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Implementation of a Fun School Movement Program in Singkawang City

Azizah¹, Dede Sri Kartini², Rahman Mulyawan³

¹Faculty of Social and Political Sciences, Universitas Padjadjaran, azizah24001@mail.unpad.ac.id

²Faculty of Social and Political Sciences, Universitas Padjadjaran, dede.sri.kartini@unpad.ac.id

³Faculty of Social and Political Sciences, Universitas Padjadjaran, rahman.mulyawan@unpad.ac.id

Corresponding Author: azizah24001@mail.unpad.ac.id

Abstract: The objective of this study is to describe and analyze the implementation of the seven-steps of fun school movement in Singkawang City as a means to improve the quality of basic education in Singkawang City. The analysis was conducted using Merilee S. Grindle's policy implementation theory, which includes content and context variables. This study employed a descriptive qualitative method with an inductive approach. Data collection techniques included observation, interviews, and document studies. The results showed that the the seven-step fun school movement has accommodated the interests of all target groups, namely students, teachers, principals, parents, and the community. This program provides academic, social, and health benefits that are felt directly, fairly, and evenly. The movement also succeeded in encouraging positive changes in the cognitive, affective, and psychomotor aspects of the target groups, thus creating a more positive and student-centered school culture. However, the resources, including funding, human resources, and infrastructure, are still inadequate and need improvement. The implementation of this program involved various actors with different powers, interests, and strategies, but in general, it showed high commitment and support. The characteristics of the implementing agencies, such as a flexible organizational structure, a responsive organizational culture, and strong leadership, also supported the successful implementation. Based on the results of the study, it is recommended that the Singkawang City Government increase support and socialization of the program, as well as strengthen regulations. Schools are encouraged to continue to innovate and involve the entire school community. Parents and communities are expected to improve understanding and participation in the program.

Keyword: fun school movement, policy implementation, education policy

INTRODUCTION

Education is one of the main pillars in building a developed and prosperous nation (Alwi et al., 2021; Suwito Eko et al., 2020; Wang & Ruan, 2024). The more advanced education, the more advanced the country. A good quality of education is the key to producing the next generation of the nation's smart, creative, and noble character. Indeed

education must be obtained by all generations of the nation regardless of social, economic, ethnic, ethnic, religious and gender status (Stash & Hannum, 2001; Sleeter & Grant, 2008). They are all required to accept and attend proper education according to the objectives of the national education.

Dynamically education forms personality and can even prepare human life in the future (Yankovych & Binytska, 2019; Hilton & Pellegrino, 2012). With good education, students can develop the potential that exists optimally both in terms of physical, intellectual, emotional, and social. Education becomes an important medium in preparing human children to face their role in the future and to increase their dignity and dignity as humans (Gilbert, 2018). Education and learning should continue throughout life because humans are chosen creatures that have been given the mind to continue to think and interpret experience in order to be able to achieve their life goals. Education is a means that plays an important role in creating quality and potential people (Mukti, Cahyono, & Suwardi, 2023; Rustiadi, 2015; Cortese, 2003).

In order to support education, good school conditions are needed. A good school is an effective school to facilitate student learning through a quality learning process, teachers who consistently reflect and improve their teaching practices, principals who apply vision, policies and programs that focus on learning quality, and safe school climate and school climate inclusive (Edmonds, 2020; Lezotte, 2011; Lockheed & Levin, 2012). A safe and inclusive school climate will bring significant influence related to the development of the learning process of students (Anokam & Ipem, 2022; Amrisal & Hamdana, 2024; Wang & Degol, 2016). The condition of the education unit that provides protection and security for citizens of education units, both physically and psychologically. Safe schools have an understanding, program and implement policies related to physical sentences, sexual violence and narcotics (Morrison, Furlong, & Morrison, 1994; Morrison, 2007; Finkelhor, 2009; Bickmore, 2011).

