

Monitoring The Financial Policy Application in The School Fund Allocation

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Abstract

This study explains the monitoring of financial management policies in allocating The School Operational Assistance funds regarding compliance with established regulations. The problem in this study is that the Education Operational Costs (BOP) have not allocated financing for Industrial Work Practice (Prakerin) activities of Vocational High School students / students. A qualitative research method with the evaluation approach of Stake's Countenance. The subject of research is an evaluation instrument for the school quality improvement program based on the basic education data system Data collection is interview, documentation, observation. The data analysis technique describes each stage of the evaluation. The implementation of financial policies in allocating school funds is in accordance with the monitoring criteria and the economic theory of education regarding human capital that focuses on economic knowledge and values and actions. The contribution of vocational high school human capital is centered on students' values and actions. The results of this study will contribute to schools, the provincial education office and the district education office, to implement financial policies used to manage school finances effectively and efficiently based on the allocation of funds that have been determined in the Financial Policy technical guidelines.

Keywords: Policy Monitoring, Funds Allocation, Criterion Standard

1. Introduction

School finance policy is the government's concept of thinking with regard to education financing in the form of School Operational Assistance that supports the effectiveness and efficiency of education development and the development of the role of human capital as capital for human resource development that has a significant impact on economic growth (Sicilia et al., 2016; Siddharthan & Narayanan, 2013). The assistance is allocated to students aged 6 to 21 years, to obtain secondary education services, and to prevent dropping out of school, because dropping out of school is always associated with pre-existing social and individual disadvantages, with long-term and cumulative negative consequences for wages and future incentives, unemployment, employment, life satisfaction and more (Lafortune et al., 2018; Mahuteau & Mavromaras, 2014). The way to remove these barriers is viewed based on economic factors, namely education funding from the government is the main source of funding, and increasing education investment must be prioritized (Liansheng, 2012). Every school that receives financial assistance must be able to manage school finances in a professional manner in accordance with applicable regulations to ease the burden on society on education financing. Based on demands for reform and reconstruction of educational initiatives in the management of resources to schools, where devolved state budgets are allocated and delegated responsibility for school-based financial management (Marishane & Botha, 2004). Good financial management policies in the management of education finances, the principal and the school financial administration team should protect resources by always trying to identify and implement their use efficiently and appropriately (Brent & Finnigan, 2009).

The phenomenon of Indonesian school financial governance at the world level is indicated by an increase in the average score of school financial governance at the ASEAN

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level in 2012-2015, as seen in Table 1. This condition gives meaning to the implementation of school financial governance in Indonesia at the ASEAN level. has improved consistently.

Table 1. Indonesia – Corporate Governance Scores, 2012 – 2015

	2012	2013	2014	2015
Minimum Score	20.81	31.40	31.24	36.27
Average Score	43.26	54.95	57.27	62.68
Maximum Score	73.36	84.39	91.98	103.15

Schools are education sector organizations that are also not avoided from exposure to potential disorder or abuse of authority. Global developments that currently facilitate more and more must be able to support the implementation of school funding allocations from good schools to minimize the potential for authority or abuse of authority, especially in schools. The results of the corruption mapping carried out by Indonesia Corruption Watch (2018) noted that during 2018 there were 11 cases of corruption in schools with state losses reaching IDR 7.5 billion with most of the perpetrators being Directors. Some of the current cases that have occurred in the school environment, including the abuse of authority for the management of BOS funds by the former head of SMAN 3 Depok, which caused the country to be IDR 349,790,000.00, a similar case also occurred at SMAN 1 Banjarmasin Pelaihari, which causing state losses of Rp. 576,131,780.00 based on the calculation of the southern Kalimantan BPKP and cases of corruption of BOS funds through the principal of vocational high schools 2 in the range of corrupt Funds reaching Rp. 900 million. These three cases illustrate that schools as organizations in the education sector have not been able to implement adequate allocation of funds.

