

The Implementation of School Policies Learning from Home During Covid 19 Pandemic at Preschool and Primary School in Duri Indonesia

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ABSTRACT

This research investigated the implementations of school policies in providing excellent services to students during the hardship pandemic of Corona Virus at The Islamic Kindergarten and Primary school in Duri Indonesia. This research is a case study that investigated both Preschool and the primary school policy and practice. The data were collected through interviewing school principals, vice principals, students' representatives, and parents who were represented by the school committee. The data was also collected through school policies, learning documents and media. The research data were analysed by using descriptive analysis such as describing and explaining data from the findings of interviews, policy documents, and learning media. The result of the study explained that the implementations of school policies to provide quality services were not optimal in the preschool and primary school, although the programs had been prepared and socialized by the school. In the field study, it was found that teachers at kindergartens conducted learning activities from home. Before working from home, the school principal has informed teachers and trained an online learning system. The teachers were also explaining learning information to parents. However, due to network limitation and distraction, it became obstacles in the implementation of learning. To overcome this problem, the teacher made learning materials manually and distributed them to parents. Thus, the involvement of children in the online learning process was 90%. Although the students' involvement has not been 100% due to several factors such as network disruptions, parents' working activities, lack of android devices, and limited access. It can be concluded that the spread of learning policies during the outbreak has proceeded from the top-down socialization process, from ministry of education municipalities, preschool principals, vice principals and teachers. However, the implementation needs to be improved in terms of services and learning evaluation processes.

Keywords: *School Policies, Covid 19 Pandemic, Online learning, Home Schooling.*

1. INTRODUCTION

Since December 2019 the world has been shaken by an outbreak of the disease of Coronavirus pandemic. The virus originated from Wuhan China. The COVID-19 spread very widely and resulted in a global. The data cases reported in 2020 consists of 2,329,539 which occur in 185 countries. The impact of the virus causes the high number of people died approximately 160,717 and 595,229 people could be

recovered and cured [1]. Then, the virus spread to Indonesia and there were 1528 people suffering the covid pandemic in March 2020. The percentage of people suffering from covid 19 is higher in Indonesia than Wuhan China which is about 8,9 percent cases compared to China 4.8 percent of the fatality cases in [2]. The data from World health organization (2020) stated that the global cases of people suffering covid 19 on 25 May are 5.304.772 and 342 029 deaths. While in Indonesia, there were 22.750 cases and 111

cases in Riau Province [3]. The data showed that Indonesia has a high risk of Covid pandemic and this can affect all living sectors.

One of the major impacts of the Coronavirus pandemic is on Educational policy and practice in some countries which leads to the closure of schools and institutions [4]. Schools in some countries has closed and students learn from home during covid 19 periods [5]. The students learning from home experience during covid-19 school closures policy in Indonesia. *Jurnal Iqra*, 5(2). . Learning from home is conducted in several countries during a pandemic and these activities are supported by the government. International policy also stated the urgent situation and suggested distance learning and this arranged and opened an educational platform that schools and teachers could use to reach students from a distance [6]. Students learn from home the International and national government policies during covid Pandemic to reduce the spread of the pandemic.

In connection with this policy of learning activities in the difficult situation during pandemic, the Ministry of Education and Culture Republic of Indonesia (MoNE) also made policies as a guidance in dealing with the disease at the unit of educational level (MoNE, 2020). Policy proposed how learning activities are organized and manage the facilities of online management systems (LMS). Indonesian ministry of national Culture and education concerned the impacts of covid to the public particularly to students and published Circular policy Number 4, 2020. One of the policies delivered by the Minister of Education is the implementation of online learning programs for students at all levels in Indonesia. Schools, public and private preschools, Primary Schools, Secondary Schools and Universities are closed and learning activities are changed to the term of distance learning. However, the policies produced are as the act to prevent the risk of covid to the citizen and the government make the policies as the quick respond due to the hardship situation.

