

Research Article

Assessment of the Acceptability of the Public and Teachers Towards the Free Education Policy

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Abstract

This study aims to determine the public acceptance of implementing the free education policy in Makassar, in this case, the parents, teachers, and principals. This qualitative research uses a descriptive approach supported by research data. Data collection is done through; observation, questionnaire, interview, and documentation. Data sources were obtained from parents of students, school teachers, elementary school principals, and the education and culture office of the city of Makassar; then, for the depth of the results of this study selected key informants who received free education funds, respectively; three parents, three teachers and three principals from different schools, different places and times. Likewise, data and information were obtained from key informants at schools that did not receive free funds from students' parents and teachers. The aim is to obtain comparative data and data triangulation to obtain in-depth research findings. At the same time, the data analysis used is qualitative exploration. The results of the study show that the people of Makassar city, in this case, the parents of students, already know about the implementation of the free education policy in schools or are categorized as good, even though they do not know everything about everything free in schools, regarding the implementation of the free education policy in elementary schools within the city area.

Keywords: education policy; free education; educational institutions; learning activities.

1. INTRODUCTION

Education is all learning experiences in all environments, and throughout life, education is all life situations that affect individual growth (Blossfeld & Von Maurice, 2019). In another narrower sense, education is school, and education is teaching held in schools as formal educational institutions. Education is all the influence the school exerts on children and youth entrusted to them so that they have perfect abilities and full awareness of their social relationships and tasks (Association, 2003; Ginsburg & Health, 2007). The target of education is humans; education intends to help students to develop their human potential. Human potential is the seed of the possibility of becoming fully human. The responsibility for administering education is a shared responsibility between the government and society. The state has the right and obligation to organize education and teaching for its citizens following the principles and objectives of the state itself (Adler, 1998; Aronowitz & Giroux, 2003; Rachmaniar et al., 2021; Suarlin et al., 2021). The state must provide opportunities so that all its citizens have sufficient knowledge, have an adequate level of physical and spiritual development, which is necessary for the general welfare (O'Connell et al., 2009; World Health Organization, 2001).



According to (McClelland, 1987), the modernization of a country can be measured by the number of citizens who need achievement; the country will certainly experience a drastic increase in the economy. Conversely, the country will certainly experience an economic downturn if few people have the drive to achieve. Education is a way to achieve everything. Education and poverty are two central issues that receive attention from various groups. This issue arises along with the many problems in the field of education. One of the problems in the education sector is that there are several dropouts, repeat students, and residents who have never attended school (Feiyue, 2022; Lamada et al., 2022; Suarlin & Ali, 2020). The main cause of the dropout rate is none other than the poverty factor, as reported by SMERU that more than 70% of child workers and non-working children who dropped out of school stated that variables related to poverty were, among others, due to cost reasons and to help the incompetence of parents, this is the main reason they do not go to school and or leave school (Suryahadi & Sambodho, 2013). Another report from BPS, BAPPENAS, and UNDP in 2004 states that children do not go to school because the main reason is there is no money, and parents prefer not to send their children to school because of the inability to pay incidental costs, uniform fees, and book fees.

So important is the improvement of human civilization in various sectors, including in the field of education, so that the efforts of countries in that direction never stop and continue to innovate, even in the decade 2000 to 2015, the forum of world countries declared the "Millennium Declaration" which is more popular with the Millennium Development Goals (MDGs). The Millennium Development Goals (MDGs) are currently one of the world's issues in the form of eight main goals of joint homework for all countries and the world community, including Indonesia, which must be realized according to an agreed time target (UNICEF, 2003).

The implementation of free education in developed countries has been widely implemented as well as in the Super Power country of the United States. The United States is the third largest population in the world, numbering approximately 275 million and consisting of 50 states. Its area is approximately 9.5 million square km. The American nation consists of immigrant nations from different regions of the world, especially from the European region as its dominant part. Old immigrants come from Northern and Western Europe, such as England, Scotland, France, the Netherlands, Germany, and so on, followed by the immigration of young ones from Southern and Eastern Europe, such as Italy, Russia, Poland, Austria, and Hungary. Each nation brought its own beliefs, customs, language, and cultural aspects to America so that America became a melting pot for all kinds of indigenous cultures and migrants from the black continent of Africa. That is what shapes American culture today.

