



Analysis of education policy at SD GMIM 8 Tomohon

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Abstract

Education Policy Analysis is a policy that has been implemented in schools. At GMIM 8 Elementary School, Tomohon previously used Classroom Action Research (CAR) while studying through In House Training (IHT), Workshops, Webinars. How to use the platform through the data-based application provided by the Ministry of Education and Culture to find out various information. The implementation of education policies is found in the active role of students. Teacher. Committees, employees related to quality standards (quality) of education. Efforts to develop the quality of education are carried out through surveys and even observations and research to develop the quality of education. The application and implementation is by practicing theories, methods and other matters by taking into account the circumstances and conditions that exist within the scope of the school. This is intended to achieve the educational goals that have been planned, compiled and programmed by SD GMIM 8 in Tomohon City with a predetermined time. Therefore, it is understood that Education Policy Analysis is a procedure in order to produce information based on existing data in order to solve various problems encountered.

Keywords: analysis, platform, procedure, school

Introduction

Education policy analysis is a procedure for generating educational information, using data as an input for the formulation of several alternative policies. Therefore, the policy in question was taken for political decision-making in order to solve various problems carried out in human history. According to UNESCO, education Changes lives and is at the core of UNESCO's mission to build peace, eradicate poverty and promote sustainable development. "Education changes lives and is at the heart of UNESCO's Mission to eradicate poverty and sustainable development". Understanding Education policy analysis and education management regarding content standards in elementary schools based on research conducted through various references. Ravik Karsidi (2018) says: the term education policy is also often referred to as educational planning. Education policy is also part of public policy in the field of education, involving various matters, which include: 1. Master plan for education policies, both long, medium and short term, 2. Regulations or regulations on education, 3. Policy and Strategy on education.

In simple terms, "policy" is a solution to solving a problem. But in its development, the term policy (policy) is often perceived by some groups, exactly the same as various terms such as politics, programs, decisions, laws, regulations, provisions, agreements and conventions as well as strategic plans. Whereas the main focus, is a set of systems from within the country, to improve the quality of life of many people.

Policies are concepts and principles, which serve as guidelines for carrying out a leadership job by acting in the state government. As political policy is a system of official concepts from the foundation or guidelines for state political behavior, in the implementation of leadership, and ways of acting. But in reality, the policy is not necessarily pleasant and acceptable. At this point, policies are often ineffective, as a result of not carefully formulating problems. This means that policies as a panacea are often ineffective, even deadly, due to wrong diagnosis of disease.

Policy analysis, in fact, with the existence of the same definition among policy makers and policy experts as well, the public understands the urgency of the problem not to be rigid. Therefore, it is hoped that there will be a meeting point in the perception of the policy. Foresight, that, etymologically, the term policy ("Policy" from the Greek root, "Polis"), means: city-state. Meanwhile, in Sanskrit it means city. In Latin, "politic" means state (Abdy Busthan, 2016; 19), means the state.

In medieval English, the word "policie" also appeared which became "policy", which refers to actions, related to state affairs and government administration. The origin of the word "policy" is the same as two Latin words, namely: "polis" and "politic". This explains that, modern languages, such as German and Russian, have only one word for politics, politica), which then refers to "political policy". If the term/word is added with the word "analysis", then the concept of "Policy Analysis" is formed. According to Wayne Parsons (2008) in Abdy

Busthan (2016, 19) in the study of public policy, there are two approaches, namely: 1. Analysis of the policy process; and 2. Analysis in and for the policy process.

More details, emphasized. Analysis of the policy process or the policy-making process, which is more related to the problem of the policy being determined, and later a policy is formulated; also how the policy decisions will be taken and how later the policy will be implemented and evaluated. Then, education policy analysis, does not merely analyze education data and information. However, it also pays attention to all aspects concerning the decision-making process regarding education. The alternative formulation of educational policies resulted from the implementation of procedures, resulting in something in a rational process. Therefore, in the political process (bargaining position), the parties have the authority. In line with the explanation, Suyahman (2016) explains that Education Policy analysis is a procedure that produces information on the condition of education using data as: input for the formulation of alternative political decision-making policies in an effort to solve educational problems.

That is why, there are so many parties who understand that education must free itself from politics, but there is not a single education policy that strategic. Therefore, the goals, values, directions, and budget for education, all of which are political agreements related to national education. So. Efforts to finalize the rational and political process, education policy making that does not describe the factual situation in the field. In fact, rationalization of educational policy analysis is inseparable from empirical work as the basis of political struggle. Therefore, all of them are oriented towards the decision-making process.

