



## Limited Visage-to-Visage Learning Program in Watersheds

Ardiansyah<sup>1</sup>, Budi Suryadi<sup>2</sup> Tomi Oktavianor<sup>3</sup>

<sup>1</sup>Master of Government Science Student

University of Lambung Mangkurat

<sup>2/3</sup>Faculty of Social and Political Science

University of Lambung Mangkurat

*E-mail:* budisuryadi@ulm.ac.id

Indonesia

### ABSTRACT

The government conducted an evaluation and concluded that there is a need for visage-to-visage learning from students who even matter in implementing gap learning. The approach that will be used is a qualitative oncoming with a descriptive method in the shape of data that describes in detail the phenomenon that case in the field in a finite visage-to-visage learning program. The results showed that the optimal policy implementation process occurred in communication factors between organizations and the attitudes of implementers or implementors while the resource factor still needed improvement, especially in human resources because there were still some teachers who were still unable to maximize finite visage-to-visage learning due to finite preceptor time hours and lack of innovation in learning.

**KEYWORDS:** Learning Program, Visage-to-Visage, Watershed

### 1. Introduction

On November 20, 2020, a Joint pronouncement was issued by 4 officers of state, specifically the office of the state of Education and Culture, the officer of the state of Religious Affairs, the officer of the state of Health, and the officer of the state of Home Affairs. Based on the Joint Decree of 4 officers of state, the learning process with the visage-to-visage method in the even semester of the 2020/2021 academic twelvemonth and the 2020/2021 academic twelvemonth can be carried out based on the guidelines as stated in the annex which is an integral part of the joint decision.

The granting of permits for the implementation of visage-to-visage learning in education units is carried out by local governments, regional offices of the provincial Office of Religious Affairs, and the Office of Religious Affairs of districts under their authority.

Bringing-up units that carry out finite visage-to-visage learning are carried out with a maximal capacity of 50%, except for 1) great elementary school, Madrasah Ibtidayah is amazing, amazing middle school, amazing high school, and Madrasah Aliyah is an amazing maximal of 62% to 100% by raising a minimum gap of 1.5 meters and a maximal of 5 students per class; and 2) ECCE a maximal of 33% by raising a minimum gap of 1.5 meters and a maximal of 5 students per class.

Visage, finite visage-to-visage learning that is applied is a preceptor and learning legal action that is have brought visage-to-visage, meeting directly between teachers and students in the study room while still implementing health protocols, such as cleaning the study room by spraying disinfectants, keeping masks, maintaining distance, washing hands with soap and running water, always preparing and using hand sanitizers.

In detail the variables of public policy implementation of the Van Meter and Van Horn models (1974): Nugroho (2003); Subarsono (2005); Winarno (2007) is described as follows, namely:

1. Policy criterion and policy objectives. Policy implementation is measured by its success rate and also the measure and objectives of policies that are realistic

with the socio-culture that exists at the policy implementing extent. When the size and goals are too ideal, then the policy will be difficult to implement;

2. Resources. Each stage of implementation demands the existence of qualified human resources under the work provided by politically established policies. Human beings as the most prominent resource in determining the hit of policy implementation, this is because success in policy implementation depends on the ability to utilize available resources, especially human resources. In addition to human resources, financial resources and time are prominent calculations in the successful implementation of policies;
3. Characteristics of the implementing organization. The center of concern for implementing agencies is formal organizations and informal organizations that will be involved in implementing policies. This is prominent wherefore the performance of policy implementation will be great leverage by very precise characteristics and matches the implementing agency. This is related to the context of the policies that will be carried out some policies which required tight and disciplined policy implementers. In other contexts, an agent is needed in a democratic and persuasive implementation;
4. Communication between organizations. Communication inside the framework of conveying tips to implementers in policy about what the standard and purpose must be consistent and uniform (consistency and uniformity) from various sources of information;
5. Disposition or attitude of the executors. The policy that will be implemented is not the outcome of the formulation of residents who will be well acquainted with a matter and a matter they feel. But public policy is usually top down where it is very likely that decision-makers do not know or are not even able to touch the needs, desires, or matters that must be solved;



6. Social, economic, and political milieu. The last thing that needs to be considered to assess implementation is the scope to which the external milieu contributes to the success of public policies. A social, economic, and political milieu that is not conducive can be a source of matter from the failure of policy implementation. Therefore, efforts to implement the policy require a conducive external milieu shape.

