

An evaluation of the implementation of study-from-home policy in senior high school during Covid-19 pandemic

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ABSTRACT

The increase in Coronavirus Disease-19 in Indonesia has prompted the central and regional governments to issue a study-from-home (SFH) policy through the Minister of Education and Culture Circular Letter Number 4 of 2020. The policy aims to reduce activities in schools but uses a meaningful curriculum. The purpose of the evaluation is to see the SFH policy implementation related to teaching and learning activities. The collection of information and data, interviews, and group discussion forums were conducted through online meetings, including video conferencing and other social media. This policy implementation was analyzed in the aspects of context, input, process, and product. The study involved 2,862 respondents, consisting of 60 people from the Education Office, 284 school principals, 861 teachers, 677 students' parents, and 980 students. Evaluation results for each aspect show that: (1) in terms of context, policymakers in the regions have followed up Governor's decrees and the SFH program (78.33%); (2) in terms of input, schools have prepared 17% of infrastructure and the level of teacher ability is 41.64%; (3) in terms of process, 49.56% of learning is carried out online; and (4) in terms of product, 88% teachers have assessed learning outcomes. Thus, the SFH policy has been carried out optimally, but some learning factors are not going well due to limited cell phones, low teacher competence in using applications, and unavailability of the Internet network in some schools. The SFH implementation at the provincial government level has been carried out effectively and efficiently, but in schools, online learning is still found to be uneven.

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INTRODUCTION

In anticipation of the spread of Coronavirus Disease-19 (COVID-19), the Minister of Education and Culture issued [Minister of Education and Culture Circular Letter Number 4 of 2020](#) concerning the Implementation of Education Policies in the Emergency Spread of Coronavirus Disease (COVID-19). With regard to the increasing spread of the COVID-19, the physical and mental health of students, teachers, principals, and all school community members is a major consideration in implementing educational policies. In accordance with the Circular, first, the 2020 National Examination (*Ujian Nasional* or UN) was canceled. With the cancellation of the UN, UN participation is not a graduation requirement or a selection requirement for entering a higher education level institution. Meanwhile, face-to-face exams or tests may not be conducted, except those that were conducted prior to the issuance of this circular.

Second, the school examination can be carried out in the form of a portfolio of previously obtained report cards and achievements, assignments, online tests, and/or other forms of distance assessment. Schools that have implemented school exams can use school test scores to determine student graduation. The class promotion is carried out with the following provisions: (a)

the end-of-semester examination for class promotion in the form of a test that assembles students may not be carried out, except those that were carried out before the issuance of this circular. The end-of-school examination (*Ujian Akhir Sekolah* or UAS) for class promotion can be carried out in the form of a portfolio of previously obtained report cards and achievements, assignments, online tests, and/or other forms of remote assessment. Both school exams and end-of-semester exams are designed to encourage meaningful learning activities, and they do not need to measure mastery of overall curriculum outcomes. Third, online/distance learning is implemented to provide a meaningful learning experience for students, without their being burdened with the demands of mastering all curriculum achievements for grade promotion or graduation. Online/distance learning is focused on increasing students' understanding of the coronavirus and the COVID-19 outbreak. The learning activities and assignments can vary among students according to their respective interests and conditions, including in terms of gaps in access/study facilities at home. Evidence or products of learning activities are given qualitative and useful feedback by the teacher, without being required to give a quantitative score/value.

Fourth, regarding the 2020 Acceptance of New Students (*Penerimaan Peserta Didik Baru* or PPDB), the circular mandates that the Education Office and schools can prepare a PPDB mechanism that follows health protocols to prevent the spread of COVID-19. This includes preventing the physical gathering of students and parents in schools. Then, PPDB on the Achievement Track is carried out based on (1) that the accumulated value of the report card is determined based on the scores of the last five semesters; and/or (2) academic and non-academic achievements outside of school report cards. Finally, the Minister of Education and Culture Circular is concerned with the management of School Operational Assistance (*Bantuan Operasional Sekolah* or BOS)/Organizational Operational Assistance (*Bantuan Operasional Penyelenggaraan* or BOP) funds. In the Technical Guidelines for BOS/BOP Fund Management, it is permissible to buy goods as needed. This includes financing for the prevention of the COVID-19 pandemic, such as the provision of cleaning equipment, hand sanitizers, disinfectants, masks, and online/distance learning financing.

