

EVALUATION OF SCHOOL OPERATIONAL ASSISTANCE PROGRAM POLICY

By:

Deding Ishak

STAI Yapata Al-Jawami Bandung, Indonesia

Email: dedingishak@yahoo.com

Abstract

Various problems occur in the BOS funding program in Mamasa District. The purpose of this study was to be able to collect information related to the results of the evaluation of the implementation of the school operational assistance (BOS) program in elementary schools in Mamasa Regency, through observation and evaluation measurements using evaluation criteria such as effectiveness, adequacy, equity, responsiveness, and accuracy. A qualitative method or approach with a case study research design will be used in this study. Data was collected through direct observation in the field, in-depth interviews, and thorough documentation. Informants are determined purposively through the suitability of prospective informants with the required information. Then the data were analyzed through data reduction, data presentation, and concluding. The results of this study provide a conclusion in the form of an evaluation of the program for delivering school operational assistance funds in elementary schools in the Mamasa Regency, showing that this program has been implemented quite well and can be continued. Unfortunately, this program still has shortcomings and weaknesses, so there needs to be a review to improve the success and maximization of the objectives of the BOS fund program itself.

Keywords: *Policy Evaluation, Education Program, School Operational Costs (BOS), Mamasa District.*

1. INTRODUCTION

The basis of the progress of a nation is how the level of education of the country itself, as explained by UNDP on the HDI (Human Development Index) or the Human Development Index. HDI has three things in measuring the level of progress or development of a nation, namely the level of education, health, and the variety of purchasing power (economy) (Hickel, 2020). The role of education then becomes critical in efforts to prepare and then produce good human resources. In the development of the world of education in Indonesia, various educational programs have been launched by the government itself, such as the 9-year compulsory education program, free education policies, provision of school operational assistance funds (BOS), and many other programs to improve the quality of education in Indonesia (Hakim, 2021). One of the various programs that have been launched by the government that is still ongoing today is the provision of school operational assistance funds or the provision of BOS funds (Sari & Tanaka, 2019).

BOS funds can be defined as government program that help basic education units as the implementation of compulsory education programs by provides funding for non-personnel operating costs for. Based on Government Regulation Number 48 of 2008, Education Funding is costs for consumable educational materials or equipment, insurance, maintenance of facilities and infrastructure, and indirect costs in the form of power, water, telecommunications services, consumption, overtime pay, transportation, taxes, etc. (Bahri et al.,

2019). However, BOS funds are allowed to pay for several types of investment and personnel financing. In the technical manual on the use of school operational assistance funds (BOS) and financial reports on school operational assistance, it is explained that in general, the BOS program aims to ease the burden on the community towards education financing in the context of quality 9-year compulsory education (Bos et al., 2020). In particular, the BOS program aims to exempt all public elementary/SDLB and public SMP/SMPLB/SMPT (Open) students from fees for school operations.

In its development, the implementation of BOS funds in several areas encountered several problems, for example, in achieving the objectives of the BOS funds themselves (Rivas et al., 2020). The reasons for this were that the BOS funds disbursed later were not maximized with the number of existing schools, the disbursement of BOS funds was still experiencing delays, and there were indications of misappropriation by the parties responsible for the distribution of BOS funds. This then becomes something that needs to be considered considering that this program has been running for almost eight years, so it is necessary to evaluate it (Oztemel & Gursev, 2020). Likewise, later what happened in the Mamasa Regency area of West Sulawesi, where problems related to the disorientation of the use of BOS funds, even from direct observations, and the results of casual conversations with BOS fund implementers such as school principals and teachers, obtained information that the provision of BOS funds for Mamasa Regency

has not been adequate. The reasons for this were that the BOS funds disbursed later were not maximized with the number of existing schools, the disbursement of BOS funds was still experiencing delays, and there were indications of misappropriation by the parties responsible for the distribution of BOS funds (Hakim & Suhendar, 2020).

Another weakness in implementing the BOS program is that conceptually BOS is given to underprivileged students or the poor. Still, the reality on the ground is that it is not yet entirely possible for poor students to receive adequate education services (Nizar, 2019). This is very much against the concept of the BOS assistance program and needs to be straightened out. Another problem is the use of BOS funds by schools that have so far not carried out deliberation with parents/guardians, including, in this case, the preparation of the RAPBS. On the other hand, parents/guardians are invited by the school to provide financial assistance for the school budget set by the school.

