



**TECHNIUM**  
SOCIAL SCIENCES JOURNAL

[www.techniumscience.com](http://www.techniumscience.com)



**Vol. 70/2025**  
**A New Decade for Social Changes**

**PLUS**  
**COMMUNICATION**



**International**  
Communication & PR

## **Analysis of the full-day school model education program in primary schools in Maybrat Regency**

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**Abstract.** This study aims to describe and analyse the implementation of the Full Day School Model Education Program (SSH) in primary schools in Maybrat Regency. This research used a descriptive qualitative approach with 10 predetermined informants. The data collection techniques used included observation, interviews and documentation. The data obtained were analyzed through the stages of data reduction, data presentation, and conclusion drawing and verification. Based on the results of the study, it was found that the implementation of this program has not fully run optimally due to various challenges, such as limited facilities and infrastructure, low student participation rates, inadequate safety and comfort of learning, suboptimal education standards, and various community responses to this program. Then, this study identified several determinant factors that became the main obstacles in the implementation of SSH education model. These factors include ineffective communication between government, schools and communities; limited budgets and physical facilities that do not support learning; lack of ongoing training for teachers; suboptimal time management; and weak coordination between various stakeholders. As a solution, this study recommends several concrete steps, including improving facilities and infrastructure with greater budget support, increasing student and parent participation through the provision of better transportation and communication, improving the safety and comfort of the school environment, and developing a more balanced learning schedule. In addition, increased coordination between related parties and optimization of needs-based policies in the field are also key factors in improving the effectiveness of SSH education model implementation in Maybrat Regency.

**Keywords.** Public Policy, Policy Implementation, Full-Day School Model

### **A. Introduction**

Education is one of the important sectors in supporting the development of a nation. The concept in the Preamble of the 1945 Constitution of the Republic of Indonesia affirms that the government (both central and regional) has an obligation to educate the nation. This principle has been detailed in Article 3 of Law Number 20 of 2003 concerning the National Education System: An intelligent Indonesian nation can only be realized through the implementation of an education system that develops the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1].

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 3 emphasizes the function of education as follows: “National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens”. [1]”

Maybrat Regency is one of the new autonomous regions in Papua that was expanded based on Law No. 13/2009. Education is one of the important issues of concern to the local government of Maybrat Regency, as it is faced with limited infrastructure and teaching resources.

The local government of Maybrat Regency has endeavored to align with Law No. 20/2003 on the National Education System and its accompanying laws and regulations. Several policies that have been in line with national education set by the Indonesian government in the period 2003 to 2010 include: 1) National Education Standards which later established eight national standards; 2) Nine-year compulsory education which is often regarded by the public as free schooling; 3) Education Unit Level Curriculum which is based on the Competency-Based Curriculum and the spirit of regional autonomy; 4) Education funding; 5) Certification for teachers; and 6) Structuring policies in the organization of Religious Education and Religious Education.

In addition to the above laws and regulations, Special Autonomy Law Number 2 of 2021 has also expressly stipulated that in order to increase the capacity of education delivery in Maybrat Regency, the allocation of funds as stipulated in the Law reaches 30% of the national General Allocation Fund ceiling (Oktavian, 2021) [2]. Special Autonomy Law Number 2 of 2021 is a strong enough policy foundation to increase the capacity of education governance in Papua, especially in Maybrat Regency. As a derivative of Special Autonomy Law Number 2 of 2021, Presidential Regulation of the Republic of Indonesia Number 24 of 2023 concerning the Master Plan for the Acceleration of Papua Development Year 2022-2041 has also been stipulated. Presidential Regulation of the Republic of Indonesia Number 24 of 2023 concerning the Master Plan for the Acceleration of Papua Development Year 2022-2041 is the legal basis in terms of quality education services to form superior, creative, innovative, character, and able to work together, towards Smart Papua.

The implementation of education in Maybrat Regency is faced with various challenges and problems that are influenced by accessibility factors and supporting infrastructure. One of the main problems of education in Maybrat Regency is the imbalance that occurs in the ratio of teachers to students, especially at the primary school education level. Based on the data obtained, there are 66 primary schools spread across Maybrat Regency, 22 are public and 44 are private. The inequality between teacher and student ratios that occurs is indicated by the uneven distribution of teachers in certain schools, and generally the limited accessibility of schools.

The lack of teachers also has an impact on students' abilities. The data shows that the total number of teaching staff at primary schools in Maybrat Regency reached 531 teachers. The existing teaching staff is spread across both public and private schools. Primary schools managed by the private sector are dominated by the Christian Education Foundation (YPK) and the Catholic Education and School Foundation (YPPK).

From the total number of teaching staff in Maybrat Regency, it shows that the distribution is uneven in each school. There are schools with the highest number of teachers,

namely 17 teachers at Inpres elementary school 111 Temel, Ayamaru Jaya District, on the other hand there are elementary schools that only have 1 teacher, for example YPPK Persiapan Aikus elementary school in the Aifat middle east district.

In some schools, it was also found that although there were more than one teacher according to the data, the field findings showed that there was only one teacher teaching in the school and responsible for the learning process of students in grades 1 to 6. This was the case in one primary school in Mare district, where there was only one active teacher who had to teach grades 1 to 6. School building facilities are available, but the limited availability of teachers contributes to the problem of education in this area.

In some schools it was found that some students in grades 4, 5 and 6 could not recognize letters, numbers and literacy skills. Based on this problem, the Maybrat Regency Education Office seeks to build cooperation with the University of Papua. A cooperation agreement was made between the Maybrat Regency Education Office and the University of Papua's Institute for Research and Community Service on the development of the Full-Day School Education Model (SSH).

