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IMPLEMENTATION OF THE "BANDUNG MASAGI" POLICY IN THE MUNICIPALITY OF BANDUNG INDONESIA

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Article Info	ABSTRACT
Article history: Received Apr 23, 2021 Revised May 20, 2021 Accepted June 11, 2021 *Keywords:* Implementation Character Education Bandung Masagi	The implementation of this policy is motivated by the still occurrence of problems in the educational environment such as in the school environment where cases of bullying or hazing still often occur to students, especially those who have just entered school so that seniority actions can have a negative impact on students. Therefore, a character education policy based on local wisdom of Sundanese culture was created, named Bandung Masagi with the aim of growing the perfect character of students. The purpose of this study was to identify and describe the implementation of the Bandung Masagi policy. The research method used by the researcher is a descriptive method with a qualitative approach. Data collection techniques used: observation, interviews and literature study. The results of the study reveal that the implementation of Bandung Masagi's policy has been running, but not yet optimal, dimensionally there are still obstacles. In terms of Policy Content, Policy Executors & Target Groups and Environment The novelty of this research is a policy of character education based on Sundanese local wisdom.
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1. INTRODUCTION

In the world of education, character education is very important to be implanted for students, as according to Megawangi [1] character education is an effort to provide learning so that students can make good decisions and do it in their daily lives so that they can make a good contribution to the environment.

Character education is an important factor for humans to be able to live their lives wisely. The existence of character education must also be carried out by students because currently, the applicable norms are starting to be ignored along with the times, starting from the rapid development of technology so that today's children are starting to ignore the applicable rules, for example, children are too busy playing gadgets so that their obligation to learn is ignored and this leads to addiction.

Based on data on bullying at the elementary school level (SD) in Bandung City obtained by the Research and Development Team of the Ministry of Social Affairs [2], 93.3% of elementary school students experienced bullying by kicking and hitting. Then experience slander by 60% and ostracized, and left by 50%. In addition, bullying by being called by an unwanted name was 43.3%. Not only at the elementary school level, in junior high school there are also cases of bullying against students and based on data from the Research and Development Team of the Ministry of Social Affairs [2], 56.3% of junior high school children were kicked, beaten, pushed, and called with unwanted names 60% and 56.7% slandered.

Moral education or character education needs to be instilled for students to become obedient and respectful individuals to the rules. Character education can also encourage individuals to easily adapt to the surrounding environment because character education has a sense of loving the environment by preserving the environment.

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Character education is a measure of the extent to which an individual becomes a good person in living his life and becomes a person who is obedient to religion, norms, nation and state. The existence of this character education aims for students or students to have positive thoughts in acting so that the actions they take are in accordance with the applicable norms so that students excel in their lives.

Therefore, to provide character education to students, of course, accompanied by local wisdom so that the character education provided can be meaningful for students by applying local wisdom in carrying out their lives so that the value of local wisdom does not fade but is embedded in character education.

Therefore, the Bandung City Government through the Bandung City Education Office made a policy in education, especially character education called "Bandung Masagi". Bandung Masagi is a character education policy that is based on a plenary, steady and solid view of cultural life in order to achieve perfection.

The background of the formation of Bandung Masagi is to instil character education which is usually carried out in a high discipline but misguided such as hazing by senior students to new students when they enter the school environment so that such actions are no longer old and not even beneficial for the community. students by instilling such character education so that there is a need for a new concept that can adapt to the current situation regarding character education.

As stated in the Bandung Mayor Regulation (Perwal) No. 004 of 2019 (Bandung Mayor, 2019) regarding the Implementation of the Character Education Curriculum in the Implementation of Education in Early Childhood Education and Basic Education Units states, Bandung Masagi is the name of a character education program in the City of Bandung which refers to the philosophy of values growing Masagi human beings. In the regulation, the form of implementing the Character Education Curriculum in the Education Unit is integrated in the curriculum so that it is not a separate subject.

Therefore, Bandung Masagi's policy is considered very appropriate in building character based on local wisdom in students in schools so that character education cannot be separated from local values.

Based on the above background, the researcher intends to know and describe the implementation of the Bandung Masagi Policy in the city of Bandung, Indonesia.

Similar research that is relevant is the work of M. Baharuddin (2018), entitled Evaluation of Character Education Implementation at SMK Negeri 1 Marioriwawo, Soppeng Regency. The similarity is discussing character education policies, with Daniel Stufflebeam's CIPP Policy Evaluation Theory, while the difference in this study uses Theory Grindle Policy Implementation.

