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Optimizing the Implementation of Compulsory Education Policy In Sidoarjo Regency (Study in Kedungrejo Village, Waru District, Sidoarjo Regency)

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ABSTRACT

This study aims to analyze and describe the Optimization of Compulsory Education Policy Implementation in Kedungrejo Village, Sidoarjo Regency. The background of the study is that data on elementary school-aged children who do not attend school in Kedungrejo Village are still found, while the nine-year Compulsory Education Policy is based on Government Regulation No. 47 of 2008 concerning Compulsory Education, Article 3, where the implementation of compulsory education on the formal path is implemented at least at the basic education level which includes Elementary School, Islamic Elementary School, Junior High School, Islamic Junior High School, and other equivalent forms. This indicates that the implementation of the policy is still not optimal. If a policy is taken correctly, the possibility of failure can still occur, if the implementation process is not good and optimal, then the policy fails to achieve the goals set by its makers (Tahir, 2018) . The approach method used is descriptive qualitative. Data collection was carried out through observation, interviews, and documentation of the Education and Culture Office, Village Government, education providers, and the community. Data analysis uses the interactive model of Miles and Huberman while the focus of the research refers to the implementation model of Van Meter and Van Horn (Syahruddin, 2019) including policy standards and objectives, resources, characteristics of implementing agents, inter-organizational communication, implementer tendencies (*disposition*), and economic, social, and political conditions. The results of the study indicate that: 1) Policy standards and objectives are clear but the translation at the village level is still not entirely clear; 2) Resources in the Education Office and educational units are relatively supportive, but the human resources of the Village Government are still limited; 3) The characteristics of implementing agents/implementors are supportive through the involvement of various parties, but the involvement and division of roles between agents are not yet uniform; 4) Communication between organizations has been running through various mechanisms, but the integration of ATS information is not yet clear; 5) The tendency (*disposition*) of implementers/implementors is good because implementing

Keywords: Policy Implementation, Optimization Of Implementation, Compulsory Education Policy

agents show acceptance and support for the policy; 6) Economic and social conditions are still obstacles but political conditions are supportive. Therefore, it can be concluded that the Implementation of Compulsory Education Policy in Kedungrejo Village is not optimal.

INTRODUCTION

The government has attempted to improve access to education and equal distribution of education through the Compulsory Education Policy through the statement that "The Government and Regional Governments guarantee the implementation of compulsory education at least at the basic education level without charging fees." The Compulsory Education Policy was ratified through Government Regulation No. 47 of 2008 concerning Compulsory Education, which is a valid legal umbrella regarding Compulsory Education which states "Compulsory education is a minimum education program that must be followed by Indonesian citizens under the responsibility of the Government and regional governments. " (Government Regulation of the Republic of Indonesia Number 47 of 2008 concerning Compulsory Education, 2008) .

To increase access and equalize learning opportunities, the government provides various types of educational assistance. This educational assistance includes the Smart Indonesia Program, which provides assistance in the form of cash, expanded access, and learning opportunities. This assistance is provided to students from poor or potentially poor families so they can continue their education until they graduate from secondary school. This assistance is available to students through both formal channels from Elementary School (SD) to High School (SMA)/Vocational High School (SMK), as well as non-formal channels such as Packages A, B, and C, and special education. Through this program, the government aims to prevent students from dropping out of school and hopes to encourage students who have dropped out to continue their education (https://puslapdik.kemendikdasmen.go.id/?utm_source, accessed May 2026) .

Indonesia has experienced various challenges in the implementation of education in the last 5 years. The annual percentage fluctuations of the School Participation Rate (APS), Pure Participation Rate (APM), and Gross Participation Rate (APK) in Indonesia have not only increased but also decreased each year. These uncertain fluctuations show that there are still small gaps in Indonesian education that affect educational achievement and have not yet been fixed. These small gaps are visible in the large number of out-of-school children in Indonesia. "Out-of-school children (ATS) are children aged 5 to 18 who have never attended school or who have not completed their education or have dropped out of school, starting from Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP) to Senior High School (SMA & SMK)" (https://ats.salatiga.go.id/info/index/10?utm_source, accessed December 2025) .