Another fact that reflects the less-than-optimal implementation of BOS in the Mamasa Regency can be seen from the Human Development Index in the education sector in the Mamasa Regency. The education index is an essential component of HDI. Although, in general, the development of education in the Mamasa District is relatively improving, which is indicated by the increasing percentage of the population who are literate. The number of people who can read and write in the Mamasa Regency is relatively high. This can be seen in the period 2006-2011, the literacy rate of Mamasa Regency tends to increase although it is moving slowly. In 2011, the literacy rate of the population of the Mamasa Regency had reached 95.59 percent. Thus, there is still 4.41 percent of the population aged ten years and over who are illiterate. However, compared to other districts in West Sulawesi Province, the school enrollment rate (APS) indicator did not change significantly. This is important because the APS itself is an important indicator to assess the level of participation of children in Mamasa Regency to study or attend school, which, if associated with the existence of a BOS fund program that aims to free school operational costs, especially for the poor for students SD, MI, as well as SLTP and MTS levels, both public and private, will undoubtedly help the community to then encourage their children to go to school.

What has been explained previously illustrates that the expectation is still far about BOS program policy in practice. In this case, it is seen from the point of view of public policy science that there is a mismatch between the objectives or program points with the results achieved in the field. Therefore, it is vital to research the evaluation of policies regarding the BOS funding program to see to what extent this program is running well or not, or whether it's objectives successfully achieved, or whether the

community receive good influence or not. Lester and Stewart argue that there are two different tasks on policy evaluation. The first task is by describing its effects consequences of policy can be determined. The second task is to look at predetermined standards or criteria so the success or failure of an approach can be assessed.

Wirawan explains that with indicators to compare, evaluation as research have a function to collect, analyze, and then present object of evaluation with helpful information. The object of evaluation then decided by these results (Divayana et al., 2017). In evaluation, also known as program evaluation, Ralph Tyler, 1950 defines that program evaluation as a process to determine whether the program objectives have been realized. Meanwhile, Cronbach and Stufflebeam explained that program evaluation is an effort to convey information to decision-makers. Beni Setiawan explained that program evaluation have a purpose to know with certainty whether program implementation in the future can be improved by assessing and studying the achievement of results, progress, and obstacles encountered in program implementation (Masriah, 2021).

The evaluation has the aim of collecting, analyzing and then presenting information about the object of evaluation that is useful, then comparing it with indicators. The results of this evaluation are used to make decisions about the object of evaluation. Furthermore, in the evaluation, it is known that there is a program evaluation that aims to understand whether the program objectives have been realized. Evaluation itself is a term that can be equated with appraisal, rating, and assessment, words that express efforts to analyze policy outcomes in terms of their unit of value. Evaluation is concerned with the production of information about the value or benefits of policy outcomes. The indicators commonly used in the evaluation are effectiveness, efficiency, adequacy, alignment, responsiveness, and accuracy.

The importance of evaluating the BOS funding program has led to the importance of a deeper study of this issue. In the end, the researchers were interested in researching the evaluation of the BOS funding program policy for schools in the Mamasa Regency.

2. METHOD

The research was carried out using qualitative methods. The type of research used is a case study. The research was conducted in Mamasa Regency, West Sulawesi. Data sourced from primary data in interviews with informants and secondary data in the form of written sources that are still related to research.

3. RESULT AND DISCUSSION

1. Effectiveness Criteria

Effectiveness is concerned with whether an alternative achieves the expected results or achieves the objectives of the action. In the evaluation carried out, effectiveness was used to see how far the realization of the goals of the BOS funding program itself was in elementary schools in Mamasa Regency. The indicators used to know the effectiveness of the BOS fund distribution program in elementary schools in Mamasa Regency are the extent to which the objectives of the BOS program are waived for all state SD/SDLB students, then the realization of the school's activity planning and budget (RKAS), then efforts in the socialization of the BOS fund program, and finally supervision in the BOS fund program itself.

