

# Policy Implementation Learn from Homes in State High Schools of Medan City based on SE Kemendikbud Number. 15 of 2020

Jamal Thahir Karo Karo<sup>1</sup>, Zainuddin<sup>2</sup>, Yasaratodo Wau<sup>3</sup>

{thahir1297@gmail.com<sup>1</sup>, zainjaros1955@gmail.com<sup>2</sup>, yasaratodowau@unimed.ac.id<sup>3</sup>}

The Educational Administration Study Program of Postgraduate School of Universitas Negeri Medan, Indonesia 20221<sup>1,2,3</sup>

**Abstract.** This research aimed to describe the implementation of learning from home policies at SMA Negeri Medan City based on SE Kemendikbud No. 15 of 2020, as outlined by Edward III's policy implementation theory. This study is descriptive and employs a qualitative research style. Data was gathered via interviews, papers, and observations conducted with the Head of the South Medan Education Office Branch, school principals, and state high school instructors in Medan City. The study's findings indicate that the policy's substance does not explain graduating standards, teachers' lack of self-development, and poor interest in attending seminars, workshops, and online apps created by the government and academics.

**Keywords:** Policy, Implementation, and Home-Based Learning

## 1 Introduction

Conscious and planned human effort in self-improvement to achieve good trust, self-control, character, ability, and good behavior by creating an atmosphere and learning process, which is the meaning of education for humans who have quality and can play a candle in the times. Amidst changing to realize competence, it is very dependent on those who regulate education governance that can recognize the wishes of the people based on religion, belief, income, and level in society, state, peace, habits, work pressure, development, and state needs. This means that a review of the establishment of educational policies should look at various aspects and problems that are vital for the people, the state, and the pressures of the times.

The world of education is currently facing health problems that have shaken the whole world. The simultaneous discovery of pneumonia in the South China seafood market in Wuhan, Hubei Province, China, occurred in December 2019 (Chaolin Huang et al., 2020: 497–506). China's National Health Commission sent an expert to Wuhan to study the virus named COVID-19 (CORonaVIRus Disease 19), which was found at the Virology Laboratory, Chinese Center for Disease Control and Prevention, on January 7, 2020 (The State Council of The People's

Republic of China, 2020). The total number of sufferers of the Covid-19 virus has increased and spread throughout China, even reaching the whole world.

Coronavirus disease (Covid-19) is shaking the world. The big event triggered by this infectious disease was beyond many people's predictions, even among practitioners and experts in the field of crisis management. Now all sectors are affected, including the world of education, even touching on the way of worship and social life.

Indonesia is one of the Asian countries affected by the COVID-19 outbreak. Released by the Covid-19 Task Force as of June 21, 2020, the number of confirmed positive patients increased by 862 to 45,891, and patients recovered from 18,404 and 2,465 people (Imam Shubi, 2020). One of the steps to prevent coronavirus infection is to encourage health coronavirus to sit visits to crowded places and direct contact with other people, better known as Social Distancing. The application of social distancing means that a person cannot shake hands (physical touch) and maintain a distance of at least 1 (one) meter when interacting with other people during the Covid-19 pandemic. The implementation of social distancing carried out in the field of education includes studying from home (work from home), studying at home online for school and university students, and conducting online meetings or meetings via video and conference or teleconference.

In this regard, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 6962/MPK.A/HK/2020, dated March 17, 2020, concerning Online Learning and Learning from Home in the context of Preventing the Spread of Covid 19. To respond further to Covid 19 in the education sector, the government issued Circular Letter 4 of 2020 regarding implementing education in the Coronavirus disease (Covid-19) emergency. In this condition, education services in schools are implemented by Learning From Home (BDR) through distance learning. The goal is to provide a meaningful learning experience for students focused on life skills education, activities, and various learning tasks.

Policies include a work-from-home system or Work From Home (work-from-home-schools) and even learning at colleges as well as the online procedure is the result of the government's formulation. This government formulation comes from all societal events (Thoha, 2012). The COVID-19 epidemic has spread rapidly to people in almost all countries in the world. Thus, the government issued a policy of working remotely, namely WFH or working from home.

The Learning From Home policy in educational institutions significantly impacts the learning and assessment process. Therefore, the Circular Letter of the Ministry of Education and Culture Number 15 of 2020 concerning guidelines for implementing Learning from home has set the learning mechanism from home so that distance learning needs to be redesigned using an online, offline, or combination approach. Schools can take advantage of the availability of infrastructure to carry out the learning process optimally. Based on the Circular of the Ministry of Education and Culture Number 15 of 2020, the purpose of learning from home is to provide a meaningful learning experience for students, focused on life skills education, activities, and varied teaching tasks.

