

POOR STUDENTS AT PRIVATE SCHOOLS IN EAST JAKARTA

Sa'diyah El Adawiyah

University of Muhammadiyah Jakarta

Sadiah.eladawiyah@umj.ac.id

ABSTRACT

This study aims to determine the contribution of BOS funds for poor students in private schools in East Jakarta, determine the accuracy of the allocation for poor students in private schools in East Jakarta and determine the role of parents in the implementation of the BOS program at private schools in East Jakarta. This research was conducted in the District Cakung, East Jakarta by using multi-stage sampling method. Study sample of 150 poor students drawn from five Junior High Schools (SMP), grades VII, VIII and IX respectively 30 students by using quota sampling method. This study adopts a quantitative and qualitative approaches. Quantitative approach using survey methods, whereas a qualitative approach with desk study methods, in-depth interviews and focus group discussions. The data analysis technique used is descriptive quantitative. These results indicate that the contribution of the School Operational Assistance (BOS) funds to poor students is still far from expectations. Similarly, the accuracy of the allocation, BOS funds are supposed to liberate the poor students of all forms of levies, it turns private schools still charge students each month, though with a lesser amount. Private schools considered that the BOS funds in private schools have not been able to cover all the operational needs of the schools. So that the contribution of BOS funds are only able to help reducing the school levies. In this position, the parents should be able to voice their aspirations to the school. However, the participation of parents in determining the allocation of BOS funds are still very low so that cannot affect the determination of school policy in allocating the BOS funds.

Keywords,

School Operational Assistance, Poor Students, Private Schools, Parents Participation

BACKGROUND

In the preamble of the 1945 Constitution stated, one of the goals of the Republic of Indonesia is the intellectual life of the nation. In fact, Act No. 20 of 2003 on National Education System Act, every citizen over the age of 7-15 years are required to get basic education. Obviously, that education is a fundamental right of every human being, which became the basic needs that must be received by every citizen. Therefore, all Indonesian citizens are entitled to quality education, in accordance with the interests and talents, regardless of social status, religion, and ethnicity.

Although the state budget (APBN) sets high allocation for the education sector in order to increase access and quality of education, it is still far from expectations. Currently in Indonesia there are about 465.500 children aged 7-12 years who have not entered elementary school, and 1.2 million children aged 13-15 who are not in junior high schools. While the dropout rate at primary school level reached 13 percent. The quality of education in Indonesia is now also among the lowest in ASEAN countries. Currently, Indonesia is ranked 121 under Singapore, Brunei, Malaysia, Thailand and the Philippines.¹

One of the causes of dropouts is family poverty. Economic powerlessness of the family in supporting educational costs affect the sustainability of school children. Data *Susenas* BPS (2010) showed the biggest cause of dropouts in Indonesia were 75.7% due to economic reasons, either because they do not have money (67%) or because the child has to work (8.7%).

Likely conditions happen in Jakarta, which is quite ironic because Jakarta close to the center of government but it is still experiencing poor education situation. Based on data from the Social

¹ UNESCO: Human Development Report 2013

office in Jakarta², number of street children rises significantly: the number of street children in 2009 as many as 3,724 people, in 2010 increased to 5,650 people, and in 2011 it increased to 7315 people. In general, they work as beggars, buskers, wiping the windshield, hawkers, jockey 3 in 1, and illegal parking. In fact, they are entitled to the school and the state should guarantee their right to get education at schools.

BOS program as the main program of government should be able to address problems of children who are not able to guarantee their sustainability of education. Especially when we see the government's education budget continues to increase. BOS program is a government program that is basically the provision of funding for non-personnel operating costs for basic education unit as implementer of compulsory education. BOS is given to all schools, both public and private, at the level of primary (SD) and secondary education (SMP) in all provinces in Indonesia. In particular, the BOS program aims to (1) exempt all students of state SD/SDLB and state SMP/SMPLB/SMTP (Open) from school operational charges, (2) exempt all poor students from all charges in any form, either in public and private schools, (3) Relieve the burden of school operational charges for students in private schools.³

RESEARCH OBJECTIVES AND SIGNIFICANCES

Research Objectives:

1. Knowing the contribution of BOS funds for poor students in private schools in East Jakarta.
2. Knowing the accuracy of the allocation for poor students in private schools in East Jakarta.
3. Knowing the role of parents in the implementation of the BOS program at a private school in East Jakarta.

Research significances

This study is not the first study related to the BOS program, but a research to sharpen similar previous studies with a focus on the contribution and the accuracy of the allocation of BOS funds for poor students in the schools. Therefore, this study is very important to do. Presumably, many poor students in private schools was still burdened with school charges. Having said that, it is justified as an important research. The results of this study will provide an overview of the BOS program contribution to poor students in private schools. As well as consideration of the BOS program improvement in future.

REVIEW OF LITERATURE

General Overview of BOS Program

BOS program into this research study is one of the main pillars in the context of the completion of 9-year compulsory education program. In addition, the state-run BOS program started in 2005 serves to reduce the impact of rising fuel prices⁴, with most of its budget to reallocate four major programs, namely the programs of education, health, rural infrastructure, and direct cash subsidies (SLT).

² <http://megapolitan.kompas.com> "Jumlah Anak Jalanan Meningkatkan Signifikan". Accessed: July 2, 2014.

