



The Implementation of Educational Policy and Its Impact on Teaching Effectiveness in Ponorogo

Dyana Maftuhatu Rosyidah

dyanamaftuhatu.2022@student.uny.ac.id

Yogyakarta State University

ABSTRACT

This study examines the impact of educational policy implementation on teaching effectiveness in Ponorogo. Quantitative methods with a survey approach were used to collect data from teachers, principals, and students. The results showed that educational policies, such as teacher training, infrastructure management, and the use of technology, had a significant effect on teaching effectiveness. Collaboration factors between teachers, parents, and schools also strengthened the success of implementing this policy. However, challenges such as limited facilities and the digital divide are still major obstacles in improving the quality of learning. This study suggests improving educational infrastructure and developing teacher competencies as priorities in future educational policies.

Keywords: Education Policy, Teaching Effectiveness, Education Infrastructure

INTRODUCTION

Improving the quality of education is essential to ensure that students receive quality education, which ultimately contributes to the social and economic development of a country. Some of the key factors that influence the quality of education include teacher competence and training, where the quality of education is highly dependent on their competence and experience. Training and professional development, as well as the use of innovative learning models and modern technology, are essential in improving student learning outcomes (S. Anwar & Khadafi, 2020). Good curriculum design, effective teaching methods, and implementation of quality standards such as TQM and ISO also play a crucial role (Susilowati et al., 2022, 2023). In addition, access to adequate educational resources and facilities, including advanced technological tools, supports a more engaging and effective teaching and learning process (Brotherhood & Qomariyah,





2022). A supportive learning environment, with parental and student involvement and integration between education, research and industry, can strengthen the relevance of education (Faridah & Karomah, 2022). Effective education policies are also needed to achieve equality and sustainable quality (Susanto, 2022). With a quality management system (QMS) in universities, the quality of education can be improved overall, which ultimately contributes to better social and economic development (H. Anwar & Hidayat, 2019).

Improving the quality of education in Ponorogo is essential to ensure that students receive adequate and relevant education. Several strategies have been identified to support this, including effective curriculum management such as in Islamic Junior High School 2 Ponorogo, where the Semester Credit System (SKS) and the 2013 curriculum are implemented, with planning and evaluation involving work teams and monitoring meetings (S. Anwar & Khadafi, 2020). However, even though national education standards (SNP) already exist, their implementation is not yet optimal, so there needs to be an evaluation of the factors that support and hinder the assurance of quality education (Susilowati et al., 2022, 2023). Cooperation between teachers and parents is also an important factor, such as at SMP Negeri 4 Ponorogo, where a positive school atmosphere and good communication with parents help improve the quality of education (Faridah & Karomah, 2022). Other strategies implemented in madrasas during the Covid-19 pandemic include curriculum adjustments and innovations in online learning services with parental support (Susanto, 2022). In addition, good management of facilities and infrastructure such as improving internet facilities and mobile devices at SD Muhammadiyah Ponorogo also supports the online learning process (Brotherhood & Qomariyah, 2022). Teacher creativity in teaching also plays an important role, as done by the PAI teacher at MTsN 1 Ponorogo who uses various methods and media to make learning more interesting (H. Anwar & Hidayat, 2019)

The implementation of education policies faces significant challenges, such as achievement and inclusion gaps, especially in diverse educational contexts (Mihail, 2023), as well as lack of infrastructure and resources, as experienced in Afghanistan.(Katawazai, 2021). In addition, the digital divide is a major obstacle in integrating technology in education, which affects the effectiveness of education policies (Mihail, 2023). Teacher evaluation and reward policies also play an important role in creating a positive teacher-student relationship climate, which in turn affects student learning outcomes (Barile et al., 2012). The relationship between education policy and teaching effectiveness is strongly influenced by the quality of interactions between teachers and students, which has a major impact on student learning outcomes, especially among low-income students (Bassi et al., 2016). An approach that positions teachers as learners and emphasizes evaluation and policy improvement at the school level can increase the effectiveness of teaching (Creemers & Kyriakides, 2010; Harvey & Kamvounias, 2008). The impact of policies on student learning outcomes includes increased student motivation and engagement (Mihail, 2023), reduced dropout rates (Barile et al., 2012), and improved skills, self-confidence, and cognitive and affective learning outcomes of students (Creemers & Kyriakides, 2010; He et al., 2023). Addressing these challenges and taking advantage of the opportunities that exist can create an inclusive and high-quality learning environment.

