

THE INFLUENCE OF PANDEMIC EDUCATIONAL POLICY IMPLEMENTATION TOWARD LEARNING EFFECTIVENESS (CASE STUDY AT SMK NU AL-FARISI TAROGONG KALER GARUT)

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Abstract

This study aims to determine the influence of pandemic educational policy implementation toward the effectiveness of learning at SMK NU Alfarisi Tarogong Kaler Garut. The method used on this study is the Pearson correlation research method because this analysis used a way of correlating each item's score with the total score. The data processing technique uses validity test, reliability test, simple regression analysis, correlation coefficient, and coefficient of determination assisted by SPSS 22 program. Hypothesis testing technique used *t* test. To determine the influence of pandemic educational policy implementation toward the effectiveness of learning then correlation coefficient test, determination test and hypothesis testing were carried out. Based on the results of the study, showing that the implementation of pandemic educational policy was not significantly influential on the effectiveness of learning by 14.1% while the remaining 85.9% was influenced by other factors which are not examined on this study. Calculation of the correlation coefficient between the implementation of pandemic educational policy and the effectiveness of learning was 37.6% ranging from 0.20-0.399. It means that the correlation between X variable (implementation of pandemic educational policy) to Y variable (learning effectiveness) is low and the hypothesis test is -2.223 while the *t* table is 2,042. The value proves that the value $<$ which means that H_0 is accepted and H_a is rejected meaning that the influence of educational policy implementation has no significant effect on the effectiveness of learning.

Keywords:

Implementation of educational policy; pandemic; learning effectiveness

1. Introduction

The national education system in Indonesia is primarily intended to give guarantee on equal distribution of educational opportunities and improve the quality and relevance of education, as well as the efficiency of education management dealing with the demands of globalization (Putera Astomo, 2021). The current era of globalization is facing such more complex challenges and increasingly tight competition for human resources, so that the excellent human resources

who master science and technology are really needed. One of the government's efforts to produce excellent human resources is through education (Hanifah et al., 2021).

Nowadays, education in Indonesia is currently experiencing an unexpected condition due to a pandemic caused by virus originating from Wuhan called Covid-19. According to WHO, this virus transmits rapidly and can cause death (Nursofwa et al., 2020). This virus attacks respiratory tract that cause infections such as cough and cold but it is more dangerous and deadly. The spread of this virus can be easily found in public places or crowds. The United States Centers for Disease Control and Prevention (CDC) said that this virus spreads through physical contact such as shaking hands. Therefore, it is recommended to wash hands properly and correctly following the procedures and wear masks when leaving house to avoid the spread of Corona Virus (Rothan, 2020).

Policy implementation is basically a way for a policy to reach its goals. There are two choices to implement this policy. First, direct implementation it in the form of a program, second the formulation of derivative policies or the public policie derivative. The series of policy implementations can be obviously observed starting from program (Harsono, 2020). Policy is interpreted in programs, then the programs implemented into many projects and finally the programs realized in activities, whether executed by the government or the community (Aprilia et al., 2021). Sometimes deviates from the set objectives; therefore various approaches are needed to achieve successful policy implementation (Kania et al., 2019).

The education policy in the time of Covid-19 pandemic has implemented online learning since the release of circular letter of the Ministry of Education and Culture Number 4 of 2020 concerning the implementation of educational policies in emergency period of the spread of corona virus disease, the main contents found in point 2, that the learning from home process is carried out with the following conditions:

- a) Learning from home through online/distance learning is conducted to provide a meaningful learning experience for students, without being burdened by the demands of completing all curriculum achievements for grade promotion and graduation.
- b) Learning from home should be emphasized on life skills education, for example how to survive during the Covid-19 pandemic.
- c) Learning from home activities including their tasks may vary among students, according to their individual interest and condition, including the gap in learning facilities and accessibilities at home (Jamaluddin et al., 2020).

The policy of West Java Provincial Government especially The Education Service can be seen in a letter number 443/3302- Secretariat, that in the context of preventing the spread of covid 19 in all West Java education units and the issue of current conditions as well as paying attention to the Circular Letter of Minister of Education and Culture of the Republic of Indonesia, we ask you to do the following matters:

- a) The Implementation of Teaching and Learning Activities (KBM) is conducted from student's homes.
- b) The Head of the Education Unit is ordered to assign every single teacher and education staff to facilitate assignments or distance learning to all students who can't go to school as mentioned in number 1.