³ Regulation of The Minister of Education and Culture RI No. 101 Year 2014, about Technical Guide to use and report BOS Funds Financial Year 2014, Page 3

⁴ Between 2003-2005 the government made policies twice in reducing fuel subsidy

BOS program that became one of the fuel subsidy compensation targets, generally aims to ease the burden on the public financing of education in the context of 9-year compulsory education quality. While specifically are (1) exempt all students of state SD/ MI and state SMP/MTs for school operating costs, unless the international school (RSBI) and international schools (SBI). Donations / levies for schools RSBI and SBI should continue to consider the function of education as a non-profit activities, so that contributions/ levies should not be excessive, (2). Exempt all poor students of all charges in any form, either in public and private schools, (3). Ease the burden of school operational costs for students of private SD / MI and SMP / MTs.

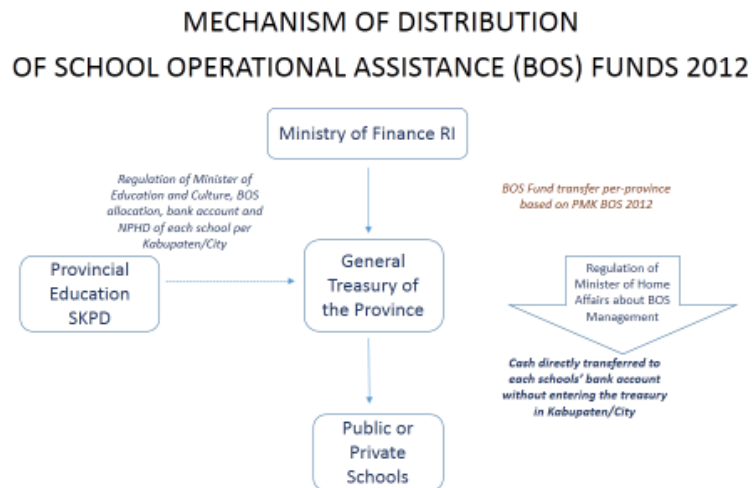
While the BOS program targets are all SD / SDLB and SMP / SMPLB / SMTP, including SD-SMP SATAP and *Tempat Kegiatan Belajar Mandiri* or The Independent Learning Activities (TKBM) organized by the community, both public and private sectors in all provinces in Indonesia. The amount of BOS funds received by the school, including for BOS Books, calculated based on the number of students. To that end with the BOS program there are two things to be achieved by the government, **firstly**, ensure increased access to 9-year basic education and attain quality education. **Second**, BOS shall ensure that no poor students drop out of school because of financial reasons like not being able to buy uniforms / school stationery and other expenses.

Since the launch of the BOS program in 2005 until now, it has undergone several changes in policy which is caused by several things: First, Distribution of BOS in 2011 had many obstacles and barriers especially in terms of timeliness, thereby disrupting the learning process in schools, Second, an increase in the amount of BOS funds in 2012 approximately 40% of BOS in 2011 (Rp 16.3 T - Rp 23.5 T). Third, in order to ensure the management principle of 9-year Compulsory Basic Education running well.

2.1. Distribution of BOS Funds

According to the Minister of National Education Regulation No. 37 of 2010 concerning the BOS utilisation technical guidelines in 2011- mentioned there are several ministries that play a role in the distribution of BOS funds, namely Kemendikbud (MoEC), Kemenag (MoRA), Ministry of Home Affairs and the finance ministry. This is in contrast with previous BOS funds channeling where there were only two ministries that play a role in the distribution of BOS funds; they were MoEC for BOS programs that are intended for public and private schools, and Ministry of Religious Affairs (MoRA) that is responsible for religious schools, madrasah and salafiah boarding schools (*pesantren*) both public and private.

Figure 1.



According to the guidelines of BOS 2014, school operating costs are determined by the number of students and some components of fixed costs that do not depend on the number of students. Since 2014, the amount of BOS funds received by schools can be divided into two groups of schools, as follows.

1. Schools with the number of students at least 80 (SD / SDLB) and 120 (SMP / SMPLB/ Satap). BOS received by the school, is calculated based on the number of students with the provisions of:
 - a. SD/SDLB : Rp 580.000,-/student/annum
 - b. SMP/SMPLB/SMPT/Satap : Rp 710.000,-/student/annum
2. School with the number of students under 80 (SD / SDLB) and 120 (SMP / SMPLB/ Satap). To ensure the education services in school run well, the government will provide the BOS funds at the primary school with the number of students is less than 80 students and junior high school with less than 120 students. However, this policy does not apply to schools with the following criteria:
 - a. Private schools for well-off families that have been able to charge expensive fees.
 - b. Schools that are not in demand by the local community as not evolve so that it has few students and yet there are other schools surroundings as alternatives.
 - c. Schools that proved to deliberately limit the number of learners in order to obtain BOS funds with the specific policy.

As already stated in the program objectives related BOS 9-year basic education, then any educational program managers should pay attention to the following:

1. BOS must be an important means to improve access to 9-year basic education;
2. BOS shall ensure that no poor students drop out of school because of financial reasons such as not being able to buy uniforms / school stationery and other costs;
3. BOS must ensure certainty of primary school graduates can proceed to the junior high school level;
4. Elementary school principal / SDLB ensure all students who will graduate can continue to SMP / SMPLB;
5. The school principal is obliged to identify children out of school in the environment to be invited back to school;
6. Principals should manage BOS funds in a transparent and accountable;
7. BOS does not preclude learners, parents are able to, or guardian provide voluntary contributions that do not bind to the school. Voluntary contributions from parents of students must be sincere, not bound by time and no set amount, and does not discriminate against those who do not contribute.

