

# EVALUATION OF THE IMPLEMENTATION OF JAKARTA SMART CARD PROGRAM IN A PRIVATE SCHOOL IN WEST JAKARTA

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## Abstract

In 2012, the Provincial Government of Special Capital Region of Jakarta (DKI) launched the *Education Personal Cost Assistance* (BBPP) through Jakarta Smart Card (KJP). This program is intended as an effort to help students from less fortunate families to fulfill their 12-year compulsory education. In its implementation, this program faced problems. This research, which was done at SMP Al-Abror, a private junior secondary school in Kembangan Sub-district, West Jakarta in February through November 2017, has the purpose to evaluate the implementation of the KJP program. The evaluation focused on data collection, distribution, usage, and reporting, by implementing the Discrepancy Evaluation Model (DEM). The data were collected through document analysis, observation, interview, and survey which were then analyzed qualitatively and quantitatively based on the type of data. The results of the evaluation show that the data collection process at SMP Al-Abror has been done according to the established procedures and standards and is categorized as good. The distribution of students' account books and ATM KJP is also categorized as good. The usage and reporting of KJP funds is categorized as very good. However, in its implementation, there are still problems during the data collection stage, especially in the visitation stage due to the lack of time of the home room teachers have. Other than that, there are still infractions that occur including cash withdrawals for unauthorized uses and also students who did not report the uses of the KJP fund.

**Keywords:** program evaluation, discrepancy evaluation model, cash assistance, Jakarta Smart Card

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## Introduction

Education is a primary need for everyone, especially during a transitional period such as now, which is marked by rapid development of knowledge and technology followed by the shifting of values. Thus, education is an absolute element that each individual should have. However, in its implementation, not all levels of education can be evenly experienced by children.

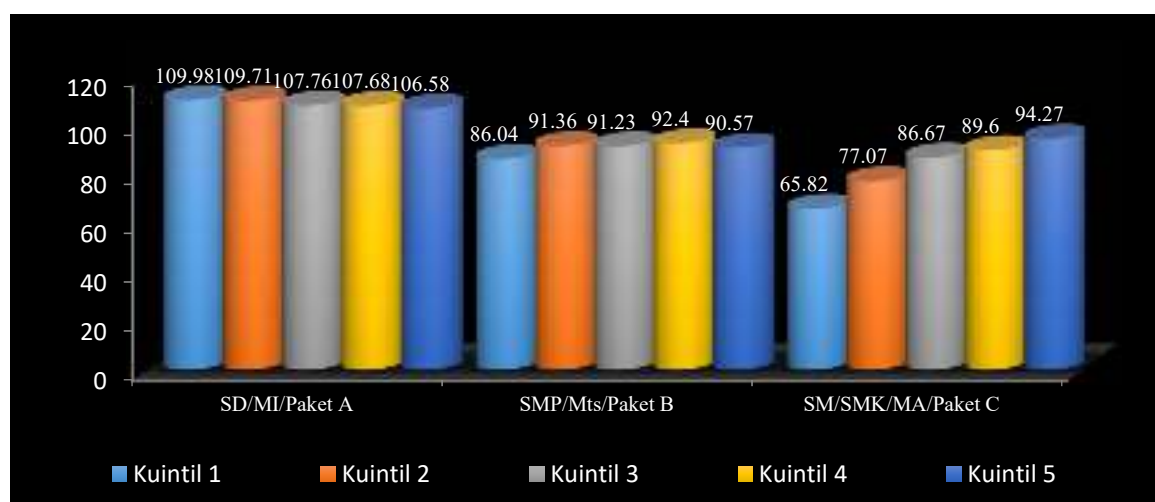
Data from Central Bureau of Statistics (2017a) show that the gross enrollment rate or *angka partisipasi kasar* (APK) at the primary level, which consists of general primary school or *sekolah dasar* (SD), Islamic primary school or *madrasah ibtidaiyah* (MI), and Package A (*Paket A*), has exceeded 100%, although there was a decrease from 112,19% in 2007 to 108,50% in 2017. The APK exceeding 100% indicated that there were students whose ages were younger or older than the age group in that certain level of education. Meanwhile, the APK at the junior secondary level, which consists of general junior secondary school or *sekolah menengah pertama* (SMP), Islamic junior secondary school or *madrasah tsanawiyah* (MTs), and Package B (*Paket B*), increased from 86,37% to 90,23 %. In the same period of time, the APK at the senior secondary level, which consists of general senior secondary school or *sekolah menengah atas* (SMA), vocational secondary school or *sekolah menengah kejuruan* (SMK), Islamic senior secondary school or *madrasah aliyah* (MA), and Package C (*Paket C*), increased from 59,46% to 82,84%.

The increase of access to education can also be seen by the net enrollment rate or *angka partisipasi murni* (APM) and school enrollment rate or *angka partisipasi sekolah* (APS). The APM at the primary level increased from 93,78% in 2007 to 97,19% in 2017, meanwhile the APM at the junior secondary level increased from 66,90% to 78,40%. The APM at the senior secondary level increased from 44,84% to 60,37%. The APS of 7-12 year-olds increased from 97,64% in 2007 to 99,14% in 2017. An increase also occurred for the APS of 13-15 year-olds from 84,65% in 2007 to 95,08% in 2017. As for the APS of 16-18 year-olds, there was an increase from 55,49% in 2007 to 71,42% in 2017.

