



Analysis Of Policy Implementation Of The Sinau Bareng City Of Surabaya Program On Teaching Tutors

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Abstract. Education is a process carried out to develop one's potential and skills with the knowledge acquired. Surabaya City is one of the cities in Indonesia that manages its own education system by establishing the Sinau Bareng program. This program is supported by the Surabaya City Education Office and collaborates with teachers, students and the community to become tutors in the implementation of the program and was formed because it is in accordance with the current needs of the community to continue to improve the quality of education in Surabaya. The research method uses qualitative methods with a descriptive approach. Using the implementation model of George C. Edward III which states that there are 4 variables that affect the success or failure of policies, namely, communication, resources, disposition, and bureaucratic structure. Therefore, the purpose of this study is to determine how transparent the implementation of the Sinau Bareng Program policy in Surabaya City is to teaching tutors and the effectiveness of the Sinau Bareng Program policy to tutors. The results showed that in terms of communication indicators, there was no policy transparency regarding the program, and also the lack of incentives for tutors to teach according to disposition indicators, which caused tutor enthusiasm to decrease when teaching the Sinau Bareng program. Although there has been no communication regarding the clarity regarding the policy of the Sinau Bareng program, this program still provides benefits to the people of Surabaya.

Keywords: *Education, Sinau Bareng, Implementation, Policy*

1. Introduction

Education is a process carried out to develop one's potential and skills with the knowledge acquired. Education has an important role in the process of character building and preparing individuals to contribute positively to society. Explained in Law Number 20 of 2003 concerning the National Education System (Sisdiknas) where education is held democratically and fairly and non-discriminatory by upholding human rights, religious values, cultural values, and national pluralism. Education became an important element in building national consciousness and forming a new nation. The 1945 Constitution established the foundations of national education, including nine-year compulsory education, which was later extended to 12 years.[1]

Surabaya City is one of the cities in Indonesia that manages its own education system because it is given authority from the central government to local governments to regulate their own households in education affairs. This authority encourages local governments to continue to innovate to form programs by taking into account the principles of community welfare. The implementation of education in the city of Surabaya is conceptualized to create an active learning atmosphere and develop the skills needed by himself, the community, as well as the nation and state as explained in Article 1 of PERDA No Kota Surabaya 16 of 2012 concerning the Implementation of Education. [2]

In accordance with the current needs of the community to continue to improve the quality of education in Surabaya, one of them is the Surabaya City government innovating to form the Sinau Bareng program. This joint sinau program is one of the implementations of the Surabaya City Government in the implementation of improving the quality of education in the City of Surabaya as stated in Article 3 of PERDA No. 16 of 2012 Surabaya City concerning the Implementation of Education. This program was formed by the Surabaya City Education Office which was motivated by Covid-19 which caused distance learning so that many students did not understand learning until they were left behind. In addition, the "Sinau Bareng" Program was formed to reduce school-age children who had to decide to drop out of school and vulnerable children to remain in class and hoped that this program could increase their knowledge This condition caused the Sinau Bareng Surabaya City program to be held starting September 2022. The implementation of this joint sinau program is in accordance with Surabaya City Regional Regulation Number 6 of 2011 concerning the Implementation of Child Protection that this program is expected to ensure the continuity of children's education according to children's abilities, talents, and interests [3]

This "Sinau Bareng" program involves many levels of society ranging from teachers, students, and the general public to be able to become teaching tutors. The "Sinau Bareng" program in Surabaya City is carried out more relaxed, in contrast to tutoring which is a program that can attract students' attention to be followed. Students who can take part in this Sinau Bareng activity can start from kindergarten, elementary, and junior high school students who are willing to take part in learning together for free. The "Sinau Bareng" program in Surabaya City is held at 18.00-20.00 WIB (Monday and Saturday) in various RWs in Surabaya City. The

wide level of students who can join the "Sinau Bareng" Program certainly requires tutors from experienced people.