The North Sumatra Provincial Education Office is a branch of the Ministry of Education and Culture of the Republic of Indonesia which is in line with policy rules from the center based on the Medan Mayor Regulation Number 27 of 2020 regarding the adaptation of new habits during the COVID-19 pandemic in Medan City, namely regarding the BDR policy, especially in SMA Negeri in the City. Medan, one of the provincial capitals in Indonesia, uses the theory of George C. Edwards III, which is viewed from the aspect of Communication, resources, disposition, and

bureaucratic structure. According to George Edward III in Widodo (2010: 96). four factors influence success or failure, four factors influencing (1) communication, (2) resources, (3) disposition, and (4) bureaucratic structure. The reason for choosing the Edward III Theory is because the four variables or dimensions in the model built by Edward have a relationship between one factor and another in achieving the goals and objectives of the program/policy. All of them synergize to attain goals, and approaches based on Edward III's theory can answer problems regarding implementation that often occur in policy implementation activities.

## **2 Research Methods**

The research uses qualitative, field, or case, study models. According to well, case study research is research that exam according to the a program, event, process, individual, or group activity. The location of the research implementation in the context of extracting data is in the object of the research title, namely the State Senior High School in the City of Medan under the auspices of the South Medan Education Office Branch Office, North Sumatra Province.

Objects or informants to obtain data sources in this study were the head of the high school section of the south field education office, the principal of the public high school, and the deputy head of the curriculum, teachings, and students public high school in the teachings, but students emphasized here that each informant used are people who have in-depth and relevant knowledge, implement policies and who receive the impact of policies.

The stages of research carried out in this study are: (1) Pre-Field Stage consists of developing a research design, Selecting a research location based on a preliminary analysis, Managing permits, and Determining respondents, Determining resealed instruments. (2) The Field Activity Phase consists of entering the field, holding interviews and observations, and conducting interviews with the head of the education office, principal, teachers, and parents of students. (3) The Data Processing Phase consists of selecting, clarifying, and summarizing data. (4) The Stage of Research Results that have been carried out by researchers who will later use or not Policy Learning From Home Through distance learning will be a recommendation for the government, education offices, and schools. The research will ultimately get results. The Learn work from Home Policy is based on the Circular Letter of the Ministry of Education and Culture Number 15 of 2020.

## **3. Results and Discussion**

data from this study refers to George C. Edward III's Grand Theory (Agustino, 2014:149), which refers to four variables, namely Communication, resources, disposition, and bureaucratic structure, in implementing the Learning from Home Policy based on the circular letter of the Ministry of Education and Culture Number 15 of 2020 at the South Medan Education Office Branch and State High School in Medan City, can be described as follows:

### **3.1 The Communication Process in the Implementation of Home Learning Policies for State Senior High Schools in the City of Medan based on the SE Kemendikbud No. 15 of 2020**

Based on the results of the study, the communication process in implementing the Learning from a home policy at a public high school in the City of Medan uses a form of Downward

section, which is Communication that goes down from one level to a lower level slowly towards the bottom. The standard policy communication process is carried out by the head of the Provincial Education Office to the Head of the Education Office Branch, the Head of the Education Office Branch to the school principal, and then the school principal has the responsibility to pass on information on SE Kemendikbud policy number 15 of 2020 to all staff, teachers, and parents of students.

The information received by the teacher is clear but not understandable enough to implement the Learning from a home policy at a public high school in the City of Medan, as interviews, monitoring results from the Education Office Branch and school supervisors, as well as reports on BDR activities that are reported to the Office Branch every month. The communication process about the BDR policy of Public Senior High Schools in the City of Medan is carried out consistently by the Branch Office and the Ministry of Education and Culture through the SIMPKB application on the teacher learning and sharing menu in the SIMPKB teacher application and Internet Social Media, Ministry of Education and Culture institutions such as P4TK often carry out online socialization, training and workshop activities (On the network) with Zoom Mett, but there is no obligation to participate in online socialization, training, and workshop activities so there is no firmness.

The success of leadership depends on the leader's ability to translate policies and ideas into practical terms that his followers can understand and implement. Handoko (2012:72) Communication is a process of transferring understanding through pictures or information from one person to another. The transfer of Learning involves not only the words used in conversation but also facial expressions, intonation, vocal focal points, etc. Furthermore, Dedy Mulyana (2005:22) provides an understanding of Communication as stated by Harold D. Laswell that Communication is the process of passing symbols, ideas, feelings, and thoughts to others by answering the questions "who say" thoughts to whom with what effect? (who says what, with what channel to whom, and how does it affect?). So it can be concluded that Communication is an activity of delivering and understanding messages, information and ideas conveyed in verbal and non-verbal forms from one person to another. from one person to another, it will create the same meaning and achieve the goals that have been set.

Based on the explanations of several research informants, the communication process in implementing the BDR policy was carried out with socialization organized by the South Medan Education Office Branch. Workshops, as for training activities and seminars carried out by the P4TK Education institution for each subject that is informed through social media which is carried out online, through the menu of learning teachers and sharing on the SIMPKB teacher account and also school policies using BOS funds as did SMA Negeri 3 Medan, while the Education Office Branch only acts as a facilitator. These two factors are causing the south Branch Office, not These two factors workshops, namely: first, the limited quota of participants in an activity. This is because the number of public and private schools under the auspices of the south Medan Branch Office is quite large, so there is a limited quota of participants in the implementation of activities, and there is no funding from the government because there have been school operational assistance funds (BOS) that have been distributed and handed over to schools that can be used—budgeted for training activities and workshops depending on school policy.