Since the study-from-home policy has been going on for a week, the readiness of teachers and students for study from the host are ready, some are forced to be ready, and some are really not ready. Without any preparation, the teaching and learning system changed from face-to-face to online by utilizing technology. A number of schools that are used to using technological devices in the teaching and learning process certainly do not encounter many problems. However, the opposite is true for schools, teachers, and students who are running it for the first time. Moreover, the area has minimal facilities, both the device and the network.

Policies carried out by the government to reduce activities including studying and working from home are still causing turmoil in their implementation. One of them is in the process of giving assignments, but it is very burdensome for students ([Ministry of Education and Culture, 2020](#)). As a result, many parents complain to teachers to reduce the assignments given to their students, on the other hand, the teacher holds the mandate to teach following the curriculum set by the government with makeshift facilities, and many assignments are not conveyed properly, causing problems regarding assignments. Teachers should give students brain-stimulating activities so that when students return to their original activities they are ready to restart learning and provide an explanation about the COVID-19 virus first because this virus is very dangerous.

To support the process of implementing these public policies, according to Edward III in [Tachjan \(2006\)](#), there are four determining factors or variables, namely communication, resources, dispositions, and bureaucratic structure. (1) Communication has an important role as a reference for policy implementation knowing exactly what will be done. This means that communication is also expressed by orders from superiors regarding the implementation of policies; so communication must be stated clearly, quickly, and consistently. (2) Resources not only regard human resources but also include the ability of other mineral resources that support the policy

and financial factors. (3) Dispositions are used among executors to implement policies; if the implementation is carried out effectively. Implementers must not only know what to do but also have the ability to implement the policy. (4) Bureaucratic structure has an impact on policy implementation in the sense that policy implementation will not be successful if there are weaknesses in the structure. In this case, there are two general bureaucratic characteristics, the use of routine attitudes and procedures, as well as transformation in accountability between organizational units.

Dunn (2003) provides general policy evaluation criteria. To assess the success of a policy, it is necessary to consider several indicators, because judging by using only one indicator can harm the assessment of policy outcomes. According to Dunn, there are six criteria/indicators for assessing/evaluating the results of policy implementation, namely: effectiveness, efficiency, adequacy, equity/equality, and responsiveness (Dunn, 2003). Specifically, as evaluation research, this evaluation has the aim of knowing the various dimensions that can affect the effectiveness of the implementation of this policy to achieve quality teaching.

Effectiveness can be interpreted as the achievement of policy objectives after the policy is implemented. Efficiency is the optimal use of resources in achieving goals. Efficiency is also related to the effort required to achieve policy objectives. Meanwhile, adequacy relates to the level of effectiveness of policy implementation in satisfying needs.

Equity/equality is related to the fairness of the distribution of policy results to different groups in society. Equity-oriented policies are policies whose results and efforts are distributed fairly. Responsiveness can be interpreted as a public policy target response to the implementation of a policy. Accuracy leads to the value of the policy objectives and to the strength of the assumptions that underlie these policy objectives (Dunn, 2003).

The law on regional autonomy will of course only be beneficial if it is accompanied by the capacity of the provincial government to make accurate policies aimed at improving input and learning processes (Jalal, 2001). In an effort to make accurate policies in the field of secondary education, especially senior high schools, the provincial government is responsible for following up on education policies set by the central government. The provincial government in implementing policies down to schools has a role to (1) communicate, (2) prepare resources, (3) implement, and (4) monitor and evaluate impacts.

In that the implementation of this policy and the learning process continues and avoid transmission of COVID-19, it is very important to monitor and evaluate the implementation in all regions. The purpose of evaluating SFH policies at the local government level and school level is in planning, implementing, and evaluating educational programs implemented in schools to achieve the goal of national education during the COVID-19 pandemic according to the principles outlined in the "Freedom to Learn" pocket book (Directorate of High Schools, 2020).

