



# Implementation Article 5 Paragraph 1 of Regional Regulation Number 1 On 2018 Concerning Education Provision (Case Study of Homeless Children in Barabai Territory)

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## ABSTRACT

This paper is motivated by the existence of a regional regulation that regulates the government's efforts in organizing education, where every individual aged seven to fifteen years is required to carry out basic education as stipulated in regional regulation number 1 of 2018 concerning education implementation article 5 paragraph 1 which reads "every regional citizen aged seven to fifteen years is required to attend basic education" then, with this regulation every citizen of the Hulu Sungai Tengah district should have received education. However, the facts in the field prove that there are still many homeless children who should be at school age to get the right to education instead they are in public places to think about how to survive. This study aims to determine the implementation of article 5 paragraph 1 of regional regulation number 1 of 2018 concerning the implementation of education specifically for homeless children and to find out what factors hinder the implementation. This research uses a juridical sociological approach, which discusses legal knowledge normatively empirically by making direct observations to the object where this research is carried out not only examining laws and regulations, but observing the reactions and interactions that occur when the norm system works in society, besides that this research is carried out so that it can be useful both theoretically and practically. The implementation of article 5 paragraph 1 of regional regulation number 1 of 2018 concerning the implementation of education has not been implemented optimally. This is evidenced by the indication that there are still many homeless children hanging around in public places such as red light intersections, pedestrian bridges, shopping centers and others at an age that is still allowed to get education which explains that the first mission of the education office in increasing the availability of broad and equitable access to education has not fully run smoothly with several factors including unknown guardians, mindset changes in children, living like nomads, and reasons as a last resort.

**Keywords:** Implementation, Education, Homeless Children

## ABSTRAK

Tulisan ini dilatarbelakangi oleh adanya peraturan daerah yang mengatur tentang upaya pemerintah dalam menyelenggarakan pendidikan, dimana setiap individu yang berusia tujuh sampai dengan lima belas tahun wajib melaksanakan pendidikan dasar seperti yang tertuang dalam

peraturan daerah nomor 1 tahun 2018 tentang penyelenggaraan pendidikan pasal 5 ayat 1 yang berbunyi "setiap warga daerah yang berusia tujuh sampai dengan lima belas tahun wajib mengikuti pendidikan dasar" maka dengan adanya peraturan tersebut seharusnya setiap warga negara kabupaten Hulu Sungai Tengah sudah mengenyam pendidikan. Namun, fakta di lapangan membuktikan bahwa masih banyak anak gelandangan yang seharusnya berada di usia sekolah untuk mendapatkan hak atas pendidikan justru berada di tempat umum untuk memikirkan bagaimana cara bertahan hidup. Penelitian ini bertujuan untuk mengetahui implementasi pasal 5 ayat 1 peraturan daerah nomor 1 tahun 2018 tentang penyelenggaraan pendidikan khusus anak gelandangan dan untuk mengetahui faktor-faktor apa saja yang menghambat implementasi tersebut. Penelitian ini menggunakan pendekatan yuridis sosiologis, yang membahas pengetahuan hukum secara normatif empiris dengan melakukan pengamatan langsung ke objek dimana penelitian ini dilakukan tidak hanya meneliti peraturan perundang-undangan, tetapi mengamati reaksi dan interaksi yang terjadi ketika sistem norma tersebut berjalan di masyarakat, selain itu penelitian ini dilakukan agar dapat bermanfaat baik secara teoritis maupun praktis. Implementasi pasal 5 ayat 1 peraturan daerah nomor 1 tahun 2018 tentang penyelenggaraan pendidikan belum terlaksana secara optimal. Hal ini dibuktikan dengan adanya indikasi masih banyaknya anak gelandangan yang berkeliaran di tempat umum seperti perempatan lampu merah, jembatan penyeberangan orang, pusat perbelanjaan dan lain-lain pada usia yang masih diperbolehkan untuk mendapatkan pendidikan yang menjelaskan bahwa misi pertama dinas pendidikan dalam meningkatkan ketersediaan akses pendidikan yang luas dan merata belum sepenuhnya berjalan dengan lancar dengan beberapa faktor antara lain tidak diketahui walinya, perubahan pola pikir pada anak, hidup merantau, dan alasan sebagai pilihan terakhir.

