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## The Implementation of the Education Office's 'Sinau Bareng' Programme Surabaya City in Improving Learning Creativity

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### Abstract

*This study aims to evaluate the implementation of the 'Sinau Bareng' programme by the Surabaya City Education Office in improving learning creativity in the community.*

*The research method used is qualitative with a descriptive approach, through in-depth interviews and direct observation of programme participants, including students, teachers and parents. The results showed that the 'Sinau Bareng' programme succeeded in creating a conducive and interactive learning environment, which encouraged students' creativity in the learning process. The programme not only helps students catch up with their academic performance after the COVID-19 pandemic, but also provides space for students from underprivileged families to get additional tutoring. In addition, the programme is effective in reactivating the function of the RW hall as a centre for educational and social activities, as well as reducing students' dependence on gadget use by providing interesting and creative alternative learning activities. In conclusion, the 'Sinau Bareng' programme is an effective effective strategy in enhancing learning creativity in Surabaya communities and can be used as a model for similar programmes in other areas.*

**Keywords:** *implementation, creativity, programme, sinau bareng*

### INTRODUCTION

In Indonesia, education is regulated by Law No. 20/2003 on the National Education System. This law authorises local governments to design education plans and programmes that are aligned with contemporary trends and address the challenges posed by the Covid-19 pandemic. This allows local governments to adapt to the times and ensure education remains relevant and effective. With a strong legal framework, Indonesia endeavours to provide education that can shape future generations who excel in various aspects of life (Santoso, 2021).

The Covid-19 pandemic has brought significant impacts to the education sector, resulting in major disruptions in the conventional learning process. During the pandemic, school closures and the implementation of social restrictions forced students to switch to online learning methods. However, not all students, especially those from underprivileged families, have adequate access to technology and the internet. As a result, many students are falling behind in their academic achievement and skill development. This lag poses a serious challenge that needs to be urgently addressed to ensure that all students get equal opportunities to develop their academic potential (Abdullah et al., 2019).

To overcome these challenges, the Surabaya City Education Office has initiated the 'Sinau Bareng' programme. The programme aims to increase learning creativity among students and help catch up with students' academic lag caused by the pandemic. The programme is designed to be an inclusive and collaborative learning platform, allowing various elements of society to be actively involved in the teaching and learning process (Susilawati et al., 2020). By focusing on participation and collaboration, the programme is expected to create a more supportive learning environment, so that all students, including

those from underprivileged families, can participate and achieve optimal academic achievement (Purwanto, 2022).

Surabaya is one of the developed cities in Indonesia. As a developed city, the Surabaya city government must also think about education for its citizens. Surabaya is known for its diverse educational landscape, with a mix of public and private schools catering for students from various socioeconomic backgrounds. Despite efforts to improve education standards, disparities still exist in terms of resources, teaching quality and student learning outcomes (Tyas et al., 2020).

To overcome this problem, the Surabaya City government together with the Education Office has developed the ‘Sinau Bareng’ programme as one of the efforts to increase the liveliness of learning and knowledge of the community, especially children and adolescents in Surabaya City. (Mustapa et al., 2023) The programme is one of the implementation of the 1945 Constitution of the Republic of Indonesia on the constitutional basis that regulates the rights and obligations of education in Indonesia. In its implementation, the Surabaya City government collaborates with the Surabaya City Education Office which provides the human resources, while the city government provides the infrastructure as well as regulates and coordinates the activities of this programme (Ekowanti & Ambarwati, 2019).

The ‘Sinau Bareng’ programme is an initiative of the Surabaya city government and education office to increase student participation and learning engagement. First launched in 2019, the programme has been implemented periodically and in October 2022 it was relaunched under a new name, ‘Ayo Sinau Bareng Ngaji Bareng’ (BBPMP Jatim, 2023). Focusing on learning recovery due to the pandemic, the ‘Sinau Bareng’ programme also targets increasing access to education for the underprivileged (Sunarti et al., 2023).

By involving various stakeholders, including teachers, parents, Kader Surabaya Hebat (KSH) and students, the programme seeks to build a sustainable and inclusive learning ecosystem. This collaboration aims to reduce the education gap that has become increasingly visible during the pandemic and ensure that every student, especially those from underprivileged families, has equal access to educational resources. Through this programme, the Surabaya City Education Office hopes to accelerate learning recovery and encourage students' creativity to face future challenges (Anggraeni & Rizal, 2019). The implementation of the ‘Sinau Bareng’ programme has significant implications for the education system in Surabaya City and reflects the Surabaya City Education Office's commitment to supporting innovation and creativity in education. By providing a range of activities that support the exploration of new ideas and creative solutions, the programme encourages students to think beyond traditional boundaries. This approach is particularly relevant in the face of 21st century demands that emphasise the importance of critical, creative and collaborative thinking skills. In implementing the Surabaya City Education Office's ‘Sinau Bareng’ programme, there needs to be support and collaboration from various parties, including the central government, schools, teachers, parents, students and the community. This collaboration ensures that the ‘Sinau Bareng’ programme can deliver a comprehensive and relevant solution to the educational needs in Surabaya (Tamah et al., 2020).