As an effort to create a more conducive, safe, fun, and meaningful learning atmosphere for students, the Singkawang City Government through the Department of Education and Culture launched the innovation of "Seven-Steps of Fun School Movement", including: (1) behaving clean and healthy life; (2) the arrangement of a clean, healthy and beautiful school environment; (3) Strengthening Character Education with the implementation of religious values in the school environment according to their respective religions; (4) Improving the quality of literacy and numeration with an apple, foster and sharpening to students in order to realize child-friendly schools; (5) Making the Green Zone School (safe from infectious diseases, drug free, glued and physical/mental violence); (6) Maximizing cooperation with parents, school committees, village heads, army, police, community health centers (puskesmas), supervisors, professional organizations and community leaders according to the concept of school-based management; (7) Planning and implementing a systematic national assessment to improve the quality and quality of the school.

This program was launched at the commemoration of the 2021 National Teacher's Day at the same time at the momentum of the 20th anniversary of the Singkawang City Government by holding a fun school competition ranging from preschool levels, elementary schools to junior high schools throughout Singkawang City. Since 2021, schools have begun to clean up by preparing various infrastructure facilities in supporting the program movement seven-steps, such as hand washing facilities in front of each class, reading and literacy corners in each class, organizing school yard so that it is beautiful and cool, utilizing the room Open in school as a green open space and organize class with a variety of beautiful ornaments but the requirements for insight and knowledge.

Initially, the Seven-Step Movement of Fun School was a public policy chosen by the Singkawang City Government to be carried out in dealing with educational problems in the Covid-19 Pandemic period. However, in the following years, the program is considered to

have a strategic goal to make the school as a second home for students and other school members as well as invite parents to participate in creating a pleasant learning atmosphere for their children. Until finally, the Seven Fun School Movement Program was poured into the strategic plan of the Department of Education and Culture in 2023-2026 as an effort to improve the quality of education in Singkawang City. This is the first step of the government that is expected this policy can be increased to regional regulations.

Based on the empirical issue of the implementation of public policy above, researchers argue the most appropriate theory to be used as the basis of analysis in this study is the theory of the implementation of public policy from Merilee S. Grindle. According to researchers this theory has a comprehensive and complete variable because it considers that the success or failure of a policy in its implementation is strongly influenced by two main factors, namely content of policy and context of implementation. Content of Policy variables include 6 aspects, namely: (1) the interests of the target group; (2) types of benefits; (3) degrees of desired change; (4) the location of decision making; (5) Implementation of programs and (6) resources involved. While the context of implementation variables include 3 aspects, namely: (1) how much power, interests, and strategies possessed by the actors involved in the implementation of policies; (2) characteristics of institutions and regimes that are in power; and (3) the level of compliance and responsiveness of the target group.

Therefore, this study aims to analyze the program of Seven-Steps of Fun School Movement in Singkawang City, especially in the implementation of 2023 using Grindle's theory.

METHOD

This study uses descriptive qualitative research methods with an inductive approach. The focus of this research is to understand, describe, and analyze the implementation of the Seven-Steps of Fun School Movement in an effort to improve the quality of basic education in Singkawang City in 2023. Qualitative methods allow researchers to explore in depth about what is the problem in this study. This study collects data through in-depth interviews, observation, and document studies. Data are collected from several elements ranging from the government, schools, parents, to students. After the data is collected, researchers conduct data analysis with the Miles & Huberman model which states that data analysis consists of three activity flow, namely data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The Seven-Steps of Fun School Movement is one of the innovation programs from the Head of the Singkawang City Education and Culture Office which was launched and socialized to all schools under his first assisted in 2021 in an effort to face the crisis caused by Pandemi Covid-19. This movement continues to be developed until now because it is felt to have a positive impact on the development of basic education in the city of Singkawang. Every year a fun school assessment competition is held in preschool, elementary and junior high schools in Singkawang City. The competition starts from a fun class competition at school, then a fun school competition per sub-district whose winner will represent a competition at the city level.

Analysis of Content of Policy Variables

The Seven-Steps of Fun School Movement will be successful if the content variable is formulated and implemented by considering the six aspects of the policy content including (1) the interests of the target group; (2) types of benefits; (3) degrees of desired change; (4) the location of decision making; (5) program implementer; and (6) resources involved.