Since the lion's share of Americans come from European immigrants, the educational tradition that developed in America was certainly the educational tradition of the immigrated European nations. Where Germans immigrated, his schools were supervised by church people at church meetings. In the New Netherlands area, surveillance is carried out by church officials and, in some places, by certain groups of people. The supervision of schools conducted by private individuals through meetings of people and church officials that the immigrants continued to maintain was the reason that the local community eventually assumed responsibility for the schools.

China carried out educational reforms that successfully formed a modern character. His policy on education reform was inspired by knowledge about the dangers of an education system that overemphasized memorization, drilling, rigid teaching methods, and an education system that was only oriented towards passing exams (Li & Baldauf, 2011). He was also inspired by Howard Gardner's thoughts on multiple intelligences and was enthusiastic about implementing them in the education system in China. Education in China is free for the first 9 years, although students still have to spend money to buy textbooks. After the Junior level, parents must self-finance their children's education. This leaves many rural children or children unable to attend school. After 1995 and 1997, children in China studied five times and half a day per week. The academic year is divided into 2 semesters, consisting of 9.5 months starting on September 1 and March, with summer holidays and the months of July and August and winter holidays in January and February. All students of schools of various levels live in dormitories (VanderVen, 2012).

The free education policy raises the pros and cons of various circles because the word free gives the impression of "cheap" and "not qualified." The public considers that the free education policy hints that children who attend a school or while studying at school are no longer subject to various levies. This is because they do not know the components that are free by the local government and at what levels. Similarly, schools' budget and reporting system is considered too

bureaucratic; for example, the exam is time to be carried out, but the budget has not been disbursed. The concept of Free regulation in the Local Regulations is also unclear to schools about financing infrastructure and human resources in schools. In addition to the free items in the Regional Regulation, it still refers to school operational assistance (BOS) financing and other technical matters that are also unclear, making the school confused.

The above issues became the homework of the Makassar city government. They answered these problems in the form of proving policies from several circles, including education experts, namely whether free education can be well received as a whole in the general public and school community, what the level of student participation with this policy, what kind of financing and many things that are the subject of questions for the community against this policy, it is very interesting to be able to study it scientifically. This study aims to measure the acceptability or acceptability of the Free Education policy in the community (parents) of students, teachers, and principals in Makassar City.

2. METHODOLOGY

2.1. Research Approach

This type of research is qualitative but still supported by data and quantitative studies. The quantitative approach is used in assessing and finding the level of acceptability of the community and teachers to the Free education policy in Makassar City; with these findings, the qualitative approach has a role in supporting and explaining the existing findings. Likewise, the Qualitative approach is expected to parse the findings of the free education policy strategy in the city of Makassar.

2.2. Research Location

The location of this study is generally in the Makassar city area and, more specifically, in several elementary school locations that can provide data and information that supports this research, such as at the Makassar City Government office, several sub-districts as a community base and several elementary schools in Makassar city as a source of data and information about the Free Education policy strategy and the level of acceptability of Free Education policy in Makassar city. The location of Makassar as a research area is based on the thought and fact that in south Sulawesi, the city of Makassar is a barometer of management and development of progress in various sectors, including the education sector.

2.3. Data Sources and Research Objects

The data sources in this study are divided into the following:

- a. Primary Data: obtained from in-depth interviews with selected informants from parents of students/teachers and principals within the city of Makassar; this process is carried out repeatedly at different times and places. Other primary data were obtained from the questionnaires circulated to parents of selected teachers and principals of primary schools.
- b. Secondary Data: obtained from the results of written documents contained in the government of South Sulawesi Province, Makassar city, the Ministry of National Education as well as several observations that support this study.

The objects in this study are grouped as follows:

- a. Makassar city government.
- b. Office of the Ministry of National Education in Makassar.
- c. Parents of students/public in 5 sub-districts in Makassar City.
- d. Primary School teachers in Makassar City, taken in 5 areas for several schools.
- e. Principal of Primary School in Makassar City, which was taken in 5 areas for several schools.

