

IMPLEMENTATION OF FAMILY LEARNING CENTER PROGRAM SERVICES IN PENJARINGAN SARI VILLAGE RW.04, SURABAYA CITY

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Abstract

The family plays an important role in the formation of children's character and the social resilience of the community. To support this function, the Surabaya City Government organizes the Family Learning Center Program (PUSPAGA) at the community level as a form of educational, consultative, and preventive services. This study aims to examine the implementation of PUSPAGA services in RW.04, Penjaringan Sari Village, Surabaya City, using a descriptive qualitative approach. Data collection techniques were carried out through interviews, direct observations in the field, and important and relevant documentation. The results of the study showed that the implementation of the program faced various challenges, such as uneven communication, the absence of written technical instructions, and learning methods that tended to be one-way. However, active community participation and the commitment of the implementers were the main strengths in maintaining the sustainability of activities. Meanwhile, the bureaucratic structure that was not yet equipped with Standard Operating Procedures (SOP) caused inconsistencies in implementation. These findings indicate the importance of an in-depth understanding of the dynamics of the implementation of community-based family service programs.

Keywords: Community Participation, Implementation, PUSPAGA

A. INTRODUCTION

The family as the smallest unit in society has a strategic role in character formation, education, and child protection (Muarifuddin et al., 2021). The family environment is the first place where moral, social, and cultural values are instilled, so that the quality of a family greatly determines the quality of the nation's next generation (Hulukati, 2015). Therefore, strengthening family functions is a priority in national development, especially in creating a healthy, intelligent, and competitive generation. As a form of support for strengthening family functions, the Indonesian Government through the Ministry of Women's Empowerment and Child Protection (KemenPPPA) has developed the Family Learning Center Program (PUSPAGA) (Khakimah, 2023).

This program aims to increase family resilience and create harmonious, prosperous, and empowered families. PUSPAGA is designed to provide free educational, consultative, and preventive services to the community, especially families who need support in healthy parenting, child protection, and family conflict (Sibarani, 2024).

The implementation of the PUSPAGA program is in line with the commitment of the Surabaya City Government to provide comprehensive protection for children, as regulated in Surabaya City Regional Regulation Number 3 of 2023 (Musliadi, 2023). This regulation emphasizes that the implementation of child protection is a shared responsibility between the government, society, and family (Wahyuni, 2023). Thus, this regulatory change strengthens the legal basis and policy direction of the Surabaya City Government in ensuring that every child has the right to proper care, education, health, and protection from all forms of violence and discrimination.

As an implementation of this regulation, the Surabaya City Government actively organizes routine activities that support increasing family capacity, one of which is through Zoom Meeting which is held every Tuesday. This activity is a distance learning medium that allows the community, especially parents and PUSPAGA cadres, to obtain information, education, and training directly from professional speakers. The material presented in this activity is very diverse, ranging from child rights-based care to handling psychosocial problems.

Through this routine Zoom Meeting activity, the Surabaya City Government strives to create a flexible, adaptive, and accessible family learning space for people from various backgrounds. This activity is not only a one-way information medium, but also an interactive forum that opens up a dialogue space between the community and experts. The diversity of themes raised, as well as the presence of competent speakers, make this program an educational forum that encourages the creation of more resilient families and is ready to face the dynamics of today's parenting.

However, the implementation of online learning also faces various challenges, such as unequal access to digital devices and internet connections, and limited digital skills among participants. The home environment that is not always conducive is also a challenge in itself. Therefore, although the online method is considered a practical alternative, its success is highly dependent on the readiness of the participants, the design of relevant materials, and the delivery approach that can create an inclusive learning atmosphere.

Thus, this study aims to examine in more depth the "Implementation of Family Learning Center Program Services in Penjaringan Sari RW.04, Surabaya City." This study is expected to provide a comprehensive picture of the implementation of family-based service programs, as well as become a reference for the development of similar programs in other areas. This research is important to understand the strategies implemented and the challenges that may arise in the implementation process, so that it can provide a positive contribution to strengthening family functions in society.

