

CHAPTER 1

BACKGROUND

A. Background of the Research

MTs Ummusabri Islamic Boarding school of Kendari (MTs PESRI) lies at the center of urban capital of the province, precisely in front of the Office of the Ministry of Religious Affairs of Southeast Sulawesi, located at Jln. Ahmad Yani No. 3 Kendari, District Kadia.

MTs Pesri of Kendari is the one of the Islamic boarding school in Kendari that has established in 1995. MTs Pesri itself is part of Ummusabri Islamic Boarding school which is under the provision of the religion department. Throughout the year, the school has become a pioneer as one of the Islamic boarding school that can sustain its existence through academic and non non academic achievement. MTs Pesri has become national standard school since 2000 so the school has initiated the effort to become qualified and metropolitan school. Regarding to the goals, it is called for several preparations for improving quality such as providing school facilities and expand the quality of teachers and students. Furthermore, as the school is located in the center of the town, MTs Pesri of Kendari will be definitely coupled by means of life skills such as information technology that still based on the Islamic fundamental base. Currently, the MTs Pesri has 28 teachers (12 teachers are government employee and the rest are not officially confirmed as the government employees). Number of students per November 2011 is 480 students.

At present, the school are being conducted as integrated madrasah, which refers to the metropolitan school, as the name of the project so that the design of charity Islamic boarding school will be materialized from the parent organizations. It is estimated that the project requires a budget of charity approximately RP. 9.8 billion with a target of finishing 3 to 4 years. If the design has been accomplished, MTs Pesri as a secondary level of Ummusabri Islamic boarding school will be the grandest school in Southeast Sulawesi. Thus, all stakeholders will feel more real the quality and service. Projects to be undertaken during the next three years consist of the construction of the mosque, auditorium, classrooms, offices, girls dormitories, home office of the leader, home caregivers, lodging, workshop center, sports fields, open green space, the swimming pool and business center.

In an effort to accomplish the school goals as is described above, it cannot be separated by how school establishes the management of school particularly in administering the school budget. Since school plays a key role to determine the quality of education, it is viewed that school has to be able in running its system principally in financial and fund management. As Cohn (1979) said that economic analysis can, however, assist in devising educational finance system which consistent with the aims of educational policy.

Finance and funding is one of the resources that directly underpin the effectiveness and efficiency of education management. This will be more applicable in the implementation of teaching and learning process, which

demands the ability of schools to plan, implement, and evaluate and be accountable for the management of fund in a transparent manner to the public and government.

The main objective of financing is to administer the schools, how schools can yield eminence output in order to meet the needs of the community as a service user. Schools are supposed to produce excellence students as expected by the parents. Thus, the school - is often not mentioned where budget are mostly concerned but plays an undoubted part - must provide the fund as one source of highly determines the success of the objectives to be achieved. As Brimley and Garfield (2009) maintained that one of the important lessons school administrators learn is that the budget is the business of all people in the district, not just the official concern of the superintendent and the school board. Therefore, it can be concluded that the existing of a school will depend on all stakeholders in a district.

In considering the school fund, there are several funds come from. One of them is School Operational Assistance (SOA) fund which is launched by Department of Education, Youth and Sports (DEYS). SOA fund policy is embodied in order to implement the law No. 20/2003 of National Education System which mandates the government and the local government to guarantee the implementation of compulsory basic education without charge. This means that children clearly have a rights to continue their study from primary to secondary level without fees burdened from the school. (Safawi in Waluyo (2011)).

MTs Pesri as one of the school that receives the SOA fund shows that the number of school operational fund is getting increase from year to year. For this year (2012) the school has allocated the fund Rp. 274.060.000 for 467 students. This is in line with the fact showed that MTs Pesri is Islamic boarding school in Kendari that has been established for several years ago and has got a lot of achievement both academic and non academic. In three years ahead, Pesri will hopefully become a pioneer of city school that can fulfill the teacher, students, and society needs. Hence, the need for transparent management of SOA fund is strongly required, so that existing fund can be used optimally in order to sustain the school goals.

In terms of transparent management of SOA fund, several problems seemingly appear as several schools do not have a good management yet in managing the fund. Consequently, the fund can not meet with the school program intended. Whereas the school plays a significant role in determining the use of fund including giving special assistance to poor students (Waluyo, 2011). Moreover, in establishing the school programs, schools tend to involve only several stakeholders such as a principal and treasurers, while the business is not solely those stakeholders domain as others stakeholders – teacher, parents and students – also have the contribution as well. As Haditz in Waluyo (2011) declared that teacher and parents are almost never included in the budget preparation process, while the school committee generally only signs the budget that has been prepared by the school. Thus, the transparency of School Operational Assistance (SOA) fund management is inevitably demanded.

Whereas the demand of being transparency in managing the school fund has actually been stated in laws of education no 20 year 2003, chapter xiii about educational budgetting. It is clearly stated that educational budgetting should be based on several principles namely fairness, accountability, transparency and efficiently. Hence, the transparency as one of the principles is absolutely required in managing the financial education particularly in operational school fund management.

These circumstances require the transparency of fund management to improve the quality of education in MTs Pesri of Kendari in achieving the goals to become independent and become a metropolitan school. Regarding these issues the researcher is interested to see how transparent of School Operational Assistance (SOA) fund management at MTs Ummusabri of Kendari.

B. Focus and Subfocus of the Research

The major problem of this study is how transparent the management of School Operational Assistance (SOA) fund at MTs Ummusabri of Kendari (MTs PESRI). Thus, based on the previous problem statement the researcher raises the following subsidiary research questions:

1. Are there any clear roles and responsibilities of School Operational Assistance (SOA) fund managers?
2. How is the process of arrangement, implementation and reporting of School Operational Assistance (SOA) fund?

3. Is there any control (monitor and evaluation) from the stake holders towards School Operational Assistance (SOA) fund management? In what ways they control the School Operational Assistance (SOA) fund management?

C. Objectives of the Research

The major objective of this research is to ascertain the transparency of School Operational Assistance (SOA) fund management at MTs Ummusabri of Kendari (MTs PESRI). It is described into the following detailed objectives:

1. To describe the roles and responsibility of School Operational Assistance (SOA) fund managers.
2. To describe the process of transparant arrangement, implementation, and reporting of School Operational Assistance (SOA) fund.
3. To describe the control (monitor and evaluation) from the stake holders towards School Operational Assistance (SOA) fund management.

D. Benefit of the Research

By this research, it hopefully can give theoretical and practical benefit as follows:

1. Theoretical Benefit

The result of this research will hopefully benefit to incumbent in making the policy in School Operational Assistance (SOA) fund.

2. Practical Benefits

- a. The result of this research will be beneficial for education board in formulating the management of School Operational Assistance (SOA) fund which has been handed it over by the government to the school.
- b. It can be used as input for the stakeholders in developing the SOA fund management.
- c. It can be hopefully used by teachers to be a comparable input for a betterment and development of SOA fund management in secondary level.
- d. It can be used as a guideline for the next researcher in conducting the similar research and it can be used in a broaden SOA fund management