2.2.BOS Utilisation

In the guidelines of BOS Chapter V, page 27 it is mentioned that the usage of the funds in school should be based on agreements and joint decision between BOS School Management Team, Board of Teachers and School Committee. The results of the above agreement shall be set forth in writing in the form of minutes of the meeting and signed by the meeting participants. Agreements use of the funds must be based priority needs of the school, especially to help accelerate the fulfillment of minimum service standards and / or national standards of education.

Poverty and Poor Students

Poverty is one of the fundamental problems that become the center of attention of the government in any country. Poverty itself although it has long been the object of study, but until now 'situation of poverty' is always still haunt the life in our society.

Talking about poverty is indeed not easy, because poverty is a condition that is not easy in value (assessed). Poverty in traditional view approximately referred as low incomes. So that the poverty can be measured in a simple way, such as poverty measure only through figures (statistics).

As the dimensions of poverty are used world bank that determines 2 USD dollar per day as a minimum standard poverty line. Likewise, the Asian Development Bank (ADB) using 1.25 US dollar per day, and our government set about Rp. 7,060 per day (BPS, 2011). In fact, measuring poverty is not just merely related to the acquisition of income, availability of food and shelter, but also look at some other aspects, such as education, health, etc. (modern view). Amartya Sen (1985)⁵, that the meaning of a poverty is more than just a mere economic problems. Poverty is also a consequence of the lack of political power wielded by the community. Poverty is caused by a lack of public participation in determining their life.

2.4.1. Poor Student Definition

Students / poor child poverty in this case the parents will greatly affect the fulfillment of the intended educational needs include: uniforms, shoes and school bags, the cost of transportation, food and extra costs. This poor family in general is still struggling with the fulfillment of their basic needs, such as food and clothing and housing.

Poverty Criteria based on Handbook of Personal Cost Assistance Education (*Bantuan Biaya Personal Pendidikan or BBPP*)⁶ For Students Of Needy Families Through Jakarta Smart Card of which include an overview of:

- a. Shortage of material, which usually includes a daily food needs, clothing, housing, and health care (scarcity of goods and basic services).
- b. Lack of social needs, including social isolation, dependency, and the inability to participate in society. This includes education and information. Social isolation is usually distinguished from poverty, because it covers political issues and moral.
- c. Lack of adequate income and wealth. Meaning of "adequate" here is very different across parts of the political and economic worldwide. (Source: adapted from <http://id.wikipedia.org>).

Based on the understanding that, in Handbook of Personal Cost Assistance Education (BBPP)⁷, **poor students** define as learners at primary to secondary basic education unit who personally cannot afford materially or income of the parents are not sufficient to meet the basic needs of education.

In the Giving Guide BPPP also explicitly mentions the poor students following criteria: 1. Do not smoke or consume drugs, 2. Parents do not have adequate income, 3. Using public transport, 4. The buying power for shoes and school uniforms / personal low, 4. the buying power for books, bags, stationery and low, 5. the buying power for food consumption / snacks low, 6. Low internet utilisation, 6. Cannot follow extracurricular activities that have the potential to pay.

1.5. Previous Research on BOS Program

Studies and research of BOS funds has several times made by academics and activists of civil society organizations (CSOs). The latest research conducted by the Yayasan Satu Karsa Karya (YSKK) in 2012, which involves a network of civil society organisations spread across 8

⁵ Quoted from Kemal A Stamboel, *Panggilan Keberpihakan, Strategi Mengakhiri Kemiskinan di Indonesia (Alignment Call, Strategy to End Poverty in Indonesia)*, Jakarta, Gramedia, 2012, page 16.

⁶ Source: Handbook *Bantuan Biaya Personal Pendidikan (BBPP)*, Provincial Education Office, Jakarta, page 8.

⁷ *ibid*

provinces.⁸ This study focuses on test access BOS program. The data extracted is used to measure the extent of the school level of accountability and transparency in managing BOS. Apparently, there are 87% of schools in 8 provinces are not willing to provide information as requested.

Associated with the same issue, in 2011, has also been carried out by the Centre for Regional Studies and Information (Pattiro). The study was conducted in 10 point region⁹ by using the social audit instrument. Various facts emerging states, transparency in the management of BOS funds still a big problem. For example, the principal does not inform whether the BOS has received or not, and the use of the funds are not posted on the bulletin board.

Apparently, the transparency of BOS fund becomes a serious problem. In the same year, Indonesia Corruption Watch (ICW) is also doing research on BOS. ICW focus on the effectiveness of the use of the funds and Education Operational Aid (BOP) in accordance with the regulations. The research was conducted by taking samples at 5 Junior High Schools in Jakarta.¹⁰ And it turns out, these schools had refused to open the report on the use of BOS and BOP. But they were then ordered by the Central Information Commission to disclose it.

Both YSKK, Pattiro, and ICW, their research focus intersect on issues of accountability and transparency. It is different with the SMERU¹¹ conducted. The focus of SMERU research was broader, related to the implementation of the BOS program: start with data collection / allocation, dissemination, distribution of funds, absorption, reporting, and monitoring. This study used a qualitative approach. Meanwhile, data collection and in-depth information and discussions conducted through Focus Group Discussions (FGD). Unfortunately, the results of this study are less deep because the focus of the problem under study too much.

