

POLICY IMPLEMENTATION OF THE FIVE-DAY WORK PROGRAM (LKH) CASE STUDY AT SMP NEGERI 1 PAGUYAMAN

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ABSTRACT

The purpose of the research is: 1) To find out and analyze the policy implementation of the five-day work program at SMP Negeri 1 Paguyaman, based on planning, implementation, and evaluation; 2) To find out and analyze the supporting factors; 3) To find out and analyze the inhibiting factors for the implementation of the five-day work program (LHK) at SMP Negeri 1 Paguyaman.

This research used a qualitative approach and two types of research data, namely primary data and secondary data.

The results showed that the supporting factors for the implementation of the Five Working Days Program (LHK) at SMP Negeri 1 Paguyaman were communication, resources (in this case human resources and infrastructure), disposition, and bureaucratic structure. With these supporting factors, this five-day work program (LHK) can be implemented. Although this program has been implemented, there are several deficiencies in each of the supporting factors, so that, it becomes an obstacle in the implementation of the Five-Days Work Program (LHK) at SMP Negeri 1 Paguyaman.

Keyword: implementation, the five-day work program

INTRODUCTION

The Indonesian government has made various efforts to improve the quality of formal education in Indonesia. This must be done, so that, the outcome of education can be globally competitive, therefore, do not leave values and character that have been developed. The Effort to improve human resources range from improving quality for teachers, providing quality school facilities and infrastructure, to changing the curriculum in the implementation of education in schools. Some of the efforts have even become national policies that inevitably, schools are obliged to follow it. Starting from planning, processes, results, and evaluations are the focus of schools to be able to adjust government policies. One of

the policies that are a topic of discussion and interesting to study is the policy on Five Days Schools as stated in the Regulation of the Minister of Education and Culture Number 23 of 2017 concerning School Days.

Seen from the planning in the policy Implementation of the Five-Day Work Program at SMP Negeri 1 Paguyaman, some teachers at SMP Negeri 1 Paguyaman have not been optimal in carrying out their roles to plan to learn and mentoring optimally. The majority of teachers at SMP Negeri 1 Paguyaman have compiled learning tools such as syllabus and lesson plans (RPP) that have been strived to compile and develop according to school needs and student development. However, this has not been

done carefully for character education planning as outlined in these learning tools. In the syllabus and RPP, it has not yet set out the value of a character is to be developed in SMP Negeri 1 Paguyaman students with modifying learning activities of achievement indicators and assessment techniques. Likewise, external monitoring is carried out by the Boalemo District Education Office. However, in this case, the less is the follow-up on the strengths and weaknesses of the existing monitoring and evaluation results that can be used as material for further guidance.

The policy implementation of the five-day work program at SMP Negeri 1 Paguyaman has not been optimal due to communication, resources, the attitude of the implementer, and the bureaucratic structure. Communication has not been developed effectively among implementers. Based on information sourced from the initial interview data with the teacher, it is known that not all teachers understand matters related to the five working day program.

Public Administration

Understanding - understanding of public administration is, as follows: 1) group cooperation within the governmental sphere; 2) includes three branches of government: executive, legislative, and the relationship between them; 3) has an important role in the formulation of government policy, and therefore is part of the political process; 4) is very close relating to various kinds of private groups and individuals in providing services to the public; 5) in several ways different in the placement of the meaning of individual administration [5]. Public administration is also understood as follows: 1) public administration including the implementation of government policies that have been established by political representative bodies; 2) public administration is coordination of

individual and group efforts to implement government policies. This mainly includes the day-to-day work of the government; 3) public administration a process concerned with the implementation of policies.

The government as a direction skill and countless techniques gives direction and purpose to the efforts of several people. Public administration is also understood as the management and organization of people and their equipment to achieve government goals.

Public Policy

Public policy can be defined as a series of conscious, targeted, and measurable activities carried out by the government involving interested parties in certain fields that lead to certain goals [4]. So that for the effectiveness of public policies, socialization activities are needed, implementation and monitoring of policies. It needs to be determined that the nature of public policy needs to be outlined in compelling laws and regulations. Before the public policy is issued and implemented, the policy must be determined and approved by the authorized agency/institution [3].

Public Policy Implementation

The implementation of public policy as one of the activities in the public policy process, often contradicts what is expected, and even makes the policy product a stumbling block for policymakers itself, that is why the implementation of public policy requires a deep understanding of public policy studies. Besides, Arifin expressed Tachjan's opinion that: "The implementation of public policy, besides being understood as one of the activities of public administration as an institution (bureaucracy) in the public policy process, can be understood as one of the fields of public administration study because this, directs us that any policy

product to be implemented must prioritize the understanding of the public policy, both from a political perspective and from an administrative perspective in a balanced manner [6]. This is a fundamental and substantial consideration that every policy from formulation, implementation, to the evaluation stage must be to intersect with differences in interests at the political level, however, it must make us more proactive in realizing policy implementation based on systems, procedures, and mechanisms, as well as capabilities public officials as a form of reliability in the administrative perspective of the policy itself.