Based on the search conducted by the author, it was found that several research journals related to the "Sinau Bareng" Program had been carried out by previous researchers. Previous researchers highlighted concepts and processes in Sinau Bareng activities to improve the quality of the nation's children. Previous research written by Suyono et al (2023) explained that the "Sinau Bareng" Program implemented by KKN students in Keret Village, Krembung District, Sidoarjo Regency was conceptualized for elementary school students to prepare students to be better prepared to receive education at school and raise enthusiasm for students [4]. In addition, previous research compiled by Titisari, Manik Ayu et al (2023) explained that the "Sinau Bareng" Program was implemented in Pranti Village, Sedati, Sidoarjo as a form of solving educational problems in the community targeting elementary / MI children. [5]

Problems that are currently rife in the "Sinau Bareng" Program in Surabaya City include the decline in the enthusiasm of tutors in carrying out tasks on schedule. This condition occurs due to the lack of transparency of policies related to the program, as well as the lack of benefits or benefits obtained from being a tutor for the "Sinau Bareng" Program. In accordance with the interview conducted by the author to Mr. Kholim, as a tutor teaching the "Sinau Bareng" Program in RW 01 Tandes Village, Tandes Village, Surabaya City. Mr. Kholim stated that during his time as a tutor teaching the Sinau Bareng Program for approximately one year, he did not know the background policy in implementing the program because "During my time as a teaching tutor, I did not know the policies or regulations for the establishment of the "Sinau Bareng" Program I only received orders through the Letter of Assignment given on the SIAGUS web (Surabaya Teacher Application Information System). This phenomenon is evidence that policy implementation is not always carried out in accordance with policy regulations and field conditions.

So based on the problems that occur above, the implementation model that the author will choose in this study is the Edward Policy Implementation Model, according to George C. Edward III (Subarsono, 2011: 90-92) states that there are four variables that affect the success or failure of policy implementation, namely communication, resources, disposition, and bureaucratic structure [6]. Therefore, the author chose this implementation model with the aim of knowing how transparent the implementation of the "Sinau Bareng" Program policy in Surabaya City is to human resources that have an impact on the program in Surabaya City.

2. Method

The types of research that the author uses in this article are:

Qualitative research with a descriptive approach. Poerwandari (1998) states that qualitative research is research to produce and process descriptive data [7]. The focus of this research is to conduct research using the theory of George C. Edward III with 4 important variables to implement policies, namely Communication, Resources, Disposition, and Bureaucratic Structure to determine the level of effectiveness of the implementation of the "Sinau Bareng" Program policy of

Surabaya City. The data used in this study are primary data which is a source of data obtained by obtaining information directly from the research source to the researcher, and secondary data which is a source of data obtained indirectly through intermediaries in media compiled by other parties.

The data collection method used by researchers is an observation method to obtain primary data by conducting interviews. The subjects in this study consisted of:

1. Surabaya City Education Office as the manager of Surabaya City "Sinau Bareng" Plan;
2. Teaching tutor in "Sinau Bareng" Program Surabaya City;
3. Students who take part in the "Sinau Bareng" Program in the city of Surabaya;

Furthermore, the research data will be processed and analyzed using interactive model data analysis techniques according to Miles and Huberman, the activity consists of three activity lines, namely data reduction, data presentation, and conclusion drawing / verification.

3. Result and Discussion

The "Sinau Bareng" program is one of the Surabaya City government programs held on Monday and Saturday at 18.00-20.00 WIB in various RWs in the city of Surabaya.

