



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 14, 2020

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



9 772668 779000

Evaluation of implementation of Regional School Operational Assistance Policy (Bosda) in Anambas Islands District of Riau Islands Province

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Abstract. The purpose of this research is to see and evaluate a policy that has been implemented by the Anambas Regency, Riau Islands Province regarding regional operational assistance in a school. The research method used in this study is a qualitative research method with interview data collection techniques, surveys and documentation and data analysis techniques used in the study include three streams of activity, namely: data reduction, data presentation (display data), and conclusion / verification (conclusion drawing / verification). The result of this research is that regional operational assistance which is distributed to schools needs to be reviewed because many do not match the portion of the school because the inappropriate amount makes school operational assistance funds large and not on target.

Keywords. Evaluation, Implementation, School Operational Assistance, Anambas

Introduction

One of the objectives of the Republic of Indonesia, which is included in the constitution, is to educate the life of the nation. Education is the human right of every Indonesian citizen and therefore every Indonesian citizen is entitled to a quality education according to their interests and talents regardless of social status, race, ethnicity, religion, and gender. The government and local government are obliged to provide educational services to all children of the school age nation to be able to enjoy education, as a provision to become intelligent, skilled, virtuous, democratic, and integrity citizens, thus encouraging the upright development of a whole human being imbued with Pancasila values.

However, in reality bosda policy has not been fully successful in improving the quantity (equalization) and quality of education in Anambas Islands Regency. Proven Rough Participation Rate (APK) SD only 116.49 (seventh rank) Junior High School only 88.98 (seventh rank) SMA 90.49 (ranked number one), from seven districts/cities in Kepri Province. The average results of the number of elementary school final exam scores are 19.22, (seventh place), Junior High School National Exam 22.66, (4th place), High School National Exam average 47.23 (6th rank), Percentage of elementary school teachers who already have educator certificate 19.35%, Junior High School 12.2%, SMA 20.81%. There are still 101 out of all

teachers who number 747 teachers or 13.52% who do not have an academic qualification of at least S1/D-IV.

The description and data above shows the positive and negative impact of the policy of providing Regional School Operational Assistance (BOSDA) in Anambas Islands Regency. The positive impacts, namely: (1) primary effect, namely the expected positive impact, among others: parental burden becomes light because it is free of education costs, compulsory learning is carried out, school operational costs are met, learning tools and practical materials are met, the principal is motivated to immediately accredit his school; and (2) secondary effect, namely positive effects beyond primary effects including: increased extra-curricular activities, the rights of students as citizens are fulfilled, the implementation of self-development and sustainable physical development for teachers. This is in accordance with Husein research results that BOS funds can strengthen the school's ability to provide learning materials and additional activities to students in order to improve the quality of education (Husein, 2017). Hadiyanto's research (2015) also shows that the implementation of the school's operational assistance policy has a positive and significant effect on improving teacher performance and student parents' participation in improving student learning performance (Hadiyanto, 2015). Similarly, the research results of Sugiono, Andiana, and Kurrohman (2015) also showed that the adequacy of funds and the goal of using BOS funds had a positive and significant effect on the learning achievement of students (Risca Kurniasari Agus Sugiono, 2015).

On the other hand, there are also negative effects in the form of side effects (side effects of BOSDA granting policy in Anambas Islands Regency, low UN scores, low APKs, and low percentage of teachers who already have educator certificates are still low. This is in line with the results of Ningsih research (2017) that the implementation of BOS primary education of West Meranti Islands Cliffs District has not been fully implemented (Ningsih, 2017). Bos implementation has not gone well because it cannot show good and excellent improvement of education services (Soulisa, 2017). In addition, the results of the study (Sri Rahayu, 2015) also prove that bos implementation is not going well, namely the lack of participation of parents and the community. In addition, personnel costs are high, while accountability and transparency are poor.

With such conditions, there is a research gap that requires further research. Contrary to this urgency, researchers are interested in conducting research on The Evaluation of Regional School Operational Assistance Policy (BOSDA) in Anambas Islands Regency, Riau Islands Province.

Literature Review

Evaluation is an activity that assesses an activity, program, or policy. According to Jones as quoted (Winarno, 2015), evaluation is an activity aimed at assessing the "benefits" of a policy. For Sudijono, the evaluation is basically an interpretation or interpretation sourced in quantitative data, while the quantitative data is the result of a measurement (Sudijono, 2016). On the other hand, Scriven as quoted by Sudijono defines evaluation as follows: Evaluation as a method of determining the merit or worth of an evaluating (the project, program, or other entity that you are evaluating), arguing that the placement of value on something should be appraised based on these two dimensions.