The ‘Sinau Bareng’ programme has the potential to improve the quality of education in Surabaya City by increasing students' creativity and their awareness and concern for technology and education. In addition, the programme also has the potential to improve students' skills and knowledge in accessing and using technology to improve the quality of education in Surabaya city. With the ‘Sinau Bareng’ programme, it is hoped that the learning creativity of students in Surabaya can increase, and students can develop adaptive, collaborative and innovative abilities needed in the future. Based on the description above, the author intends to conduct research centred on the programme initiated by the Surabaya City Education Office, with the title ‘Implementation of the Surabaya City Education Office's “Sinau Bareng” Programme in Improving Learning Creativity in the Community’ (Nurmalita et al., 2021).

## RESEARCH METHOD

The research method consists of a series of activities that aim to reveal the truth in a study. Starting with the development of a problem formulation based on a thought, it leads to the formulation of an initial hypothesis. Previous research is consulted to help process and analyse the research, which ultimately culminates in the formation of a conclusion (Sahir, 2021). The method used in this research is a qualitative research method. According to Wibisono, qualitative method is a research approach that emphasises detailed

observation and analysis. Therefore, the use of qualitative methodology in research may result in a thorough investigation of a topic (Wibisono, 2022).

After all the data is collected, the next step is data analysis by paying attention to aspects of the object of research. Data analysis is the process of systematically compiling and searching for data obtained from interviews and documentation, by classifying, arranging in an orderly manner, classifying, and giving meaning to the data that has been collected so that it is easily understood by oneself and others. The data collected by the researcher was then analysed according to the research theory using inductive analysis techniques. Inductive analysis is an investigative process used to draw general conclusions from specific data or information. As a basis and support for analysis, relevant theories with previous research results can be used if needed.

Research is a systematic process of acquiring new knowledge or validating existing knowledge. To achieve this goal, research is carried out by following structured steps. According to Sahir, data analysis in qualitative research is divided into several things so as not to be too broad, namely:

- Data Reduction: done by abstracting or summarising important things so that they remain in the research.
- Data Presentation: done by presenting an organised set of information so that conclusions are drawn.
- Conclusion or verification: done by comparing the suitability of questions from the object of research with the meaning contained in the basic concept of the research (Saher et al., 2022).

## **RESULTS AND DISCUSSION**

Education is one of the main pillars in the development of a country because it has an important role in shaping a quality and competitive generation. In Indonesia, education is regulated by Law No. 20 of 2003 on the National Education System, which provides a foundation for local governments to develop education strategies and programmes that are in line with the times and to catch up with the impact of the Covid-19 pandemic. The pandemic has disrupted the conventional learning process, especially for students from underprivileged families who have difficulty accessing technology and the internet.

To address this issue, the Surabaya City Education Office launched the ‘Sinau Bareng’ programme which aims to restore and improve the quality of education through a collaborative and inclusive approach. The ‘Sinau Bareng’ programme initiated by the Surabaya City Education Office aims to catch up with the academic lag due to the pandemic, facilitate students from marginalised underprivileged families by encouraging active participation from various parties, including teachers, students, parents, students and Kader Surabaya Hebat (KSH), and also to prepare students to face future challenges with creative and innovative thinking skills.

Through a collaborative learning approach in a local environment, this programme not only strengthens the academic aspect, but also has great potential to improve the quality of education and creativity of students in Surabaya City. Through continuous commitment and support from various parties, the ‘Sinau Bareng’ programme has great potential to continue to grow and provide long-term benefits for education in Surabaya, especially for students from underprivileged families.

This discussion will be presented in accordance with data related to George C Edward's theory, where policies are influenced by 4 (four) factors, among others: Communication Factors, Resource Factors, Disposition Factors, and Bureaucratic Structure Factors. So that in the conclusion drawing process it is hoped that the information presented can be more focused and easy to understand.

### **Implementation of ‘Sinau Bareng’ Programme in Improving Learning Creativity**

The Covid-19 pandemic has had a significant impact on the education sector in Surabaya City, resulting in many students experiencing delays in their learning process. This is due to the strict social restrictions and school closures imposed during the pandemic. Students from underprivileged families have felt this impact more severely, as they have limited access to technology and internet needed for distance learning. To address this challenge, the Surabaya City Education Office initiated the ‘Sinau Bareng’ Programme. This programme is specifically designed to address the educational backwardness caused by the Covid-19 pandemic. In addition, the programme also aims to increase learning creativity among students, especially those from underprivileged families.

