

## Implementation of Online Learning Policy

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### ABSTRACT

This study uses a qualitative descriptive method that is focused on clearly seeing how the implementation of online learning policies at the State Junior High School 3 Barru are also obstacles and opportunities in learning activities during the Covid-19 period. The results showed that the implementation of online learning at the State Junior High School 3 Barru can run well, although not optimally. opportunities and obstacles in online learning, namely the internet network, speed, flexibility, quota, signal, place of residence and so on, all of which have an influence on learning activities

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### ABSTRAK

Penelitian ini menggunakan metode deskriptif kualitatif yang difokuskan untuk melihat secara jelas bagaimana implementasi kebijakan pembelajaran online di SMP Negeri 3 Barru juga menjadi kendala dan peluang dalam kegiatan pembelajaran selama masa Covid-19. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran online di SMP Negeri 3 Barru dapat berjalan dengan baik walaupun belum maksimal. peluang dan hambatan dalam pembelajaran online yaitu jaringan internet, kecepatan, fleksibilitas, kuota, sinyal, tempat tinggal dan lain sebagainya yang kesemuanya berpengaruh terhadap kegiatan belajar.

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## I. INTRODUCTION

Education is an effort made by individuals or organizations to improve and develop human abilities and competencies. Law Number 20 of 2003 concerning the National Education System. Article 1 paragraph 1 explains that education is a conscious and planned effort to create a learning atmosphere and the learning process of students actively develops their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, nation and state [1]. The process of developing educational institutions must receive serious attention from the government as a human development process. Improving and developing the development process in the era of regional autonomy is a strategic step in an effort to realize national development goals, especially the education sector. Moreover, in the condition of the nation that is experiencing a moral crisis (degradation). Through the Ministry of Education and Culture, the Government (Kemendikbud Dikti Circular No. 1 of 2020) has prohibited educational

institutions from carrying out face-to-face learning processes and ordered them to hold lectures or online learning [2].

The first positive case of Covid-19 in Indonesia was identified on March 2, 2020. Initially positive for Covid-19 was only found in DKI Jakarta, but massive spread to various regions in a short time, one of which was Barru Regency which has infected many people and caused fatalities so that learning for schools is carried out online from home for students and students and Work from Home for teachers and lecturers, according to the Circular Letter of the Minister of Education and Culture Number: 36962/MPK.A/ HK/2020 [3]. The online learning policy originated from the effects of the covid-19 pandemic which made educators and students experience unpreparedness in the learning and teaching process and in using application sites that were used to support learning. the existence of an evenly distributed free quota, expensive internet, costs for supporting teachers in preparing limited learning media and the difficulty of forming character personality habits in students [4].

Policy implementation includes actions by individuals (or groups) of the public that are directed at the achievement of predetermined goals of policy decisions. This includes efforts to convert decisions into operational terms, as well as continuing efforts to achieve the major and minor changes mandated by policy decisions [5]. The key to the effectiveness of a national policy lies in local implementation. However, the concern for many national governments is that under certain circumstances, local or lower-level governments may challenge the intentions of national policymakers by not following policy guidelines or finding ways around them if they consider it an act in their interests [6]. Since the 1970s, policy experts have studied policy implementation using a top-down approach. As Sabatier observes, the top-down approach begins by examining policy decisions by the central government and then asking the extent to which the actions of the officials responsible for implementation and identifying target groups are consistent with those policy decisions and what are the main factors influencing policy outputs. The bottom-up approach begins by identifying the network of actors involved in service delivery in the local area and asking about their goals, strategies, activities, and tools [7].

Online learning policies in Indonesian educational institutions are not a new fact, online learning in educational institutions at all levels has been implemented gradually, so educators have the opportunity to re-evaluate basic assumptions about teaching methods and how students learn [8]. The development of information and communication technology in the modern era has had a huge impact and influence on the learning and teaching process. Ease of access to technology has been used by teachers to facilitate the learning process. Access to technology can also improve the quality of education. Since the invention of internet technology, almost everything has become possible in the world of education. Currently, students can learn not only anywhere but at the same time at any time with the existing electronic learning system. E-learning is now increasingly recognized as a way to solve education and training problems, both in developed countries and in developing countries, especially Indonesia. Many people use different terms for online learning systems, but in principle this learning system uses electronic services as a tool [9].