Figure 1 Sinau Bareng Pamphlet



Source: <https://bbpmpjatim.kemdikbud.go.id/>

This program is under the auspices of the Surabaya City Education Office with the aim of reducing learning loss or loss of student knowledge and skills due to the impact of the pandemic, and also the "Sinau Bareng" Program was formed to provide assistance to Surabaya City children in doing assignments and continuing to do positive, creative and productive activities. The "Sinau Bareng" program began in September 2022 and its inauguration was held on September 2, 2022 at Balai RW 5 Genteng, Genteng District. At the beginning of the inauguration of the "Sinau Bareng" Program, only 19 RW halls were opened with consideration of human resources and facilities in a select few RW halls. However, on the superradio.id website "Inauguration of RW 5 Hall Gendeng Village, Eri Hopes Residents Continue to Maintain Tolerance" Mr. Eri Cahyadi as Mayor of Surabaya said that by the end of December 2022 the "Sinau Bareng" Program must be available in all RW Halls in Surabaya. So that currently there are 215 RW Halls that run the "Sinau Bareng" Program

To be able to run the "Sinau Bareng" Program optimally, of course, you must use policy implementation model guidelines. According to Edward III (in Arifin Tahir, 2015: 61) it is explained that there are four factors that can affect policy implementation, namely Communication, Resources, Disposition, and Bureaucratic Structure. These four factors are interconnected with each other [8]. The following is a discussion of the results of the effectiveness of the implementation of the "Sinau Bareng" Program policy in the city of Surabaya.

3.1. Communication

Communication is the main element that determines the success of a policy implementation. This is because, effective communication will facilitate the journey of a program and also this communication is related to the implementor's knowledge of what they will do and the benefits for policy recipients. In communication indicators, there are three main elements that must be met, namely transmission, clarity, and consistency;

3.1.1. Transmission

Transmission is a socialization activity carried out by implementers on policy targets. From the observations made by the author, the Education Office disseminated information about the Sinau Bareng Program to the target activities, namely students through village officials in the RW environment and in accordance with the statement of one of the students as the target of the interview The "Sinau Bareng" Program does not yet have special socialization only through the head of the RW. The Education Office also distributes information to tutors through Letters of Assignment in accordance with a statement made by Mrs. Atikoh stating that the Surabaya City Education Office provides information related to the "Sinau Bareng" program through assignment letters for students receiving tough youth scholarships and for teachers also through assignment letters that can be accessed in the Surabaya Teacher Application Information System (SIAGUS) and also directly given directions through the principal, In addition, the same statement was also made by several tutors who had been interviewed, that the information provided by the Education Office regarding the

"Sinau Bareng" Program was through a letter of assignment. "Sinau Bareng" program organized by

The Surabaya City Education Office has criteria for teaching tutors ranging from teachers aged 55 years and under, students receiving tough youth scholarships, and the surrounding community. The need for tutors from the surrounding community can be filled by cadets and volunteer communities. In accordance with what Mrs. Atikoh said as the coordinator of the "Sinau Bareng" program explained that the main purpose of establishing the "Sinau Bareng" Program was to educate the life of the nation, in accordance with the Constitution of the Republic of Indonesia in 1945 in the 4th paragraph that one of the objectives of the establishment of the state was to educate the life of the nation. Then in accordance with the vision and mission of the City of Surabaya which makes Smart City or Smart Society based on Law Number 23 of 2014 concerning Regional Government. In Chapter XXI entitled Regional Innovation. So that the Surabaya City government continues to innovate, one of which is in the field of service to the community through the "Sinau Bareng" Program.[9]

Another target of this program is kindergarten, elementary, and junior high school children. The distribution of teaching schedules can be accessed by tutors at Sinau Bareng Web in Surabaya. The distribution of the schedule of the Sinau Bareng Program has been carried out flexibly, as evidenced by the results of interviews with the Education Office which stated that if there is a discrepancy with the teaching schedule, tutors can be exchanged or rolled out with other teaching tutors and coordinated with the head of the RW

3.1.2. Clarity

In a policy implementation, of course, clarity related to program policies is needed. Communication received between policy implementers must be clear in order to achieve the objectives of implementing program policies. Mrs. Atiko, SS. MM as the coordinator of the "Sinau Bareng" Program from the Education Office stated that the launch of this program was carried out by the mayor in the RW 5 Genteng hall. The existence of this program was not directly several hundred RW halls, but only 19 were selected. The preparation of the officers for this program is to check the infrastructure, whether or not the place is feasible, and the population density in each RW hall in the city of Surabaya.