After holding a meeting with all school management, vice headmaster of curriculum division represented school officially stated the policy decided by the SMK NU AL-Farisi (Islamic Vocational School of NU Al- Farisi). The school is conducted education activity in accordance with the circular letter of the Ministry of Education and Culture including policies in terms of curriculum adjustments and learning activities. The curriculum during the pandemic period is simply to schedule learning and time allocation for implementing online learning during the pandemic. From Monday to Wednesday, the learning schedule is more emphasized on subjects with national and regional content, while Thursday to Saturday scheduled for expertise.

The new curriculum adjustments implemented by the school to apply online learning started from learning instruments adapted to current circumstance such as creating lesson plans based on Covid-19 emergency situation which focused on learning objectives, learning activities and assessments. Time allocation for implementating the learning process is more concised starting from 07.30 a.m. to 11.30 a.m. (Western Indonesian Time). Here every teacher prepares the learning material and delivers to each class by using Whatsapp group. Learning activity begins with praying together, after that checking attendance, then providing material with various techniques and strategies of explanation as the lesson taught to all students of SMK NU AL-Farisi (The Islamic Vocational School of NU Al- Farisi)

However, after the implementation of online learning, the learning process has experienced many obstacles (Wiguna et al., 2020). This obstacle occurs for teachers who teach expertise-based subject that should be done face-to-face, the percentage of student attendance is low because they cannot take online class due to inadequate internet quota or the poor signal so that students miss the learning activity and do not get the material they want delivered by the teacher. In addition, there are still some students who do not have supporting facilities such as android smart phone to carry out online learning activities. According to data from student affair division, the percentage of students who have android phones is around 65% of the total population 200 students or about 120 students, this makes the teacher doubt in giving grades because there are still many obstacles that cannot be solved. Meanwhile the obstacles of online learning from student's side based on the data is that online learning is difficult to understand, especially facing with materials that must be practised directly or face-to-face because typically online learning can work well to deliver material that is highly based on scientific information. Furthermore, studying at home does not guarantee students to study because sometimes students are so busy with their common activities at home that they forget to join online learning.

Online learning becomes ineffective learning if many obstacles still remain. Therefore, there will be in-depth research over the online learning process in terms of the teacher's perspective and find out the effectiveness of online learning at SMK NU AL-Farisi. Thus, triggered by this statement, the researcher determines the research topic entitled "The Influence of Pandemic Education Policy Implementation Toward Learning Effectiveness at SMK NU AL-Farisi Tarogong Kaler Garut".

2. Literature Review

Administration can be simply defined as a process conducted in cooperation to achieve predetermined common goals. Broadly, administration is a process of managing organizational activities to achieve predetermined goals by involving human and non-human resources. In

brief, administration is a process of activities carried out and involving some people in the organization to achieve the set intermediate targets (Atmosudirjo, 2010).

According to Suharto (in Kawengian et al., 2018) policy is an instrument of government, it is not merely talking about government in the term of state apparatus, but also governance that covers the management of public resources. Basically, policy is decisions or choices of actions that directly regulate the management and distribution of natural, financial and human resources for the public interest.

Furthermore, Nugroho (2021) states that policy is a rule regulating public that must be obeyed and applied controlling all citizens. Each violation will be sanctioned according to the level of the violation committed and the sanctions that will be given to the community by the institution that has the obligation to impose sanctions. Budi Winarno (2007) defines public policy as a hypothesis containing initial conditions and predictable consequences. Public policy must be distinguished from other forms of policy, such as private policy. This is influenced by the involvement of non-government factors.

There are three levels of public policy according to Said Zainal (2012), as follow;

- 1) General policy, it serves as guideline or implementation instruction, it can be both positive and negative, covering the entire territory or agency concerned.
- 2) Implementation policy, it translates the general policy. For the central level it is called government regulations on law implementation.
- 3) Technical policy, it is operational policy under the implementation policy (Zainal, 2012).

Education policy is a public policy in the field of education with series of laws or rules regulating the education system covering the education goals and procedure gaining these goals (Nugroho, 2021). Education policy is a policy aimed at achieving the country's development goals in educational field, as one part of the all development goals. (Nugroho, 2021).