The initial stage of developing the full-day school model was carried out in 2 areas/districts, namely Mare and North Aifat for 3 months. The Research and Community Service Institute of the University of Papua played a role in providing accompanying teachers and helped design the literacy and numeracy learning process to improve students' abilities. The Maybrat Regency Government through the Education Office acts as a provider of funds sourced from the Special Autonomy Fund to support the process of developing the Full-day school model (SSH).

The development of the full-day school (SSH) model began in 2 districts, namely Mare District and North Aifat District. The development of the SSH model has a positive impact on the development of the learning process. The implementation of the all-day school model in Mare and North Aifat districts was carried out on students in grades 4, 5, and 6, with a total of 293 students, with details by grade and the name of the primary school presented in the following table.

**Table 1.** Number of students in SSH activities by District

No	Region/ Name of Elementary School	Number of Students		
	North Aifat District	4	5	6
1	YPPK ST. Petrus Ayawasi	16	21	17
2	YPPK ST. Petrus Yarat Konja	9	12	7
3	YPPK ST. Petrus Maan	8	12	7
4	YPPK ST. Petrus Mosun		2	
	<b>Sub-Total of North Aifat District</b>	<b>33</b>	<b>47</b>	<b>31</b>
	Mare District			
1	YPPK St. Mikael Suswa	13	7	6
2	YPPK Sun	1	4	4
3	Public School Seni	6	5	3
4	YPPK seya	10	7	5
	<b>Sub-Total of Mare District</b>	<b>30</b>	<b>23</b>	<b>18</b>
	<b>Total number of grades 4, 5, 6</b>	<b>63</b>	<b>70</b>	<b>49</b>
	<b>Total Number of Ayawasi</b>	<b>111</b>		
	<b>Total Number of Mare</b>	<b>182</b>		
	<b>Total Mare + Ayawasi</b>	<b>293</b>		

The implementation of SSH program ideally needs to be done with a large number of educators or teachers, but the conditions and availability of teachers in Maybrat regency are relatively limited, so SSH program in Maybrat Regency is carried out by involving several elementary schools in 1 district, for example in Mare district, students in grades 4, 5, and 6 from YPPK Sun elementary school, Seni and Seya are combined at YPPK St. Mikael elementary school in Suswa Village.

The implementation of SSH model in the North Aifat district at YPPK St. Petrus Ayawasi elementary school is different from the implementation of SSH model in Mare District. Accessibility conditions in North Aifat District are quite good so that elementary school students from YPPK Maan, YPPK Mosun and Konja use shuttle vehicles prepared by each village. The prepared vehicle takes students from each school at 12.00 and pick-up is carried out in the afternoon at 17.00 Central Indonesia Time.

The implementation of SSH model in North Aifat District and Mare District received a positive response from the community. However, improvements need to be made, especially those related to aspects of supporting facilities and infrastructure, one of which is the dormitory.

The SSH education model has been implemented in early 2023 based on local regulation number 5 of 2023 concerning the elaboration of the Maybrat Regency budget for 2023. The SSH education model is carried out by applying the principle of students staying longer in the school environment, learning activities are carried out earlier (06:00) and returning home later (17:00). In addition to a longer time at school, the SSH model also provides opportunities for children to carry out morning bathing activities, breakfast, dressing in uniform, morning service/worship, learning, lunch, enrichment learning and doing homework at school. In the implementation of the SSH model, assistant teachers, permanent teachers and principals collaborate by dividing the allocation of teaching time, while there are also the roles of several support personnel from student parent representatives who are in charge of providing consumption and helping to maintain school security during learning activities.

The SSH Education Model that has been implemented has received a positive response from all parties including parents and the steering committee for the acceleration of the development of special autonomy for Papua (BP3OKP) Southwest Papua. (Source: <https://papuabarat.antaranews.com>).

In general, the implementation of the SSH model has a positive influence on increasing students' learning capacity. Although the implementation of the SSH Education Model and policy has been carried out, in the implementation of the SSH model policy in Maybrat Regency there are still several problems including the availability of supporting facilities and infrastructure, the level of participation, safety and comfort of student learning, the implementation of full-day school education standards and community response.

Based on the above problems, the researcher will conduct a study entitled: Analysis of the Full-Day School Model Education Program in Maybrat Regency. This study aims to describe and analyze the implementation of the Full-Day School Model Education Program in Maybrat Regency.

## **B. Method**

In examining the Policy Analysis of the Full-Day School Model in Maybrat Regency at the Maybrat Regency Education Office, the author uses a qualitative approach, according to Moleong (2013), qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions

and others holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods [3].

The focus of the research is to analyze the Implementation of the Full-Day School Model Education Program in Maybrat Regency with indicators: 1) Availability of educational facilities and infrastructure, 2) The level of student participation, 3) Safety and comfort, 4) Education standards, and 5) Community response. Meanwhile, indicators for determinant factors are 1) communication, 2) resources, 3) bureaucratic attitudes or dispositions, and 4) bureaucratic structures.

The data collection techniques used were interviews, observations, and documentation studies. The data analysis technique used the interactive model of Miles and Huberman (1984) in Kairupan et al. (2023), namely: data collection, data condensation, data display, and conclusion drawing/verification [4].

### **C. Result and discussion**

#### **Implementation of the Full-Day School Education Program in Primary Schools in Maybrat Regency**

The results of the research and discussion of the implementation of the All-Day School Education Program at Elementary Schools in Maybrat Regency are examined through 5 indicators, namely 1) Availability of educational facilities and infrastructure, 2) Level of student participation, 3) Safety and comfort, 4) Education standards, and 5) Community response.