**Kata kunci:** Implementasi, Pendidikan, Anak Tunawisma

## 1. INTRODUCTION

Human life reality shows that humans experience a dynamic life. The dynamics of life are reflected in human efforts to live better from time to time. Culture and civilization that develops is the fruit of the dynamics of human life and is proof that humans have advantages over other creatures. Human history is the history of education, where since humans were born then, at that time education also showed its existence.

This education is nothing but a process of individual interaction with other subjects such as humans, society and the surrounding environment, besides that education is interpreted as a place to understand various kinds of knowledge, from general to specific, from those that are done daily to those that only a few people do. Therefore, evidence of the importance of education for every individual is shown by the existence of the 1945 Constitution, Chapter XIII, Article 31 paragraph 1 which basically emphasizes that "every citizen has the right to education".

The main figure in a hierarchy of laws and regulations is short and supple, but the relationship between regulations is very necessary in order to achieve the goals to be realized by the state, namely educating the nation's life as stated in the 1945 Constitution in the fourth paragraph, thus, regulations are made that regulate and are underneath both MPR Tap, Laws, government regulation, Presidential Regulations, Provincial Regulations and Regency / City Regional Regulations.

Hulu Sungai Tengah Regency has established regulations governing the implementation of education on January 11, 2018, entitled Hulu Sungai Tengah Regency Regional Regulation Number 1 of 2018 concerning Education Implementation. In this

regional regulation of the Hulu Sungai Tengah district, in Chapter III, the obligations and rights of regional citizens, parents, communities, and local governments in article 5 paragraph 1, it is stated that basically every regional citizen aged seven to fifteen years is required to attend basic education. In this research we will see how the implementation of article 5 paragraph 1 of regional regulation number 1 of 2018 concerning the implementation of education with a case study of homeless children located around the Barabai area based on observations that should be with the existence of this regional regulation, every child aged seven to fifteen years has fulfilled their basic education, but in the field there are still many homeless children who hang around when other children are carrying out knowledge or conducting education, therefore the implementation of article 5 of regional regulation number 1 of 2018 concerning the implementation of education is carried out.

## **2. LITERATURE REVIEW**

Implementation in language means implementation or application. While in general, implementation is the action or implementation of a plan that has been prepared carefully, carefully and in detail. So, implementation is carried out if there is already good and mature planning, or a plan that has been prepared long beforehand, so that there is certainty and clarity about the plan. Implementation is also defined as providing the means to carry out something that has an impact or effect on something. That is, an activity that is planned and carried out seriously and refers to certain norms to achieve the objectives of the activity. From this understanding, it can be concluded that implementation is the action of a plan that has been carefully prepared. This implementation focuses on a real implementation of a plan.

Implementation in an implementation aims to examine procedures in the implementation of plans or policies, which in this study the theory used is Marilee S. Grindle.

The success of implementation according to Merilee S. Grindle is influenced by two major variables, namely the content of the policy and the implementation environment (context of implementation). These variables include: the extent to which the interests of the target group or target group are included in the policy content, the types of benefits received by the target group. the extent of the desired changes from a policy, and whether a program is supported by adequate resources.

## **3. RESEARCH METHODOLOGY**

The present study uses empirical normative legal research, namely legal research using a sociological juridical approach, which emphasizes research aimed at obtaining legal knowledge empirically by direct observation of the object, namely knowing how the implementation of article 5 of regional regulation no. 1 of 2018 concerning the implementation of education for homeless children. Where this research is conducted not only examines the norm system in legislation, but observes the reactions and interactions that occur when the norm system works in society where this research examines "the implementation of regional regulation no. 1 of 2018 concerning the organization of education against article 5 paragraph 1 (case study of child homelessness in the Barabai area)."

### **3.1. Research Design**

State the research approach and research design used in the study is descriptive research which is limited to trying to reveal a problem and situation as it is, so it is only a revelation of facts. Descriptive research aims to describe precisely the characteristics of an individual, situation, symptom or group, or to determine whether there is a relationship between a symptom and another symptom in society. The results of the research are emphasized on providing an objective description of the actual situation of the object under investigation.

The object of research is the target of the issue to be discussed where, in this study, researchers put the focal point of research on regional regulation no. 1 of 2018 concerning the provision of education to homeless children which is discussed by researchers with theories that are in accordance with the object of research.