Education policy in the time of the covid 19 pandemic was released by the circular letter of the Ministry of Education and Culture Number 4 of 2020 concerning the implementation of education policy in the emergency period of the spread of the corona virus disease. Consequently, the learning process held by all educational unit should be carried out from student's home online by using various learning resources of communication technology, information, and media that support online learning activities. (Jamaluddin et al., 2020).

Policy implementation is basically a way for a policy to reach its goals. It should be fair and proportional. There are two choices to implement public policy, first by direct implementation through program set or formulation of derivative policy or derivative of this public policy (Nugroho, 2021). The series of policy implementations can be clearly observed, starting from the program, projects and activities. The model adapts the usual mechanisms in management, especially public sector management. Policy is interpreted in the form of programs then simplified to projects, and finally realized in activities that is conducted by government, community or in collaboration between them.

According to Solichin Abdul (2012) "implementation defined as understanding what actually happens after a program released is valid or formulated including paying much attention on policy implementation especially things or conditions arise after the State policy guidelines is applied. This matter covers both efforts for administration and to causing real consequences or impacts on society."

3. Methodology of Research

Quantitative research is chosen as the type of research used. Quantitative research method is one type of research with systematic specifications, well-planned and clearly structured from the beginning to creating of the research design. Quantitative research method, as proposed by Sekarana (2011, it is a research using deductive logic. Quantitative research aims to provide an explanation about a certain phenomenon. Meanwhile, according to Sugiyono (2017), it is a research method rooted from the philosophy of positivism, utilized to examine certain populations or samples, data collection uses research instruments, and data analysis is quantitative or statistical, aiming at testing determined hypotheses. The research object here consists of independent and dependent variable. In this study, the independent variable is the implementation of educational policy, and the dependent variable is the effectiveness of learning. The data processing techniques in the study conducted through validity test, reliability test, simple regression analysis, correlation coefficient test, and determination coefficient assisted by SPSS 22.

4. Result and Discussion

1) Research Instrument Test

a. Validity Test

Based on the analysis result, it was found the correlation value between item scores and total scores as the minimum requirements to have eligibility. Based on the number of respondents taken by the researcher in this study, they are 32 respondents, it was 0.349 value at a significance level of 0.05. Based on the results of the questionnaire data of the respondents, the correlation value between the item scores and the total scores was obtained as presented in the following table:

Table 1
Validity Test of Policy Implementation Variable

Instrument Item Number	r count	r table	Interpretation
Item 1	2,306	0,349	Valid
Item 2	9,846	0,349	Valid
Item 3	6,962	0,349	Valid
Item 4	6,962	0,349	Valid
Item 5	6,962	0,349	Valid
Item 6	6,962	0,349	Valid
Item 7	6,962	0,349	Valid
Item 8	6,962	0,349	Valid
Item 9	1,698	0,349	Valid
Item 10	1,698	0,349	Valid
Instrument Item Number	r count	r table	Interpretation
Item 11	6,962	0,349	Valid
Item 12	6,962	0,349	Valid
Item 13	6,962	0,349	Valid
Item 14	1,698	0,349	Valid

Item 15	6,962	0,349	Valid
Item 16	1,698	0,349	Valid
Item 17	1,698	0,349	Valid

Source : taken from the primary data

Based on the data from the learning effectiveness instrument questionnaire distributed 13 items to the same respondents as the policy implementation instrument respondents, then the validity test calculation is carried out with the same provisions as in the policy implementation instrument questionnaire, the results are presented in table 2.

Table 2
Validity Test of the Learning Effectiveness

Instrument Item Number	r count	r table	Interpretation
Item 1	1,860	0,349	Valid
Item 2	5,370	0,349	Valid
Item 3	5,140	0,349	Valid
Item 4	9,150	0,349	Valid
Item 5	4,486	0,349	Valid
Item 6	5,370	0,349	Valid
Item 7	4,820	0,349	Valid
Item 8	6,570	0,349	Valid
Item 9	5,140	0,349	Valid
Item 10	6,570	0,349	Valid
Item 11	5,885	0,349	Valid
Item 12	5,614	0,349	Valid
Item 13	9,150	0,349	Valid

Source : Taken from the Researcher Primary Data

Table 2 shows the results of the tests that have been done to determine all items on the learning effectiveness variable are valid as the 13 items tested, the value of r count > r table, thus each item on the variable is valid.

b. Reliability Test

Reliability test is used to find out the consistency or stability of measuring instruments that usually use a questionnaire. The method used in this study in measuring the Likert scale is Cronbach alpha. This is used to determine whether the instrument is reliable or not using 0.6 limit. According to Sekaran, if the reliability level is less than 0.6, it is not good. The criteria for making decisions on the reliability test in this study are:

- 1) The instrument is reliable if the *Cronbach's Alpha* value is > from 0.6.
- 2) The instrument is unreliable if *Cronbach's Alpha* < 0.6.