##### ***Availability of Educational Facilities and Infrastructure***

The availability of educational facilities and infrastructure is a major factor in the success of the School Full-Day Program (SSH) in primary schools in Maybrat Regency. These facilities include physical facilities, learning tools, classrooms, and supporting facilities such as rest, dining, and sanitation rooms. Rohiyatun (2019) says that the absence of adequate facilities has an impact on the comfort and effectiveness of the teaching and learning process, especially with longer school duration. [5].

The research results show several main problems, namely 1) Limited Basic Facilities and Infrastructure: Primary schools in Maybrat Regency still face limitations in classrooms, desks and chairs, toilets, and educational teaching aids. These shortages limit the variety of academic and non-academic activities in the SSH Program. 2) Lack of Optimal Support from the Local Government and Education Office: Although there is a budget allocation, the assistance provided is insufficient to fully address the facility issues. The process of applying for assistance is often slow. 3) Lack of Collaboration with External Parties and Community Participation: Schools' efforts to involve NGOs or non-governmental organizations are limited and community participation in facilities improvement depends on economic conditions and awareness of the importance of education..

Overcoming this problem requires increasing education budget allocations, collaborating with the private sector and optimizing the use of existing facilities. Local governments need to map the needs of facilities and infrastructure in more detail so that improvement efforts are better targeted.

According to Bafadal (2003), educational facilities include all equipment and supplies used in the education process in schools [6]. However, many schools in Maybrat still experience limited educational facilities, such as narrow classrooms, lack of learning facilities, and inadequate learning tools and media. Without adequate facilities, the implementation of SSH

becomes difficult, because learning that lasts longer requires comfortable facilities so that students remain focused and effective in learning.

Wahyuningrum (2004) in Risani et al. (2024) emphasized that educational facilities include movable and immovable facilities needed in learning [7]. However, in Maybrat Regency, many schools still lack proper classrooms, tools such as whiteboards, projectors, computers, and access to relevant teaching materials. These shortcomings hinder the smooth running of the program, as students need to access a more in-depth range of learning materials.

From the perspective of these theories, it is clear that the availability of educational facilities and infrastructure determines the success of the SSH Program. Therefore, improving the quality and quantity of educational facilities should be a priority in the planning and implementation of this program. Local governments and education offices need to be more active in procuring facilities and infrastructure, both in terms of quality and quantity, so that the educational objectives in the SSH Program can be achieved optimally.

According to Rohani (2020), the national education policy stipulated in the 2003 National Education System Law still faces various challenges, including inequality in funding, disparities between schools, and the problem of uneven policy implementation in each region. This inequality also has an impact on the availability of educational facilities and infrastructure, which is an indicator of school quality [8]. Without sufficient funding support from the local government, the implementation of SSH in Maybrat regency will face major obstacles in meeting the needs of proper educational facilities.

In Astuti's (2013) research on Full Day School at Al-Ya'lu Unggulan Kindergarten, it was found that the main factor in the success of the program is sufficient financial support and the enthusiasm of parents. Funding support is important in procuring facilities that support learning activities throughout the day [9]. Unfortunately, in Maybrat regency, limited funding and a lack of active participation from the community and local government hamper the procurement and maintenance of educational facilities. Without adequate facilities, students find it difficult to learn optimally because the learning environment is less supportive.

The success of the SSH Program in Maybrat Regency is highly dependent on meeting the needs of adequate facilities and infrastructure. Local governments should be more proactive in allocating funds for the procurement of educational facilities, such as comfortable classrooms, complete learning tools, and other supporting facilities. With adequate facilities, students can learn in a more conducive environment throughout the day.

In addition, evaluations and adjustments to national education policies need to be made to better suit regional conditions. The educational challenges in each region are different, so national policies must be able to accommodate the specific needs of regions such as Maybrat regency. Local governments and education offices must have careful planning in providing educational facilities, including in ensuring that all schools implementing SSH have sufficient facilities and infrastructure.

Collaboration between local governments, education offices and communities is essential in increasing participation in the procurement and maintenance of education facilities. The education office needs to ensure that there is support from various parties so that the SSH Program can run smoothly. Without strong collaboration and adequate budget allocation, the implementation of this program will be difficult to achieve its main objectives. Therefore, a holistic and local needs-based approach is needed to ensure the success and sustainability of the full-day school program in Maybrat Regency.

### ***Level of Student Participation***

The level of student participation is an important indicator of the success of the All-Day School Program. In Maybrat regency, the program aims to provide a richer learning experience through a combination of academic and non-academic activities. However, student participation in the program is often affected by various factors, such as family economic conditions, accessibility to schools and the suitability of the program to students' needs.

Through the results of research through observation, interviews and documentation, several findings were obtained, namely: 1) Geographical and Accessibility Constraints: Difficult geographical conditions, such as limited road access, the school's distance from student settlements, and the lack of adequate transportation facilities, are the main obstacles in ensuring consistent student attendance in the program. Despite efforts on the part of the school to modify schedules and provide transportation assistance, these solutions have not been fully effective due to limited resources. 2) Low Parent Involvement: Parents face various challenges, including economic constraints that affect their ability to support their children in the program. In addition, parents' lack of understanding of the long-term benefits of the program also reduces their motivation to encourage children to actively participate. Communication between schools and parents still needs to be improved to strengthen support for the program. 3) Quality and Relevance of Non-Academic Activities: Non-academic activities organized under the Sekolah Sepanjang Hari Program are often less interesting and less relevant to students' needs, which reduces their interest and engagement. Limited facilities, experts and training materials are also limiting factors in developing quality and useful activities. The school's efforts in involving students in the design of activities and collaborating with external parties need to be improved to attract student participation.