According to Thomas R. Dye in Howlett and Ramesh (2005; 2), about public policy, which is: "everything the government does", deciding not to decide, or "deciding not to take care of" an issue, then understanding This also refers to the definition of Thomas R. Dye in Tilaar and Nugroho (2008; 185), stating that, public policy is "everything that is done and not done by the government". Abdul Haris Rasyidi (2016) stated: education policy is a concept that we do, but often we do not fully understand. Therefore, the main basis underlying a policy is reasoning. Of course, a policy is not solely the result of human considerations. However, human reason is the dominant element in making decisions from various options in making policy decisions.

Education in its simple form is already part of the structure of people's lives. Without education, this simple society cannot continue its life, because it is through the education process that its members are bound by agreements in customs that have been passed down from generation to generation. Education that takes place can be said to be generally informal in nature, so the management developed leads to school-based management, namely a management model that provides a greater economy to the school. This encourages participatory decision making that involves directly all school residents and stakeholders to improve the quality of the school.

One of the government's strategies in the development of education is to improve the curriculum which is supported by a number of regulations to regulate the entire preparation and implementation process. This is, both in the field of curriculum, teacher competence and education staff. Regulation is defined as a rule. That is, regulation is a way of controlling society with certain rules. In the application of regulations, it can be done in various forms, namely laws given by the government, regulations by a company, and so on. In Law No. 20 of 2003 regulates the National Education Standards. National Education Standards consist of content standards, graduate competency processes, education staff, facilities and infrastructure, management, financing and educational assessments that must be improved on a planned and regular basis.

By understanding regulation is an absorption word from English "regulation", meaning rule. According to the Collins Dictionary, regulation is a rule made by a government or other authority to control the way something is done or the way people behave. Regulation is a term that is often heard in government and business. Furthermore, regulations are binding rules. in both government and business. Therefore, the function of regulation is to regulate the behavior of people involved in the community within certain limits. Apparently, regulations are designed through certain processes, where an institution agrees to be bound and follow the rules that have been made in order to achieve a common goal. If anyone violates these regulations, they will be subject to sanctions or punishment.

Understanding the scope of regulation, of course, seems to limit one's work space in activities. It seems that regulation often has a negative meaning because there are so many limitations in it. Generally, these regulations are issued by parties who have authority within the company and the government. Great Day HR explained that, in general, there are four types of regulations, as quoted by Rifqi Renanda (2021), namely: 1. Good faith regulations are regulations that provide stipulations on the basis of behavior in an area. An example is regulations that protect consumers. 2. Arbitrator's regulation is a rule that requires to choose one of various regulatory options that are equally valid. For example, the option to drive on the right or left. 3. Conflict of Purpose Regulations are regulations that consider the intrinsic conflict between two goals to be Valid. 4. Regulation The process regulates the completion of a task and is the regulation with the highest risk because it sacrifices innovation. This regulation also limits a person's agility so that the resulting variability is less.

According to Yusrin Ahmad Tosepu (2020) ^[12]. That, Prestige and Achievement are the outcomes of quality School Governance Management. From this view, it is understood that, Tosepu (2020) ^[12]. Said: as the most effective vehicle to give birth to a superior generation in the future. In order to improve the quality of human resources, educational institutions must constantly improve themselves. If crucial things have to be new breakthroughs and there are many things that must be addressed and many components that must be perfected. Thus, the demands of globalization encourage the world of education to innovate continuously while ensuring flexibility in its implementation. Facing competition in the era of the industrial revolution 4.0, the world of

education must continue to improve. Various breakthroughs have been made, starting from management (Governance), Human Resources, education and learning practices, and the readiness of facilities such as: laboratories, sports fields, Dian Arts Music Facilities, Health facilities and so on. This includes the educational curriculum that keeps up with the times. If all this time students were led to memorize facts, now their potential and competencies are developed to the maximum extent possible. In improving the quality of education, it must not run without obstacles. Not all of them are able to accept and understand the nature and parties to which education is intended.

The implementation of the curriculum set by the government seems to be without change. All school facilities are closely related to improving the quality and capacity of the quality development of educational institutions within the intended schooling units. This includes the school library which of course is a vital need by utilizing supporting books. With the school library, it will automatically motivate students to take advantage of various school facilities.