The above data show that, overall, there was an increase of enrollment rates. However, if closely examined, it can be seen that education enrollment decreased with every level of education. This meant that not all graduates of a certain level of education pursued a higher level of education, especially at the senior secondary level. Many factors encompass this condition, from school factors (such as uncomfortable school conditions, the school building, the long distance to school, etc.) to student factors (social-economic conditions culture, environment,

etc.). In short, an affordable and high-quality education is still an issue in Indonesia (Ghani, 2009, p. 62).

The government's policies and programs play a part in achieving affordable and high-quality education along with decreasing the inequity of education enrollment at the elementary school level (OECD/ADB, 2015). However, the data also indicated that social-economy factors played a role in a student's pursuit of a higher education level, especially at senior secondary level. Figure 1 shows that 94,27% of children from the highest socio-economic status (quintile 5) continued their education to senior secondary level, meanwhile only 65,82% of children from families of low socio-economic status did the same (quintile 1). At the senior secondary level, it appears that the higher the SES, the higher the APK as well.



Source: Processed from BPS (2017b, p. 39).

**Figure 1**

2017 APK According to Level of Education and Socio-economic Status

The above data confirms the results of research conducted by nine countries in Southeast Asia, including Indonesia, which show that children from families of lower incomes have a bigger chance of dropping out of school compared to children from families with higher incomes (UNESCO, 2017). For example, in Indonesia, the risks of children dropping out of school from lowest income families are five times more likely compared to highest income families (UNESCO, 2017). Meanwhile, the research conducted by Setyaadharma (2017) in Central Java shows that children from the poorest group has a higher risk of dropping out of junior secondary school-level education compared to other groups. These barriers that obstruct children from pursuing their education can be categorized into three types, which are capacity barriers, access barriers, and financial barriers (UNESCO Bkk, 2014 as

cited in UNESCO, 2017). Capacity barriers include the lack of need for education, the low quality of education, the difference of mother language and language used in school, and misconception of schooling. Financial barriers include the incapability of families to pay for direct and indirectly costs of schooling. Access barriers include the long distance between school and home, along with social and cultural reasons that obstruct the children from attending school.

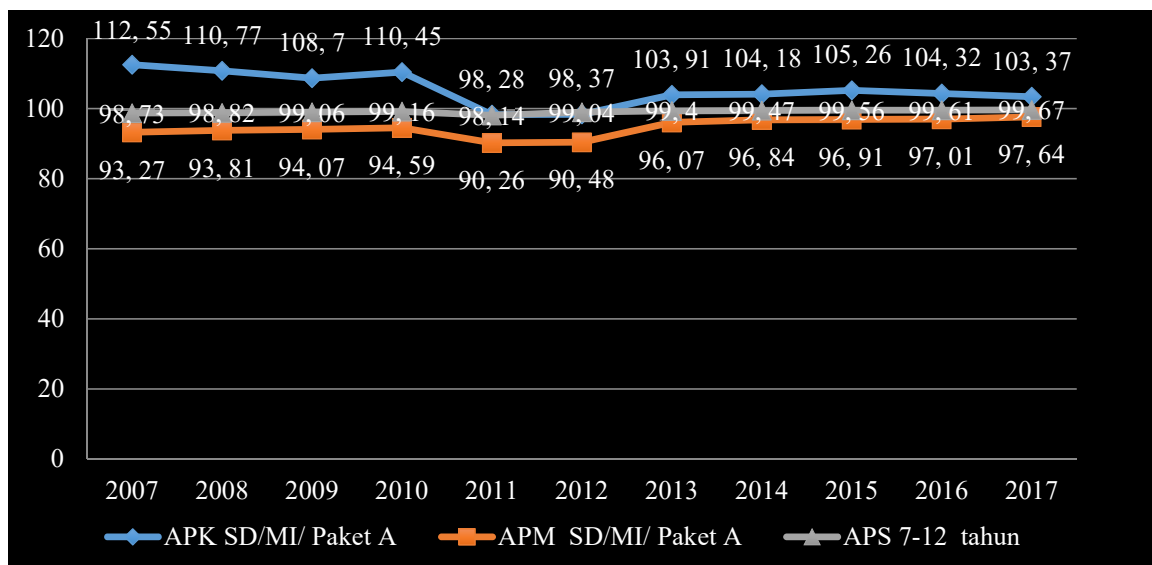
Regarding the financial barriers, in order to increase the education enrollment among the poverty-stricken community, the Provincial Governor of Special Capital Region of Jakarta (DKI) launched the Education Personal Cost Assistance Program through the Jakarta Smart Card (KJP). This program was regulated in the Governor Regulation No. 27 of 2013 concerning the Education Personal Cost Assistance or *Bantuan Biaya Personal Pendidikan* (BBPP). That rule was then revised, becoming Government Regulation No. 174 of 2015, and revised once again to Governor Regulation No. 141 of 2016. The rules stated that “the Jakarta Smart Card, which hereinafter will be abbreviated as KJP, is a card provided by a region’s government, working together with Bank DKI, that are given to students from less fortunate families as a means of receiving Education Personal Cost Assistance. Less fortunate families are defined as “very poor, poor, almost poor, and at risk of being poor families according to the data collection of social safety programs criteria by Central Bureau of Statistics and/or according to real social and economical situations found in society.”

