



Policy Analysis of the Regent'S Circular Letter on Learning Activities in the Month of Ramadhan: Implications on Learning Activities at the Secondary Education Level

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ABSTRACT

This study aims to analyze the Regent's Circular (SE) policy regarding learning activities during the month of Ramadan and its implications for learning activities at the secondary education level. The focus of the study was at SMPN 3 Margahayu, Bandung Regency, in the 2024/2025 academic year. The method used was a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. Data analysis was carried out using the Miles and Huberman interactive model which includes data reduction, data presentation, and drawing conclusions, as well as data validation with triangulation of sources and techniques. The results of the study showed that the Regent's SE policy had a positive impact on strengthening students' religious character through reducing class hours, adding religious activities such as short-term Islamic boarding schools, and adjusting learning methods to be more thematic and lighter. However, there are challenges in maintaining the quality of academic achievement due to limited learning time. The perceptions of principals, teachers, and students generally support the policy, but still voice the importance of a balanced strategy between spiritual and academic aspects. This study recommends the need for a coordinated learning schedule, innovation of integrative learning methods by teachers, and periodic policy evaluation. For further development, it is suggested to conduct quantitative research to measure the impact of policies on academic achievement as well as comparative studies between regions to enrich insights into the implementation of similar policies

INTRODUCTION

The month of Ramadan is a very meaningful period for Muslims, not only as a time of worship, but also as a moment of reflection and spiritual character formation. In the context of education, Ramadan is a golden opportunity to instill deep religious values in students. Activities such as tadarus Al-Qur'an, short Islamic boarding schools, religious lectures, and empathy-based social activities are very relevant learning media in this holy month. Students can be invited to experience firsthand the meaning of worship and social solidarity, while reflecting on attitudes to life based on Islamic teachings. Character education through this spiritual approach is an important part of the holistic learning process. Therefore, Ramadan has a strategic position in strengthening students' religious character in the school environment. However, the implementation of learning during Ramadan is not without challenges.

Students who are fasting often experience decreased energy and concentration, especially in the final hours of teaching and learning activities. Teachers must also adjust their teaching methods so as not to burden students cognitively, but still maintain the quality of learning. This situation demands an education policy that is able to bridge the gap between academic demands and the spiritual needs of students. If not managed properly, learning during Ramadan can be ineffective and even counterproductive. Therefore, schools need to adapt the time and form of learning activities to suit the physical and psychological conditions of students during fasting. This adjustment is not only important for academic success, but also to ensure that students remain enthusiastic about carrying out their worship.

To answer this need, the Bandung Regency Government issued a special policy in the form of a Regent's Circular (SE) which regulates the implementation of learning during the month of Ramadan. This Circular is a form of public policy that is temporary but contextual, adjusting to the religious situation of the community. Through this policy, it is regulated, among other things, the reduction of teaching hours, adjustment of school entry and exit schedules, and the insertion of religious activities in the learning agenda. The main objective of this policy is to create a balance between strengthening spiritual character and academic achievement. This policy also serves as a guide for schools to have an official reference in organizing their activities during the holy month. With this Regent's SE, the local government shows its active role in creating an education system that is responsive to social and religious dynamics.

Although the policy has been issued, the success of its implementation is highly dependent on the readiness and understanding of each educational unit. Not all schools have the same capacity and resources in translating the policy into learning practices. Therefore, it is important to analyze how the Regent's Circular Policy is implemented in the field, especially at the secondary education level. Secondary schools have their own challenges because the curriculum load is denser and more academically oriented than other levels. Whether this policy really helps the learning process or creates new obstacles is an important question that needs to be answered.

This analysis will provide a concrete picture of the effectiveness of the policy and its impact on teaching and learning activities during the month of Ramadan. This study aims to explore the extent to which the policy in the form of the Regent's Circular on learning during the month of Ramadan is implemented in secondary schools and what its implications are for learning activities. This study is not only important from an academic perspective, but also has high practical value as input for local governments and education stakeholders. By understanding the results of implementation and perceptions from various parties, from principals, teachers, to students, better and contextual policy recommendations can be formulated. This study is also expected to be a reference for designing learning strategies during Ramadan that are not only oriented towards fulfilling the curriculum, but also on forming students' religious character. In the long term, this kind of policy must be evaluated routinely to remain relevant to social dynamics and the needs of students. Thus, education during the month of Ramadan can be a medium for character transformation as well as improving the quality of learning.