On the other hand, the research on BOS funds has also been carried out by academics on campus. They have similarities in determining the focus of the study, but different in research location. They examined the link or the influence of BOS funds to improve the quality of the school. This is as done by Gde Indra Surya Diputra at the University of Udayana,¹² Dwi Santoso at the State University of Malang,¹³ Kiky Bagus at Airlangga University Surabaya Waluyo,¹⁴ Karisun at UIN Sunan Kalijaga Yogyakarta,¹⁵ in May Hidayati in Yogyakarta State University.¹⁶ Their

⁸ The research involved CSO network across 8 provinces (Jateng, Jatim, Jabar, DIY, DKI Jakarta, Banten, Lampung, NAD), namely: YSKK-Solo, MPPS-Solo, Jerami-Solo, AJI-Solo, Pattiro-Solo, KAKAK-Solo, Formas Pepak-Klaten, IDEA-Jogja, Aksara-Jogja, SPI-Kulonprogo, LOD-Jogja, Forum TIFA-TAPA-Gunungkidul, JKPGK-Gunungkidul, KPAI-Jakarta, APPI-Jakarta, Prakarsa-Jatim, MCW-Malang, Fitra-Jatim, KOAK-Lampung, Gerak-Aceh, Pattiro-Banten, ICW-Jakarta.

⁹ Aceh, Papua, Lombok Barat, Janeponto, Serang, Solo, Semarang, Pekalongan, Gresik and Bandung Barat.

¹⁰ SMPN 190, SMPN 95, SMPN 84, SMPN 67, and SMPN 28.

¹¹ Widjayanti I. Suharyo, dkk., *Kajian Cepat PKPS-BBM Bidang Pendidikan: Bantuan Operasional Sekolah (BOS) [A Rapid Appraisal of The PKPS-BBM Education Sector School Operational Assistance (BOS)]*, Jakarta: SMERU, 2005. Researched areas: 10 district/city samples spread across five provinces: Kab. Tapanuli Utara and Pematang Siantar City (North Sumatera), Kab. Leak and Cilegon City (Banten), Kab. Malang and Pasuruan City (East Java), Kab. Minahasa Utara and Manado City (North Sulawesi), and Kab. Lombok Tengah and Mataram City (NTB).

¹² Gde Indra Surya Diputra, *Analisis Pengaruh Dana Bantuan Operasional Sekolah (BOS) terhadap Siswa Sekolah Dasar Negeri di kota Denpasar [Analysis of BOS Influence Towards Primary School Students in Denpasar City]*, Bali: Udayana University, 2010.

¹³ Dwi Santoso, *Keefektifan Penggunaan Dana Bantuan Operasional Sekolah dalam Rangka Program Peningkatan Mutu Pembelajaran di SD se-Kecamatan Nglegok Kabupaten Blitar [Effectiveness of BOS Funds Utilisation to Increase Quality Education in Primary Schools in District Nglegok Kabupaten Blitar]*, Malang: UNM, 2009.

¹⁴ Kiky Bagus Waluyo, *Efektivitas Manajemen Dana Bantuan Operasional Sekolah (BOS) dalam Meningkatkan Mutu Pendidikan (Studi Kasus Pengelolaan Dana BOS di SDN Pacarkeling 1 Surabaya) [Effectiveness of BOS Management in Increasing Quality Education (Case Study BOS Management in SDN 1 Pacarkeling Surabaya)]*, Surabaya: Airlangga, 2011.

¹⁵ Karisun, *Analisis Pelaksanaan Bantuan Operasional Sekolah (BOS) di Mts. Negeri Wonosari Gunung Kidul Yogyakarta*, Yogyakarta: UIN Sunan Kalijaga, 2009.

research intend to uncover linkages between BOS funds and the increased student achievement or quality.

So, there are significant differences, related to the focus of studies and research conducted by academics (most about impact to quality) with CSO activists (about transparency and accountability). They are different, but the data produced turns mutual enrichment studies and become input for improvement of BOS. Although many studies found on the BOS, there are still some issues that have not been studied, among which are a matter of poor children who attend private schools. How is their fate?

Based on the regulations and technical management of BOS funds, all poor students are exempted from all charges of any kind, both in public and private schools. Is it true that this rule has been implemented in schools? If in public schools there are still often found “illegal charges”, how is in private schools? Presumably more. There are also other problems, whether BOS funds provided by the government was proportional to liberate poor children from all forms of levies? If insufficient, how could schools exempt the poor students? Or maybe, the portion is enough, but becomes less as much absorbed in personnel expenses? Thus, the above problem is the focus of BOS funds research that is conducted by NEW Indonesia, namely about the contribution of BOS funds for poor students in private schools.

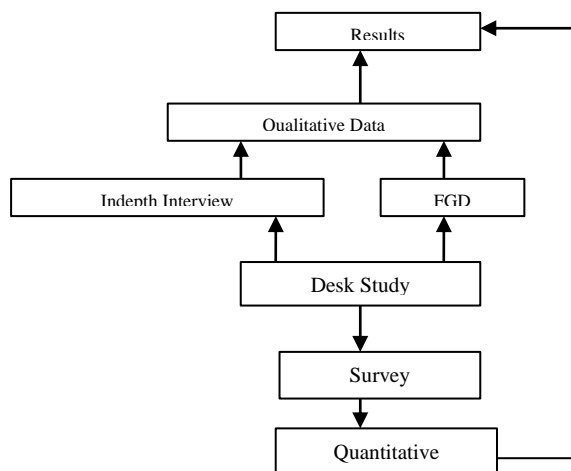
3.1. Study Design and Methods

The design of this study combines quantitative and qualitative approaches. Quantitative approaches to the questionnaire survey method, while the qualitative approach with methods desk study, in-depth interviews and focus group discussions

Table 3. Study Scheme

Approach	Methods	Instrument
Qualitative	<ul style="list-style-type: none"> • Desk study • Indepth interview • FGD 	<ul style="list-style-type: none"> • BOS Operating Guidelines, BOS regulation, previous research, published statistic data • Interview Guidelines • FGD Guidelines
Quantitative	<ul style="list-style-type: none"> • Survey 	<ul style="list-style-type: none"> • Questionnaire

Figure 2. Study Plot



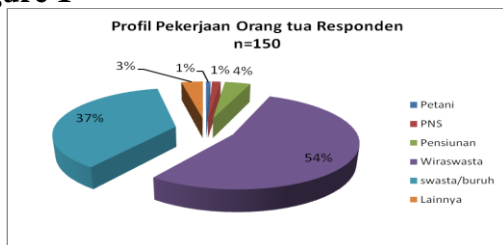
¹⁶ Mei Hidayati, Pengelolaan Dana Bantuan Operasional Sekolah (BOS) di SMP Negeri 1 Turi Kabupaten Sleman [Management of BOS in SMPN 1 Turi Kabupaten Sleman], Yogyakarta: UNY, 2012.