The implementation process of the ‘Sinau Bareng’ programme is carried out through several structured stages. It starts with careful planning involving needs analysis and target group identification. Furthermore,

socialisation is carried out to increase the participation of all parties involved. After that, the programme is implemented according to a predetermined schedule, followed by monitoring to ensure everything goes well. The last is evaluation, where the results of the programme are analysed to assess its effectiveness. In the process of implementing this programme, the Surabaya City Education Office works closely with schools, teachers, and volunteers (KSH and students) to ensure that the programme runs according to plan and achieves the set objectives.

Careful planning is a very important first step in the success of the ‘Sinau Bareng’ programme initiated by the Surabaya City Education Office. This process involves two important components: needs analysis and target group identification. Needs analysis aims to understand what is needed by the community and educational institutions. Target group identification aims to determine who will be the main beneficiaries of the programme. Through these two components, the programme can be designed and implemented effectively and efficiently, ensuring maximum benefits for all stakeholders and achieving the goal of improving the quality of education in Surabaya City. Surabaya.

The implementation process of the ‘Sinau Bareng’ programme must begin with the dissemination of clear information about the programme's objectives and benefits to all parties involved. Consistent and structured information dissemination is essential to avoid confusion and ensure an optimal level of participation from all stakeholders. After the planning stage, the next step is socialisation. The importance of socialising this programme to the community, especially to students and parents, cannot be overlooked as this ensures the programme runs according to the set targets. Various methods such as in-person meetings, social media, brochures and workshops can be used to convey the programme information clearly and comprehensively. Effective socialisation ensures that all stakeholders understand, are motivated and support the programme, which in turn not only increases participation but also builds a sense of ownership and commitment to the common goal of improving the quality of education in the community.

Therefore, the Surabaya City Education Office must ensure that relevant information is well conveyed to all parties involved. An example of effective information delivery is through brochures or activity posters that explain the details of the programme, so that the message conveyed is more effective and easily understood by the community. By distributing images through social media (WhatsApp groups), organisers will be facilitated in conveying additional information related to the details of the activities concerned. Through social media, participants or recipients of information can quickly and efficiently obtain further details about the agenda to be implemented or about possible schedule changes. This allows for smoother communication between organisers and participants, and helps to ensure that all information related to the event is conveyed clearly and in a timely manner.

The next stage is the implementation of the ‘Sinau Bareng’ programme. The implementation of the ‘Sinau Bareng’ programme is the most important stage after planning and socialisation. This stage involves the execution of the previously developed plan to ensure that the planned activities can be implemented smoothly and effectively. In this context, the Surabaya City Education Office needs to ensure that all preparations have been made properly, including the procurement of necessary resources, coordination with relevant parties such as schools, teachers and volunteers, as well as setting the schedule for the implementation of activities. During implementation, the programme is carried out in accordance with the plan that has been carefully prepared. However, in the course of implementation, it is not uncommon for obstacles or changes in the situation to arise that result in the implementation of the programme not in accordance with expectations or the original plan that had been arranged. In order to gain a deeper understanding of the implementation process of the ‘Sinau Bareng’ programme.

### **Sinau Bareng programme**

The ‘Sinau Bareng’ programme is an initiative initiated by the Surabaya City Government and the Surabaya City Education Office, aiming to improve the quality of education. The initiative is designed as a collaborative effort involving various important parties in education, including teachers, volunteers, students and parents. The Surabaya City Education Office's programme was successful in several key aspects. Effective communication in conveying the objectives and benefits of the programme, the utilisation of existing human resources, the positive attitude and commitment of programme participants, and the support of a bureaucratic structure that supports local education initiatives. This shows that the programme is not only effective in providing additional education but also in preventing negative behaviours such as children's



dependence on mobile phones, thus strengthening the role of education as a key pillar in community development.

That the children's learning programme at the community centre has had a significant positive impact. Effective communication, good use of human resources, positive disposition of the participants, and solid bureaucratic structure support are key factors in the success of this programme. Expectations for the continuation and development of this programme show the importance of non-formal education in supporting formal education in the community, thus providing wider opportunities for children to learn and develop holistically.

The definition of this programme according to the Dinas is a programme that provides learning assistance for children in various RWs and provides opportunities for students, teachers to care about Surabaya City Education. This programme has goal points as stated on its website, namely:

- Assist in facilitating and assisting children in learning and doing assignments given at school.
- Motivate students to be enthusiastic about learning and reciting the Quran.
- Becoming a place for children to be able to do positive, recreational, and productive activities.
- Minimise the adverse impact of learning loss due to the Covid-19 pandemic.