According to Indiahono (2009), indicators for evaluating policies usually refer to two aspects, namely process and outcome aspects. The process aspect shows that during program implementation, all policy guidelines have been carried out consistently by implementers in the field. The outcome aspect indicates whether the implemented policy has achieved the stated results (outputs and outcomes).

The evaluation model chosen for this research is CIPP, which stands for context evaluation, input evaluation, process evaluation, and product evaluation (Stufflebeam, 1985). Context evaluation includes educational problems and conditions that are the effects of the spread of COVID-19. This input evaluation helps formulate policies on how this should be done. Components in the input evaluation include human resources, budget, and availability of facilities and infrastructure. Process evaluation is useful in monitoring program implementation. The activities carried out will affect the resulting output. Evaluation of the process to see the compatibility between the implemented program and the planning and objectives of the program. Product evaluation aims to provide inputs regarding further decisions, both regarding the results that have been achieved and during the learning process.

METHOD

The research method used is an evaluation method combining qualitative and quantitative approaches. The evaluation focused to obtain complete, in-depth data and provide appropriate answers to the problems to be studied. The survey targets for SFH program during the COVID-19 pandemic were 34 provincial education offices and 284 high schools spread in 34 provinces with regard to school categories, namely advanced schools, developing schools, and remote area/new schools, and the proportion of the number of schools in each province. Based on the survey target, the respondents were: (1) the head of the high school division at the provincial education office, (2) the head of the service branch/head of sub-department/head of technical service unit, (3) the principal/deputy head for school curriculum, (4) teachers, (5) students, and (6) parents.

The survey was carried out online through a web-based application which can be accessed via the link <http://ringkas.kemdikbud.go.id/SFHsma>. There are four types of instruments used in this survey, namely: (1) SFH-01 instrument for the education office, which aims to reveal the follow-up of SFH policies at the regional level and schedule arrangements; (2) SFH-02 instrument for education units, both school principals and teachers, which aims to find out schedule arrangements, preparation, implementation, assessment, use of electronic and non-electronic media, and availability of Internet networks, electricity, online and offline models; (3) SFH-03 instrument for parents, which aims to find out support, encouragement, and facilities; and (4) SFH-04 instrument for students, which aims to find out the media and facilities used, the obstacles encountered, and learning experiences. However, due to the COVID-19 pandemic, data collection was obtained only through social media, especially Whatsapp groups. To find out more, focus group discussions are held online, such as video conferencing with zoom cloud meetings or sisco Webex meetings. All data obtained through social media is inventoried every day starting from the contents of instruments, statements, questions, constraints, decrees, photographs, and so on.

The evaluation was carried out periodically and continuously since the enactment of the [Minister of Education and Culture Circular Letter Number 4 of 2020](#), from March 24 2020 to March 2021. The number and percentage of respondents are recapitulated based on the authority of the policy implementer. Implementation analysis was carried out based on aspects of context, input, process, and product ([Stufflebeam, 1985](#)). The final stage was conducting an analysis and discussion of the supporting and inhibiting factors in the implementation of SFH policy.

FINDINGS AND DISCUSSION

In general, this evaluation aims to explain the implementation of the [Minister of Education and Culture Circular Letter Number 4 of 2020](#) in 34 provinces, with indicators of the level of implementation and success from the aspects of effectiveness, efficiency, adequacy, equity/equality, and responsiveness. Effectiveness is related to the achievement of policy objectives after the policy is implemented, and efficiency is concerned with the optimal use of resources in achieving goals. Meanwhile, adequacy relates to the level of effectiveness of policy implementation in satisfying needs. Equity/equality is orientated to the fact that the effort made is distributed fairly. Responsiveness deals with the response to the implementation of a policy. Accuracy leads to the value of the policy objectives and to the strength of the underlying assumptions.

Findings

Respondents from the education office consisted of 34 people represented by the head of the senior high school division and 26 respondents from the education service branch represented by the head and supervisors. Respondents from school elements were 284 principals/deputy principals, 861 teachers, and 980 students. Finally, parental respondents totaled 677 people. The description of the evaluation of the SFH policies during the emergency period of the spread of COVID-19 with the CIPP model is as follows.