RESEARCH FINDINGS

Socio-Economic Status of Respondent's Parents

Economic status of the parents of the respondents in this study can be seen from the description of the work of parents of respondents (see figure 4). Diagram shows that the self-employment¹⁷ is quite popular among parents' job. Over 54% or 81 people are self-employed, 37% or 55 people work in companies/labor, retired 6 people (4%), civil servant 2 people (1%), farmer 1 person (1%) and others are 5 people (3%). Based on the interview results, 10 informants/parents said that the level of their average income do not more than 1 million per month. Some said that their spending sometimes exceed their average income, it could be between Rp. 1.500.000-2.000.000. Regarding the home ownership status, most of the parents said that they are still renting the house. Meanwhile, the dependents at home from 10 informants on average consist of 2-4 people.

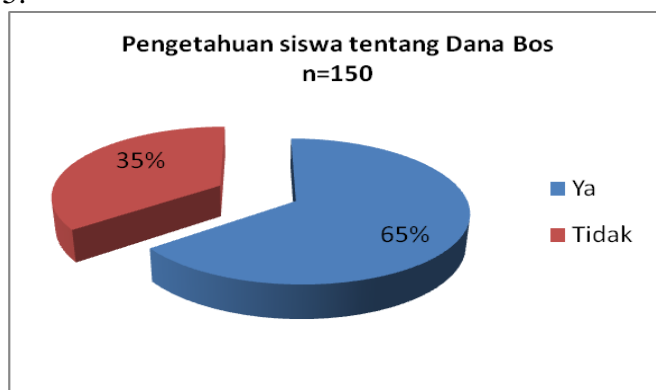
Figure 1



Students' Knowledge about BOS

Based on the data obtained, number of students who know the BOS funds is 97 students or about 65 percent, while 53 students or 35 percent said they do not know the existence of the BOS program at their school (see figure 5).

Figure 5.



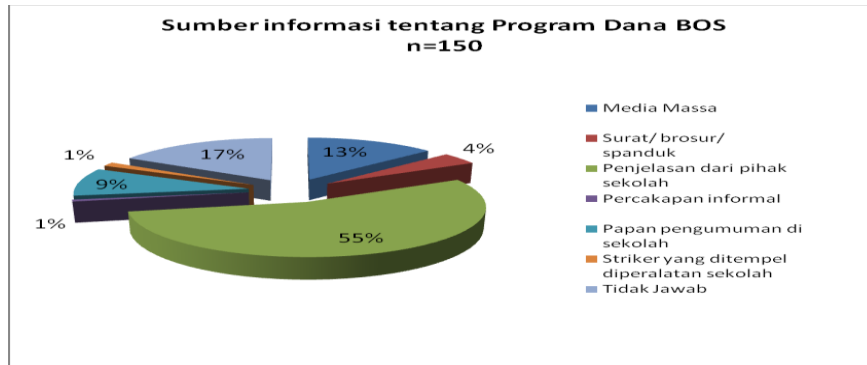
Source of Information Regarding BOS Funds

There are some information sources regarding the knowledge of BOS funds. From the students' answer, 13 percent got the information through mass media, 4 percent knows it from

¹⁷ Self-employed work in the category are the informal job, such as the *nasi uduk* seller, *ojek* driver, and other seasonal job that is not rely on the same employer.

mail/brochures/banners, 1 percent of the informal conversation, 9 percent of the notification board, 1 percent of the stickers, and 55 percent of the school explanation. No one picked the ‘Socialization from Education Office’. (See figure 6).

Figure 6.



Looking at the school explanations that occupy the largest percentage of information source, the data shows that there has been transparency from the schools, in particular about the BOS funds in the schools. However, as many as 32 percent students do not know about the existence of the BOS program in their schools but they knew BOS program through mass media (see Table 8). This demonstrates the intense of media attention will help the process BOS program socialisation.

Tabel 8. Cross Table of linkage the Knowledge of Students and Information Resources regarding The BOS Fund

		Information Resources							Total
		Mass Media	Official Letter/ Brousour s/ Banners	Official Explanat ion from the School	Informal Conversa tion	Adverti sement Board in School	Sticker affixed to the peripheral school	No Answer	
Know ledge of BOS Progra m	Ye s	3 3.1%	5 5.2%	73 75.3%	0 .0%	13 13.4%	2 2.1%	1 1.0%	97 100.0%
	No	17 32.1%	1 1.9%	9 17.0%	1 1.9%	1 1.9%	0 .0%	24 45.3%	53 100 %
Total		20 13.3%	6 4.0%	82 54.7%	1 .7%	14 9.3%	2 1.3%	25 16.7%	150 100 %