B. LITERATURE REVIEW

Implementation is the real steps taken after a policy or plan is established, with the aim that the policy achieves the desired results (Kartika & Afirudin, 2022). The implementation

process does not only involve routine activities, but also structured, planned actions that are carried out with full sincerity, referring to established guidelines or rules. Implementation means applying ideas, concepts, or policies into practical actions that have a direct impact, such as changes in community knowledge, skills, and attitudes (Kusumawati, 2020). To understand how the Family Learning Center (PUSPAGA) service in Penjaringan Sari RW.04 can be implemented effectively, the author refers to the theory put forward by George C. Edward III. According to Edward (1980), there are several factors that influence the success of an implementation, namely:

1. **Communication:** Communication is a tool used in the process of conveying information. Good communication is essential for making decisions in implementation. Without effective communication, the information needed for policy implementation will not be conveyed properly, which can result in misunderstandings and ineffectiveness in implementation.
2. **Resources:** Resources include everything that can be used to support the success of an implementation, including the high quality of the human resources involved. Adequate and quality resources are essential to ensure that policy implementation can be carried out properly and achieve the expected goals.
3. **Disposition:** Disposition shows the attitude of the implementer towards the policy being implemented. If the implementer has a positive attitude, they will be better able to carry out the implementation successfully. This disposition usually supports the Standard Operating Procedure (SOP) that has been previously established by the organization, thus creating a conducive environment for policy implementation.
4. **Bureaucratic Structure:** The bureaucratic structure consists of two important aspects, namely the work mechanism and the organizational structure of the implementer. The working mechanism is related to the procedures and steps that must be carried out in carrying out tasks, while the implementing organizational structure describes the composition and role of each party involved in implementing the policy. A well-organized bureaucratic structure ensures that each party has clear duties and responsibilities and works in a coordinated manner. Thus, policy implementation will run more effectively, avoid overlapping roles, and help resolve various challenges that arise during the implementation process..

By understanding the factors that influence this implementation, it is hoped that this study can provide a clearer picture of the implementation of PUSPAGA services in Penjaringan Sari RW.04, as well as the strategies implemented to overcome the challenges faced in the implementation process.

C. RESEARCH METHODOLOGY

This study uses a descriptive qualitative approach that aims to understand the phenomena experienced by the research subjects, including behavior, perception, motivation, and actions as a whole. This method emphasizes descriptions in the form of words and language in a natural context, and utilizes various natural methods (Moeleong, 2006). One of the main characteristics of qualitative research is the collection of data in the form of words, images,

and not numbers (Fransisca, 2024). Therefore, this research report includes relevant data citations to support the presentation of research results.

The research process was carried out in stages within a predetermined period of time. Data collection was carried out through interviews and direct observations in the field, where researchers interacted directly with informants. The main focus of this study is to analyze the implementation of the Family Learning Center Program services in Penjaringan Sari RW.04, Surabaya City.

The data obtained from interviews and observations are presented in the form of narrative descriptions, so that they are easier to understand according to the results of observations in the field. In addition, researchers also include photo documentation to clarify and strengthen the research findings. With this approach, it is hoped that the research can provide a comprehensive picture of the implementation of PUSPAGA services and the challenges faced in their implementation.

D. RESULTS AND DISCUSSIONS

Community empowerment is a development process that encourages citizen initiatives to improve living conditions, as explained in the study (Sukmana, 2022). One example of its application is the PUSPAGA program, which aims to improve family resilience and welfare through free educational, consultative, and preventive services. This program is in line with Surabaya City Regional Regulation Number 3 of 2023, which emphasizes that child protection is a shared responsibility of the government, community, and family.

In its implementation, PUSPAGA holds Zoom Meetings every Tuesday to facilitate residents' access to learning materials. However, this activity faces several obstacles such as not all participants have access to digital devices and adequate internet connections, limited digital literacy because not everyone has the skills to use applications such as Zoom, the lack of direct interaction also has an impact on the learning atmosphere which tends to be passive; some participants feel reluctant to ask questions or discuss, so that communication is one-way and not as effective as face-to-face learning.

Various obstacles found in the implementation of PUSPAGA program services in Penjaringan Sari RW 04, Surabaya, can also be further analyzed using the policy implementation theory from (Edwards, 1980). According to Edwards, the success of a policy is influenced by four main factors: communication, resources, disposition (attitude and commitment of implementers), and bureaucratic structure. These four factors have a mutually supportive role in determining how policies are implemented in the field and the extent to which the policy can achieve its goals.