Context Evaluation

Context evaluation in a circular letter dated March 24, 2020, which regulates the implementation of education during the emergency period of the spread of the coronavirus in all provinces includes the evaluation of the problems and conditions of education which are the result of the spread of COVID-19. An understanding of environmental conditions is important to analyze the supporting factors for this program to be implemented. The respondents consisted of supervisors, principals, and teachers. These respondents have the authority to carry out self-managed studies from home for the planning, implementation, and results of distance learning.

SFH Program Policy

Of the 60 respondents, the SFH policy implementation has been followed up with a Governor's Decree (80%) and a Provincial Education Office Decree (78.33%). The contents of the decision are generally the follow-up actions to anticipate the spread of COVID-19 in schools and policies for implementing a work and study system at home. This means that school principals and teachers are required to take part in the work and SFH programs so that learning continues. Most respondents said the efforts made to prevent COVID-19 were by conducting socialization about the dangers of COVID-19, washing hands frequently, and cleaning the school environment. Then only a few did pickets at school, meaning most worked or studied from home.

The policy of this SFH program is that students master existing material so that it can be useful in the learning process at home, it helps students gain competency in learning when conditions are not normal, and it makes written works and provide life skills to students. The analysis of the needs of the SFH program was carried out by observing and interviewing respondents, which means that a comprehensive analysis at the provincial level has been carried out. The short-term goal of the SFH program is that students continue to learn useful things such as mastering material that was not taught before this emergency period.

Program Compatibility with Study-from-Home Policy

The policies of the local government and its staff for studying from home are: (1) it has issued a policy for students to study from home, (2) it has issued a policy for teachers and education personnel to work from home, (3) it has received a Minister of Education and Culture Circular and a press release from the Minister of Education and Culture regarding work from home, (4) all schools adhere to a study and work at home policy, and (5) all schools know good practices and understand the concept of study from home. Table 1 shows that school principals and teachers have made plans in the form of preparing learning materials, schedules, and the required facilities both online and offline. Preparatory activities greatly determine the smooth running of SFH programs at the school level. Of the 1,145 principals and teachers, more than 70% had planned and prepared for the implementation of the SFH policy. However, there were still 281 respondents (11.15%) who had not made preparations at school.

Table 1. Follow-up Activities of SFH Policy in School

No.	Policy Implementation Activities	Respondents	
		Number	%
1.	Conducting coordination meetings with teachers	1,061	92.42%
2.	Homeroom teacher communicates and coordinates with parents and students	985	85.8%
3.	Developing guidelines or instructions for the implementation of SFH	808	70.38%
4.	The study schedule and implementation time will follow the roster	843	73.43%
5.	Set the task assignment system and assessment in the implementation	957	83.36%
6.	Regulate the monitoring/supervision system of SFH implementation	894	77.87%
7.	Submit to the teacher of each subject	819	71.34%
8.	Others	128	11.15%

Input Evaluation

Evaluation of inputs helps formulate policies on how SFH policy implementation should be done. The components in the input evaluation include the availability of facilities and infrastructure, human resources, learning planning, and budgets.

Availability of facilities and infrastructure

The availability of space and facilities is inadequate to support the study-from-home (SFH) policy, where some use textbooks. This is evident from the results of a survey of 1,145 school principals and teachers, which showed that only 17% had prepared the infrastructure. The main obstacles faced by schools in preparing infrastructure for online learning are (1) electricity supply (6.18%), (2) Internet network (25.96%), and (3) mobile network (17.33%).

Human Resources

The human resources (HR) in question are the competencies of teachers in distance education. In terms of teachers' and educational personnels' Information and Communication Technology (ICT) capacity and literacy, the results show that 90.0% of teachers in remote areas and 59.6% of teachers in non-remote areas have not used the Learning Management System (LMS) platform/application in teaching and learning activities. This is in line with the findings of the research conducted by the Research Center for the Ministry of Education and Culture, which show that the ability of teachers to use applications is still very low ([Center for Policy Research of the Ministry of Education and Culture, 2020](#)). Teachers who become tutors for subjects do not meet the required competency criteria. Teachers from out of 861 teacher respondents, 41.64% have above-average competence to carry out distance learning with an online approach, and the rest 58.36% are below average.