2.4. Data Collection

In this study, the data collection techniques carried out were:

- a. Observation: Preliminary observation of conditions in the field and several consultation processes with several parties and practitioners, including some parents, teachers, and Education experts. The goal is to get preliminary information and enrich insights in conducting this research.
- b. Documentation: done by collecting important and other supporting documents to be observed and become important inputs in this research.
- c. In-depth interview: As an important input and data reinforcement in supporting accuracy in this study. These interviews were conducted informally before the research was conducted outside the school, and very intense (in-depth) interviews were conducted on various occasions both in and outside the school and the media used. Interviews were also conducted with relevant officials who could explain the free education policy in the city of Makassar.
- d. Questionnaire: conducted to obtain accurate data from parents / the community, teachers, and principals about the free education policy. Technically, this questionnaire is divided into two open and closed questions. Closed questions in 10 and 5 open questions were given to parents, teachers, and principals. Furthermore, 5 open-ended questions in the questionnaire were developed for key informants and conducted in the form of in-depth interviews, repeating at different places and times.
- e. The validity of the data used in this study is external and internal validity, generalization, reliability, and objectivity.

2.5. Data Analysis

The data analysis technique used in this study is to use exploratory (descriptive) analysis. Exploratory Analysis to describe the data of each variable under study. Meanwhile, Factor analysis is used to determine the components that affect the acceptability of free education in communities and schools. For the grouping or categorization of findings in research on the level of acceptance of free education policies in the city of Makassar, measurement indicators are used according to (Arikunto, 2019), as follows:

- 76% - 100% = Good.
- 56% - 75% = Enough.
- 40% - 55% = Less.

3. RESULT AND DISCUSSION

3.1. Distribution of Respondents (Informants)

For the following research data, data on the distribution of questionnaires will be presented in five elementary school areas that receive free education in the city of Makassar: West Makassar, North Makassar, Central Makassar, East Makassar, and South Makassar. The following is a table of the distribution of respondents:

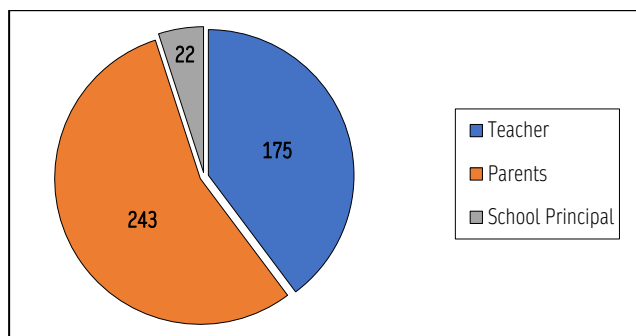


Table 1. Distribution of the Respondents at Elementary Schools in Makassar

From the previous table and chart of the distribution of respondents, it is clear that there were 440 respondents (243 parents or 54.98%, 175 teachers or 39.59%, and 22 principals or 4.98%). Of these parents of more or more than half the respondents, this is very good because those who need and feel this free education are parents always have to prepare

education funds for their children every day, month, and year. Next, we will see in numbers the opinions of parents about free education based on the results of the questionnaire in the form of closed questions.

3.2. Acceptance to Parents of Students

The discussion on the table of acceptance of free education among parents showed that out of 243 parents, 97.90% (good category) of them were aware of the existence of free education in schools run by the Makassar city government. Parents put their children in school because it was as free as 40.30% and put their children in school not because it was free as much as 59.70% about what is free in schools; parents who know 59.70% and those who do not know 39.10%. Parents were happy with 84.40% free education (good category) and 15.60% unhappy students. They stated that 83.00% of free education in schools (good category) and 16.60% of parents considered that 61.30% (good enough category) of free education was in their expectations. 38.30% thought it was not as expected, parents of students in principle 97.90% (good category) agreed that free education was continued, and 73.30% of them stated that free education still had obstacles in its implementation.