LITERATURE REVIEW

Education Policy

According to Dunn (2017), public policy is a series of interrelated actions that are consciously designed by government actors to respond to or resolve certain problems in society. Public policy is not just a momentary decision, but involves a systematic process starting from problem formulation, compiling alternative solutions, decision making, to implementation and evaluation. Thus, public policy has a strategic role in determining the direction of development of a sector, including in the field of education. In this context, policy is considered as an instrument used by the state to regulate and direct people's behavior in accordance with the expected social goals. Therefore, an understanding of public policy is very important for all stakeholders, especially those who are directly involved in the education system.

In the world of education, public policy functions as a legal framework and operational direction for the implementation of teaching and learning activities. The government as a policy maker establishes various rules that regulate the curriculum, competency standards, learning load, teaching methods, and assessment of learning outcomes. This policy also includes structural aspects such as the distribution of educators, allocation of education budgets, and provision of facilities and infrastructure. Without clear and directed policies, the implementation of education will run without uniformity and is prone to inequality. Therefore, education policies must be carefully designed by considering the needs of society, the development of science, and the cultural and religious values that exist in society.

One concrete form of education policy is the adjustment of the learning system to special conditions, such as during the month of Ramadan. In this situation, public policy not only aims to regulate the technical aspects of learning, but also ensures that the education process continues to run effectively without ignoring the spiritual needs of students. Local governments often issue policies

in the form of circulars in response to these conditions. Through this policy, the government demonstrates its adaptive role in presenting an education system that is relevant and responsive to social and cultural dynamics. In other words, public policy in the field of education is not static, but rather dynamic, following the development of the times and specific local needs.

Learning During Ramadan

The month of Ramadan brings significant changes in the daily activities of Muslims, including students who are studying. Fasting throughout the day causes a decrease in physical energy, which in turn has an impact on concentration and learning stamina. In this condition, intensive or too dense learning can actually reduce the effectiveness of the teaching and learning process. Therefore, schools need to make adjustments to the learning system that applies during the month of Ramadan. This adjustment is not only a form of tolerance for students' physical conditions, but also as part of a more humane educational approach. The goal is to create a learning process that remains meaningful without burdening students physically or mentally. One form of adjustment that is commonly made is reducing daily lesson hours. School entry and exit schedules are adjusted so that students do not feel too tired while fasting. In addition, many schools add spiritual activities such as short pesantren, tadarus, religious lectures, and joint alms. These activities are not only relevant to the spirit of Ramadan, but also provide students with direct and contextual religious experiences. According to Fitriyah (2018), this adjustment reflects a shift in the focus of learning during Ramadan from purely academic to integrative between cognitive and spiritual aspects. This shows that education during Ramadan is not just about reducing the burden, but also directing students to enrich their moral and religious side.

Adjustment of learning during Ramadan has this impact on students. On the one hand, students feel more appreciated because their needs as individuals who are fasting are taken into account. They can participate in learning activities more comfortably and do not feel pressured by heavy academic burdens. On the other hand, the integration of spiritual activities into the curriculum strengthens character education which is part of the national goals of education. However, in order for this process to remain effective, schools and teachers must be careful in designing appropriate learning activities and strategies. Without careful planning, this adjustment can be less than optimal and even have a negative impact on students' academic achievement.

Policy Implications

Policy implications are consequences or impacts that arise as a result of a public policy implemented by the government. Policy, in this context, is not only a normative document, but also an instrument that influences the actions, decisions, and behavior of actors in the education system. When a policy is issued, such as the Regent's Circular regarding learning activities during the month of Ramadan, the policy will have an effect on the governance, methods, and intensity of learning activities in educational units, especially at the secondary education level.

From an educational policy perspective, policy implications can be seen from several dimensions: administrative, pedagogical, and sociocultural. Administratively, policies can change the schedule structure, teacher workload, and curriculum implementation. From a pedagogical perspective, policies affect how teachers deliver materials, the learning methods used, and the achievement of learning objectives. Meanwhile, socioculturally, policies can encourage adjustments to local values, norms, and traditions that develop in society, especially when policies relate to religious momentum such as the month of Ramadan.