First, the interests of the target group. This includes the extent to which the interests of the target group are contained in the contents of the policy. Policies must meet the needs and interests of the target group. The interests of the target group are very influential in the success of policy implementation because the more fulfillment of the interests of the target group, the more successful a policy will be implemented.

The main group that is targeted in the implementation of this policy is the students themselves. In addition, the principal, teachers and other school residents, including parents of students, play an important role in the success of their implementation. Students have an interest in this program that is a clean, safe, comfortable, fun school so that it can feel at home in school, increase learning motivation which can further improve the quality or quality of education in the school.

The principal as the managerial leader of the education unit has an interest in improving the quality of education in their respective schools. In addition, the principal also hopes to build a solid team between teachers, students and parents in collaborating to achieve educational goals. In addition to students, principals and teachers who strongly support the Seven-Steps of Fun School Movement, parents of students also give good appreciation and support for the program.

Seeing the facts found in the field it can be concluded that the interests of the target group namely students, teachers, principals and the community have been accommodated in the implementation of the Seven-Steps of Fun School Movement in Singkawang City as they expect so as to support the effectiveness and success of the implementation of the policy.

The interests of the target group are the foundation in the formulation of the Seven-Steps of Fun School Movement. By understanding the needs and aspirations of students, teachers, principals, and parents, this program can be designed in such a way as to provide relevant benefits and encourage the desired change. For example, students crave a comfortable, safe, and clean learning environment, so that this program includes the arrangement of the school environment and the habituation of clean living. The teacher wants innovative and fun learning methods, so this program encourages the application of student-centered learning approaches and the use of creative learning media.

Second, types of benefits. In other words, it is not just a benefit, but what type of benefit is felt by the community that is the target of policies, which will affect the level of acceptance and success of implementation. Types of benefits refer to the type of profit or results that will be received by the target group of the policies implemented. The type of benefits that are more directly felt will further motivate the community to support and participate in policy implementation. Likewise, if the benefits offered are felt according to the needs and expectations of the community, it will form positive perceptions. Fair and equitable distribution of benefits can also increase public support for policies.

Students as one of the target groups in this policy benefit from academic, including increasing learning motivation, understanding better concepts and developing critical thinking skills. Some types of benefits received by students are: 1) Academic aspects, among others, increasing learning motivation, understanding better concepts and developing critical thinking skills; 2) Non-academic aspects include the development of interests and talents as well as the formation of positive identity; as well as 3) Aspects of health that improve the physical and mental health of students because the application of this movement will automatically create a healthy learning environment and the habit of self-behaving students in a healthy lifestyle.

Not only students, the teacher also feels various positive benefits from the Seven-Steps of Fun School Movement. The implementation of this policy provides opportunities for teachers to innovate in learning, increasing pedagogical competence and professionalism that increases job satisfaction. In addition, there are social benefits in this movement that the

teacher can build a better relationship with students, parents of students and fellow teachers, and become part of a positive learning community.

Despite feeling the many benefits of this program, the implementation of the Seven-Steps of Fun School Movement is not there are no obstacles. According to the recognition of teachers who become informants, the number of programs that must be implemented in schools makes it difficult for teachers to divide time to deliver mandatory materials in class. Whereas in addition to being required to succeed programs related to the fun school movement, teachers are also required to complete all learning materials that have been designed according to the educational calendar. This requires the creativity, toughness and responsibility of the teacher in ensuring all his obligations as a teacher, namely educating and teaching students and obeying the direction of the principal can be fulfilled well and effectively.

Thus the types of benefits obtained by teachers include: 1) In terms of academic there is an increase in teacher teaching motivation, varied teaching methods, teachers become more creative and innovative; and 2) In terms of social, teachers can build better relationships with students, parents of students and fellow teachers, and become part of a positive learning community.