The existence of information about this program can not only be accessed through the web or other internet pages, but we can also see through banners installed in each location where the Sinau Bareng Program is implemented. Through the letter of assignment, the agency provided information about the "Sinau Bareng" Program to students who received tough youth scholarships and teachers to be able to join as teaching tutors. The resource person from the tutor said that the letter of assignment to be able to join the teaching tutor they received was very clear. Clarity regarding the policy of the "Sinau Bareng" Program has a legal basis underlying the existence of this program:

1. Law Number 35 of 2014 concerning Amendments to the Child Protection Law as a commitment to respect and fulfill children's rights.

2. Circular Letter of the Minister of Education and Culture, Research, and Technology No. 2 of 2022 concerning Discretion for the Implementation of Joint Decisions of 4 (Four) Ministers concerning Guidelines for the Implementation of Learning during the Coronavirus Disease 2019 Pandemic that Limited Face-to-Face Learning can be implemented with the Implementation of Community Activity Restrictions (PPKM).

3.1.3. Consistency

Consistency in a policy implementation has a strong influence on policy sustainability. Consistency in policy implementation must be clear so that there is no confusion in the process of implementing the "Sinau Bareng" Program policy. In every policy implementation, there must be consistency and clarity regarding the implementation of the program to be carried out. According to information from informants, the Education Office said that after the launch of the "Sinau Bareng" Program in September 2022 and the evaluation was carried out in November. When conducting evaluation activities, the agency also invited all sub-districts to attend. From the results of the evaluation carried out, his party formed a WhatsApp group consisting of members ranging from sub-districts and kesra sub-districts, so that all information about the "Sinau Bareng" Program can be shared through the kesra group. Information will come down to the group of each RW through the village kesra. The hope is from the Education Office so that there will be no miscommunication between the organizers and implementers.

Not only the education office is consistent in the implementation of the "Sinau Bareng" Program but also from students who are also very participatory in the implementation of the program, but according to Mrs. Cicilya as a tutor from among teachers stated that it is still not optimal regarding the participation of tutors in the implementation of the "Sinau Bareng" Program due to several obstacles. This obstacle is as expressed by Bagas as a student tutor who still has limitations in providing material to students, and causes tutors not to teach effectively and often do not even come during the "Sinau Bareng" schedule. This is an obstacle for students, because sometimes when they come to join the "Sinau Bareng" Program but many tutors do not come, as revealed by one of the students that they feel not eager to come because of this.

3.2 Resources

Resources become elements that can affect the success of a policy implementation. As quoted in Suparno (2017: 34) stated that the effectiveness of policy implementation is strongly influenced by resources because incomplete resources can make it difficult to implement policies. Resources that can influence the implementation of the "Sinau Bareng" Program are human resources, budget resources, and also facility resources.[10]

3.2.1. Human Resources

Human Resources are the most important thing in the implementation of a Public Policy, one of which is the Implementation of the Sinau Bareng Program

organized by the Surabaya City Education Office which is attended by students, teaching tutors, and local community leaders, Then for students from kindergarten, elementary to junior high school who every one implementation on Monday can find at least 5 or more children, while on Saturday, more students participated in about 15 students or even more, but in its implementation, the average participants were elementary school students, and with this "Sinau Bareng" Program, students were even more excited, because they could learn and play together, considering that the "Sinau Bareng" Program is not like a school, and also not all children can go to school, Therefore, The children were very enthusiastic about participating in this "Sinau Bareng" Program. In the implementation of the Sinau Bareng Program, the Surabaya City Education Office provides a target in every one of its implementation, namely a maximum of 10 teaching tutors, the teaching tutors are free from teachers, students, or local community leaders. The response of the tutors with the Sinau Bareng Program they feel happy, because they consider this is the duty of the tutors, to educate the life of the nation, and as an example of community service, and the tutors also feel sorry if they find children who rarely study at home, therefore with this Sinau Bareng Program, the tutors always feel happy and give the best for students, and tutors who teach have good qualities such as arriving on time, competent in helping students, According to tutors, there is no training to improve Human Resources, because they already have knowledge related to the K13 Curriculum and the Independent Learning Curriculum and tutors also adjust the classes they teach, such as grades 1, 2, 4, 5 using the Merdeka Curriculum, while grades 3 and 6 use the K13 Curriculum