The level of student participation in primary schools in Maybrat Regency, particularly in the Full-day school program (SSH), is strongly influenced by several factors, one of which is geography and limited accessibility. These constraints often prevent students from consistently attending activities, which results in their low participation rate. Although students are present at school, they are not always able to actively participate in every activity held, both in class and outside of class. Another factor that plays a role is the lack of parental involvement in supporting their children's learning activities at school, which often has an impact on students' low motivation to participate in these activities.

According to Tjokrowinoto in Suryobroto (1997), student participation is also highly dependent on their mental and emotional factors, as well as their involvement in group situations that can encourage the development of their thinking and feeling power [10]. Therefore, to increase students' participation in SSH, it is imperative for schools to create an emotionally and socially supportive environment. This includes providing interesting and relevant activities and establishing good communication with parents to encourage them to support their children to participate in school activities. Thus, high participation from students will have a positive impact on the quality of their learning and character development.

Research by Astuti (2013) and Yuwono (2017) shows that supporting factors such as parental support, availability of funds, as well as students' own enthusiasm, are very important in supporting the successful implementation of the fullday school program. Students involved in all-day school activities show progress in both academic aspects and character development, as expressed by Yuwono (2017), who emphasizes the importance of teacher supervision and a positive learning atmosphere to avoid negative activities [9][11].

However, in Maybrat Regency, inhibiting factors such as low parental involvement and lack of adequate facilities hinder student participation. Research by Setyawan et al. (2021)

also highlighted the importance of readiness in implementing this policy by conducting in-depth studies before implementation, which can minimize the possibility of problems occurring. Limited resources and differences in regional conditions are major challenges that require policy adjustments so that they can be well adapted according to the characteristics of the region [12].

The researcher's ideal view related to the level of student participation in the implementation of the Full-day School program (SSH) at Primary Schools in Maybrat Regency includes the importance of creating a supportive educational environment both physically and psychologically. The optimal level of student participation depends not only on the availability of adequate facilities and infrastructure, but also on the active involvement of parents and the community, as well as the successful management of the program by the school. In this context, the provision of facilities that support students' activities at school throughout the day such as comfortable classrooms, interesting extracurricular activities, and full support from parents and the community are very important. Student participation will increase if they feel involved in the learning process and have the opportunity to develop their full potential.

In addition, the success of student participation in the Full-Day School Program also largely depends on the quality of non-academic activities that are relevant to students' needs and interests. Interesting and useful activities, such as religious activities, arts, sports, or character development, can increase students' motivation to participate actively. However, a major challenge faced in Maybrat Regency is limited resources, both in terms of infrastructure, accessibility and support from parents. Therefore, the policies implemented must be adapted to local conditions and pay attention to the balance between educational needs and regional capabilities, so that student participation in this program can increase sustainably.

### ***Safety and Comfort***

Safety and comfort in learning are crucial elements in supporting the success of the Full-day School Program (SSH) in Maybrat Regency. The program aims to extend students' learning time by covering both academic and non-academic activities. However, challenges related to student safety and comfort often affect the effectiveness of learning, which relates to the condition of the school's physical environment, social behavior among students, as well as the availability of supporting facilities.

The results of the research through observation, interviews, and documentation resulted in several important findings. First, limited physical facilities and environmental safety are the main obstacles. Primary schools in Maybrat regency face problems with limited classrooms, inadequate sanitation and minimal supporting facilities. The security of the school environment is also not optimal, especially in activities outside the classroom, which disrupts the comfort of learning. Second, Lack of Supervision and Handling Bullying leads to social problems. Bullying between students and the lack of supervision during recess or out-of-class activities further exacerbate the situation. Schools struggle to identify and deal with bullying, which can increase the potential for social problems and affect student comfort. Third, Teachers' Limited Skills in Managing Social Problems contribute to this problem. Teachers and school staff face difficulties in dealing with social problems, such as bullying and conflicts between students, due to a lack of training or experience in managing such situations.

Building a safe and secure school is essential to support optimal student development. Safety in schools involves not only physical but also emotional aspects. An emotionally safe environment can increase students' confidence and interest, which in turn increases motivation and engagement in learning. Meyer and Turner's (2006) emotion theory in Kasari and Sawitri

(2017) emphasizes that a positive environment can elicit positive emotions that improve learning outcomes [13].

Erikson's theory in Moku and Boangmanalu (2021) on psychosocial development highlights the importance of a sense of security in school, especially at primary school age. Students experience a crisis of initiative versus guilt, and appropriate support from teachers and parents can help them overcome these feelings, which supports healthy psychosocial development [14].

In addition, Kohlberg's moral theory in Hanafiah (2024) suggests that safe schools should also support students' moral development. Students go through stages of moral development that are influenced by social interactions, and schools need to provide spaces for moral discussions as well as provide examples of good moral behavior [15].

These three theories emphasize that creating a safe and secure school is not only about protecting students from physical harm, but also providing emotional and moral support according to their developmental needs. Safety and comfort within the school environment will support students to reach their full potential, both academically and personally. Therefore, it is important for schools in Maybrat Regency to pay attention to this aspect, especially in the implementation of the Full-Day School Program.

Previous research shows that education policy in the context of the Full Day School Program faces a number of challenges that need attention. Rohani (2020) revealed that the implementation of education policies in Indonesia, including the implementation of the Full-Day School Program, faces disparities between schools, which may also occur in Maybrat Regency. Limited physical facilities and security issues are serious obstacles. This is also reflected in the research of Setyawan et al. (2021), which reminds us that education policies must be tailored to local conditions and go through various phases of preparation and evaluation. Without attention to local factors, such as the quality of physical facilities, effective supervision and addressing social issues, the success of the program could be hampered.