Theoretically, policy implementation is a method of carrying out public policies that have been made by the government. Policy implementation is crucial even though a policy is considered good, but if the policy is not properly prepared in its implementation, then the policy objectives will not be realized. If a policy can be prepared carefully then its implementation or implementation will be realized properly and achieve the target, so that the policies made by the government have a positive impact on the environment. According to Tri Sakti (Tri Sakti, 2014), the policy-making process is the activity of formulating to making a policy. Nugroho [6] stated that policy implementation is basically a way so that the policy can achieve its goals. Therefore, to implement a policy there are two options, namely directly implementing it in the program or through the formulation of derivative policies. Van Meter and Van Horn in the book [6] stated that "Policy implementation contains the actions of a person or group aimed at achieving goals that have been ratified in the previous policy provisions."

Grindle [6] argues about implementation that, the task of implementation is to create a relationship that can provide convenience about policy objectives that can be implemented as a result of government activities. Therefore, the implementation authority includes the formation of "policy delivery", where certain targets are made and implemented with the hope that the implementation will reach the desired goals. According to Grindle [6], policy implementation is the result of activities that have been carried out by the government. In general, for the policy implementation process [7], related experts describe the kinds of factors that influence the success of policy implementation. There are three factors, namely [6]: (1) The content of the policy. A good policy where the policy can be seen in terms of content at least has the following characteristics: clear, not distorted, based on proven theory, can be communicated to the target group, and supported by good human and financial resources [8]. (2) Policy implementers (implementors) and target groups. Implementers must have K4 principles (Commitment, Competence, Consistency, and Capabilities) to carry out policies that are in sync with policymakers. In addition, professional target groups and open (homogeneous) groups are very easy to obtain a policy compared to closed or heterogeneous groups. While the target group is the main part of the community that will complicate the success of policy implementation. (3) Environment. Political, socio-economic conditions, public participation and the location of the policies to be implemented can also affect the level of policy success [9] From the three explanations, the main points according to experts regarding the factors influencing the implementation of policy implementation to achieve goals [10].

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Character Education, By instilling character education in each individual to develop good values and create characters who are knowledgeable, responsible, honest and respectful of others so as to provide benefits to the surrounding environment.

According to Lickona [11] stated that "Character education is the deliberate effort to develop virtues that are good for the individual and good for society" which means that character education is a deliberate, systematic effort to develop virtues that have a positive impact on individuals. and social environment and the process is not easy, but with continuous effort. In addition, according to Megawangi in the book [1], character education is an effort to provide learning so that students can make good decisions and do them in their daily lives so that they can make a good contribution to the environment.

Bandung Masagi, as according to Bandung Mayor Regulation No. 004 of 2019 concerning the Implementation of the Character Education Curriculum in the Implementation of Education in the Early Childhood Education and Basic Education Unit (2019) states that, Bandung Masagi is the name of a character education program in the City of Bandung which refers to the philosophy of values growing Masagi human beings. The purpose of Bandung Masagi is to create a generation that has good

character, faith in God Almighty, loves Sundanese culture, has concern for environmental conservation, and loves the homeland.

In a book entitled "Introduction to School Environment Program: Bandung Masagi Character Education" (Team Bandung Masagi, 2016), the word "Masagi" comes from Sundanese which means anything is possible, steady/sturdy/balanced towards perfection.

In a deep sense, masagi is more or less defined as an attitude that leads to a way to seek perfection and equal cohesion in order to avoid an incomplete perspective both looking at problems and making decisions.

2. RESEARCH METHOD

This study uses a qualitative approach. According to David Williams [13] states, qualitative research is the collection of data against a natural setting that uses natural or naturalistic methods and is carried out by naturally interested researchers.

The method used by the researcher is the descriptive method. According to Nazir (2011), the descriptive method is a method of examining the status of the human community, a subject, a set of conditions, as well as a system of thought or a class of events or events in the present. According to him, the purpose of descriptive research is to create descriptions, descriptions systematically and the relationship between the phenomena being investigated.

Data Types and Sources

Types of Data, The type of data used by researchers is qualitative data. According to Engkus (2019), qualitative data is a broad description source where data collection is accompanied by facts encountered by researchers when conducting research in the field. Qualitative data aims to understand thoroughly and in-depth related to the data collected by researchers obtained from the field.

Data collection technique

To carry out this research, the researchers focused on the main data sources in this qualitative research, namely interviews and the actions of the informants as well as other additional data such as documents and others. To find out information about Bandung Masagi's policy, the researchers used data collection techniques, namely: a) literature study, b) observation, c) interviews, and d) documentation.