### **3.2. Participants of the Study**

Data is information material in the form of a set of facts, numbers, letters, graphs, tables, symbols, objects, conditions, situations. Data is the raw material for information. To achieve research objectives, researchers need correct data that can be obtained in the field in accordance with the problems that researchers raise, namely the implementation of regional regulation no. 1 of 2018 concerning the organization of education against article 5 paragraph 1 (case study of homeless children in the Barabai area). There are three kinds of data in empirical normative legal research that researchers use, namely as follows;

1. Primary Data  
Primary data sources are data obtained from the main source. Primary data is obtained from respondents and informants and sources. Sources of data in empirical legal research come from field data. Field data is data that comes from respondents and informants including experts as sources.
2. Secondary Data  
Secondary data is library data and documents which include primary legal materials, secondary legal materials, tertiary legal materials and non-legal materials.
3. Tertiary Data  
Tertiary data are sources used as a complement to secondary and primary materials which include encyclopedia dictionaries and sources accessed from the internet.

### **3.3. Instruments subject**

Research subjects are respondents or parties who are used as samples in a study where, in this study, the research subjects are the head of the elementary development sector, the head of the junior high school development sector, parents, the community and several homeless children.

### **3.4. Data Analysis Techniques**

Primary data collection techniques in empirical or sociological legal research there are three data collection techniques that can be used, either used individually or separately or used together at once and the techniques are divided between interviews, questionnaires or questionnaires and observation. Then the technique used to collect secondary data, namely by collecting, documenting books, journals, scientific papers,

dictionaries, encyclopedias, and documents related to research problems sourced from library materials or legal materials both primary legal materials, secondary legal materials, and tertiary legal materials. As for this research, researchers use the following techniques;

#### 1. Observation

Observations made by researchers are an effort to review, supervise and examine an object, until the researcher gets data that is valid and this is the main data source. Where the following are temporary steps from researchers in observation activities:

- Towards the Barabai area as an initial exploration.
- Identifying the problem that the researcher raised as a problem formulation, namely related to the implementation of regional regulation no. 1 of 2018 concerning the organization of education against article 5 paragraph 1 (case study of homeless children in the Barabai area).
- With some description, the researcher can develop a legal research design in the Barabai Region.
- As for some inventories needed to be a data collection tool, namely all information relating to the location conditions of the Barabai Region using data on general conditions to recognize the area being studied.
- Making several observations of the description of the behavior of the Regional Government towards Homeless Children in terms of fulfilling the right to education.
- Recording the results of observations obtained from the research location.

#### 2. Interview

Interviews are intended to conduct direct questions and answers between researchers and respondents or sources or informants to obtain information. Because without interviews, researchers will lose information that is only obtained by asking directly to respondents, sources or informants. This interview can be conducted by researchers using a guided list of questions or questions and answers carried out freely, the important thing is that researchers get the data needed.

#### 3. Documentation

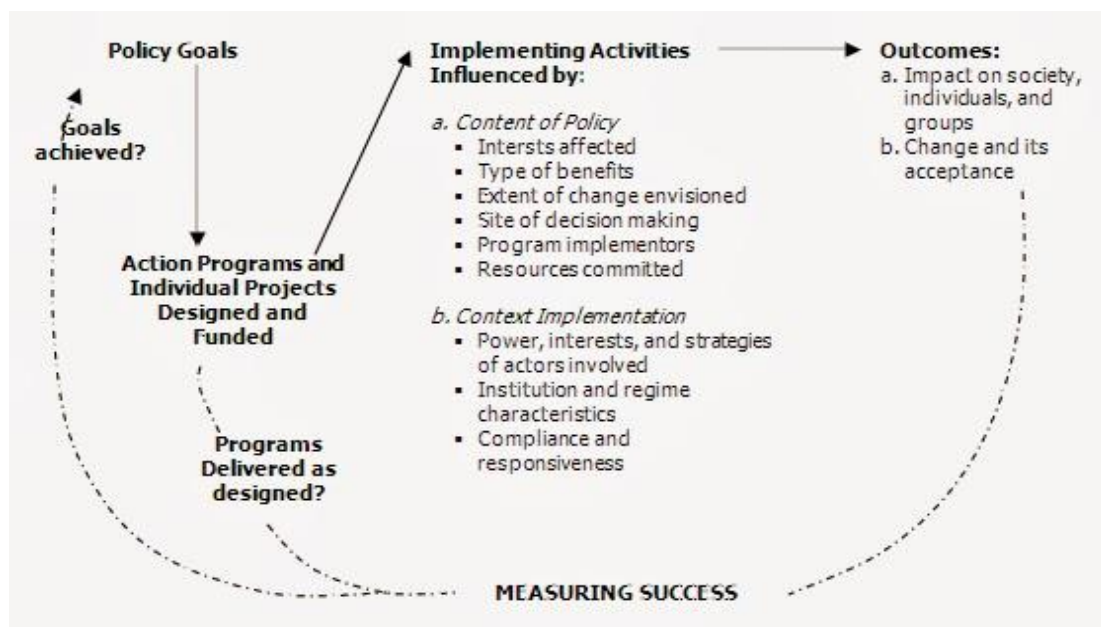
Data collection through documentation is needed as an instrument that guides to retrieve document data. Documents are written records of past activities or events.