Researchers put forward an ideal view related to safety and comfort in the implementation of the Full-Day School Program in Maybrat Regency, which is to create an environment that is safe, comfortable, and supports optimal student development. This includes not only physical but also emotional aspects, where students feel valued and safe to participate in learning. The success of SSH program relies heavily on the provision of adequate facilities, including comfortable and safe classrooms, and a school environment free from potential hazards. Good supervision from teachers and school staff as well as parental involvement in the learning process will support the creation of an atmosphere that supports students' emotional and social intelligence.

Given the geographical challenges and limited facilities in Maybrat regency, researchers suggest that the SSH policy be adapted to the local context, taking into account the readiness of existing facilities and resources. In terms of learning comfort, researchers emphasize the importance of developing students' social and emotional skills that can be gained through SSH. The program needs to be designed to provide students with opportunities to learn in a safe atmosphere, support their character development, and manage social issues such as bullying. Collaboration between teachers, parents and local government is needed to create safe and comfortable schools, which will have a positive impact on students' academic and non-academic development.

### ***Education Standards***

The implementation of the Full-Day School Program in primary schools in Maybrat Regency faces a number of challenges in meeting the set education standards. The program aims to provide longer and more comprehensive learning experiences for students, but its success depends on meeting education standards in terms of curriculum, teaching and facilities. High education standards are essential to ensure students receive a quality education throughout the day.

The results showed some important findings related to the implementation of the full-day school program in Maybrat. First, time constraints are the main obstacle in balancing academic and non-academic activities. Although efforts to match academic activities with educational standards have been well implemented, the tight schedule causes non-academic activities that are important for students' character development to be neglected. Secondly, there is a lack of physical facilities that support optimal curriculum implementation. Limited classrooms and facilities to support extracurricular activities are significant problems in achieving the expected educational standards. Thirdly, the management of the balance between academic and non-academic activities is not optimal. The shortage of teaching staff and the lack of relevance of non-academic activities to students' interests reduce the effectiveness of these activities.

Government Regulation No 15 of 2005 on National Education Standards (SNP) sets out the minimum criteria that the education system in Indonesia must meet. The SNP emphasizes the importance of providing sufficient time for learning that is appropriate to students' competencies [16], which is related to the challenge of time constraints in Maybrat. In addition, the SNP also includes aspects of facilities that support the successful implementation of the curriculum. The lack of facilities in Maybrat may hinder the achievement of the set education standards. More structured time management and provision of adequate facilities are necessary to ensure that students can develop their potential holistically.

Previous research by Rohani (2020) on national education policy provides an overview of the challenges in implementing education policies, including the full-day school program. Issues such as disparities between schools and variable education funding are relevant to the challenges in Maybrat. Limited facilities and suboptimal time management can exacerbate the disparity between schools and hinder the achievement of education standards.

The ideal view on the implementation of the full-day school program in Maybrat is the importance of policies that consider local characteristics and limitations. The education standards set out in the SNP must be adjusted to the real conditions in Maybrat, such as limited time, facilities and support from the community. The balance between academic and non-academic activities needs to be carefully considered, and the management of time and resources must be more efficient. Improving facilities, strengthening teachers' capacity and fulfilling education standards that are relevant to regional needs are expected to improve the quality of the implementation of the full day school program, support inclusive education goals and create sustainable education in Maybrat regency.

### ***Community Response***

The implementation of the Full-Day School Program in Maybrat Regency has received mixed attention from the community. Many parents and local residents support the program because they believe that longer school duration will provide students with more opportunities to acquire knowledge and skills, both in academic and non-academic areas. The program is

expected to improve the quality of education in areas that have been limited by time and resources.

However, the research results showed some findings related to the implementation of SSH in Maybrat. Firstly, many parents are concerned about the longer school duration as it may cause physical and mental fatigue in their children. This concern arises from the lack of rest time and recreational activities that are important for students' social and emotional well-being. Secondly, there are different perceptions in society regarding the balance between academic and non-academic activities. Some parents prioritize academic activities and worry that non-academic activities will reduce the focus on education. However, others appreciate the benefits of non-academic activities for children's social and emotional development. Thirdly, despite efforts to involve parents in program planning and evaluation, many parents feel less involved in decision-making. The lack of effective communication channels and limited access to information are barriers to ensuring maximum community participation in the program evaluation and improvement process.

The theory of awareness of the importance of education that involves all parties, including the government, community, teachers and parents, is very relevant in explaining the community's response to the implementation of SSH in Maybrat. According to Made (2007) in Mas (2011), mobilizing the involvement of parents and communities in educational decision-making is very important to increase their participation in education [17]. In this context, the diverse community responses to the SSH program can be understood as a reflection of the extent to which they feel involved in program planning and evaluation. When communities feel included in decision-making, they tend to be more supportive of the policies implemented, leading to a more equitable improvement in the quality of education.

In addition, family involvement as the first educational environment greatly influences students' physical and mental well-being in the implementation of SSH. Parents as educators can provide direction regarding the importance of balance between academic and non-academic activities and support their children in undergoing the full-day school program. With a greater awareness of the role of families and communities in education, it is hoped that an effective collaboration between schools, parents and communities will be created to advance the quality of education in Maybrat Regency. This high participation from all parties will not only support the success of the SSH program but also increase the sense of shared responsibility in advancing education in Indonesia.

Previous research by Rohani (2020) on education policy in the National Education System Law shows that national policies in education often present problems, such as disparities between schools and problems related to teacher certification and uneven education standards. This is relevant to the challenges in the implementation of SSH in Maybrat, such as the unequal perception of the community regarding the balance of academic and non-academic activities and their limited participation in program planning and evaluation. Therefore, it is important to link education policy with active community participation in decision-making that can affect the quality of education.

