

CHAPTER I

INTRODUCTION

A. Background of the Research

Education development policy in the 2004 up to 2009 included increasing people's access to better education quality through the improvement on implementation of Nine-Year Compulsory Education and providing greater access to community group who have been less able to reach educational services.

Removal of fuel subsidies has caused an increase in inevitable fuel price effects on increasing price of various community needs. This condition is feared will reduce the purchasing power of poor people, including their ability to meet the educational need of children, so that efforts to accomplish Nine Year Compulsory Basic Education Program feared can stall. Therefore, the School Operational Assistance, which is originally a part of Fuel Subsidy Reduction Compensation Program (PKPS-BBM) in education should be continued (Anonim, 2007: 3).

Act No. 20 of 2003 on National Education System mandates that every citizen aged 7-15 years old are obliged to follow basic education. From the consequences of the law mandate, then the government must provide education for all learners at the level (Anonim, 2006: 3).

With the reduction in fuel subsidy and in connection with the completion of the 9 years Compulsory Basic Education, the Government

programs School Operational Assistance for Elementary School / Islamic Elementary School/ Extraordinary Elementary School / Junior High School / Islamic Junior High School / public or private extraordinary Junior high School, Salafiah Moslems' boarding school and non-Islamic religious schools equivalent elementary and junior high school that organize nine years compulsory basic education.

The presence of School Operational Assistance program is expected to reduce education costs borne by parents, and even for poor students obtain free education. Although the program's objectives, as contained in the Implementation Guidelines (Operational guidelines) of School Operational Assistance of 2006, does not specifically emphasizes free education for poor students, it is emphasized in the rules of the program. Rules of the program require the elimination of school tuition for school that before receiving School Operational Assistance, it has tuitions less than the School Operational Assistance fund. The school that before accepting the School Operational Assistance, the tuition is greater than the School Operational Assistance fund still able to take tuition from the students, but must free tuition for poor students and reduce the tuition of other students. Besides regulating tuition, the rules to use of funds are also mentioned that the school can use fund to provide special assistance in the form of transport allowance to poor students who are considered need. (Haditz, 2006: 4).

Conceptually, the school occupies a key position in determining the use of School Operational Assistance fund, including the policy of giving

special assistance to poor students. Under the terms of the program, the School Operational Assistance fund is managed by principal and teachers or administrative staff who appointed as treasurer, and then called the Treasurer of School Operational Assistance.

The school does not always use the School Operational Assistance fund according to the rules in the operational guidelines. This happens because most program managers assess the condition of using fund in the operational guidelines is too restrictive the utilization of School Operational Assistance fund and sometimes does not match the school need. There are some school expenses that must be met and usually funded by student fees, which are not included in the provision of School Operational Assistance fund (Haditz, 2006: 5).

As has been conveyed by the government that School Operational Assistance fund received the school must include in School budget. For the avoidance of double payments, then the preparation of the school budget must be open and participatory. In addition, for monitoring the use of School Operational Assistance fund goes well then the involvement or participation of parents is also very necessary. Lack of parent participation in monitoring the School Operational Assistance fund means also raises the possibility of School Operational Assistance fund diverted by certain parties (Haditz, 2006: 7).

Public Elementary School of Kramat 4 Magelang which is part of the basic education level also receives School Operational Assistance fund. School Operational Assistance distribution activities conducted transparently

in accordance with the provisions that have been determined by government. The benefit of School Operational Assistance for public elementary school is very much, School Operational Assistance used for teacher professional development, implementation of new student recruitment, purchase consumables and others. To control the activities funded by School Operational Assistance, the school made the report of using School Operational Assistance fund, so if there is mismatch of income and expenditure of School Operational Assistance fund can be known directly. The researcher chose this school as an object of study because of Public Elementary School of Kramat 4 Magelang is a school that gets School Operational Assistance allocation and activities to distribute it. The control of the School Operational Assistance fund in this school is clear.

B. Focus of the Research

The focus of this research, "How are the Characteristics of the School Operational Assistance Management in Public Elementary School of Kramat 4 Magelang?" Sub focus of this research is divided into four namely.

1. How are the characteristics on planning the School Operational Assistance use at Public Elementary School of Kramat 4 Magelang?
2. How are the characteristics on planning the School Operational Assistance budget at Public Elementary School of Kramat 4 Magelang?
3. How is the reporting of School Operational Assistance at Public Elementary School of Kramat 4 Magelang?

4. How are the evaluation characteristics of School Operational Assistance at Public Elementary School of Kramat 4 Magelang?

C. Objectives of the Research

The purpose of this research is divided into three.

1. To describe the characteristics on planning the School Operational Assistance use at Public Elementary School of Kramat 4 Magelang.
2. To describe the characteristics on planning the School Operational Assistance budget at Public Elementary School of Kramat 4 Magelang.
3. To describe the reporting of School Operational Assistance at Public Elementary School of Kramat 4 Magelang.
4. To describe the evaluation characteristics of School Operational Assistance at Public Elementary School of Kramat 4 Magelang.

D. Benefits of the Research

This study has two benefits, i.e. theoretical benefit and practical benefits.

1. Theoretical Benefits

The result of this study is as a theoretical discourse to add insight and knowledge regarding the management of School Operational Assistance at Public Elementary School of Kramat 4 Magelang.

2. Practical Benefits

The result of this study is expected to be useful:

- a. As an input to the policy maker on the implementation of school operational assistance in order to improve school's quality s and equitable education in East Kalimantan.
- b. As an evaluation on the delivery of school operational assistance fund that have been running almost 3 years.
- c. Giving information to the team PKPS-fuel center on the impact of the School Operational Assistance fund, for purposes of future strategy in the implementation of similar educational grants.
- d. To advise the government in setting standards of school funding.