



Implementation of Full Day School Policy at SMA Muhammadiyah 1 Surabaya

Roni Prasetyowibowo¹, Agus Prasetyawan^{1*}, Bagas Andhyka Prasetyo¹, Latifatun Nur Azizah¹, Ananda Citra Daymonna¹, and Renantanda Shah Alam¹

¹Bachelor of Applied Public Administration, Faculty of Vocational Studies, Surabaya State University, Indonesia

*agusprastyawan@unesa.ac.id

Abstract. Education is the basic foundation of the country. In order to prepare for various challenges in the future, the Ministry of Education and Culture issued a policy of Minister of Education and Culture Mandate No. 23 of 2017. This study aims to describe the implementation of the full day school policy and analyze its implementation at SMA Muhammadiyah 1 Surabaya. Descriptive research with a qualitative approach was used in this study, using Merilee S. Grindle's theory as the theoretical basis. The research subjects involved key elements in the school environment, including curriculum, student affairs, and students of SMA Muhammadiyah 1 Surabaya. Supporting and inhibiting factors were analyzed in this study to determine their influence in the successful implementation of full day school at SMA Muhammadiyah 1 Surabaya. The findings of this study provide an in-depth insight into the implementation of the full-day school policy at SMA Muhammadiyah 1 Surabaya. The implications of these findings can serve as a basis for schools and related stakeholders to improve the effectiveness of the policy, overcome the barriers that arise, and maximize the benefits of the full-day school approach.

Keywords: policy implementation, full day school, schools

1. Introduction

Education is a basic human need, where knowledge can be obtained through education to overcome various challenges in life. Because humans intrinsically have the potential to receive education, education is the main key to progress and quality development. Through the educational process, humans can actualize all the potential they have, either as individuals or communities. Therefore, educational institutions, namely schools at the elementary, junior and senior high school levels, compete to create an education system that can provide students with opportunities to develop, advance and compete in the midst of community dynamics. One of the innovations adopted is the full-day school system [1]. The new full day school system in implementing education programs is a form of innovation from the government to improve the management and quality of education in Indonesia. Farid argues that full day school is a model or form of learning by providing additional time for student learning from morning to evening [2]. Full day school means to improve in achieving educational and learning goals through the provision of additional hours on subjects so that students are able to understand well a subject in a period of time according to the portion for a full day [2]. Full Day School (FDS) learning is an educational program at the institutional level that is implemented to improve student learning outcomes, as well as develop their talents and interests. Each educational institution has its own instructional goals, also known as institutional goals [3].

Educational institutions are also expected to achieve the goals of national education, as mentioned in Government Mandate No 19 of 2005. These goals involve the responsibility to guarantee the quality of national education, educate the nation's life, and create a dignified character. The effectiveness of Full Day School learning refers to the expected results of implementing this system. The main focus of FDS is to achieve optimal student learning outcomes, while developing their character and interests [4]. By maximizing learning time from morning to evening, FDS offers a more holistic and integrated approach to the education system. Full Day School involves comprehensive learning planning, covering all aspects of learning and student activities throughout the day. This has been regulated in the Minister of Education and Culture Mandate No. IX.23/2017 which contains the School Day, which describes that the FDS education system achieves the entire learning program as well as student activities by adding time to study existing lessons [5]. Basically, the Full Day School reflects the special characteristics of an integrated school with a commitment to provide a more comprehensive and holistic educational experience. By maximizing learning planning from morning to evening, the FDS system is expected to have a positive impact on academic achievement, character development, and the discovery of students' potential as a whole [6]. The purpose of this research is to describe the full day school policy at SMA Muhammadiyah 1 Surabaya and analyze the implementation of the full day school policy at SMA Muhammadiyah 1 Surabaya.

One of the schools that implement this policy is SMA Muhammadiyah 1 Surabaya with the location on Jalan Kapasan, Surabaya. SMA Muhammadiyah 1 Surabaya decided to implement full day school as a responsive step to the challenges of the times that have a negative impact on students outside the school environment. The phenomenon of promiscuity and increasing cases of juvenile delinquency are a concern, inspiring the enactment of this policy [7]. However, in this case, there are still several obstacles to the implementation of this policy, one of which is the 40 hours of learning a week, but on Fridays only 5 hours of learning which should be 8 hours of learning, in 8 hours of learning includes co-curricular and extracurricular activities, but on Fridays the school does not carry out extracurricular activities, therefore it should still be carried out 8 hours per day, the school's confirmation of the problem, said that if on Fridays there is extracurricular implementation, but this statement does not match the reality in the field.