In reality, schools still have a large shortage of teachers. The economic and social status of teachers is also not sufficient. As a result, a motivational crisis arose due to very low incomes, especially from private teachers. Furthermore, on the other hand, the strategic roles and duties of teachers require teachers who have minimum qualifications and certifications in accordance with their teaching duties. That is why, teachers who socialize and communicate everyday and guide students to act professionally. Then, the role of the teacher (educator) to students is to function as a motivator (provider of encouragement) so that a person's success is determined by internal factors.

One that should be explored in the current Education Policy analysis is Classroom Action Research (CAR) is Practical research that is intended to improve learning in the classroom. This research is one of the efforts of teachers or practitioners in the form of various activities carried out to improve and improve the quality (quality) of learning in the classroom. In connection with this research, the study of: Analysis of Educational Policy at SD GMIM VIII in Tomohon City is explored. The formulation is studied through In House Training (IHT), Workshops, Webinars as well as using the platform through applications provided by the Ministry of Education and Culture that are data-based to find out various information. Therefore, it is necessary to form a Learning Commission, namely: supervisors, principals and teachers who have been trained at the national level. So, In House Training is a form of training program, where the training materials, time and place of training are determined according to the request of the participants. Then, it is carried out based on the idea that some abilities in improving teacher competencies and careers do not have to be done externally, but are done to improve teacher competence.

Research Methods

A. Research Method and Design Approach

To determine the quality of the school units studied, it is necessary to pay attention to the competence of teachers, namely: by utilizing a qualitative approach, with an analytical descriptive whose design follows the recommendations of Miles and Huberman (1992; 214), as shown in the figure below:

The qualitative approach is a paradigm for describing events, people's behavior or a situation in a certain place in detail and depth in the form of narrative (Satori; 2010, 219). Bogdan and Taylor (in Moleong; 2010, 3), that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Furthermore, it is stated: qualitative research is descriptive research and tends to use analysis. Process and meaning are highlighted in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts on the ground. In addition, this theoretical basis is also useful for providing an overview of the research background and as a material for discussing research results.

Rachmat Kriyantono (2006) said: "Qualitative research aims to explain phenomena as deeply as possible through data collection. Qualitative research emphasizes the depth of data obtained by researchers. Of course, the deeper and detailed the data is, the better the quality of the qualitative research. In contrast to quantitative research, the object in qualitative research is generally limited. The results of this study require a depth of analysis from the researcher. In addition, the results of this study are subjective so they cannot be generalized. Through this method, the researcher will analyze the data obtained from those obtained from in the field in detail. In qualitative research, new theories or concepts can also emerge, if the results of the research conflict with new theories and concepts that were previously used as studies in research.

B. Place and Time of Research

The researcher took the research location at SD GMIM VIII, Tomohon City with the complete address: Kelurahan Kolongan Lingkungan VI, Tomohon Tengah District, Tomohon City, North Sulawesi Province, Indonesia. Research Time: January 1, 2022 to April 30, 2022.

C. Research Instruments

The instrument used in this qualitative research is a person or human instrument. Therefore, according to Sugiyono (2017; 22), researchers are the main instrument that must have broad theoretical and insightful provisions, so that they are able to ask questions, analyze, photograph and construct the object under study to be clear and meaningful. In short, research instruments are tools used to obtain research data. Without instrument,

the researcher could not collect the data needed in the study. If the data does not exist, the research will not be able to be carried out.

According to Nasution (1988), in qualitative research, there is no other choice than to make humans as the main research instrument. The reason is: everything does not yet have a definite form. In a situation that is completely uncertain and unclear, there is no other choice and only the researcher himself as the only tool that can achieve it. Suharsimi Arikunto (2014) ^[11]. said: research instruments are tools used for research, with the aim that research is systematic and easy. Suryabrata (2018) also suggests: research instruments are tools used to record the state or activity of psychological attributes. The term psychological attribute is not very familiar to ordinary people. Notoatmodjo (2018) gives the notion that tools are used to obtain or collect data. You can do this by using questionnaires, observation forms, other forms with data recording and others. Notoatmodjo also explained that, in qualitative research, the instrument of data collection is the researcher himself. That is, researchers who observe, ask, listen and take research data. Then, researchers are required to get Valid, so that the data obtained is not arbitrary, it can be justified.