Within the scope of schools, in addition to the principal, deputy principal, and staff, the implementation of SE Kemendikbud number 15 of 2020 is also disseminated to teachers and parents of students. The submission of the contents of the SE Kemendikbud number 15 of 2020

can be seen from the rein on BDR activities received by the Branch Office every month. However, it must be acknowledged that in some matters related to determining essential materials and meaningful Learning and adjusting learning standards, there are still shortcomings. This is in agreement with Edward III's argument that policies can be implemented as desired, so the implementation instructions must not only be accepted by policy implementers. It can be concluded that the indicators of clarity on the implementation of the Learning at home policy at public high schools in the City of Medan are going quite well. This can be seen from the participation of students in the learning process from home.

Based on the discussion above, it can be concluded that the communication process in implementing the Learning from a Home policy in public high schools in the City of Medan based on policy kemendikbud number 15 of 2020 uses the Downward Communication model (downward Communication). The clarity of informant received by the teacher is quite evident because the implementation of learning from home is going well, as evidenced by student's participation in learning from home and the decrease in Covid-19 cases.

The Ministry of Education and Culture, in collaboration with P4TK and LPMP, Consistently socializes, holds online learning workshops that are informed of the registration link on social media, and develops Learning and sharing menus in the SIMPKB application. Actioners learn from each other and share that it is connected with all teachers in Indonesia. The South Medan Education Office branch has also carried out socialization and monitoring but has not yet held workshops and training due to the absence of funding allocations for training and workshop activities. The school principal submits training activities and workshops using the School Operational Assistance budget. There are still schools that have not held seminars and training for teachers due to limited BOS funds. However, socialization activities, workshops, and training seminars are consistently carried out by the Ministry of Education and Culture in collaboration with P4TK and LPMP online, who are informed of the registration link on social media.

Principals and teachers at public high schools in the City of Medan are also consistent in implementing the Learning from a home policy by conducting online Learning, conducting evaluation meetings three times a semester, and making reports on distance learning activities every month.

### **3.2 Resource Support in the Implementation of Home Learning Policies for State Senior High Schools in the City of Medan based on SE Kemendikbud number 15 of 2020**

Based on the results of the study, it can be concluded that the support of resources in implementing the Learning from Home (BDR) policy for SMA Negeri in the City of Medan consists of human/staff resources, information, budget resources, authority, equipment resources/facilities are essential factors for the implementation of the policy. The number of staff in the South Medan Branch of the Education Office (Branch Service) is 4 (four) people, consisting of 1 (one) Head of the Senior High School Branch of the South Medan Service Office and three staff. Every public high school in the City of Medan has 4 (four) vice principals, 2 (two) Guidance Counseling (BK), and 4 (four) to 5 (five) teachers per 17 (Seventeen) subjects who are responsible for implementing the complete on of BDR in schools. In carrying out the task, the availability of supporting facilities used by all education staff and students is in the form of computers, printers, and wifi, which are available in the computer laboratory and their respective work units at public high schools in the City of Medan. Facilities in the form of laptops and internet quotas used by Medan State High School teachers use personal laptops and

percentages from the government. In addition, students use individual laptops and internet quotas from the government if there are problems with using facilities at school.

Budget resources in managing the implementation of BDR, funds in schools come from BOS funds (School Operational Assistance) of the Ministry of Education and Culture (Kemendikbud), and school committee funds. The principal has the authority to implement the BDR policy. The power of the implementers is formal, as evidenced by an assignment decree from the Head of the North Sumatra Province Education Office.

The success of policy implementation is highly dependent on the ability and use of existing resources. Resources, according to the KBBI, are factors of production consisting of land, labor, and capital used in one activity to produce goods and services. MTE Hariandja (2002:2) states that Human Resources is one of the most critical factors in a company, in addition to other supporting factors such as capital. Therefore, human resources must be appropriately managed to increase the effectiveness and efficiency of the organization. Then Sasongko and Parulian (2015: 2) argue that budgetary resources are activity plans that will be carried out by management in a period that is stated quantitatively. Information that can be obtained from the budget includes the number of products and their selling prices for next year".

Within the scope of the school, information is hierarchically sourced from the principal. The school principal provides information to all education staff regarding guidelines, instructions, procedures for implementation, technical implementation, and, also, eating regarding the performance of SE Kemendikbud number 15 of 2020.

This kind of information model can also be called an information model that Downward Communication (from superiors to subordinates). This information delivery model generally occurs in every institution or agency. This information delivery model certainly has advantages and disadvantages. The side of the benefits in a model like this is that the implementer obtains instructions or directions relating to the implementation of the policy from a clear source. Meanwhile, the downside is the delivery of information in layers, so that sometimes tricky for implementers to decide on something urgent. Because the work in the field sometimes does not fully match what has been written: "on paper."

