# PROCESS EVALUATION OF THE KJP PLUS PROGRAM IMPLEMENTATION AT SMP NEGERI 257 JAKARTA

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**Abstract.** The number of recipients of the KJP Plus program at SMP Negeri 257 Jakarta, which has increased from 2019 to 2020, is one of the factors that requires process evaluation research. The process evaluation uses the Pietrzak theory with a qualitative approach through the purposive sampling technique. The logical framework used includes inputs and activities. The results of this evaluation study are that the process of implementing the KJP Plus program phase 1 in 2021 at SMP Negeri 257 Jakarta has been in accordance with applicable regulations. The findings of this study were that the school empowerment through collaboration with the school committee. The supporting factor for the program was the role of schools that could coordinate and provide personal social services to reach program targets. Meantime, the inhibiting factor in the process was the lack of technological knowledge on program targets which affected the timeliness of file collection. Input to the program, namely the SOP for the implementation of the KJP Plus program, needed to be conveyed to the school so that there was a uniform technical understanding of implementation in the field, thus it achieved program objectives.

**Keywords**: education assistance policy; school empowerment; personal social service

## I. INTRODUCTION

A social policy, not only from the political and economic aspects but also from the bureaucratic and legal aspects when associated with the formation of regulations and efforts to implement social policies through processes involve the government bureaucracy, both at the central and regional levels [1]. The KJP Plus program is an educational assistance policy implemented by the local government in creating community welfare through increasing access to education services for students from underprivileged families. The Central Statistics Agency reports the implications of the KJP Plus program policy of the rise in the population of those who complete the primary education data. And the reduction in the number of the school-age population who are illiterate. This policy is per Midgley that stated the quality of human life is improved through priority policies and programs that mobilize human capital. To have a necessary level of education and skills for they take advantage of the opportunities created by economic development [2]. Low education affects the low level of productivity, low income, and low level of welfare. So it is hoped that the KJP Plus Program policy will produce high human quality and increase prosperity.

Previous research on the KJP Plus program stated that the program's success depended on socialization at the school level [3]. The implementation of KJP Plus still has many violations in KJP Plus funds usage [4]. Noor discusses the monitoring and evaluation of the KJP Plus program with the findings of socialization factors and good communication between program policy implementers who support the KJP Plus program [5]. The research gap for the

KJP Plus program is that no research describes, in particular, the activities in the implementation process that involve the role of schools in the success of the KJP Plus program.

This research will examine the suitability between the program planning ontained in government regulations and the implementation process in the field and identify the supporting and inhibiting factors of the program, with the urgency for program improvement. SMP Negeri 257 has a trend of increasing the number of recipients of the KJP Plus program from 492 stage 1 students in 2019 to 705 stage 2 students in 2020. And has 88.2% of students who come from families with parents' socioeconomic status with income below 1.1 times DKI Jakarta UMP in 2020. So that SMP Negeri 257 Jakarta is selected as a research location that is expected to describe the process of implementing the KJP Plus program in reaching students from underprivileged families. Therefore, it is necessary to conduct process evaluation research through the input and activity components in the KJP Plus Program in phase 1 of 2021, to dig deeper into the process carried out by the school so that it can provide input on ongoing programs. The purpose of the study was to evaluate, identify factors that support and hinder the process of implementing the KJP Plus program.

## II. RESEARCH METHODS

The research evaluates the process of implementing the KJP Plus program in SMP Negeri 257 Jakarta that has a trend of increasing the number of recipients from 2018-2020, with a qualitative research approach to digging deeper into the information of natural settings based on personal assumptions[6]. This type of process evaluation research is

an analysis that includes what is done, how well the program activities are being carried out, the purpose of the activities being carried out[7]. The following logical framework is an evaluation framework in analyzing strategies to achieve results[8].
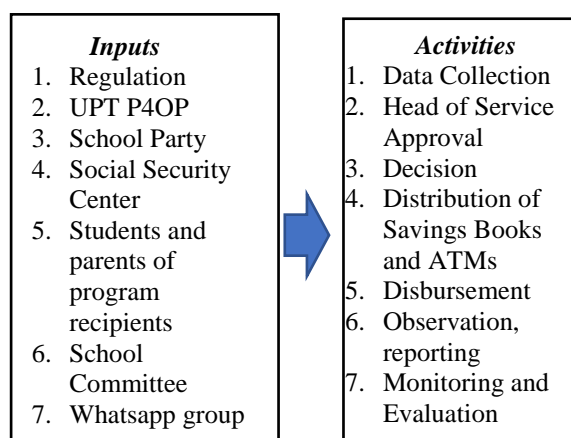