Based on the latest data obtained through the official Verval (Verification and Validation) page of the Ministry of Primary and Secondary Education Data Center (2025) accessed on December 17, 2025, Indonesia has a total of 4,089,186 Out-of-School Children (ATS) spread across 38 Provinces throughout Indonesia. It can be seen that Indonesia still has a high proportion of ATS with a total of 1,945,638 people who have never attended school (BPB), 1,091,495 people who have dropped out/dropped out (DO), and 1,052,053 people who have graduated but not continued (LTM). Based on the latest data obtained through the official *Verval* (Verification and Validation) page of the Ministry of Primary and Secondary Education Data Center (2025) accessed on December 17, 2025, Indonesia has a total of 4,089,186 Out-of-School Children (ATS) spread across 38 Provinces throughout Indonesia.

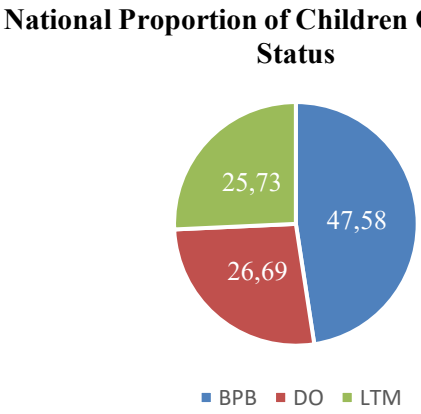


Figure 1.1 Proportion of national ATS status 2025

Then, in the context of the implementation of the Compulsory Basic Education Policy, the problem of educational participation is not always only visible at the provincial and district levels, but rather tends to be concentrated in areas with a smaller scope. Therefore, understanding the condition of education at the sub-district and village levels is important to identify. At the sub-district level in Sidoarjo Regency, Waru District is one of the sub-districts that requires attention because the number of Children Not in School at the Elementary Education level is relatively high. Based on these data, it can be seen that Waru District has a relatively high number of Children Not in School, namely 843 people, this figure ranks second with the highest number of ATS in Sidoarjo Regency. Waru District is one of the sub-districts in Sidoarjo Regency that directly borders the city of Surabaya, the capital of East Java Province. (BPS Sidoarjo Regency, accessed December 2025) .

Table 1.1 Children Not Attending School in Waru District

No.	VILLAGE	BPB	DO	LTM	TOTAL
1.	Duck	28	8	7	43
2.	Bungurasih	34	1	1	36
3.	Janti	18	7	4	29
4.	Kedungrejo	40	4	57	101
5.	Delivery	50	10	7	67
6.	Kureksari	33	13	31	77
7.	Medaeng	24	3	16	43

8.	Loud	36	1	11	48
9.	Pepelegi	47	1	3	51
10.	Tambakoso	7	0	4	11
11.	Tambarejo	49	1	0	50
12.	Tambaksawah	20	1	1	22
13.	Tambaksumur	21	9	15	45
14.	Tropodo	53	1	6	60
15.	Wadungasri	27	16	4	47
16.	Waru	19	7	22	48
17.	Wedoro	42	4	19	65
TOTAL		548	87	208	843

Looking at the ATS data for Waru District above, the sub-district with the highest number of ATS is Kedungrejo Village with a total of 101 people. This figure comes from the BPB (40 people), DO (4 people), and LTM (57 people). The DO and LTM data were obtained from translating data on the number of children who dropped out of school and graduated but did not continue, categorized by elementary and junior high school education units in Waru District. Data on children who did not attend school in Kedungrejo Village shows a relatively high number of LTM, where most of these figures were contributed by certain educational units. The presence of figures in each ATS category reflects that problems occur at every level of the educational process.

Based on pre-research conducted by the author on several families with children who do not attend school in Kedungrejo Village, preliminary information was obtained that there are various factors that cause children not to attend school. Some children have physical limitations such as disabilities or other special needs. In addition, based on the results of the pre-research, some children drop out of school due to their low motivation to learn. Then there are children who have completed their education up to Junior High School (SMP) but do not continue to the next level, namely Senior High School/Vocational School (SMA/SMK). This is also caused by children's low motivation to learn and the desire to work to help the family. According to Van Meter and Van Horn (in Syahruddin, 2019) , this condition is not conducive to the social, economic, and political environment, which will influence and become a potential failure in the performance of public policy implementation.