Study-from-Home Planning

The study-from-home program is a follow-up to the [Minister of Education and Culture Circular Letter Number 4 of 2020](#) in the regions so that the learning process continues. Superintendents, principals, and teachers make plans according to their respective authorities. A comprehensive SFH needs analysis in the form of an assessment already exists. Needs analysis is carried out in a cultural way by associating with students and by observing and conducting interviews until it is decided to provide distance learning. The analysis of program needs has to be done so that it can be right on target, effective, and efficient. The form of lesson planning carried out by the teacher includes material design, evaluation/assessment forms, and lesson schedules. Of the 1,145 respondents, most of the teachers had coordinated with students' parents, compiled guidelines, made schedules, and managed the assignment and assessment system.

SFH Program Budget

The study-from-home (SFH) program is a learning process during an emergency for all participants from all levels of education. The budget that is needed for this activity comes from school operation funds, specifically pulse assistance, which averages IDR 50,000 per student ([Hardi, 2020](#)). The amount of funds needed for SFH is determined by the school principal according to the allocation specified in the Technical Guidelines for the Use of school operation funds to support the implementation of this activity ([Regulation of the Minister of Education and Culture No 8 of 2020](#)).

Process Evaluation

The process evaluation is to see the compatibility between the implemented program and the planning and objectives of the program.

SFH Implementation Schedule

Based on the governor's circular letter, the implementation of SFH policy is adjusted to the educational calendar for the last semester, namely in the run-up to graduation from school and class promotion. Each school shows data that activities are scheduled with certainty. The schedule of activities is informed via Twitter, WhatsApp, Line, and official and school websites. Teacher respondents suggested a definite schedule for activities so that they could follow the activities according to the conditions.

Implementation of SFH Program

This program has been carried out since the enactment of an education implementation policy during the emergency period of the spread of COVID-19. The following is an overview of the implementation and availability of media for SFH activities, in which 49.56% of SFH programs were carried out online, 43.82% were carried out online and offline, and 4.18% were carried out offline. The media used in online SFH activities vary widely. In the instrument, respondents can choose more than one media used during online learning. The three most frequently used media are WhatsApp, Google Meet, and e-mail. Thus, it is not surprising then that the fact was later found that the teaching method most practiced by teachers in this SFH was only giving assignments to students (23.24%), giving material followed by assignments (59.54%), asking students to study alone (13.00%), and the rest are no assignment or learning.

The online model with virtual face-to-face activities mostly uses the Zoom Cloud platform, while those without face-to-face use the Google Classroom platform. The service model used when using non-electronic media is in the form of worksheets, printed books, and correspondence. Schools in the implementation of SFH utilize both government and private facilities. Government-owned portals are learning houses, teacher-sharing pages, digital reading, and Education TV ([Team Study from Home of the Ministry of Education and Culture, 2021](#)), while private portals include teacher room portals, smart classes, Quippers, and Zenius.

Product Evaluation

Product evaluation aims to assess the results of the study from home and provides input regarding further decisions, both regarding the results that have been achieved and during the learning process.

Assessment of Learning Outcomes

The result of the student learning assessment is in the form of grades given to students for graduation and class promotion. Since SFH has been running, 88% of teachers have assessed student work, while the rest have not carried out assessments. The most widely used form of assessment during the implementation of SFH is the assessment of assignments, followed by online written tests, projects, and practicums.

The students submitted their work through social media including WhatsApp, Telegram, and other media. The respondents in the instrument can choose more than one media to be used. It was found that the most frequently used techniques of assignment collection were social media, online forms, Quis applications, Learning Management Systems (LMS), e-mail, and sending packages.