Tutors, especially teachers, when teaching in the Sinau Bareng Program will get points as a form of service and community service, where these points will be identified "already a tutor today" in the Teacher Application Information System (SIAGUS) Surabaya City although sometimes many tutors cannot come, this is because the Education Office gives obligations to teaching tutors to carry out the Sinau Bareng Program based on their domicile life, which results in inequality of tutors teaching in every region in the city of Surabaya, such as the example of Genteng and Tegalsari areas.

Figure 2

Follow the teaching process in the "Sinau Bareng" Program



Source: Observation documentation

3.2.2. Budget Resources

Budget resources include all assets and financial resources that can be used by an organization to fund a particular activity or program. In this case, the Surabaya City Education Office provides a budget for the implementation of the Sinau Bareng Program which is intended for scholarship recipients and teachers of the Surabaya City Resilient Youth. Especially for Tutor Teachers who do Community Service get points in the form of Performance Allowances. For the facilities of the Sinau Bareng Program, the Education Office does not spend a penny or use the tools available at each RW Hall, but in each Surabaya City RW Hall does not have the same facilities, so tutors teach using makeshift tools.

Then according to a statement from the Education Office and also students when interviewed stated that for students do not get pocket money or snacks on the spot, but from these shortcomings, students still feel happy with the existence of the "Sinau Bareng" Program because not all children in the city of Surabaya can enjoy weekends by having fun with family on Saturday nights, but the "Sinau Bareng" Program can help them enjoy the weekend by playing while playing while learn together.

3.2.3. Facility Resources

In accordance with observations and interviews, Mrs. Atikoh explained that the facilities to implement the Sinau Bareng program came from the local RW hall where the program was implemented. So there is no significant advantage of this program. He also said that if the RW hall still lacks infrastructure used for teaching, it is not a problem because this program has a different concept from the school, the tutors have also been given direction on learning concepts so that if they have other skills they can be taught to students.

Figure 3

Facilities of Balai RW 01 Semolowaru



Source: Observation documentation

However, according to observations in the RW 05 Genteng hall which is the opening place of the "Sinau Bareng" Program, there are facilities provided by the Education Office for the implementation of the "Sinau Bareng" Program which

makes the RW 05 Genteng hall always crowded during the implementation of the "Sinau Bareng" Program. With the facilities provided, it will provide its own attraction to increase student interest to always take part in "Sinau Bareng" activities.

Figure 4

Facilities from the Education Office at Balai RW 05 Genteng



Source: Observation documentation

Thus, different opinions were expressed by some tutors that there should be facility allowances from program organizers such as bookshelves that can function as mini libraries in RW halls and also provide study desks for RW halls that do not have such facilities. Because, according to him, this is also one that encourages students in the learning process and can also help student tutors who sometimes lack teaching materials.

Figure 5

Location of Balai RW 01 Tandes without facilities



Source: Observation documentation

3.3 Disposition

Disposition is the attitude or behavior of policy implementers in playing a role in achieving the goals and objectives of policy implementation. This disposition is an attitude and behavior so that it becomes an important and mandatory part of

policy implementers. However, sometimes the attitude of the implementer will also have a negative impact which becomes an obstacle in policy implementation if it cannot carry out the policy according to the wishes of the implementer. Therefore, this disposition that will affect requires the ability of implementers who are consistent and committed to carry out the policy of the "Sinau Bareng" Program. Regarding indicators of disposition or attitude of implementers in the implementation of this program policy, the results of the study are in accordance with the dimensions of executive appointments and incentives.