Conducting distance learning will be a challenge for educators. It will have difficulties in practice as students are not accustomed to learn online. Some research has investigated learning activities during a hardship of covid pandemic. For example, research of Kuhfeld et al. (2020) in American School which was found that covid 19 prevail problems in United States Education [7]. However, it is found none research has investigated the policy practice of online learning in Indonesia during covid 19 outbreak particularly in West Sumatra Indonesia. The important roles of educational policies during covid epidemic, and the emergency situation to consider distant learning, encourage e-learning practice in Indonesia's schools. Therefore, this research aims to find out how the

school policies were implemented to accommodate learning and services during social distancing or outbreak period due to the Pandemic cases of Covid 19 at preschool in Duri city Indonesia.

2. PUBLIC POLICIES

As it has been explained previously in rationale that public and educational policies have been constructed and published to run activities in Indonesian schools and Institutions. Policy and practice is one of the fields of research that can be investigated in educational research. To study the policy, the researcher can see the root of the grow of the policy whether from top –down or bottom up. The policy analysis as an applied social science discipline that uses various methods of multiple studies in the context of political argumentation and debate to create, critically assess, and communicate knowledge relevant to policy [8]. Based on the above opinion, it is known that policy making is political, and policy analysis is used in the policy making process. Policy analysis is one of many other types of policy actors in the policy system.

According to Abidin as cited in Syafarudin states that public policy refers to a government policy that authority can force people to obey it [9]. Public policy as what the government produces can be a general policy, technical policy, and operational policy at the lowest level. If we look at the meaning of public policy, it can be define as set of goals, principles and regulations that guide an organization.

3. EDUCATIONAL POLICIES

Educational policy is the policy that contains systems, and strategies, to organize and conduct teaching and learning processes from early education to higher education. The understanding of education policy is the process and results of the formulation of educational strategic steps outlined in the vision, mission of education, in order to realize the achievement of educational goals in a society for a certain period of time [10]; [11].

Linblom as cited in Syafarudin explained the three approaches and models of educational policy [9]; [12] are namely as follow:

- a. Analytical approach, which is an approach to a policy making process based on decision making about a problem and several alternative policy choices based on the results of the analysis;
- b. Political approach, namely policy makers on the basis of decision making about policy choices with the influence of power, pressure and control of other parties;

- c. Analytical and political approaches, i.e. this approach is used to overcome weaknesses that exist in the analytical and political approaches.

The policy analysis used a descriptive and normative approach. A descriptive approach is intended to present information as it is to decision makers, so that decision makers understand the issues that are being highlighted from a policy issue. While the normative approach is intended to assist decision makers in providing ideas of thought results so that decision makers can solve a policy.

Based on the above opinion it can be concluded that educational policies are made to be a guide in acting, directing activities in education or organizations or schools with the community and government to achieve the stated goals, in other words, the policy is a general line to act for decision making on all educational level or organization. To anticipate learning of the outbreak of Covid 19 Indonesia Ministry of Education ask all schools and Universities to provide distance learning by using online platform of education.

4. EDUCATIONAL POLICY IMPLEMENTATION

After the policies have been formatted and shared to public, the next step to be applied is policy implementation. Eugene Bardach in [13] described the implementation of policies is challenging and it will challenge in practice to achieve the expected goals. This opinion is supported by Mazmanian and Sabatier as cited in Agustino [13] the policy is a rule that can be in the term of law and order. The policy has the aim to achieve the expected goals.

The implementation of public policy traditionally used a top-down model. The policies are launched by central municipalities, district governments, board of education and schools. However, the implementation of policy should move from traditional policy practice top-down to the need from the bottom or the local government or probably the needs of schools and communities. [14] pointed out that traditional top-down should be turned to looking at the local office or school communities site practice. Top-down model in pandemic situations in practice based on the national policy that are implemented to the school for organizing online and learning from home. So, the schools have a freedom to decide the term of practice and services that they can provide to students. Sometimes school staff can be a direct servant to communities and their schools can decide the way and the terms of services that will be conducted.