It is important to understand that policy implications are not always linear or uniform. Each educational unit can respond to policies in different ways, depending on the readiness of resources, characteristics of students, and the commitment of educators. Therefore, the analysis of policy implications needs to consider the local context and the involvement of stakeholders in their implementation. Top-down policies without effective communication and active participation from the lower levels often lead to resistance or suboptimal implementation.

In the context of learning policies during the month of Ramadan, the approach used needs to consider the spiritual, psychological, and physical aspects of students. Policies that emphasize formality too much without considering the rhythm of people's lives during Ramadan can cause boredom or decreased motivation to learn. Therefore, analysis of policy implications is important to determine the extent to which the policy has a positive or negative impact on learning activities and how educational units' strategies are in responding adaptively

The Role of Schools

Schools have a strategic role in managing and adjusting policy implementation to remain relevant and have a positive impact on the learning process. Although policies are set by local governments or certain authorities such as regents, their implementation is highly dependent on how schools understand, interpret, and implement these policies in the field. The role of schools is not only as technical implementers, but also as institutions that are able to adapt policies according to the real conditions of students, human resources, and the surrounding social environment.

One crucial factor in policy adjustment is teacher readiness. Teachers are the spearheads of learning implementation, so their understanding of the substance of the policy and their ability to adapt it to learning strategies greatly determine its success. Teacher readiness not only includes aspects of pedagogical and professional competence, but also mental and emotional readiness in facing changing learning dynamics, especially during the month of Ramadan which has its own challenges for students and educators.

In addition, realistic and flexible schedule adjustments are important requirements for learning to continue running effectively. A schedule that is too tight or too loose can disrupt the rhythm of learning and reduce the effectiveness of curriculum achievement. Therefore, schools need to conduct regular evaluations of policy implementation, either through teacher forums,

management meetings, or feedback from students and parents. Periodic evaluations allow schools to identify obstacles, adjust strategies, and keep the spirit of the policy in line with the needs and realities in the field (Suyanto & Jihad, 2013).

Previous Research

Previous research conducted by Fitriani (2022) highlighted the role of religious extracurricular activities in shaping the religious character of students in the Madrasah Tsanawiyah environment. Through a qualitative approach, this study revealed that activities such as tahfidz, muhadharah, and the habit of routine worship can foster values of honesty, discipline, and religious responsibility in students. This study provides direct relevance to the study in this journal, especially in the aspect of religious character education programmed during the month of Ramadan. Both studies place Islamic value-based learning as an important part of student development in adolescence.

Meanwhile, a study by Turnip, Lumbantobing, and Sirait (2022) emphasized the influence of the school environment on the formation of students' character at the elementary level. Although using a quantitative approach and at the elementary school level, the results of their study strengthen the argument that the school atmosphere, relationships between students, and school policies have a major role in supporting the formation of positive values. This concept supports the findings in your study, which shows that collective support from the principal, teachers, and committee greatly influences the effectiveness of the implementation of the Ramadhan policy at SMPN 3 Margahayu. The main difference lies in the approach and age segmentation of students.

Sam's (2022) study focuses on character education management at an Integrated Islamic Junior High School in Medan. This study examines how schools design, manage, and evaluate sustainable character programs. There is a strong common thread with your study, because both explore the managerial practices of character education at the junior high school level, although the contexts are different. If Sam's study highlights the long-term management process in general, then your journal is more specific in examining character education policies within the time frame of Ramadhan, which is seasonal but still strategic.

Overall, the three studies show that religious character education cannot be separated from school management, learning environment, and stakeholder participation. Your research complements the existing literature by presenting a new perspective: namely the implementation of contextual character education policies based on religious time, namely the month of Ramadan. This is an important contribution to the discourse on Islamic education management in Indonesia, especially in responding to the need to strengthen students' spirituality amidst ever-growing academic and social demands.

METHODOLOGY

This study uses a descriptive qualitative approach that aims to describe in depth and systematically the implications of the Regent's Circular Policy on learning activities during the month of Ramadan. The qualitative approach was

chosen because of its flexible nature and ability to capture the dynamics and social context in the school environment holistically. In this way, the study can present a comprehensive picture of the experiences and perceptions of education actors related to the policy.