Table 1. Acceptance of Free Education to Parents

No.	Questions	Answers (N = 243 Respondents)					
		Yes		No		Not Answers	
		N	%	N	%	N	%
1	Find out about free education	238.00	97.90%	5.00	2.10%	0.00	0.00%
2	Sending children to school because it is free	98.00	40.30%	145.00	59.70%	0.00	0.00%
3	Find out what is free at school	145.00	59.70%	95.00	39.10%	3.00	1.20%
4	Happy in free school	205.00	84.40%	38.00	15.60%	0.00	0.00%
5	Agree to free education in schools	203.00	83.00%	35.00	16.60%	1.00	0.40%
6	There is nothing to pay for at school anymore	99.00	40.70%	143.00	58.80%	1.00	0.40%
7	Receive gifts at school	169.00	69.50%	69.00	28.40%	5.00	2.10%
8	Free education is in line with expectations	149.00	61.30%	93.00	38.30%	1.00	0.40%
9	Agree that free education is continued	238.00	97.90%	5.00	2.10%	0.00	0.00%
10	Barriers to free education	179.00	73.70%	62.00	25.50%	2.00	0.80%

Some important things that need an explanation regarding the acceptability of free education policies among parents, such as some of the findings of the study, are as follows:

- a. Putting their child in school is not because it is free for 145 people (59.70%).
- b. I was displeased with the free education of 38 people (15.60%).
- c. Some still disagree with the free education of 35 people (16.60%).
- d. Free education did not meet the expectations of 93 people (38.30%)
- e. Encountered obstacles with free education in schools of 179 people (73.70%).

The five things described above are in the form of numbers that are not low, indicating low acceptance of free education or complaints from parents. Based on the study's findings, this issue will be elaborated on through interviews with selected key informants conducted repeatedly at different times and places.

Based on the results of interviews conducted with three critical informants of parents about these five things previously, which indicated the level of resistance to the free education policy in schools, in addition to being free, the thing that is no less important for children to enter free schools is increased achievement or smart children, why there is still a feeling of displeasure because it is not clear information about free education. There is still much pay, such as three types of clothes (batik, uniforms, and t-shirts), and they were also asked to purchase books and Student worksheet. There is still free education that does not meet expectations because many items are still paid for even though the local government has declared free education in elementary schools. The number of obstacles because it is not clear, and the amount still being paid must be clearly stated what is accessible; indeed, tuition is not paid, but after starting to learn, some of it must

also be paid. If you can get enough free children economically disadvantaged by their parents, do not the rich also get free. (Interview, "HJR", Elementary School Unggulan Mangkura, Makassar).

Likewise, the explanation of other parents based on the results of the interview, that we put our child in school in addition to being free, we also want our child to be bright; why is there a feeling of displeasure because it is declared free, but we still have something to pay such as book money, clothes and there are donations, so it seems that it does not match the promise or does not meet expectations because it is said to be free. However, there is still pay, and the obstacle is that it is not all free, but as a parent, I feel helped and free education is continued (Interview, "MR" Elementary school Tanjung, Tanjung Bayang, Makassar).

Meanwhile, another parent stated that we are happy to send our child to school for free because we feel helped, unhappy because there is still something to pay even though it is said to be free; we still have to pay for some books, Student worksheet and other donations, if asked if it is as expected, then it is not as expected because we are still paying, and what is our obstacle is because there are still those who are still being paid at school. However, we admit that we were helped a little in terms of costs by no longer paying tuition fees, and last but not least, if we can do all activities in schools so that all free, there is no more payment (Interview, "EM" Elementary school Lariang Bangi, Ujungpandang Baru, Makassar).

Some of the primary things that the parents conveyed were that they, in principle, firstly, already knew there was free education and agreed because financially they were helped, secondly in addition to being free, they also wanted their children to be intelligent/accomplished, thirdly the obstacles or obstacles they found were still some items that they paid for even though it was said that it was free, that is why they want everything free or nothing else they pay for in school. Furthermore, all three agreed that free education would be continued the following year.

3.3. Acceptance to Teachers of Schools

From the table of acceptance of free education among teachers in elementary schools, it shows that out of 175 teachers, there are 157 teachers, or 89.70% (good category), who know about the existence of free education in schools run by the Makassar city government in this case the education office, 2.30% or there are 4 people who do not know and 8.0% who do not give answers. Teachers know what items are free by 145 people or 82.90%, and 12% of teachers do not know exactly. The teachers in the school were happy with the free education of 137 or 78.30% (good category), and the unhappy as many as 10 people were, or 5.70%. 146 teachers agreed with free education, or 83.40% (good category), and 20 teachers, or 11.40%, disapproved. Furthermore, the teachers stated that the usual attitude of receiving free education was 80 people or 45.70%; the teachers stated that the income did not increase with free education, as many as 127 people or 72.60%. There were 88 teachers, or 50.3%, who stated that the financing of free education was as needed, and 79 teachers, or 45.10%, stated that it was appropriate. As many as 127 teachers, or 72.60%, stated that learning activities were smooth with free education, and 32 teachers, or 18.30% stated that they were not smooth. Teachers expressed complaints about the existence of free education as many as 92 people or 52.60% and those who did not complain as many as 77 people or 44.0%. In principle, teachers agreed that free education was continued in schools as many as 153 or 87.40% (good category), and those who expressed disapproval of free education continued as many as 12 people or 6.90%.