3.3.1. Executive Appointment

The appointment of the implementer of a program must be done by analyzing the competence, capability, and willingness in accordance with the objectives of policy implementation. Therefore, based on the results of an interview conducted by the author with Mrs. Atiko, S.s., M.m as the coordinator of the "Sinau Bareng" Program of the City of Surabaya stated that the appointment of the Surabaya City Education Office as the leading sector of the "Sinau Bareng" Program was due to the education office that oversees the learning process in the City of Surabaya and also the Education Office which houses teaching teachers who are used as one of the tutors in the "Sinau Bareng" Program. With the appointment of the Surabaya City Education Office as the implementer of the "Sinau Bareng" Program, it has encouraged the City of Surabaya to receive appreciation from the ministry when directly involved in Ketabang village because the "Sinau Bareng" Program includes independent learning that is well implemented in the city of Surabaya for the community. The attitude taken by the Education Office to make the Sinau Bareng Program a success is to supervise by visiting RW centers that are implementing the "Sinau Bareng" Program but are carried out uncertainly. According to Mrs. Atiko, the appointment of tutors in the "Sinau Bareng" program is in accordance with the needs of the implementation of the "Sinau Bareng" Program because for tutors it is their obligation to channel their knowledge to the nation's children and for student tutors, according to her, it is appropriate because she remembers that the task of students is to do community service. However, according to the results of interviews with tutors, it was stated that the interest of tutor participants in the "Sinau Bareng" Program was still not maximized and according to Mrs. Cicilya as a teacher tutor stated that the appointment of tutors from among students was still not optimal because not all students could provide teaching and assist students in doing assignments. So according to information from one of the student tutors and community tutors, this condition is one of the problems experienced and makes the enthusiasm for teaching decrease from student tutors and community tutors.

Figure 7

Visit of the Head of the Data and Information Center of the Ministry of Education and Culture and Technology and the Head of the Education Office



Source: <https://bbpmpjatim.kemdikbud.go.id/>

As shown in the picture, a visit to the RW hall that implements the Sinau Bareng Program is also one solution to eradicate laziness from teaching tutors. The picture shows a visit to Balai RW 05 Genteng conducted by the Head of the Data and Information Center of the Ministry of Education and Culture of Research and Technology and completed by the Head of the Education Office and village officials of Genteng Village. However, the results of the study stated that there was also a problem about the lack of enthusiasm of tutors from both teachers and students in participating in joint sinau activities. Some of the reasons for the lack of enthusiasm of tutors in carrying out their duties are due to other activities and also feel tired of their busy lives as teachers and students. The Education Office overcame the problem by submitting a report to the head of the RW so that as Mrs. Atiko said "the solution given to the problem of absent tutors is to be absent directly by the head of the RW regarding who the tutors are present". The solution was given by seeing the importance of tutor spirit in the success of the "Sinau Bareng" Program because this program is predicted to go hand in hand with development and continue to help student problems in the city of Surabaya. In addition to tutors from teachers, students, and the community are designated as teaching tutors. From interviews with several students at RW. 01 Tandes stated that when they become students in the "Sinau Bareng" Program they will be absent by the teaching tutor on the Sinau Bareng website in Surabaya.

3.3.2. Incentive

Incentives are one of the things that affect the attitude of policy implementers. This is because in general everyone will act in accordance with their respective interests, but instead of incentives it will build more enthusiasm for the executors in carrying out their duties. Thus, incentives can be one way to overcome problems in policy implementation. In accordance with what was revealed by

Mrs. Atiko that in the implementation of the "Sinau Bareng" Program, tutors not only carry out activities that waste time but can provide benefits for the surrounding environment and also for themselves because, for teaching tutors from among teachers will get performance allowances if they carry out their duties in the "Sinau Bareng" Program.