Communication

In general, communication is defined as the activity of exchanging opinions or forms of interaction between humans, both individually and in groups (Asriadi, 2020). Communication between humans is the process of creating and exchanging meaning between two or more people. Thus, communication is closely related to the meaning created and understood by the parties involved in the process (Safitri & Mujahid, 2024). In addition, Zamzami & Sahana, (2021) argue that communication is a process of interaction between fellow creatures of God that can take place through the use of symbols, signals, behavior, or actions. In this process,

at least two or more parties are involved who exchange messages using various communication methods, either verbally, in writing, or with nonverbal signals.

According to Lasswell, communication will be effective if it goes through five main stages. These stages include: Who, namely the party delivering the message or communicator; Say What, namely the content or material of the message delivered; In Which Channel, namely the media or channel used to convey the message; To Whom, namely who is the recipient of the message or communicant; and With What Effect, namely the impact or change that occurs to the recipient after receiving the communication message (Werner J. Severin, James W. Tankard, 2009).

According to Efendy (2008) in (Vardhani & Tyas, 2019) communication is a process of delivering messages from the communicator to the communicant through media that can cause certain effects. These effects can vary depending on the understanding received. Dwijowijoto (2004) in (Vardhani & Tyas, 2019) argues that the purpose of communication is to create a shared understanding or change views, and can even change behavior. If the goals and effects are in accordance, then communication can be said to be successful.

Communication plays an important role in ensuring that public policies can be implemented effectively. In the context of implementing the PUSPAGA program in RW.04 Penjaringan Sari, it was found that communication between the Women's Empowerment, Child Protection, and Population Service (DP3AKP) and the community had not been running optimally, especially in terms of information transmission. The interview results showed that DP3AKP only conveyed information to regional coordinators or RT/RW administrators, without conducting direct socialization to the wider community. This has an impact on low community participation in the program, as well as the ignorance of most people about the existence and benefits of PUSPAGA.

Ideal information transmission should be able to reach all levels of society, not limited to certain parties (Frederick & Maharani, 2021). The lack of direct involvement from DP3AKP in conveying information openly has caused the program socialization process to be uneven. Dependence on regional coordinators as information intermediaries also poses its own challenges, given the limited resources and time they have. This condition reinforces the urgency of the need for diversification of communication media, such as the use of social media, posters, and face-to-face forums, to reach more residents and increase their awareness and involvement in the program.

In addition to transmission, the dimension of clarity of communication is also a crucial aspect in supporting the implementation of online learning programs through Zoom meetings. The interview results indicated that there were no technical instructions or training provided by DP3AKP. The implementers, such as RW administrators and PKK cadres, only received general notifications without clear technical instructions, so they had to adjust the implementation of activities in the field themselves. The lack of clarity in these instructions has the potential to cause confusion and irregularity in the implementation of activities, which ultimately hampers the effectiveness of the program.

Clarity in communication is not only about the content of the message, but also how the message is packaged and delivered so that it is easily understood by implementers in the field. Without structured and comprehensive guidance, cadres and administrators must rely

on their own interpretations which can vary, so that inconsistencies in program implementation are prone to occur. Therefore, it is necessary to prepare systematic technical guidelines and comprehensive training so that each implementer has a uniform understanding and can carry out their duties more confidently and effectively.

Although the transmission and clarity of communication still face obstacles, the consistency dimension shows more positive results. Based on information from the Head of PUSPAGA and PKK cadres, it is known that the implementation of Zoom meetings is carried out routinely every Tuesday with a rotating schedule. Information regarding this schedule is conveyed directly by the RT or PKK head to his residents. This consistency not only clarifies the responsibilities of each party, but also creates order that supports the smooth running of the program.

The existence of a special communication group, consisting of the PKK Head and RT Head, is also an important factor in maintaining consistency in the delivery of information. This group functions as a coordination channel that facilitates the exchange of information quickly and efficiently, and allows for the delivery of updates or changes to information in real time. This step shows significant innovation in overcoming the limitations of formal communication, as well as strengthening collaboration between implementing parties at the grassroots level.