Authority (authority legit their the intimacy for policy implementers (implementers) that are formal. The legality of power in the implementation of SE Kemendikbud No. 15 of 2020 lies in the work units in two agencies. The first is at the North Sumatra Provincial Education Office Branch. It is responsible for coordinating, ensuring, and facilitating schools under the auspices of the South Medan Office Branch in carrying out the SE Kemendikbud No. 15 of 2020. In the institutional structure at the South Medan Branch Office, there is a field of work, namely the SMA Section. The SMA section is given the authority to monitor and evaluate the implementation of SE Kemendikbud number 15 of 2020.

In the implementation of the Ministry of Education and Culture's SE number 15 of 2020 concerning the Implementation of BDR Public High Schools in Medan City, two budgets can be spent for the benefit of facilities and infrastructure, namely the budget sourced from the Ministry of Education and Culture's BOS (School Operational Assistance) funds and school committee funds.

Regarding the source of funds, generally, madras, a committee fund, come from grants or donations from parents of students—the parents of these students get several gifts every month. Currently, BOS funds are generally used to pay the salaries of honorary teachers and the

fulfillment of consumable facilities and infrastructure. Meanwhile, the school committee funds are used for maintenance costs and unexpected costs.

The availability of supporting facilities for the implementation of SE Kemendikbud No. 15 of 2020 and a mandatory requirement for implementers is a set of computers/laptops, and internet networks, in addition to desks, rooms, and others which have become facilities that must exist in every agency. The availability of computers/laptops, printers, and internet networks at SMA Negeri in the City of Medan has been fulfilled by the needs in implementing BDR implementation management. In the process of implementing SE Kemendikbud number 15 of 2020, it seems that the physical facilities needed by the implementer do not have too many items because the dimension of resources for implementing the SE Kemendikbud Policy No. 15 of 2020 concerning the Implementation of BDR is closely related to the primary resource, namely budgetary (financial) resources.

Based on the discussion above, it can be concluded that resource support in implementing the learning policy from a public high school home in the City of Medan consists of human/staff resources, information, budget resources, authority, and equipment/facilities resources. Support of human resources/staff in implementing the BDR policy of Public SMA in Medan City totals four people consisting of 1 (one) Head of the South Medan Education Office Branch, 1 (one) Head of the SMA Section of the South Medan Education Office Branch and 3 (three) Section staff of the SMA Branch of the South Medan Education Office. In SMA, the entire education staff consists of the principal, vice principal, Counseling Guidance, and Teachers.

The budget for implementing the BDR policy comes from the North Sumatra Provincial Education Office's BOS (School Operational Assistance) and school committee funds. Furthermore, each position holder has their respective authority, which is the legitimacy of formal policy implementers (implementers). Then in carrying out their duties and responsibilities, the Head of the South Medan Education Office Branch and the principal of a public high school in the City of Medan are supported by adequate facilities such as laptops and internet networks in addition to comfortable tables, ch, an IRS, and rooms.

### **3.3 Disposition in implementing the Learning from home policy for public high schools in the City of Medan based on SE Kemendikbud number 15 of 2020**

Based on the results of field research on dispositions in implementing the Learning From home policy at public high schools in the City of Medan, it was concluded that the appointment of sections and staff of the Branch Office of Education and all education personnel in senior high schools who were civil servants placed by the Governor of North Sumatra, while honorary staff and honorary teachers were selected. , elected and appointed fully appointed based on the prerogative of the principal. PNS teachers do not get incentives, while honorary teachers are given incentives from the central government and the Social Security Administration through Wage Subsidy Assistance.

Disposal is related to the implementers' attitude to support policy implementation. Good and bad policy implementation depends on the attitude response of the implementer in carrying out the policy. According to work commitment is an essential behavioral dimension that can be used to assess employee tendencies. Commitment is the involvement and desire of someone who is relatively strong in the organization to maintain membership in the organization and is willing to strive for the achievement of organizational goals. Furthermore, Robbins in Sopiah (155-156)

defines organizational commitment as "an attitude that reflects the likes or dislikes of employees towards the organization.

If the implementer has a positive attitude towards the implementation of the policy, it is possible that the procedure can be implemented in accordance with the policy objectives. On the other hand, if the implementers are negative, the policy implementation process will be hampered. Within the South Medan Education Office Branch, the South Medan Education Office Branch Head has the authority to appoint honorary staff and coordinate the senior high school and high school section heads in the City of Medan under the auspices of the South Medan Office Branch. While in the school environment, the principal has the authority to appoint honorary staff and teachers and coordinate all education personnel in the school.