From the four indicators used, it can be explained that the achievement of the goal of the BOS funds, namely the exemption of levies for SD/MI/SDLB students, has been achieved, where until now since the existence of the BOS funds, the students are no longer charged for school operations as regulated in BOS Technical Guidelines.

Furthermore, the second indicator, namely the planning process for the school budget activity plan (RKAS), has been well realized, where the process of preparing the RKAS is jointly organized between the school parties and parents and related parties in designing programs and activities to be carried out by the school for the next academic year, to create a reasonably good synergy in the operations of several schools.

Furthermore, for the third indicator, the socialization efforts carried out in the implementation of the BOS program have also been realized, as the results of interviews and observations made indicate that there are socialization efforts carried out either in the form of meetings, meetings and in some schools, banners have been installed inviting the community to send their children to school because schools are no longer charged.

The last indicator for monitoring the BOS fund program shows results that are less than optimal. In other words, the implementation has not been maximally achieved because of problems with funds and non-existent personnel.

2. Sufficiency Criteria

Sufficiency is something related to the level of effectiveness in meeting needs, values, and opportunities which can then create problems. The adequacy criterion focuses on the strong relationship between alternative policies and expected outcomes. The indicators used by researchers in measuring or seeing the level of sufficiency in the BOS funding program in Mamasa Regency are by looking at the availability of funds or the allocation of existing funds to the number of students in the school program activities that the school has planned.

For the adequacy criteria, the indicators used are the availability of fund allocation for operational needs. The interview results concluded that the available funds for schools with a small number of students still need more attention.

There should be additional funds to meet the operational needs of schools as regulated in the Technical Guidelines for BOS itself. Apart from the needs of different schools, the amount of BOS funds to finance these components is also additional.

3. Alignment Criteria

Equity criteria are also known as equality. The averaging criterion focuses on the distribution of a program type that is applied, illustrating, for example, whether the existing costs or budget can be distributed evenly to the target group, an example in this case is people who have different group categories. For the smoothing criteria, there are two indicators that are used in the form of equality possessed by students during the teaching and learning process and other school activities and the level of equal opportunity for students who are less able to obtain assistance in education, it is explained that for the first indicator from the results of interviews and data searches it was found that for problems regarding equality and opportunities for students in obtaining education in their schools have succeeded in accordance with the wishes achieved, this happens because there is no difference for students in obtaining their education in several schools. It can then be concluded that there has been success in the distribution of budget allocations for the school-level operational assistance fund program through equity and opportunities provided by schools to students.

Furthermore, for indicators of the opportunity level of students who are unable or poor in obtaining educational assistance as the results of interviews with informants indicate that there have been grants of financial aid for those who cannot afford it. However, some schools have not provided such assistance equally every year due to the limited funds, but overall, the opportunity for poor students to obtain educational assistance has been realized.

4. Responsiveness Criteria

Responsiveness relates to how much a policy/program can satisfy community groups' needs, preferences, or values. The responsiveness criterion becomes important because, from the assessment of this criterion, then the previous criteria of effectiveness, efficiency, adequacy, and equity will be met. This will then result in the failure of the alternative of a policy in obtaining the objectives to be achieved if these criteria fail.

Of the two existing indicators used by researchers to see the responsiveness criteria, namely the level of community satisfaction and the impact on the school operational assistance program in Mamasa Regency, the results of the study indicate that the level of pleasure of the Mamasa community in the

research locations visited in several sub-districts shows that the satisfaction as a result of this program is generally recognized by the community. This can happen because this program has benefits for the community, especially people who are in the lower middle economy because they can send their children to school to get an education without having to spend a lot of money.

As for the impact of the BOS program, it has more positive results. The effects include provide awareness to the community and then change the mindset of the community that education is very important. In addition, this also increases the degree of welfare in education indirectly.

5. Accuracy Criteria

Appropriateness criteria is a discussion about whether or not the results that have been achieved are useful. Taken as a whole, two indicators are used in the accuracy criteria in the form of an increase in the number of school participation and a decrease in the number of students dropping out of school. This then shows that there are good achievements in line with expectations in the implementation of the school operational assistance program (BOS) in elementary schools in Mamasa district. Based on the results of interviews and observations conducted in various schools, these results show the success of the first indicator in increasing school enrollment rates, where there is a high interest of parents to enroll in schools as a result of the BOS program which has succeeded in increasing the APS in several sub-districts. in Mamasa District.