Based on the two data above, it proves that the full day school policy at Muhammadiyah 1 Surabaya high school has not been implemented optimally, the school's statement and the student's statement show that the school's statement is not optimal. This shows that policy and its application in the field are not always in accordance with the rules applied. There must be mistakes or shortcomings, whether done intentionally or unintentionally, which results in the organizers who have the authority to always be strict in monitoring. The problems or obstacles mentioned above, therefore the implementation model used is the Grindle model, according to Grindle there are 2 major variables that have an influence on policy implementation, namely the content of the policy and the implementation environment (context of implementation).

2. Method

Descriptive qualitative was used in this study. Bogdan and Taylor define qualitative methodology as a procedure or research steps which then provide results in the form of descriptive data such as written or oral words and behaviors that have been observed [8]. Herdiansyah stated that in qualitative research there are a number of commonly used data collection methods. Interviews, observation, documentation research, and focus group discussions are some of the methods [9]. The focus of this research uses 2 major indicators from Grindle's theory, namely the content of policy and the implementation environment which are used to identify and analyze components that affect policy implementation [10]. Both in terms of the content of the policy and in terms of the field (environment), including the power, interests, and ways in which implementers are involved, the characteristics of the institutions and regimes in control, and the level of obedience and how target groups respond. It also includes the interests of the target group, the receipt of benefits, the impact of the intended changes, the accuracy of the program, the actors, and the resources used for the program [10]. Data analysis techniques by collecting and sorting data to be analyzed, then comparing with the results of interviews, and validating documentation and other data that have been obtained for the accuracy of the research results by looking at recordings of school activities.

3. Result and Discussion

Based on article 2 of the Ministry of Education and Culture Mandate No. 23 of 2017, it explains that school day is carried out for 8 hours a day or 40 hours for 5 days in 1 week, provided that 8 hours a day includes 0.5 hours of rest in 1 day or 2.5 hours for 5 days in 1 week, the article also explains if the school can provide a break time exceeding 30 minutes in 1 day and 2.5 hours in 5 days during the week, and additional break time is not counted. Article 3 also explains that the school day is utilized by teachers to carry out the workload that teachers have, including planning, implementing, assessing, mentoring, and carrying out learning and/or mentoring in accordance with the workload that teachers have. The school day includes intracurricular, co-curricular, and extracurricular activities. Intracurricular activities are carried out to fulfill the curriculum, co-curricular activities are activities to deepen and strengthen the character of students, extracurricular activities include hybrid activities, scientific work, and talent training in accordance with laws and Mandates. One of the schools that implement this policy is SMA Muhammadiyah 1 Surabaya, this school implements 8 hours of learning in a day including rest hours and extracurricular activities, but in its application at SMA Muhammadiyah 1 Surabaya there are problems, namely, the application of policies that are not optimal and not in accordance with Ministry of Education and Culture Mandates. In terms of religious character development, this school provides Koran reading activities every morning before starting class, and is accustomed to praying Dhuha every day, besides that there is also a special class or superior curriculum, namely Tahfidz. There are several subjects that include character building such as Civic Education (PKn), Tahfidz, Counseling Guidance, and Kemuhammadiyah.

3.1. Content of Policy

The Full Day School program policy through Mandate of the Minister of Education and Culture No. 23/2017 related to the school day illustrates that the FDS education system covers all student activities and learning programs by adding time to study existing lessons. Minister of Education and Culture Mandate No. 23 of 2017 states that the school day is carried out 8 hours a day or 40 hours in 5 days in 1 week as stated in article 2 paragraph (1), including a rest period of 30 minutes a day or 2.5 hours in 5 days as stated in article 2 paragraph (2) and paragraph (3) in the application of school day provisions. In the application of full day school at SMA Muhammadiyah 1 Surabaya can explain the content of the policy as follows:

1. Interest Affected

Affected interests are interests that are affected by the policies implemented [10]. The interests that influence in this case are related to considerations that have an impact on the implementation of certain policies. Every policy can change the social, political and economic ties of society. Based on the results of observations

and interviews, the interests affected by the fullday school policy at SMA Muhammadiyah 1 Surabaya, among others, the principal, school committee, curriculum, teachers, and educators, and students of SMA Muhammadiyah 1 Surabaya.