The researcher also conducted an interview technique by taking a purposive sampling technique, namely by taking informants who knew very well about the research conducted by the researcher.

Data analysis technique

In connection with data analysis, the researchers used data analysis techniques Miles and Huberman. Below is an explanation of Miles and Huberman's [16] data analysis techniques: (a). Data Reduction: This data reduction focuses on the process of selecting, focusing, simplifying, abstracting, and transforming "raw data" that occurs in the results of field observations carried out by researchers. (b). Data Presentation: In presenting this data, where the data in this qualitative research is through narrative text. In addition to a brief description or narrative, it can be through charts, flowcharts, and the like. (c). Drawing conclusions: The third step of this analysis activity is in the form of drawing conclusions. In drawing conclusions, where this stage is the stage of reviewing the results of observations in the field in accordance with the agreement.

3. RESULTS AND DISCUSSION

Based on the research objectives, namely to determine the implementation or implementation of Bandung Masagi policies, where the formulation of the problem in this study is how to implement Bandung Masagi policies. The theory used by the researcher is Grindle's Policy Implementation Theory in Rusli (2013) which consists of three

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factors, namely: 1) Policy Content, 2) Policy Implementers & Target Groups, 3) Environment. In addition, the researchers also conducted research which consisted of three places at the Bandung City Education Office, SDN 268 Panyileukan Bandung, and SMP Negeri 28 Bandung.

Policy Content: In this dimension, a good policy where the policy can be seen in terms of content has at least the following characteristics: clear, not distorted, based on proven theory, can be communicated to the target group[17], and supported by good resources from good human or financial terms [18].

Regarding the background of making Bandung Masagi according to SMP Negeri 28 Bandung is "Bandung Masagi's background is in every school, of course, there must be problems, especially in student discipline because it is impossible for schools to have no such problems, and problems that often occur in schools are problems Bullying is still happening and student discipline is still happening, such as being late for school and so on, so the purpose of this policy is to overcome problems in the school environment." (Monday, January 25, 2021, at 12.38 WIB in the Deputy Headmaster Room of SMP Negeri 28 Bandung)

In addition, in Bandung Masagi there are also four programs, namely love of religion, environment[19], culture and defending the country. So it is from these four programs that schools need to implement four programs in Bandung Masagi.

"For the love of religion program at this school by making habituation in the morning every day, starting with shalawatan, praying dhuha together, reading Asmaul Husna, after the dhuha prayer there are lectures or cults from both teachers and students, in the following days there are letters reading - a short letter then each homeroom teacher each discusses every day Asmaul Husna. The cultural love program at this school is literacy from English, Indonesian and Sundanese. So they read a short story or a book first, then one student is explained on the results they read and in the culture here by carrying out Rebo Nyunda, which is every Wednesday wearing Sundanese clothes, both men using pangsi and women using kebaya and using Sundanese. To defend his country is more about discipline, obedience. Lastly, love the environment by doing a GPS or Garbage Pick-up Movement." (Monday, January 25 at 12.38 WIB in the Deputy Headmaster Room of SMP Negeri 28 Bandung).

From the results of interviews with SMP Negeri 28 Bandung, it can be analyzed that, the school has implemented the Bandung Masagi policy well where the school knows very well what is meant by the Bandung Masagi policy, both the background and the purpose of making Bandung Masagi. Then, the four programs run by the school consist of love for religion, the environment, culture and defending the country in accordance with the directions delivered by the Bandung City Government through the Bandung City Education Office.

Then, the researcher also interviewed the SDN 268 Panyileukan Bandung regarding Bandung Masagi "The background of this Bandung Masagi is that there is a lot of bullying in schools, seniority in schools, violence in schools, which have a negative impact on students so that changes need to be made in order to create a character of students who positive to realize having a tough generation. The goal is to form a strong generation, change the mentality of children so that they have an identity, the important thing is not to forget to respect the values of local wisdom in religion, culture, defend the country and the environment." (Thursday, 18 February 2021 at 13.10 WIB in the Teacher's Room at SDN 268 Panyileukan) "Examples of the religious love program here are before learning children are accustomed to praying, then reading Asmaul Husna, reading the Koran, weekly Duha prayer activities, major religious celebrations such as Isra Miraj held every year, social service activities in the month of Ramadan. To love the environment, do a GPS or garbage collection movement as well as a Kangpisman by bringing your own drinking bottle. Love the culture here by doing rebo nyunda and getting to know Sundanese arts. Defend the country by following the flag ceremony and singing the Indonesia Raya anthem before studying or after studying when going home from school, but you can also sing folk songs." (Thursday, 18 February 2021 at 13.10 WIB at SDN 268 Panyileukan) So, from the results of the interviews, the researcher can analyze that the four programs run by the school have similarities in the example of the Bandung Masagi policy program and SDN 268 Panyileukan have implemented this policy well. The most important thing is that the school knows Masagi's Bandung policy both from the background it was founded in as well as the objectives and examples of its four programs.