The researcher's ideal view related to the indicator of Community Response in the implementation of the Full-Day School Program in Maybrat Regency emphasizes the importance of active participation of the community, especially parents and other stakeholders, in supporting the success of the program. The community must be given space to be involved in the planning, implementation, and evaluation of the SSH program in order to address concerns that arise, especially regarding the physical and mental well-being of students. The success of this program relies heavily on good communication between schools and parents,

where parents can provide positive support for the academic and non-academic activities carried out.

In addition, differences in community perceptions regarding the balance between academic and non-academic activities must be addressed with a transparent and educative approach. Schools need to explain the benefits of these activities for the overall development of students, both in terms of intelligence, emotional, and social. Communities that have the same understanding will more easily support this program, thus reducing uncertainty and increasing trust in the implementation of SSH.

The limited involvement of the community in program planning and evaluation must be addressed. According to community participation theory, community mobilization in education decision-making can strengthen the success of the program. Therefore, it is important to involve the community more intensively, not only as beneficiaries, but also as part of the planning and evaluation process. This can create a sense of ownership and responsibility for education, so that SSH can run optimally according to local needs in Maybrat regency.

### **Determinants of the Implementation of the Full-Day School Education Program in Primary Schools in Maybrat Regency**

To analyze the determinants of the implementation of the All-Day School Education Program in Primary Schools in Maybrat Regency, researchers used 4 indicators, namely communication, resources, bureaucratic attitudes or dispositions and bureaucratic structures.

#### ***Communication***

Communication plays an important role in the success of the Full-Day School Program in Maybrat Regency. In this area, effective communication is needed to socialize the program's objectives, build community understanding, and gain support from parents. Without good communication, program implementation could face obstacles, such as misunderstandings or resistance. Therefore, schools should use various approaches to reach out to parents and the local community.

The research conducted through observation, interviews and documentation found several key findings. First, the inaccessibility of information to parents. Although the school has tried to convey information through regular meetings and written reports, not all parents can access the information optimally due to time and distance constraints. Second, the lack of community understanding of the program. Many parents still do not understand the purpose and benefits of SSH, especially in areas that are not used to the full-day education system. Some parents are concerned that the program reduces their children's time to play or help the family. Third, there is limited coordination between local governments and schools. Although local governments provide budget support and facilities, coordination issues with schools in remote areas remain a barrier. Some schools had difficulty getting relevant information or assistance. Fourth, student motivation is affected by fatigue. Although schools have organized a balanced time between academic and non-academic activities, some students feel burdened by the long duration of school. This feeling of fatigue affects students' interest and motivation. Fifth, the challenge of socialization to remote communities. Efforts to visit parents' homes or work with community leaders are still limited, especially with limited access and time constraints.

Overall, effective communication is essential to ensure that all parties involved in SSH program have the same understanding of the program's objectives, benefits and implementation. Without clear communication, coordination between the local government, schools, and communities will be hampered, which could ultimately reduce the success of the program

implementation. Therefore, improved communication and coordination are necessary for the program to achieve its objectives and provide maximum benefits for students in Maybrat Regency.

This study can be linked to previous research on education policy and SSH Program implementation. For example, Rohani (2020) pointed out that the national education policy in the National Education System Law (Sisdiknas 2003) faces the problem of non-uniform implementation in the regions. This is similar to the problems found in Maybrat, where ineffective communication led to gaps in understanding and support for the program. The inaccessibility of information to parents and the lack of community understanding show that the implementation of education programs often does not run smoothly due to the different situations and conditions in different regions.

Yuwono (2017) also stated that Full Day School can contribute to students' character building, with more time spent at school. However, the main challenge in the implementation of SSH program in Maybrat is the imbalance between academic and non-academic activities and the burden felt by students. This needs to be clearly communicated to parents and the community that non-academic activities have great benefits in students' social and emotional development.

The implementation of the Full-Day School Program in Maybrat faces challenges in communication and coordination between the government, schools, parents and communities. Ineffective communication leads to a lack of understanding and support from the community, potentially hindering the success of the program. Therefore, local governments and schools should improve socialization regarding the purpose, benefits, and management of SSH program.

Effective communication should include information about the duration of the school, the balance of academic and non-academic activities, and student welfare. Clear socialization can help parents understand the benefits of the program, such as children's social, emotional and character development. With community involvement in evaluation and planning, programs can be better suited to local conditions and reduce misunderstandings.

In addition, communication also plays an important role in addressing parents' concerns regarding the well-being of students due to the longer duration of school. Schools need to explain that the program does not only focus on academics, but also supports the holistic development of children. With transparent communication, trust and support from the community will increase.

Good coordination between the government and schools is also crucial to ensure the policy can be implemented effectively. If there are obstacles in implementation, smooth communication allows for immediate rectification. With an open and inclusive communication approach, it is expected that the SSH program can run optimally, gain full support, and achieve the expected educational goals.

### ***Resources***

The implementation of the Full-Day School Program in Primary Schools in Maybrat Regency requires adequate resources to run optimally. These resources include educators, budget, facilities and technology. The success of the program depends on the effectiveness of resource management. Despite efforts to fulfill the program, challenges remain, especially in infrastructure and accessibility.

The results of the research through observation, interviews, and documentation show some of the main obstacles: 1) Budget Limitations. The budget for the All-Day School Program

is not sufficient for operational needs, such as facilities, learning tools, and lunch. This limits the school's ability to provide optimal facilities for students and teachers. 2) Limited Physical Facilities. Many schools in remote areas still lack adequate facilities, such as cramped classrooms, lack of sports rooms, and limited learning tools. Without significant improvements, learning activities, especially non-academic ones, cannot run optimally. 3) Lack of Access to Technology. Many primary schools do not have technological devices such as computers, projectors and internet access. These limitations hinder the implementation of modern and interactive learning methods. 4) Lack of Continuous Training for Teachers. Despite training, many teachers feel underprepared to manage classes in an all-day program. Limited time and funds hinder training that could improve their skills in time management and effective learning methods. 5) Suboptimal Time Management. Managing time between academic and non-academic activities remains a challenge. The long duration of school often leaves students exhausted, especially if non-academic activities are less interesting. This has an impact on students' motivation in joining the program.