According to Enung Khusufmawati, the application of a policy must involve many interests and the extent to which these interests have an impact or influence on its implementation. Therefore, the interests affected by the fullday school policy at SMA Muhammadiyah 1 Surabaya are the school itself, which consists of the principal, school committee, curriculum, teachers and educators, and students of SMA Muhammadiyah 1 Surabaya. Based on the understanding above, we can conclude that the existence of a policy can influence and involve many interests as well as the extent to which these interests can have an impact on its implementation, therefore the fullday school policy that has been implemented at SMA Muhammadiyah 1 Surabaya has an influence on school parties including the principal, school committee, curriculum, teachers and educators, and students of SMA Muhammadiyah 1 Surabaya.

2. Type of Benefit SMA Muhammadiyah 1 Surabaya

Policy must provide benefits or solutions to problems and can change in a more positive direction [10]. Based on interview and observation data, the benefits of the fullday school policy are as follows can overcome the increasing juvenile delinquency that exists, by providing extended learning time at school, students will indirectly be longer at school, so this can prevent juvenile delinquency from increasing. According to Enung Khusufmawati, a policy that is made must be able to provide benefits, so that it can have a positive impact and can change for the better and can provide solutions to problems in society, so that the fullday school policy can prevent juvenile delinquency from increasing. Based on the discussion above, it can be concluded that a policy made must be able to provide benefits and have a positive impact and can provide solutions to problems in society, therefore by making and implementing a fullday school policy can prevent and suppress the problem of juvenile delinquency which is one of the problems in society.

3. Extent of Change Envision

The extent of change envisioned is the degree of change that a policy wants to achieve by emphasizing the target or expected results of a policy such as change or transformational [10]. With this full day school policy, the desired degree of change is

a) Character Development

With the full day school policy, students are expected to get character development learning through the subjects that are applied, besides that character development can prevent students from avoiding juvenile delinquency in the community by being at school longer.

b) Understanding of The Material

This full day school policy requires students to be at school longer, so that with more learning time it is hoped that students can understand the learning material well.

According to Enung Khusufmawati, a change from program beneficiaries can be greatly influenced by the type of program designed to achieve goals. the broader and greater the changes desired through the policy, the more difficult it will be to implement, this relates to the degree of change desired by the full day school policy, namely character development and material understanding. A policy that is made must have an indicator of the desired degree of change and can be greatly influenced by the type of program designed to achieve the goal, in line with the objectives of the full day school policy, the desired degree of change includes the development of student character and a deeper understanding of the material.

4. Site of Decision Making

The location of decision making for a policy has an important role and will affect the implementation of the policy, where the decision makers of a policy will be implemented [10]. The location of decision-making in implementing the full day school policy at SMA Muhammadiyah 1 Surabaya is an aspect that will affect the success of implementation and its impact on students and the school environment. This decision-making involves several interested parties, including Mandates from the Minister of Education and Culture, school principals, and school committees. The findings obtained are:

a) The Role of Permendikbud

The Mandate of the Minister of Education and Culture aims to homogenize the policies implemented at the national level, but the Full day School policy has collaboration between the Minister of Education and Culture and schools. therefore, there must be a review, because there are several adjustments related to the regulation running effectively and efficiently

b) Principal

The Mandate of the Minister of Education and Culture aims to homogenize the policies implemented at the national level, but the Full day School policy has collaboration between the Minister of Education and Culture and schools. therefore, there must be a review, because there are several adjustments related to the regulation running effectively and efficiently

c) School Committee

The school committee plays a central role in shaping and directing the full day school policy. As an advisory agency in the determination and implementation of educational policies. As well as a supporting agency, both in the form of finance, thought, and energy in the implementation of education at SMA Muhammadiyah 1 Surabaya. The committee is responsible for conduct-

ing an in-depth analysis of the potential impact of full day school implementation on academic achievement, student welfare, and relationships with parents.

The location of decision making on a policy will affect the implementation of the policy, therefore decision making on a policy must be carried out with various considerations, in order to produce the right decision. The location of decision-making for the implementation of the full day school policy at SMA Muhammadiyah 1 Surabaya shows active and collaborative involvement from various parties, especially between the Ministry of Education and Culture and the School. "Location of decision-making" is not a fixed category but rather a spectrum with implications for how policies are designed, implemented, and ultimately affect the intended beneficiaries [10]. This collaborative-based decision-making is expected to create policies that are more responsive, relevant and supportive of students' holistic development in the educational environment.