With consistent and organized communication, all parties involved have a harmonious understanding of the program's objectives, their respective responsibilities, and the technical aspects of its implementation. This contributes to creating a good atmosphere of cooperation, strengthening trust between implementers, and supporting the success of the PUSPAGA program in building a harmonious family environment and improving the welfare of women and children.

Overall, communication in the implementation of the PUSPAGA program in RW.04 Penjarangan Sari shows complex dynamics. Although the consistency dimension has been running quite well through a structured coordination system, aspects of information transmission and clarity still need improvement. Therefore, it is important for DP3AKP to develop a more inclusive and technical communication strategy, so that program objectives can be achieved optimally and community participation can be improved as a whole.

Resources

In the perspective of Edward III's theory quoted by (Widodo, 2021), the success of public policy implementation is largely determined by the availability and management of resources, including human resources, budget resources, and facility resources. This theory emphasizes that without the support of these three resources, a program will be difficult to run optimally. The application of this theory can be seen in the successful implementation of the PUSPAGA Program in RW.04, Penjarangan Sari Village, Surabaya City, where the active role of the community is the main key to the success of the program.

Human resources according to Edward III in (Widodo, 2021) include the competence, commitment, and participation of individuals involved in policy implementation. In the context of PUSPAGA, residents of RW.04 are not only beneficiaries, but also act as implementers of activities. Their enthusiasm and collective awareness of the importance of family education are crucial social capital. This is in line with Edward III's concept that the

success of public policy is greatly influenced by the capacity of individuals and implementing groups. Active citizen participation in online discussions, planning, and evaluations shows the strength of human resources in RW.04.

RW.04 administrators showed high initiative by proactively asking for activity schedules and documenting all activities through social media. This shows a real form of commitment and effective community leadership, as explained by Edward III that the effectiveness of implementation does not only depend on formal planning, but also on good communication and coordination between implementing actors (Widodo, 2021). Periodic evaluation and capacity building are important steps to maintain the quality of human resources at the grassroots level.

In addition to the human aspect, Edward III's theory also emphasizes the importance of budget resources in program implementation. However, in the case of PUSPAGA RW.04, all activity costs were borne independently by the community. Although there was no financial support from the government, the success of the program was maintained thanks to the spirit of mutual cooperation among residents. According to Widodo (2021), the absence of formal budget support can be a serious obstacle to policy implementation. Therefore, although financial independence reflects high solidarity, government involvement is still needed so that the program can run sustainably.

This condition suggests the importance of cross-actor collaboration as outlined in Edward III's theory, that the implementation of public programs must involve structural and material support from various parties, including the government (Widodo, 2021). Full dependence on self-help funds can be a risk if the spirit of participation decreases. Therefore, government support in the form of technical training, strengthening institutional capacity, and budget allocation is important to ensure the sustainability of the program.

Facility resources are the third element that is no less important in the Edward III framework. The existence of facilities such as meeting rooms, technological devices, and internet networks at the RW Hall are the main support for the success of the PUSPAGA program. Adequate facilities allow for the implementation of online activities routinely and effectively. Widodo (2021) cites Edward III's view that relevant and well-managed facilities greatly determine the effectiveness of policy implementation. The management of facilities by RW administrators based on citizen participation shows how these resources can be utilized optimally to support social cohesion and program sustainability.

Thus, the success of the implementation of the PUSPAGA Program in RW.04, Penjarangan Sari Village can be understood through the theoretical framework of Edward III put forward in Widodo (2021), where human resources, budget, and facilities are key factors. Active community involvement shows the strength of social capital and local capacity in managing the program. However, community independence still requires support from the government so that this success is not sporadic or temporary. Strong synergy between the community and the government will be the main foundation for replicating this success in other areas and maintaining the sustainability of the program in the future.

Disposition

The results of observations and interviews with administrators and implementers of activities at Balai RW 4, Penjarangan Sari Village show that the disposition of cadres as <http://jurnaldialektika.com/>

implementers of the Family Learning Center (PUSPAGA) program has a crucial role in determining the success of service implementation. Disposition, which refers to an individual's attitude or character in carrying out responsibilities, is very important in the context of implementing policies or community service programs. In implementing the PUSPAGA program, each cadre is expected to have a democratic, honest attitude, and high commitment to the tasks they are entrusted with. These attitudes serve to prevent abuse of authority, corruption, and unhealthy organizational practices. A strong disposition reflects the integrity and readiness of the implementer to carry out the program consistently and responsibly.