Another crucial stage of policy is evaluation. Evaluation with respect to the production of information about the value or policy benefits of the policy results. The information generated from the evaluation is values with respect to: (1) efficiency, i.e. the comparison between results and costs or (results/costs); (2) profitability, i.e. the difference between the result and the cost or (result-cost); (3) effectiveness, i.e. assessment of results, without taking

into account costs; (4) equity, i.e. balance (proportional) in the distribution of proceeds (benefits) and/or costs (sacrifices); (5) detriments, i.e. negative indicators in the social field, such as criminality; and (6) additional benefits (margin rate of return), i.e. additional change-in benefits (Dunn, 2010). This means that the evaluation is related to the values that are to be realized through the implementation of policies.

The complete evaluation includes three definitions, namely: (1) the initial evaluation, namely from the policy formulation process until the time before it is implemented (ex-ante evaluation); (2) evaluation in the implementation or monitoring process; and (3) final evaluation conducted after completion of the policy implementation process (ex-post evaluation). In addition, Keban explained that evaluations are used to learn about the results obtained in a program to be associated with its implementation, control the behavior of those responsible for the implementation of the program, and influence the response of those outside the political environment. In fact, Rossi and Freeman as quoted (Keban, 2018) suggest that the evaluation is not only useful to consider the usefulness of the ongoing program, but also to look at the usefulness of new programs and initiatives, improve the effectiveness of the management and administration of the program, and account for the results to the parties sponsoring the program. More than that, according to Dunn, policy evaluation is intended to know four aspects, namely: (1) the policymaking process, (2) the implementation process, (3) the policy consequences, and (4) the effectiveness of the policy impact.

The legal basis of the Regional School Operational Assistance Policy (BOSDA) is: Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 76/2012 on Technical Instructions for The Use and Financial Accountability of the School Operational Assistance Fund year 2013, Anambas Islands Regent Regulation No. 5/2013 on Guidelines for Providing Operational Costs of Anambas Islands District Schools, and Decision of the Head of Education Office of Anambas Islands District Number 05/SK-DIK-KKA/I2013 on Technical Guidance (Juknis) Use of Funds and Financial Action of Regional School Operational Costs (BOSDA) year 2013 on Allocation of Regional School Operational Expenses Fund.

The School Operational Assistance Program (BOS) is an activity that is the realization or implementation of policies in the expansion and equalization of access to education, especially in supporting the mandatory program of basic education learning (Wajar Dikdas) nine years of quality. According to (Fitri, 2016) School Operational Assistance (BOS), is a government program that is basically for the provision of nonpersonalia operating expenses for basic education units as the implementation of compulsory learning programs. BOS is the government's national program in education designed to ensure the continuity of the education process in the primary education unit (Ramadhansyah, 2013). The purpose of BOS program is to provide assistance to schools in order to free up student dues, but the school can still maintain the quality of education services to the community (Wahyudi, 2013). In Appendix 1 Permendiknas No. 76 of 2012 it is mentioned that in general bos program aims to ease the burden of society on education financing in order to compulsory study 9 years of quality. In particular, bos program aims to: (1) exempt all public elementary and junior high school students from school operating costs, except for international school stubs (RSBI) and international schools (SBI); (2) exempt all poor students from all levies of any kind, both in public and private schools; and (3) ease the burden of school operating costs for students in private schools.

Research Methods

This research will be conducted in bosda receiving schools that are sampled, district Education UPTD office, Anambas Islands District Education Office office. The implementation

of the policy implementation was carried out for ten months, from January to October 2019. This research uses a qualitative approach. According to (Schumacer, 2006) research with a qualitative approach is a reality as a social construction, individual or group, attracting or giving meaning to a reality by constructing it. For (Bates, 2014), qualitative research emphasizes in-depth data collection (indepth) of some individuals or in a restricted environment, whose findings are not obtained through statistical procedures or other forms of counting (Strauss, 2008).

Techniques and procedures used to collect research data include interviews, observations, and documentation. The data analysis technique used in this study is qualitative analysis, with reference to the model from (Huberman, 2004). This analysis model includes three activity streams, namely: data reduction, data display presentation, and conclusion drawing/ verification

Results and Discussions

Based on the research, the evaluation results reviewed are, (1) the context of Regional School Operational Assistance (BOSDA), (2) input of Regional School Operational Assistance (BOSDA), (3) context process of Regional School Operational Assistance (BOSDA), (4) results of Regional School Operational Assistance (BOSDA). Furthermore, the formulation of existing problems uses the Context Evaluation, Input, Process, and Product (CIPP) models.

Regional School Operational Assistance (BOSDA) of Anambas Islands District of Riau Islands Province, evaluasinaya criteria are, (a) bos cost shortfall is met, (b) the cost of teaching learning operational activities is met, (c) the cost of transportation of students is met, (d) the quality of education of elementary and junior high schools increases, (e) the quality of teachers increases. In setting the objectives of Regional School Operational Assistance (BOSDA) the Office of Youth Education and Sports of Anambas Islands District refers to bos juknis directive of the Ministry of Education and Culture and strengthened by The Regent regulation of Anambas Islands No. 5 of 2013 on Guidelines for The Provision of Operational Costs of Regional Schools of Anambas Islands District. The purpose and purpose of providing Regional School Operational Assistance (BOSDA) of Anambas Islands District is to meet the lack of School Operational Assistance Fund (BOS), which is allocated by the government through the revenue and expenditure budget.