### 4. RESULTS

#### 4.1. Analysis of Regional Regulation Number 1 2018 on the Implementation of Education against Article 5 paragraph 1 (Case Study of Child Homelessness in Barabai Territory)



The implementation of regional regulation number 1 of 2018 is measured using the theory of policy implementation with the Merilee S. Grindle model. Where it is stated that the success of policy implementation is determined by the policy content and implementation environment. The degree is determined by two variables, as in Figure 1.2 below:



On the basis of researchers' observations in the field, the implementation of regional regulation number 1 of 2018 concerning the implementation of education in article 5 paragraph 1 has not been carried out optimally. This is because the implementation is not exactly the desired goals and expectations. It can be seen that the goals and expectations of this regional regulation are a form of fulfilling the right to education for all residents of the Hulu Sungai Tengah district. With indications that there are still many homeless children hanging around in public places such as red light intersections, pedestrian bridges, shopping centers and others at an age that is still allowed to get education, it also makes it clear that the first mission of the education office in increasing the availability of broad and equitable access to education is not fully running smoothly.

## 1. Policy Content

### a. Hulu Sungai Tengah Local Government's Interest in Education Implementation

The Hulu Sungai Tengah Regency Government realizes that children are an investment in the future of a nation. They are the ones who will later fill the spaces of the process of nation and state. It is only natural when many people call that children are seeds or buds that must be cared for and cared for properly. They are the heirs of the future, the backbone, the hope of the nation and state is on their shoulders. However, that hope still hits a very big wall. It turns out that there are still many underprivileged children who have to stop going to school because they don't have the money. It is often found that children must be forced to beg in order to support their families, commit crimes and are neglected due to economic inequality, one of which is the object that the researchers are currently researching, namely child homelessness, which in essence also has problems in the economic

and other fields. In fact, homeless children at their age should be at home, learning well and enjoying tasks for their growth and development. This is where the role of the government must be increased in order to improve the education of homeless children.

b. Benefits of the Local Regulation on Education Implementation

Local regulations that discuss the implementation of education certainly have benefits both for local governments and for people who have obstacles in fulfilling their education. First, the benefits of local regulations for local governments are to be able to harmonize individual rights in the scope of education, in addition to being able to equalize the implementation of education, these local regulations can also help complete the mission of the central and regional governments in the field of education. Second, the benefits of local regulations in the implementation of education for the community are to help each individual to achieve happiness through education by humanizing young people as the rhythm of the word *driyarkara* and besides that local regulations in the implementation of education can also help in equipping educational facilities, both in the form of facilities and infrastructure.

c. Changes Desired by the HST Regional Government

The role of government is very influential on the successful implementation of educational autonomy in a region, this is regulated in law number 32 of 2004 concerning Regional Government and strengthened by law number 20 of 2003 concerning the National Education System. Local government in the process of implementing autonomy in order to improve the quality of education requires intervention from aspects of society that support the course of the education system in Indonesia. As a policy maker in a region, the government should be able to produce graduates or the next generation of the nation with high quality and competitiveness. In this case, if education in a region is not considered, there will be a decrease in the level of quality of human resources in a region. The existence of the authority of the central government and local government affairs that work together to improve the quality of education can have a good effect on improving the quality of public education and feedback on the running of a central and local government regulation. Therefore, the main purpose of the establishment of regional regulations on education implementation no. 1 of 2018 is to create a quality generation as clearly as the desired change in the vision of the Hulu Sungai Tengah Regency Education Office which reads "The implementation of quality education services in shaping smart and characterful human resources".