Table 3
Reability Test of Policy Implementation

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.764	17

Source: Data management of SPSS 22

Table 3. Shows that all the items tested over the policy implementation variables are reliable, because the Cronbach's Alpha value is above 0.6 or (0.764 > 0.6), then further testing can be carried out.

Table 4
Reability Test of Learning Effectiveness

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.731	13

Source: Data Processing of SPSS 22

Then, for the learning effectiveness variable, the reliability test results obtained with Cronbach's alpha value of 0.731, it means that this value is more than 0.6 and this variable can be confirmed reliable.

2) Hypotheses Test

a. Simple Linear Regression Analysis

To simplify the data processing, a computer program (SPSS) 22 version is used. The results of the simple regression of the X variable to the Y variable obtained the following results:

Table 5
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	58,212	9,757		5,966	,000
X	-,303	,136	-,376	-2,223	,034

a. Dependent Variable: Y

Sumber : Testing result of SPSS 22

The result of the simple regression coefficient calculation above shows that the value of the constant coefficient is 58.212, the coefficient of the independent variable (X) is -.303. Thus, the regression equation is obtained, as follow:

$$Y=58,212- 0,303X.$$

b. Simple Correlation Analysis

Further, to find out the relationship between democratic leadership style and the quality of public services, then a simple correlation analysis is used. Here is the result:

Table 6
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.376	.141	.113	7,93853

Source: Data Processing of SPSS 22

Based on the calculation above, the coefficient of correlation between the implementation of educational policy toward the learning effectiveness is 0.376. As stated by Sugiyono (2017) if the value is in the interval 0.20-0.399, then the correlation or relationship between variable X and variable Y is low.

c. Coefficient of Determination (Testing)

This test is based on the *R* squared value obtained in the summary model table; the following are the test results with SPSS assistance.

Tabel 7
Summary Model

Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	376 ^a	141	113	7,93853

Source: SPSS 22 Test Result

The coefficient of determination calculation is done to find out to what extent influence of implementation of educational policy toward effectiveness of learning. Based on table 4.11, it can be observed that the coefficient of determination value (R^2) is shown in the number *R* Squared. The strength of the coefficient of determination (R^2) is 0.141 indicating that the influence of educational policy implementation (X) toward learning effectiveness (Y) is very strong or 14.1% while the remaining 85.9% is influenced by other factors which are not examined in this research.

d. Hypotheses Testing

Hypothesis testing is a procedure to produce a decision, it is a decision to accept or reject the hypothesis, which means that the implementation of educational policy toward the effectiveness of learning is strongly significant or not. Based on the degree of confidence $\alpha = 5\%$ at a significance level of 95% ($\alpha = 0.05$) and degree of freedom $n-2$. The following test results are presented in table 8.

Table 8
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	58,212	9,757		5,966	,000
X	-,303	,136	-,376	-2,223	,034

a. Dependent Variable: Y

Source: SPSS 22 Test Result

Based on the calculation of the t-test using SPSS program version 22 for Windows, it can be seen that the t-count is -2.223. Based on the degree of confidence $\alpha = 5\%$, the $n-2$ degree of freedom obtained a t-table of 2.042. Then, $t\text{-count} < t\text{-table}$ ($-2.223 < 2.042$) has meaning that H_0 is accepted and H_a is rejected, it means the influence of educational policy implementation does not have significant effect toward learning effectiveness.

Discussion: The Influence of Pandemic Educational Policy Implementation Toward Learning Effectiveness at SMK NU Al-Farisi Tarogong Kaler Garut

Based on the results of analysis, it can be known that the influence of pandemic educational policy implementation toward the effectiveness of learning does not have a significant effect. This is clearly shown from the results of the correlation analysis of -2.223 comparing to the t-table with 5% significant level, $N=32$, which is 2.042. So $t\text{-count} < t\text{-table}$, it can be drawn conclusion that the null hypothesis (H_0) is accepted and (H_a) is rejected by coefficient of determination 0.141 or 14.1% while the remaining 85.9% is influenced by other factors which is not examined in this study. The calculation results of simple regression coefficient above show that the value of constant coefficient is 58.212, coefficient of the independent variable (X) is -0.303. So the regression equation can be obtained: $Y=58.212 - 0.303X$. Based on the above equation, it is known that the constant value is mathematically 58.212, this constant value reveals that at when the value of educational policies implementation is 0 (null), and then the learning effectiveness value is 58.212. Based on the calculation above, the correlation coefficient between the implementation of educational policy toward learning effectiveness is 0.376. According to Sugiyono (2013: 184) when the value is in the range 0.20-0.399, meaning that the correlation between X variable and Y variable is low.