Syafie [10] defines public policy as a kind of answer to a problem because it is an effort to solve, reduce, and prevent an evil and vice versa to be an advocate, innovation, and leader of the occurrence of goodness in the best way and directed action. Policy implementation is seen as a tension-generating force in society. Tensions are generated between and within the four components of the implementation process: the ideal policy, implementing organization, target group, and environmental factors. Tensions result in a pattern of transactions that may or may not match the outcome expectations of policy makers. Transaction patterns can crystallize into institutions. Both transactional and institutional patterns can create tension, with feedback to policy makers and implementers being able to support or reject further policy implementation [11].

Ripley and Franklin [12] argue that implementation refers to a number of tangible outputs, a number of activities that follow a statement of intent about program objectives and desired outcomes by government officials. Some of these definitions, it can be concluded that implementation is the application of a policy in a field in order to produce an impact.

Menurut Daniel A. Mazmanian and Paul Sabatier [12], lementation is understanding what actually happens after a program is declared valid or formulated. Parsons argues that implementation is a process of interaction between goal setting and action to achieve goals. It is essentially the ability to build links in the causal chain for policies to have an impact.

Public policy implementation can be defined as the activity of completing or implementing a public policy that has been established/approved by using means (tools) to achieve policy objectives. Thus, in the public policy process, policy implementation is a practical stage and is distinguished from policy formulation which can be viewed as a theoretical stage.

According to Anderson, policy implementation is the application of policies by government administrative apparatus to problems. According to Edward III, Policy implementation is the stage of policy making between the determination of a policy and the consequences of that policy for the people it influences. Meanwhile, according to Grindle, implementation - a general process of administrative action that can be investigated at the level of a particular program [13].

From the description above, an illustration is obtained that the implementation of public policy is a process of administrative activities carried out after the policy is determined/approved. This activity lies between policy formulation and policy evaluation. Policy implementation contains top-down logic, which means reducing/interpreting alternatives that are still abstract or macro into concrete or micro alternatives. While the policy formulation contains bottom-up logic, in the sense that this process begins with mapping public needs or accommodating environmental demands, followed by searching and selecting alternative solutions, then proposed to be determined.

## II. METHOD

This research is to gain an understanding of the Implementation of Online Learning Policies During the Covid-19 Pandemic and also the obstacles and opportunities in online learning at the State Junior High School 3 Barru. The use of research methodologies is based on considerations, the position of schools as one of the sectors in the education sector which is very felt by the Covid-19 outbreak, it is necessary to get attention and education from the government in order to survive in carrying out learning activities while avoiding the threat of the Covid-19 virus. In this study using a qualitative approach, namely data expressed in the form of words, sentences and pictures [14].

## III. RESULT AND DISCUSSION

According to Bilfaqih & Qomarudin, online learning is a program for organizing online learning classes to reach a massive and broad target group. Learning in the network is carried out according to the abilities of each school. Learning online can use digital technology such as google classroom, study house, zoom, video conference, telephone or live chat and others [15].

### 1. Implementation of Online Learning Policy in State Junior High Schools 3 Barru

The Covid-19 pandemic has forced all sectors of life to change without exception in the field of education. The social distancing policy in all activities or known as social distancing is carried out as an effort to break the chain of the spread of the Covid-19 outbreak. In the field of education, learning activities carried out online, teachers must be able to adapt to developing conditions and situations. In the implementation of learning at the State Junior High School 3 Barru establish and implement

a learning system through the network / online during the covid pandemic. "Online learning is a learning system that is carried out through the internet network in order to reach students widely and in unlimited numbers.

The implementation of online learning is an activity that requires an internet network with connectivity, accessibility, flexibility and the ability to bring up various types of learning interactions. In this learning system, teachers and students must interact with each other as well as possible so as not to appear that the teacher is only limited to giving assignments and training as their responsibilities and students must be required to complete the tasks given without any interaction and emotional closeness to the teacher.