d. Target Accuracy of Local Regulations in the Implementation of Education

Based on regional regulation no 1 of 2018 concerning the implementation of education in Hulu Sungai Tengah district, the target of this regulation is contained in article 5 paragraphs 1-5 related to the obligations and rights of citizens, which reads (1) Every regional citizen aged seven to fifteen years is required to attend basic education, (2) Every regional citizen has the same right to obtain quality education, (3) Regional citizens who have physical, emotional, mental, intellectual, and/or social abnormalities have the right to obtain special education in accordance with the provisions of applicable laws and regulations, (4) Regional citizens who have the potential for special intelligence and talent have the right to obtain special

education in accordance with the provisions of laws and regulations, (5) Every citizen has the right to have the opportunity to improve lifelong education. Which is basically the target is those who have the right to education.

e. Local Regulation Authority Holders in the Implementation of Education

Law No. 23/2014 article 12 states that education is included in mandatory government affairs related to basic services. In more detail, according to the law, early childhood and non-formal education (PAUDNI) and basic education (SD and SMP) are the authority of the district/city government. Secondary education (SMA and SMK) and special education are under the authority of the provincial government. Regional regulation No 1 of 2018 on the implementation of education regulates that the implementation of education is the responsibility of the regional government, but in addition to this, Article 51 paragraph 1 explains that the principles of transparency and accountability are carried out by the Regional Government, the Education Council, the School Committee and the community who supervise the implementation of education at all levels. However, in essence, the authority to fulfill education is delegated by the local government to the Education Office whose main task is to carry out local government affairs in the field of education. As in the results of interviews with Mr. Rahman and Mr. Abdul Hadi, who are employees of the Education Office in the Head of the Primary School Development Division and the Head of the Junior High School Development Division, said that :

*"The duties of the education office are basically related to the basic management or management of education itself, which for the Hulu Sungai Tengah district is fully submitted to the Education Office".*

f. Resources Involved

Based on the resources involved, we classify them into several parts, including the following;

1) Adequate human resources (Authority Executor)

Human resources in the implementation of education implementation at the regional level are made by the education council in accordance with the Regent's decree as described in regional regulation no 1 of 2018 in the second part of the education council article 40, which for human resources in terms of implementing regional regulations is adequate because the implementation of education implementation has fully run as it should and for all organizational structures it has been filled by them according to their respective fields.

2) Adequate human resources (object of local regulations on education implementation)

Based on the primary data that researchers obtained in various interviews when conducting field research, researchers more or less found that some of the homeless children did not get their education, which did not happen naturally or intentionally by the government or local regulations that were not suitable, but rather, occurred because most of them homeless children chose to take the last resort in survival as the theory of conflicts used by Karl Max in covering homelessness. Therefore, if from the source of the object of organizing education for the local community, it is almost running smoothly and adequately, but in reality the data that researchers get cannot be said to be all adequate, because there are



some of them who have not received their right to education, even if as a result this happens because the main problem is not running because they are not from the executor of authority in organizing education.

## **2. Implementation Environment**

The strategic location of the environment also has a major influence on the success of an implementation (content of policy). In the discussion of the implementation context, each dimension includes:

### **a. Power, Interests and Strategies of Actors Involved**

Based on the implementation of regional autonomy, education is a mandatory affair related to basic services which is the authority of the Regional Government, therefore it is necessary to regulate to provide legal certainty in the implementation of education in order to achieve goals or common interests. Based on Law Number 20 of 2003 concerning the National Education system in Article 50 paragraph (5) and paragraph (7), paragraph (5) "District / city governments manage basic education and secondary education, as well as education units based on local excellence and paragraph (7) "Provisions regarding education management as referred to in paragraph (1), paragraph (2), paragraph (3), paragraph (4), paragraph (5) and paragraph (6) are further regulated by Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, clearly the authority of the Regent / Mayor has the right to form regional policies in the form of regional regulations in the field of education. The implementation of education is the activity of implementing the components of the education system in educational units or programs at the path, level and type of education so that the education process can take place in accordance with national education goals. The article also states that the implementation of education is determined by regional regulations as the legal basis for determining the implementation of education. Law Number 23 of 2014 concerning Regional Government also states that education affairs are one of the mandatory affairs under the authority of the Regional Government. For this reason, the Regional Government of Hulu Sungai Tengah Regency is committed to educating the lives of the people of Hulu Sungai Tengah to become human beings who are faithful and devoted to God Almighty, have noble character, are independent, superior and dignified. To realize these goals and strategies in the implementation of education, arrangements are needed to fulfill the basic rights and obligations of citizens in the field of education. Therefore, the local government makes local regulation number 1 of 2018 concerning the implementation of education as a legal basis for all elements related to education, and binds all parties, both the Hulu Sungai Tengah District Government and the community and other stakeholders.

### **b. Characteristics of Institutions and Rulers**

In a policy implementation, the characteristics of the institution or government are important, so in this section there are several characteristics that researchers found, including the following:

#### **1) Minimizing other interests**

Based on the data obtained by researchers, the local government has delegated authority to the Hulu Sungai Tengah education office for the implementation of regional regulation no. 1 of 2018 concerning education implementation, in several

other cases there is an assistance system between agencies to carry out an authority such as an equal distribution of the right to education for each individual carried out by the education office assisted by the social service and also the pamong praja police unit to obtain data on children and those who want to continue their education but are hindered by obstacles, one of which is child homelessness or the object of research. Therefore, each education council has made various kinds of efforts in order to carry out good equity with several types of assistance made such as PIP assistance, PKH and other assistance in the form of learning shelters or the provision of unformal education, but it does not rule out the possibility for those who want to enjoy various kinds of assistance to make undue efforts such as falsifying residence data as a condition for getting a sign of incapacity, therefore the government tightens the requirements for each recipient of assistance by proving that there is no real data falsification, and there are many more government efforts to achieve group interests or common goals not individual goals.

2) Commitment

The Education Office as an education organizer has a strong commitment to a common achievement, namely educating the nation's life in order to create quality human resources, therefore they are committed to fulfilling the education of each individual as stipulated in regional regulation no. 1 of 2018 concerning the implementation of education in the Hulu Sungai Tengah district on article 5 paragraphs 1-5 which talks about the rights of anyone in education.

c. Compliance and Responsiveness

The community response to a regulation is one of the things that is very important to measure how much success an implementation has, where the higher the community response, the higher the level of success.

1) Overview of the implementation area

The description of the Barabai area, which is one of the places where young / old people relax in the afternoon, namely the Dwi Warna Field, a soccer field surrounded by a road that makes the soccer field a clean sight because on the edge of the road large and shady trees such as mahogany and walnut trees that are old but strong and shady also surround the field, On the other hand, researchers during research in the Barabai area sometimes found unfriendly weather so there were days that did not escape the word zero when conducting field research, so far researchers have seen so many parents or guardians of each child have dreams that their children can become much better than them by fulfilling their education, However, we need to know that the economic situation or related to a person's life is different, there are those whose position is above or vice versa, seeing this, the local government is moved to make a regulation in an effort to help fulfill a person's livelihood which also does not conflict with what regulates above it, therefore the regional government of the Hulu River Tengah district made regional regulation no. 1 of 2018 concerning the implementation of education, which for implementation in each school, the individual is almost 96% implemented, the other 4% is in the process of development, namely one of the problems in the 4% in question is

focused on homeless children, or those who are also owners of the right to education.