In addition, for schools, showing the types of benefits obtained by schools in implementing the Seven-Steps of Fun School Movement include 1) academic aspects, namely improving student learning outcomes, improving quality and school achievements; 2) Social aspects of the community, among others: the establishment of good cooperation between school residents both students, teachers, school principals and other education personnel as well as parents and local residents in creating a fun and quality school; As well as from 3) aspects of health, schools become a clean, comfortable, neat, healthy and conducive environment for all school residents in their activities. For the community, they will have a quality generation who are of quality, character and contribute to regional economic development and are expected to be able to compete at the global/world level.

Third, degrees of desired change. The desired degree of change in implementing the Seven-Steps of Fun School Movement program includes cognitive or science aspects, aspects of attitudes and aspects of behavior so that in the end will create changes in school culture according to the concept of a pleasant school itself. The desired change not only occurs in students but to all target groups including teachers, principals, parents and related communities. The desired cognitive change is that all target groups have knowledge of the concepts and objectives of the Seven-Steps of Fun School Movement. Changes in the desired attitude are all target groups to understand and believe in the importance of working together in creating a pleasant school environment by implementing the seven steps as socialized by the Department of Education and Culture since 2021. Changes in the desired behavior are all target groups able to carry out the seven steps thoroughly and consistently so that the purpose of the Seven-Steps of Fun School Movement program can be achieved optimally. So that in the end there will be a change in a better and more fun school culture in improving the quality of education.

Fourth, the location of decision making. The Seven-Steps of Fun School Movement initiated by the Head of the Education and Culture Office involves various parties in its implementation ranging from officials and implementers in the Education and Culture Office, School Principals, Teachers, Students and other school residents to parents and the general public. Each party has different roles and responsibilities, including in terms of decision making. The location of decision making in the Seven-Steps of Fun School Movement is multi-stakeholder involving various parties with different responsibilities. The involvement of all parties in the decision making process is very important to ensure the success of this

program. However, good coordination and communication is needed between all parties to avoid conflict or overlapping decision making.

Fifth, program implementer. One other important factor that will determine the success of policy implementation is the quality and capacity of individuals responsible for implementing it. Implementing programs who are committed, competent, flexible and able to coordinate well will be positively correlated with the success of implementing the policies carried out.

The implementation of the Seven-Steps of Fun School Movement involves multi-stakeholder implementers starting from the official level, school and community levels including parents and the education community. The Education and Culture Office is responsible for formulating policies, providing resources, and monitoring and evaluating.

At the school level, the target of this fun school movement program is of course all school residents ranging from school principals, teachers, administrative staff, and all students. The principal as the highest leader in schools has the main responsibility and a very central role in the success of the implementation of the Seven-Steps of Fun School Movement. The principal acts as a visionary, motivator, and the main driver in realizing a fun school.

The teacher is the spearhead in the implementation of this Seven-Steps of Fun School Movement. They have a role in creating a pleasant and effective learning environment. Specifically the teacher plays a role in designing learning activities that are interesting, varied, and in accordance with the character of students. In addition, the teacher must be able to carry out learning activities with a fun method and actively involve students. The teacher is also tasked with conducting assessments and guidance to their students as well as an example of students in terms of attitudes, behavior and enthusiasm for learning.

Students also no less have a strategic role in the success of the implementation of the Seven-Steps of Fun School Movement. They are not only the beneficiaries (target groups) of this program, but also to realize a pleasant learning environment and school. The Seven-Steps of Fun School Movement program will not be maximized in achieving goals and benefit without involving elements of society such as parents, school committees and the Board of Education as the implementer. Parents are the main partners of the school in educating children. By opening good communication, schools and parents can support each other in achieving the school's vision and mission and helping children achieve their best potential. School Committee consisting of parents of students and surrounding community leaders can act as supervisors of the implementation of school programs, including the Seven-Steps of Fun School Movement.

Sixth, resources involved. In analyzing indicators of resources needed in supporting the success of the implementation of the Seven-Steps of Fun School Movement, we can divide to become human resources, physical resources or school infrastructure, financial resources, and non-physical resources such as the curriculum, Learning Methods and Learning Evaluation. There is still a shortage of resources to support this program, especially in the context of human resources and budgets.