4.1.7. Using the BOS fund

To gauge the appropriateness of the use of BOS, in this research will be describe some of the cost components that should exist in the management of BOS in school. Among these fees includes 12 components, namely the development of the Library, the activities in the hiring of new learners, learning and extra-curricular activities of students, Deuteronomy, and Exam activities, procurement of consumables, power subscriptions and services, nursing schools, professional development teachers, helping learners, financing BOS management, purchase and maintenance of computer equipment

4.1.14. Desire the Students to Continuing Education in Schools

The desire to continuing education in school is one of indicator that the school have achieved to motivate students to pursue to higher education. Of all respondents, 93 percent (140 students) wishing to continue their education to a higher level, namely the high school level, 7 percent (10 students) states did not want to continue their education to a higher level. (See image 16)

Figure 16



Of the 10 students who do not wish to continue their education to a higher level, of which reasoned as follows: 4 students said they want to work or want to help parents, 1 students can not afford to pay the School Costs, and 3 students did not answer. This data suggests that at least generally those who do not want to attend school due to economic reasons, namely to quickly work due to help the families.

4.1.15. The role of BOS Program in private Schools

BOS program on rolled it to assist the operational management of the school. There are 12 components that can be funded by the BOS. For private school, the BOS program is very helpful for their schools. However the amount of BOS is still far from enough of operational needs, especially in private schools. As the statement of Arif Rahman¹⁸ as an principal informant as follows,

"in our foundation donated bailouts to school every month, about 30 Million to cover the cost of operasional. When the BOS fund came in, the donate bailouts must be closed. But although BOS often late transferred, our school is not roll mats".

Another narrative matching as expressed by Mr. Abdul Fatah¹⁹,

"My students there are 120 students . The teacher are 15 people and the administration are 2 people. We are need the budget for school operational about 20 Millions rupiah per month. If the BOS fund is approximately less than 10 Millions Rupiah, this means that more than half had to seek outside funding. So shortcomings need the support of parents. Of the total contribution of the parents was the most there are about 9 million rupiah. And the rest happens to be one of the contributions of NGOs from Kuwait that can help 30 students, per month 100 thousands rupiah. From the fund aids, we manage, so it can finance up to now. Which is a constraint, it is often too late BOS funds transfered, the foundation have a little funds to loaned to the school, then replaced after the fund BOS transfered".

¹⁸ Arif Rahman (the principal) is one of the participants in the FGD on 6 November 2014

¹⁹ The Principal and also as the participants of FGD, 6 November 2014

In general, the principal informants considered that BOS Program is very helpful to them. They assume that the private schools that accommodate many students from the students who come from low income. They admitted that still asked the charge of cost to parents, but with a few breaks or does not pay the fees are not full. Because without charge to how they can cover the operational costs of the school, including honorary teachers.²⁰

DISCUSSION

In the discussion of this chapter will describe some of the issues related to the research objectives, among which wants to know the contribution of the BOS and the accuracy of the allocation of funds for poor students in private schools in East Jakarta. Additionally want to see how the role of parents in the implementation of the BOS program at a private school in East Jakarta.

Contribution of the BOS for the Poor Students in Private School

BOS program is recognized strongly supports the implementation of the learning process in a private school. This is consistent with the objectives of the BOS fund Program²¹, namely:

1. Free for levy for all students SD / SDLB country and SMP / SMPLB / SD-SMP SATAP/SMPT country towards the operating costs of the school;
2. Free for the entire levy poor students of all charges in any form, both in public and private schools;
3. Relieve the burden of the cost of operating the school for students in private schools.

Allocation to funds for the School Operational Assistance (BOS), all students get the same ration. In 2014 the government through the school gave the School Operational Assistance (BOS) to the underprivileged students of Rp 710,000 per student per year . Besides being used for disadvantaged students, library books procurement, construction and infrastructure improvements, the school is also allocated to the activities of students in participating in the race as well as extracurricular training. At the time of the distribution of students learning reports, the school also used the BOS funds for motivate the students and teacher who had worked hard to filled the students learning reports. But the amount of money is not cash given to students. The school immediately cut the money by looking at the development needs of disadvantaged students.

The BOS funds has contributed to reducing the burden of parents. Because even though these schools get the School Operational Assistance (BOS), the schools still charge contribution of education development (SPP) for each student. This is due to Fund School Operational Assistance (BOS) is still insufficient to cover all the operational needs of the school.

In addition to supporting the reduction, in particular the cost of contribution of education development (SPP), the BOS funds also have an impact on the provision of facilities and infrastructure for teaching and learning in private schools. Such as the provision of textbooks, computer devices, LCD, and laboratories. Though still found some schools that have not met the appropriate BOS guidelines.

Some things that become obstacles for school-related BOS among them, often to a delay BOS transferred to a private school. This makes the management of private schools experiencing difficulties. Luckily for private school that has a foundation with adequate reserve funds, so they

²⁰ According to Mr Taufik (Principal), in private schools are still a lot of the status of honorary teachers, on average they are paid very low, around 75 thousand rupiah per week.

²¹ Juknis BOS 2014

can bail out the school to cover the operational costs of the school. In addition to their sources of financing of school foundations remain of interest expense to the student, although sometimes a lot of parents who are delinquent children's school fees.

