



ANALYSIS OF EDUCATION POLICY AFTER THE COVID-19 PANDEMIC IN ELEMENTARY SCHOOL

Yulfia Nora¹, Ira Rahmayuni Jusar², Adek Nilasari Harahap³, Rusdinal⁴, Nurhizrah Gistituati⁵

^{1,2} Universitas Bung Hatta, Padang, Indonesia

³ Universitas Graha Nusantara, Padangsidempuan, Indonesia

^{4,5} Universitas Negeri Padang, Padang, Indonesia

¹yulfianora@bunghatta.ac.id, ²irarahmayunijusar@bunghatta.ac.id, ³adek.harahap1988@gmail.com,

⁴rusdinal@fip.unp.ac.id, ⁵gistituatinurhizrah@gmail.com

ANALISIS KEBIJAKAN PENDIDIKAN SETELAH MASA PANDEMI COVID-19 DI SEKOLAH DASAR

ARTICLE HISTORY

Submitted:

10 Maret 2023

10th March 2023

Accepted:

23 Juli 2023

23th July 2023

Published:

25 Agustus 2023

25th August 2023

ABSTRACT

Abstract: This paper identifies and analyzes education policies after the pandemic in elementary schools. Education policy refers to the legislation no. 20 of 2003, which aims to build a foundation of the whole nation in order to realize good educational standards. This legislation is in line with the legislation no. 23 of 2014, which states that local governments have authority in educational services because it is the government's obligation to fulfill basic community services. The method is carried out with descriptive qualitative. The method is used to describe imposed policies after the Covid-19 pandemic. The analyses are observations and interviews at three elementary schools in Padang. The research results indicate that education policies after COVID-19 in elementary schools are retrieved from the regional head policies who are autonomous related to educational supervision during the outbreak that was carried out by monitoring elementary schools to show school preparation for face-to-face learning. Obstacles in implementing educational policies come from limited communication with students in terms of material explanation that demands to complete curriculum achievements.

Keywords: education policy, covid-19 pandemic, elementary school

Abstrak: Artikel ini dilakukan untuk mengidentifikasi dan menganalisis kebijakan kependidikan setelah pandemi di sekolah dasar. Kebijakan kependidikan mengacu pada perundangan no. 20 tahun 2003 yang bertujuan untuk membangun fondasi bangsa yang utuh agar terwujudnya standar kependidikan yang baik. Perundangan ini sejalan dengan perundangan no.23 tahun 2014 yang memuat pemerintahan daerah memiliki wewenang dalam pelayanan kependidikan karena merupakan kewajiban pemerintah dalam memenuhi pelayanan dasar masyarakat. Metode dalam penelitian dilakukan dengan kualitatif deskriptif. Metode digunakan untuk mendeskripsikan kebijakan yang diberlakukan setelah covid 19. Analisis dilakukan melalui hasil observasi dan wawancara pada tiga sekolah dasar di Padang. Hasil penelitian ini menunjukkan bahwa kebijakan pendidikan setelah covid-19 di sekolah dasar diambil dari kebijakan kepala daerah yang bersifat otonomi berhubungan dengan pengawasan pendidikan di masa wabah dilakukan dengan otonom monitoring sekolah dasar untuk memperlihatkan persiapan sekolah dengan pembelajaran tatap muka. Kendala dalam menerapkan kebijakan pendidikan berasal dari keterbatasan komunikasi dengan siswa dalam hal penjelasan materi yang menuntut untuk menuntaskan capaian kurikulum.

Kata Kunci: kebijakan pendidikan, pandemi covid-19, sekolah dasar

CITATION

Nora, Y., Jusar, I. R., Harahap, A. D., Rusdinal, & Gistituati, N. (2023). Analysis Of Education Policy After The Covid-19 Pandemic In Elementary School. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (4), 1184-1193.
DOI:<http://dx.doi.org/10.33578/jpfkip.v12i4.9966>.

INTRODUCTION

Legislation No. 20 of 2003 (3) states that national education plays a role in increasing competence in building national character and educating the nation's life, and encouraging student competence in making them have piety, morality, health, knowledge, creativity, innovation, independence and responsibility. Education is an event that plays a role in creating the foundation of the nation. Education is the responsibility of the state in creating intelligent and noble successors to the nation. Through education, students are able to create character and have skills towards a better future. The following are some of the government's efforts in developing policies in education. This policy can be used as a reference in the implementation of education. Education policy in Indonesia leads to a number of educational standards so that they can change the results that are obtained and managed properly so that their application in schools also has a good impact.