Governor Regulation of DKI No. 141 of 2016 Article 3 states that the purpose of providing Education Personal Cost Assistance through the Jakarta Smart Card is to:

- a. support the implementation of 12-year compulsory education;
- b. increase the access of education services fairly and evenly;
- c. guarantee the certainty of receiving educational services; and
- d. increase the quality of education results; and
- e. foster the motivation of students to increase their achievements.

After the start of KJP program’s implementation in 2012, the education enrollment on each level of education, as described by the APM and the APS, showed a more consistent increase on all levels compared to the previous period. As for the APK, it had the tendency to fluctuate because this rate included students that attended school that were not of their age group. As an example, the APM at the primary level increased from 90.48% in 2012 to 97.64% in 2017 (Figure 2), the APM at the junior secondary level increased from 70.31% to 80,72% (Figure 3), and the APM at the senior secondary level increased from 54.25% to 59.54% (Figure 4). Although an increase occurred, the education enrollment of senior

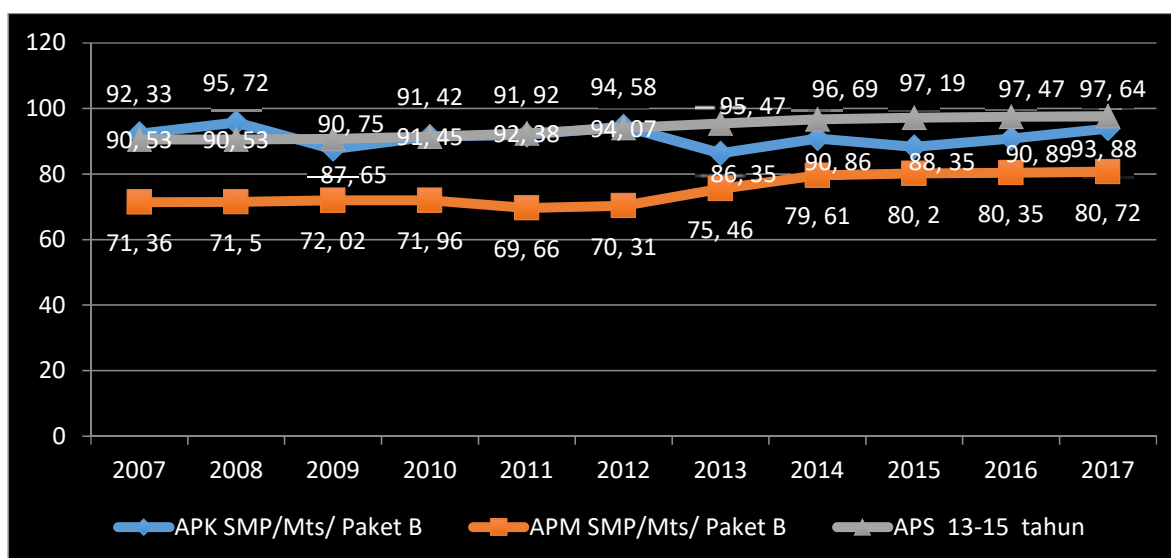
secondary level was still not satisfying enough. This was reflected by the APS that showed how almost 30% of 16-18 year-olds did not attend school.



Source: Processed from BPS (2015a), BPS (2015b), BPS (2016), BPS (2017c), BPS (2017d), and BPS (2017e)

Figure 2

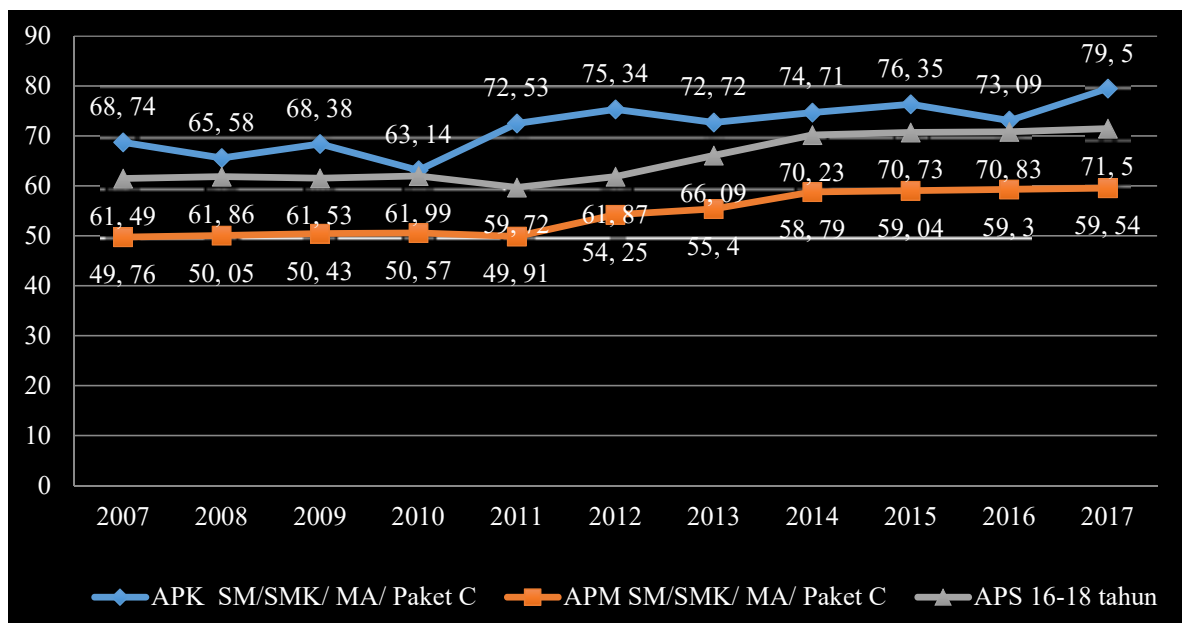
APK and APM SD/MI/Package A and APS 7-12 Years 2007-2017