In reviewing the evaluation results related to installation related to network devices and cooperation. The network device against a program must exist and be pre-ed before the program is implemented, as it will provide a deeper direction setting out the steps that should be taken when implementing the program. For this network device tanjungpinang city education office always coordinates and implements MoU with the Institute for Development and Empowerment of principals (LPPKS) and Educational Quality Assurance Institutions (LPMP) Kepri. As the results of the interview below. In carrying out cooperation or memorandum of understanding, a strategy is needed in order to prepare the preparation of prospective principals.

This indicates that the local government through the Tanjung pinang City Education Office has seriously implemented National Education Minister Regulation No. 28 of 2010. Because based on the documentation study, in 2014 there was an administrative selection of 50 prospective principals for the elementary school level, who graduated as many as 20 people and had attended ppcks training. Some have even been appointed principals. Then in 2015 the Tanjungpinang City Education Office also recruited prospective principals, netted as many as 26.

Permendiknas 28 Year 2010 stated that the education and training of prospective principals is a program of providing theoretical and practical experience that aims to develop

the knowledge, attitude and skills of prospective principals in the dimensions of personality competency, managerial, supervision, entrepreneurship and social. Furthermore, the purpose of the training education is to be: 1) to develop the leadership potential of cks; 2) to improve the managerial competency of prospective principals/madrassas; 3) to improve the academic supervision skills of prospective principals/madrassas, and 4) to improve the mastery of competency standards of prospective principals/madrassas. To ensure the process of carrying out the training activities of prospective principals / madrassas can be carried out based on the established procedures and continuously improved quality then set implementation instructions for the training activities of prospective principals / Madrasah.

In the discussion section of the implementation of the Principal Candidate Preparation Program (PPCKS) refers to the discrepancy phase consisting of 4 stages, namely based on focus and subfocus, starting from (1) The Design of the Prospective Principal Preparation Program (PPCKS), (2) The Installation of the Principal Candidate Preparation Program (PPCKS), (3) the Process of implementing the Principal Candidate Preparation Program (PPCKS), (4) the results of the principal placement. Next step, the evaluation component according to the findings, researchers will be able to correlate with management theory, management program theory, regulations related to the preparation of prospective principals, as well as logical arguments of researchers. In accordance with the explanations in the qualitative methods that have been outlined, with an inductive frame of thinking. In this discussion, also, if there is a conformity between the evaluation results and the criteria, then the researcher will not provide input. But on the other hand, if not already, then the researchers will provide input, in order to get the conclusions and recommendations directed and will be included in Chapter V. Then the design of the preparation program of prospective principals (PPCKS).

This prospective principal preparation program is well designed. For the preparation of prospective principals, grand design of the prospective principal preparation program (PPCKS) to be more planned so that the focus on the purpose of the program so that it can be controlled and evacuated. The results of this program are the basis in evaluating ppcks design. The evaluation conducted at the design stage related to the design of the prospective principal preparation program (PPCKS). The design of the program must be well programmed before the program is implemented. Design is indispensable before the program is implemented in order to provide clear direction in determining research when implemented.

Indicators related to the design of the program include background, analysis of the needs of the principal, recruitment, qualifications, and objectives. The results of data collection by interview method, observation and documentation are described in the following description. In addition, the Tanjungpinang City Education Office understands the grand design of the prospective principal preparation program (PPCKS), so that in the implementation of the preparation of prospective principals in Tanjungpinang city education office in accordance with ppcks guidelines.

In the preparation of prospective principals needs to develop is the field of study after the field of design. Here, development is seen as a process of translating design specifications into physical forms. The design of the prospective principal preparation program will be achieved if stakeholders always coordinate in understanding and implementing ppcks guidelines that have been determined by LPPKS.

1. Background Components of Preparing Prospective Principals in Tanjungpinang City (Design).

a. Analysis of the needs of the principal.

The realization in schools, the current principals of many who do not go through selection, but the appointment directly by the district/city office, therefore with the recent

regulation related to the selection of the principal should refer to the Regulation of the Minister of National Education No. 28 of 2010. Through the selection of prospective principals, it is expected that the principal has managerial knowledge as the principal, therefore in Riau Islands, especially in Tanjungpinang City, has complete data on both the prospective principal and the current principal. It is expected that the education office will cooperate with the Education Quality Assurance Agency (LPMP), in order to prepare training for the headmaster who has served as well as the prospective principal who will take office. According to the following expert opinion.

With an educational background in mathematics, students are often being taught by teachers who feel less confident and successful in their mathematics ability. This study examined the impact of studying preservice teachers and whether the study's participants' self-concepts and anxiety toward the subject of mathematics change while in a preservice teacher preparation program (Dorothy, 2014).