Based on the results of pre-research, there are impacts felt by children and their families who do not attend school. For children who do not attend school due to special needs, parents cannot provide optimal supervision because they have to work. Furthermore, children also cannot be independent, because school not only teaches knowledge but also independence. School is also a means of interaction, if children do not attend school, their opportunities for socialization are also limited. Furthermore, for children who drop out of school and have no other activities, the potential for self-development is blocked. Children cannot discover their potential that can be developed because children's potential tends to be more visible during school. Furthermore, the current limited job market limits the opportunities for children with low levels of education to obtain employment. Children tend to be unemployed because it is difficult to find work, and if they do find work, it tends to be for minimal wages. This minimal wage also tends not to help the family's economic condition in the long term. Therefore,

according to Van Meter and Van Horn (in Syahruddin, 2019) , the success of policy implementation is largely determined by support and a conducive environment.

These diverse conditions indicate that optimizing the implementation of the compulsory education policy requires a comprehensive understanding of the influencing factors. Therefore, this study is crucial to analyze the implementation of the Compulsory Education Policy in Kedungrejo Village, Sidoarjo Regency, as a basis for formulating efforts to optimize policy implementation so that the goal of educational equality can be achieved more effectively.

RESEARCH METHODS

This study uses a qualitative descriptive approach. The focus of this study refers to six policy implementation variables according to Van Meters and Van Horn (in Syahruddin, 2019:41) , namely 1) policy standards and objectives; 2) resources; 3) communication between organizations; 4) characteristics of implementing agents/implementors; 5) tendencies (*dispositions*) of implementers/implementors; 6) economic, social, and political conditions. This theory is in accordance with the opinion that without implementation, a formulated policy will be in vain, therefore, the actual implementation of the policy is in the intervention behavior itself (Naihasya in Tahir, 2018:70) . If a policy is taken correctly, the possibility of failure can still occur, if the implementation process is not good and not optimal, then the policy fails to achieve the goals set by its makers (Tahir, 2018) . Then Van Horn (in Tahir, 2018:68-69) stated that implementation is the actions carried out by individuals/officials or government or private groups that are directed at achieving the goals outlined in the policy.

The research location, Kedungrejo Village, Waru District, Sidoarjo Regency, is noted as one of the areas with a significant number of ATS compared to other villages in Waru District and other districts in Sidoarjo Regency. Therefore, this location has implemented the Compulsory Education Policy, but it is not yet optimal due to the ongoing issue of out-of-school children.

The informant determination technique used *purposive sampling* . The selection of informants was based on their involvement and understanding of the implementation of the Compulsory Education Policy in Kedungrejo Village, Waru District, Sidoarjo Regency. Therefore, the informant criteria used characteristics, namely the Regional Government, namely the Education and Culture Office of Sidoarjo Regency through the Head of the Education Quality Division, the Village Government, namely the Kedungrejo Village Government through the Kedungrejo Village Secretary, Education/School Organizers, namely the Principal of Kedungrejo State Elementary School and the Deputy Curriculum of Nahdlatul Ulama Kedungrejo Elementary School, and the Community, namely five parents of children registered as Children Not in School who live in Kedungrejo Village.

The data sources for this research were obtained from primary and secondary sources. Data collection techniques included observation, interviews, and documentation. Data analysis employed the Miles and Huberman technique as cited in Yusuf (2014:407) , which comprises

three techniques: data reduction, data presentation, and conclusion drawing. Data validity was validated using two triangulation techniques: source triangulation and technique triangulation.

The subjects in this study are the implementers involved in the Compulsory Education Policy Implementation in Kedungrejo Village, Waru District, Sidoarjo Regency. The implementers of the Compulsory Education Policy are the Government, Regional Government, and the Community. The object of this study is the Implementation of the Compulsory Education Policy in Kedungrejo Village, Waru District, Sidoarjo Regency which includes the policy implementation process, the roles of the actors involved, and the factors that influence its implementation.