Source: Processed from BPS (2015a), BPS (2015b), BPS (2016), BPS (2017c), BPS (2017d), and BPS (2017e)

Figure 3

APK and APM for SMP/MTs/Package B and APS 13-15 Year 2007-2017



Source: Processed from BPS (2015a), BPS (2015b), BPS (2016), BPS (2017c), BPS (2017d), and BPS (2017e)

Figure 4

APK and APM SMA/MA/Package C and APS 16-18 Year 2007-2017

Along with the rise of school enrollment in each level of education, students' parents of the KJP are also assisted in fulfilling primary needs related to education, such as school uniforms, shoes, stationaries, and school backpacks (Afriansyah, 2017). In addition to that, students receiving the KJP can also use the card for the cheap food program held in 70 Pasar Jaya DKI Jakarta outlets to buy milk, cow meat, chicken meat, eggs, and rice (Afriansyah, 2017).

In its implementation, the KJP program faced problems such as the inclusion of KJP- recipients that were not the target of the program and the infractions done by KJP-recipients (Afriansyah, 2017; Pertiwi & Yuningsih, 2016). The results of that research are in line with the findings of Indonesia Corruption Watch (ICW), which indicated that 19.4% of the KJP- recipients were not the program's target (wartaekonomi.com, April 27, 2014) and the evaluation done on 6 August 2015 by Basuki Tjahaja Purnama, Governor of DKI Jakarta, showed that there had been misuse of funds, such as using the money for karaoke and eating at restaurants (news.liputan6.com, August 10, 2015).

Although it has played a role in expanding the community's access for education services, the KJP program is not free of problems during its implementation. Therefore, an evaluation of the KJP program is greatly needed so that improvements can be done in order to achieve the program's established purposes. This evaluation focused on data collection, distribution, usage, and reporting of KJP through a case study at SMP AL- ABROR Kembangan Subdistrict,

West Jakarta and addressed the following questions:

1. How is the data collection of students who received the KJP at SMP AL-ABROR Kembangan Subdistrict, West Jakarta?
2. How is the fund distribution of the KJP at SMP AL-ABROR Kembangan Subdistrict, West Jakarta?
3. How are the use and reporting of the KJP funds at SMP AL-ABROR Kembangan Subdistrict, West Jakarta?

### **Research Method**

This evaluation was done at SMP AL-ABROR located in the urban village of Srengseng, Kembangan Subdistrict, West Jakarta, from February to November 2017. SMP AL-ABROR has 76 students, consisting of 19 seventh grade students, 40 eighth grade students and 17 ninth grade students. On the academic year of 2017/2018, there were 84 students consisting of 25 seventh grade students, 20 eighth grade students, and 39 ninth grade students. SMA AL-ABROR is one of the schools that received the Education Personal Cost Assistance through the KJP allocated to students of less fortunate families so that they would be able to finish their education.

The model used in this evaluation is the Discrepancy Evaluation Model introduced by Malcolm Provus. According to Worthen and Sanders (1987), the Discrepancy Evaluation Model is considered as an objective-oriented evaluation approach focused on the fulfillment of established purposes. This model was then developed into various versions (Steinmetz, 2002)

This evaluation refers to the Discrepancy Evaluation Model developed by Steinmetz (2002) by comparing standards and performances. The difference between standards and performances will show a discrepancy. This evaluation of the Education Personal Cost Assistance Program through the Jakarta Smart Card focused on data collection, distribution, usage, and reporting.

The data collected in this research consists of primary and secondary data. The primary data were collected through observations, interviews, and surveys. Observation was done by visiting the field to know about the management of KJP, from the briefing stage to the reporting of KJP usage by the school, the Center for Personal Funding and Education Operational Service or *Pusat Pelayanan Pendanaan Personal dan Operasional Pendidikan* (P4OP), the office of DKI Jakarta Province, and Kembangan Subdistrict Staff/Kembangan Subdistrict KJP Team. Education units directly connected to the implementation of KJP were interviewed, which were the principal of SMP AL-ABROR, the teachers of SMP AL-ABROR, and the

staff/team of KJP at Kembangan Subdistrict.

Surveys were done by the distribution of questionnaires to 38 students who received the KJP. These students were present during the questionnaire distribution. The purpose of distributing these questionnaires was to reveal the perception of these students toward the data collection, distribution, usage, and reporting of KJP.