With an educational background in the field of definite science, students are often taught by teachers who feel less confident in their exact science abilities. This conclusion examines the impact of teacher learning before teaching and whether the concept of learning is lacking and anxiety about the change in science.

The selection of prospective principals is carried out in accordance with the prevailing rules, because in the application of education principal data (dapodik), the principal has the Unique Number of the Principal (NUKS). If the prospective principal is properly prepared with the correct criteria and procedures, then the principal will carry out the correct obligations and duties. The appointment of the principal/selection of prospective principals without seeing relatives or families, but it should be based on competence, so it is worth analysis as the principal.

In line with the opinion of the head of the City Education Office, who said that as employees work must be based on the rules, how do we know what we have done is right or wrong if there are no guidelines. The Principal Candidate Preparation Program has a strong legal basis. Based on the document study obtained that the implementation of the selection of prospective principals already refers to ppcks guidelines. This cannot be separated from the provisions contained in Permendiknas No. 28 of 2010 and Law No. 20 of 2003 on the National Education System. In accordance with observations about the legal basis of the rules of implementation of the candidate preparation program.

Analysis of the needs of the principal is needed in estimating how many principals are needed in the future. Measures for the preparation of analysis of the needs of the principal need to be carried out predicting the formation of the principal. To equate the perception of the preparation of analysis of the needs of the principal. Prepare a data reference to analyze the needs of the principal for the next 2 years. Use the data of the analysis results as a reference in the recruitment, training and budgeting, preparation, appointment, and coaching of the principal on an ongoing basis. The goal of the availability of a number of prospective principals who are ready to replace the position of principal who is out of duty due to various reasons for the next 2 years, then to achieve good results need to be considered to the maximum is the analysis factor of the current number of schools.

The appointment of a new principal is due to the addition of a new school. Diminished principals, due to: (1) quitting on their own terms, (2) ending tenure, (3) retirement, (4) promotion of office, (5) disciplinary penalties, (6) not meeting performance standards, (7) sickness or permanent absence, (8) learning assignments of more than six months, or (9) due to death (Permendiknas, 2010). Grounding on the estimations of the social economic situation and

projections on human resources needs, the education system is planned to develop the necessary workforce structure and related human competencies (Cheng, 2005).

Teaching on the basis for estimating socioeconomic situations and analyzing human resource needs, that a planned education system is necessary for the development of structures as well as people capable of doing the work and competence of employees. Thus, to analyze the needs in filling the vacancy is necessary in order to determine and know the number of positions. From the results of interviews and documentation studies (appendix 8: 416), then associated with the opinion of experts, that carrying out the analysis of needs is in order to estimate a job vacancy or position, then the analysis of the needs of the principal on the preparation of prospective principals in Tanjungpinang City already meets the evaluation standards.

b. Purpose of Preparing Prospective Principals.

Regarding the determination of the purpose of preparing prospective principals that researchers have ified in Chapter IV, based on editorialonal has been in accordance with the rules of management theory applies. The goal must be well defined. This is operational and should reflect the contribution made to the entire organization.

The leadership in turn must convey to subordinates as accurately as possible that each unit will rely heavily on the other unit. Each must carry out the work in accordance with the specified objectives. This good goal determination, applied by the Tanjungpinang City Education Office in communicating the purpose of PPKS to the relevant institutions namely LPPKS as the leading sector of preparing prospective principals and other partners such as, bkd heads, principals, and teachers as participants of prospective principals. This is in accordance with the following expert opinion: "these goals cover essential aspects of education: identity formation, gaining knowledge, mastery of practical skills, and the highly important cultivation of interpersonal relationships" (Ben-Peretz, 2009). These objectives cover important aspects of education: identity building, acquiring knowledge, mastery of practical skills, and the very important culture of interpersonal relationships.

To achieve these goals, there is certainly a systematic process of activities carried out. In addition, the purpose of preparing prospective principals has been set out in ppcks guidelines, clear standards and time limits. More emphatically, this theory talks about an assignment that has no purpose, or does something with the best purpose. Similarly, the following expert opinion: "goal free evaluation is an innovative approach that is helpful in implementing the consumer-oriented approach to evaluation" (L.Stuffebeam, 2013). The purpose of the evaluation is an innovative approach that helps employees implement the approach as the basis of assessment.

Therefore, the purpose will be classified into motivation theory. When specific goals, challenging and accepted by subordinates and receiving feedback to know their progress in achieving goals, then by itself their motivation and performance will also improve.

In accordance with the following expert opinion: "organization goals must always be legitimated by organization values which in truns are required to be consistent with social values" (Stewart Clegg, 2012). The purpose of the organization must always be endorsed by the values of the organization, which is ultimately required to be consistent with social values. In addition, tanjungpinang city education office has understood well the purpose of preparing prospective principals, so that implementation participates in influencing the performance of the program that has been created. To manage data and support the business functions of entrepreneurship by related parties, it is necessary in the standard of service needed to advance the school.