Application of educational standards can improve the quality of education in these schools. Education standards in Indonesia are built through a standard body that refers to eight educational standards, namely graduates, content, process, management, education, educational staff, assessment, financing, facilities and infrastructure. All standards are expected to reach schools to improve the quality of education in Indonesia. Policy is the basis used as a reference and planning in carrying out an activity. This is implied by governments, private organizations and individuals. Policies differ from regulations and laws. The law has a coercive nature towards attitudes, such as the obligation to pay taxes, policies are used as a reference for prosecutions that get results according to plan. Policy is a study that refers to a decision-making activity, including the identification of various problems based on their influence. Policy is defined as a political, management,

financial or administrative procedure in achieving a real goal.

It can be concluded from several expert opinions above that policy is part of the product of public policy which can be seen based on (1) educational policies that have an impact on the general public; (2) implementing education policies that require large public funds, the allocation of funds from the state budget for education is important when compared to other aspects. Theoretically, education policy is a study of educational aspects related to budgeting, resource allocation, resource distribution, and student behavior rules (Rohman, 2009). Therefore, educational policy is an application of education in the field of school and outside of school. The foundation of education has a difference with the foundation of public education basically. The role of education is to have public policy formulation. This is included in the implementation of supporters in achieving educational goals. Not only that, there are other strategies which are the same basis for the scope of management in public policy (Sutapa, 2015).

Analysis of education policy in society is needed to have an impact on the education sector. In other words, educational policy studies are needed to observe the conditions that are used as policies so that they can be prevented from wrong policies (MacRae, 1985). There are several statements that describe the importance of educational policy studies, such as (1) education that is scientific, logical and objective by policy makers; (2) policies are made to perfect previous policies in order to educate the nation's life; (3) problems that have many aspects and are interconnected with others; (4) the availability of comprehensive references in the implementation and evaluation of education policies; (5) get the opportunity to increase the involvement of parents, students and the community (Badjuri and Yuwono, 2022).

Regional education offices have status and authority within the government. The duties and responsibilities carried out by the education office are to carry out part of the government's authority and applicable laws. Regional education offices have regional autonomy which aims to control staff, finances, and student affairs, and manpower in elementary schools. This is contained in law no. 23 of 2014 which contains local government. Another obstacle arose when the Covid 19 pandemic could disrupt education services. There were discoveries of obstacles during the spread of the epidemic, especially obstacles in using the network for learning (online) and limited face-to-face meetings which had an impact on the learning process related to the expectations of all people. As for several policies issued by the regional government, such as restrictions on large-scale social implementation (PSBB). PSBB is carried out with standard protocols set by the government in the form of:

1. the use of masks, hand washing using soap, distance restrictions in interacting and measuring body temperature at each regional employee during the outbreak.
2. physiological context restrictions between regional employees
3. physiological meeting restrictions are managed through in virtual form during an outbreak
4. The Government conducts online learning activities (work from home) to prevent the spread of the epidemic

Educational policies in learning make students learn from home feel bored, thereby reducing communication between teachers and students in learning. This has an impact on the learning process so that it can reduce the quality of learning. In addition, students who take part in online learning are required to have a smartphone or gadget, but conversely if they don't have one then the learning process is difficult to follow. Furthermore, network constraints are difficult to obtain, coupled with

the use of this method, parents play a role in controlling children in the learning process.

Following up on the 2020 regulation letter from the Minister of Education and Culture of the Republic of Indonesia regarding the implementation of educator policies during an epidemic and the Decree of the Head of the National Disaster Management Number 13 A of 2020 containing the extension of the emergency status of the Covid-19 outbreak, explained as follows.

1. Learning from home is not face to face is done in obtaining a meaningful learning experience for students so that they can achieve curriculum in ascending and graduating classes
2. Home learning focuses on educational skills
3. Learning activities from home have variations tailored to the interests and circumstances of each student including the imbalance of the Learning Network at home
4. Evidence of learning activities in the form of qualitative responses to determine the qualitative value score

While school exams held by local governments are conducted as follows.