**2. Materials and Methods**

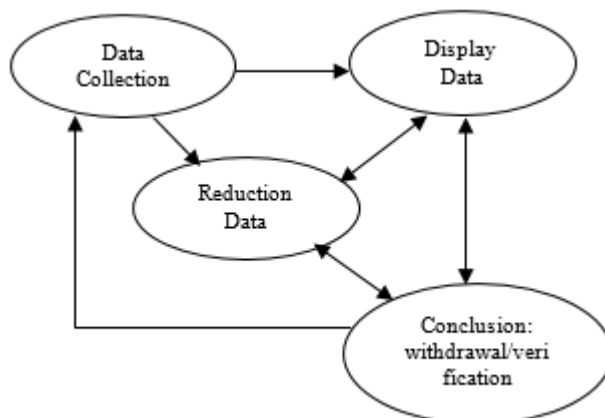
The approach that will be wielded in this is a qualitative oncoming because the researcher wants to produce conclusions

in the form of data that describes in detail the real situation that occurs in the field. The qualitative oncoming according to Best as cited by Sukardi (2005) is "a research oncoming that describes and interprets objects according to what they are".

Moleong (2007) posits qualitative research as a scientific oncoming that uncovers certain social fettle by correctly describing realness, formed by words based on techniques for aggregation of relevant data analysis obtained from natural fettle.

The techniques wield in this are interactive analysis techniques of Miles and Huberman (1992); Sugiono (2008):

**Miles and Huberman Data Analysis Model**



**3. Results and Discussion**

*Policy Size and Objectives*

The finite visage-to-visage learning policy thru the Corona Virus Disease nineteen in North Barito Regency is under the policy measures based on regulations, including:

1. Joint Decree of 4 officers of state, namely the office of the state of Education and Culture, officer of the state of Religious Affairs, officer of the state of Health, and officer of the state of Home Affairs Number: 04/KB/2020; Number: 737 of 2020; Number: HK.01.08/Menkes/7093/2020; And Number: 420-3987 of 2020, dated November 20, 2020, concerning Guidelines for Implementing Learning in the 2020/2021 academicals twelvemonth and the 2020/2021 academicals twelvemonth thru the Corona Virus Disease nineteen;
2. Circular Letter of the officer of the state of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the dispersion of Corona Virus Disease nineteen;
3. Decree of the Regency of North Barito Number 188.45/327/2021 concerning the Implementation of Restrictions on Community Activities Level 3 and Optimizing the Post for Handling Corona Virus Disease nineteen at the Village and Village extent to supervision the dispersion of Corona Virus Disease nineteen in the North Barito Regency Area;
4. Letter of the Regency of North Barito number: 420/108/Education Office of 2021, dated January 6,

2021, concerning PBM Approval with the visage-to-visage Method;

5. Cycle epistle of the Head of the North Barito District Education Office number 420/253/Education Office of 2021 concerning Guidelines for Implementing the Teaching and Learning Process with visage-to-visage Methods thru the Corona Virus Disease nineteen in the Education Unit within the Scope of the North Barito Regency Government.

Understanding the measure and objectives of the policy, it can be understood that the entire regulation is used as a guideline for implementing a finite visage-to-visage learning policy thru the Corona Virus Disease nineteen in North Barito Regency so that its implementation is clear because a clear size and purpose will make it easier for implementers to implement the policy.

The purpose of the visage-to-visage learning policy is finite thru the Corona Virus Disease nineteen at SDN-2 Jambu and at SMPN-1 Lahei, North Barito Regency, namely to be able to organize the learning legal action, meet students and teachers in the same room with certain restrictions by implementing health protocols without causing the spread of Corona Virus Disease nineteen in the school milieu.

Finite visage-to-visage learning is a solution to the Corona Virus Disease nineteen because it is to restore the enthusiasm for learning for children who have been saturated and bored with online learning. As technology evolves, more and more applications can be used to support and complement finite



visage-to-visage learning that can be selected according to the needs and abilities of teachers.

Thus, it can be seen that regarding the size and policy objectives of finite visage-to-visage learning thru the Corona Virus Disease nineteen within the Education office of North Barito district, it can be carried out properly and smoothly according to the goals previously set.

### *Resources*

Resources play a prominent character in the policy implementation process. Because whatever rules and policy objectives have been set if humane resources, financial resources, and moment resources are inadequate to carry them out, then the expected goals are not achieved optimally.

Regarding the finite visage-to-visage learning program within the North Barito District Education Office, which we took the locus of research at SDN-2 Jambu and SMPN-1 Lahei, the researcher assessed that the resources available to carry out all these stages were under their capacities and capabilities, such as:

1. Human resources. This research is known that human resources within the scope of employees at the North Barito Regency Education Office have no obstacles in carrying out a finite visage-to-visage learning policy because the employees who carry out this policy have competencies and capabilities that are sufficiently supported by the educational background and experience concerned, but in the implementation of finite visage-to-visage learning in schools there are some obstacles such as some teachers who are still have not mastered learning that uses information communication technology (for learning innovation due to finite time) especially teachers who are old or elderly;
2. Financial resources. The principle on the outcome of the description upstairs is known that resources, especially financial resources, greatly influence the implementation of finite visage-to-visage learning policies thru the Corona Virus Disease nineteen in North Barito Regency. Looking at the available sources of funds, the researchers concluded that face-to-face learning is finite at SDN- 2 Jambu and at SMPN- 1 Lahei can be successfully carried out as evidenced by the fulfillment of all the necessary completeness before carrying out finite visage-to-visage learning.