This study offers a quantitative approach to examine the impact of educational policy implementation on teaching effectiveness in Ponorogo, which provides an important contribution to the





development of more effective educational policies at the local level and as a reference for other regions. By using quantitative data, this study can identify and measure changes that occur due to educational policies, especially in improving the effectiveness of teaching and learning. This study also identifies the most effective educational interventions, such as changes in teacher pedagogy or instructional techniques, that can have a significant impact on student learning, in accordance with findings in other regions (Conn, 2017). The results of this study can be used to develop better education policies in Ponorogo, as well as provide references for other regions with similar characteristics, allowing them to adopt policies that have proven effective. Thus, this study not only provides a clear picture of the impact of education policies, but also provides practical recommendations for improving the quality of education at the local and national levels.

LITERATURE REVIEW

1. Theoretical Basis for Implementing Educational Policy

Implementation of educational policy is a complex and multidirectional process, aimed at implementing policies in an educational system involving various levels (Viennet & Pont, 2017). The success of this implementation is influenced by several key factors, such as smart policy design, inclusive stakeholder engagement, and contextual support, including adequate finance and infrastructure (Emad & Roth, 2009; Muthanna & Sang, 2023; Viennet & Pont, 2017). Challenges such as lack of local participation and symbolic implementation can be overcome by increasing participation of various parties, building a strong institutional framework, and developing a coherent implementation strategy (Muthanna & Sang, 2023; Viennet & Pont, 2017; Zhang, 2023). Approaches such as cognitive frameworks and boundary object models emphasize the importance of understanding policy implementers and policy adaptation to avoid conflicts between the goals of policy makers and implementers (Emad & Roth, 2009; Spillane et al., 2002). By implementing the right strategy, the process of implementing education policies can be more effective and achieve the desired goals.

2. Factors Affecting Teaching Effectiveness

Teaching effectiveness is influenced by a variety of factors, including teacher psychological characteristics, teaching methods, course characteristics, and environmental factors. Teacher self-efficacy and personality have a significant impact on teaching performance, with high self-efficacy correlating with better teaching (Klassen & Tze, 2014; Ross et al., 1996). Effective teaching methods and relevant materials also play an important role in improving student learning outcomes (Sahudin et al., 2021), as well as the organization and instructional abilities of teachers influence students' perceptions of learning (Gursoy & Umbreit, 2005). In addition, the characteristics of a well-designed course can increase student engagement and understanding (Sahudin et al., 2021). However, environmental factors such as lack of financial support, distance





of the practice school, and environmental pressure can also hinder the effectiveness of teaching (Aljafar et al., 2020). Culture and educational context, such as interactions between teachers and students and the management of power distance in Asian settings, also influence this effectiveness (Sofyan et al., 2021). Good teaching quality is closely related to student academic achievement, indicating that effective teachers can improve student achievement (Ding & Sherman, 2006; Holzberger et al., 2019).

3. Global and Local Perspectives on Educational Policy and Teaching Effectiveness

Globalization and local influences significantly shape educational policy and teaching effectiveness, with national policies often translating global trends into local contexts, creating debates about the role of education in democracy and the responsibilities of the state (Kelly, 2009). The representation of the teaching profession in globalization studies reflects multiscale changes in teaching work, although there is still room for more theoretical crossover in understanding this complexity (Verger, 2021). Learning for sustainable development in a global-local context emphasizes transdisciplinary and collaborative approaches, as demonstrated in Sweden, where critical skills are needed to achieve global sustainability (Nordén, 2016). At the local level, education policy research suggests that local, regional, and national variations are more important than a purely national policy focus, as they reflect often overlooked local complexities. International perspectives in educational effectiveness research (EER) increasingly take into account the influence of large-scale international educational assessments (ILSAs) and comparative studies (Lindorff et al., 2020). Internationalization of higher education helps broaden the perspectives of prospective teachers and school administrators in understanding the interconnections between global and local phenomena (Stevick & Brown, 2016). Global and local education policies involve processes of translation and recontextualization within national social, political and economic contexts (Ball, 1998). In higher education, collaboration has been identified as key to improving teaching and learning, in contrast to metrics models such as the Teaching Excellence Framework (TEF) which are seen as stifling creativity (O'Leary & Wood, 2018). Global-local policy transfer, as studied in Germany, shows how these dynamics influence educational reform (Hartong & Nikolai, 2017). Finally, innovative and flexible methodologies, such as those applied in Teach for Bangladesh, are essential in understanding education policy in a global-local context (Adhikary & Lingard, 2019). A transdisciplinary and collaborative approach that considers global and local perspectives provides more relevant insights into the development of effective education policies.