There are several examples of Qualitative Research Instruments, namely: a. the researcher as the main instrument. Therefore, according to Sugiyono, qualitative research as a human instrument has the function of determining the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and drawing conclusions from their findings. b. interview guide (interview) as a method of data collection, so researchers need to develop an interview guide or interview guide that is used to facilitate the interview process. c. questionnaires or questionnaires whose role is to connect between respondents and researchers. d. stationery (important notes) and ballpoint pen during observation. e. recording device for recording planned events such as experiments and interviews. f. documents or literature with a data collection method called literature study. Apart from those six points. there are many more examples of research instruments such as test books, survey software (if done online) and measuring tools.

D. Data Source

According to Lofland (in Moleong, 2013; 157), the main data sources in qualitative research are words and actions, the rest are additions such as documents and others. Sources of data will be taken from documents, interviews, field notes and observations. The research data sources consist of

on primary and secondary data sources. This is clarified: 1. Primary data is data that comes from the parties concerned or directly obtained from respondents, namely: the school and the government. 2. Secondary Data is data taken through intermediaries or parties who have previously collected such data. In other words. Researchers do not directly collect data themselves in the field.

The definition of secondary data according to Arikunto (2013) is data obtained from graphic documents (tables, notes, meeting minutes, SMS and others), photographs, films, video recordings, objects and so on that can enrich the data. primary. For Kuncoro (2009), secondary data is data that has been collected by other parties. Researchers can find data sources through other data sources that are also related to the data sought. Sugiyono (2016) says, namely: secondary data that is not directly received by data collection, can be through other people or through documents. Secondary data sources are complementary data sources that function to complete the required data. Therefore, interviews and various documents as primary data will be supported by various information from data raised from school problems in order to present the Research Policy Analysis at SD GMIM VIIi in Tomohon City.

E. Data Collection Procedure

According to Lexy J. Moleong as noted by Suharsimi Arikunto, entitled Research Procedures, a Practical Approach, that qualitative data sources are displays in the form of spoken or written words that are observed by researchers, and objects observed in detail so that their meaning can be captured. The data collection procedure in this study is the stage used to complete a data collection activity by using several techniques or methods. The research was conducted based on a procedure that refers to the opinion of Nasution (1996; 33), namely: 1. Orientation stage, 2. Exploration stage, 3. Member Check stage. These three stages can be described as follows:

1. Orientation Stage

At the time of orientation, the stages carried out, namely: good planning and preparation, started with socialization in the recruitment of educators and education staff. Next, make a list of orientation checks about the orientation of the educational unit where you are assigned, such as the prevailing rules or norms and the culture and procedures that exist in the educational unit where you work. Then, inform fellow educators about the work atmosphere. These are: salary income, leave, absence rules, tardiness, insurance and so on. After that. evaluation of the performance of educators or teachers in the work unit under study.

2. Exploration Stage

The exploration stage is the beginning of all exploitation activities and is also carried out over a long period of time because it requires an in-depth and detailed process. Exploitation is a continuation of various exploitation processes that have been carried out previously. In general, exploitation is an action or activity carried out in order to take advantage or take advantage of something excessively and arbitrarily without any responsibility.

Understanding the concept and stages of exploration is an investigation carried out to obtain information regarding the reserves, shape, location/characteristics, quality and economic value being traced. The concept of general exploration activities can be divided into two, namely: direct exploration and indirect exploration. The direct exploration method has the understanding that observations can be made by visual and physical contact with carried away conditions: as well as interpretations made, can be directly related to facts from field observations. This direct exploration method can be applied throughout the exploration activities (from the initial stage to the details).

Indirect exploration method, namely: an exploration method that is not directly related to surface or subsurface conditions, to the surface being sought. The reality of exploration activities in the field of education is an activity in finding and collecting information using media to enrich the experience of managing information, facilitating students to interact so that students (students) are active, encouraging students to observe various symptoms, capturing signs that distinguish them from symptoms in events. others, observing objects in the field or laboratory. Then in the role of educators (teachers) and students (students) in the Exploration cycle: a. reading, discussing, or conducting experiments, b. collecting and managing data, c. using various approaches and media, d. facilitating interaction between students, students with teachers, and students with learning resources, e. involve students actively.

3. Member check stage

Member Check is the stage of re-checking the data, information obtained from research subjects. Researchers checked the validity and validation of the data. This activity is carried out at any time during the process. Deti Nudiati, (2012), formulates data collection. This activity is carried out to test the consistency of information that has been provided by information sources that have been stated in the form of narrative reports to obtain a level of credibility of research results, as an effort to justify research results, especially on information obtained through interviews, observations, and documentation studies. Thus misunderstandings in interpreting the information obtained can be avoided.