2) Responsiveness

Hulu Sungai Tengah District Regent Regulation No. 29/2018 concerning the Position, Duties and Functions and Work Procedures of the Education Office stipulates that the Education Office of Hulu Sungai Tengah District has the task of assisting the Regent in carrying out government affairs in the field of education which are the authority of the Region and the assistance given to the region. The Education Office of Hulu Sungai Tengah Regency has the main task of carrying out part of government affairs in the field of education which includes Planning, Implementation, Service Management and Development, Maintenance of Educational Facilities and Infrastructure, Improving the Quality of Education and Controlling it in accordance with the policies of the Hulu Sungai Tengah Regency Government. One of the duties of the education office is the implementation of education as stipulated in regional regulation number 1 of 2018 concerning the implementation of education which in short means they will work on their mission with the Vision of the Hulu Sungai Tengah District Education Office which reads: "The implementation of quality education services in shaping smart and character human resources Based on the observations of researchers in the field from the implementation of regional regulation number 1 of 2018 concerning the implementation of education to article 5 paragraph 1 has not been implemented optimally. This is because the implementation is not right on the desired goals and expectations. It can be seen that the goals and expectations of this regional regulation are a form of fulfilling the right to education for all residents of the Hulu Sungai Tengah district. With indications that there are still many homeless children hanging around in public places such as red light intersections, pedestrian bridges, shopping centers and others at an age that is still allowed to get education, it also makes it clear that the first mission of the education office in increasing the availability of broad and equitable access to education is not fully running smoothly, to clarify the description of the relationship between theory and research results, the following is a brief data analysis attachment.

According to some of the data obtained by the researchers, we can summarize it in an analysis matrix to measure how successful the implementation of local regulations is, and how big the role of local regulations is in the implementation of education using the Marilee S Grindle model implementation theory, see figures as follows:

<h1>Policy Implementation</h1> <h2>MARILEE S GRINDLE THEORY</h2>			
Dimensions	Sub Dimensions	Parameters	Analysis Result
POLICY CONTENT			
	Interests that influence	HST Local Government's Interest in Education Implementation	Clearly, Regional Regulation Number 1 of 2018 on the Implementation of Education is an effort to equalize both the system and the right to education, which is also one of the government's authorities, in other words, it is also in its interest.
	Benefit Type	Benefits of the Local Regulation on Education Implementation	The benefits of local regulations on education implementation are first, for local governments to be able to harmonize individual rights in the scope of education. Second, the benefit to society is to help each individual to achieve their happiness as the rhythm of the word <i>driyarkara</i> .
	Degree of Change	Changes desired by HST Local Government	It is clear that the role of government is very influential on the success of education in a region with a regional regulation that regulates of course there are desired changes such as with the existence of these rules can help increase quality generations in each region.
	Location of Decision Making	Target accuracy of local regulations in education implementation	Based on regional regulation number 1 of 2018 concerning the implementation of education in HST district, the clear target is to fulfill the right to education for every individual as stated in regional regulation number 1 of 2018 concerning the implementation of education in article 5 paragraphs 1-5 which talks about empowerment.
	Executive Program	Holders of Local Regulation Authority in Education Implementation	The clarity of Regional Regulation Number 1 of 2018 on the implementation of education has regulated the authority over the implementation of the regional regulation given to the Education Office, which is also reinforced by the results of the interview with Mr. Abdul Hadi (Education Office employee), and the clarity of the organizational structure of education implementation in the Education Office is also another strong evidence.
	Resources provided	Resources involved	Clearly, adequate resources (implementing authority), namely the statement from the results of interviews with the head of the elementary and junior high school coaching division, which basically states that the implementation of education implementation has been fully pursued to the maximum and is running as it should. The human resources of the research object are not fully adequate because some of them are still found.



<h1>Policy Implementation</h1> <h2>MARILEE S GRINDLE THEORY</h2>			
Dimensions IMPLEMENTATION ENVIRONMENT	Sub Dimensions	Parameters	Analysis result
CONTEXT IMPLEMENTATION	Power, Interests and Strategies Actors involved	Power, Interests and Strategies Involved	The clear Authority of Power of local governments that can make local regulations in order to achieve common goals, then the clarity of their interests in making these regulations, namely by fully trying to implement the regulations made and using various strategies in order to create quality human resources.
	Characteristics of Institutions and Rulers	Characteristics of Ruling Institutions	1. It is clear that the common goal between the government and institutions is to create a quality generation with a local regulation that is made in order to equalize educational rights and limit the recipients of educational assistance so that the recipients are not mistargeted by making requirements.  2. A clear commitment in the form of educating the nation as the vision of the education office
	Responsiveness and Power Compliance	Adherence and Responsiveness	Community response, which is also important in measuring the success of implementation, can be seen in terms of the description of the implementation area, where researchers get a fairly fixed picture for the applied area of local regulations, but there is a lack of community responsiveness, which has not been fully conveyed, but this is not constrained on the part of the organizing agency but from the object of research itself (homeless children).