RESULTS AND DISCUSSION

The results and discussion of this study are based on the Van Meter and Van Horn Implementation Model (in Syahruddin, 2019:41) , which has six policy implementation variables, namely 1) policy standards and targets; 2) resources; 3) inter-organizational communication; 4) characteristics of implementing agents/implementors; 5) disposition *of* implementers/implementors; 6) economic, social, and political conditions. The following are the results and discussion of this study:

1) Policy Standards and Targets

The results of the study indicate that the policy standards and targets have been optimal and have supported the successful implementation of the Compulsory Education Policy in Kedungrejo Village. These variables have been clarified through regulations that serve as the basis for implementation, and have been translated by the Sidoarjo Regency Education and Culture Office and educational units into various programs, SOPs, curricula, and supporting activities. The Education Office and schools have also understood the policy targets as school-age children, particularly those aged 7–15, as well as groups of children at risk of not completing basic education. However, the understanding of the policy targets at the Kedungrejo Village Government level is not yet fully consistent with that of the Education Office and schools. Furthermore, the translation of policy standards at the village level has not been seen in the form of a specific mechanism that structuredly regulates the implementation of compulsory education. Thus, the policy standards and targets are normatively clear and partially structured in their implementation, but there is still room to strengthen the uniformity of understanding and translation of the policy down to the village level.

The research findings regarding the objectives and policies in policy implementation are in line with several previous studies. Previous research by Meylani & Nur (2025) entitled Inclusive Education Policy in Elementary Education Units in Medan City showed that the objectives of inclusive education are still too broad and are not supported by regional regulations that explain the specific objectives or standards to be achieved. Meanwhile, the results of research in Kedungrejo Village show that the Compulsory Education Policy has clearly defined standards and targets, namely ensuring that school-age children receive basic education. This is demonstrated through the understanding of the Sidoarjo Regency Education

and Culture Office regarding the policy targets aimed at children aged 7–15 years and the target for all school-age children to receive education . Thus, both studies indicate that clarity of standards and targets is an important aspect in policy implementation.

2) Resources

The results of the study indicate that policy resources have been optimal and have supported the successful implementation of the Compulsory Education Policy in Kedungrejo Village. Human Resources at the Sidoarjo Regency Education and Culture Office and educational units are relatively supportive of the implementation of the Compulsory Education Policy, primarily due to the competence and capacity development in handling ATS. However, at the Kedungrejo Village Government level, there are still limitations in the number of human resources and suboptimal specific guidance regarding policy implementation. This condition indicates that Human Resources are not fully evenly distributed across all levels of implementation, so that it is still necessary to strengthen the capacity of the Village Government to optimize the implementation of the Compulsory Education Policy.

The research findings regarding resources in policy implementation align with several previous studies. The study by Afiah et al. (2025) entitled Analysis of the Implementation of Banten Governor Regulation Number 15 of 2025 concerning Guidelines for the Implementation of Free Schools also demonstrates the importance of human resources in supporting the successful implementation of education policies. The study found that managerial ability and school administrative capacity significantly determine the success of policy implementation in the field. Furthermore, limited human resources are a factor hampering policy implementation. These findings align with the results of research on the implementation of the Compulsory Education Policy in Kedungrejo Village, which shows that human resources, as policy implementers, play a role in supporting the implementation of the Compulsory Education Policy. The capabilities and competencies of the parties involved, both at the local government level, educational units, and village governments, are necessary for policy implementation to proceed in accordance with their respective responsibilities. Thus, the results of previous research reinforce the view that the availability of human resources alone is not sufficient; competence, capability, and ability are also required to carry out policy implementation tasks optimally.

3) Characteristics of Implementing Agents/Implementors

The results of the study indicate that the characteristics of the implementing agents/implementors have been optimal and have supported the success of the Compulsory Education Policy implementation in Kedungrejo Village. The implementation of the Compulsory Education Policy has involved various organizations and parties that have functions related to the implementation of education, starting from the Regional Government, the Education and Culture Office, educational units, Village Governments, to parents and the community. This involvement has also been accompanied by a division of roles, especially at the educational unit level in monitoring attendance, counseling, *home visits* , coordination with parents and the village government, and providing assistance. The Village Government also

plays a role in reaching out to children who are not in school through *home visits* based on information from the school. However, the involvement between implementors does not have a fully uniform intensity and mechanism, so strengthening the involvement and division of roles between implementors is still needed to optimize the implementation of the Compulsory Education Policy.