So far, the people appointed by the head of the work unit have shown an attitude of support or a positive attitude towards the implementation process of SE Kemendikbud number 15 of 2020. This can be seen from the commitment of implementers to carry out roles, functions, and responsibilities related to SE Kemendikbud number 15, 2020. The promise of these implementers can be by the om level of student attendance following learning from home. As discussed in the "communication consistency" section, the achievement of the attendance of State Senior High School students in Medan City following learning from home is good. This achievement shows that there is a positive attitude from implementers in implementing SE Kemendikbud number 15 of 2020.

Then the provision of incentives to policy implementers (implementation) is one way to generate work motivation to implement a policy. Without specific incentives or additional costs obtained by the implementers, the process of implementing a policy will falter. Because according to George C. Edward III, a person moves not only based on the interests of the institution's progress but also in their sets for himself. So the provision of incentives can influence actions and create a positive attitude in carrying out their duties and responsibilities in implementing a policy. Within the scope of the school, all ASN employees have received incentives. The incentives provided are in the form of additional salaries, while honorary employees receive incentives in the form of wage subsidies from the central government and salaries from BOS funds.

Based on the above discussion, it can be concluded that the disposition in the implementation of the Learning from home policy for public high schools in Medan City is that the appointment of sections and staff at the South Medan Education Office Branch who are ASN are placed by the Governor of North Sumatra. In contrast, honorary staff and teachers are fully appointed based on prerogatives. Principal. The branch of the Education Office and all public high school education staff in the City of Medan have a significant commitment and desire for the advancement of education in the City of Medan. Then all ASN employees at the school received incentives, while the staff and teachers were honorary Batuan Subsidies. Wages come from the center, and salaries come from BOS funds.

### **3.4 Support of the Bureaucratic Structure in the Implementation of Home Learning Policies for SMA Negeri in the City of Medan based on the SE Kemendikbud No. 15 of 2020**

Based on the results of research data regarding the support of the bureaucratic structure in the implementation of the Learning from Home (BDR) policy for public high schools in the City of Medan based on the SE Kemendikbud number 15 of 2020, it is known that the South Medan Education Office Branch and also public high schools in the City of Medan already have an organizational structure that is already in place. Determine the duties and functions of the



position. In implementing the BDR policy based on the Circular Letter of the Ministry of Education and Culture Number 15 of 2020 both at both Medan Service Branch and State Senior High Schools in Medan City, they do not have an SOP (Standard Operational Procedure on the technical implementation of the SE Ministry of Education and Culture No. 15 of 2020 concerning Guidelines for the Implementation of Learning from Home). intended for Elementary School/Madrasah Ibtidaiyah (SD/MI), Junior High School/Madrasah Tsanawiyah (SMP/MTs), and High School/Madrasah Aliyah (SMA/MA).

The structure within an organization is made to run the organization in the duties and functions of each position. The organizational structure is clear to separate the responsibilities and authorities of its members. According to Robbins and Coulter (2007:284), organizational structure can be interpreted as a formal organizational framework in which work tasks are divided, grouped, and coordinated. Furthermore, Hasibuan (2004:128) explains the organizational structure to describe the type of organization, departmental organization, position and authority of officials, fields ad, relationships, lines of command and responsibility, and span of control and organizational leadership system.

Within the scope of the South Medan Office Branch, the reference becomes the handle of the Head of the Education Office Branch in the process of implementing SE Kemendikbud number 15 of 2020. This means that the SOP on the technical implementation of SE Kemendikbud number 15 of 2020 is not formulated by the South Medan Office Branch, but implementation efforts and the performance of BDR running based on the workflow mechanism that has been defined in each field. The workflow is formed based on the division of tasks and responsibilities in each work unit area at the South Medan Education Office Branch.

SMA Negeri, under the auspices of the South Medan Office Branch in Medan City, the technical SOP on implementing the SE Kemendikbud No. 15 of 2020 has also not been formulated. As for matters relating to the performance of the BDR implementation, it is directly adjusted to the contents of the SE Kemendikbud number 15 of 2020. The SE Kemendikbud No. 15 of 2020 is a reference for schools to seek the availability of educational services within public high schools in the City of Medan.

Like wise, with the Medan Selatan Office Branch, the technical implementation of the implementation of SE Kemendikbud number 15 of 2020 is based on the working mechanism of school principals and teachers in carrying out their duties and responsibilities. Generally, principals monitor the implementation of learning from home, and teachers prepare for Online Learning (on the network) or BDR.

Although the SOP on technical work related to the implementation of SE Krmendikbud number 15 of 2020 is not stipulated in a formal policy, implementers still carry out their duties and responsibilities based on the work mechanisms contained in each unit or field of work. The working tool in each work unit is to provide uniformity to new implementers to adapt appropriate ways of working for implement kemendikbud No. 15 of 2020. In general, the duties of the Head of the Education Office Branch and the Head of the High School Section of the Education Office Branch are in the process of implementing the SE Kemendikbud number 15 of 2020 relates to the guidance, coordination, service for the implementation of BDR SMA Negeri under the auspices of the South Medan Office Branch.