The purpose of improving school quality is not only on the standards of educators, but how to manage schools with data collection and school management, starting from school management, environment and standards that connect services and applications needed by businesses. In line with the expert opinion about the following objectives: They make decisions, allocate resources, and direct the activities of others to attain goals. Managers do their work in an organization. This is a consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals (Robbins, 2006).

They make decisions, allocate resources, and direct the activities of others towards achieving goals. Leaders do their job in an organization. It is a consciously coordinated social unit, consisting of two or more people, which function relatively continuously to achieve a common goal or set of goals. As for the purpose of the student service business, it must be maintained. So, finally the purpose of this PPCKS needs to be maintained in order to foster a common understanding of the programs that have been made and are contained in the program guidelines for preparing prospective school principals (PPCKS). Thus the goal can be said as the goal or purpose of action aimed at achieving certain standards or expertise, and is often given a time limit. Thus, from the expert opinion and the confirmation of the results of the interview that the objective is the target of the activities aimed at a certain standard, the researcher can conclude that the evaluation component in the background with the indicators of needs analysis and the objectives of the prospective school principal preparation program has met the evaluation criteria.

1. Cooperation Component for the Preparation of School Principal Candidates in the City of Tanjungpinang (Installation).

a. Recruitment of Principal Candidates.

To carry out the program to prepare prospective school principals properly, the Tanjungpinang City Education Office conducted an MoU (memorandum of understanding) in collaboration with the LPPKS to recruit prospective school principals. Regarding LPMP, district / city education offices must also do the same thing, LPMP is the closest partner. Likewise with the recruitment of prospective school principals to the training of school principals, the authority lies with the LPPKS, but the LPPKS will not possibly handle all of Indonesia, because the scope is all Indonesia.

Therefore, the Directorate General of Teachers and Education Personnel and the Directorate General of Primary and Secondary Education work together. LPMP as a partner of the LPPKS can make an MoU to make an effort, what is clear is that the expected standards must be the same. In the context of implementing PPCKS, considerations are made by looking at the cost and distance when determining prospective school principals. Meanwhile, to disseminate notification regarding the authority of LPMP to recruit and train prospective school principals.

Besides always coordinating, the most important thing is the budget issue in implementing PPCKS. This PPCKS budget can be financed by APBD funds or APBN funds, in accordance with applicable regulations. For this implementation, district / city education offices must comply with regulations at the central level because if not, in the short term there will be no problems, but in the long term they can come. Researchers have carried out an evaluation based on a documentary study, it turns out that the Tanjungpinang City Education Office has made an MoU with LPPKS.

For this network equipment, the Education Office of the City of Tanjungpinang always coordinates with the Institute for Development and Empowerment of School Principals

(LPPKS). Likewise with the Riau Islands Province Education Quality Assurance Agency (LPMP). For this network device, the researcher concluded that the network device met the predetermined standards. As the opinion of the following expert: “this is not to say that the organization's mission is not fundamental it is. It simply means that performance requires cooperation, teamwork, and people giving effort for the benefit of the whole”(Cokins, 2006).

The strength of the organization as a driving force for work activities by recognizing that the social system is a trigger for enthusiasm. This is not to say that the organization's mission is groundless. This means that performance requires cooperation, teamwork, and people who strive for mutual benefit. Likewise with the following expert opinion: To obtain satisfactory results those pro fi cient in that vocation should be employed as instructors and the actual conditions of the vocation should be utilized either within the high school or in cooperation with the home, farm, shop, or office. Much of the pupil's time will be required to produce such efficiency (Lichtman, 2010).

In order to obtain satisfactory results in their work which must be carried out as a reference and actual conditions, so that it can be utilized properly, cooperation can be carried out in schools or with housing, agriculture, shops or offices. So that employees will be needed to produce a more efficient result. Thus according to expert opinion and observation results, as well as confirmation of the results of interviews on the implementation of PPCKS in Tanjungpinang City, the researchers found that there was good cooperation.

For recruitment, the Tanjungpinang City Education Office has fundamental problems in preparing school principals, among others caused by: (1) that in the last 2 years in Tanjungpinang City there was no training for prospective school principals, there was training for strengthening the competence of school principals; (2) some school principals who have been appointed have never attended PPCKS training; (3) regions have not followed the provisions concerning the prerequisites for the appointment of prospective school principals; (4) LPMP, as the education and training provider for prospective school principals in Tanjungpinang City, is still waiting for the new training policy for new school principal candidates, which was initiated by LPPKS Solo; (5) there has been Ministerial Regulation No. 28/2010 concerning the assignment of teachers to be school principals; (6) the school principal preparation model requires districts / cities to prepare an analysis of the needs of school principals, if they wish to participate in the preparation of prospective school principals to be funded through the APBN. In order to prepare school principals effectively and efficiently, the preparation, appointment, empowerment and dismissal of school principals are the authority of local governments. It is necessary to calculate carefully the reduction in existing school principals over the last two years. As the opinion of the following expert: Another form of bundling is provided by competency frameworks, which are used in assessment and development centers and to specify recruitment standards, identify learning and development needs, indicate the standards of behavior or performance required and serve as the basis for human resource planning (Mullins, 2015).