#### 4.2. Obstacles to the Implementation of Regional Regulation Number 1 2018 on the Implementation of Education against Article 5 paragraph 1 (Case Study of Homeless Children in the Barabai Territory)

Our country has guaranteed that every citizen has the right to education, and it is required by the state for every citizen to attend basic education and the government is obliged to pay for it, as the core of Article 31 of the 1945 Constitution, where these rights and obligations are in line with the steps to advance the general welfare and educate the nation's life, which is mentioned in the Preamble of the 4th paragraph. However, it is possible that in every path to education there will always be some obstacles or constraining factors in the implementation of education for homeless children, both from internal and external factors. External constraint factors, namely those that come from outside, where researchers get the results of interviews from two informants from the education office whose section is located in the development of elementary schools and junior high schools who basically say that; *"The education office is indeed authorized on the basis of fulfilling the implementation of education, but outside the context for the direction of child homelessness, we have not been able to go directly to the field, because there are no regulations governing field research for the education office and another reason is because we from the education office have actually made great efforts so that the implementation of the implementation runs smoothly, However, the homeless data that we obtain comes from the Civil Service Police Unit (Satpol PP) and the Social Service, which in the case we will also record them for those who want to go to school, we can arrange it, but now there is a halfway house which is also made as an effort that can be made in terms of fulfillment in creating quality human resources."*

That is the external factor that causes a slight obstacle for education providers to fulfill the educational rights of homeless children, as for internal factors which are also one of the obstacles to fulfilling the right to education, which in this section of internal factors researchers found four factors from homeless children, namely;

1. Unknown guardian

The researcher concluded that the guardian of the homeless child plays an important role in taking action on the child, so this is also one of the obstacles to the non-fulfillment of one's education, because in the case of adults, they know better how to take a stand when their children are not concerned with their development efforts, in other settings the guardian of the homeless child can be one of the pathways to save his education because the government will help efforts to fulfill primary and junior high school education through counseling conducted to exchange ideas. However, so far sometimes homeless children can be neglected intentionally or not cared for by their own parents or indeed have no family at all so they decide to live wandering here and there in order to survive by becoming street gepeng in public places.

2. Living like a nomad

Moving around or not having a fixed place to live is quite a difficult obstacle according to researchers for the government to obtain data on

child homelessness, but on the other hand, they are sometimes forced to move places in order to survive because the amount of income begins to decline, which requires them to move places.

3. Reason as the last resort for Survival

From the results of the interviews, not a few of the homeless children stated that they became homeless in public places as a last resort to survive, so that inevitably they gave up their education, some were the reason for helping parents, some were the reason for survival, some were due to personal desires and many more.

4. Mindset change in children

According to Verywell Mind, a mindset is a set of beliefs or thoughts that shape how we see the world and ourselves. It is this mindset that influences our thoughts, feelings and actions in everyday life. The mind can sometimes be confused by mere circumstances, because of this a person can make decisions that can harm himself, the researcher made a decision from the results of interviews with several homeless children regarding mindset which is also one of the internal obstacles that cause the fulfillment of the right to education for children to not be fulfilled, Yes, it is true that researchers asked every homeless child that researchers met about why they decided not to go to school for some of them, the reason is that there are some people whose mindset has changed so that the desire to go to school has disappeared or is very small because they think that continuing education is not important, besides that mindset changes can also occur because the income on the road is quite large and can even be greater than the salary, but researchers realize that the main factor is indeed in the parents.

## 5. CONCLUSION

Based on the observations of researchers in the field, the implementation of regional regulation number 1 of 2018 concerning the implementation of education towards article 5 paragraph 1 has not been implemented optimally, this is evidenced by indications that there are still many homeless children hanging around in public places such as red light intersections, pedestrian bridges, shopping centers and others at an age that is still allowed to get education. Factors constraining the implementation of regional regulation no. 1 of 2018 concerning the provision of education include not knowing the child's guardian, living like a wanderer, reasons that are the last choice and changes in the mindset of the child.

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