Then the principal and teachers carry out the duties and responsibilities related to the implementation of the SE Kemendikbud No. 15 of 2020 and the implementation of Learning from home at the Medan City Public High School. The division of tasks in implementing the

SE policy of the Ministry of Education and Culture No. 15 of 2020 within the South Medan Education Office Branch and State Senior High Schools in Medan City has been determined firmly and clearly in the organizational structure. Each agency that is the implementer already has a working unit that functions and is responsible for implementing policies. A clear division of responsibilities will avoid overlapping the implementation of the SE Kemendikbud No. 15 of 2020 at SMA Negeri Medan City.

The South Medan Education Office branch has three sectional sections, and three staff are added in each area, namely the Head of the General Sub-Section, the Head of the High School Section on the ad, and the Head of the Vocational School. And the Medan Selatan Service Branch and Medan City Senior High School have their national structure on the above discussion. It can be concluded that the support for the bureaucratic system in implementing the BDR policy for public high schools in the City of Medan based on the SE Kemendikbud number 15 of 2020 the Branch of the South Medan Education Office and also public high schools in the City of Medan already have an organizational structure that has determined the duties and functions of positions. In implementing the Learning from Home policy based on the Circular Letter of the Ministry of Education and Culture No. 15 of 2020, the South Medan Education Office Branch and also public high schools in the City of Medan do not have an SOP (Standard Operational Procedure) on the technical implementation of SE Ministry of Education and Culture No. 15 of 2020 regarding guidelines for implementing Learning from home intended for Elementary School/Madrasah Ibtidaiyah (SDMI), Junior High School/Madrasah Tsanawiyah (SMP/MTs), and High School/Madrasah Aliyah (SMA/MA).

#### **4 Conclusion**

Based on the results of research and discussion on the implementation of the policy of Learning From Home at State Senior High Schools in Medan City based on SE Kemendikbud number 15 of 2020 using the C. George Edward III policy implementation model, it can be concluded that: The communication process in the implementation of the BDR policy for Public Senior High Schools in the City of Medan based on SE Kemendikbud number 15 of 2020 is Communication from top to bottom with (a) Clarity of information received by teachers is relatively straightforward because it provides information on learning resources for teachers so that teachers are asked to be aware of their duties and responsibilities in increasing creativity. Learning from home by looking for information on social media regarding seminars, workshops, and training by educational institutions such as P4TK, LPM, Panther, ers and also the Ministry of Education and Culture developed a shared teacher menu program in the SIMPKB teacher application to share and learn with all teachers in Indonesia. Furthermore, the Ministry of Education and Culture, the South Medan Education Office Branch, School principals, ls, and Teachers consistently carry out socialization, monitoring, and evaluation activities. However, there are no training, BIMTEK, and workshop due to the limitations of the Education Office Branch because there are many schools under the auspices of the South Medan Office Branch, and there is no budget from the Ministry of Education and Culture. Local and central governments, but the Ministry of Education and Culture consistently carries out socialization, workshops, or training in collaboration with educational institutions that are informed on social media and television, which are carried out online.

Support resources in implementing the BDR policy of SMA Negeri in the City of Medan consist of resource sources/staff, budget resources, authority, and resources facilities test for human

resources/staff in the implementation of the BDR policy of State Senior High Schools in the City of Medan are academic staff consisting of school principals, vice principals (WK) Curriculum, Student Working Groups, Public Relations WK, facilities and infrastructure WK, Counseling Guidance Teachers, and all teachers consisting of seventeen (17) subjects and each subject has four (4) to five (5) teachers in SMA Negeri in the City of Medan and is in teacher's task load, which is a maximum of twenty-four (24) hours of study per week. Then the budget resources for implementing this BDR policy come from the BOS (School Operational Assistance) of the Ministry of Education and Culture and school committee funds. Formal. Then in carrying out their duties and responsibilities, all education staff and students at the Medan city public high school are supported by adequate facilities such as laptops, wifi intended as, and comfortable tables, chairs, and rooms.

The disposition in implementing the public SMA BDR policy in Medan City is the appointment of employees who are ASN carried out by the local government. In contrast, Honorary Employees are entirely appointed based on the prerogative of the principal, as well as the appointment of employees within the South Medan Education Office Branch. The South Medan Branch Office and the State Senior High School in Medan City have a significant commitment and desire to advance State Senior High School Education in Medan City. Then ASN employees received incentives in the form of adequate salaries and allowances. At the same time, honorary employees are given Wage Subsidy Assistance from the central government and the Social Security Administering Agency.

The support of the bureaucratic structure in implementing the BDR policy for public high schools in the City of Medan based on SE Kemendikbud No. 15 of 2020, it is known that the South Medan Education Office Branch and also public high schools in the City of Medan already have an organizational structure that has determined the duties and functions of positions. Circular of the Ministry of Education and Culture No. 15 of 2020. The branch of the South Medan Education Office and SMA Negeri in Medan City, do not have Standard Sananard (Operational Procedure) regarding the technical implementation of the SE Ministry of Education and Culture No. 15 of 2020 regarding guidelines for the performance of BDR intended for Elementary Schools / Madrasah Ibtidaiyah (SD/MI), Junior High School/Madrasah Tsanawiyah (SMP/MTs), and High School/Madrasah Aliyah (SMA/MA).