5. Program Implementer

The implementor program is an actor/ person or group of people who are responsible for running a program or policy which will affect the success of the program or policy [10]. In implementing the full day school policy at SMA Muhammadiyah 1 Surabaya, it involves several implementors for its implementation. Some of these implementors are:

a) Principal

The Principal acts as the first receiver of responsibility for implementing the Full Day School program. The Principal is involved in conveying to staff and teachers to implement the policy. The principal is responsible for the successful implementation of the policy

b) Teachers and School

As the main implementer in the implementation of full day school. They are involved in designing and organizing adequate learning schedules and developing extracurricular activities that support the policy objectives. Educators have a role in providing guidance, mentorship and support to students during their extended time at school. They contribute to students' character development through a holistic approach and monitoring students on a daily basis.

c) Students

As the object of implementation, of course, they are the main implementers besides teachers. The students must follow the program that has been given by the Ministry of Education and Culture and the school, as a means of character development and maximum understanding of subjects. For a total of 40 hours for 5 days in 1 week, school activities must be carried out by students without exception

Program implementors are a group of people and organizations responsible for implementing policies [10]. Program implementers are an important key in the success of policy implementation. The importance of the implementor's role lies in good collaboration and coordination between various parties, namely between principals to teachers and teachers to students. The implementation of full day school is not only the responsibility of teachers or school managers, but is a joint effort to create an educational environment that supports the overall development of students. With the involvement of all parties, the implementation of full day school is expected to be implemented and sustainable.

6. Resources Committed

Resources committed refers to how a program or policy is supported by adequate resources [10]. The successful implementation of the full day school policy at SMA Muhammadiyah 1 Surabaya is strongly influenced by the allocation of appropriate and adequate resources. The following is a discussion of the resources used in implementing this policy:

a) Human Resources

Teachers and educators need capacity building and readiness to deal with changes in schedules and learning approaches. The school is committed to providing the necessary training and support to enable educators to maximize their potential in the full day school context

b) Budget

Implementing a full day school requires an adequate budget allocation. The funds are used to improve facilities, procure learning needs and support extracurricular activities. Sufficient budget commitment is key to the sustainability and success of this program

c) Facilities and Infrastructure

School facilities should be adapted to the needs of a *full-day school*, including classrooms, libraries, laboratories and areas for extracurricular activities. Maintenance and upgrading of facilities and infrastructure is an investment in ensuring a conducive learning environment

Effective management of resources as supporters can increase the success of policy implementation. By allocating and managing these resources effectively, SMA Muhammadiyah 1 Surabaya can ensure that the full day school policy is not only well implemented but also has a maximum positive impact on student development. So that the implementation of full day school, which is 40 hours for 5 days in 1 week, can be maximally implemented as well.

3.2. Context of Implementation

1. Power, Interest, and Strategy of Actors Involved

The power, interests, and strategies of the actors involved are important aspects that must be considered because they will have an influence on the motivation, interest, and understanding of individuals or groups involved in policy implementation [10]. In the implementation phase of full day school at SMA Muhammadiyah 1 Surabaya, the power, interests, and strategies of the implementers involved play an important role in achieving policy goals. The following is a discussion of the power, interests and strategies of some of the actors involved in full day school implementation

Through understanding the strengths, interests, and strategies of the actors involved, SMA Muhammadiyah 1 Surabaya can design a more effective full day school implementation strategy. However, the school that became the research locus, namely SMA Muhammadiyah 1 Surabaya, has not perfectly or correctly implemented the policy of the Minister of Education and Culture Mandate No. 23 of 2017 which states that learning at school is carried out for 40 hours for 5 days a week, while SMA Muhammadiyah 1 Surabaya implements 37-38 hours of learning for 5 days a week.

2. Institution and Regime Characteristic

Implementation of a policy or program issued by the government or certain institutions certainly have a goal to achieve, but that does not mean that the parties who have an interest or are affected by the implementation will agree and without gaps or conflicts. In Grindle's model, the characteristics of ruling institutions and regimes are closely related to the policy content and implementation environment which can later be used to identify clues about the characteristics of ruling institutions and implementors [10].