Meanwhile, according to Meter and Horn in Agustino (2012: 139) policy implementation are actions carried out either by individuals or officials or

groups of government or private that are directed at the achievement of the objectives outlined in the policy decision. Based on the above opinion it can be seen that the implementation of the policy involves the existence of policy objectives, activities to achieve the goals and the results of activities.

Indonesia Education manifests a decentralization model to organize education in Indonesia. The decentralized education system refers to delegation of authority from central government to regional or local governments to make plans and own decisions in solving problems in the field of education in all aspects, starting from financial, human resources and regional policies [15]. Education policy at the regional level cannot be separated from the role of regional heads as actors in decision making and producing policies.

In principle, a policy set by the regional head is always followed up with the implementation of the policy. This opinion is supported by Edwards III which said that without effective implementation decisions by policy makers will not be implemented [16]. Failure in policy occurs because there is no careful planning in implementing the policy. Policies in the curriculum, for example, without proper coordination and planning will not be implemented properly. The actual policy implementation connects the policy objectives with the results of the realization of program implementation activities carried out by the government as a form of policy implementation. Regarding the policy of learning online or learning from home should be well planned and prepared. Therefore, the implementation will be carried out as it has been planned.

To know how far the policy has been implemented, the evaluation should be set up. Grindle as cited in [17] explains that the evaluation of implementation can be done by comparing the final results of the program with regard to the objectives. Van Meter and Horn as cited by Grindle (1980: 6) points out that the implementation of policies enables the linkage of networks between policy objectives and government activities in carrying out programs which involve various stakeholders (policy stakeholders).

In the implementation of educational policy cannot be separated from government and school leader power, as Lindbloom argues [18] that "power and education policies cannot be separated because" the role of the power to shape the outcomes of the policy process". The power of educational policies is inseparable because it shapes the results that will come from the policy process. The success of policy implementation is not only influenced by the power of policy makers, but policy implementing actors also determine the success in the implementation of educational policies. The power of the preschool and

school principal in deciding the initiation act toward the policy influences the practice of school policy. If the principals are powerful and have management skills, then the policies will be distributed and implemented systematically.

Based on the description it can be concluded that implementation is a dynamic process, where the policy implementers conduct an activity or activity, so that at the end the result will be in accordance with the goals or objectives of the policy itself. To implement the policy requires collaboration between policy makers and the policy implementing actors. Indeed, principal, vice principal and staff collaborative efforts are required. After the policy implementation, the evaluation should be conducted to know to what extent the policy practice, whether the policy has been practiced as it is expected or It needs some efforts to socialize and control the process of conduct and policy implementation from the top (policy maker) to the bottom (principal) or community.

Several countries in the world made policies to anticipate the spread of Covid 19 virus by the policy of homeschooling with procurement practices of distance learning. China for example has conducted distance learning using online learning platforms [7]. Distant learning is learning that is done outside of school using online learning facilities such as using e-learning sites, learning with Zoom meetings, Google meet, whats App and so on. Closing of schools are referred to the policy of the president of Republic of Indonesia No. 11 2020 regarding health emergencies due to the coronavirus as well as rule number 12 regarding the determination of the coincidence disaster 19 as a national disaster. Therefore, learning activities at school are facilitated to distance learning using e-learning or mobile learning platforms.

Online learning has been used instead of classroom learning. [19] explains that online learning opportunities increase in today's society. To facilitate online learning, Lewis need librarians to design a variety of online instructions. Teachers are challenged to develop the strategies to teach and learn online successfully during covid disaster. Teachers are required to understand children's learning styles and how they can handle well in the online environment. As the cases in face-to-face classes are, the use of certain teaching styles or series of styles must be expanded to address different learning styles when teaching online. Successful teaching and learning process depends on all participants' attitudes, for instance whether they are needed to succeed in the online environment or not.