The principal and the financial administration team of SMK Negeri 32 Jakarta in allocating appropriate funds use a fund allocation scheme that is monitored through the Education Accountability Information System (SIAP). This system addresses problems and difficulties that arise from the use of funds and schools are able to manage school finances. Monitoring is part of the element of control or supervision which aims to monitor and improve the actions of the organization and its members in order to keep it directed towards its goals (Griffin & Moorhead, 2010). And the application of educational programs on education economics (fund management) uses the characteristics of the needs of the economic curriculum by using economic theory (Hahn & Kim, 2010). The application of the economic theory of education related to finance is a fundamental component, because financial problems will affect the quality of schools. School financial management is the management of education financing, which as a whole demands the ability of schools to plan, implement and evaluate and be accounted for effectively and transparently by implementing a supervisory function that is useful for providing direction to work and measuring real results and comparing results with plans made from scratch, which refers to an evaluation of the situation of an organization or school (Saitis & Saiti, 2017).

In practice, SMK Negeri 32 Jakarta, in terms of the use of budgeted funds, is still not comparable to the quality of education generated from the use of School Operational Assistance funds based on the priority order of "Implementation of SMK Special Job Exchanges(BKK), Industrial Work Practices (Prakerin) or Field Work Practices Domestic, Job Monitoring, Apprenticeship, and P-1 Professional Certification Bodies "are not allocated and there is no budgeting of funds expressed as a percentage of use, even though this is a major factor in vocational schools and is a strategy in a comprehensive plan implemented to answer mission in increasing cooperation with the business world and the industrial world (DUDI), both national and international standards, as well as student achievement in various activities in the fields of catering, patisseries, hotel accommodation, and school vision, and to ensure a credible school ability in the long term. The implementation of industrial work

practices in economic theory is also included in the development of human capital, where human capital is measured as the average years of education and is a predetermined matrix in the growth process. Supporting research on the importance of allocating funds for priority practice or training suggests that, the capacity required for current and emerging job practices requires a focus on the educational process (Billett, 2016).

This research is very useful to be conducted to identify the performance of all school financial managers, namely the principal as the person in charge of finance, the BOS management team regarding financial policies which are used as a tool for monitoring school finances in responding to challenges for managers and people in charge of allocating school and school funds in each budget year. prepare a School Budget Activity Plan (RKAS) that shows how to plan income and use costs for school operational needs. This study aims to determine the extent to which the practice of implementing government policies in allocating school funds, especially in terms of field work practices, which in the search does not receive any allocation of funds from schools while activities continue every year.

2. Method

This study uses a qualitative method with an evaluation and monitoring approach that is carried out on the allocation of school funds. The evaluation model used is Stake's Countenance, because this model explains the absolute standards set to clearly know the benefits of activities in a program or government policy, and to report activities carried out to interested parties (Stake, 1967). This evaluation model is divided into three stages, namely Antecedent (preliminary), Transaction (process) and Outcomes (results). The subject in the implementation of this evaluation is an evaluation instrument for the quality improvement program of 32 Jakarta State Vocational High Schools in the 2019 academic year and is based on the education main data system (Dapodik) which is a data collection system that contains data on education units, students, educators and educational staff, and substance. education. Data collection and data analysis methods used by researchers in the implementation of this evaluation are: Interview, Documentation, Observation. The data analysis technique used in this research is descriptive analysis, which describes each stage of the evaluation.

3. Result and Discussion

Results

The priority for the use of School Operational Assistance funds based on priority order 1 to 12 has reached 100%, as detailed in Table 2. Table 2 explains that the percentage used in the grouping or distribution of School Operational Assistance funds is based on the ratio of the number of students, infrastructure, and education curriculum development.