In addition to teacher tutors, student tutors also get incentives in the form of pocket money received by student tutors every month. Not only revealed by Mrs. Atiko as the program coordinator, according to an interview that the author conducted with Tutor Teachers at Balai RW 01 Tandes, she said that indeed by carrying out her duties in the "Sinau bareng" Program, she would get incentives in the form of performance allowances and every attendance would be a point (Surabaya Teacher Application Information System (SIAGUS)). According to Mrs. Cicilya, who is a tutor at Balai RW 01 Tandes, stated that pocket money comes out every 3 months and according to her, the pocket money given is still less because there are also many tutors who also come from out of town who take up their time to carry out their duties as teaching tutors but the allowances provided are inadequate.

In addition to Mrs. Cicilya's opinion, according to Bagas as a student tutor, the incentive in the form of pocket money is still not in accordance with the time spent by student tutors and transportation money. And according to students from the "Sinau Bareng" Program, they do not get an incentive of pocket money or anything considering that students have received so many benefits from the "Sinau Bareng" Program.

3.4 Bureaucratic Structure

In order for this joint sinau program to be implemented, a policy certainly needs an explanation of its bureaucratic structure. The bureaucratic structure will be one of the main components in running this "Sinau Bareng" Program. The importance of bureaucratic structure in the implementation of this policy is evidenced by the structure in the implementation of the "Sinau Bareng" Program policy with coordination regarding the "Sinau Bareng" Program starting from the Surabaya City Education Office as coordinator then providing information to the sub-district and forwarded to the sub-district then continued to the head of the RW at the location where the Sinau Bareng Program will be implemented. According to George C. Edward III's theory, there are two things that can support the bureaucratic structure and its explanation.

3.4.1. SOP

Incentives are one of the things that affect the attitude of policy implementers. This is because in general everyone will act in accordance with their respective interests, but instead of incentives it will build more enthusiasm for the executors in carrying out their duties. Thus, incentives can be one way to overcome problems in policy implementation. In accordance with what was revealed by Mrs. Atiko that in the implementation of the "Sinau Bareng" Program, tutors not only carry out activities that waste time but can provide benefits for the surrounding environment and also for themselves because, for teaching tutors

from among teachers will get performance allowances if they carry out their duties in the "Sinau Bareng" Program.

To describe the procedure for implementing policies, procedures are needed in implementing policies. Standard Basic Operating Procedures (SOPs) are used to handle service conditions to the community, with this SOP policy implementers can maximize policy implementation and optimize action implementation to be more flexible, controlled and responsible in order to achieve conducive policy implementation

Based on the statement, Mrs. Atiko as the Coordinator of the Sinau Bareng Program stated that there are policies that are used as guidelines in the implementation of the Sinau Bareng Program, including Law Number 35 of 2014 concerning Amendments to the Child Protection Law as a commitment to respect and fulfill children's rights and also the Circular Letter of the Minister of Education and Culture, Research, and Technology No. 2 of 2022 concerning Discretion for the Implementation of Joint Decisions of 4 (Four) Ministers concerning Guidelines The implementation of learning during the Coronavirus Disease 2019 Pandemic which Limited Face-to-Face Learning can be done with the Implementation of Community Activity Restrictions (PPKM). In addition, the "Sinau Bareng" Program is implemented by considering that if Sinau Bareng activities are not carried out, it is feared that literacy interest will decrease, especially around Balai RW. In the success of the "Sinau Bareng" Program, there are the following implementing qualifications:

1. The designated RW Hall has a representative place (room) for teaching and learning activities;
2. Preparing children of early childhood, elementary and junior high school age who need learning assistance;
3. Have teachers/accompanying students/facilitators according to student needs;
4. There is no limit on the level of students in the implementation of sinau bersama;
5. Provide mentoring time for students from 18.00 – 20.00;
6. Does not deviate from the procedure.

