



The improvement of education quality in Jayapura through the evaluation of school operational assistance funding regulation

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Abstract

This study aims to evaluate the policy of school operational assistance funds in the city of Jayapura by looking at outputs and outcomes, as well as looking at the phenomena of supporting factors and inhibiting factors in the field. As a policy process, this school operational assistance fund evaluation policy assesses whether the policy or program is going well or not. School operational assistance program is a program that helps provide funding for non-personnel operating costs of the school, but there are still some personnel financing that can still be paid from the school operational assistance fund.

In this study, the type of research used was descriptive research with a qualitative approach. The research informants were the stakeholders that directly involved with the research problem, i.e. related parties from educational institution. The research data used were primary data and secondary data. Data collection techniques were observation, interviews, and documentation to illustrate the implementation of School Operational Assistance funds for elementary schools and junior high schools in Jayapura City by using evaluations on their effectiveness, efficiency, adequacy, leveling, responsiveness, and accuracy.

Based on the six criteria above, it can be seen that the objectives of the School Operational Assistance Funds policy are going well. However, it has not been optimal in its implementation, it has not been able to show an increase in good and excellent education services in Jayapura City.

Keywords: policy evaluation, school operational assistance funding

Introduction

A developed or developing countries can be seen from the Index Development Index or the Human Development Index. HDI is a comparison measurement instrument which is seen from life expectancy, literacy, education, and the standard of living of a country. One indicator of the progress of a country's development is the level of human resource development achievements. Furthermore, education plays as the main domain for every country that aims to advance and develop their technology. The amendments to the 1945 Constitution IV to paragraph 31 of 2002 concerning education states that every citizen has the right to education, every citizen is required to attend basic education and the government is obliged to finance it. The Government strives and organizes a national education system that enhances faith and piety and noble morals in order to educate the life of the nation which is regulated by law, the State prioritizes the education budget of at least 20% of the state budget and from the regional budget to meet the needs of the implementation of national education, the Government is advancing science and technology by upholding religious values and national unity for the advancement of civilization and human welfare (People's Consultative Assembly of the Republic of Indonesia, 2002).

One of the steps taken by the Government in realizing the National Education Vision is to strive for the expansion and equitable distribution of quality education opportunities for all Indonesian society, which mandates that every citizen aged 7-15 years old must attend basic education. In order to realize the ideals of national education, until now, the Government is still faced various problems, both internal and external issues. The common problems faced by the

government are the quality level of educators who have not satisfied the quality standards, school infrastructure which remains inadequate and the limited education budget provided by the government. In addition to internal factors, the most severe challenge for the Indonesian people in this globalization era is how to prepare smart, superior and competitive human resources. By capitalizing and investing on intelligent, superior and competitive human resources, the country will be able to compete at the global level.

In line with the aforementioned explanation, an educational policy cannot be released without evaluation, because basically every public policy carries the risk of failure. Educational policy evaluation is carried out to assess the extent to which the objectives and direction of education policy are appropriate and achieve the expected goals and also evaluation is needed to see the gap between expectations and reality. The causes of failure of a policy are divided into two categories namely non-implementation and non-unsuccessful implementation.

According to Dunn (2003) ^[1], Evaluation plays a number of main functions in policy analysis namely evaluation providing valid and reliable information regarding policy performance, that is, to what extent needs, values and opportunities have been achieved through public action. In this case, evaluation reveals how far certain goals and certain targets are. Evaluations also contribute to clarification and criticism of the values that underlie the selection of goals and targets. Values are clarified by defining and operating goals and targets. Values are also criticized by asking systematically the appropriateness of goals and targets in relation to the intended problem. In asking the appropriateness of goals and objectives, the

analyst can test alternatives. Their sources of value and foundation in various forms of rationality (technical, economic, legal, social, substantive) and evaluation contribute to the application of other methods of policy analysis, including the formulation of problems and recommendations. Information about inadequate policy performance can contribute to the reformulation of policy problems, for example, by showing that goals and targets need to be redefined. Evaluation can also contribute to the definition of new policy alternatives or policy revisions by showing that the previously favored policy alternatives need to be removed and replaced with others.

In order to create transparency of school operational assistance funds in the implementation of school operational assistance regulation, it must involve competent parties such as the education office, school principals, supervisors and school committees. Furthermore, parents must be critical in overseeing the use of school operational assistance funds. School operational assistance funds in Jayapura City Papua are still experiencing problems such as differences of the data entered in the central education databases with the real data in schools, several schools do not have official accounts for collecting school operational assistance funds therefore they use the principal's account, the delays distribution of school operational assistance funds that affect the performance of teachers and school operations, the levies made by the school to students, and some other problems that occur. Therefore, the implementation of the school operational assistance fund policy itself is not running effectively and efficiently. On the basis of the effective and optimal implementation of the school operational assistance fund policy hence the basic objectives of the school operational assistance fund policy can be achieved. This research was conducted with a policy evaluation approach with six Dunn evaluation criteria, namely effectiveness, efficiency, adequacy, leveling, responsiveness and accuracy.