5. RESEARCH METHODS

This research is a case study in the Islamic Preschool and Primary School in Duri Indonesia. The data used qualitative data (interview and documents). 'The case study design, using the qualitative tradition of inquiry. A case study design has been described as offering more profound information and different insights into a phenomenon' [20].

The setting of this research was in the Islamic Kindergarten in Duri city in Riau Province Indonesia. Duri is a small city in Riau which has 1912 population of 1912 [21]. The data were collected through semi structured interviews, and documents such as school and educational policies, curriculum, learning documents and manuals.

The purposive sampling is used to collect data for this research. There were nine respondents such as principals, vice curriculum, student representatives, teachers, and students' parents were interviewed to obtain information about the quality of services, constraints and effects of the COVID-19 pandemic on the teaching and learning activities at the Preschool and the Primary School.

The respondents were interviewed until data saturation was reached and no more new information could be obtained. All respondents provided information sheets before the interview. The researcher also collect document such as lesson plan and students work sheet and portfolio.

6. RESULT AND DISCUSSION

6.1 Result

The purpose of this study was to obtain information about the implementation of school policies in providing services during the COVID-19 pandemic towards teaching and learning activities in Islamic Preschool and Primary School in Duri Riau. All participants' responses are original quotes, and they have been described as stated by the respondents.

In response to the Ministry of Education, the preschools and primary schools took steps in school policies in the form of changes to the curriculum, students' and learning programs as a form of services to students in dealing with teaching and learning during Covid 19. Regarding government policies and the emergency situation, schools conducted distance learning using online sites, mobile learning or e-learning. To collect the data, interview has been conducted and the following explanation will describe the respondents' statement about the questions in interview as follow:

6.1.1 *The Pre School and Primary School Principals Perspectives about Educational Policy*

The school utilized all components of education in order to ensure the implementation of learning with a different atmosphere. The design curriculum and learning in accordance with the co-19 disaster emergency conditions through the optimization of the use of technology (class of great students). This step is very important considering that teaching and learning activities will be carried out by teachers and students even though using the remote (online) method. The principals said that along with the teachers, they make detailed and accurate teaching maps about the distribution of material to be carried out / discussed during the Covid-19 pandemic. As well as asking teachers between subjects to be able to collaborate and arrange schedules so that the students' workload is not too high and piled up. In addition, based on the circular of the Head of the district service department, the task was not only an aspect of knowledge, so the principal and vice principals also incorporated aspects of life skills where students feel online learning must be fun and meaningful. The principal encouraged teachers not to complete all the material in the curriculum. The most important thing is that students are still involved in relevant learning such as life skills, health, and empathy. As suggested by the Education Minister, addressing this, the steps taken must certainly coordinate with other management teams about learning changes with an appeal for learning from home online. With this the school forms an e-learning team. This team consists of great teachers who have mastered technology and have a soul of sharing and growing together. Some of the things taken from the online learning process are making changes to the curriculum program while online concerning program socialization to parents, online learning schedules, online learning processes that will be carried out between teachers and students. For student activities there are a number of programs that cannot be implemented but are changed to online activities with monitoring assisted by good collaboration with parents. Like monitoring student activities at home, the student management team creates an online form. Activities at home that are filled in by Parents everyday use the Google form application. For the Koran (Quran) *Daurah* program, depositing the Koran and Ramadhan are done online by using the webex application.

- a. Support and encouragement to teachers to conduct online training.

The principal realized the limited capabilities and facilities available at school. There were not all teachers are able to operate online platforms and have facilities such as the availability of quotas all the time. Teachers who are IT literate accompany other teachers who have not been able to so that the achievement of the use and operation of the platform can be run. The Kindergarten's Foundation provide internet data from kindergartens fund, that is the fund from Ministry of Education for school's operational. This is in accordance with the circular of the Minister of Education and Culture. Therefore the internet data constraints are no longer a barrier for teachers to operate online / online learning applications. For learning process, Principals explained that teachers who are capable of IT so they use various online learning applications such as: Edmodo, Google Classroom, Google Form, Quizzes, Quipper, Facebook, Instagram, Youtube, etc.