1. School examinations in the collection of students are prohibited from conducting tests in determining school graduation
2. School examinations are carried out in the form of a portfolio of report cards and achievement levels obtained during online assignments
3. School exams are conducted with school test scores in determining the student's passing.

For schools that have not been able to conduct school exams, there are provisions that need to be considered, such as

1. Elementary school graduates are determined by the total value of five semesters
2. Grade 6 primary school report cards are taken from online assignments
3. The form of assessment format is

determined next

Theoretical review

Public policy is an activity that is given a group of government there kesulitasn to propose and address the intended purpose (Agustino, 2008). Public policy is a government policy made by government agencies. Another opinion states that public policy is a pattern that depends on decisions made by the government. In addition, public policy leads to actions that implement an individual in finding solutions to problems. To facilitate public policy there are five characteristics of public policy, such as, (1) Have goals based on agreements and objectives; (1) Make decisions with risk in mind; (3) Create systematic rules; (4) There is a political element; (5) Dynamic.

Here are some Young and Quinn (Suharno, 2008) discuss a number of foundations in public policy, for example:

1. Government action has authority in public policy applied through government agencies
2. A set of actions focused on a goal. Public policy consists of several actions in achieving the goals of the crowd
3. A set of reactions to the fulfillment of needs. Public policy can meet concrete needs in society

The stages of Public Policy realization are described as follows, (1) Stage of preparation of the agenda by determining through the collection of public issues; (2) Policy formulation stage by discussing putsusan based on completion of motherhood; (3) The policy stage is created by policy formulations which are then adapted with the support of legislative institutions and judicial decisions; (4) The policy implementation phase is a policy that is carried out based on the decision of the policy program to find the core problems implemented by government agencies.

The results of observations and interviews were also strengthened by a

literature review regarding policy changes that also occurred which was carried out by Wienaldi's research (2021) which stated that through the spread of the epidemic physical and social limitations were imposed. This makes students obliged to carry out learning from home accompanied by parents. This has an impact on an inadequate online learning system. Another study by Marlina and Bashori (2021) examines the implementation of circular letter No. 4 of 2020 which contains the application of education policies during the Covid-19 period. The policy in question can utilize educational platform teaching media as an alternative in learning during the outbreak. Studies on education policies were carried out online during Covid-19 (Oktavia, 2020).

Obstacles found in learning during Covid-19 are based on limited knowledge in using technology and information, for example laptops and cellphones, network connections which can provide obstacles to the success of studying at home. Furthermore, adequate facilities provided by the government are needed by students in learning to run well.

Post-pandemic education policies were also reviewed by Salsabila et al (2022) who stated that there were two results of updating knowledge that could be utilized by students, while policies were fundamentally developed in an innovative way to prevent the spread of epidemics. This is done in order to be able to carry out learning in accordance with learning outcomes. The results of Noviani's research (2022) state that teacher skills in controlling the class can be seen from the learning activities that can be controlled properly after the pandemic; (2) learning activities seen from the preparation of teachers and students in starting learning with motivation after the co-19 pandemic; (3) students have enthusiasm in face-to-face learning; (4) learning student learning outcomes increased after the pandemic.

Subsequent research by Pratama (2021) suggests that post-covid-19 education policies are carried out by government

agencies to oversee the education sector in preparing for face-to-face learning again after the pandemic. There are obstacles found by teachers finding difficulty in giving material caused by communication which is limited by space and time, as well as the lack of knowledge of people in using gadgets and smartphones which are used as tools in the learning process. Mar'ah's research (2020) states that online learning experiences many difficulties, such as difficulty getting a network, lack of knowledge about technology and information, such as zoom. The unfavorable impact on online implementation is the inequality of technology which has an impact on children's difficulties in participating in online learning. Masitoh and Kurnia's research (2022) revealed that education policies during the pandemic were carried out using online learning methods and face-to-face learning was reinstated after the pandemic ended.

Research by Mazlufah et al (2020) states that students studying at home have a major impact on the learning process. Policy implementation was carried out well by collaborating with various parties to make the learning process easier and allocating budget funds to prevent the impact of the outbreak from spreading.