After the researchers interviewed the school, the researchers interviewed the Bandung City Education Office as the party who made the Bandung Masagi policy. As the researcher interviewed the agency regarding the background of the establishment of this policy, namely "The background was born with the spirit of realizing that Bandung must have different values and education is to change negative behaviour into positive and the government's efforts to instil character in children to love culture, love for the environment is automatic because cleanliness is part of faith, love for the homeland by instilling the Unitary State of the Republic of Indonesia with a fixed price like at school by singing the anthem Indonesia Raya then the Monday flag ceremony, then upholding the Sundanese principle in order to create a sense of tolerance for others regardless of race, ethnicity, religion." (Monday, 22 February 2021 at 16.00 WIB)

In addition, the researcher also interviewed other parties from the Bandung City Education Office regarding Bandung Masagi "The background of this policy is that currently, the application of character education has faded as

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many cultures enter without being filtered first from the community. so that in the city of Bandung, Bandung Masagi character education was made and the goal is that students have improved character education, their personality, manners, behaviour in social life are not rigidly affected by the outside culture which is said to be incompatible with the soul and conscience of the Sundanese people." (Thursday, February 25, 2021, at 11.30 WIB)

From the results of the interview above, the researcher can analyze that the education office as the policymaker of Bandung Masagi made this policy according to the problems in the field where education problems, especially in schools, still occur, then the application of character education fades as the culture that begins to adapt to the community is not filtered in the community environment so that the Bandung Masagi policy was created with the aim of having an increased personality and upholding the Sundanese principles in the application of character education. Therefore, the Policy Content dimension has worked well.

Policy Implementers & Target Group: In this dimension, implementers are required to have K4 principles (Commitment, Competence, Consistency, and Capabilities) to carry out policies in sync with policymakers. Meanwhile, professional target groups or open groups are very easy to get a policy compared to closed groups [20].

Thus, the success of a policy in that environment will be successful if the policy implementer and the target group have good cooperation in carrying out the policy in order to achieve the goals to be achieved. If the implementers of the policy and the target group cannot work well together, then the policy will not succeed in achieving its objectives, because there is still miscommunication in implementing the policy. Therefore, the Bandung City Education Office acts as the implementer of the policy with the target group being schools under the supervision of the Bandung City Government and in terms of cooperation whether it has been going well or otherwise. Therefore, the way the office conveys policies to schools and the cooperation between the education office and schools will be discussed by researchers.

"The Bandung City Government through the Bandung City Education Office and the department conveyed this to schools through principals, teachers and supervisors to conduct socialization and hold workshops and training which in the end this policy gives appreciation at the end of every year to schools based on Bandung Masagi because there are literacy schools, Bandung Masagi, and so on. Then in terms of cooperation, they have worked well together, because the department has conveyed to school principals, teachers and supervisors through socialization, then workshops and training to be given debriefing which in the end can be run for schools." (Monday, 22 February 2021, 16.00 WIB)

Meanwhile, according to SMP Negeri 28 Bandung, "The way the school socializes the policy is that the principal instructs the teachers to implement the Bandung Masagi policy as the Department has socialized to schools about Bandung Masagi so that it can be implemented, then the teacher directs the students by implementing 4 pillars or 4 Bandung Masagi program starts with the love for religion, defending the country, love for the environment and love for culture. In terms of the relationship or cooperation, they have worked well together, because they (the Department) gave directions about Bandung Masagi to the school so that the school or those mentioned above as the target group in the field are obliged to carry it out and that is also on the instructions of the principal." (Monday, January 25, 2021, 12:38 WIB, at the Vice Headmaster Room of SMP Negeri 28 Bandung)

According to SDN 268 Panyileukan Bandung stated that "We attended a workshop by taking representatives from schools for training on Bandung Masagi which consisted of 4 program components, then from the results of the training it was implemented in schools as well through workshops for other teachers and a program was made by teachers which in its manufacture it starts from the sub-district because here one sub-district is a cluster so that it is from the sub-district to each school then the program is made by the teacher so that it can be applied by students. In terms of cooperation, we have worked well together, because from the education department there was an introduction or socialization first, then every year we are always reminded. So in my opinion, the cooperation between education and school has been very good." (Thursday, 18 February 2021 at 13.10 WIB at SDN 268 Panyileukan)

From the results of the interview above, the researcher can analyze that the Bandung City Education Office as the implementer of policies and schools under the supervision of the Bandung City Government by taking the example of SDN 268 Panyileukan Bandung and SMP Negeri 28 Bandung have worked well together so that communication between agencies runs harmoniously, as well as By conveying or directing this policy to schools, it has been very appropriate to carry out socialization so that with this socialization this policy can run evenly to schools. So the dimensions of Policy Implementers & Target Groups here have gone well.