These resource limitations indicate the need for more attention from the government and related parties. According to Hamali (2016), successful program implementation depends on the fulfillment of resources. Without sufficient support, the program is difficult to implement well. Therefore, it is necessary to increase budget allocations, improve facilities, and provide continuous training for teachers so that the program runs optimally [18].

Local governments should have more authority in managing resources for this program. Authority in managing the budget, procuring facilities, and setting schedules must be clarified so that implementation runs smoothly. Otherwise, this program will be hampered and difficult to achieve its goals.

According to Hamali (2016), the fulfillment of human resources, budget, facilities and technology are the main factors for the success of education policy. In Maybrat Regency, the limited number of trained educators and the number of teachers that is not proportional to the number of students are the main obstacles. Previous research shows that education programs that are not supported by sufficient or qualified staff will face obstacles in implementation (Hamali, 2016). This is in line with Edward III's research in Widodo (2010), which states that the lack of human resources in a program affects the quality of its implementation [19].

The successful implementation of the Full-Day School Program relies heavily on the provision of adequate resources. Human resources are the most important factor. Teachers and educators must be sufficient and have the competencies required by the program. Ideally, each school has trained teaching staff who are able to manage effective learning and apply learning methods that are in line with the concept of this program.

Apart from educators, the budget is also a crucial element. Budget limitations hinder the procurement of physical facilities that support the smooth running of the program, such as adequate classrooms and modern educational equipment. Local and central governments need to allocate sufficient funds for the development of school infrastructure, including the provision of facilities that support full-day learning so that students can learn in a comfortable and conducive environment.

Adequate physical facilities are also an important aspect. Schools in Maybrat regency need to have sufficient classrooms, libraries, laboratories and recreational areas for extracurricular activities. Without adequate facilities, the implementation of the program will be hampered as limited facilities and infrastructure impact the learning process as well as extracurricular activities.

To ensure the success of the program, it is important for the government and educational institutions to provide continuous training for teachers. The training aims to improve the quality of teaching as well as teachers' ability to manage time and effective learning in the context of this program. With consistent training, teachers in Maybrat regency will be better prepared to face challenges, so that the program can be optimally implemented and provide maximum benefits for students.

### ***Bureaucratic Attitudes or Dispositions***

The implementation of the Full-Day School Program in primary schools in Maybrat regency involves various parties, including schools, education offices and local government. The role of the bureaucracy determines the effectiveness of this program, especially in ensuring that policies are in line with educational goals and students' interests.

The research results related to this indicator show several obstacles in the implementation of the full day school program: 1) Ineffective coordination causes slow communication and policy follow-up. 2) Insufficient budget allocation to support program operations, including facilities and student lunches. 3) Teachers' workload has increased, while training is still uneven. 4) Communication with parents is not optimal, resulting in low participation and negative perceptions. 5) Bureaucratic response to problems in the field is still lacking, with uneven solutions and policies that are not integrated.

Bureaucratic disposition or attitude is a key factor in the implementation of the full day school program. The success of the program depends on the willingness of policy implementers, adequate incentives, effective communication, and response to challenges in the field. A responsive bureaucracy will create an environment that supports the success of the full day school program in Maybrat Regency.

Previous research shows various challenges and supporting factors in the implementation of the full-day school program. Rohani (2020) highlighted national education policy issues, such as funding and disparities between schools, which are also evident in the full-day school program in Maybrat regency. Limited budgets and facilities are the main obstacles, exacerbated by the bureaucracy's lack of responsiveness in optimizing resources.

Astuti (2013) found that the success of the Fullday School Program in Malang was supported by sufficient funds, parental trust and student enthusiasm. However, low parental trust in the learning method was an obstacle. Similarly, in Maybrat, a lack of communication between schools, government and parents affected the implementation of the full day school program.

A bureaucracy that is highly committed to the goals of the full day school program is needed. Policy implementers must be able to overcome challenges such as budget constraints, facilities, and teacher workload with a professional attitude. Responsiveness to problems in the field is also crucial, as stated by Edward III in Langkai (2020) that policy implementers must have a strong desire to carry out their duties with responsibility [20].

Good coordination between schools, parents and government is essential in building trust in the full-day school program. Transparency and active participation can increase community support. Incentives such as training, financial support and effective communication will strengthen the commitment of policy implementers.

Program evaluation should be conducted continuously so that policies can be adjusted to the needs in the field. With sufficient authority, implementers can assess program effectiveness and implement necessary improvements. Being proactive in evaluation will

ensure that the full-day school program runs efficiently and provides real benefits for education in Maybrat regency.

### ***Bureaucratic Structures***

The implementation of the full-Day School Program in Maybrat regency requires a clear and coordinated bureaucratic structure to ensure the success of this program. This bureaucratic structure involves various parties, from the local government, the education office, to primary schools as the main implementers in the field. Each party has roles and responsibilities that support each other to achieve the program's objectives, namely improving the quality of education and providing longer access to learning for students.