Furthermore, the second indicator, namely there is a decrease in the number of students dropping out of school due to cost problems since the launch of the school operational assistance fund (BOS) program based on the results of interviews and data searches in several schools in Mamasa.

6. Evaluation Result

From this study, it is shown that the evaluation results of the program for providing school operational assistance funds (BOS) in elementary schools in Mamasa Regency found that there were evaluation criteria that had been achieved, but some showed that they had not been achieved. However, most of the research results that have been carried out show that the evaluation criteria for each indicator have been fulfilled. This indicates that the evaluation of the program for providing school operational assistance funds shows good results, at least for now. There are still many vital notes that must be completed for the sustainability of the BOS fund program, especially in the Mamasa District, because several things that have not been maximized in the course of the BOS fund program may become a big problem in the future.

Some critical issues that are interesting to see from the results of the evaluation of the program for providing school operational assistance funds (BOS)

in elementary schools in Mamasa Regency are even though the main objective of this program as regulated in the BOS technical manual, namely to free up fees for students in terms of school operations has been achieved, where it is marked that no more levies have been found or reports have been obtained from schools and parents. However, problems become essential points that are then substantive to be immediately resolved by the government, especially the Ministry of National Education as the initiator and full responsibility for the BOS fund program. One of them concerns the budget allocation for each school. Some schools still really need more budget for school operations for one year because not all schools have the same number of students. The implication is the quantity of the total BOS budget received.

4. CONCLUSION

The evaluation results of the school operational assistance fund (BOS) program at elementary schools in Mamasa Regency overall indicate that this program has been running quite well, even though there are still points that are weaknesses or shortcomings in supporting the running of this program. However, it should still can be solved, but it should still be overcome.

5. REFERENCES

- Bahri, B., Sumaryana, A., Karnaesih, E., & Karlina, N. (2019). The Implementation of the Allocation and Distribution of School Operational Assistance Program for Compulsory Education Units in Kuningan Regency, West Java Province. *Journal of Social Studies Education Research*, 10(1), 178-192.
- Bos, A., Kruse, F. M., & Jeurissen, P. P. T. (2020). For-Profit Nursing Homes in the Netherlands: What Factors Explain Their Rise?. *International Journal of Health Services*, 50(4), 431-443.
- Braithwaite, I., Zhang, S., Kirkbride, J. B., Osborn, D. P., & Hayes, J. F. (2019). Air pollution (particulate matter) exposure and associations with depression, anxiety, bipolar, psychosis and suicide risk: a systematic review and meta-analysis. *Environmental health perspectives*, 127(12), 126002.
- Divayana, D. G. H., Sappaile, B. I., Pujawan, I., Dibia, I. K., Artaningsih, L., Sundayana, I., & Sugiharni, G. A. D. (2017). An Evaluation of Instructional Process of Expert System Course Program by Using Mobile Technology-based CSE-UCLA Model. *International Journal of Interactive Mobile Technologies*, 11(6).
- Garau, C., & Pavan, V. M. (2018). Evaluating urban quality: Indicators and assessment tools for