Analysis of Context of Implementation Variables

This analysis explains how the policy is implemented in the field. The context of implementation variables include 3 aspects, namely: (1) how much power, interests, and strategies possessed by the actors involved in the implementation of policies; (2) characteristics of institutions and regimes that are in power; and (3) the level of compliance and responsiveness of the target group.

First, how much power, interests, and strategies possessed by the actors involved in the implementation of policies. It is important to understand the dynamics of power, interests and

strategies of actors involved in a public policy. Power in the policy context according to Grindle refers to the ability of actors to influence decisions and processes of policy implementation, not only from formal positions, but also from social networks and the influences possessed by certain actors in society.

Actors involved in the implementation of the Seven-Steps of Fun School Movement in Singkawang City are the Singkawang City Government. Support from regional heads is needed to achieve successful implementation. Another actor is the head of the regional apparatus in charge of educational affairs, namely the Singkawang City Education and Culture Office and his staff, along with school residents who are under the guidance.

The Education and Culture Office has the authority in formulating educational policies at the regional level by translating and aligning them to educational policies at the national level. In addition, the Department of Education and Culture has the authority to allocate budgets and other resources to support the implementation of this fun school movement program as an effort to improve the quality of education in Singkawang City while meeting the performance targets of local government.

Strategies carried out by the Department of Education and Culture in the success of the program include by socializing the goals, benefits and steps of policy, continuing to motivate and coordinate with the school as the frontline of the program implementer, maximizing cooperation with the community, especially the Board of Education and Regional Apparatus related Others to support the program and always monitor the progress of the implementation carried out.

The principal as the leader of the program target unit has autonomy in taking policies related to program management in accordance with the direction of the Department of Trustees and the condition of each school. Schools have an interest in creating a healthy and pleasant learning environment, improving student achievement and meeting the expectations of parents of students, the community and the targets set by the Department of Education and Culture.

The principal is trying to carry out the Seven-Steps of Fun School Movement program by maximizing the potential of existing resources and striving for cooperation with parents of students, committees and other community groups. One of the biggest challenges is the limitations of resources, both budgets and personnel.

Likewise with the teacher as a direct executor of the program, has a great influence on the success of this program. The teacher has an interest in improving the quality of learning of their students, creating a pleasant and conducive learning atmosphere and developing professionalism. The difficulty that is often faced by teachers is to make time effective so that the activities related to the fun school movement can be carried out well and the subject matter that has been planned at the beginning can be conveyed to students as a whole.

Students are also an actor who has a big influence on the success of this program. The active participation of students to be together with the principal and teacher is needed in creating a healthy and pleasant learning environment. This increases the motivation of learning, health and student welfare, and develops good character in themselves. Students actively participate in all activities held by the school. Students can also provide input and suggestions for the implementation or improvement of the program going forward and become agents of change in their school environment.

In the program implemented by the school, parents also have a particular influence in terms of supporting and participating in school activities. They have an interest so that their children get quality and healthy education. The strategy they take in the form of establishing good communication with the school, providing moral and material support and participating in the supervision of program implementation. Parents are also involved in decorating class and organizing schools to make it more beautiful, neat and pleasant. But among the many

parents who were involved, they complained that there were still parents who were not compact when the schedule for decorating and organizing school was not present, there were also those who were unable to follow the economic because of economic factors. However, other parents try to understand these conditions and focus on the initial goal of working with the school to create a fun school for their sons and daughters.

In order to get stronger and have the authority in making decisions in schools, parents and the surrounding community formed a school committee. This committee can represent the aspirations of students' parents in improving the quality of education in their schools. The School Committee will always coordinate with the school, supervise the implementation of programs in the school and can also raise funds if needed.

The School Committee, which is formed by parents and the surrounding community, has an interest in improving the quality of education in schools. They play a role as a bridge between schools, parents, and education offices. Strategies carried out by the School Committee include actively participating in the preparation of school programs, socializing the Seven-Steps of Fun School Movement to parents, as well as assisting schools in finding additional sources of funds.