- b. Shared the assignment report online to the School Education Office

All school stakeholders are tasked to serve and compile an emergency work plan and these are to be reported every day. The reports should be in detail giving descriptions of activities and physical evidence such as photographs and others. The reports have been sent via Google form making it easier for all preschool stakeholders to report and be responsible for their respective tasks and performance.

- c. The obstacles were encountered during the implementation of the policy

According to the principal, the new curriculum will cause disruption for teachers and students. Because, the new curriculum needs to be socialized and trained. Online learning requires the skills and teachers' competence in technological devices. However, there are not many teachers who are capable of using online technology. However, It can be solved with coordination of schools in the KKG team. Teachers who are able to master online technology should help other teachers. The school need to form an e-learning team. This team consists of teachers who have mastered and understood about online learning. And this team will provide training to other teachers and guide the online process that takes place both preparation, core and closing activities. The team ensures the e-learning site room runs smoothly.

6.1.2 *Vice principals Perspectives of Learning Practice*

- a. The Implementation of curriculum programs

The vice principals have conducted socialization about curriculum changes both to teachers through management meetings and requested input from several teachers about the implementation of this online learning policy. For students who cannot follow the online learning process we recommend that teachers provide material and manual assignments done by students at home.

The vice principal of curriculum reports the results of student activities every 3 months. Reporting the results of this study online also in each class group. Indeed, the obstacle is that we cannot discuss this child's problem in detail one by one. Reporting only the results of student grades in the form of cognitive values about skills and affective cannot be conveyed in detail because not all parents who fill out and send online activity forms sent by student management.

Teachers explained that for distance learning, they did a slight revision of the existing curriculum, adjusted to the length of the two hours learning. Teachers prepared material in the form of power points and evaluation tools for each online process.

To facilitate students who do not have internet access. Teachers did another alternative step for students by preparing material and evaluation tools manually. This requires cooperation with parents to pick up the material and assignments from school. However, teachers explain that learning time was also not effective because parents need to work and do household chores. Teachers responded that they were very familiar with this online application. Even though there was an e-learning team, there were few obstacles in preparing material to be uploaded on the online application page because of the influence of the network which was sometimes not visible to students..

It took a long time for feedback given assignments because teachers have to wait for parents to come home from work. Invalid assessment because students were assisted by parents so that to monitor where the material is complete and incomplete is difficult to evaluate child aspects of development. The teacher who was not able to do activities online made videos and shared them in class groups. Parents can pick up the assignment placed on the teacher's desk in the class. For parents who cannot pick up, teachers take a photo of the assignment and share it in the WhatsApp group. It could be seen from the research that not all children can take part in online learning.

6.1.3 Parents (Respondent 6,7,8,9)

The following description explains parents' point of view about school's policy of homeschooling or distant learning.

- a. *For* online learning so far has been very helpful for children because the material is explained clearly by the teacher through power points, students are given the opportunity to ask questions and we are parents because they help accompany children so they can participate in learning so that it makes it easier for us to help children to answer assignments given by the teacher.
- b. Parents are enthusiastic because their children like online learning. The parents prefer existing learning to be applied both in the teacher's room and on youtube, so that it will not be difficult teaching children about existing applications. Therefore, children will gain better understanding.
- c. The obstacles that children experienced of distant learning
 - a) There are too many tasks every day, the school has given a schedule, but because we work, the task can only be done by students after we come home from work because the child does not have their own android. So that today's assignment is not ready, tomorrow there will be another assignment from another teacher
 - b) The internet network is sometimes interrupted so that it cannot download the assignment from the teacher and left behind the information submitted by the teacher from the WhatsApp application.
 - c) Children do not have Android, parents cannot afford to buy it.
 - d) Online learning spends more internet data, so as to increase family expenses to share internet data.
 - e) Sometimes parents do not know how to help students to learn the lesson that they do not understand particularly on math. In this case, their children need study partners to help with assignments.
 - f) Another constraint is the electricity problem as it often dies of, and the absence of gadgets. Parents admitted that the teachers manually went to each student's home, according to government directives so that all of their students did not miss learning material, choosing to visit one by one to students' houses. Even though the distance is not close. Claiming in this condition, she tries to control and guide her children to keep learning at home.