The research findings regarding the characteristics of implementing agents in policy implementation align with several previous studies. Research by Prasetya et al. (2025) demonstrated the importance of implementing agent characteristics in supporting policy implementation. The results of this study indicate that implementers adhere to established technical guidelines, while schools issue Committee Decrees (SK) to assign tasks and authority to parties involved in policy implementation. These findings indicate that the characteristics of implementing agents are not only related to the parties involved, but also to the clarity of roles, duties, and authority in implementing the policy. This is relevant to the results of research on the implementation of the Compulsory Education Policy in Kedungrejo Village, which also involved several parties in the implementation process, namely the Sidoarjo Regency Education and Culture Office, village government, educational units, and the community. The involvement of these various parties indicates that the implementation of the Compulsory Education Policy requires the roles of various implementing agents according to their respective positions and responsibilities. Thus, this previous research reinforces the finding that the characteristics and involvement of implementing agents are important aspects in supporting the implementation of education policies.

4) Inter-Organizational Communication

The results of the study indicate that inter-organizational communication is not optimal and does not support the success of the Compulsory Education Policy implementation in Kedungrejo Village. This has been implemented through various mechanisms, such as coordination meetings, meetings, coaching, sending letters or circulars, Dapodik reporting, and communication through digital media. The flow of communication regarding Out-of-School Children also has a mechanism from the Education Office to educational units to conduct data collection and verification, then the results of the data collection are reported back to the Office for follow-up. However, communication and coordination are not fully optimal because there are still obstacles in the delivery and control of information between the parties involved. The Village Government stated that it does not conduct ATS data collection independently and obtains information about ATS when the Education Office verifies in the village, while schools obtain data from the Office or from the Village/RT/RW. This condition indicates that inter-organizational communication mechanisms are in place, but information integration and communication connectivity down to the target family level still need to be strengthened to optimize the implementation of the Compulsory Education Policy . Failure in policy implementation generally occurs due to a lack of coordination between implementers, both vertically and horizontally, involved in the implementation of the program. (Witjaksono & Wibawani, 2022) .

The findings of this study on communication in the implementation of the Compulsory Education Policy in Kedungrejo Village align with several previous studies. Anggraini et al.'s (2023) study , entitled "Implementation of the 9-Year Compulsory Education Policy in Sidoarjo Regency," showed that communication is one aspect that causes the policy's implementation to not run optimally. The study found that the socialization carried out by the Sidoarjo Regency Education Office to the community has not been implemented optimally, so that there are still residents and some teachers who do not understand the 9-Year Compulsory Education policy implemented by the Sidoarjo Regency Government. These findings are in line with the results of research on the implementation of the Compulsory Education Policy in Kedungrejo Village, particularly in seeing the importance of communication flow between the parties involved in the policy's implementation. These similarities indicate that the delivery of information and socialization regarding the policy to both the target parties and the policy implementers is an important part of supporting the success of the implementation. However, the study in Kedungrejo Village provides a more specific picture, namely regarding how communication and coordination between the Education Office, educational units, village governments, and the community take place in an effort to implement the Compulsory Education Policy at the village level.

5) Implementor's *Disposition*

The results of the study indicate that the disposition *of* implementing agents has been optimal and has supported the successful implementation of the Compulsory Education Policy in Kedungrejo Village. Implementers have demonstrated an attitude of acceptance and support for the policy objectives. This attitude is demonstrated by the Education and Culture Office through mapping, data collection, and follow-up of out-of-school children, by educational units through student monitoring, communication with parents, counseling, and *home visits* , and by the Kedungrejo Village Government through support and visits to families when obtaining information about out-of-school children. Based on the results of the study, there was no direct rejection from implementing agents towards the Compulsory Education Policy. Thus, the tendency of implementers in general supports the implementation of the Compulsory Education Policy although this support still needs to be supported by adequate resources, coordination, and environmental conditions so that the policy implementation can run optimally.