At the member check stage, the researcher checks the correctness of the data by returning the data to the data source, which consists of basic and informal informants to be checked for correctness by them. Member check is a clinical trial of temporary data obtained from the field. Furthermore, Member Check is the process of checking data carried out by researchers to research subjects or sources. It aims to find out how far the data obtained is in accordance with what was conveyed by the informant. According to Sugiyono (2013; 421) member check is the process of checking data obtained by researchers (data providers). The purpose of member check is to find out how far the data obtained is in accordance with what was given to the data provider.

F. Data Collection Techniques

In Qualitative Research Methods, data is usually collected using several qualitative data collection techniques, namely:

1. Interview

Interviews can be conducted in a structured and unstructured manner, through face-to-face/telephone, as explained by Sugiyono (2017; 220). Structured interviews are interviews in which researchers have prepared research instruments in the form of written questions whose answers have been prepared. Structured interviews utilize a standard sequence of questions before collecting information relevant to the research subject. The use of structured interviews is used as a data collection technique, knowing with certainty what information will be obtained. Therefore, in this Structured Interview, data collection has prepared a research instrument in the form of written questions.

Unstructured interviews usually the interviewer must painstakingly direct the interviewee to share the information. The strength of unstructured interviews is that it is easy to make adjustments (flexibility) in individual cases. The results of the answers can also be more in-depth and thorough. The limitation is the unpredictable execution time.

Structured interviews are more systematic, because the questions have been prepared beforehand, so that the communication patterns that are established are more systematic and homogeneous. Meanwhile, unstructured interviews are interviews that are not based on the main questions and are given immediately spontaneously.

2. Observation

Observation is an activity of a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on already known knowledge and ideas.

before, to get the information needed to continue a research. The purpose of Observation as stated in the book Classroom Action Research (2021) by Pratiwi Bernadatte Purba, *in vitro*, is explained that in general, observation aims to collect data that is used to answer various problems that arise. In addition to collecting data, observations are carried out with the aim of getting a conclusion about the object being observed. Observation also aims to describe an object and everything related to the object under study. Observations can be done directly and observe, then record the results of these observations and documented as the results of observations.

3. Documentation Techniques

Documentation technique is a tool used in the analysis, design and documentation of systems and to understand the interrelationships between one subsystem and several other subsystems. Therefore, according to Sugiyono (2015; 329) documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. Documentation is used to collect data and then reviewed.

According to Robert C. Bogdan as quoted, Sugiyono (2005; 82) suggests: documentation is a record of events that have passed, it can be in the form of writing, pictures, monumental works of someone. Documentation study is a way of obtaining data by reviewing written documents, which can be in the form of data, pictures, tables, diagrams. In this research, documentation study was conducted by collecting pictures and written documents describing factual conditions regarding acceleration management. Document studies in qualitative research become a source of data that complements data collection through observation and interviews.

G. Data Analysis

Data Analysis Techniques is one way to process data into a variety of information so that the characteristics of the data become easy to understand and also useful for finding solutions to problems. The data analysis used in this research is descriptive qualitative analysis. The data analysis process in this study uses the Miles and Huberman (1992; 214) model analysis process, namely:

1. Data Reduction

Data reduction is a stage of qualitative data analysis techniques. Data reduction is simplifying, classifying, and removing unnecessary data; data in such a way that the data can produce meaningful information and make it easier to draw conclusions. The reduced data provides an overview of which parts of the research data are complete and which are still lacking or not related to the formulation of the problem in this study. Those who are still lacking or incomplete will be followed up with data collection actions or to data sources as needed.

2. Data Display (Data Presentation).

Presentation of data is an activity when a collection of data is arranged systematically and easily understood, thus providing the possibility of generating conclusions. The form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks or materials. Through the presentation of the data, later the data will be organized and arranged in a relationship pattern, so that it will be easier to understand.

3. Conclusion and Data Verification

Conclusion Drawing and data verification is the final stage in qualitative data analysis techniques that see the results of data reduction still refer to the analysis objectives to be achieved. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

The initial conclusions put forward are still temporary, and may change if no supporting evidence is found at the next stage of data collection. Verification is intended so that the assessment of the suitability of the data with the intent contained in the basic concept of the analysis is further and objective. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. In this section, the researcher expresses the conclusions from the data that has been obtained. This activity is to find the meaning of the data collected by looking for relationships, similarities, or differences. Conclusions can be drawn by comparing statements from research subjects with the meanings contained in the basic concepts in the research.