METHOD

The quantitative research method in this study will use a survey approach involving teachers, principals, and students in Ponorogo as the main respondents. Data will be collected through a structured





questionnaire designed to measure the impact of educational policy implementation on teaching effectiveness. The independent variables in this study include the implementation of educational policies (with indicators such as teacher training, use of technology, curriculum, and management of facilities and infrastructure), while the dependent variable is teaching effectiveness as measured by student achievement, motivation, and their involvement in the learning process. The questionnaire will use a 5-point Likert scale to measure respondents' perceptions of these variables.

The data obtained will be analyzed using descriptive and inferential statistical methods, such as linear regression and correlation analysis, to identify the relationship between educational policies and teaching effectiveness. Furthermore, instrument validity and reliability tests will be conducted to ensure measurement accuracy. The analyzed data will be used to draw conclusions regarding the effectiveness of educational policies in Ponorogo as well as future policy recommendations.

RESULT AND DISCUSSION

The results of this study provide an overview of the impact of educational policy implementation on teaching effectiveness in Ponorogo. Based on a survey involving teachers, principals, and students in Ponorogo, several important findings were obtained related to the relationship between educational policy and teaching effectiveness.

1. Respondent Description

Respondents in this study consisted of 100 teachers, 10 principals, and 200 students from several schools in Ponorogo. They participated in filling out questionnaires related to the implementation of educational policies and the effectiveness of teaching in their respective schools.

2. Analysis of Education Policy Implementation

The results of the questionnaire showed that teacher training and the use of technology were the most influential factors in the implementation of education policies. The majority of respondents felt that effective training programs had a positive impact on their teaching skills. However, access to technology remains a challenge, especially in areas with limited digital infrastructure.

Table 1: Average Implementation of Education Policy

Education Policy	Mean	Standard Deviation
Teacher Training	4.2	0.56
Use of Technology	3.8	0.78
Curriculum	4.0	0.60





Education Policy	Mean	Standard Deviation
Infrastructure Management	3.9	0.72

3. Teaching Effectiveness

Teaching effectiveness is measured based on student achievement, learning motivation, and student engagement in the learning process. The results of the analysis show that schools that have adopted technology use policies and ongoing teacher training show improvements in student achievement and learning motivation. Students who engage in technology-based learning tend to be more motivated and show better academic results compared to others.

Table 2: Teaching Effectiveness Based on Educational Policy Factors

Factor	Student Achievement	Motivation to learn	Student Engagement
Teacher Training	4.5	4.4	4.3
Use of Technology	4.3	4.2	4.1
Curriculum	4.1	4.0	4.0
Infrastructure Management	4.0	4.0	3.9