The Success of the SFH Program

The success of the program can be seen from the benefits felt by students and the program objectives achieved. The data on the success of the SFH program in schools was obtained through focus group discussions with 30 school principals and 50 teachers. Success is seen when students have carried out learning according to the educational calendar even from home. Indi-

cators of success in the delivery of material have been achieved due to the material planned by the school and teachers. The principal has carried out the monitoring by way of collecting implementation reports carried out by the teacher, collecting reports on student learning assessments, and collecting plans carried out by the teacher. However, students, learning environment, teaching materials, teaching method, adequacy of infrastructures, and school climate determine the success of students in absorbing knowledge and skills taught by teachers in schools. Therefore, it is necessary to control the quality of learning so that the direction of learning and its goals are always focused on achieving the maximum to meet the potential development of talents and capabilities that are fully owned by students.

Participant Needs

One of the successes of a program is that the needs of students have been met. The information about the needs of students is that there is no specific analysis of students' needs. What has been done is that the teacher facilitates students about SFH activities. The responses of 967 student respondents to SFH show that the learning experiences during the implementation of SFH varied and most students were not enthusiastic, unpleasant, and burdensome. Teachers in implementing SFH should know the mental and emotional conditions of students, whether they are anxious or afraid, and whether they have a strong support network at home or in their community ([Directorate Generale of Teacher and Education Personnel of the Ministry of Education and Culture, 2020](#)).

Discussion

Based on the aforementioned results, a discussion is made of the supporting and inhibiting factors for the implementation of SFH activities at the provincial and school levels as follows.

Supporting Factors for SFH Activities

The analysis process used in this evaluation is the result of the evaluation using the CIPP method previously described. The evaluation results show several supporting factors for this activity. HR competencies and HR in charge of providing learning, in this case, teachers for digital technology, are still very limited. The educational background (formal education and length of education) of teachers as supervisors is still lacking. In order for a teacher to be able to carry out distance learning, according to [Kun and Lapp \(2020\)](#), there are three things that need attention, namely: (1) supporting oneself to commit to providing comprehensive distance literacy instruction, (2) balance synchronous and asynchronous in using platforms learning, and (3) having the ability to set up a digital environment.

During the COVID-19 pandemic, most SFH activities were carried out online. Therefore, a teacher, according to [Cross et al. \(2019\)](#), must understand more about the use of handheld devices that will help teachers, and teaching designers develop more effective and flexible pedagogies to support learning anywhere.

The school provides a means of communication through media that students can follow, although in certain areas there is still no Internet available. There are various media options, including radio and TVRI. From the survey results, it was found that the main facilities needed in implementing SFH were the availability of mobile phones, Internet quota, and electricity. This makes it easier for students to get the information they need. In addition, they can do question-and-answer activities in group forums related to learning materials. Direct face-to-face communication is also facilitated by the school by inviting teachers who have difficulty participating in teaching-learning activities. According to [Warsita \(2013\)](#), the role of instructional technology in solving educational and learning problems can be carried out properly if there are supports from technology or infrastructures that enable to develop of content; if there is a government policy that supports it, and if there is user readiness.

The implementation of SFH which uses government-owned online platforms, such as learning centers, teacher-sharing pages, and digital reading correlates with the results of research conducted by [Jacobs and Ivone \(2020\)](#). When students engage in cooperative learning through distance learning, it can be beneficial for learning together, reaching out to stakeholders other than students, and helping other teachers learn to use ICT devices.

Factors Inhibiting SFH Activities

The analysis of the factors inhibiting SFH activities used the evaluation method of CIPP previously described. The evaluation results show several inhibiting factors for this activity. The obstacles faced by most students were the lack of Internet networks and infrastructure that did not support them. The inhibiting factors for the implementation of SFH are the lack of cellphone networks, teacher competence in implementing SFH, and the absence of an Internet network. The results of the research by [Mashile et al. \(2020\)](#) provide an understanding of the barriers to distance learning that occur in developing countries, and these barriers also apply to higher education. Thus, it is not surprising that it is discovered that the teaching method most widely practiced by teachers in distance learning is giving questions to students, asking students to study using textbooks, and asking students to learn using various electronic learning resources ([Center for Policy Research of the Ministry of Education and Culture, 2020](#)).