According to Edwards III (2003) in (Mauludin & Muljanto, 2024), disposition is the attitude of the policy implementer that directly influences the implementation process. There are three main indicators for assessing the implementer's disposition: cognition, direction and response to implementation, and intensity of response. These three aspects describe the implementer's understanding of the program's substance, attitude towards direction from related parties, and response to challenges in the field. A good disposition supports the effectiveness of the PUSPAGA program implementation as a whole, from planning to evaluation, and strengthens public trust in the services provided.

The implementer's understanding of the program's goals, values, and substance (cognition) is the main foundation in ensuring the success of the activity implementation. In the context of PUSPAGA in the Penjarangan Sari RW.04 area, this aspect is an important element that influences the delivery of materials, the approach to participants, and the dynamics of learning. The results of the observation showed that the implementers, especially the facilitators, had a good basic understanding of the direction and objectives of the program. They showed high enthusiasm in carrying out their duties and a desire to provide the best for the community.

However, challenges still arise in the implementation practice. One of the main challenges is the method of delivering materials which is still one-way, where the facilitator dominates the session with a lecture without providing adequate participatory space for participants. This approach results in a less dynamic learning atmosphere, where participants become passive and only receive information without in-depth understanding. This has an impact on the effectiveness of the program, because material that is not actively received is difficult to understand and apply in everyday life.

Another obstacle lies in the facilitator's ability to adjust the way they communicate with the diverse characteristics of the participants. Participants come from different backgrounds, both in terms of age, education level, and experience. However, not all facilitators are able to recognize these differences and adjust their communication style and approach to delivering the material. As a result, there is a gap in understanding between facilitators and participants, which affects the quality of interaction and the achievement of program goals.

The use of online media such as Zoom has also not been optimized. Facilitators have not fully mastered interactive online learning techniques, such as utilizing breakout room features, polling, or small group discussions. The activities carried out still tend to be formal and rigid, without any effort to create a comfortable and participatory atmosphere. Therefore, it is important for facilitators to not only understand the material, but also be equipped with

adequate pedagogical and technological skills in order to be able to create a fun, inclusive, and meaningful learning experience for all participants.

The existence of clear technical direction from the supervising agency (direction and implementation response) is very important to ensure the implementation of the PUSPAGA Program in the Penjaringan Sari RW.04 area runs effectively. The Surabaya City Women's Empowerment, Child Protection, and Population Service (DP3APPKB) has a central role in providing guidance to implementers. However, the results of the interview showed that support from DP3APPKB was still not optimal. The implementers revealed that they had never received formal training or comprehensive technical guidelines related to the implementation of activities through digital platforms.

This condition causes implementers to rely on their own personal abilities and experiences. Many of them have to learn autodidactically to operate online platforms and find the most effective way to deliver the material. Despite showing initiative and dedication, the lack of systematic provision has an impact on the irregularity of the delivery method and reduces the quality of interaction between facilitators and participants.

The gap in technical training shows the need for more attention from DP3APPKB, not only in administrative matters, but also in strengthening the capacity of implementers. Application training, such as two-way communication techniques in online forums and strategies for delivering interesting material, is needed so that the program not only runs but also has maximum impact. Digital-based operational modules or guides will greatly assist implementers in improving professionalism.

Despite limitations from the implementer's side, participant responses showed that the substance of the program was still felt to be beneficial. Several participants stated that the material presented was quite clear and provided new insights that could be applied in family life. They hope that this activity can continue to be carried out periodically with material that is easier to understand. This positive response shows that the PUSPAGA program has touched the needs of the community, but it needs support from the implementation side

Meanwhile, the intensity of the implementer's response to the challenges that emerged during the implementation of the PUSPAGA Program in the Penjaringan Sari RW.04 area is still relatively low. The lack of courage to explore new approaches and the lack of innovation in the method of delivering materials indicate that the implementer is still in the comfort zone of the existing work pattern. One of the main causes is the absence of formal training from related agencies that can strengthen the technical capacity of the implementer. As a result, they are less confident in improvising or implementing more interactive learning strategies.