- smart sustainable cities. *Sustainability*, 10(3), 575.
- Hakim, A. R. (2021). Policy Implementation of 9 Years of Compulsory Learning Program and Eradication of Illute Illusion in Nabire District. *PINISI Discretion Review*, 5(1), 107-114.
- Hakim, D. R., & Suhendar, D. (2020). Evaluasi Pengelolaan Dana Bantuan Operasional Sekolah Menengah Kejuruan (Studi Komparatif pada SMK Negeri dan Swasta di Provinsi Banten). *Equilibrium: Jurnal Penelitian Pendidikan dan Ekonomi*, 17(1).
- Hickel, J. (2020). The sustainable development index: Measuring the ecological efficiency of human development in the anthropocene. *Ecological Economics*, 167, 106331.
- Jumari, J., & Suwandi, S. (2020). Evaluation of Child-Friendly Schools Program in Islamic Schools using the CIPP Model. *Dinamik Ilmu: Jurnal Pendidikan*, 323-341.
- King, J. A., & Alkin, M. C. (2019). The centrality of use: Theories of evaluation use and influence and thoughts on the first 50 years of use research. *American Journal of Evaluation*, 40(3), 431-458.
- Masriah, I. (2021). Time Effectiveness and Performance of Employees in Complete Systematic Land Registration and Recognition of Rights at Land Office Kota Tangerang Selatan. *Kontigensi: Jurnal Ilmiah Manajemen*, 9(1), 18-33.
- Mohagheghi, V., Mousavi, S. M., & Vahdani, B. (2017). Enhancing decision-making flexibility by introducing a new last aggregation evaluating approach based on multi-criteria group decision making and Pythagorean fuzzy sets. *Applied Soft Computing*, 61, 527-535.
- Nizar, M. (2019). Analisis Pelaksanaan Program Keluarga Harapan (PKH) di Kecamatan Suralaga Kabupaten Lombok Timur Tahun 2017. *Jurnal SIKAP (Solusi Ilmiah Kebijakan dan Administrasi Publik)*, 3(2), 50-60.
- Nobles, J., Summerbell, C., Brown, T., Jago, R., & Moore, T. (2021). A secondary analysis of the childhood obesity prevention Cochrane Review through a wider determinants of health lens: implications for research funders, researchers, policymakers and practitioners. *International Journal of Behavioral Nutrition and Physical Activity*, 18(1), 1-10.
- Oztemel, E., & Gursev, S. (2020). Literature review of Industry 4.0 and related technologies. *Journal of Intelligent Manufacturing*, 31(1), 127-182.
- Pauleit, S., Ambrose-Oji, B., Andersson, E., Anton, B., Buijs, A., Haase, D., ... & van den Bosch, C. K. (2019). Advancing urban green infrastructure in Europe: Outcomes and reflections from the GREEN SURGE project. *Urban Forestry & Urban Greening*, 40, 4-16.
- Purnamasari, D., Mulyati, Y., Sari, D., & Mariana, C. (2021). Administrative System Implementation Modern Taxation and Taxpayer Compliance. *Review of International Geographical Education Online*, 11(6), 64-76.
- Rivas, D. F., Boffito, D. C., Faria-Albanese, J., Glassey, J., Afraz, N., Akse, H., ... & Weber, R. S. (2020). Process intensification education contributes to sustainable development goals. Part 1. *Education for Chemical Engineers*, 32, 1-14.
- Rogge, K. S., Kern, F., & Howlett, M. (2017). Conceptual and empirical advances in analysing policy mixes for energy transitions. *Energy Research & Social Science*, 33, 1-10.
- Rokhadiyati, A. (2020). Evaluation of Implementation Policy on Management of School Operational Fund (BOS) 2019 with Edward III Model. *Jurnal Pendidikan dan Pengajaran*, 53(1), 25-42.
- Sari, N. P., & Tanaka, R. (2019). The Effect of School Operational Assistance Program on Investment in Education by Households: Evidence from Indonesia. *Economics and Finance in Indonesia*, 65(2), 149-168.
- Sudarwan, R. E., & Tola, B. (2021). New Student Admission System for Community Development Program in Bandar Lampung City (Model Evaluation Cipp and Adversary). *Review of International Geographical Education Online*, 11(5), 542-560.
- Sudiarso, A., Madhakomala, R., & Widodo, S. E. (2020). EVALUATION EMPOWERMENT OF OFFICER ASSESSORS FOR ASSESSMENT PROGRAM TO PRODUCE SUPERIOR OFFICERS OF THE INDONESIAN NAVY. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 5822-5839.
- Tambunan, A. T., Revida, E., & Rujiman, R. (2020). Partisipasi Pemuda Dalam Meningkatkan Program Wajib Belajar Sembilan Tahun Bagi Masyarakat Kelurahan Denai Kota Medan. *Jurnal Pemberdayaan Masyarakat*, 8(1), 39-63.
- Wolfensohn, S. (2020). Too cute to kill? The need for objective measurements of quality of life. *Animals*, 10(6), 1054.