Another form of subject matter is provided by the competency framework, which is used in assessment and development centers and for setting recruitment standards, identifying learning and development needs, demonstrating required standards of behavior or performance and serving as the basis for human resource planning. With the evaluation of the preparation of prospective school principals in terms of recruitment, it is hoped that all districts / cities can refer to Permendiknas Number 28 of 2010 and PPCKS guidelines. This is in accordance with the following expert opinion: The role of standards developers is to identify what is of central importance in the preparation of school leaders to identify those features of leadership that are associated with student outcomes. These changes have also called for more attention to be given

to the recruitment and selection of suitable school principals and to conditions of work that will increase the retention of effective leaders (Ingvarson, 2012) ..

The role of policymakers for standards is in order to identify problems that are very important in setting school leaders, as well as to identify leadership that has not been entirely placed in relation to student success. These changes have also called for more attention to be paid to the recruitment and selection of suitable principals and working conditions that will enhance the existence of effective leaders.

Thus, researchers can conclude that from the results of interviews and observations (attachment 7: 411), and related to expert opinions, as well as relevant research that recruitment and selection planning by establishing criteria or qualifications for staff and instructors both in terms of quality and quantity , recruitment is a search for human resources with behavioral standards that have competence and serve as a basis for objective human resource planning, so the implementation of recruitment at the Tanjungpinang City Education Office still refers to policy, meaning that the implementation of recruitment does not match the evaluation criteria.

b. Principal Qualifications.

For the qualification of school principals, it has been stated in Law Number 20 of 2003 concerning National Education System Article 42 paragraph (1) "Educators must have minimum qualifications and certification in accordance with the level of teaching education, are physically and mentally healthy, and have the ability to realize the goals of national education. . " In this article it is very clear that teachers in Indonesia must have standardized qualifications and must take certification to improve academic qualifications and teacher competence. The specification may outline qualifications, skills, experience, past achievements, aptitudes, interests and so on. It should be clearly related to characteristics which have distinguished successful from unsuccessful job-holders in the past, or, if the job is new, characteristics of people performing well on similar types of work. In practice, recruiters often tend to go by their personal hunches. Most would agree, however, that motivation, or the urge to do the type of work, is important (Dutwin, 2014).

Specifications can be described and broken down into qualifications, skills, past achievements, talents, interests and so on. This should clearly relate to the characteristics that distinguish success from past failures of permanent employees, or if the job is new, traits of people who have performed well in similar types of work. In practice, recruiters often tend to follow their personal hunches. Most would agree, however, that motivation or motivation to do this type of work is important.

However, based on the evaluation results, the Tanjungpinang City Education Office in recruitment for the appointment and placement of school principals is still not in accordance with educational qualifications. This is indicated to be one of the factors of irregularity because it is still implementing policy decisions, so that it is not in accordance with the applicable rules in the process of appointing school principals. Thus, according to expert opinion, observation and confirmation of interview results on the aspect of cooperation between the LPPKS and the Tanjungpinang City Education Office on the cooperation component in preparing prospective school principals on the recruitment indicators did not meet the evaluation criteria, while for the qualification aspect, it did not match the evaluation criteria. Components of the Implementation of the Preparation of School Principal Candidates in the City of Tanjungpinang (Process).

a. Education and Training (Diklat).

Education and training at PPCKS is very important to do to achieve the desired target, namely training the trainees of prospective school principals to provide knowledge, how to lead and the skills to manage schools well. This training is also to see the reasoning power and ability of participants as well as to assess participants objectively, so that the results of this assessment serve as a consideration for decision makers for the placement of school principals. As the following expert opinion. The reconstruction of education and training stands or falls with the morale, commitment and capacity of the national body of teachers and trainers. The country needs a dynamic system of teacher preparation and development with a clear mission and sufficient scope to perform it (Carol, 2013).

In the development of education and training, increase enthusiasm, commitment, ability as a national teacher and trainer. Countries need a dynamic system through the preparation and development of teachers with a clear mission and sufficient scope to carry out these activities.

Regarding the expert's opinion on education and training, the implementation of training to prepare prospective school principals in Tanjungpinang City is in order to provide knowledge and skills as well as a good attitude. Besides that, the training provided is leadership and managerial, so that this opinion is in accordance with the guidelines in PPCKS. This is in accordance with the results of a documentation study conducted in the field of PPCKS activities.