## **5 Implication**

The Learning From Home (BDR) policy is analyzed to explain the mechanism for implementing BDR policies in the future so that they can be used as a reference in the following policy implementation process in the field. Analysis of BDR implementation was carried out to determine the suitability between policy implementation and policy targets so that the Education Sector could evaluate BDR policies for the improvement and progress of education in State Senior High Schools in the City of Medan.

The results of this study illustrate that the process of analyzing the implementation of the BDR policy of Public Senior High Schools in the City of Medan based on the SE Kemendikbud number 15 of 2020 needs to be improved and analyzed according to the ideal conditions for the learning process that has been determinant so that this can have the following implications:

There is no obligation for teachers to attend workshops or training in implementing the BDR policy, so there are teachers who have not provided meaningful lessons according to the contents of the BDR policy.

The availability of resources supports learning from home policies in Medan city public high schools so that distance learning can be implemented or called learning from home.

Based on the Circular of the Ministry of Education and Culture, the policy of learning from home ignores the achievement of competencies, so the quality of graduates decreases.

Implementing the learning process from home at the Medan City Public High School is due to the collaboration between the South Medan Branch Office and the Medan City Public High School, which is good in terms of the communication process, resources, disposition, and also bureaucratic structure. There is a division of tasks between the South Medan Office Branch and the State Senior High School in the City of Medan. Education services are created rente amid rent COVID-19 pandemic situation.

## **6 Suggestion**

Based on the conclusions and implications of research results on Policy Implementation Learning From Home SMA Negeri in Medan City based on SE Kemendikbud Number 15 of 2020 ", suggestions can be submitted to various parties, including:

The Head of the North Sumatra Education Office should organize and require teachers to participate in workshops, training, and technical guidance activities in implementing SE Kemendikbud No. 15 of 2020. So that implementers at the SMA level in Medan City can implement SE Kemendikbud No. 15 of 2020, especially in terms of providing learning meaning.

The Head of the South Medan Education Office Branch should monitor, coordinate and assess the learning policy implementation based on the SE Kemendikbud No. 15 of 2020 in the Education Unit, which is under the auspices of the Education Office Branch.

Principals of public high schools in the City of Medan should monitor, coordinate and assess teacher learning from home and implement Learning from home policies based on SE Kemendikbud No. 15 of 2020.

Teachers should seek information, adapt quickly, and develop competence in implementing Learning from home policies based on SE Kemendikbud No. 15 of 2020.

## **References**

- [1] Abdul Wahab, Solichin. Analisis Kebijakan Dari Formulasi Ke Implementasi Kebijakan Negara. Jakarta : Bumi Aksara. 1991.
- [2] Abdul Wahab, Solichin. Analisis Kebijakan : Dari Formulasi Ke Implementasi Kebijakan Negara Edisi Kedua. Jakarta ; Bumi Aksara. 2008
- [3] Agustino, Leo. Dasar-Dasar Kebijakan Publik. Bandung . Alfabeta. 2016.
- [4] Arif Rohman. Memahami Pendidikan Dan Ilmu Pendidikan. Yogyakarta: Laksbang Mediatama. (2009).
- [5] Arikunto, S. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta : Rineka Cipta. 1993.
- [6] Budi, Winarno. Teori Dan Proses Kebijakan Publik, Yogyakarta : Media Pressindo. 2002.