The lack of intensity in responding to changes and challenges also indicates that the implementer needs to increase its capacity, not only in terms of operational techniques, but also in methodological and creative aspects. Without adequate provisions and guidance, the implementer tends to avoid innovative approaches. Activities tend to be delivered in the form of one-way lectures, minimal discussion, and limited to the presentation of materials without room for exploration for participants.

However, the high level of community participation in participating in the PUSPAGA Program activities is a very potential social capital. The enthusiasm of the participants reflects the real need from the community for this program. This positive response shows that

although the delivery of materials has not been maximized, the program has touched on issues that are relevant to the conditions of families and the social life of the local community. To maintain the continuity and improve the quality of the PUSPAGA Program, active intervention from related parties is needed, especially in the form of regular technical training and participatory evaluation forums. Practical training will provide implementers with an understanding of more effective communication strategies and group facilitation techniques. Evaluation forums can be used as a space to share experiences, identify obstacles, and formulate solutions collectively. With continuous and systematic coaching, implementers are expected to be more adaptive, innovative, and able to respond to challenges that develop in society. Increasing the intensity of implementer responses will have a direct impact on the success of the program's objectives, namely creating more resilient, harmonious, and empowered families.

Bureaucratic Structure

The bureaucratic structure in the implementation of the PUSPAGA (Family Learning Center) program plays an important role in ensuring that policy implementation runs effectively and according to targets. Bureaucracy is an administration or management system in an organization, especially large organizations such as the government or companies (Ali et al., 2023). The bureaucratic system is characterized by clear rules, procedures, and hierarchies. The principles of bureaucracy include specific division of tasks, written rules, impersonality, well-structured hierarchies, and rationality (Adawiyah et al., 2024). In the context of Penjaringan Sari Village, this bureaucracy involves various elements, ranging from formal agencies such as DP3APPKB, sub-districts, to community organizations and local figures who also support the implementation of activities in the field. This structure aims to bridge program policies with the real needs of the community. However, until now there has been no written SOP at the RW level which is the official reference for program implementation, so activities are still running by relying on verbal communication and digital instructions from DP3APPKB via WhatsApp groups. Structurally, PUSPAGA implementers at the RW level, such as in RW 4, Penjaringan Sari Village, only function as executors of policies from the agency. The PUSPAGA RW Secretary is tasked with coordinating activities and following up on the schedule and themes set by the agency, without the authority to modify or design programs independently. The available SOPs only cover technical aspects such as schedules, weekly themes, and appointment of resource persons, especially for online activities via Zoom. The absence of a complete written SOP causes program implementation to be highly dependent on personal understanding and informal communication between implementers.

This condition poses various challenges, especially in terms of documentation, archiving, and knowledge transfer when there is a change in management or cadres. Without standard guidelines, the sustainability of the program is vulnerable to inconsistency and a decline in service quality. Knowledge about technical implementation is more often provided through direct experience, not through documents that can be used as references. This indicates a gap between formal bureaucratic planning at the city level and implementation practices at the community level.

When compared to the concept of bureaucracy according to Max Weber (Solong & Yadi, 2021, quoted in (Devi et al., 2023), the ideal bureaucracy must be rational, structured, impersonal, and based on clear written rules. In the findings in the field, the bureaucratic structure of the PUSPAGA program in RW 4 is still far from this ideal model. Although there has been a division of tasks and coordination, the absence of written rules (SOP) and reliance on informal communication indicate that the elements of rationality and impersonality have not been optimally fulfilled. This has an impact on the weak documentation system, lack of policy continuity, and the potential for deviations in implementation when there is a change in implementers.

However, PUSPAGA activities in RW 4 continue to run routinely thanks to the adaptive capacity of the implementers. The RW Secretary as the technical coordinator and the cadres who carry out mentoring based on weekly themes show flexibility in adjusting the program to the local needs of the community. Although not yet fully supported by a formal documentation system, cooperation between implementers shows that the internal structure at the RW level is quite solid in maintaining program continuity.