Whereas the Education Board, which is an independent institution at the city level, has the power in providing recommendations and considerations to the Singkawang City Government related to educational policies. Their interest is to improve the quality of education in the city of Singkawang as a whole. Strategies carried out by the Board of Education include supervising the implementation of the Seven-Steps of Fun School Movement throughout the school, providing advocacy and assistance to schools, and working with the Department of Education and Culture in formulating educational policies.

Second, characteristics of institutions and regimes that are in power. The concept of institutional characteristics in the context of policy implementation according to Grindle can be analyzed through several important elements, namely organizational structure, human resources and organizational culture. In this case, the institution that is the main implementer of the Seven-Steps of Fun School Movement is the Department of Education and Culture of Singkawang City. Furthermore, the characteristics of the authorities in this case the Head of the Education and Culture Office can be analyzed from the vision and leadership, commitment to policies and political skills in this case the authority of the authorities to negotiate, build consensus and manage conflicts in order to get support from various parties.

The existing organizational structure is quite flexible and adective, because it can involve all elements in the organization in supporting the implementation of this policy in accordance with the portion of their respective duties and functions. However, budget constraints are an obstacle in fulfilling school infrastructure according to minimum service standards. So that the Department of Education and Culture takes the priority scale mapping steps in development to be rotated to the target schools. So that the limitations of human resources and budgets are a challenge in the implementation of the program optimally.

Strong and visionary leadership owned by the Head of the Education and Culture Office to move all of his staff to maximize efforts to succeed this movement also continues to motivate the principal to have a vision and mission to make the school a healthy, comfortable, inspiring and pleasant learning environment so that students can develop into generations Young intelligent, character and achievers.

Schools in Singkawang City have a variety of readiness levels in implementing a fun school movement program. This is influenced by factors such as facilities, teacher competencies, and support from the school committee. Likewise, organizational culture that supports the innovation and active participation of school residents is very important in encouraging the success of program implementation.

The principal's leadership has a significant influence on the implementation of the Seven-Steps of Fun School Movement in their respective schools. It takes a visionary school principal and has a strong commitment to this movement that is able to motivate his school members to be actively involved in programs that support policies.

Analysis of the characteristics of institutions and rulers in Singkawang City shows that the organizational structure of the Singkawang City Education and Culture Office currently adheres to a hierarchical system with several fields that oversees their respective affairs. The field of basic education development, for example, is responsible for the implementation of the Seven-Steps of Fun School Movement at the elementary and secondary school level. Although there are special units that handle this program, coordination between fields is always carried out to maximize the potential and competence of existing human resources. Based on Grindle's theory, the organizational structure is considered more flexible and adaptive so as to facilitate the adjustment of the program with conditions in the field.

The leadership of a democratic and visionary head of service also plays an important role in motivating staff and creating an organizational culture that is responsive to innovation. Similarly, the organizational culture that exists in schools today with a fun school movement program is optimized to encourage teacher creativity and innovation in creating pleasant learning.

Third, the level of compliance and responsiveness of the target group. The last aspect of the context or environment of implementation which according to Grindle is one of the crucial factors in determining the success of a policy is how far the target group complies and responds to the policies that have been set. High compliance means the target group receives and implements policies well. While the response shows the extent to which the target group actively participates and responds to policies, can be in the form of support, suggestions, criticisms or even resistance. A positive response shows an understanding and acceptance of policies, while negative responses indicate dissatisfaction and difficulty in implementation.

The target group of the Seven-Steps of Fun School Movement program in Singkawang City ranging from school principals, teachers, students, parents to other related parties, is actively involved and consistent in running this program. The level of compliance and response of the target group to the Seven-Steps of Fun School Movement program in Singkawang City in general shows positive results.

Principals and teachers show high compliance in implementing programs and integrating them in learning activities. Likewise students who show enthusiasm for interesting activities in the fun school program. They actively participate in activities that indicate a positive response to the program. Whereas parental compliance occurs to those who have understood the importance of a fun school program, although there are still some parents who have not provided support.