METHOD

The method in this study was carried out using descriptive qualitative. This method is used to describe the policies implemented after Covid 19. The analysis was carried out through the results of observations and interviews at three elementary schools in Padang. The results of observations and interviews are supported by literature studies from articles in national journals. Then the analysis is carried out in stages, such as (1) the process of identifying based on the results of observations and interviews regarding the implementation of learning policies after Covid 19; (2) the results of these observations and interviews were identified and analyzed

based on policies in learning after covid 19; (4) each observation and interview result is discussed and linked to the application of learning policies after covid 19; (5) the results of the discussion are explained to differentiate this study.

RESULTS AND DISCUSSION

The implementation of public policy is carried out by government institutions. Institutions that are given authority and perform their duties and responsibilities. Facts in the field found that government agencies find their duties and responsibilities beyond the authority given in accordance with the law. Its implementation is a step in collaborating to implement the desired policy. Implementation is planning that is carried out in detail. Implementation on the foundation is a policy strategy in obtaining its objectives. In the implementation of Public Policy there are two procedures in making programs in formulating policies as public policy (Nugroho, 2016). Implementation of basic policies in legislation. Basically, goals and objectives can be set in its application. The results of the above description can be concluded that the implementation of the policy is carried out in the form of a program because an authorized person in the position has duties and responsibilities and has a clear direction and policy to be implemented.

Education is a process pursued by the teacher towards the student that is developed in the student himself. invitation No. 20 of 2003 states that the national education system contains education that is planned to realize the state of effective learning and has an evaluation in self-control, personality, intelligence, and virtuous in the community.

Education is a process that is pursued by teachers towards students who are developed within the students themselves. invitation number 20 of 2003 states that the national education system contains education that is planned in realising effective learning conditions and has an evaluation in self-

control, personality, intelligence, and ethics in society.

The research results from primary schools A, B, and C in Padang City are based on the identification of problems that can determine policies. The identification process is based on information collection which is then determined based on the situation during covid-19 and the availability of adequate facilities in facing covid-19. The availability of facilities needed during the covid period, namely computers, mobile phones, and internet packages. The results of observations and interviews at Primary School A in Padang City stated that during covid-19, online learning was carried out so that parents had difficulties and supervised and accompanied students in learning. Meanwhile, the results of observations at Primary School B in Padang City stated that the identification of problems was based on the availability of human resource capabilities in dealing with Covid-19.

Then some identification of these problems was discussed with the government and the health department to carry out learning in accordance with the prokes so as to prevent the spread of the covid- 19 virus. The use of adequate facilities needs to accommodate the implementation of learning so that learning materials are well received by students, even though it is done online. The use of the facilities in question refers to the use of WA and FB media, both print and oral. After the implementation of the policy of implementing online learning during covid-19, there are positive and negative impacts on the implementation of online learning, namely the positive impact is seen in inhibiting the spread of covid- 19, while the negative impact is the inability of teachers to adapt to technology in implementing online learning during covid-19.

The results of this identification are formulated so as to create a policy that refers to government regulations by implementing online learning. The results of government policies implemented in Primary Schools A, B, and C in Padang City formulate learning

alternatives so that students can continue to learn even without face-to-face meetings. Here are some alternative learning systems that can help the implementation of online learning, such as google sites, google classroom, zoom, and whatsapp, and the description as in this.

1. Google site: the advantages of using this application which is linked to the google application then everyone who enters this application will appear during learning.
2. Google classroom: the app provides a variety of features that are more advanced than google sites, including programming.
3. Zoom: this application has innovations so that it can apply learning more easily and can see the results of presentations presented in the form of power points
4. Whatsapp: an application that can create groups and can describe each material in the form of written comments.

In the process of implementing online learning through stages, such as organising, interpreting, using applications, and inhibiting and supporting factors of online learning.

1. Organising: this stage is related to the division of group tasks, this stage is carried out by giving responsibilities in the form of tasks to groups allocated resources. Other efforts are made by the principal in assigning responsibilities to his subordinates. Efforts in the form of policies enacted to run online learning are done by limiting online access to students. Furthermore, the determination of the online learning implementation team that involves all parties of the elementary school.
2. The interpretation referred to in this stage is the socialisation stage because the implementation team will find obstacles in implementing the online learning policy. The procedure in conducting socialisation is to assimilate in the form of formal socialisation and informal socialisation. Formal socialisation is conducted through official activities, while informal socialisation is implemented through daily

activities. Based on the observation in Primary Schools A, B and C, it shows that the socialisation activities are carried out well by school operators in processing activities at school including processing online media and school websites.