Table 2. Acceptance of Free Education to Teachers

No.	Questions	Answers (N = 175 Respondents)					
		Yes		No		Not Answers	
		N	%	N	%	N	%
1	Find out about free education	157.00	89.70%	4.00	2.30%	14.00	8.00%
2	Find out what is free at school	145.00	82.90%	21.00	12.00%	9.00	5.10%
3	Happy with free education in schools	137.00	78.30%	10.00	5.70%	28.00	16.00%
4	Agree with free education	146.00	83.40%	20.00	11.40%	9.00	5.10%
5	The usual attitude toward free education	80.00	45.70%	85.00	48.60%	10.00	5.70%

No.	Questions	Answers (N = 175 Respondents)					
		Yes		No		Not Answers	
		N	%	N	%	N	%
6	Income decreases with free education	39.00	22.30%	127.00	72.60%	9.00	5.10%
7	Education funding follows the needs	79.00	45.10%	88.00	50.30%	8.00	4.60%
8	Learning activities run smoothly with free education	127.00	72.60%	32.00	18.30%	16.00	9.10%
9	Complaints with free education	92.00	52.60%	77.00	44.00%	6.00	3.40%
10	Agree to continue free education in schools	153.00	87.40%	12.00	6.90%	10.00	5.70%

As well as the response of parents to the policy of free education in schools, teachers, it is also revealed in this study several things in the figures that indicate resistance to the policy of free education in elementary schools, as follows:

- a. 20 teachers, or 11.40%, disagreed, while 80 people, or 45.70%, were accustomed to free education.
- b. Teachers consider free education financing unnecessary for as many as 88 people, or 50.30%.
- c. Teachers who complained about free education were 92 people or 52.60%.

The study's findings above show that some teachers in Makassar have not fully accepted the free education policy. To find out what caused the high resistance figures in the three issues mentioned earlier, the results of repeated and in-depth interviews with three selected teachers in the Makassar area were conducted at different times and places.

According to the explanation of one teacher, some friends did not agree with the implementation of free education in schools because there are children of wealthy people who also get free assistance; even though the poor should receive assistance, we usually respond because the disbursement of free education funds is always late, the school program is already running. In contrast, the funds have not been disbursed by the government. Furthermore, it is considered that free education funds do not meet needs because the amount is so minimal that many school programs do not run. The high number of teacher complaints about the provision of free education is due to the unclear timing of the disbursement of funds; the program has been implemented while the funds have not been disbursed or are late, all school programs cannot be funded while schools are prohibited from collecting payments to students (**Interview, "NDR" Elementary School teacher Featured Sudirman, Makassar**).

Meanwhile, the opinion of other teachers stated that the application of free education policies in schools in the form of tuition assistance for students helped parents in terms of financing so that there were no more parents who did not want to send their children to school or students dropped out of school due to the cost factor. There are teacher friends who do not agree or respond indifferently, and this is because the disbursement of funds is often late with a limited amount; another thing is that parents do not care about the needs of the school and consider that all their children's needs have been prepared by the school (participation parents are less towards school). If it is said that free education funding is not following the needs because the amount of free education funds is minimal, many school programs do not run, even if they run, it is too late. Likewise, many teacher complaints were caused by late disbursement of funds, late school programs, and parents' lack of understanding of unrestricted funds, so they thought the school had prepared all their children's needs (**Interview, "HER" Teacher of Elementary School Unggulan Monginsidi, Makassar**).

Opinions from other teachers stated that, in general, with free education, learning went smoothly at school; it is just that we were baffled if there was a program that we wanted to develop at school and required co-funding from parents of students, it was not easy to explain to parents because indeed the parents protested by saying that why are their fees even though they have said it is free. Moreover, that is a problem with the term free because parents want everything for free. So, it is best if this free education program is clarified to the public so that it does not give birth to multiple interpretations and slander; it is essential to correct the term free education. School obstacles are the limited free funds provided by the local government, and the funds are often disbursed late (**Interview, "RST" Teacher of Elementary School Bayang, Makassar**).