The SFH activities implementation depends on the school principal and teachers who carry them out, so a person in charge is needed to be the person responsible for that. The results of the evaluation revealed that, from day to day, there were several activities not carried out continuously. This should be overcome by collaborating with HR in all schools to support this activity. The observation results show that the school has not carried out an analysis of the needs of activities. This analysis is needed to identify the real needs of students; so the program implemented is right on target in line with the goals that have been set. To make SFH fun, [Hasbi and Rahmawati \(2020\)](#) suggest the use of concrete objects that are easy to find at home and involving parents or adults around students to make playing activities more interesting. This is reinforced by [Raharjo \(2014\)](#) who writes that learning success is also determined by a conducive environment.

The program can be carried out if there is a person in charge or a person who acts to take care of activities from the beginning to the end. Educational activities have three elements: supervisors, principals, teachers, and students. The supervisor is in charge of supervising and monitoring. The administrative school principal is in charge of registering, arranging schedules, preparing learning facilities, and ensuring activities go according to plan. The teacher is in charge of providing material according to the learning theme and according to the schedule. Students prepare time according to a predetermined schedule and do learning. If one of the elements cannot fulfill its duties, the activity cannot be carried out properly. This is in line with [Munir \(2007\)](#) who writes that distance learning is based on the premise that learners are the center of the learning process, who are responsible for their own learning and work on their own in their own places.

The implemented program has short-term and long-term goals. There are no written documents for the objectives of this program. Information about program objectives was obtained from the results of interviews with the management team. The conclusion drawn based on information from respondents is that the program's goal is a short-term goal of providing skills for students to master the materials provided. The long-term goal is to support schools to improve SFH by providing training, especially on the use of social media.

The strategy implemented to achieve the program's objectives is to conduct training according to the needs of students. The activities carried out are not always done in groups, but some are private in nature or one-on-one training facilitated by the library such as messenger activities. Another strategy is communication with participants. The school creates groups using some applications such as WhatsApp, Line, and Telegram. The information shared in the group is about activity schedules, materials, and question-and-answer activities with the teacher.

CONCLUSION

From the results of the discussion about the implementation of the study-from-home (SFH) policy at the provincial and school levels, the following summary can be made. (1) The policy for SFH has been maximally implemented by the provincial education office. The regional government has followed up in the form of a Governor's Decree, socialization, implementation guidelines, and schedule arrangements as derivatives of this SFH policy. (2) At the school level, in implementing the SFH policy, the principal, vice-principal, and teachers have made preparations, provided sanitation, and made plans in the form of preparing learning materials, schedules, and the required facilities both online and offline. Collaboration with stakeholders such as LPMP is maintained by providing support in the form of zoom meetings which can be used at any time. (3) The availability of mobile phones, Internet quota, and electricity connections are the main needs in implementing SFH. The availability of space and facilities is inadequate to support a study from home, where only 17% of schools have prepared online learning infrastructure. Teachers who have above-average competence to carry out distance learning with an online approach are 41.64%, and the rest have below-average competence. However, to support a smooth Internet connection, the government has allocated credit purchases, the amount of which is further regulated by the school principal. (4) In terms of the implementation of SFH activities, SFH was carried out online as much as 49.56%, a combination of online and offline as much as 43.82%, and the remaining 4.18% offline. The most used media are WhatsApp, Google Meet, and email media. In implementing online learning, the teacher provides more material followed by assignments, and students are asked to study on their own. (5) The applications used by students to submit work via social media are WhatsApp, Telegram, and the like. The highest starting order of assignment collection techniques is social media, online forms, QuiS applications (38%); Learning Management Systems (LMS) (23%), email (10%), and sending packages. The student learning experience during the implementation of SFH varied; most of them were lackluster, unpleasant, and burdensome.

Based on the summary, it can be concluded that the efforts of the provincial government to implement the education policy for the emergency period of the spread of COVID-19 have been carried out effectively and efficiently, but the implementation of the SFH policy experienced many constraints so that the implementation of online learning has not been evenly distributed in schools. These constraints are the insufficiency of facilities and infrastructure in schools due to: unsupported Internet network, unsupported learning facilities, limited teachers' ICT literacy skills, and teachers' low competence in implementing distance learning. So, it is not surprising that later it was found that the teaching method that was mostly practiced by teachers in SFH was simply giving assignments to students.

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