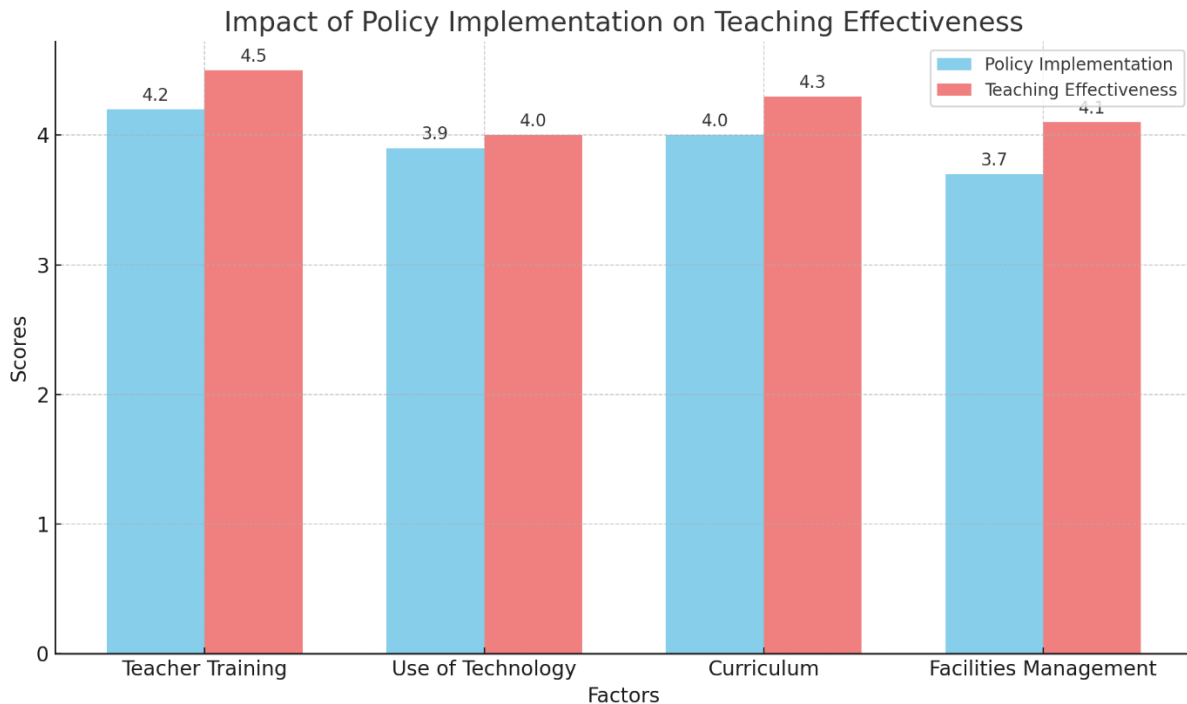
4. The Relationship between Policy Implementation and Teaching Effectiveness

From the results of the linear regression test, it was found that there is a significant relationship between the implementation of educational policies and teaching effectiveness. Teacher training has the greatest influence, followed by the use of technology, with a p-value below 0.05 indicating statistical significance.





Diagram 1 Relationship between Implementation of Educational Policy and Teaching Effectiveness



The diagram above shows the relationship between educational policy factors (teacher training, use of technology, curriculum, and management of facilities and infrastructure) with teaching effectiveness as measured by student achievement and learning motivation. The diagram illustrates that the higher the implementation of educational policies, especially in terms of teacher training and use of technology, the higher the teaching effectiveness.

Discussion

The results of this study generally support the findings of previous literature reviews. The first finding from the results of the study shows a significant relationship between the implementation of educational policies and teaching effectiveness, especially in terms of infrastructure management and the use of technology. This is in line with the research of Ikhwan & Qomariyah (2022), which highlights the importance of the availability of technological facilities such as the internet and mobile devices in supporting online learning. In the context of Ponorogo, schools that have succeeded in improving the quality of educational facilities and infrastructure have shown better learning outcomes, especially during the Covid-19 pandemic.





In addition, the survey results also show the important role of collaboration between teachers, parents, and the school environment in improving teaching effectiveness. This finding is consistent with the results of research by Faridah & Karomah (2022), which states that a conducive school atmosphere and good communication between teachers and parents can improve the quality of education. At SMP Negeri 4 Ponorogo, for example, parental involvement in the educational process has shown a positive impact on student motivation and their academic outcomes.

On the other hand, this study found that educational policies that focus on developing teacher competencies also play a significant role in increasing teaching effectiveness. This is in line with the findings of Anwar & Hidayat (2019), which stated that teacher training and professional development can improve the quality of their interactions with students. Teachers who participate in training more often use innovative learning methods that encourage active student participation, thereby increasing student engagement and academic achievement.