Thus, according to the expert's opinion on education and training and the results of documentation, researchers can conclude that the evaluation criteria for PPCKS education and training in Tanjungpinang City have been maximized and fulfilled, the assessment is categorized as good, so that the implementation of education and training can be maintained and continued.

Curriculum.

The training curriculum for prospective school principals, according to the subject matter of the training, consists of in-1, OJL and In-2 activities. The training patterns for prospective school principals are:

1). In Service Learning 1 (In-1)

The first stage of education and training for prospective school / madrasah principals is in the form of face-to-face in service learning 1 activities which are held for a minimum duration of 70 hours @ 45 minutes. Training materials include general material, core material and supporting material.

2). On the Job Learning (OJL)

On the job learning aims to provide opportunities for prospective school / madrasah principals to gain learning experience at school / madrasah. OJL activities are carried out in accordance with the action plan that was made during the in service learning stage I. Participants are allowed to make necessary modifications and changes to the action plan that has been made with the approval of the facilitator.

On the Job Learning is held for a minimum of 3 months or the equivalent of a minimum of 200 hours. In OJL the participants implemented activities such as the action plan for 150 hours at their school / madrasah and 50 hours at other schools. During the implementation of OJL, participants are guided by facilitators and principals who have good competence.

3). In Service Learning 2 (In 2)

In service learning 2 with a minimum duration of 30 hours @ 45 minutes is held in the form of portfolio assessment and presentation reflections on the results of OJL activities. The

curriculum in preparing prospective school principals according to the guidelines is given to cks to gain experience in academics and management. It is hoped that when cks graduate and have become school principals, so that the knowledge that has been received in the training can be applied in the school where they work. According to the following expert opinion. Curriculum theory, then, is a form of autobiographical and theoretical truth-telling that articulates the educational experience of teachers and students as lived. As such. Curriculum theory speaks from the subjective experience of history and society, the inextricable interrelationships among which structure educational experience (Pinar, 2014).

Curriculum theory is an autobiographical and theoretical truth-telling which articulates the educational experiences of teachers and students as a reference for activities. Thus curriculum theory speaks of the subjective experiences of history and society, the inseparable interrelationships between which structure educational experience. That is, the curriculum is driven by standardized tests and is structured by an academic stream that tends to separate itself from students' subjective attachments. Psychoanalytic ideas of transitional objects, applied to activities and other tools can help in understanding how the curriculum serves as a reference bridge for learning implementation. Can be maintained and developed. Thus, the researcher can based on the process evaluation table based on the evaluation criteria for the implementation of the prospective school principal preparation program, then for the training and curriculum the evaluation criteria are met, the assessment is categorized very accordingly so that in the implementation of the training it is concluded that from expert opinion, observation and confirmation of interview results for components PPCKS implementation with training indicators and PPCKS implementation curriculum at the Tanjungpinang City Education Office are in accordance with the evaluation criteria. Component of School Principal Placement in Tanjungpinang City (Results).

a. Principal Certificate.

To certify prospective school principals, the Ministry of National Education has established and appointed an Institute for Development and Empowerment of School Principals or LP2KS in accordance with Permendiknas number 28 of 2010, that when school principals are inaugurated, they must have NUKS / certificates that pass through PPCKS training. In accordance with the expert opinion as follows. It is perhaps unnecessary to argue about the relevance of these questions for education, particularly when in the twentieth century, the educational systems and practices have been sustained, organized, regulated, and certified by the state. In fact, public education is a function of the state in terms of legal order or financial support. The specific requirements of certification for the basic teaching qualifications, textbooks, and curriculum are controlled by official agencies and defined by specific politics of the state (Torres, 2013).

It is perhaps unnecessary to argue that the relevance of these questions to education, especially in the twentieth century, the systems and practices of education have been maintained, organized, regulated and recognized by the state. In reality, public education is a state function in terms of legal order or funding assistance. Specific certification requirements for basic teaching, textbook, and curriculum qualifications are controlled by official institutions and set by country-specific regulations.

This means that a certificate is a requirement that must be owned by a person, which is issued by an official institution according to government regulations. For prospective school principals, after completing the PPCKS implementation, cks participants will get a certificate for the prospective school principal given if the PPCKS participant is declared to have passed education and training, then the PPCKS training participants will get a School Principal Unique

Number (NUKS) and a certificate for the prospective school principal. The certificate of the prospective school principal was received by PPCKS participants through the Tanjungpinang City Education Office, according to the applicable procedure.

Regarding the condition of school principals who do not have NUKS / certificates as many as 40 people, with details of SD as many as 25 people, as many as 9 people from SMP level, 4 people at SMA level, and 2 people at SMK level.

Thus, based on the results of interviews and expert opinion, the researcher concluded that the placement of the principal in terms of the certificate had not met the standards or criteria set.

b. Appointment of the Principal.