In order to improve the human development index of the Jayapura city community, the Jayapura City Government has prioritized several programs to improve the quality of education including implementing the school operational assistance fund policy as well as possible.

Method

This study used qualitative research with a descriptive research design model. It was a research carried out by giving an overview and explanation of an object in depth and aims to describe, summarize various conditions, situations or various social reality phenomena that exist in the community that are the object of research with the reality of the surface as a feature, character, nature, model, sign or picture of a condition, situation or phenomenon. This evaluation research was one way to find out and measure both in terms of the consequences caused by a program and the revisions that need to be made when programming, implementing and continuing a program in the future. In the implementation, the researcher conducted a survey, with the intention to find out the object and determine the similarity of status by comparing it with the standard chosen or determined (Sensing, 2011) [7]. The researchers were trying to find answers to the phenomena of the proposed problems then describe them, therefore a meaningful description of the evaluation of the school operational assistance funds in

the city of Jayapura will be obtained. The informants chosen as the sample in this study consisted of stakeholders in the field of education in the city of Jayapura including officials in the education department, headmaster, teachers, school committees, parents of students, according to the data needs needed in this study. The type of data used was primary data and secondary data. Data collection methods and research instruments were interviews, documentation which matched with a focus on this research, can be a material that supports the analysis of research data. The data analysis techniques used in this study was an interactive model of analysis developed by Miles & Huberman (1992) [4], which consisted of data reduction, data presentation, and drawing conclusions.

To find out how the implementation of the school operational assistance fund policy in the city of Jayapura, researchers used several criteria proposed by Dunn (2003) [1] with six types of criteria that can be used. The evaluation criteria are divided into six indicators, namely: effectiveness, efficiency, adequacy, leveling, responsiveness and accuracy.

Findings

Based on the interviews conducted with several informants, it can be seen that the implementation of the school operational assistance fund policy in the city of Jayapura has been effective. This is because schools in the implementation and management of school operational assistance funds in Jayapura always rely on the rules that have been set, namely technical guidelines for the use and accountability of school operational assistance funds therefore the specific objectives of the school operational assistance fund program in Jayapura can be felt its benefits by students, especially in helping students to reduce the cost of education of elementary school students and junior high school students in the city of Jayapura. However, the existence of school operational assistance funds in the city of Jayapura has not clearly shown an improvement in the quality of education. Meanwhile, when it was seen from the efficiency of the implementation of the school operational assistance fund policy in the city of Jayapura, it has been efficient in terms of its utilization for students, especially students because it can meet all their needs in the learning activities in schools and operational schools themselves. However, if it was judged by the efficiency of the school, it has not been running optimally because the implementation of the school operational assistance fund policy in the city of Jayapura was also carried out by teachers as teaching staff therefore it affects the performance in the implementation of the school operational assistance fund policy in the city of Jayapura.

According to the adequacy of this policy, it can be said that the goals that have been achieved were considered sufficient in various ways. William N. Dunn argues that adequacy is concerned with how far the level of effectiveness satisfies the needs, values or opportunities that create problems (Dunn, 2003) [1]. From the above understanding, it can be concluded that adequacy is still related to effectiveness by measuring or predicting how far alternatives that exist can satisfy the needs, values or opportunities in solving problems that occur. One very important factor known in determining the success or failure of a program that is carried out is adequacy. This aspect is very influential on the

achievement of the objectives of the policy. If the adequacy aspects are met in a program, then automatically, the activities to be carried out will be run well and furthermore the program will succeed even though there are obstacles during the program. Fortunately, the solution will be available if the resources used support the operationalism of the program and the needs of program beneficiaries are met. The interview results illustrate that school operational assistance funds in Jayapura are very useful for school operations. However, the amount of school operational assistance funds received by schools in funding school operations is insufficient to fund the entire school's program. Even though the funds received by the school are quite large because of the increase in the number of students each year. Therefore, the school and the committee agreed on the existence of school committee contributions to meet the needs of schools that could not be covered by the school operational assistance funds and whose allocations were not included in the technical guidelines for the use of the school operational assistance funds.