With the concept of collaborative and inclusive learning, the programme aims to provide equal access to quality education for all students. The programme is a learning assistance for children in RW halls and provides opportunities for teachers, Kader Surabaya Hebat (KSH) and students to care about education in Surabaya (Surabaya City Government, 2023). With this programme, it aims to start students who are lagging behind in their education due to the pandemic, in addition to supporting education for underprivileged people whose sons and daughters do not receive full formal education. By using the facilities and infrastructure of village officials, namely RW officials who are directly in contact with the community and supported by the village government.

In addition to having clear objectives, the programme also sets specific goals that must be achieved to ensure its success. These goals are designed to provide concrete guidance in the implementation of the programme, as follows:

- Children of families in the neighbourhood.
- Children who are vulnerable to dropping out of school.
- Primary school students in grades V and VI
- Junior high school students in grades VII and IX.

Information about the programme's targets has also been published on their official website, making it accessible to the public for transparency and accountability.

With the data and information from informants regarding the 'Sinau Bareng' programme initiated by the Surabaya City Education Office, it is a clear reflection of the government's commitment and responsibility in efforts to restore the education sector in Surabaya City after the pandemic. The programme is designed with clear goals and objectives, which have been outlined as the main pillars in the success of the 'Sinau Bareng' programme.

The programme is implemented through a series of activities that involve collaboration between various parties, including the Surabaya City Education Office, local stakeholders, teachers, volunteers (Kader Surabaya Hebat and students), and students as the main target of the programme. In this collaboration, of course, all of these stakeholders have their respective roles in the implementation of this programme. All these parties work together to ensure that the programme can run effectively and achieve its goals. The roles of each party in this programme are as follows:

- Surabaya City Education Office: They act as the main driving force that designs and coordinates all programme activities, and are responsible as the main coordinator in planning, implementing, monitoring, and evaluating the programme to ensure the programme objectives are achieved.
- Stakeholders (Kelurahan and RW): responsible for providing adequate facilities and infrastructure for the programme, organising events, and providing financial or material support needed for the smooth running of the programme.

- Teachers: act as tutors who provide learning according to their expertise and respective fields. Teachers also act as a liaison between students and the programme, providing constructive feedback for continuous improvement.
- Volunteers (Kader Surabaya Hebat and Students): act as accompanying tutors, they assist in various activities such as mentoring, supplementary teaching, and event organisation. ➤ Volunteers also bring new perspectives and creative methods that can improve the quality of learning.
- Students: play an active role in participating in learning activities and developing their creative potential.

Collaboration between all these parties is essential to ensure that the programme can run smoothly and achieve its goals. By working together, they can overcome various challenges that may arise during programme implementation. Effective communication, clear division of tasks, and commitment from each party are key to the success of this collaboration. From this explanation, it can be concluded that each actor has their own role in this programme. The Surabaya City Education Office has the main role in supporting the implementation of the 'Sinu Bareng' programme. They are responsible for communicating and coordinating the tasks of the tutors and volunteers, as well as providing moral and administrative support, including awards in the form of certificates to the tutors and volunteers. Meanwhile, the provision of facilities for the programme is the responsibility of the kelurahan, which is also the target of the programme's success in each area.

With additional information from informants, it is clear that the collaboration in the program is going very well. Each party involved, including the Education Office, kelurahan, tutors, and volunteers, plays their respective roles effectively to ensure the success of the program. The roles have been adapted to the capacities and capabilities of each party, which allows them to clearly understand their limits and responsibilities. This ensures that all parties work in a synergistic and coordinated manner, so that the program can achieve its set goals more effectively.

## CONCLUSION

The implementation of the "Sinu Bareng " Program has brought significant benefits, especially in helping students understand difficult lessons and reducing their dependence on gadgets. Although the program is inseparable from several obstacles, such as challenges in coordination and availability of resources, the positive attitude and commitment shown by the organizers, as well as solid support from the community, are the main factors that support its success. Good collaboration between the Surabaya City Education Office, tutors, volunteers, and the local community has ensured that the program can run smoothly and achieve its goals more efficiently. The efforts of the Surabaya City Education Office in recruiting and training tutors and volunteers are not only aimed at improving their competence in providing additional education to students, but also to ensure that learning quality standards are well maintained. Overall, the "Sinu Bareng" program plays an important role in developing students ' motivation and learning creativity. This not only has an impact on improving the academic abilities of students, but also on the development of their social and personal skills necessary for success in the modern world.

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