The Ministry of Education and Culture as the highest institution in its field, namely education and culture, supports the President's vision and mission to realize an advanced Indonesia that is sovereign, independent, and has a personality through the creation of Pancasila Students who are critically reasoning, creative, independent, faithful, devoted to God Almighty, and have noble character, mutual cooperation, and global diversity. The Ministry of Education and Culture is trying to achieve its goals by releasing programs or policies, one of which is through the Minister of Education and Culture Mandate no. 23 of 2017 which regulates the school day and suggested that schools in Indonesia both public and private to implement it, so the regulation is more flexible with recommendations. Thus, schools that already have certain requirements, adequate resources, and other supporting activities are advised to implement full day school learning.

The Ministry of Education and Culture has characteristics that support the president's goals and national goals, has flexibility in several aspects, and is a thoughtful institution. Communication and mutual understanding are needed between the policy or program maker and the implementor so that the policy can be implemented optimally and minimize any existing shortcomings. Communication can also make implementation more effective and efficient.

3. Compliance and Responsiveness (Level of Compliance and Responsiveness of the Executive)

Implementors must have responsiveness and remain consistent to achieve the goals stated in the policies that have been made [10]. A gap or shortcoming cannot / is difficult to avoid, but mistakes can be minimized with various efforts so that policy implementation can run effectively and efficiently. SMA Muhammadiyah 1 Surabaya, as one of the schools in Indonesia, implements the implementation of the Minister of Education and Culture Mandate no. 23 of 2017. Although it is a private school, SMA Muhammadiyah 1 Surabaya implements the advice given by the Ministry of Education and Culture through Mandate of the Minister of Education and Culture no. 23 of 2017 by trying to be able to implement it, but there are shortcomings and gaps in its implementation, namely in the form of less / not fulfilling learning hours as specified. Even so, learning is still carried out by trying to meet the target targets and understanding of subject matter, besides that supporting activities such as extracurricular activities have been running as they should with the utilization of existing facilities and cooperation with other parties. This shows that SMA Muhammadiyah 1 Surabaya is a private school that is able to adapt to various situations, has responsiveness to existing situations, is consistent, and is open, but has shortcomings in compliance, because in the implementation of full day school SMA Muhammadiyah 1 Surabaya is able to adapt to various situations. Surabaya has not fulfilled the learning hours in accordance with the Mandate of the Minister of Education and Culture no. IX.23 Year 2017.

4. Conclusion

4.1. Content of Policy

1) Interest Affected

A policy can definitely affect and involve many interests, as well as the extent to which these interests can have an impact on its implementation, therefore the full day school policy that has been implemented at SMA Muhammadiyah 1 Surabaya has an influence on school parties including the principal, school committee, curriculum, teachers and educators, and students of SMA Muhammadiyah 1 Surabaya

2) Type of benefit

A policy that is made must have an indicator of the desired degree of change and can be greatly influenced by the type of program designed to achieve goals, in line with the objectives of the full day school policy, the desired degree of change includes the development of student character and a deeper understanding of the material.

3) Extend of change envision

A policy that is made must have an indicator of the desired degree of change and can be greatly influenced by the type of program designed to achieve goals, in line with the objectives of the full day school policy, the desired degree of change includes the development of student character and a deeper understanding of the material.

4) Site of decision making

The location of decision making on a policy is carried out with various considerations and is carried out by parties who have an interest, because decision making on a policy will have a certain influence or impact. The location of decision making by SMA Muhammadiyah 1 Surabaya on the policy of the Minister of Education and Culture Mandate no. 23 of 2017 was carried out by the principal and school committee with the influence / consideration of the Minister of Education and Culture.

5) Program implementor

The implementor program is a person or group of people who play a role and are responsible for running a program or policy that will affect the success of the policy. The implementor program of SMA Muhammadiyah 1 Surabaya for the Minister of Education and Culture Mandate no. 23 of 2017 is the principal, teachers, school staff, and students

6) Resources committed

Resources committed refers to how a program or policy is supported by adequate resources, so that resources affect the level of implementation success. In the implementation and implementation of full day school, SMA Muhammadiyah 1 Surabaya has several resources as support, namely labor, and infrastructure

4.2. Context of Implementation

1) Power, interest, and strategy of actors involved

The power, interests and strategies of the actors involved are important aspects that must be considered because they will affect the motivation, interest and understanding of individuals or groups involved in policy implementation. The parties that have involvement with these criteria are the Ministry of Education and Culture and the school. However, the school as an actor/implementor has not been able to properly implement the Minister of Education and Culture Mandate no. 23 of 2017 because there is a shortage of the number of learning hours from the provisions in the regulation.