Regarding the appointment of a school principal, a teacher must have good quality standards. A person who is about to be appointed or placed in a certain position must be elected people, whose competence and expertise have been tested. Of course it refers to the standard guidelines and rules that have been set. The standards used by the government to make decision choices are the authority of the relevant offices, such as whether a person is eligible to be appointed as a school principal. In accordance with the following expert opinion. Development that may be applied within the existing policy environment and consideration is given to the impact of such approaches on the learning of all members of a school's communities. Here the emphasis on 'levels' that is evident in each of the accounts provides a means of illuminating the complex interaction of a range of factors (Mel Ainscow, 2013).

Inclusive development that can be applied within the existing policy environment and the consideration given to the impact of this approach on the learning of all school staff and students. Emphasis on appointment is clear in each agency so as to attract a complex means of interaction of various factors.

From the results of an interview study and expert opinion, based on data processing / documentation, the researcher concluded that the appointment of school principals in the Tanjungpinang City Education Office was not in accordance with the applicable regulations and also did not refer to the guidelines for the Preparation of School Principal Candidates (PPCKS), so that The researcher concluded that the appointment of school principals has not yet reached the evaluation standard.

c. Principal's tenure.

Principals of schools / madrasahs are given 1 (one) term of service for 4 (four) years. (2) The tenure of the school / madrasah principal as referred to in paragraph (1) can be extended for 1 (one) time of service if he has a good minimum work performance based on a performance assessment. Teachers who carry out additional duties as school / madrasah principals for 2 (two) consecutive terms of service. Based on this, he can be reassigned to be the principal of a school / madrasah in another school / madrasah that has a lower accreditation score than the previous school / madrasah, if he has passed the grace period at least 1 (one) term; or b. have a special achievement.

To determine the tenure or position of the principal does not look at the close relationship or the level of education that is very high, but according to the rules where the position of the principal is limited to only 2 (two) periods. According to the following expert opinion: "data from the human resource management department allowed us to measure how different individuals were with respect to race, sex, education level and tenure within the firm" (Rowley, 2014). Data from the human resource management department allows us to measure

how different individuals are related to race, gender, education level and length of service in an agency.

This opinion reinforces that the tenure of the principal is not based on race, sex or educational level, but is measured by the competence of human resources. A special achievement is having a very good performance score and achievement at the district / city / province / national level. The principal of a school / madrasah whose term of office ends, continues to carry out his duties as a teacher in accordance with the level of his position and is obliged to carry out the learning process or guidance and counseling in accordance with the provisions. At the Tanjungpinang City Education Office, there are still school principals who exceed 3 (three) periods of service, even up to 5 (five) periods, so that the school principal serves until retirement.

Thus, from the results of the documentation (attachment 8: 424, the principal's tenure in the Tanjungpinang City Education Office has not met the evaluation standards or criteria. Product evaluation is in accordance with the evaluation criteria for the placement of school principals, researchers can conclude that for the component of principal placement with certificate indicators, the appointment of school principals and the tenure of school principals have not been maximized, so that this result does not meet the evaluation criteria, the assessment is categorized as not appropriate, meaning that it needs special attention and improvement by the local government of Tanjungpinang City.

Based on data from 4 aspects of the prospective school principal preparation program, researchers can draw conclusions, according to expert opinion, through the results of research both through interviews, observation and documentary studies and relevant results submitted by researchers, it was found that for recruitment indicators, qualifications of school principals, the existence of NUKS / certificates, the appointment and tenure of school principals have not been maximized, there are gaps so that these aspects do not meet the evaluation criteria. Therefore, the preparatory program for prospective school principals (PPCKS) is still implemented and maintained, but the system needs to be improved, in order to create good and quality school principals, so that the schools they lead can become schools that are able to compete both nationally and internationally, especially in the area of the Tanjungpinang City Education Office.

Conclusion

The conclusions of this study are as follows: the legal basis, objectives, and targets of the BOSDA Anambas Islands District policy have met the standard criteria set. Second, the resources used to support the BOSDA policy for Anambas Islands Regency are well fulfilled. Third, for the implementation of the BOSDA policy, the Anambas Islands Regency meets the set standards. Fourth, the results of the implementation of the BOSDA policy for the Anambas Islands Regency went well. Thus the researchers concluded that based on BOSDA assistance, the Anambas Islands Regency reached the standards of the Minister of Education and Culture Regulation Number 8 of 2020 and the Anambas Islands Regent Regulation Number 5 of 2013 concerning the guidelines for granting BOSDA for Anambas Regency.

Based on the results of the research and the findings of the Anambas District School Operational Fee (BOSDA), the researchers can draw conclusions: (1) the context in the background component with basic legal indicators, objectives, and targets has met the evaluation standards / criteria. (2) Input on the personal component with resource indicators meets the evaluation criteria. (3) The process stages of the BOSDA implementation components with implementation indicators have met the evaluation criteria. (4) The product stages in the

resulting components of the implementation of BOSDA policies with indicators of distribution and management have met the evaluation criteria.

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