Thus, a clear and standardized bureaucratic structure remains an urgent need to support the effectiveness and continuity of the PUSPAGA program at the local level. The preparation of a comprehensive written SOP will greatly assist in strengthening the archiving system, facilitating the monitoring and evaluation process, and maintaining the quality of service. The existence of the SOP will also be a standard guideline that can be used by new implementers, so that the family learning program can continue to run consistently and optimally at the RW level, in line with the principles of rational bureaucracy as stated by Max Weber.

E. CONCLUSIONS

Based on the results of the study on the implementation of the Family Learning Center Program (PUSPAGA) service in Penjaringan Sari RW.04, Surabaya City, it can be concluded as follows: 1) Communication in the implementation of the PUSPAGA program in RW.04 has so far shown consistency, for example through routine schedules and communication groups involving the PKK and RT heads. However, communication is still limited to certain parties only, so that messages or information have not been evenly distributed to the entire community. The clarity of information is also not optimal because there are no comprehensive technical instructions, so that implementers in the field must adjust themselves and have the potential to cause misunderstandings. 2) The resources available in RW.04 are greatly assisted by the active participation of RW administrators and local residents. This is a force that drives the implementation of the program to run despite various limitations. However, budget resources depend entirely on community self-reliance without support from related agencies or institutions, which has the potential to hinder the sustainability of the program if enthusiasm for self-reliance decreases. The facilities at the RW Hall are also adequate, but their use is still not optimal because they depend on individual preferences. 3) The disposition of PUSPAGA cadres as implementers of the PUSPAGA Program in RW 04, Penjaringan Sari Village plays an important role in the success of the service. The three indicators: cognition, direction and response, and response intensity show that although implementers have good understanding and commitment, they

still face obstacles in delivery methods, limited technical support, and low innovation. Positive community responses are promising social capital, but capacity building and ongoing training are needed so that implementers can be more adaptive and effective in running the program optimally. 4) The bureaucratic structure in the implementation of the PUSPAGA program in RW 4, Penjaringan Sari Village plays an important role in bridging policies with community needs, but does not fully reflect the ideal bureaucracy according to Max Weber which emphasizes rationality, written rules, and impersonality. The absence of written SOPs and the dominance of informal communication make the program vulnerable to inconsistency and quality decline. However, the program continues to run thanks to the flexibility and cooperation of implementers at the RW level. In order for implementation to be more effective and sustainable, written SOPs are needed as standard guidelines to strengthen documentation, evaluation, and program continuity at the regional level. 5) In general, the results of this study indicate that although there are various obstacles in the aspects of communication, resources, disposition, and organizational structure, the implementation of PUSPAGA services in Penjaringan Sari RW.04 has shown positive potential. This can be seen from the high enthusiasm and active participation of the community and the strong commitment of the RW administrators who are the main drivers of the program's success. However, there are still several things that need to be improved, such as the distribution of information that is not evenly distributed to all levels of society, limited technical training for implementers, and the absence of budget support from related agencies so that the program is still very dependent on community self-reliance. In addition, the absence of written SOPs as official guidelines makes the implementation of the program prone to inconsistency and poor documentation.

Based on the conclusions that have been conveyed regarding the implementation of PUSPAGA services in Penjaringan Sari RW.04, there are several concrete steps that need to be taken to improve the effectiveness and quality of the program, so that it can reach the wider community more comprehensively and sustainably. One of the main steps is to strengthen communication, both through the creation of complete technical instructions and expanding socialization using various channels, including digital media and community meetings. Thus, the distribution of information can be more evenly distributed and easily accessed by the entire community. In addition, efforts to strengthen resources need to be made, not only by encouraging community participation, but also through collaboration and funding support from related agencies. This will help reduce dependence on community self-reliance which has been the mainstay of the program. The next step which is also very important is to provide more intensive and planned technical training for facilitators, so that they are able to deliver materials more interactively and according to the needs of residents. Finally, the preparation and implementation of written Standard Operating Procedures (SOPs) are important keys to ensuring consistency, accountability, and better documentation. With this series of efforts, it is hoped that the implementation of the PUSPAGA program in Penjaringan Sari RW.04 can run more optimally, effectively, and sustainably, so that it can provide real benefits for families and the wider community. This also supports the government's ideals in presenting inclusive, transparent, and adaptive public services to the needs of citizens in the current era.

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