3. Applications used in implementing online learning policies, namely using media as a forum in implementing online learning policies, namely the zoom application which can make it easier for students to apply during online learning.
4. The inhibiting and supporting factors of online learning

The supporting factor during the implementation of online learning is developing teachers' creativity in using media as a platform for online learning. Observation results in Primary Schools A and B found that the achievement of the online learning policy can be supported by adequate facilities and motivation to the schools involved. While the observation result in Primary School C mentioned that the supporting factors found in the form of human resources in the form of teachers can fulfil the needs of online learning. The inhibiting factors found from Primary Schools A, B, and C are weaknesses in managing online learning application media, time management, and having low motivation in implementing online learning during covid-19.

The next step is to evaluate online learning as a parameter in analysing the learning policy implemented during COVID-19. The following describes some of the evaluation processes carried out.

1. The stages in the evaluation process are information gathering, problem identification, and activity reports from each subject teacher.
2. The model and approach used in implementing the online learning policy is to assess each teacher in formal and informal meetings.
3. Assessment standards are implemented to measure the success of online learning

policy implementation. Assessment standards are seen in accordance with the KKM standards of learning outcomes.

4. The gaps found based on the interviews in Primary Schools A, B and C show that the teachers and school parties involved do not understand the tasks they are responsible for. given by the school principal. Another gap was found in the mapping of students' abilities in the learning process.

Likewise, online learning control including planning, organising, implementing and evaluating learning is described as follows,

1. Lesson planning is done for learning achievement. Learning objectives are used to achieve what students do under certain circumstances (Uno, 2010).
2. The implementation of learning is carried out with an approach that is interpreted to achieve the target. The learning approach is carried out by the teacher in lesson planning. In other words, the teacher's efforts in using a number of lessons are carried out with the scope of objectives, materials, methods, tools, and evaluation). This is influenced by the achievement of predetermined goals.
3. Learning evaluation is part of the learning factors that are carried out in implementing the curriculum to create learning in the classroom (School A teacher in Padang).

Online learning utilises internet and web technology in gaining learning experience. Online learning is assumed to have innovations made as good information media so that it can interact with students as a learning situation. Through digital technology attributes and resources are learning materials that are applied in a good learning situation (School B teacher in Padang). Online learning is the use of information and communication technology in changing classroom learning. The purpose of using technology is to obtain efficient learning. In addition, the use of information technology can provide learning comfort to students and reduce costs, time and

energy in the learning process (Murtiyasa, 2012).

The online learning policy regulation comes from the decision of the Ministry of Education and Culture with the task force to accelerate the handling of covid-19. Coordinating Ministry for Human Development and Culture, Ministry of Religious Affairs, Ministry of Health. The Ministry of Home Affairs, the National Disaster Management Agency (BNPB), and Commission X of the House of Representatives of the Republic of Indonesia which informed that the guidelines for the

implementation of learning were made based on the results of ministerial collaboration carried out to prepare units to undergo the new normal.

Face-to-face learning guidelines are carried out through the learning stages on face-to-face after covid-19 is carried out face-to-face after the outbreak by implementing health protocols. In other words, face-to-face learning is basic level education, and the equivalent (C school teacher in Padang). The changes in educational units before and after covid-19 can be seen in the following description.

Education policy in learning before covid-19	Educational policy in learning after covid-19
a. Creation of facilities adequate health protocols in the unit education	a. Creation of facility that adequate facilities in the education unit
b. Ensure adequacy of facilities health protocols	b. Checking availability of facilities health protocols
c. Ensure availability of protocols Health	c. Checking availability protocols Health
d. Ensure the body temperature measuring device in good condition	d. Ensure the body temperature measuring device in good condition
e. Conduct supervising health supervision members of the education unit	e. Reporting the results of health surveillance members of the education unit

Source: (School teacher in Padang)

CONCLUSIONS AND RECOMMENDATIONS

The results of this study indicate that education policy after Covid-19 in elementary schools is taken from the autonomous regional head policy related to educational supervision during the outbreak by monitoring dasar schools to show school preparation face-to-face. The obstacles in implementing educational policies come from limited communication with students in terms of explaining the material that demands to complete curriculum achievements. The next obstacle is the use of learning media without face-to-face meetings restricted by time.