According to the Equality indicator in this policy, it can be considered to have a meaning with fairness given and obtained by public policy targets. The equality criterion is closely related to legal and social rationality and points to the distribution of effects and efforts between different groups in society (Dunn, 2003) ^[1]. The policy which is oriented on equalization is a policy whose consequences or efforts are fairly distributed. A particular program might be effective, efficient and sufficient if the benefit costs are evenly distributed. The key to equity is justice or fairness. The interview results illustrate that the distribution of funds for school operational assistance in Jayapura can be felt by all students. Therefore, the researchers extensively argued that the implementation of the school operational assistance fund policy in Jayapura based on the aspect of equality is optimal and good.

Meanwhile, from the Responsiveness indicator, the policy of school operational assistance funds in the city of Jayapura can be considered responsive towards the target of implementing a policy. This aspect is one of the criteria assessed in determining the success or failure of the implemented program. Where the indicator of responsiveness is one of the efforts to realize good governance that is expected by the community if the policies implemented can respond to the demands and needs of the community. The indicator of responsiveness in this context is the perceived satisfaction from both the service provider and the service recipient. The service in this research means a service in terms of education. In accordance with the concept of responsiveness, this indicator is concerned with how a policy can satisfy the needs, preferences, or values of certain groups of society. Furthermore, the indicator of responsiveness in this study is aimed at assessing the response given in support of the school operational assistance fund policy in the city of Jayapura. According to the results of the interview, the researcher believes that the responsiveness aspect has been satisfactorily fulfilled. This is because the government has responded positively to the policy of managing school operational assistance funds in the city of Jayapura with its function as controlling the policies that have been carried out therefore the regulations can be implemented properly and appropriately. The benefits of the school operational assistance fund policy in

the city of Jayapura were also felt by parents of students by supporting and continuing to monitor the course of policy management in schools.

The accuracy of the school operational assistance fund policy in the city of Jayapura refers to the value or price of the program's objectives and to the strength of the assumptions that underlie these goals. The appropriateness in the school operational assistance fund policy in the city of Jayapura is a criterion used to select a number of alternatives to make recommendations by assessing whether the results of the recommended alternatives are a viable choice of objectives. The eligibility criteria are related to substantive rationality; because these criteria concern the substance of the objectives rather than the means or instruments for realizing those goals. The findings in the field illustrate that the management of the school operational assistance fund policy in the city of Jayapura is carried out according to the technical guidelines and financial accountability of the school operational assistance fund policy in the city of Jayapura in the annual budget, therefore it is right on target in its implementation and the benefits can be felt by all students, especially a good service in terms of education quality.

Conclusion

The conclusions of this study are as follows: The policy of school operational assistance funds in Jayapura City, reviewed using policy evaluation criteria, has been implemented well. In addition, related parties have tried to provide the best education services in Jayapura City. This was felt by elementary and junior high school students in Jayapura. The implementation of the school operational assistance fund policy in Jayapura City based on the objectives has been achieved. This is seen from the aspect of efficiency, especially in terms of utilization for students to meet all needs in learning activities in schools and the school operations themselves. However, if it is reviewed from the school efficiency aspect, the policy has not been running optimally. Some constraints that affect the performance of the policy have not been overcome, such as delays in the distribution of school operational assistance in the regions and the availability of resources that are not yet optimal. Therefore, the problem also affects the real data report on basic education data which causes a difference in the amount of school operational assistance that should be received. The amount of the school operational assistance budget received by the school in financing school operations is felt to be insufficient or fulfilling. The limited allocation of school operational assistance in funding school operations also affects the implementation of the school operational assistance policy which is only focused first on important matters. Thus, the school still levies additional voluntary fees.

The implementation of school operational assistance policies in Jayapura in terms of leveling and responsiveness has been optimally carried out and felt by all students and has been fulfilled quite well. The accuracy of the management of school operational assistance in Jayapura City has been carried out in accordance with the technical guidelines for use and financial accountability every fiscal year hence it is right on target in its implementation and benefits. Accordingly, it can be felt by all students, especially students in the form of good educational services.

Based on the criteria submitted, it is known that from the objectives of the school operational assistance policy in Jayapura City it has been implemented well, only this program policy has not been optimal in its implementation process and has not been able to demonstrate an increase in better and quality education services.

The recommendations given regarding the management policy for school operational assistance in Jayapura include the need to consider increasing the allocation of school operational assistance given the large number of components of expenditure of funds at primary and junior high schools in Jayapura and the Jayapura City Education Office need to consider and anticipate obstacles that so far faced by schools such as teachers who are also tasked with managing school operational assistance, data accuracy so that the management of school operational assistance policies in Jayapura City runs more optimally in reporting and can be accounted for.

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