The location of the study was chosen at SMPN 3 Margahayu, Bandung Regency, which is a representation of the secondary education level in the context of the policy being studied. This study was conducted during the month of Ramadan in the 2024/2025 academic year, which is when the learning policy during Ramadan is being implemented and can be observed directly. The selection of this specific location and time of the study aims to obtain relevant and contextual data related to learning activities during the month of Ramadan.

Data collection techniques in this study include interviews, observations, and documentation. Interviews were conducted with teachers, principals, and several students to obtain in-depth information about the implementation of the policy and its impacts. Observations were conducted to directly monitor learning activities and adaptations carried out during the month of Ramadan. In addition, documentation is used to collect supporting data such as circulars, learning schedules, and school records related to the policy.

Data analysis was carried out using the Miles and Huberman interactive model consisting of three main stages, namely data reduction, data presentation, and drawing conclusions. Data reduction aims to filter and focus the information obtained so that it is relevant to the research objectives. Data presentation is carried out systematically to facilitate understanding and interpretation. Finally, conclusions are drawn based on the findings that have been compiled. To ensure data validity, this study applies triangulation of sources and techniques, so that the accuracy and credibility of the research results can be maintained.

RESULTS

The Regent's Circular (SE) Policy implemented during the month of Ramadan contains several important points that have a direct impact on learning activities in secondary schools. One of the main policies is the reduction in teaching hours, which aims to adjust the learning load of students to their physical and spiritual conditions during fasting. This reduction in teaching hours is expected to help students maintain concentration and stamina so that they remain optimal during teaching and learning activities.

In addition to reducing teaching hours, the Regent's Circular also emphasizes the addition of religious activities, one of which is the implementation of Islamic boarding schools which are one of the leading programs during the month of Ramadan. This activity is designed to strengthen religious understanding, improve discipline, and instill spiritual values in students. The implementation of the addition of religious activities in schools is considered to have gone well and was carried out in full accordance with the policy direction.

In terms of learning methods, the Regent's Circular directs the adjustment of lighter methods but still instills character and moral values in students. This adjustment seeks to provide flexibility for teachers to apply a variety of methods

according to student conditions during Ramadan. From the results of observations and interviews, it can be seen that the application of this learning method varies between teachers, with an approach that is adjusted based on the needs and responses of students in class.

Table 1. Implementation of the Regent's Circular Policy in Schools

Component	Policy	Implementatio
Study Time	Shortened	Implemented 70%
Religious Activities	Added	Fully implemented
Learning Methods	Lighter and more character	Varies between teachers

Table 1 illustrates the level of implementation of the Regent's Circular Letter policy in schools. The reduction in shortened learning time was recorded to be implemented at around 70%, indicating that most schools were able to adjust the learning schedule to these provisions. The addition of religious activities was fully implemented, reflecting the school's commitment to running religious programs during the month of Ramadan. As for the learning method, the implementation was dynamic and varied between teachers, indicating creativity and adaptation in maintaining the effectiveness of learning while developing the character of students during Ramadan.

DISCUSSION

The Regent's Circular Letter (SE) policy generally had a positive impact in creating a more religious atmosphere in the school environment during the month of Ramadan. With the reduction in teaching hours and the addition of religious activities such as short-term Islamic boarding schools, students had more opportunities to deepen their spiritual aspects and carry out fasting more devoutly. This is in line with the objectives of character learning which not only emphasize cognitive aspects, but also strengthening moral and religious values among students.

In addition, this policy also contributed to improving student character, especially in terms of discipline, responsibility, and tolerance. Religious activities that are increased during Ramadan encourage students to actively participate and internalize religious values in their daily lives. Thus, schools are not only a place for academic learning, but also a space for holistic character formation that is balanced between worldly and hereafter aspects.

However, the implementation of this policy is not without challenges, especially in terms of balancing academic and spiritual aspects. The significant reduction in teaching hours raises concerns from some teachers and principals regarding the effectiveness of learning that may decrease. They are concerned that limited learning time can cause lesson materials not to be delivered optimally, thus potentially affecting the achievement of student competencies according to the curriculum.