REFERENCES

Abdal. (2015). *Kebijakan Publik (Memahami*

Konsep Kebijakan Publik). UIN Sunan Gunung Djati Bandung.

Aisyah, S. (2021). Penggunaan Media Pembelajaran Daring pada Masa Pandemi COVID 19. *JURMIA: Jurnal Riset Madrasah Ibtidaiyah*, 1(1), 48–56.

Amalia, R., Satispi, E., Gusman, T. D., Holiseh, & Miskiyh. (2023). Implementasi Kebijakan Pembelajaran Tatap Muka Terbatas (PTMT) di Masa Pandemi. *Pentahelix: Jurnal Administrasi Publik*, 1(1), 81–92.

Ardiyantika, S. (2021). Anak dan Pendidikannya di Masa Pandemi Covid-19. *LINDAYASOS: Jurnal*

- Perlindungan Dan Pemberdayaan Sosial*, 3(1), 65–76.
- Argaheni, B. N. (2020). Sistemik Review: Dampak Perkuliahan Daring saat Pandemi Covid-19 terhadap Mahasiswa Indonesia. *Jurnal Ilmiah Kesehatan Dan Aplikasinya: PLACENTUM*, 8(2), 99–108.
- Husna, A. (2021). *Proses Pembelajaran Jarak Jauh pada Masa Covid-19 Peserta Didik Kelas IV MIN Anoi Itam Sabang*. Universitas Islam Negeri Ar-Raniry Darussalam- Banda Aceh .
- Undang-Undang Republik Indonesia No.20 Tahun 2003 tentang Sistem Pendidikan Nasional, Pub. L. No. 20, Sekretaris Negeri Republik Indonesia 1 (2003).
- Maisyannah. (2018). Analisis Dampak Desentralisasi Pendidikan dan Relevansinya School Based Management. *Quality*, 6(2), 1–13.
- Mar'ah, K. N., Rusilowati, A., & Sumarni, W. (2020). Perubahan Proses Pembelajaran Daring Pada Siswa Sekolah Dasar di Tengah Pandemi Covid-19. *SEMINAR NASIONAL PASCASARJANA 2020*, 1–8.
- Marlina, L., & Bashori. (2021). Analisis Kebijakan Pendidikan dalam Masa Darurat Penyebaran Covid-19 (Analisis SE Mendikbud No.4 tahun 2020). *Jurnal Idarah: Jurnal Pendidikan Dan Kependidikan*, 5(1), 33–48.
- Misnawati, Karma, N., & Oktaviyanti, I. (2022). Analisis Strategi Guru dalam Pengelolaan Kelas Daring di Kelas V SDN 35 Ampenan Tahun 2020/2021. *Jurnal Ilmiah Profesi Pendidikan*, 7(1), 177–181.
- Murtiyasa, B. (2016). *su-isu Kunci dan Tren Penelitian Pendidikan Matematika*.
- Ramadhan, R. (2021). Distance Learning During The Pandemic At Sdn Bencongan VI. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10(4), 749. <https://doi.org/10.33578/jpfkip.v10i4.8359>
- Rindiani, A., & Zaqiah, Y. Q. (2022). Kebijakan Pembelajaran Tatap Muka Terbatas (PTMT) di Taman Kanak-Kanak Kuncup Kartika Kecamatan Jatinangor Kabupaten Sumedang. *J-STAF (Shiddiq, Tabligh, Amanah, Fathonah)*, 1(1), 75–99.
- Rosyada, N. M., & Retnawati, H. (2022). Elementary school: A review of evaluation selementary school: A review of evaluations. *AIP Conference Proceedings*, 1–9.
- Rusnawati. (2022). Penggunaan Model Pembelajaran POE (Predict Observe Explain) Materi Listerik Statis untuk Meningkatkan Aktivitas Belajar Keterampilan Inquiry dan Hasil Belajar IPA Siswa SMPN 12 Kendari. *Jurnal PIPA: Pendidikan Ilmu Pengetahuan Alam*, 3(2), 1–9.
- Suharno. (2013). *Dasar-Dasar Kebijakan Publik (Kajian Proses dan Analisis Kebijakan)*. Penerbit Ombak.