The research findings regarding the disposition *of* implementers in policy implementation are in line with several previous studies. Kharisma et al.'s (2026) study entitled "Implementation of Teacher Workload Policy Based on Permendikdasmen Number 11 of 2025 in Senior High Schools in Siak Hulu District" shows that teachers' professional commitment is one of the factors that strengthens policy implementation. This commitment is reflected in teachers' involvement in various educational activities and the implementers' willingness to adjust their duties to applicable policy provisions. These findings are in line with the results of research in Kedungrejo Village which showed that the implementers' attitudes and tendencies are one aspect that influences the implementation of the Compulsory Education Policy. The implementers' acceptance and willingness to carry out their duties and provide support for

policy objectives are important because the existence of the policy and the division of responsibilities will not run optimally without the willingness of those implementing it. Thus, the findings of previous research strengthen the research findings that the implementers' commitment and acceptance of the policy are one of the elements that support the achievement of optimal policy implementation .

6) Economic, Social, Political Conditions

The research results indicate that economic, social, and political conditions are suboptimal and do not support the successful implementation of the Compulsory Education Policy in Kedungrejo Village. However, the three conditions exhibit different impacts. From an economic perspective, the government has provided various forms of educational assistance to reduce financial barriers, but the economic conditions of some families remain a factor affecting the continuation of children's education. This is evident in the number of families still experiencing difficulties meeting educational costs and other supporting needs, and in some cases, children are prioritized to work.

From a social perspective, family factors, low child motivation, social environment, bullying, psychological conditions, and the need for support for children with special needs are factors that influence the continuity of education. Social conditions are considered very strong as a factor influencing implementation. The Sidoarjo Regency Education and Culture Office mentioned several family and individual conditions that cause children not to attend school, such as *broken homes* , parental separation, low child motivation, lack of family support, and the need for motivation from the school, community, and village government. Kedungrejo Elementary School also mentioned the friendship environment as an important factor.

Meanwhile, from a political and governmental perspective, there is support through policies, educational assistance, ATS data collection, and collaboration between stakeholders, so the political climate is generally supportive of policy implementation. However, limited village government budgets and unequal public awareness indicate that the implementation environment is not yet fully conducive. Therefore, economic and social conditions remain factors that require attention in optimizing the implementation of the Compulsory Education Policy, while political and institutional support needs to be continuously strengthened to better reach the needs of the target population.

The research findings regarding the economic and social conditions in the implementation of the Compulsory Education Policy in Kedungrejo Village are consistent with several previous studies. Research by Rupinus et al. (2024) entitled Implementation of the Nine-Year Compulsory Education Policy in Dedai District, Sintang Regency, shows that social and economic environmental conditions, parental education levels, geographical conditions, and limited facilities and infrastructure are factors that hinder the success of the Nine-Year Compulsory Education program. Meanwhile, research by Nurul Jannah et al. (2025) entitled Analysis of Factors Causing High School Dropout Rates (Case Study in Tanjung Baru Petai Village, Ogan Ilir) shows that economic factors are one of the main factors that encourage

children to drop out of school, accompanied by factors of low interest in learning, lack of family support, health conditions, and social environment.

These findings are similar to the findings of a study in Kedungrejo Village, which showed that the economic and social conditions of families remain a factor influencing the continuation of children's education. The study found that some children were not attending school because they chose to work, while others faced issues related to motivation and the children's special conditions and needs. However, there were differences in the characteristics of the problems between the previous study and the study in Kedungrejo Village. The problems in Dedai District were more related to geographic conditions, distance, transportation, infrastructure, and limited teaching staff, while the study in Tanjung Baru Petai Village emphasized economic factors as the root cause of school dropouts. In Kedungrejo Village, the problem of children not attending school showed more diverse characteristics, namely not only related to economic conditions, but also social conditions, children's motivation, and special needs that require appropriate support and treatment. This indicates that environmental conditions that influence the implementation of the Compulsory Education Policy can vary according to regional characteristics and community conditions.