Through observation, interviews and documentation, several findings were obtained, namely 1) unclear division of roles and responsibilities: The division of roles between local governments, education offices and schools is often not clearly defined, leading to overlapping responsibilities and confusion among those involved in program implementation. 2) Ineffective Inter-level Bureaucratic Coordination: The coordination process between the local government, education office and schools did not run smoothly. Barriers in communication caused delays in decision-making and budget distribution, which affected program implementation at the school level. 3) Slow and Inappropriate Decision Making: The decision-making process regarding budget and resource allocation is often late and does not always reflect the needs on the ground, resulting in a mismatch between the policies implemented and the real conditions in schools. 4) Limited Collaboration with External Parties: Collaboration with external parties such as NGOs and community leaders who are considered to support program implementation is constrained by budgetary issues, limited capacity of external organizations, and logistical challenges in the regions, reducing the impact of collaboration that could have provided long-term support. 5) Discrepancy between Policy and Reality on the Ground: Many policies issued by local governments or education offices are not effectively translated at the school level, leading to late or inappropriate implementation and reducing the success of program implementation.

Ripley and Franklin's (1982) theory in Tumbel (2020) regarding the six characteristics of bureaucracy [21], can be used to understand the challenges in the implementation of the full-Day School Program in Maybrat Regency. First, bureaucracy as an instrument to address public needs. The SSH program should be a solution to improve the quality of education but its implementation is hampered by an ineffective bureaucratic structure. The unclear division of roles and responsibilities hinders the achievement of program objectives. Secondly, the bureaucracy is the dominant institution in public policy implementation with different interests in each hierarchy. In Maybrat regency, coordination between bureaucratic levels, such as the local government, education office and schools, is often not optimal. Differences in interests lead to slow decision-making and a lack of policy adjustment to field conditions. Third, bureaucracies often suffer from fragmentation in the organizational structure. The unclear division of tasks makes each unit work separately, causing communication failures and ineffective policy implementation. Without good coordination, the effectiveness of the SSH Program is compromised. Fourth, bureaucracies have a number of different objectives. The government may focus more on education equity, while schools prioritize student learning and welfare. This difference in objectives can lead to conflicts in policy implementation. Therefore, there needs to be integration of goals to make the policy more effective. Fifth, the bureaucracy has a high survival instinct. Despite facing various challenges, the bureaucracy in Maybrat Regency persists, but is often unresponsive to real conditions. Slow decisions that are not in line with reality, such as limited budgets and facilities, hinder the success of programs. Sixth,

the bureaucracy is not a neutral force and is influenced by external factors. The SSH program in Maybrat faces constraints such as limited funds and lack of human resources. In addition, the lack of a clear Standard Operational Procedure (SOP) causes confusion in policy implementation.

Overall, based on the theory of bureaucratic structure proposed by Ripley and Franklin, it can be concluded that the implementation of the SSH Program in Maybrat Regency faces various challenges caused by unclear division of roles and responsibilities, ineffective coordination, and a mismatch between the policies implemented and the conditions in the field. To overcome these problems, changes are needed in the bureaucratic structure that is more adaptive, well-coordinated, and able to adjust to the needs in the field. Only in this way, the SSH Program can be implemented effectively and provide maximum benefits for education in Maybrat Regency.

The researcher's ideal view of the implementation of the Full-Day School Program in Maybrat Regency emphasizes the importance of an effective and efficient bureaucratic structure. This structure must have a clear mechanism of division of roles and responsibilities, as well as good coordination between bureaucratic levels. The lack of clarity of tasks between education agencies, local governments and schools is a major challenge in implementing this policy. Therefore, there is a need for an organized division of authority and a quick decision-making system that meets the needs in the field.

Inter-bureaucratic coordination is a crucial factor in policy success. Fragmentation in the bureaucratic structure can slow down decision-making and hinder program implementation. To overcome this, communication between levels must be improved through clear standard operating procedures (SOPs). These SOPs will regulate the flow of communication, ensure equal access to information, and improve the effectiveness of coordination in policy implementation.

In addition, the researcher emphasized that the SSH program policy must be adapted to the local characteristics and needs in Maybrat Regency. The bureaucratic structure must be flexible in facing contextual challenges, such as limited resources and cultural differences. Policies implemented in urban areas cannot be directly adopted without considering local social and economic conditions. Therefore, the bureaucracy must be able to adapt policies to the realities on the ground so that implementation runs optimally.

Policy evaluation and adjustment is also an important element in the researcher's ideal view. The SSH program requires regular monitoring to assess its effectiveness. This evaluation should involve all relevant parties, including schools, parents, and local governments, so that policies can be continuously improved and adjusted as needed. With a flexible and evaluation-based system, the SSH Program can run more effectively and provide maximum benefits for students.

#### **D. Conclusion**

The conclusion of this study shows that the implementation of the Full-Day School Program (SSH) in primary schools in Maybrat regency has not fully run optimally. There are various challenges in the implementation, especially in the aspects of facilities and infrastructure, student participation, learning security, education standards, and community response.

The availability of facilities and infrastructure is still limited, with minimal support from the local government and low collaboration with external parties. Student participation is also hampered by geographical constraints, difficult accessibility and lack of parental

involvement. In addition, learning safety and comfort remain an issue due to limited physical facilities and a lack of monitoring against bullying. Education standards face challenges in balancing academic and non-academic activities due to long learning hours, while communities have concerns about the physical and mental impact of students and are less involved in program evaluation.

The main determinant factor that hinders the implementation of SSH program is ineffective communication between the government, schools, and communities. The lack of socialization means that many parents do not understand the benefits of this program. Student motivation is also affected by fatigue, while budget constraints and lack of access to technology hamper learning. In addition, teachers face a heavy workload without sufficient ongoing training.

Coordination within the bureaucracy is also a challenge, with unclear division of roles and responsibilities, and the inability of the bureaucracy to respond to problems on the ground. Lack of collaboration with external parties and policy mismatches with local realities further complicate implementation. Therefore, improvements in communication, coordination, and resource support are key for the SSH Program in Maybrat Regency to run more effectively and provide optimal benefits for students and communities.

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