Table 2. Use of School Operational Assistance Funds Based on Priority

No.	Use	Priority	Percentage of Use
1.	Library development	3	13%
2.	Acceptance of new students	7	2%
3.	Learning and extracurricular activity	1	40%
4.	Learning evaluation activity	8	1%
5.	School management	6	4%
6.	Developing teacher profession, and educational staffs and school development	9	1%
7.	Power and service subscriptions	-	-
8.	School facility and infrastructures maintenance	2	20%
9.	Honor payment	-	-
10.	Buying Learning Multi Media Tools	5	6%

No.	Use	Priority	Percentage of Use
11.	Organizing activities of Expertise Test, Expertise Competence Certification, and Competence Test of English Skills in International Standard (Test of English for International Communication/TOEIC)	4	13%
12.	Organizing "Special Job Fairs for Vocational High School, Industrial Work Practice, Domestic Field Job Practice, Monitoring of Employment, Internship, and Professional Certification Body P-1"	-	-
Total			100%

The percentage of the quality of graduates reaches 100%; The percentage of graduates who have competency certificates from LSP increases by more than 10%; The number of students ordered by the industry before graduating is 1-5 people. Tracing alumni is very useful for education / school units, because it has a novelty value that can be used as an evaluation so that the output / outcome of the graduates / alumni produced can be fully absorbed by the business world and the industrial world. Another factor is that it can be used as an alumni database to build and develop networks / partners with alumni, as well as evaluation materials for graduate competencies that have an impact on the development of school quality. Alumni tracking data is described in Table 3.

Table 3. Number of Graduates in Percentage

	2016	2017	2018
Working	100	148	132
Continuing Study	53	47	22
Being Entrepreneur	9	8	15

The data explains that the development of tracking alumni who work, continue their education, and who are entrepreneurial is an added value to school accreditation and ultimately becomes the market value of the school. The results of this study also serve as a monitoring tool for school fostering institutions and their partners and make it easier for DUDI to get the right information regarding competent graduates from schools, as well as a reference for curriculum design oriented to school missions by linking competence with strategic assessment for school programs (Kapucu, 2017). The data analysis in the discussion uses the evaluation model "Stake's Countenance" which is grouped into three stages, namely initial conditions, process, and outcomes, described in Table 4.

Table 4. Financial Policy Evaluation Criteria in Allocating School Funds

No.	Evaluation stage	Component	Aspects Being Evaluated	Evaluation Criteria
1.	Antecedents (Preliminary Conditions)	Financial policies in allocating school funds (Laws and Regulations / Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1 of 2018)	Policy objectives / laws and regulations based on technical guidelines for school operational assistance	There is an explanation of policies and objectives in the aspect of allocating funds
2.	Transaction (proses)	The implementation of financial policies in allocating school funds	The process of implementing the allocation of funds based on the monitoring	The implementation of the financial policy

No.	Evaluation stage	Component	Aspects Being Evaluated	Evaluation Criteria
3.	Outcomes	Achievement of the expected results	process, namely (1) Measure resources consumed, (2) Measure status and accomplishments, (3) Compare measurements to projections and standards, and (4) Provide the basis for diagnosis and replanning (Kerzner, 2017). Development of school quality in various factors based on the financing component	implementation process is in accordance with the Technical Guidelines for Regular School Operational Assistance Produce the concept of human capital that is focused on values and actions that lead to economic knowledge

The results of the achievement from the use of boss funds at SMKN 32 according to the 2019 RKAS, namely helping to finance operational and non-personnel costs of the School, reducing the burden of school operating costs for students and improving the quality of the learning process in schools, as well as the achievement of achievements in various activities described in Table 5.

Table 5. Achievements of 32 Jakarta State Vocational High Schools in 2019

No	Type of activity	The organizers	Activity Results	Information
1	Restaurant service competition	Indonesian Tourism Academy	Rank 3	DKI
2	Making Bed Competition	Indonesian Tourism Academy	Rank 1	DKI
3	Monthly Games I 2019	Perbakin	Rank 3	National
4	Student Skills Competition	DKI Provincial Education Office	Rank 3	DKI
5	Story Telling Contes PMR	Indonesian Red Cross SMPN 124	Rank 2	South Jakarta
6	The 3rd Lacuisine Competition 2019	Sial Interfood Jakarta	Diploma Award San Remo-Jr Pasta Challenge	Internasional
7	Menu Innovation Made from Fish Raw	Marine and Fisheries Ministry	Rank 2	DKI

Discussion

Preliminary Conditions (Antecedents)