Due to delayed the day of the BOS fund transferred is not only an impact on private schools, but also the parents of poor students should not be charged the contribution of Education development. According to Mr. Ungkadi, the delay BOS transferred is not solely carried out by the center. Often the private sector is not fast in proposing budgets. Private schools are also considered often do not understand the budget item in accordance with the guidelines and technical assistance. Accountability also not accustomed to using money from the government, eventually there are many obstacles. As his statement following,

"Private schools are generally still confused in using the budget line. For example, the code accounts for ATK - supposed to ATK, but sometimes use upside down. Consumption account code - used to likewise stationery. There are other findings, because it considers sufficient operational funds for the foundation, finally BOS funds used for money meal "²²

The accuracy of the allocation of BOS For Poor Students

Based on some of the research, the BOS funds aimed to help the students in order to free for charge of School facilities, especially for poor students, so far it did not function as it should. It is like the findings of research that students still have to pay some of the operational components of the school that should have been covered by the BOS. Some components of these costs include administrative costs to go to school, the cost of the up grade class session, purchase textbooks, use of school facilities and infrastructure (computers, LCD, Library) and contribution of education development (SPP), although students are not fully charged.

With the charges proved to be extremely burden some parents. As an evident is some parents who complained about amount of costs that private schools asked. These complaints was all for their parents, especially those who have a low income. As shown in the picture data is cross tabs below (Table 14).

Tabel 14.

Cross Table of linkage the Complaints statements of Parents with type of the works

		Type of the works						Total
		Farme rs	Civil Serva nt	Retired	Enterpreune rs	Private worker/Labo urs	Other s	
Complain ts of Parents	Yes, Ever to do complain t	0	0	3	26	16	1	46
		.0%	.0%	6.5%	56.5%	34.8%	2.2%	100.0 %
	No ever to do complain	1	2	3	55	39	4	104
		1.0%	1.9%	2.9%	52.9%	37.5%	3.8%	100.0 %

²² Kasubag Suku Dinas Pendidikan Jakarta Timur

	ts							
Total		1	2	6	81	55	5	150
		.7%	1.3%	4.0%	54.0%	36.7%	3.3%	100.0%

Based on the data above, shows that parents who complain of school levies turns out they are the type of work and the self-employed workers, namely, respectively 56.5 percent and 34.8 percent. As for other types of work is only about 6.5 percent. This means that in a group of parents who have any kind of work with low-income entrepreneurs²³ feel more of a burden than the parent of a group of civil servants and pensioners.

The Role of Parents in Supporting Education in School

The role of parents is very important in supporting sustainability education of children in school. In BOS guidelines, 2014, Chapter III of the implementing organization, said that parents became one of the members of the management team BOS school²⁴. Based on some research findings, the involvement of parents and school committee to decide on the implementation of the BOS in private schools was still lacked. Although in general they are several times invited to meetings of the BOS.

Here are some of their expression of their involvement in the meetings of the BOS,

Mrs. Rasniti as parent have invited by the school to attendance in the meeting for budget plan, implementation and evaluation of BOS in 2 times a year. She noticed the meeting is just for shared informations regarding utilize plan of the BOS fund whose allocations have been made by the school and the foundation, so the parents did not participate in decisions about use of the funds.

Mr Dahlan said that the school shared the use of the BOS funds to Parents during in the Parents Meeting. According to Mr. Dahlan's statement, usually the school explaining ranging from acceptance and use of the BOS funds. According to Mr. Dahlan that determine the amount of the dues is the School, and Parents were notified of this by the BOS issue during the Parents meeting.

Mrs. Suprapti, said that the school notifies the problem use of the funds to Parents during in the Parents Meeting. According to Mrs. Suprapti, usually the school to explain the reporting ranging from acceptance and use of the BOS funds. According to Mrs. Suprapti that determine the type and amount of the contribution is by school side.

Mrs. Ita, claimed to have not been invited to a meeting at school both for budgeting, socialization of BOS Fund. She just knew that if her son asks for school fees, such as asking for money the Student Learning Report in the amount of Rp 50,000, she said because of The Students Learning Report in the curriculum in 2013 should be conform.

Hajjah, said that he has been invited by the school at the time of the evaluation of the BOS. She regretted the time disbursement BOS why not notified. Schools invited only if

²³ Pekerjaan wiraswasta dalam penelitian ini adalah tukang ojek, penjual nasi, tenaga serabutan yang umumnya berpenghasilan rendah antara 1 juta – 1,5 juta. Namun kadang pengeluaran mereka yang melampoi pendapatan mereka.

the fund has been used. In determining school fees the school that determines every financing.

Mrs. Anti was saying that she had never been invited to the planned use of BOS fund. In the implementation and evaluation was she had never been invited.

Mrs Mugi Rahayu, she ever invited in planning the BOS fund but for the implementation and evaluation, she has not been invited.

By the some parent's statements above, shows that the role of parents, especially in decision making related to the implementation of BOS by the school is still very weak. This has led, for example, particularly in data collection for the poor student participation in school, and the determination of agreements costs charged by the school.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on research conducted by the researchers of the Contributions of the School Operational Assistance (BOS) for Poor Students in Private Schools In East Jakarta, the general conclusion is the existence of BOS funds have helped ease the operational burden on the private schools. Private schools was greatly assisted in the provision of facilities and infrastructure of teaching and learning process in private schools. Such as the provision of textbooks, computer devices, LCD, and laboratories.

But despite having the support of BOS funds, almost all schools surveyed still apply charges on students. The reason is to keep some components BOS costs are deemed to be insufficient to cover all the operational needs of the school. This is one of the reason private schools still charge fees to all students of the school, although the amount of this fee is not full.

Based on some of the research, the BOS funds aimed to help the students in order to free for charge of School facilities, especially for poor students, so far it did not function as it should. With the charges proved to be extremely burden some parents. As an evident is some parents who complained about amount of costs that private schools asked.