Mapping the Optimization of Compulsory Education Policy Implementation

Based on the results and discussion, the variables that indicate optimal and have supported success are the disposition variables *of* the implementing agents because each implementor has shown an attitude of acceptance and support for the policy objectives. The variables that are not yet optimal are: 1) policy standards and targets because they have clarity through regulations that form the basis of implementation, but understanding of policy targets at the Village Government level is not yet fully uniform and the translation of policy standards at the village level is not yet clear. 2) resources because they have competencies and capacity development in handling ATS, but at the Village Government level there are still limitations in the number of human resources. 3) characteristics of implementing agents/implementors because they have involved various organizations and parties, the involvement has also been accompanied by a division of roles, but the involvement between implementors does not yet have a fully uniform intensity and mechanism . 4) communication between organizations because it has been implemented through various mechanisms, but obstacles are still found in the delivery and control of information between the parties involved. 5) economic, social, and political conditions because from the economic conditions, the government has provided various forms of educational assistance, but the economic conditions of some families are still a inhibiting factor. Social conditions such as family, low motivation, social environment, bullying, psychological conditions, and the need for support for children with special needs remain inhibiting factors. Meanwhile, the political climate is optimal due to support through policies, educational assistance, ATS data collection, and collaboration between parties.

Table 1.1 Mapping of Analysis Results Discussion

No.	Variables	The condition that	Problems/gaps	Optimization needs

		has been implemented		
1.	Standards & Targets	Regulations, targets, programs, SOPs are already available.	Understanding in the village is not yet uniform, there is no special mechanism in the village.	Policy translation at the village level.
2.	Resource	The human resources of the Education Department & schools are relatively competent.	Village human resources are limited, special training is not optimal.	Strengthening the capacity of village human resources.
3.	Implementor Characteristics	Many parties have been involved and roles already exist.	The intensity and mechanisms of involvement are not uniform.	Strengthening the division of roles between implementers.
4.	Communicatio n	Meetings, letters, Dapodik, digital media are available.	Information is not yet integrated, communication with families is not optimal.	Strengthening the ATS data collection and information integration system.
5.	Disposition	All implementors indicated acceptance/support.	No rejections found.	Maintain and strengthen commitment.
6.	Economic, Social, Political	There is assistance, policies, data collection, and collaboration.	Family economy, motivation, bullying, family, health, public awareness, village budget.	Interventions based on ATS characteristics and causes.

1. Strengthening the translation of Compulsory Education Policy at the village level.

This village-level strengthening can take the form of a shared understanding of the objectives of Compulsory Education, particularly at the village level. Establishing workflows, mechanisms, and standard operating procedures (SOPs) for handling children at risk of not attending school. Determining the responsible officials for education/ATS issues. Including ATS management as part of village programs and allocating relevant resources.

2. Strengthening the capacity of Village Government Human Resources.

Strengthening can take the form of regular guidance from the Education Office to Village Governments regarding education administration. Training on identification, data collection, and verification of ATS handling to ensure no missing data on out-of-school children or data that does not reflect the actual situation. Provision of education programs/assistance that are easily accessible to the community . Improving the ability of civil servants to approach families. Appointing civil servants as Person In Charge (PIC) of education or ATS to prevent overlapping or irresponsible delegation of duties.

3. Strengthening coordination and division of roles between implementers.

The form of reinforcement can be in the form of the Education and Culture Office strengthening coordination and guidance related to policies and Children Not in School to all parties involved. Schools strengthen the identification of children who have the potential to drop out of school, monitoring all students, strengthening communication with families through

routine data collection of parent contact, home visits if there is a decline in student studies. The Village Government strengthens field verification by going directly and regularly to the community, approaching families through RT/RW or community leaders, facilitating problem-solving facilities. Parents and families strengthen support for the continuation of children's education, facilitating children's educational needs, approaching children if there is a potential for decline in studies. The community supports by participating in creating a social environment conducive to the continuation of children's education.