Referring to "Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2019 concerning Technical Instructions for Operational Assistance for Regular Schools, SMK Negeri 32 Jakarta has implemented it according to its objectives in

allocating aid funds based on school needs to use these funds, and the education management system applied regarding efficient and effective accountability in schools. The main task of allocating funds is appropriate, the division of tasks towards the responsibility for the use of funds has a strong and effective management team, is in accordance with financial procedures/governance, and is in accordance with the standard of fund management capacity. The parties involved are based on the number and quality of people in managing aid funds in accordance with the division of tasks and capabilities in the recording process. Related research states that, In search of greater accountability and more efficient service delivery, several countries are creating or recreating elected local governments and transferring to them responsibilities and resources (Kiprono et al., 2015).

Transactions (Process)

The implementation of the financial policy implementation process at SMK Negeri 32 Jakarta is in accordance with the Technical Guidelines for Regular School Operational Assistance, as expressed in the economic theory of education on "Human capital and development" by Siddharthan & Narayanan that, economic theoretical models of growth underline the role of human capital demonstrated that school attainment has a positive effect on growth. This shows the meaning that, the more efficient an education system is, the smaller the funds needed to achieve educational goals and with the available budget, can achieve educational goals productively, effectively, efficiently, and is relevant between needs in the field of education and community development. The evaluation and monitoring process is as follows:

Measure resources consumed

Measuring the resources consumed to see the impact of the allocation of funds that have been disbursed to students on changes in the role of human capital that can increase the productivity of higher economic development in providing attractive opportunities for students to develop further skills (Ahsan & Haque, 2017), and understanding the basic elements and concepts is a prerequisite for successfully using and implementing various supervisory concepts in managing an integrated and integrated program (Vanhoucke, 2014). Monitoring the success of policies in accounting for and allocating School Operational Assistance funds is an important task of school principals as school managers, as Bush expressed that, "Holding school leaders to account is a feature of most education systems. Accountability procedures have often become more demanding, especially for principals and head teachers" (Bush, 2019). Furthermore, other research related to influencing the results of implementing a policy is determined by the decision maker (in this case the principal) to make appropriate and realistic interventions for the school they lead (Goulet et al., 2018), and have the knowledge of management to make good decisions about operations and allocation practices concerning regulation as a factor for increasing productivity (Obeidat et al., 2016).

Measure status and accomplishments

Measuring the status and achievements in the allocation of BOS funds based on "financial procedures/governance in the management of BOS funds 2019 are regulated in Permendikbud No. 3 of 2019 concerning technical guidelines for regular school operational assistance that regulate the mechanisms for procuring goods and services in schools. The financial procedures/governance above, show that SMK Negeri 32 Jakarta has responsibility for the efficient use of funds by posting or channeling funds according to the priorities set out in the School Operational Assistance Technical Guidelines Permendikbud Number 8 of 2020 in Chapter IV Article 9 paragraph 2 and achievement graduate quality (The percentage of graduate quality reaches 100%). The accountability process is usually aimed at students, teachers and schools which must be combined to shift student achievement scores (Brauckmann & Schwarz, 2014), and accountability will succeed by including the role of school resources (Lafortune et al., 2018). Related research regarding the responsibility of

education is “Educational responsibility is an important notion and it should play a more prominent role in analyses of organising in educational institutions (Connolly et al., 2019).

Compare measurements to projections and standards

In this third stage, to compare the measurement with projections and standards measured based on the party monitoring and evaluating School Operational Assistance funds in schools, namely the education office and the education office clan. The School Operational Assistance management team, teacher councils, and school committees, as well as school stakeholders (parties with an interest in the school) carry out their respective roles in preparing the School Activity Plan and Budget (RKAS). Preparing the correct RKAS will make it easier for the School Operational Assistance management team to complete the preparation of the RKAS, by training interested parties. As stated by Ndou and Menlah, namely “*The researchers recommend that finance policies be amended, finance committees be trained, and continuous monitoring of finances be provided by circuit and district officials*” (Ndou & Menlah, 2015), and the implementation of well-managed and effective financial policies is an important link between school financial needs and the curriculum, and is central to all financial activities that schools undertake (Naidoo & Mestry, 2017). Overall, a policy represents an institutional change that rationally regulates schools, with accountability for measuring the performance of teachers, school committees, interested parties and the performance of school organizations. (Lowenhaupt et al., 2016). School financial accountability disburses funds to be allocated with the aim of advancing the best interests of students, placing financial responsibility on the school management body and making financial accountability a legal requirement for carrying out budgeting, accounting and reporting functions (M. Xaba and & Ngubane, 2010).