Five-Day Work Program

Education policy is a process and results of the formulation of strategic educational steps which are elaborated from the vision, mission of education, to achieve the achievement of educational goals in a society for a certain period [2].

RESEARCH METHOD

The approach used by researchers is to use a qualitative approach [1]. Data Collection uses two types of data, namely primary data and secondary data. Research data collection techniques through observation, interviews, and documentation data analysis techniques used in this study used an interactive model analysis. In this research, the word principals, deputy principals, and teachers in SMP Negeri 1 Paguyaman were involved in this study.

RESEARCH RESULT

The planning of the five working day program (LHK) at SMP Negeri 1 Paguyaman has gone through the planning process, namely; 1) data input; 2) process or analysis; 3) output or product. Input by involving several stakeholders including the headmaster, vice principals, teacher councils, administrative staff, parents of students,

supervisors from the Education Office, school committees, and heads of the Office. The process or analysis takes into account the readiness of the infrastructure and human resources factors as well as the output, namely the five-day work program (LHK) implementation permit from the Education Office of Boalemo Regency.

The implementation of the LHK program at SMP Negeri 1 Paguyaman is not optimal, this activity starts in the 2017-2018 academic year and runs until 2018-2019. However, entering 2019-2020, various internal and external factors caused the SMPN 1 Paguyaman to terminate the LHK program. The results of observations and interviews indicate that several internal factors have caused this program not to run optimally, among others: 1) unpreparedness and the inability of human resources (teachers) to teach and prepare learning tools; 2) delegation of duties and responsibilities by the headmaster to teachers that are not appropriate with the ability of the teacher concerned; 3) insufficient supporting infrastructure for the program, for example, a sports room that is not meet the capacity with the number of students.

While external factors include: 1) student boredom in learning causes students to be absent; 2) Lack of parental support and control over their children's activities during extra school hours; 3) the emergence of a new policy from the local government of Boalemo District which transfers several teachers and headmaster, so that, it interferes with the policy process that has been running previously.

Monitoring and evaluation of the implementation of the LHK program are not running optimally. The causes include; 1) unclear authority between the Education Office and the side of school-related to the responsible for monitoring; 2) monitoring results are not followed up with monitoring results meetings; 3) there

is no clear monitoring implementation schedule which causes teachers to often not attend; 4) Monitoring is often carried out only verbally; 5) Monitoring and evaluation do not involve students' parents so that the problem occurs repeatedly.

The communication aspect is the most important element in running school programs. The human resources owned by SMP Negeri 1 Paguyaman, totaling 25 people with an undergraduate education background, are the elements that are taken into consideration in the implementation of the five-day working program (LHK). The bureaucracy that occurs in the implementation of the five-day work program (LHK) is based on Permendikbud No.23 of 2017. Through the assistance of the vice principal of the curriculum section, the principal provides dispositions to teachers for various extracurricular activities (additional hours) in the form of a decree (SK).

CONCLUSION

1. The implementation of the five-day working program (LHK) is a change in time or lesson hours at school. This change is that learning activities take place from Monday to Friday with 8 hours of learning hours per day and added with additional hours for extracurricular activities and strengthening character through religious activities and prayer in congregation. Students enter from 07.00 and return at 15.30. The implementation of the five-day work program (LHK) at SMP Negeri 1 Paguyaman begins with planning by the headmaster and is supported by all teachers from the results of the teacher meeting. The results of the teacher's meeting are presented at the committee meeting by inviting the parents of students. All parents who attended welcomed the five-day program to be

implemented. Based on the meeting of the teacher and committee, the school sent a letter of recommendation for the implementation of the five-day working school to the Education Office of Boalemo Regency. The implementation of the five-day working program runs according to the schedule compiled by the Vice Principal of the curriculum section. The teachers carry out the assignment according to the agreement in the meeting. Students attend additional hours according to their choice of interests and talents. The response of some parents is very good because, with this five-day work program, children's activities are very controlled. According to information from parents of students after returning to school, they no longer wander at night due to fatigue while at home. When returning home, students choose to rest including less time to play games on their cellphones. This activity always received monitoring from the headmaster and the vice principals, including several times by the development supervisors from the Boalemo District Education Office. The purpose of this monitoring is to check the activeness of students and teachers as student guides and control whether in its implementation some things deviate from the rules or meeting agreements and find problems or obstacles experienced by students and teachers during the implementation of this five-day working program. Monitoring is implemented periodically every week, and evaluation is every month through meetings. The evaluation is done to listen to the results of monitoring what are the obstacles or problems for the teacher while guiding during the additional hour activities. The various findings and results of the evaluation

will be conveyed to students in morning applause. If there are deviations from students, the school is obliged to send a letter to parent's students as a responsibility and establish communication between the school and parents of students. As time passes, it turned out this program had to be stopped through teacher and committee meetings in the even semester of the 2019/2020 academic year. This is because implementation and monitoring as part of the implementation process do not run appropriately the planning. Two things cause LHK implementation to not work, namely the inability of human resources in terms of quality and unavailability of facilities or infrastructure in terms of quantity.

2. Human resources and infrastructure, disposition, and bureaucratic structure are supporting factors as well as inhibiting factors for implementation.

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