The stages above, especially in the stages of data reduction and presentation, are not always concurrent. However, sometimes after presenting the data, it also requires data reduction again after a conclusion is drawn. The stages for the author are not included in the data analysis method but into the data analysis strategy. Because, the method is patented, while the strategy can be done with the flexibility of the researcher in using the strategy. Thus, the habit of researchers using qualitative analytical methods determines the quality of analysis and results of qualitative research.

4. Data Collection

Data collection is the process of collecting, measuring, and analyzing various types of information using standardized techniques. The main purpose of data collection is to collect as much reliable information and data as possible, which is then analyzed to make a crucial business decision. When it has been successfully collected, these data are then faced with the difficulties to be found and so that the data can be used.

Data collection itself has two main methods that can be applied according to the needs of the analysis of the project being worked on. The two methods are primary and secondary methods. The primary method uses data directly received by the main source. The resulting data is usually very accurate and is still related to the direction of the research. Unfortunately, the primary method is generally very time consuming and quite expensive to perform. The primary method includes several specific data collection techniques. The techniques in the primary method include: interviews, projector techniques, Delphi techniques, and questionnaires.

The secondary method does not require data collection directly from respondents. This method uses previously collected data and information from a number of sources, from books to websites and news platforms. The techniques used in the secondary method include: internet, government archives and libraries.

H. Checking the Validity of Findings

The validity of the findings is an attempt to increase the degree of trustworthiness of the data which is intended to prove that what has been collected is in accordance with the reality in the field. The validity of the data is a technique used so that qualitative research can be justified naturally. Checking the validity of findings in qualitative research is based on the following criteria: Credibility, transferability, dependability and confirmability as suggested by Lincoln and Guba and quoted by Sugiyono (2007; 367). The explanation of these criteria is as follows:

1. Credibility

Credibility is an attitude that everyone needs to have. This relates to a sense of trust in a person or institution. Credibility is often used to describe the attitude of a person or an institution.

Credibility is a matter of being trusted. Building credibility or people's trust in us is certainly not easy. Someone who has high credibility will be easy to socialize with people. This is of course related to the word credible which means trustworthy. Credibility is the quality, capability or power to generate trust. Credibility is a term derived from Aristotle's rhetorical theory. Aristotle defined rhetoric as the ability to see what might be persuasive in any situation. He divides persuasive means into three categories, namely: Ethos (Source Credibility), Pathos (emotional appeal or motivation), and Logos (Logic used to support claims), which he believes have the capacity to influence the recipient of a message.

In a teacher, credibility is the extent to which he can be trusted by his students. Credibility is a dimension that consists of three kinds, namely: competence, character and concern. Competence focuses on the expertise or knowledge of the teacher in a subject matter. Character refers to the "kindness" (i.e., honesty, trustworthiness) of a teacher, while caring focuses on whether the teacher shows concern or empathy for the welfare or situation of the student.

In checking the credibility of the research findings, using triangulation techniques. Triangulation technique is defined as a data collection technique and existing data sources (Sugiyono, 2015; 242). Sugiyono distinguishes triangulation into two types, namely: technical triangulation and source triangulation. Technical triangulation means research using different data collection techniques to obtain data from the same source. Researchers used participatory observation, in-depth interviews, and documentation for the same data source simultaneously. Meanwhile, source triage means to get data from different sources with the same technique.

2. Transferability

Transferability is related to the extent to which research results can be transferred to other situations. A research finding has the opportunity to be transferred to another context when there are similarities in characteristics between the research situation and the application situation. Therefore, to make the transfer, a researcher should seek and collect empirical events about the similarity of contexts. Transferability is external validity in qualitative research. External validity indicates the degree of accuracy or applicability of the research results to the population where the sample is taken (Sugiyono, 2007; 276).

3. Dependability

Dependability is whether the research results refer to the level of consistency in collecting data, forming and using concepts when making interpretations to draw a conclusion. So, dependability is a criterion for qualitative research whether the research process is quality or not. Ways to establish that research is accountable. The correct research process is a dependability audit to examine what the researcher is doing. In qualitative research, the dependability test is carried out by conducting an audit of the entire research process. In this case the auditors and external auditors provide an assessment of the research process to discuss the research process pursued by the researcher. The results of the discussion become input for things that are not yet complete and provide reinforcement so that the accuracy of the data becomes the research report.