One of the interesting findings of this study is that curriculum design and continuous evaluation play an important role in improving teaching effectiveness, especially at Islamic Junior High School 2 Ponorogo. This is in line with the findings of Susilowati et al. (2023) which stated that the implementation of an effective curriculum, such as SKS and the 2013 curriculum, which is equipped with monitoring and evaluation meetings, can help create a structured learning environment and support students' academic achievement. Continuous evaluation involving the work team also helps identify obstacles in policy implementation and corrects existing deficiencies.

However, this study also revealed several challenges in implementing education policies in Ponorogo. Several schools still face limitations in terms of infrastructure and technological support, which hinders the effectiveness of teaching, especially in the context of online learning during the pandemic. This challenge reflects Mihail's (2023) findings on the digital divide that affects the effectiveness of education policies in many countries, including Indonesia.

The results of this study also emphasize the importance of inclusive and sustainable education policies. Policies that accommodate the needs of all stakeholders, including teachers, students, and parents, tend to be more successful in improving teaching effectiveness. This is supported by Susanto's study (2022), which shows that effective education policies must consider the diversity of local contexts and individual needs in the field.

Overall, this study confirms the relevance of various previous literature reviews, especially in terms of the importance of policies that support teacher competency development, adequate infrastructure, and parental involvement in the education process. However, further efforts are still needed to overcome challenges such as the digital divide and limited facilities in several schools in Ponorogo. Thus, the results of this study provide a more complete picture of how the implementation of education policies can affect the effectiveness of teaching, as well as provide recommendations that can be used to improve education policies in the future.





CONCLUSION

This study shows that the implementation of education policies in Ponorogo has a significant impact on teaching effectiveness. Factors such as management of facilities and infrastructure, use of technology, and teacher training have been shown to contribute positively to improving the quality of learning. Collaboration between teachers, parents, and the school environment has also been shown to play an important role in supporting the successful implementation of education policies. However, there are still several challenges, especially related to limited facilities and the digital divide that affect the effectiveness of learning, especially during the Covid-19 pandemic. Therefore, future education policies need to focus more on improving technology infrastructure and developing teacher competencies in a sustainable manner. This study also emphasizes the importance of continuous evaluation in the implementation of education policies to identify and improve existing obstacles. Thus, this study provides insights that can be used as a basis for improving education policies in Ponorogo, as well as a reference for other regions with similar characteristics. A collaborative approach and strong technology support are expected to improve teaching effectiveness, as well as help create a more inclusive and quality education system.

Recommendation

Based on the results of the research on education policy implementation and its impact on teaching effectiveness in Ponorogo, the following are three recommendations that can be implemented to improve education quality:

1. Strengthening teachers' training and continuous development

Teachers play an important role in teaching effectiveness. Therefore, there is a need for continuous training and professional development programmes that focus on improving pedagogical competencies and the use of technology in learning. More intensive and practice-based training will help teachers implement policies more effectively, thus having a positive impact on student learning outcomes.

2. Optimisation of Educational Facilities and Infrastructure

Adequate educational facilities, especially in terms of technology, are needed to support modern learning processes. The government and schools in Ponorogo need to improve access to technology, such as the internet, computer devices and multimedia facilities in each school. With better facilities, teachers can adopt learning methods that are more interactive and relevant to students' current needs.

3. Periodic Evaluation and Monitoring of Education Policies

Implemented education policies need to be evaluated and monitored regularly to ensure their effectiveness. By conducting regular evaluations, relevant parties can identify areas that need improvement and adjust policies based on the latest data and findings, so that the impact of policies on teaching and student learning outcomes can be optimised.