- [7] Chaolin Huang Dkk., "Clinical Features Of Patients Infected With 2019 Novel Coronavirus In Wuhan, China,". *The Lancet* 395 (10223). 2020.
- [8] Cintiasih, Tiara. Implementasi Model Pembelajaran Daring di Kelas I SD Ptq Annida Kota Salatiga Tahun Pelajaran 2020. Skripsi, Salatiga: IAIN. 2020.
- [9] Daryanto, M. Administrasi Pendidikan, Jakarta : Rineka Cipta
- [10] Dewi, Wahyu Aji Fatma. 2020. Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Jurnal Ilmu Pendidikan*, 2(1). 2006.
- [11] Dr.Arifin Tahir, M.Si., Kebijakan Publik Dan Transparansi Penyelenggaraan Daerah, Bandung, Alfabeta. 2014.
- [12] Surat Edaran Kemendikbud Nomor 6962/MPK.A/HK/2020 Tanggal 17 Maret 2020 Tentang: Pembelajaran Secara Daring Dan Bekerja Dari Rumah Dalam Rangka Pencegahan Penyebaran Covid 19.
- [13] John W. Creswell, London. *Research Design : Qualitative, Quantitative And Mxed Method Approach*, - Second Edition . Sage Publications. 2003.
- [14] Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus
- [15] Kor, H., Aksoy, H., & Eerbay, H. (2014). Comparison Of The Proficiency Level Of The Course Materials (Animations, Videos, Simulations, E-Books) Used In Distance Education. *Procedia - Social And Behavioral Sciences*, 141, 854–860. Retrieved From <https://doi.org/10.1016/j.sbspro.2014.05.150>
- [16] Lenar, S., Artur, F., Ullubi, S., & Nailya, B. (2014). Problems And Decision In The Field Of Distance Education. *Procedia - Social And Behavioral Sciences*, 131, 111–117. Retrieved From <https://doi.org/10.1016/j.sbspro.2014.04.088>
- [17] Moleong, Lexy. 2004. *Metode Penelitian Kualitatif*. Bandung : PT Remaja Rosda Karya
- [18] Moore, M.G. (1973). Toward A Theory Of Independent Learning And Teaching. *Journal Of Higher Education*, 44, 66-79.
- [19] Mulyadi, Deddy. 2015. *Study Kebijakan Publik dan Pelayanan Publik*, Bandung : Alfabeta.
- [20] Mutaqinah, Rina dan Hidayatullah, Taufik . 2020. Implementasi Pembelajaran Daring (Program BDR) Selama Pandemi Covid-19 Di Provinsi Jawa Barat. *Jurnal Petik*, Volume 6, Nomor 2,.
- [21] Peraturan Wali Kota Medan Nomor 27 Tahun 2020 Tentang: Adaptasi Kebiasaan Baru Pada Masa Pandemi Covid-19 Di Kota Medan
- [22] Peters, O. (1973). *Die Didaktische Struktur Der Fernunterrichts*. Dalam D. Keegan 1986. *The Foundation Of Distance Education*. London: Croom Helm.
- [23] Prasetyaningtyas, Susi. 2020. Pelaksanaan Belajar Dari Rumah (Bdr) Secara Online Selama Darurat Covid-19 Di SMP N 1 Semin. *Jurnal Karya Ilmiah Guru Vol. 5, No.1 Edisi Khusus Kbm Pandemi Covid-19*
- [24] Puslitjakkidbud. 2020. Evaluasi Pelaksanaan BDR (Belajar Dari Rumah). Direktorat SMA ([http://puslitjakkidbud.kemdikbud.go.id/assets\\_front/images/produk/1-gtk/materi/1\\_2\\_survey\\_bdr\\_sma\\_r3.pdf](http://puslitjakkidbud.kemdikbud.go.id/assets_front/images/produk/1-gtk/materi/1_2_survey_bdr_sma_r3.pdf), Diakses 10 Maret 2021)
- [25] Ripley, Ronald B And Grace Franklin. 1986. *Policy Implementation Beraucracy*. Chicago : Dorsey Press.
- [26] Rouse, M. (2005, September). *Distance Learning (E-Learning)*. Retrieved From Whatis.Com: (<http://whatis.techtarget.com/definition/distance-learning-e-learning>)
- [27] Sagala, Saiful. 2009. *Konsep Dan Makna Pembelajaran*. Bandung: Alfabeta
- [28] Subarsono. 2009. *Analisis Kebijakan Publik Konsep Teori Dan Aplikasi*. Yogyakarta : Pustaka Pelajar
- [29] Subhi, Imam. 2020. Urgensi Upaya Menjaga Mutu Pembelajaran Di Tengah Pandemi Covid 19. Stit Kota Pagar Alam.
- [30] Sugiyono. 2007. *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*. Bandung ; Alfabeta.
- [31] Surat Edaran Mendikbud Nomor 4 Tahun 2020 Tentang :Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19) (24 Maret 2020)
- [32] Surat Edaran Nomor 6962/Mpk.A/Hk/2020 Tanggal 17 Maret 2020 Tentang : Pembelajaran Secara Daring Dan Bekerja Dari Rumah Dalam Rangka Pencegahan Penyebaran Covid 19.

- [33] Surat Edaran Sesjen Kemendikbud Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease 2019 (Covid-19) (18 Mei 2020)
- [34] The State Council Of The People's Republic Of China, "Li Keqiang Went To China CDC To Inspect The Scientific Research Of Novel CORONAVIRUS Infection Pneumonia Prevention And Control,". 2020. ([Http://Www.Gov.Cn/Guowuyuan/2020-01/30/Content\\_5473244.Htm](http://Www.Gov.Cn/Guowuyuan/2020-01/30/Content_5473244.Htm) Accessed 20 Maret 2021).
- [35] Thoha, M. (2012). Dimensi-Dimensi Prima Ilmu Administrasi Negara. Jakarta: Raja Grafindo Persada
- [36] Tilaar, H.A.R dan Riant Nugroho. 2008. Kebijakan Pendidikan. Yogyakarta ; Pustaka Pelajar.
- [37] Varshneya, A. K. (2017). Distance Learning Through Ict: Benefits And Challenges. Adr Journals, 7–9