7. DISCUSSION

From the results of interviewing the school principal found that the school took a number of policies steps after instructions from the district office to dismiss students for 14 days. In the initial stages, the principal conducted an urgent meeting with

representatives of the curriculum and students about the learning process and student activities during the holidays. Several elements that school policies measures have been taken are:

7.1 Curriculum program

The curriculum sets up a program for online implementation for students for 14 days. The curriculum program formulation was socialized to the teacher assembly through the school principal's work meeting. Then the program was implemented to students who had previously been socialized to parents via online via WhatsApp. The curriculum program is arranged as follows:

- a. Teacher training on online programs such as training using online applications in the form of webex, zoom, google classroom and google form and quizzz for the value collection process. This training is carried out for 2 days.
- b. Preparing an online learning schedule and delivered by the homeroom teacher to students. This learning schedule is valid for every week and exchanges regularly according to the weekly evaluation.
- c. . Program socialization by preschool and Primary school to parents in the form of online training with parents about how to use online applications in the learning process.
- d. Socializing to students via youtube is like using an online application and quizzes which is guided by an operator appointed by the school.
- e. The online learning process is announced through the homeroom teacher and a brochure is delivered through the WhatsApp class group. Online schedules alternate for all fields of study every day. To enhance the fun learning interspersed with the quiz that is suitable with the material obtained during the online learning process.

The online learning procedure and preparation are as follows:

- a. Thematic learning

Both Pre School and The primary schools made a schedule on flier with the information of theme teaching, date, time and teachers' photos, meeting room and password for zoom meeting. The goal is to make such fliers to remind students to study online. The flier is designed to be colourful in order to attract students' attention and motivation to study.

The flier was designed to provide information to students and parents about the theme teaching. For example, the theme is about plants such as vegetables. The information of the theme in the flier was shared to the class whats app group, therefore students were reminded to prepare themselves to study that subtheme.

The primary school and kindegarten are organized by Islamic Foundation. The religion act and faith were taught at preschool and Primary school. The school arranged a flier that has information about the time, teachers, learning topic and zoom meeting room and password to study religious subject. The interesting flier shared to class Whats App to gain students interest and parents' notice to facilitate their children to participate actively on online learning.

- b. Learning Quran

Learning how to holy Quran is tauhgt at preschool and Primary school. Qur'anic Learning during studying at home, to monitor students' memorization and study Quran, teachers collaborated with parents. Each student videotaped the reading of the Quran and posted to What App class groups. Then the Quran teachers corrected and assessed the student's memorization, therefore the target of students' memorization level can be achieved.

7.2 Learning Difficulties

Based on interviews of vice principal of curriculum and teachers indicated that online learning activities were very much liked by student. This was proven when studying online in Primary schools almost 90% of students took online learning with their class teachers while in Preschool children learn online less than 80 %. Students who cannot join in online learning are caused by several factors such as network disruption, parents who are still working and parents who do not have good facilities in the form of internet packages or do not have mobile phones, but this percentage is quite a few, only a few people. To anticipate this, classroom teachers and subject teachers are required to make materials and questions manually. Parents pick up and deliver assignments to teachers at school. Based on interviews with the vice principal of curriculum, I found that the obstacle of teachers in providing online learning is on teachers' skill using online technologies. Those teachers who cannot use zoom and Google meet, they used and taught through whats App. However, as the practitioner, teachers should notice the limitation of distant learning. The limited access, lack of students' training, and limitation for examination and quality control can be obstacles for teachers to use distance teaching [22]. Based on the findings, the implementations of educational policies have been conducted from socialization from governments to principals and to vice and teachers. The policy makers has designed the policy responding to emergency situation but for the future model policy design and implementation should transform and it should be

based on what community need or change into bottom up model as it is pointed out [14].