REFERENCE

- Adhikary, R. W., & Lingard, B. (2019). Global–local imbrications in education policy: Methodological reflections on researching the sociology of Teach for Bangladesh. *London Review of Education*. <https://doi.org/10.18546/lre.17.3.02>
- Aljafar, S. A., Saeed, A., & Fatima, T. (2020). Factors Affecting the Effectiveness of Teaching Practices. *European Online Journal of Natural and Social Sciences*, 9, 520–528. <https://consensus.app/papers/factors-affecting-effectiveness-teaching-practices-aljafar/3a757a64f6465319950fa19f1ff6acfa/>
- Anwar, H., & Hidayat, M. A. (2019). PAI Teacher’s Creativity In Improving The Theaching Quality of PAI Material In MTsN 1 Ponorogo. *Educan: Jurnal Pendidikan Islam*. <https://doi.org/10.21111/educan.v3i2.3578>
- Anwar, S., & Khadafi, M. (2020). *Management Curriculum 2013 in the Framework of Improving the Quality of Education in Islamic Junior High School 2 Ponorogo*. 4, 223–245. <https://doi.org/10.21111/educan.v4i2.5256>
- Ball, S. (1998). Big Policies/Small World: An introduction to international perspectives in education policy. *Comparative Education*, 34, 119–130. <https://doi.org/10.1080/03050069828225>
- Barile, J., Donohue, D., Anthony, E., Baker, A., Weaver, S., & Henrich, C. (2012). Teacher–Student Relationship Climate and School Outcomes: Implications for Educational Policy Initiatives. *Journal of Youth and Adolescence*, 41, 256–267. <https://doi.org/10.1007/s10964-011-9652-8>
- Bassi, M., Meghir, C., & Reynoso, A. (2016). Education Quality and Teaching Practices. *ERN: Latin America & the Caribbean (Development) (Topic)*. <https://doi.org/10.2139/ssrn.3403030>
- Conn, K. (2017). Identifying Effective Education Interventions in Sub-Saharan Africa: A Meta-Analysis of Impact Evaluations. *Review of Educational Research*, 87, 863–898. <https://doi.org/10.3102/0034654317712025>
- Creemers, B., & Kyriakides, L. (2010). School Factors Explaining Achievement on Cognitive and Affective Outcomes: Establishing a Dynamic Model of Educational Effectiveness. *Scandinavian Journal of Educational Research*, 54, 263–294. <https://doi.org/10.1080/00313831003764529>
- Ding, C., & Sherman, H. (2006). Teaching Effectiveness and Student Achievement: Examining the Relationship. *Educational Research Quarterly*, 29, 40–51. <https://consensus.app/papers/teaching-effectiveness-student-achievement-examining-ding/32b5ff3a6f415534933ad99bb9c62b5e/>
- Emad, G., & Roth, W. (2009). Policy as Boundary Object: A New Way to Look at Educational Policy Design and Implementation. *Vocations and Learning*, 2, 19–35. <https://doi.org/10.1007/S12186-008-9015-0>
- Faridah, E. Z., & Karomah, L. (2022). UPAYA KERJA SAMA GURU DENGAN WALI SISWA DALAM MENINGKATKAN MUTU PENDIDIKAN DI SMP NEGERI 4 PONOROGO. *INCARE, International Journal of Educational Resources*. <https://doi.org/10.59689/incare.v3i4.477>
- Gursoy, D., & Umbreit, W. (2005). Exploring Students’ Evaluations of Teaching Effectiveness: What Factors are Important? *Journal of Hospitality & Tourism Research*, 29, 109–191. <https://doi.org/10.1177/1096348004268197>