In addition, there are SOPs for tutors and also the location of RW halls held by the "Sinau Bareng" Program In accordance with the statement of students who take part in the "Sinau Bareng" Program states that students who take part in the Sinau Bareng program will be absent by tutors on the Sinau Bareng website Surabaya City and the same statement is made by the Education Office and also the student tutor Attendance made by tutors on the Sinau Bareng website will be displayed on the attendance data menu and produce The number of students who were participants on the day the tutor was absent.

3.4.2. Fragmentation

Fragmentation is the division of responsibilities in the implementation of a policy by requiring coordination and information sharing. Fragmentation in the "Sinau Bareng" Program of Surabaya City has run optimally. This condition is evidenced by the Education Office's strategy of using whatsapp groups as a means of coordination related to the "Sinau Bareng" Program, starting from the Surabaya City Education Office as a coordinator who regulates tutor schedules and distribution of teaching locations, then provides information to the sub-district and forwarded to the village then continued to the head of the RW at the location where the Sinau Bareng Program will be implemented. From the coordination of communication, there is then a division of duties from the Education Office which is responsible for the distribution of tutor schedules and tutor teaching locations, besides that the Education Office also has the authority to supervise the implementation of the Sinau Bareng Program. Not only the Education Office, the role of the Head of RW can also supervise, in the form of recapping the presence of tutors according to the schedule given by the Education Office.

With the division of authority to the implementers of the "Sinau Bareng" Program, but tutors in accordance with statements from the education office and also tutors stated that there is no special division for tutors because tutors will continue to change according to the schedule. However, students argue that tutors are able to ensure students can receive learning materials as desired by always offering material that students are interested in before carrying out learning.

4. Conclusion

Based on the results of research on the implementation of the Sinau Bareng Program Policy, it can be concluded that the implementation of the "Sinau Bareng" Program has not been fully effective because:

4.1 Communication

in the delivery of information regarding the Sinau Bareng Program policy by the Surabaya City Education Office has been clearly conveyed through the Task Order and also the Sinau Bareng Website. Information about the Sinau Bareng Program policy is conveyed through a WhatsApp Group consisting of the Education Office, Sub-district, and all RWs, Teachers, Teachers, and Community Tutors to inform the schedule of the "Sinau Bareng" Program and also the list of RW halls that are currently on holiday on the schedule of the Sinau Bareng Program. However, in reality in the delivery of this information there are still communication barriers related to the tutor's rolling schedule. So the tutor still does not know in terms of the rolling schedule which causes the absence of the tutor because it collides with other tutor activities.

4.2 Resources

in the aspect of human resources in the "Sinau Bareng" Program are still not fully adequate due to the limited insight of tutor students in providing material to students and the number of human resources that are not in accordance with the tutor's domicile. In addition to having human

resource constraints, the "Sinau Bareng" Program also focuses on facility resources that are still lacking in several RW locations that run the "Sinau Bareng" Program. However, despite the constraints of human resources and facilities, the "Sinau Bareng" Program has budget resources for tutors in the form of performance allowances and allowances for student tutors.

4.3 The disposition

the performance of the implementers entrusted to implement the policy of the "Sinau Bareng" Program is quite good, this can be seen from the commitment of the implementers in implementing this policy. So that the implementers of the "Sinau bareng" Program policy deserve incentives in the form of performance allowances and get certificates (rewards) from their work as teaching tutors.

4.4 Bureaucratic Structure

In the policy implementation structure, "Sinau Bareng" The program has been clearly prepared in accordance with the task obligations contained in the Standard Operating Procedures (SOP), namely Law No. 35 of 2014 concerning Amendments to the Child Protection Law as a commitment to respect and fulfill children's rights and also the Circular Letter of the Minister of Education and Culture, Research, and Technology No. 2 of 2022 concerning Discretion for the Implementation of Joint Decisions of 4 (Four) Ministers concerning Guidelines for Learning Implementation during the Coronavirus Disease pandemic In 2019, Limited Face-to-Face Learning can be implemented with the Implementation of Community Activity Restrictions (PPKM). Tutors have followed the applicable SOP according to the authority given by the Surabaya City Education Office.

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