4. Confirmability

Confirmability is a criterion for assessing the quality of research results by recording the tracking of data and information as well as interpretations supported by the evidence available in the audit trail. In fulfilling the requirements for tracking or tracking this audit, the researcher prepares the necessary materials such as data and analysis results as well as the implementation process by internal auditors (the Dissertation Advisory Commission, namely Promoters and Co Promoters), also carried out by external auditors (appraisers/examiners who are not supervisors). Dissertation). The way to determine the external auditor is through the application of dissertation assessors/examiners, both by the leadership of the Education Management Study Program (S-3) and the Director of the Postgraduate Program according to their authority.

Results and Discussion

1. Government

SD GMIM 8 in Tomohon City is a private school owned by the GMIM Synod Assembly Working Body (BPMS) through the GMIM DS.A.Z.R.Wenas Foundation. So, everything must have the approval of the owner of the GMIM foundation, namely BPMS GMIM, including the foundation itself. Each school unit leader, in this case the Principal, is required to report school management activities to the Foundation every month, quarter, six months and every year.

The principal is the person who is responsible for leading the management of the school. Therefore, the legal entity for Tomohon is the GMIM DS Foundation. A.Z.R.Wenas (Deed of Establishment Number C-1252.HT.02.02/III.2006), the Principal who leads the Organization at SD GMIM 8 in Tomohon City is under the auspices of the Ds Foundation. A.Z.R. Wenas. So, structurally, through the Principal of SD GMIM 8 in Tomohon City, he is in a hierarchical relationship with the Foundation (Interview LR-01).

Relations with the Foundation occur in a structural-hierarchical manner. So, the head of the Foundation is the boss of the school. Apart from being a legal entity, the relationship with the foundation is also because in schools, teachers who are not ASN are based on a decree. from the foundation. Therefore, good relations with the Foundation must be maintained and developed so that cooperative relations can run well (Interview, LR, O1). This relationship is in the sense of coordination or regular meetings between the Principal and the Foundation. This also applies between the school and the Tomohon City Education and Culture Office (Interview, JR-02). Monthly Reports are submitted once a month. The contents are reports on activities at school, teacher reports, student reports. The report was properly submitted to the Education and Culture Office of Tomohon City (Interview, LR-01).

The relationship with the Foundation is also related to the school's obligation to make periodic reports to the Ds.A.Z.R Foundation BP. Wenas every month the school makes a report on the implementation of the management of the foundation to be forwarded to the Synod Assembly Working Body (BPMS). Likewise, monthly, quarterly, six-month and annual reports to the Tomohon City Education and Culture Office (Interview, LR-1, DS-3).

In addition to the foundation, SD GMIM 8 Tomohon is also responsible to the Tomohon City Education and Culture Office. Monthly reports are submitted once a month. The contents are school activity reports, teacher reports, student reports (Interview, LR-1).

Relations with the Education and Culture Office of the City of Tomohon, especially related to administrative matters for PNS teachers assigned to SD GMIM 8 Tomohon. Educational Policy Analysis is a means to produce data information (problems in education) to formulate several alternative policies in decision making and solving educational problems. The further formulation of Education Policy is a policy related to the field of education in the process of elaborating the vision and mission of education in order to achieve educational goals through strategic steps for implementing education. The components of education policy consist of five, namely: objectives, plans, programs, decisions and impacts.

The Education Policy Analysis that is being developed at this time is a classroom action research (CAR) which is being implemented at SD GMIM 8, Tomohon City while studying through IHT activities. Workshop, Webinar, how to use the platform through applications provided by the Ministry of Education and Culture that are data-based to find out various information. In implementing the Education Policy Analysis, the GMIM Elementary School leadership must coordinate with parents through the School Committee and the DS Foundation institution. A. Z. R. Wenas.

2. Application of Education Analysis for SD GMIM 8 Tomohon

Implementation of Policy Analysis at SD GMIM 8 in Tomohon City previously used school self-evaluation through the use of questionnaires from students, teachers, committees, employees related to eight educational standards. Then, they are sent through the Kemendikbud application and get a self-evaluation quality report based on the education quality report card. In 2021 SD GMIM 8 Tomohon will take part in the National Assessment for students randomly by the system and fill out a learning environment survey by teachers who are just waiting for report cards from the ministry for schools to improve the quality of education (Interview, LR-1). In its application, it occurs through learning methods adapted to the conditions of the school and students (Interview, FT-04).