7.3 Students' Program

To monitor students' activities at home needed collaboration between teachers and parents. Parents helps required to monitor students' work by using photos and video through Whats APP and monitor the work in the Google form application. However, according to vice principal and teachers, this was not fully done. There were 60 percent of parents have reported students' daily activities at home. The rest of parents did not report their students' activities due to several factors such as forgetfulness because they were not routine in filling out the form, there were no internet packages, and the disruption of internet networks.

Parents' point of views about the presence of school policies of online learning processes which have been structured and conducted were varied. Some parents paid attention to children's learning, observed and sometimes helped them to learn online. While a few parents are concerned as their children cannot join online learning because of several factors such as their availability to accommodate children to learn, the network access, and economical factors. These parents were worried about online learning policies. They felt this learning was less effective because parents and their children were not used to engaging in online learning. This affects their psychology particularly when the network is disrupted. The parents found that their children were disappointed not being able to participate in learning optimally.

Regarding the assignments given by the school to students, parents also found it was difficult because these students still needed assistance in learning. Meanwhile their parents were busy and needed to work and did house work. It could be seen that students' learning was very dependent on teachers. These students felt they learned when there were teachers accompanying them. Moreover, parents were rather overwhelmed to motivate their students to complete assignments at school. In addition to engaging the role as learning assistance, parents said that it was difficult especially in mathematics. Because there must be an essential explanation and understanding of this material. There were not all parents can understand mathematical concepts.

An emergency policy initiative called "Suspending Classes Without Stopping Learning" was launched by the Chinese government to continue teaching activities because schools across the country were closed due to block the spread of virus. However, there are ambiguities and disagreements about the teaching

material, how to teach, the workload of teachers and students, the teaching environment, and the implications for equitable education (Wunong, et al., 2020).

In Indonesia itself, to overcome the impact of the Covid-19 pandemic, especially in the world of education, the government through the Ministry of Education has made a policy regarding the implementation of online learning or learning from home. However, the application of this policy in the Preschool and Primary School is certainly not easy and teachers and parents found that they are not ready yet with the quick socialization and obstacles with the technological skill, time, network, budget and competences. These also admitted by Purwanto, et al (2020) students, teachers and parents obtained difficulties on online learning during Covid outbreak due to lack of technology mastery, internet quota cost increment, additional work for parents to assist children to learn, and the distance to reach communication between teachers, students and parents.

8. CONCLUSION

The Policies implemented by preschool and Primary school in Duri in providing excellent services during pandemic are not optimal, although all students respond to programs that have been prepared and socialized by the school. In the process of policies socialization from the school principal has been going well, where the school has conducted socialization to the vice-principal, the teacher and provided an online learning training system to the teacher and explained learning information to parents. However, due to network limitations and network disturbances, it became obstacles in the implementation of learning. The learning policies during the outbreak has been running from, top-down socialization process, but the implementation needs to be improved in terms of excellent services and the process of learning evaluation during online learning is carried out.

Based on the result, it is suggested that prior to the implementation of online learning programs it is necessary to prepare supporting facilities, competencies and training in advance for students, teachers and parents. Without good preparation it will affect the quality of teaching and learning outcomes. Low class students namely grades 1-3 need parental guidance for the learning process at home, at least to prepare technology before and after online learning takes place so that students can take part in online learning. Thus the support and collaboration of parents for the success of the school's policy on learning during this co-learning is required. Teacher and school communication with parents must be established.

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