Based on the coefficient of determination calculation that is done to find out how influential the implementation of educational policy toward the effectiveness of learning, it can be observed that the coefficient of determination value (R^2) is shown in R Squared value. The strength of the coefficient of determination (R^2) is 0.141 indicating that how influential is the implementation of educational policy (X) toward learning effectiveness (Y) is 14.1% while the remaining 85.9% is influenced by other factors which is not explored in this study.

Thus, the influence of pandemic educational policy implementation toward the effectiveness of learning at SMK NU AL-Farisi Tarogong Kaler is not significant due to the lack of learning mastery achievement, the lack of achievement on effectiveness of student activities and the lack of achievement of the teacher's ability effectiveness to manage learning. This is in

accordance with what is stated by Sinambela (2006), a learning can be run effectively if it reaches the target made both in terms of learning objectives and maximum student achievement. Here are some indicators of learning effectiveness (Dunne, 2014), as follow:

- 1) Learning completeness achievement.
 - a. Achievement of KKM (Minimum Completeness Criteria) average, in getting the achievement of learning completeness, students must be able to achieve the average KKM (Minimum Completeness Criteria) in accordance with the specific value.
 - b. Checking attendance in online learning period must be more frequent.
 - c. Task mastery
 - d. Daily test grade achievement
- 2) The achievement of student activities effectiveness of (the result of the ideal time spent by students to carry out each cognitive, affective and psychomotor activity stated in the lesson plan) one of which is in online learning that students' understanding has been absorbed well, the productive science application must be optimized and students are able to respond to the material given well, changes in students' attitude and skill will increase (Dunne, 2014).
- 3) The Achievement of teacher's ability effectiveness to manage learning.
 - a. Doing online learning preparation by creating lesson plans.
 - b. Managing material's explanation to all students.
 - c. Adjusting both online and offline learning activities.
 - d. Conducting learning evaluation.

5. Conclusion

It can be found out that X variable (the implementation of pandemic educational policy) at SMK NU AL-Farisi has been implemented well, this can be proven by the results of 17 instrument items in the questionnaire distributed to respondents by producing a score 1458 in the range between 1849.9 and 2135. Based on the data, it can be drawn conclusion that the implementation of pandemic education policy is well implemented.

In addition, the Y variable (learning effectiveness) at SMK NU AL-Farisi is in the medium category. This is based on the 13 items of the learning effectiveness instrument in the questionnaire distributed to the respondents with score 1176 ranging from 1081.6 and 1414.4. It can be concluded that the effectiveness of learning at SMK NU AL-Farisi is in medium category because online learning still remain many problems faced by the school and the teacher causing the online learning implementation is not effective due to the lack of readiness of teachers in online learning, lack of supporting facilities availability to implement online learning programs, the implementation can not run well, the achievement of KKM (Minimum Completeness Criteria) which is not maximum, student attendance which is not optimum, students are not active in responding to material. Also, student changes and student skills are not significantly increasing.

Based on the results of the analysis, it can discoverd that the influence of pandemic educational policy implementation toward the effectiveness of learning is not significant. This can be shown from the results of the correlation analysis -2.223 compared to the t-table with a significant

level 5%, $N=32$, which is 2.042. So, $t\text{-count} < t\text{-table}$, it can be drawn conclusion that the null hypothesis (H_0) is accepted and (H_a) is rejected with a coefficient of determination 0.141 or 14.1% while the remaining 85.9% is influenced by other factors which are not explored in this study. Thus, the influence of the pandemic educational policy implementation toward the effectiveness of learning at SMK NU AL-Farisi Tarogong Kaler is not significantly influential caused by lack of learning completeness achievement, lack of student's activities effectiveness achievement and lack of the teacher's ability effectiveness achievement to manage learning.

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