The application and implementation occurs by putting the theories into practice, methods and other matters by taking into account the circumstances and conditions that exist within the scope of the school. Implementation of the achievement of educational goals that have been planned, compiled and programmed by the SD GMIM 8 Tomohon with a predetermined time (Interview, JR-02). Therefore, the determination of Education Policy Analysis in the teaching of science and technology in the GMIM 8 Tomohon elementary school, namely by applying and transferring all theories related to this question technology, in order to become students with character, religious, independent and mutual cooperation (Interview, LM -07). Another application of Education Policy Analysis is character education, namely: honest. skilled. discipline. hard work, creative, independent in application in school. Character education is assessed at an early age, the character of students must be built so that they are able to become useful individuals for the nation. Build student character with the help of others. because if you only teach character education in schools, but at home you are not assisted

and supported by parents, then the efforts to build student character that have been carried out in schools will not run effectively (Interview, NR-05).

3. Inhibiting Factors of Education Policy at SD GMIM 8 Tomohon City

The inhibiting factors for implementing education policies at SD GMIM 8 Tomohon City are: 1. The Sampras is not adequate in the context of implementing the National Assessment related to the free learning education policy. 2. The ability to use the platform application provided by the government for CAR is still in the process of finding out and learning to use it to increase CAR competence (Interview, LR-01). Then, other inhibiting factors are:

1. Limited study time, also inadequate facilities and infrastructure.
2. Busy parents.
3. Parents' response to school.
4. Unsafe environmental factors.
5. Less learning media factors (Interview, JR-02,IS-06).

4. Supporting Factors of Education Policy at SD GMIM 8 Tomohon City

The supporting factors for the implementation of the Education Policy at SD GMIM 8 in Tomohon City are: 1. Human Resources for Classroom Action Research, all of which are Strata One Education staff. 2. The number of students is according to the availability of space. 3. Participation of the School Committee. 4. Participation of churches and foundations. 5. The role of parents of students. 6. The role of the Department of Education and Culture and the City Government (Interview, LR-01).

The elaboration of the factors that support the implementation of education policies in this school are: a. The nature possessed by children since they were in the womb, which determines the development of the potential or abilities that exist in students. b. Family circumstances or daily activities at home in the family, such as the attitude of parents towards children, towards neighbors that affect the behavior of children. Because the development of children's social attitudes starts from the family, loving, gentle parents. fair, wise will foster a social attitude that pleases children. c. Educators in schools are responsible for the personal formation of students while in the school environment, teachers are able to show good attitudes that are emulated by students because the teacher's role is very influential on students. d. Environmental factors that also influence the formation of students' attitudes, because no matter how good the educational character of a good family life, which is taken without being supported by a conducive environment, then a good child will naturally be good (Interview, JR-02). Other supporting factors are communication, such as cell phones. The communication that has been established has been going well, between the school and the Department of Education and Culture, schools and parents of students with the support of technology without having to meet face to face. The community is also involved in supporting children's compulsory education and children's independence in learning (Interview, LRu-07).

5. Analysis of Educational Policy According to Educators (teachers) and Educational Leaders

Education Policy Analysis is a procedure in order to produce information based on data that is useful for solving problems (Interview, LR-01). That is why, Education Policy Analysis is very influential in the development of educational technology because it can have an impact on the development of the teaching and learning process in schools so that they can seek lessons. both students and teachers (Interview, LRu-07). In reality, it is necessary to a. evaluating learning outcomes is done by measuring the extent to which the achievement of the teaching objectives given. b. paying attention to the subject of educators, student and educator environments, ways of educating, educational tools, educational environment and educational evaluation. c. Support, cooperation and participation of parties who are in charge of education policies implemented at SD GMIM 8 Tomohon (Interview, JR-2). The Education Policy Analysis is also formulated as follows: a. Education must be based on the fear of God which is the source of knowledge. So. in developing education must be arranged based on biblical concepts. The education center itself is the students, where they must be educated and nurtured their knowledge and spirituality, in order to have the capital for their future. b. The skills and knowledge of students must be aimed at the glory of God's Name. Whatever profession you choose in the future. c. Education is a process, which must be arranged in stages following mental, social and spiritual development. d. Education must include all stakeholders, where all must have one vision and language so as not to cause confusion to children or students (Interview, HM-08).

Conclusion

Based on the results of research and discussion, it is concluded that as follows:

1. Analysis of Education Policy at SD GMIM 8 Tomohon, internally has been going well in all the existing limitations. The principal is a leader in the administration of education, from the planning to evaluation stages.
2. Analysis of Educational Policy in the school environment is supported by the cultural and moral capital of all parties at SD GMIM 8 Tomohon. Namely: in the form of good, creative, innovative and productive works of educators (teachers).

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