These complaints was all for their parents, especially those who have a low income. Contributions of parents of private school was very significant, especially in terms of financial support the child's school. The financial support almost covers all 12 components in the BOS guidelines. Among these costs are for Library Development, activity in the hiring of new learners, learning and extra-curricular activities of students, Exam / Test activities, purchase consumable materials, purchase and maintenance of computer equipment, another fee if the entire component. From all these support items, generally charge fees for each private school student who becomes the sample is still picking up, although the amount varies between 50 to 100 thousands rupiah for each month. With the still levies, it has been ascertained burdening parents. This turned out to also have an impact appreciation child to continue to pursue higher education (high school).

The role of the parents, especially the involvement of decision-making about the planning, implementation and control program BOS funds, is still far from expectations in private schools. Although parents acknowledge the BOS funds have helped ease the financing of their child's school, because the school does not impose school fees in full.

Some obstacles to private school related BOS funds which are still lack of understanding of personnel in private schools against the management of BOS. Private schools are still common error in understanding the budget in accordance with the BOS guidelines and not accustomed to using

money from the government accountability. In addition, private schools often face delays the BOS funds received in school. Likewise, schools are still not many poor students involved in data collection, even though the school is one of the institutions that should know the state of its students. This has sometimes led to mistakes target of some assistance in school education.

6.1.2. Recommendations

Based on the conclusions that have been stated previously, that the use of BOS funds for student learning has shown a state that has not been fully effective. The advice given by the researchers, namely:

1. For the realization of the use of BOS funds that schools are also expected to set the pattern for operational funding utilization more efficient BOS accompanied by the provision of facilities and infrastructure is adequate.
2. Schools should also ensure access to the school facilities for free, especially for poor students
3. The need for early engagement of parents in the planning, implementation and control of BOS.
4. Data Collection of poor students should be done also by the school, not just rely on data from outside (eg SKTM of villages). Because of school, in this case a lot to know the condition of the students in the school.
5. Parts education authority should be more active in socializing BOS to school, not only for the principal but also students and parents. This is in order to increase public participation, especially parents / guardians of students, due to the attention of parents to decrease caused parents already do not have the responsibility to pay dues each month, to the need for the socialization for parent communication with the school can rise and transparent mechanism in fund management can be realized.
6. Need to increase the capacity of the BOS funds management, particularly for private schools.
7. From the results of this research still needs to be further in-depth study, it is given the research conducted by various constraints of both time and lack of theoretical material and data collected.

REFERENCES

- Arikunto, Suharsimi dkk. *Prosedur Penelitian*. Jakarta: Rineka Cipta, 2010.
- Emzir. *Metodologi Penelitian Pendidikan, Kuantitatif dan Kualitatif*. Jakarta: Rajawali Pers, 2009.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- Prasetyo, Bambang. *Penelitian Kuantitatif: Teori dan Aplikasi*. Jakarta: PT. Raja Grafindo Persada, 2005.
- Diputra, Gde Indra Surya. *Analisi Pengaruh Dana Bantuan Operasional Sekolah (BOS) Terhadap Prestasi Belajar Siswa Sekolah Dasar Negeri Di Kota Denpasar*. Bali: Universitas Udayana, 2010.
- Hidayati, Mei. *Pengelolaan Dana Bantuan Operasional Sekolah (BOS) di SMP Negeri 1 Turi Kabupaten Sleman*. Yogyakarta: UNY, 2012.
- Karisun, *Analisis Pelaksanaan Bantuan Operasional Sekolah (BOS) di Mts Negeri Wonosari Gunung Kidul Yogyakarta*. Yogyakarta: UIN Sunan Kalijaga, 2009.
- Santoso, Dwi. *Keefektifan Penggunaan Dana Bantuan Operasional Sekolah dalam Rangka Program Peningkatan Mutu Pembelajaran Di SD se-Kecamatan Nglegok Kabupaten Blitar*. Malang: UNM, 2009.
- Stamboel, Kemal A. *Panggilan Keberpihakan, Strategi mengakhiri kemiskinan Di Indonesia*. Jakarta: Gramedia, 2012.
- Suharyo, Widjayanti I. *Kajian Cepat PKPS-BBM Bidang Pendidikan: Bantuan Operasional Sekolah (BOS)*. Jakarta: SMERU, 2005.
- Vredenburg, J. *Metode dan Teknik penelitian Masyarakat*, Jakarta: Gramedia, cet.V Januari 1983.
- Waluyo, Kiky Bagus. *Efektivitas Manajemen Dana Bantuan Operasional Sekolah (BOS) dalam Meningkatkan Mutu Pendidikan (Studi Kasus Pengelolaan Dana BOS di SDN Pacarkeling 1 Surabaya)*. Surabaya: Airlangga, 2011.

Source rules / regulations:

- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 101 Tahun 2014 Tentang Petunjuk Teknis Penggunaan dan Pertanggungjawaban Keuangan dana BOS Tahun Anggaran 2014.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 44 Tahun 2012
Tentang Pungutan dan Sumbangan Biaya Pendidikan Pada Satuan Pendidikan Dasar.

Petunjuk Teknis Bantuan Operasional Sekolah Tahun 2012.

Pedoman Bantuan Biaya Personal Pendidikan (BBPP), Dinas Pendidikan Provinsi DKI Jakarta,
2012.

Internet Source

<http://megapolitan.kompas.com> “Pungutan di Sekolah Swasta Semakin Liar, Diakses Tanggal 2
Juli 2014

UNESCO: Human Development Report 2013.

Laporan Alokasi BOS Dinas Pendidikan Provinsi DKI Jakarta, 2012.

Laporan alokasi dana BOS. Jakarta: Kemendikbud, 2011-2012.