The secondary data includes the documents from the Education Office of DKI Jakarta Province which is the Center for Personal Funding and Education Operational Service, the Education Unit of Kembangan Subdistrict. Each student that received the questionnaire had filled and returned the questionnaire consisting of 16 positive statements (item number 1, 2, 3, 4, 5, 6, 7, 10, 11, 12,13, 14, 15, 20, 24, and 25 ) and 9 negative statements (item number 8, 9, 11, 16, 17, 18, 19, 21, and 23) with five choices which were, never (1), rarely (2), sometimes (3), often (4), and always (5). Before analyzing the results of the questionnaires, the students' answers of the negative statements were coded as: never (5), rarely (4), sometimes (3), often (2), and always (1).

The data in this evaluation can also be differentiated as qualitative and quantitative data, therefore the data analysis can be according to the type of data. Qualitative data were analyzed with reference to Miles Huberman which includes the stages of (1) Data Reduction, (2) Data Presentation, and (3) Drawing a Conclusion, Verification, and Data Interpretation.

Evaluation was done by comparing the results of the data interpretation and the evaluation standard on the stages of data collection and verification, distribution and disbursement of funds, as well as the usage and reporting according to Governor Regulation of DKI No. 174 of 2015, as follows:

**Table 1**  
Evaluation Components and Standards

<b>Evaluation Component</b>	<b>Standard</b>
Data collection	UPT P4OP conducted socialization to the heads of education units
	The school carried out socialization to the parents of prospective KJP recipients and recipients in the previous stage
	Registration, inputting, visitation, recommendations, making SKTM, uploading files, and approval of the principal are carried out in accordance with the specified time and no students who are eligible to receive KJP are left behind in the data collection process.



Distribution	Account books and KJP ATMs can be distributed according to the specified time
Utilization	KJP funds are used in accordance with the provisions
Reporting	Students report funds that have been used

Quantitative data analysis was done using descriptive statistics in the form of percentage of achievement that was obtained using the following formula:

Percentage of achievement = (mean score of student respondents on each statement/maximal score) x 100%

Next, the obtained percentage of each statement according to the answers of student respondents were compared to the unweighted quantitative criteria that were developed by Arikunto and Jabar (2014, p. 35) as presented in Table 2.

**Table 2**  
**Scale of Data Analysis Results for Decision Making**

Value	Percentage	Category
5	81 – 100 %	Excellent
4	61 – 80 %	Good
3	41 – 60 %	Fair
2	21 – 40 %	Poor
1	< 21 %	Very Poor

## Research Results and Discussion

### 1. Data collection

Before the data collection process of KJP-recipient students, the Civil Registration Office of DKI Province through the P4OP conducted briefings toward all public and private school principals in the area of DKI Jakarta. In the year of 2017, briefing for West Jakarta was conducted at Aula Universitas Esa Unggul in West Jakarta on 26 July 2017, in which the representatives of the P4OP and Bank DKI attended as distributors of the KJP fund. The briefing was held by P4OP for the heads of education units who would then give the briefing to the parents of SMP AL-ABROR students on 31 July 2017.

The data collection of students receiving BBPP was conducted in a time span of 12 days by homeroom teachers/class teachers assigned by the head of education unit as stated in Governor Regulation No. 174 of 2015 Article 6. Supervision of that process was done by the

head of the education unit.

Data collection of students receiving KJP started on the stages of registration, inputting, visitation, recommendation, making of the certificate of poverty or *Surat Keterangan Tidak Mampu* (SKTM), uploading of documents, approval of principal, decision of governor, and disbursement of funds. On the first stage of data collection in the year of 2016, 45 students of SMP AL-ABROR were listed as KJP-recipients and 51 students on stage 2 in the year of 2016. As for the first stage in 2017, there were 51 students. The evaluation results by the P4OP show that there were still documents that have yet to be submitted by parents, which resulted in students not being registered on that stage. Nevertheless, all SMP AL-ABROR students that were entitled to the KJP were then listed as KJP-recipients. The left behind students were registered again on the next stage. According to Pertiwi and Yuningsih (2016), such lateness was caused by the hampered communication between the school and the parents of students who were KJP-recipient candidates, such as the passiveness of parents in responding to the school's invitation regarding the KJP.