2) Institution and regime characteristics

The characteristics of ruling institutions and regimes are closely related to the policy content and implementation environment and can be used to identify

clues about the characteristics of ruling institutions and implementers. The MoEC has characteristics that support the president's goals and national objectives, has flexibility in some aspects, and is a considerate institution.

3) Compliance and responsiveness

A group or an implementor must have responsiveness and remain consistent to achieve the goals stated in the policy that has been made. SMA Muhammadiyah 1 Surabaya as a private school that is able to adapt to various situations, has responsiveness to existing situations, is consistent, and open, but has shortcomings in compliance, because in the implementation of full day school SMA Muhammadiyah 1 Surabaya has not fulfilled the learning hours according to the Minister of Education and Culture Mandate no. 23 of 2017.

Acknowledgments. We would like to thank Prof. Dr. Warsono, M.S for giving us the opportunity to talk and explore knowledge related to applicable regulation about schools, especially the SMA / SMK level that applies in the city of Surabaya which is related to our research. Thank you also to SMA Muhammadiyah 1 Surabaya for allowing us to conduct research on site. Without the help and explanations provided by the sources, this research would not have been successful

Disclosure of Interests. The authors have no competing interests to declare that are relevant to the content of this article.

References

1. Oktaviani, N. R. (2020). Dampak Implementasi Full Day School Dalam Pelaksanaan Pembelajaran Di Sekolah Dasar. *Journal of Basic Education Research*, 1(1), 07–15. <https://doi.org/10.37251/jber.v1i1.30>
2. Marjoko, N. E. (2018). Implementasi Kebijakan Full Day School Di SD Muhammadiyah Bodonn Kotagede. *Jurnal Kebijakan Pendidikan*, 7(4), 573.
3. Wulandari, E., Taufik, M., & Kuncahyono, K. (2018). Analisis Implementasi Full Day School Sebagai Upayapembentukan Karakter Siswa Di Sd Muhammadiyah 4 Kota Malang. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 6(1), 65. <https://doi.org/10.22219/jp2sd.v6i1.5904>
4. Utami, T. H. (2018). Pelaksanaan Program Full Day School Di Sdit Anak Sholeh Sedayu Kabupaten Bantul. *Jurnal Kebijakan Pendidikan*, 7(c), 687–694. <http://journal.student.uny.ac.id/ojs/index.php/sakp/article/download/13166/12718>
5. M. RI, “Permendikbud Nomor 23 Tahun 2017,” *Menteri Pendidik. dan Kebudayaan Republik Indones. Peratur. Menteri Kesehat. Republik Indones.*, vol. 69, no. 1496, pp. 1–13, 2017..
6. Rochmawati, I. (2017). Peran Stakeholder Dalam Implementasi Full Day School Di Kota Singkawang. (PROYEKSI Jurnal Ilmu-Ilmu Sosial Dan Humaniora PROYEKSI Jurnal Ilmu-Ilmu Sosial Dan Humaniora (e-Journal)), 22(1) <https://doi.org/10.26418/proyeksi.v22i1.2432> .
7. Rezki, W. (2020). Analisis Penerapan Full Day School dalam Membentuk Karakter Religius Siswa Sekolah Dasar. *Journal of Basic Education Research*, 1(1), 21–28. <https://doi.org/10.37251/jber.v1i1.31>
8. Fauzan, M. F., & Isbandono, P. (2023). Implementasi Program Keluarga Harapan (Pkh) Sebagai Upaya Penanggulangan Kesmiskinan Di Kecamatan Jambangan Kota Surabaya. *Inovant*, 1(2), 390–401.
9. Ubaidillah, U. (2018). Implementasi Kebijakan Full Day School Di SDN 3 Blimbing Kota Malang. *Jurnal Kebijakan Dan Pengembangan ...*, <https://ejournal.umm.ac.id/index.php/jkpp/article/view/11609>
10. S. M. Grindle, *Politics and Policy Implementation in the Third World*. New Jersey: Princeton University Press, 1980.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