Environment: Then in the third dimension, namely the environment, where these environmental factors greatly affect the course of a policy, whether political, social, economic or cultural. So that if the policy is suitable to be implemented in a supportive environment, the policy will be successful in achieving its goals. However, if a policy is made but when the implementation in the environment is not in accordance with the circumstances, then the policy will not be successfully implemented to achieve the desired goal. Therefore, in making public policies, of course, one must look at the environmental conditions so that the policies made are beneficial to the policy environment itself [21].

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As the researcher interviewed SMP Negeri 28 Bandung "When this policy was implemented, in the beginning, there were problems in the discipline department, because there were still many students who overslept or were late for school. In addition, before there was a zoning system, many students whose homes were far from school so that they came to school late and there were still many who were undisciplined in terms of ceremonies, but during this pandemic, Alhamdulillah, there are no obstacles because even though it is virtual, participants can still carry out policies such as ordinary. In relation to the Covid-19 pandemic, they are still carrying out but virtually every day from 6.30 to 7.00 WIB by doing habits such as reading morning prayers and reading Asmaul Husna, but for Duha prayers, each one at home and there is no documentation because -everyone at home to do it." (Monday, January 25, 2021, 12:38 WIB, at the Vice Headmaster Room of SMP Negeri 28 Bandung)

Meanwhile, SDN 268 Panyileukan stated "For obstacles, of course, every policy or program has obstacles, for example, if it is recommended to bring the Koran but there are still students who do not bring it. So, the problem is that if the problem can be seen, it can be seen from the consistency in the programs that have been made, for example, GPS has been scheduled but its implementation has been missed. In addition to the consistency of policies or programs, there are also obstacles in terms of student discipline, sometimes there are students who are not disciplined in implementing Bandung Masagi policies such as dhuha prayers but do not participate. During the pandemic, policies continue to run as habituation for an hour before studying and ask parents to guide children in habituation, then read Asmaul Husna, read prayers, pray Duha every day, sing Indonesia Raya. The report can be in the form of photos, videos or voice notes. So the point is that the policy will continue to run properly." (Thursday, February 18, 2021, at 13.10 WIB at SDN 268 Panyileukan) However, from the above constraints the school has a solution to overcome the obstacle so that it is not a big inhibiting factor for the school because, with the solution, the problem can be resolved properly. If students violate the implementation of this policy according to their respective subject teachers, such as PAI teachers by reading letters and writing verses from the Qur'an, science teachers by providing GPS or picking up trash for students who are late". (Monday, January 25, 2021, 12:38 WIB in the Deputy Headmaster Room of SMP Negeri 28 Bandung). Likewise with SDN 268 Panyileukan as the researcher interviewed the Deputy Head of Curriculum at SDN 268 Panyileukan who stated that, "The solution to overcome obstacles is by reminding each other about Bandung Masagi's policies. so that it can be implemented properly and if there are students who violate this policy, they will be punished." (Thursday, February 18, 2021, at 13.10 WIB at SDN 268 Panyileukan), From the results of the interview above, the researcher can analyze that the factors of consistency and discipline are two obstacles in the implementation of the Bandung Masagi policy carried out by the two schools, but this is not a very big obstacle because the school already has a solution to overcome these obstacles. Even though there are obstacles in the environmental dimension, with the solution, this dimension works quite well.

4. CONCLUSION

From the results of research and discussion on the implementation of the Bandung Masagi policy in the city of Bandung, the researchers concluded that after being studied based on the theory of Grindle policy implementation where the success factors of policy implementation consisted of 3 things, namely the content of the policy, policy implementers & target groups and the environment had been implemented well although in its implementation there are still obstacles it is not an obstacle for schools because schools already have solutions to overcome this.

Thus, the researcher recommends that the implementation of the Bandung Masagi policy should continue to improve so that the obstacles that previously existed become no obstacles again, then if the school re-implements Face-to-face Learning (PTM), the school continues to remind students not to neglect to implement this policy.

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