In principle, the teachers agree that free education is implemented because parents are assisted in the financing, and it is hoped that no more children will drop out of school because there is no money. Second, the free education funds received at schools are small in number, while schools are not allowed to collect payments to students in any form, and the funds are often disbursed late from the government, so several school programs are also delayed or even do not work. Third, there needs to be an exact schedule for disbursing funds and clarity about allocating free costs. The term free needs to be rethought because it gives birth to multiple interpretations, and even parents of students do not care about school funding (the participation of parents of students decreases).

3.4. Acceptance to Principal of School

Based on the study's findings in the table, it is clear that the acceptance of free education among school principals is getting better than among parents and teachers in schools. The indicator is that they already know 90.90% of free education (good category), including the designation they already know, 86.40%, and the principals agree and are happy with the existence of free education 90.90% each (good category). It must only be admitted that regarding the free education policy in Makassar city, the principal thinks there are still obstacles, especially in terms of financing 68.20%, and the main complaints 36.40%, but in principle, these principals agree that 86.40% of the free education policy is continued in schools.

Table 3. Acceptance of Free Education to Principals

No.	Questions	Answers (N = 175 Respondents)					
		Yes		No		Not Answers	
		N	%	N	%	N	%
1	Do you know anything free at school?	20.00	90.90%	0.00	0.00%	2.00	9.10%
2	Do you know the designation of free education?	19.00	86.40%	1.00	4.50%	2.00	9.10%
3	Are you happy with the free education policy at school?	20.00	90.90%	0.00	0.00%	2.00	9.10%
4	Do you agree with the policy of free education in schools?	20.00	90.90%	0.00	0.00%	2.00	9.10%
5	Are you mediocre about free education at school?	6.00	27.30%	14.00	63.60%	2.00	9.10%
6	Are there financing barriers to free education?	5.00	22.70%	15.00	68.20%	2.00	9.10%
7	Is it not impressive that free education is quite difficult?	4.00	18.20%	15.00	68.20%	3.00	13.60%
8	Have learning activities run smoothly since free education?	19.00	86.40%	1.00	4.50%	2.00	9.10%
9	Are there any complaints about the free education policy?	12.00	54.50%	8.00	36.40%	2.00	9.10%
10	Do you agree that free education in schools will be continued?	19.00	86.40%	0.00	0.00%	3.00	13.60%

Since running a free education program in schools, the obstacles we found are, firstly, the disbursement of funds is not timely. Secondly, schools cannot charge fees to students or parents; thirdly, school programs cannot be too developed. Because school is not optimal, and the fourth parent is less concerned with the needs of the school program. So that the financing of the free education policy in schools is not following the needs of schools, teachers, parents, and students, schools that want to develop themselves into national or international schools are incapable. Therefore, it needs to be evaluated, and there is clarity on the free financing posts because each school has a different vision and mission so that schools cannot be confused with others. It must be admitted that this free education policy has parental relief and is helped in financing their children's schools, so for underprivileged students and parents, it is greatly helped so that no more students drop out of school. If asked if I was happy before or after implementing the free education policy in schools, then I say; follow the government program (**Interview, "HSR" Principal, Elementary School Unggulan Mgs, Makassar**).

Meanwhile, one of the principals stated that it must be admitted that this free education is beneficial for parents in reducing the cost of their children's education; the school also no longer finds it challenging to collect school fees as schools used to collect tuition fees and BP3. Our complaints or obstacles are often late funds disbursement while school programs have to be run. Another problem in schools is that students are at will mutation (in and out) of the school because they are no longer burdened with costs, so the school and class administration is somewhat disrupted (**Interview, "SQ" Principal Ujungpandang Baru, Makassar**).