The results showed that the online learning system implemented at the State Junior High School 3 Barru was running quite well but there were still shortcomings. Class teachers in providing material try to be as interesting as possible so that students do not experience boredom, follow established learning principles and concepts, guide students, especially students who are less able to absorb subject matter, there is evidence of results from learning activities, interactions or discussions every learning, assessing learning outcomes and always increasing positive results in learning activities about students' understanding of the material being taught. In online learning activities, they use WhatsApp as an intermediary for learning, because this application is considered simpler and easier to use. Students can follow the learning well even though it is not done directly / face to face. Teaching and learning activities carried out at the State Junior High School 3 Barru were carried out with an online learning model and mostly used the Whatsapp application as a learning medium. In addition to its easy use, this application also does not impose too many ways to understand it so that teachers and students are facilitated in carrying out the learning process. With easy application and good understanding by students, learning activities can run quite well.

## 2. Supporting and Inhibiting Factors Implementation of Online Learning in State Junior High Schools 3 Barru

### a. Supporting factors

Apart from the ability level of students who become supporters in online learning activities, there is a high motivation or desire from students to continue to participate in learning activities even though they are limited. It can be seen from some students who have to take turns using their cellphones with their parents and siblings during learning activities. Network problems and sometimes missing signals do not stop students from participating in learning. High learning motivation is the initial capital for teachers in delivering teaching materials so that they can be well received by students. No matter how good the facilities and infrastructure to support online learning activities, if there is no student desire to learn, then learning activities will certainly not be optimal.

The results of the study show that one of the supporting factors in learning activities is the ability of students to absorb teaching materials and supported by high learning motivation to become a separate spirit for schools and teachers to continue to fulfill the rights of students in learning. Learning activities may not work if students do not want to follow the rules that have been set during online learning.

### b. Inhibiting Factors

Inhibiting factors are all types of factors that are inhibiting or even blocking and holding back something from happening. The results of the study obtained the fact that there were still some students who did not have communication tools or in this case cellphones as the main support in learning. Students must take turns with their family members when they are going to carry out the learning process and this greatly interferes with the implementation of teaching and learning activities carried out through the network. Another problem is that there are students who have

cellphones but they are still not adequate so that the obstacles they face are that it is difficult to catch signals when learning takes place.

The results also show that the inhibiting factor of the implementation of learning policies in this network is the environmental factor. Willingness to learn students can emerge with enthusiasm when in an environment that has a high enthusiasm for learning. Conversely, if the environment does not have the spirit of learning, it will affect the student. The results showed that students' learning motivation was low during online learning because of the lack of supervision and motivation from the environment, especially the family. Many parents are busy working and some are due to old age so they are very minimal in providing assistance to their children in learning activities. Besides that, students who are in a weak signal environment will automatically lose their enthusiasm for learning over time.

The various backgrounds of the parents of students at the State Junior High School 3 Barru become a problem in itself because parents cannot accompany their children in learning activities because they are busy working. Teachers must always be ready to accompany students from the beginning to the end of the lesson or even from morning to night. This is because there are still many unfinished lessons that should be completed in one meeting and this is increasingly burdensome for teachers in online learning. With good cooperation between teachers, guardians and students, it will minimize the occurrence of less than optimal learning because all three can play their duties according to their respective capacities and responsibilities.

#### IV. CONCLUSION

The implementation of online learning at the State Junior High School 3 Barru is going well, this is based on all students being able to follow the online learning model which is carried out through whatsapp media and the results are quite satisfactory from the scores obtained by the students.

The supporting factor for the implementation of online learning at the State Junior High School 3 Barru is the quality of Human Resources, in this case the teachers are already good. The teachers have good abilities and competencies in their respective fields which greatly support and influence the results of the activities.

The inhibiting factor for the implementation of online learning at the State Junior High School 3 Barru is the weakness of the internet network when the learning process is carried out. For students who are in areas where signal coverage is rather difficult to obtain, it is clearly an obstacle in participating in learning. Another obstacle is communication tools that are not yet feasible, namely there are still some students whose cellphones are difficult to get a signal. In addition, there are still students who are technologically stuttering, this is what makes the applications used in learning only use whatsapp and the last is the lack of motivation from parents to be enthusiastic about learning to their children.

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