The researcher assessed that the communication carried out by education officials in coordinating went well so it received support from relevant agencies, such as the Health Office, Satpol PP, BPBD, the North Barito Police and the Police in the District, the Kodim 1013 in Muara Teweh and Koramil in the District, and the Muara Teweh District Attorney's Office so that in the end the Corona Virus Disease nineteen Task Force Team both in the District and in the District provided Recommendations to the applicant school for carry out visage-to-visage learning after first verifying the completeness of the school.

In addition to coordination and communication with policy implementers, communication is also brought through

socialization brought out by the North Barito District Education Office. The form of socialization was brought through limited meetings with MKKS administrators representing junior high schools and KKKS representing elementary schools in North Barito Regency related to the implementation of finite visage-to-visage learning during the Corona Virus Disease nineteen.

Communication carried out by the North Barito District Education Office if it's related to communication factors between organizations is very influential in its implementation. Judging from the outcome of the research conducted, it can be seen that communication between organizations is carried out effectively, through coordination carried out by policy implementers in this case the North Barito District Education Office runs as expected.

### *Characteristics of the Implementing Agency*

The implementation of finite visage-to-visage learning is a pattern of relationships established between the North Barito Regency Education Office and implementing agencies such as the North Barito Regency Corona Virus Disease nineteen acceleration and handling task force team and to school principals, one of which is through coordination carried out through meetings or meetings regarding the implementation of finite visage-to-visage learning thru the Corona Virus Disease nineteen in North Barito Regency.

The principle of the findings, it is known that aspects of the characteristics of the implementing agency also have characteristics and peculiarities of its characteristics for visage-to-visage learning finite thru the Corona Virus Disease nineteen within the North Barito District Education Office.

### *The attitude of the Executor or Implementor*

From the outcome of the study, it is known that the implementers of visage-to-visage learning policies finite to the Corona Virus Disease nineteen have known and understood the standards, sizes, and implementation of policies. In this case, the Head of the North Barito District Education Office together with other relevant officials can convey information on finite visage-to-visage learning policies to employees or staff in a consistent and tiered manner related to the implementation of finite visage-to-visage learning during the Corona Virus Disease nineteen in North Barito Regency which is carried out in the 2021/2022 academicals twelvemonth.

The principle of the field findings obtained by researchers related to the attitude of implementers in the implementation of finite visage-to-visage learning policies has been quite good. That is, in this case, the implementers accept well the existence of the policy, and there is no rejection from the implementers or the community.

Furthermore, the role of the North Barito District Education Office to support the implementation of the finite visage-to-visage learning policy is as a motivator in providing direction and guidance, conducting supervision, and trying to improve facilities and infrastructure, especially in schools that will implement.





### *Social, Economic, and Political Shape*

The principle on the outcome of the research conducted by the researchers, the researchers concluded that in social conditions in this case the community or parents of students also encouraged the hit of the policies that had been set, although some were less supportive of this policy, but for the common interest in preventing the dispersion of the Corona Virus Disease nineteen virus and protecting themselves from exposure to this virus.

However, researchers also consider that the social culture of students who are quite difficult to implement health protocols related to maintaining distance from fellow students is an obstacle in implementing finite visage-to-visage learning, this is a challenge for teachers and parents to always remind children to always implement health protocols so that visage-to-visage learners can run as expected.

Public acceptance of the implementation of visage-to-visage learning policies is finite not only because the objectives show partiality towards them, but a consistent attitude is needed by the implementers in implementing policies under their basic

objectives so that there are no problems that hinder the implementation of policies.

Furthermore, economic conditions also affect the policy of finite visage-to-visage learning, some parents have their economic conditions affected by the Corona Virus Disease nineteen, especially their children who were still in school when the Corona Virus Disease nineteen hit.

Of course, parents must provide for their children's needs in this finite visage-to-visage learning while in school. In addition, if in school the student maintains and implements health protocols, of course, parents must provide hand and other needs for their children who carry out this finite visage-to-visage learning.

### **4. Conclusions**

The optimal policy implementation process occurs communication factor between organizations and the attitude of the implementer or implementor while the resource factor still needs improvement, especially in human resources because there are still some teachers who are still unable to maximize finite visage-to-visage learning due to finite preceptor hours and lack of innovation in learning.

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