Another opinion is expressed that free education does reduce the cost of underprivileged students in schools; it is just that these free funds are not fully meeting the needs of students and schools because the number is still limited, hindering school programs. Even parents think that with free education, all children's needs are borne by the school, even though the assistance only includes a few items; these are all the obstacles we encounter in schools, including the disbursement of free education funds is always too late. Therefore, it is suggested that the government explain the allocation of free education to the public. Furthermore, the word 'free' is considered inappropriate because it seems as if all the needs of schools are free, and preferably free educational assistance is better intended for students who are less economically disadvantaged (**Interview, "AJH" Principal Inpres Baraya, Makassar**).

The results of interviews conducted with three school principals in the Makassar area showed that they first agreed with the free education policy because it could help reduce the cost of education for economically disadvantaged children. Second, free education funding is minimal, so some school programs are late and not running; besides, the disbursement of free funds from the government to schools is often late while school programs already have to go. Third, it is necessary to disseminate everything related to free education to the public, and the term 'free' needs to be reviewed.

Policy is a principle or way of acting chosen to direct decision-making. According to (Ealau, 1973), a policy is a valid provision characterized by consistent and repetitive behavior, both from those who make it and those who obey it (those who are exposed to that policy). (Titmuss, 1975) defines policy as principles that govern actions directed towards specific goals. Policy, according to Titmuss, is always problem-oriented and action-oriented, thus it can be stated that policy is a provision that contains principles to direct ways of acting that are made in a planned and consistent manner in achieving certain goals.

The discussion of research results is used to present analysis and reviews of research results directed at obtaining conclusions to meet research objectives (Bryman, 2016). The discussion is intended to present a sharper picture of the data's findings so that researchers not only present the data but also provide analysis, interpretation, and meaning to their findings. Thus, the discussion is to explain the meaning of the research data so that the findings can be clearly understood.

The discussion can be carried out with a focus on theoretical aspects and methodological aspects. Theoretically, it is necessary to explain and compare the premises used to build hypotheses with the empirical reality in the field. If the existing theory cannot explain the phenomenon, logic can be used, both deductive and inductive. In the methodological aspect, no perfect research will affect the study results more or less. Researchers need to examine the study's results and whether it is influenced by the contribution of methodological steps that have been carried out.

The discussion must be carried out with an in-depth analysis of the research results (Hennink et al., 2020). Based on the existing data, the researcher interprets the data with the problem to be solved in the study. The discussion also needs to be carried out by comparing the research results obtained with the results of previous studies, references, or existing theories (Krippendorff, 2018). This was done to provide a broader and more profound interpretation of the results. Thus, the research results obtained can be understood in depth so that it is clear that they are between the research results and existing theories.

4. CONCLUSION

Based on the findings of the research and discussion in this study, it can be concluded that the Makassar city community already knows the existence of a free education policy enforced in elementary schools within the Makassar city area is categorized as good. However, not all people know in detail about everything related to the free education policy, including what things are free in schools. The public knows what is accessible in schools, such as not paying the money for registration forms and construction fees. Then public Makassar, in this case, the parents of students agreed and had a good acceptance of the implementation of the free education policy in elementary schools, especially for parents of underprivileged students felt immensely helped, even though it was not as they expected, namely wanting everything to

be free or nothing else they paid for at school. Elementary school teachers within the Makassar City area agree, are happy, and have a good level of acceptance of the implementation of the free education policy in elementary schools within the Makassar city area. However, some primary school teachers consider that the financing of free education is not following the needs of schools and students, and even most of them expressed complaints such as the number of free funds is minimal and always late, so school programs are late and even not implemented.

The teachers agreed that the free education policy was continued, but there needs to be an evaluation so that the target of free funds is right on target for economically disadvantaged students. There are no more dropouts due to cost factors in terms of the number of unrestricted funds that need to be increased, as well as the term 'free' needs to be reviewed because it can give birth to different and erroneous interpretations among parents. The principal of an elementary school in the Makassar area agrees and is happy or a good category with implementing the free education policy in elementary schools. The principals were already aware of the allocation of free education funds in schools. They considered it very helpful for parents who could not afford it so that no more out-of-school children were found because of the cost. Although they agreed that the policy of free education was continued, they stated that there were complaints with the implementation of the free education policy, such as; Free education financing is considered not yet by the needs of schools and students, disbursement of funds that are often late with minimal amounts so that school programs are underdeveloped. According to them, a thorough evaluation needs to be carried out, including the 'free' distillation needs to be reviewed and disseminated to the masses so that they are aware of the free education program.

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