Similarly, the response from the principal and positive teacher. This is indicated by the enthusiasm and motivation in implementing the program. Students also show a positive response with enthusiasm to participate in the activity. Although there are still less positive responses from some parents, there is no response that shows resistance because the cause is only a lack of understanding from parents regarding the goals and benefits of the Seven-Steps of Fun School Movement.

CONCLUSION

Judging from the content of policy, the analysis of the six aspects of the indicator was found that the policy of the Seven Fun School Movement was relevant and contained in a set of educational rules made by the central government. It's just that the Singkawang City Government has not prepared a special regulation governing the implementation of the Seven-Steps of Fun School Movement in Singkawang City as a strengthening of the policy

that has been made and the clarity of the direction of the policy objectives. Following are the conclusions of the analysis of the content variable or the contents of the policy described into six aspects:

1. This program succeeded in accommodating the interests of various target groups, namely students, teachers, principals and parents. Students get a learning environment that is safe, comfortable, and fun so that it increases learning motivation and their parents feel confident in entrusting their children in school. Teachers are encouraged to be more creative and innovative in teaching, while school principals can improve the quality of the school they lead.
2. This program provides various types of benefits that are felt directly by the target group, both in terms of academic, environment, social and health. The distribution of benefits is also felt fair and equitable regardless of the social and economic status of the policy target itself. This will create a positive perception of government programs which will later be easier to get support from the community.
3. This program succeeded in encouraging positive changes to the cognitive, attitudes, and behavior of the target group. Students become more concerned with health and cleanliness are also motivated to learn well in school. The teacher applies a more innovative learning method and the principal becomes more visionary in managing the school. These changes contribute to the creation of a more positive and student-centered school culture.
4. The decision making process in this program involves various parties participatory and collaborative starting from the Department of Education and Culture, the Board of Education, Principals, Teachers, to the School Committee and Parents of Students. This is in accordance with Grindle's theory which emphasizes the importance of various actors in the process of policy implementation.
5. Likewise in the aspects of program implementing that have been clearly determined. The leading sector in the implementation of the Seven-Steps of Fun School Movement program level in primary education in Singkawang City is the field of basic education development. At the school level at the Education and Culture Office involving all school members ranging from school principals, teachers, administrative staff and all students. All of them show high commitment and dedication in implementing this program. They are actively designing and carrying out activities that support the Seven-Steps of Fun School Movement.
6. Although there are still limited resources, both in terms of budget, human resources, and facilities and infrastructure, the Education and Culture Office together with schools seeks to optimize existing resources and establish cooperation with various parties. This shows an effort to overcome obstacles and achieve program goals with available resources.

Whereas in terms of the context of implementation it is concluded that the implementation of this policy can be detailed as follows:

1. Implementation of the Seven-Steps of Fun School Movement involves various actors with different power, interests and strategies. The Education Office has formal power in formulating and directing policies, while school principals and teachers have the authority to implement programs at the field level. Parents and school committees also have an important role in supporting the program. Each actor has its own interests and strategies in realizing their goals. The dynamics and interactions between actors show that the implementation of public policy is a complex process and involves many parties.
2. Characteristics of institutions, such as hierarchical but flexible organizational structure, organizational culture that is responsive to innovation, and leadership of the Head of

the Democratic and Visionary Education Office, also influences the success of the implementation of the Seven-Steps of Fun School Movement. The headmaster's leadership at the education unit level is also very instrumental in encouraging and motivating school residents to implement this program. In addition, community involvement and coordination between institutions are important to increase the success of the program.

3. In general, the level of compliance and response from positive target groups. Principals, teachers, and students show enthusiasm and support for this program. However, there are still some parents who do not fully understand and support this program. This finding is in line with Grindle's theory which states that effective policy and communication clarity is an important factor in increasing compliance. Therefore, the Department of Education and Culture needs to increase socialization and communication to parents so that they better understand so that they are more supportive of this program.

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