with their contents, namely office equipment, library books, computers, furniture and so on. The Ministry of Education and Culture has made 8 National Education Standards which serve as a reference for the quality of education services in schools. There is a national curriculum which is the standard curriculum used in schools. This curriculum is always adjusted according to the progress of the times and the needs of students as well as the local situation (contextual).

#### 4.1.4. Coordination results.

The results of coordination are carried out starting at the foundation office and all existing staff, proceeding also to existing school units, both through formal learning channels, extracurricular development, even now through the independent learning curriculum, students go through schools, facilitated and guided by teachers, so that they have more character; knowledgeable, faithful and brothers with anyone, able to adapt to their environment, build their future and their society humanely. Coordination is held/between institutions/foundations and the Sisters always establish coordination and communication to work together to seek Catholic education that carries the mission of the institution but especially the mission of the Church". All are interrelated but as an entity still have independence for development. Each foundation grows in accordance with the spirituality or vision and mission carried out and strongly supports Catholic education as a whole which has been contained in the Catholic Church documents, especially the declaration on education, *Gravissimum Educationis* (Document of the Second Vatican Council, 1993), and of course the Bible as a source of faith. Christian. Coordination has been carried out formally; both regarding mental strengthening and extra-curricular activities, and through an independent learning curriculum, schools and students are facilitated to develop more character; Faithful, knowledgeable, brotherly and human.

#### 4.2. *Similarities, Differences, Strengths in Weaknesses in Catholic Education implementation policies.*

In the following, identification and classification of research findings are made to find out the similarities, differences, strengths and weaknesses of each site in the implementation of Catholic education policies with an analytical approach in one site and across sites.

##### 4.2.1 Equality on site and cross-site coordination of policy for Catholic Education implementation

The three foundations have collaborated with other agencies, for example with ecclesiastical institutions, such as MNPk), dioceses, related government agencies, and between foundations, in an effort to improve the quality of human resources, especially education personnel and teacher quality. The three foundations in an effort to improve human resources, each Foundation Chair requires educators and education staff to attend workshops and training activities. The three foundations organize capacity building for educators and teacher education staff, by organizing workshops, managerial training on various regulations for the implementation of catholic education, to open the subject's understanding of the nature and principles of catholic education. The three foundations in workshops and training on administrative governance management, under the assistance and guidance of the Jakarta MNPk, or MPk Diocese, even by Foundation figures, have deepened various sources of regulations for the implementation of Catholic education. The three foundations always strive to provide facilities and infrastructure that support the policy coordination process and implementation of Catholic education policies. The three foundations always seek adequate funds and financing for the policy coordination process and implementation of policies for the implementation of Catholic education.

##### 4.2.2 Differences in site and cross-site coordination of policies for the delivery of Catholic Education :

The three foundations carry out coordination of policies for the implementation of Catholic education, always starting from the spirit or spirituality of the founders of the foundation or tarekat, which was then collaborated with the Christian spirit of Catholic education The three foundations each have AD-ART and/or Statutes, and Strategic Plans, and work programs of their respective activities, in the process of implementing catholic education policies.

##### 4.2.3. Excellence in Site and Cross Site policy coordination of Catholic Education implementation.

The three foundations have their respective superior schools or study classes in the implementation of Catholic education. Each of the three foundations has a fairly high level of student interest, even in the acceptance of students doing very strict selection activities. The three foundations as education providers are well recognized and known by the public in North Sulawesi. The three foundations in implementing policies for Catholic education have a good level of discipline and are inspired by their respective visions and missions and spirituality. The three foundations have human resources for educators and education staff who on average have S1 qualifications and some even have master's degrees.

##### 4.2.4 Weaknesses in Site and Cross-Site coordination of policies for the implementation of Catholic Education.

The three foundations do not have a strong external control subject or institution, as a mandatory source in coordinating policies for the implementation of Catholic education. The three foundations do not yet have a staff administration system that is transparent and accountable in the implementation of Catholic education policies. The three foundations do not yet have complete facilities and infrastructure, both learning facilities and laboratory equipment, which still need to be addressed and equipped. The three foundations are still very dependent on student tuition funds, and do not have/do not have other sources of funding, to support the implementation of Catholic education, which is pro-poor and marginalized.

## 5. Conclusion

Based on the description of the research findings that have described the policy for the implementation of

Catholic education in North Sulawesi, in the three foundations, the role of the leaders of the foundations and the heads of the Catholic schools in the foundations is very much determined. By. That's why this research looks at various similarities, differences, advantages and disadvantages found in each site, both from the aspect of communication between the actors in the setting, implementing the task in directing and integrating the goals to be achieved.

The following is a description of some conclusions in accordance with the formulation of the problem:

1. Policy coordination and coordination of the implementation of Catholic education at the three sites, very much depends on the communication and implementation of the top leaders of the foundation concerned.
2. The finding of internal and external obstacles is a challenge for the task executors at the three sites in directing the proper implementation of Catholic education.
3. Solutions to overcome obstacles in the implementation of Catholic education at each site should refer to the policy regulations that have been agreed upon through a "momerandum of understanding", as a common guideline in the governance of Catholic schooling foundations.
4. The results of the coordination of the implementation of the Catholic education policy are that the three Foundations are increasingly able and willing to integrate the goals, visions and missions of the Catholic education organization to be achieved.

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