Provide the basis for diagnosis and replanning

The data analysis illustrates that there is a recording error or there is a deviation in allocating School Operational Assistance funds on priority 12, to overcome these deviations, the management team should coordinate to communicate the identity and objectives to all interested parties for corrective action in achieving the school's target that the school moving forward towards consistent and special conditions for school operations, as well as realizing an element of the school's mission, namely increasing cooperation with the business world and the industrial world (DUDI), both national and international standards, as well as student achievement in various activities in the field of catering services, patisseries, and hospitality accommodations. Another strategy for overcoming irregularities is to adjust school needs and the ability to apply knowledge about proper allocation of funds and pay attention to the financial allocation cycle desired to achieve goals (Xiao & O'Neill, 2016), and use “School financial management can be explained as the performance of management actions (regulatory tasks) connected with the financial aspects of schools, with the aim of achieving effective education” (Mestry, 2016), because the principal as the school manager has the responsibility of allocating funds to use appropriate financial knowledge and skills to manage school finances effectively and efficiently.

Related research is “for business and industry (DUDI) to succeed in schools, a paradigm shift in the thinking of principals is needed, school leaders will be committed to educational reform, and have the ability to help a team of teachers create a strong shared vision for dramatic change. in school” (Blake & Mestry, 2014), and entrepreneurial learning is needed through entrepreneurial action, reflection, and narrative, as well as an effectiveness framework for designing programs that affect learning performance and outcomes (Schneider, 2017), and requires academic skills that demonstrate proficiency at school to complete work and study (Caldarella et al., 2017). Diagnosing and re-planning of recording errors and financial reports as described above, is to continuously monitor student learning about skills development through the development of the business world and industry using the ability to allocate finance objectively and subjectively, as well as prioritizing financial allocations for budget and system planning purposes education (Cilliers et al., 2018), and require that school principals and school management teams have expert

knowledge and skills in financial matters (Mestry, 2018), and "the principal must budget for the financial needs of the school by considering income and expenses in the academic year" (Motsamai et al., 2011), and to mobilize resources and knowledge requires new managerial skills and tools in managing the role of government in satisfying the common good (Sicilia et al., 2016).

Outcomes

Outcomes achieved by SMK Negeri 32 Jakarta are a wealth of human capital that specifically has a wealth impact that can generate labor income expected in the future, namely education (Wodon, 2019), and exploration the use of skills based on theoretical knowledge, education and training in the form of skills (Atkins & Tummons, 2017), so that the outcomes achieved or obtained by SMK Negeri 32 Jakarta have economic use value.

4. Conclusions and Suggestions

The application of financial policies in allocating school funds based on the evaluation stage is in accordance with the monitoring criteria (evaluation) and is in accordance with the economic theory of education regarding human capital which explains that the concept of human capital is a challenge for school organizations to respond to shifts that are focused on industrial economic problems to the direction of economic knowledge which includes aspects of school organizational management that generate financial and non-financial benefits towards improving school quality, implementing changes in developing skills that are in accordance with the areas of expertise in vocational high schools, and contributing to improving the quality of graduates and increasing competency certificates included in LSP (Professional Certificate Institute), as well as graduates ordered by industry. So, descriptively, the contribution of vocational high school human capital is centered on students' values and actions. The results of this study will contribute to schools, the provincial education office and the district education office of South Jakarta, to implement financial policies used to manage school finances effectively and efficiently based on the allocation of funds that have been determined in the Financial Policy technical guidelines.

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