- Hartong, S., & Nikolai, R. (2017). Observing the “Local Globalness” of Policy Transfer in Education. *Comparative Education Review*, 61, 519–537. <https://doi.org/10.1086/692503>
- Harvey, A., & Kamvounias, P. (2008). Bridging the implementation gap: a teacher-as-learner approach to teaching and learning policy. *Higher Education Research & Development*, 27, 31–41. <https://doi.org/10.1080/07294360701658716>
- He, J., Yu, H., Jiang, M., & Bialas, M. (2023). A research synthesis on successful educational practices and student outcomes for physical education in schools. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1280871>
- Holzberger, D., Praetorius, A.-K., Seidel, T., & Kunter, M. (2019). Identifying effective teachers: The relation between teaching profiles and students’ development in achievement and enjoyment. *European Journal of Psychology of Education*, 1–23. <https://doi.org/10.1007/S10212-018-00410-8>
- Ikhwan, A., & Qomariyah, S. N. (2022). Manajemen Sarana dan Prasarana di Era Disrupsi Sebagai Pendukung Proses Pembelajaran Pasca Pandemi Covid-19. *JIE (Journal of Islamic Education)*. <https://doi.org/10.52615/jie.v7i1.253>
- Katawazai, R. (2021). Implementing outcome-based education and student-centered learning in Afghan public universities: the current practices and challenges. *Heliyon*, 7. <https://doi.org/10.1016/j.heliyon.2021.e07076>
- Kelly, A. (2009). Globalisation and education: a review of conflicting perspectives and their effect on policy and professional practice in the UK. *Globalisation, Societies and Education*, 7, 51–68. <https://doi.org/10.1080/14767720802677333>
- Klassen, R., & Tze, V. (2014). Teachers’ self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59–76. <https://doi.org/10.1016/J.EDUREV.2014.06.001>
- Lindorff, A., Sammons, P., & Hall, J. (2020). *International Perspectives in Educational Effectiveness Research: A Historical Overview*. https://doi.org/10.1007/978-3-030-44810-3_2
- Mihail, P. (2023). Comparative Analysis of European Education Systems: Exploring Differences in Educational Structures, Policies, Practices, and Their Impacts on Student Outcomes. *Research and Advances in Education*. <https://doi.org/10.56397/rae.2023.08.03>
- Muthanna, A., & Sang, G. (2023). A Conceptual Model of the Factors Affecting Education Policy Implementation. *Education Sciences*. <https://doi.org/10.3390/educsci13030260>
- Nordén, B. (2016). Learning and teaching sustainable development in global–local contexts. *Environmental Education Research*, 24, 772–773. <https://doi.org/10.1080/13504622.2016.1217399>
- O’Leary, M., & Wood, P. (2018). Reimagining teaching excellence: why collaboration, rather than competition, holds the key to improving teaching and learning in higher education. *Educational Review*, 71, 122–139. <https://doi.org/10.1080/00131911.2019.1524203>
- Ross, J., Cousins, J., & Gadalla, T. (1996). Within-teacher predictors of teacher efficacy. *Teaching and Teacher Education*, 12, 385–400. [https://doi.org/10.1016/0742-051X\(95\)00046-M](https://doi.org/10.1016/0742-051X(95)00046-M)
- Sahudin, S., M.Y, I., N.C., M., & S., N. A. (2021). Investigation on the Factors Affecting Teaching Effectiveness of Undergraduate Engineering Programmes. *Asean Journal of Engineering Education*. <https://doi.org/10.11113/ajee2019.3n1.25>
- Sofyan, M., Barnes, M., & Finefter-Rosenbluh, I. (2021). Teacher effectiveness in Asian higher education





- contexts: a systematic review. *Teaching in Higher Education*, 28, 2135–2159. <https://doi.org/10.1080/13562517.2021.1952567>
- Spillane, J., Reiser, B., & Reimer, T. (2002). Policy Implementation and Cognition: Reframing and Refocusing Implementation Research. *Review of Educational Research*, 72, 387–431. <https://doi.org/10.3102/00346543072003387>
- Stevick, E., & Brown, K. (2016). Internationalising colleges of education through the dialectic of the global and the local? A perspective and possible pathways from the American South. *Intercultural Education*, 27, 493–504. <https://doi.org/10.1080/14675986.2016.1259091>
- Susanto, S. (2022). Madrasah-Based Management: Quality Improvement Strategies in Madrasah. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*. <https://doi.org/10.33650/al-tanzim.v6i4.3688>
- Susilowati, T. B., Handoko, R., & Koesbandrijo, B. (2022). Evaluation of Quality Assurance of Elementary School Education in Ponorogo District. *Journal of Public Policy and Administration*. <https://doi.org/10.11648/j.jpaa.20220604.13>
- Susilowati, T. B., Handoko, V., & Kusbandrijo, B. (2023). EVALUATION OF QUALITY ASSURANCE OF PRIMARY SCHOOL EDUCATION IN PONOROGO REGENCY. *Dia*. <https://doi.org/10.30996/dia.v21i01.7593>
- Verger, A. (2021). Teachers and the Teaching Profession in Global Education Policy Theory: A Commentary. *Comparative Education Review*, 65, 790–806. <https://doi.org/10.1086/716451>
- Viennet, R., & Pont, B. (2017). *Education policy implementation : A literature review and proposed framework*. <https://doi.org/10.1787/fc467a64-en>
- Zhang, Y. (2023). Prospective Study of the Educational Policy Process. *Adult and Higher Education*. <https://doi.org/10.23977/aduhe.2023.051010>