The perceptions of stakeholders such as principals, teachers, and students generally support this policy because they see its positive value in character formation and a religious atmosphere. However, concerns regarding the effectiveness of learning require an adaptive strategy from the school to maximize the time available. Evaluation and innovation in learning methods are key so that this policy can run in a balanced manner and produce output that is not only superior in spiritual aspects, but also in student academic achievement.

CONCLUSIONS AND RECOMMENDATIONS

The Regent's Circular (SE) policy on learning activities during the month of Ramadan has had a positive impact, especially in the formation of student character in the secondary school environment. With the reduction in class hours and the addition of religious activities, students have a wider opportunity to strengthen religious values and improve discipline during the holy month. This is proof that the policy is able to integrate spiritual aspects into learning activities effectively.

In addition, the implementation of religious activities such as Islamic boarding schools that are part of this policy also strengthen the religious atmosphere in schools. These activities not only increase students' understanding of religious teachings, but also foster an attitude of tolerance and social concern which are important parts of character education. Therefore, this policy supports the formation of students who are not only academically intelligent, but also morally and spiritually mature.

However, behind these positive impacts, this policy also presents challenges, especially in maintaining the quality of academic learning. The reduction in class hours that is enforced has the potential to reduce academic achievement if not balanced with appropriate and effective learning strategies. Therefore, schools need to develop adaptive learning methods and approaches so that students can still master the material optimally even though learning time is limited.

Thus, the implementation of the Regent's Circular Policy requires the support of innovative and responsive learning management to students' needs. Periodic evaluation and involvement of all related parties, including teachers, students, and parents, are the keys to success in optimizing this policy. Through the right learning strategy, it is hoped that the policy can continue to provide these benefits, namely strengthening character and students' academic success in a balanced manner.

Recommendation

The local government together with the school need to work together in preparing a well-coordinated learning schedule during the month of Ramadan. A well-planned schedule will help optimize students' learning time and ensure a balance between academic and religious activities. With good coordination, learning policies during Ramadan can run smoothly without disrupting the quality of education and the expected religious atmosphere.

In addition, teachers are required to be more creative and innovative in implementing thematic and integrative learning methods. This approach allows the subject matter to be presented comprehensively by linking academic aspects and religious values, so that learning becomes more interesting and relevant to the context of Ramadan. Innovation in learning methods can also help overcome the limitations of existing learning time without reducing students' understanding of the material.

Evaluation of policy implementation during the month of Ramadan needs to be carried out periodically to determine the extent to which the policy is effective and provides benefits. This evaluation can involve various parties, such as school principals, teachers, students, and parents, so as to obtain a comprehensive picture of the implementation and its impact. The results of the evaluation can be important input for improving policies and implementation in the future.

With a coordinated schedule, innovation in learning methods, and ongoing evaluation, it is hoped that the implementation of the Regent's Circular Letter policy can run well and provide optimal results. This approach will not only maintain the quality of academic learning, but also strengthen the religious atmosphere and character formation of students during the month of Ramadan.

FURTHER STUDY

Future research is advised to use a quantitative approach as the main method in analyzing the impact of the Regent's Circular Letter policy on student academic achievement. This approach allows for more systematic and measurable data collection, so that the results of the study can provide a clear picture of the extent to which the policy affects student learning achievement statistically. Thus, schools and policy makers can make more evidence-based decisions.

In addition, the use of a quantitative approach can help identify variables that contribute significantly to the success or obstacles of policy implementation during the month of Ramadan. For example, factors such as learning duration, quality of teaching methods, and student participation can be measured objectively to determine their influence on learning outcomes. This will provide a deeper and more comprehensive understanding of policy implementation.

Furthermore, further research can also be conducted by conducting comparative studies between regions or schools that implement similar policies. This comparative study is important to determine the diversity of policy implementation and impact in different social and cultural contexts. By comparing results between regions, best practices and unique challenges that need to be addressed in the context of each region can be identified.

Finally, the results of quantitative research and comparative studies can be a strong basis for improving learning policies and strategies during the month of Ramadan. With valid and relevant data, it is hoped that policies can be more responsive to the needs of students and be able to provide optimal benefits, both in terms of academics and the formation of students' religious character.

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