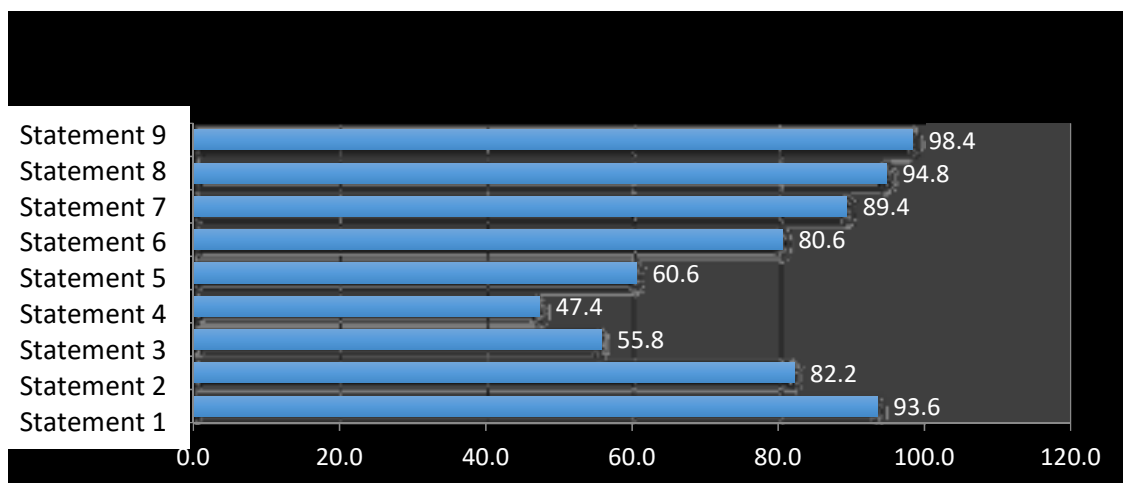
Another problem occurred during the inputting process concerning the Resident Registration Number or *Nomor Induk Kependudukan* (NIK). For example, an NIK was listed on behalf of the other student or an NIK could not be found at all. To solve this problem, parents were required to contact the Civil Registration Office of the West Jakarta area. This problem concerning the NIK confirmed the findings of Afriansyah's research (2017) about the KJP implementation in the DKI Province. According to Afriansyah (2017), a more effective communication needs to be built between the Education Office and Residence and Registrar Office to prevent problems such as this, so that students would not be hampered of their rights to receive the KJP.

The data collection stage also included visitations to the houses of the student candidates, although in its practice, visitation was not done to all of the KJP-recipient candidates because it required a lot of time, meanwhile the time that homeroom teachers had were limited. Homeroom teachers were able to do visitations only after teaching hours with the condition that they did not have a teaching schedule elsewhere. The relatively far distance between school and a few students' home and the lack of transport money for visitation became an obstacle.

Analysis of questionnaire results that were distributed to students regarding the data collection stage, as according to what is presented in Figure 5 shows that statement number 9, which is a negative statement (*There is a problem faced by the school, which is students that should have received the KJB were not recommended by the school*) had the highest percentage

(98.4%). Referring to Arikunto and Jabar's criteria (2014), this result is categorized as very good. This shows that almost all students that were entitled to the KJP were recommended by the school. Other statements that are categorized as very good are statement number 1 (*The school gave a briefing regarding the implementation of KJP in school*), statement number 2 (*The school gave a comprehensive explanation regarding the KJP Program*), statement number 6 (*The school considers the economical condition of students to decide which student is entitled to receive the KJP*), and statement number 7 (*The school performs data collection mechanisms correctly according to regulations*), statement number 8, which is a negative statement (*There is left behind data when the process of data collecting has already ended*).

On the other hand, the lowest score, which is 47,4%, is on statement number 4 (*Visitation is done by homeroom teachers to the KJP-recipient candidates to my house as a requirement of receiving the KJP*) which is categorized as adequate. Other statements categorized as adequate are statement number 3 (*The school conducts verification at my house as a requirement of receiving the KJP*) and statement number 5 (*I provided the correct data to the school about the conditions of my family as a KJP-recipient candidate*). The students' responses through these questioners are in line with results of the interview with the school.



**Figure 5**

Students' Response to KJP Data Collection (%)

### 3. Distribution

Distribution of the KJP funds has undergone a few policy changes. In 2012, KJP funds could be retrieved through cash withdrawals by use of Bank DKI ATM cards. Afterward, in 2012 and 2014, cash withdrawals could be done by use of account books as well as Bank DKI ATM cards, without any regulation regarding withdrawal periods.

An improvement of the distribution mechanism was done in 2015 which allowed both cash and non-cash withdrawals, followed by withdrawal period regulations. Cash withdrawals were used for daily needs such as transportation, food, snacks, and others, while the non-cash withdrawals were for periodical needs such as shopping for school supplies.

Taking into account the evaluation of the KJP's implementation, Governor Regulation of DKI No. 141 of 2016 decided that the only transactions that could be done are non-cash transactions by use of EDC machines. The payment of the tuition or *Sumbangan Pembinaan Pendidikan* (SPP) for KJP-recipient students at private schools could be done through bank account debit. For transportation needs, according to Governor Regulation of DKI No. 160 of 2016 regarding Free Transjakarta Services and Free Bus for the Community, as with the elderly and the disabled, students who hold the KJP also receive free facilities when using Transjakarta services.

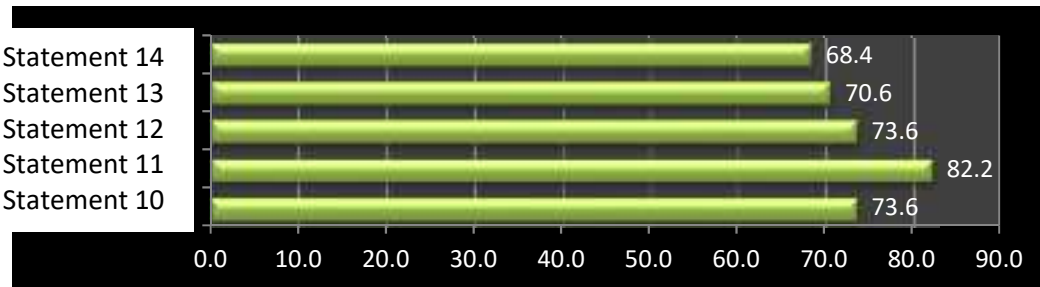
From the results of data collection stage 1 done at SMP AL-ABROR in 2016, 45 students were declared as entitled to receive KJP funds. However, three students have not received their account books and ATM KJP yet. From those three students, one student received their account book and ATM KJP on the second stage in 2016. Thus, the distribution of account books and ATM KJP reached 95,35% out of all the students receiving the KJP.