4. Strengthening the data collection system and integration of information on children who do not attend school.

The strengthening process involves creating a more defined flow/cycle related to identification, data collection, verification, and handling. Identification is carried out by the Village Government, assisted by the Neighborhood Association (RT/RW), to record children who have never attended school. Schools then identify dropouts and children who graduated but did not continue through the Dapodik data of children left behind at their previous school. Data collection and verification, along with identification of causes, are also carried out by the Village Government and schools. The Village Government is specifically responsible for recording and verifying children who have never attended school, while schools are specifically responsible for recording and verifying dropouts and children who do not continue to the next level.

Follow-up is carried out by the Village Government and schools. Schools provide counseling for children who are at risk of dropping out of school. If this does not produce a positive response, the school can report to the Village Government for follow-up in the form of material assistance or other social assistance. Monitoring is carried out by the Village Government by routinely collecting data on the current educational status of each resident and their educational history. Monitoring is also carried out by the Education Office if there is no progress in students who are not in school to continue their education. Data updates are carried out by the Education Office to Dapodik from data obtained from reports from the Village Government and each school in each region that have gone through the identification, data collection, and verification process.

5. Maintain and strengthen commitment between implementers.

Strengthening can take the form of maintaining existing strong aspects, such as the Education Office's commitment to mapping, data collection, and follow-up of ATS. Educational units need to maintain attendance monitoring practices, communication with parents, counseling, and home visits. Village governments also need to maintain their support in reaching ATS families and strengthening their involvement according to their capacity. Regularly strengthening communication and coordination between implementing agencies ensures communication is maintained when facing challenges in the field, especially when there are children at risk of not continuing their education or who have become ATS.

6. Handling of Children Not Going to School based on characteristics and causes.

The form of treatment for each factor can be , 1) Children with Special Needs require treatment such as access to appropriate education such as Special Schools, formal inclusive schools, to therapeutic schools. Intensive family support for good child growth and development. Information regarding educational options that are appropriate for children according to assessments according to parties who have the capacity to handle special needs. Assistance relevant to the child's health condition can be assisted by the Village Government. 2) Children who do not want to go to school require treatment such as a personal approach by family members who feel the child is most comfortable or from the school. Counseling from the Guidance and Counseling teacher at school. Identify the causes of school refusal that can come from personal desires, the environment of friends, or from other factors. Support the school environment in motivating children to continue their education by creating a sporting friendship environment. 3) Children who choose to work require treatment such as an approach to the child and family by the Village Government with the assistance of the RT/RW or community leaders to consider educational interests first. Utilization of educational assistance if it meets the criteria so that education costs do not burden the costs of daily life.

CONCLUSION AND SUGGESTIONS

Based on the results and discussion, it can be concluded that: 1) The standard variables and policy targets are normatively clear but the translation of the policy at the village level is still not fully clear and structured so that it is not optimal in implementation; 2) The resource variables in the Education Office and educational units are relatively supportive, but the human resources of the Village Government are still limited and require capacity building; 3) The characteristics of implementing agents/implementors are supportive through the involvement of various parties, but the intensity of involvement and division of roles between agents are still not uniform; 4) The communication variables between organizations have been running through various mechanisms, but the integration of ATS information and communication to the target family level is still not optimal; 5) The disposition variables *of* implementers/implementors are good because implementing agents show acceptance and support for the Compulsory Education Policy and no rejection is found; 6) The economic, social, and political conditions generally support implementation from a political and institutional perspective, but the economic and social conditions of some families are still obstacles to the sustainability of children's education. In general, the Implementation of the Compulsory Education Policy in Kedungrejo Village is not optimal.

Suggestions for the Education and Culture Office of Sidoarjo Regency to strengthen coordination and division of roles between implementers, strengthen the data collection system and integration of information on Out-of-School Children, maintain and strengthen commitment between implementers, and handle Out-of-School Children based on characteristics and causes . Suggestions for schools to strengthen the data collection system and integration of information on Out-of-School Children, maintain and strengthen commitment between implementers, and handle Out-of-School Children based on characteristics and causes

. Suggestions for the Kedungrejo Village Government to strengthen the translation of Compulsory Education Policy, strengthen Human Resources capacity, maintain and strengthen commitment between implementers, and handle Out-of-School Children based on characteristics and causes. Suggestions for parents and the community to maintain and strengthen commitment to maintain the sustainability of children's education.

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