The school has confirmed with the P4OP regarding the students that have not received their account books and ATM KJP. In this stage of distribution, it is most likely that there had been an incomplete filling of data that hindered the making of a new bank account. Although these three people haven't received their account books and ATM KJP, they still have account numbers that can be seen on the KJP website.

Another problem on the distribution stage faced by the KJP team in Kembangan Subdistrict was the announcements from Bank DKI that had the tendency to be sudden, resulting in a few students not being at the location during the announcement. There were also parents that did not respond when contacted via telephone for attending the making of account books and ATM KJP. This problem was conveyed to Bank DKI during the briefing in 2017. Bank DKI had committed to fixing the distribution process of account books and ATM KJP. Nevertheless, students that were not present on the appointed schedules still received account books and ATM KJP on the second stage.

On the distribution stage, the most positive responses (82,2%) is on statement number 11 (*There are no problems that hinders me in retrieving an account book and ATM KJP*) which is categorized as very good. As for other statements, which are statement number 10 (*The school gives information on how to retrieve the account books and ATM KJP*), statement

number 12 (*The distribution of KJP funds are done on time*) statement number 13 (*Distribution of KJP funds are done as according to its purpose*), and statement number 14 (*I know when the KJP funds are distributed to my bank account*) is categorized as good.



**Figure 6**  
Learners Response to KJP Fund Distribution (%)

According to terms, starting from the year of 2016, the KJP funds could only be used through non-cash transactions. This meant that cash from KJP funds could not be withdrawn, whether it be through bank teller or ATM. Those KJP funds could only be used for shopping for school purposes at stores with Bank DKI EDC machines or Prima Networks (BCA) by use of Bank DKI ATM cards. The unused funds would not expire and would go into the students' savings. Besides that, the usage of KJP funds should be reported through the form of shopping receipts.

Results of the interview with the school principal, the Kembangan Subdistrict KJP team, and the staff of P4OP also indicated that the implementation of KJP at SMP AL-ABROR went well because the data collection was more accurate, thereby all student candidates that fulfilled the criteria for KJP received their KJP. However, the evaluation done by P4OP shows that there were still some parents that committed infractions with the cash transaction. Also, there were still many transactions that were misused. On each stage, SMP AL-ABROR had tried to remind parents to be responsible with the usage of KJP funds. This finding confirms the results of previous researches, such as the research done by Afriansyah (2017) and Pertiwi and Yuningsih (2016), ICW findings, and the evaluation done by the Governor of DKI, Basuki Tjahaja Purnama.

In addition to that, results of the evaluation by the Education Office of DKI Jakarta Province revealed the lack of briefing regarding the correct usage of KJP and the lack of briefing with stores that could be used for KJP transactions became problems in the implementation of KJP. Another phenomenon that can be seen during the implementation of KJP at SMP AL-ABROR was the consumptive lifestyle in which funds in the KJP bank account were spent by

the students in each disbursement stage for things that were actually not really needed. This behavior apparently was also caused by concerns that the KJP funds would expire, so they would always completely spend the money every time it went into their KJP bank accounts. These findings are in line with the results of Pertiwi and Yuningsih's (2016) research which also discovered that lack of briefing became one of the obstacles in the implementation of the KJP program.

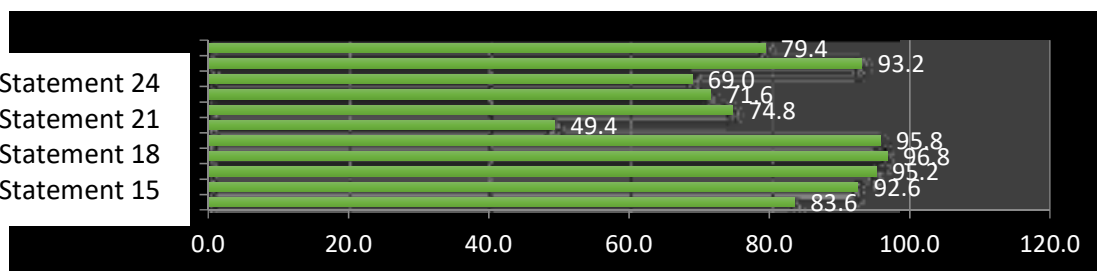
The school also faced a problem regarding the SPP disbursement process of private schools done at the end of each semester on each stage, which in turn caused a delay in the SPP payment of KJP-recipient students, which were 51 out of 84 students. The consequence of this was the school had to already have advanced funds for six months in each stage to meet the needs of the school, such as paying the teachers' salary. The disbursement process of KJP funds for SPP payment required at least 14 business days after the KJP funds had been sent to the students' bank account at the end of the semester. Documents regarding the disbursement had to be signed by the school principal in charge of the KJP, the head of subdistrict's education unit, the head of the civil registration office, and the head of P4OP. Afterward, the documents were brought to Bank DKI along with a letter of attorney regarding debiting of SPP. The school would have to wait for Bank DKI's validation before funds could be sent to the school's bank account.

On the reporting stage, in the year of 2016, out of 43 students, 30 of them (70%) have submitted their report regarding the usage of KJP funds while 13 students did not. Their reason was that they had lost their transaction's proof of payment. The school then asked the parents to print the KJP account books to see the usage of funds. For the school, the reporting of KJP funds is very important as parents' responsibility on behalf of the KJP funds used by their children.

According to the questionnaire's results, overall, the usage and reporting stage is categorized as very good (81,8%). Statement number 18 (*I have tried to withdraw cash through the bank teller*) which is a negative statement, achieved the highest percentage of 96,8% which is categorized as very good. Other statements, which are statement number 15 (*I used the KJP funds that I received to buy school supplies*), statement number 16 (*I do not understand the distribution of KJP funds to my KJP bank account and ATM*), statement number 17 (*I tried to disburse the KJP funds to cash*), statement number 19 (*I tried to withdraw cash from the ATM*), statement number 24 (*KJP has helped me pay for my school's SPP*) are also categorized as good. Meanwhile, statement number 21 (*I violated the rules regarding the usage of KJP funds*), which is a negative statement, statement number 22 (*I used the KJP funds*

according to the terms of KJP usage), statement number 23, which is a negative statement, (*I use up all the funds that went into my ATM for every transaction*), and statement number 25 (*The KJP program has improved my learning process because I have met all of my needs for school equipment*) are categorized as good.

On the other hand, statement number 20 (*I submitted my KJP funds usage report*) only received 49.4%, which is categorized as adequate.



**Figure 7:** Students' Response to the Use and Reporting of KJP Funds (%)

## Conclusion

The data collection at SMP AL-ABROR went according to established procedures and standards and is categorized as good. SMP AL-ABROR students that were included in the BBPP-recipient criteria were listed and registered as KJP-recipients so that they could finish their 12-year compulsory education. However, there are still some problems on the data collection stage, especially the visitation stage due to homeroom teachers' lack of time.

The distribution of AL-ABROR students' bank accounts and ATM KJP by Bank DKI with P4OP, the implementation units of Kembangan Subdistrict, and school principal is categorized as good. However, there are still some problems such as students that have yet to receive their account books and ATM KJP because they were late in submitting the needed documents.

The usage and reporting of KJP funds are categorized as very good. However, there were still some infractions regarding the usage of KJP funds, including cash withdrawals for unauthorized uses. In addition to that, there were students that have yet to report their usage of KJP funds. Also, students and parents still have the assumption that KJP funds would expire if not used immediately after each disbursement, which resulted in them spending the KJP funds for things that were actually not needed.

## Implications

The KJP program's success in reaching its purposes highly depends on the correctness

of the data collection to prevent not fulfilling the program's purpose, in which students that were entitled to receiving the KJP were not registered, or students that were not entitled ended up receiving it instead. Therefore, this program has become a responsibility of all involved parties, including the regional education office, the subdistrict's education unit, the school, head of *rukun tetangga* (RT), head of *rukun warga* (RW), parents, and Bank DKI to ensure that the KJP program is implemented correctly in its target, usage, and time.

The data collection of documents has to be complete, including the letter of request for Education Personal Cost Assistance, statement letter from parent/guardian, field report, letter of recommendation from the head of education unit, statement letter from the head of education unit, and letter of compliance regarding BBPP usage. Furthermore, visitations, which are homeroom teachers' visits to the homes of student candidates of the KJP has to be done in order to ensure that the students are entitled to receiving the KJP.



The correctness of the KJP program to support less fortunate students in DKI in finishing their 12-year compulsory education depends on the utilization of KJP funds according to its purpose. Infractions of KJP fund usage can have a negative impact on the success of the KJP program in fulfilling its purposes. The reporting of KJP fund usage is an important component to ensure of the KJP fund usage. Thus, school principals who are in charge of the KJP implementation in schools have a big role in monitoring the usage of KJP funds.

### **Recommendations**

1. The data collection of students entitled to the KJP still needs to be improved, starting from the data collection of social protection programs by the Central Bureau of Statistics for data updates, to the verification done by the school. In addition to that, certificates of poverty (*Surat Keterangan Tidak Mampu*) released by the RT and RW have to only be given to students from less fortunate families. Besides that, the criteria used as a benchmark for less fortunate families appears to be in need of revision, such as being subscribed to 450 watt electricity, because as of now, households using 450 watt electricity are very rare.
2. The distribution of KJP funds has to be done on time and not at the end of the semester because this could hamper the SPP funds disbursement process of the KJP students. A delay in the distribution of KJP funds results in the school having to find advanced funds, such as for paying the teacher's salary
3. The community needs to play a role in and monitor the implementation of the KJP program. Data about the KJP program recipients need to be spread throughout the RT, RW, and even the urban village community to facilitate the monitoring.
4. Explanations need to be delivered through various forms of media, such as commercials, so that the community is aware that unused KJP funds will not expire. This is to prevent consumptive behavior.

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