Figure 1. KJP Plus Program Logic Model

This research was carried out from February to May 2021 with data collection techniques for literature studies and online in-depth interviews. The informant selection technique uses purposive sampling. The withdrawal of informants is the researcher's assessment regarding people who can provide more benefits in research and can represent research well[9]. Guba (1981) in Krefting (1991) suggested applying triangulation to improve the quality of research [10]. Triangulation of data source techniques is to maintain the credibility of the inquiry carried out by confirming the information obtained from one informant with other informants to enrich the data and maintain the accuracy of the data used in the study. So, the informants in this study were people able to provide information on the process of implementing the KJP Plus program at SMP Negeri 257 Jakarta. It consisted of program planner, Deputy Principal, homeroom teacher, school operator, School Committee, Kasatlak District, Social Facilitator, students receiving the program, parents receiving the program.

Data analysis using a processing scheme adapted Neuman [11, p. 493], processing data 1 from online interviews and literature studies. Data 2 is a supporting document. After data collection, succeeded by making verbatim, sorting and classifying open coding, axial coding, selective coding. The main theme has been determined, and the code that fits the theme is selected, then it is presented as a presentation of field findings. The analysis of the research data will be according to Pietrzak's evaluation criteria. It analyzes the data obtained in the field for conformity with the regulations and program implementation guidelines.

## III. RESULTS AND DISCUSSION

The program implementation had entered the data collection stage at the time of the research. Based on the results of interviews, the input components in program implementation include the technical implementation instructions, program planners, implementing parties, program recipients, facilities, and infrastructure used to carry out activities. The input component is the technical instructions for implementing the KJP Plus program stage 1 in 2021. The regulation is under Governor Regulation No. 90 of 2020, Instruction of the Head of the DKI Jakarta Provincial Education Office No. 4 of 2021, SOP Flow Jakarta Smart Card Data Collection (KJP) Plus. Only some informants understood the regulations, while the SOPs for implementing parties do not yet know

The study found during the program implementation process at school; was guided by the Governor's regulations, the Governor's Instructions, and the results of program socialization from P4OP. The detailed SOPs have not been conveyed to the school. According to PER/21/M.PAN /11/2008, SOPs are beneficial in creating effective and efficient work processes. It also provides information on tasks that must be carried out by each related implementer so that there is no overlapping of work and reduces the level of errors and omissions that occur that staff might do. The second input component is human resources with the category of program planners. That is the staff of the Educational Personal and Operational Funding Service Center (P4OP). The regulation of the Governor of DKI Jakarta Province Number 380 of 2016, P4OP has the task of carrying out planning and controlling education funding. Thus, the process of implementing the KJP Plus program, which is one of the education funding programs, from the beginning UPT P4OP processes and manages all stages of activities. The thirth input component is the implementing staff of the KJP Plus program in schools, namely the Principal, Deputy Principal for Infrastructure and Public Relations, homeroom teachers, school operators, and school committees. The Head of the Education Unit to conduct socialization and data collection on candidates for personal assistance for the KJP Plus Education Phase 1 Budget 2021 to school residents, school committees, and parents of students. This illustrates that the Principal as the Head of the Education Unit strives so that all information about the program can be conveyed to all elements.

The fourth input component is the infrastructure used in the process of implementing the KJP Plus program at SMP Negeri 257, using social media in the form of WhatsApp groups and communication media in the form of telephone. The two communication tools are very effective and efficient, this is based on excerpts from interviews with both the school and program recipients, namely parents and school committees: The School Committee also conveyed the WhatsApp group facility to make it easier to coordinate. It illustrates that information and communication technology present through the internet is helpful for human activities in obtaining and conveying information quickly [13]. The telephone and WhatsApp group channel supports the

occurrence of communication, which is a process of transmitting messages to the recipient. The school tries to socialize educational policies in the most efficient, effective, and economical way for parents per technological developments on the internet through social media WhatsApp groups [14].

*Activity components include*
1. Disseminate data collection

After participating in the socialization technical data collection and registration of candidates for program assistance. Socialization was held through a zoom meeting with all Deputy Principals, Teachers, and Staff. Schools are agents of socialization that have an influential role [16] in educational policy as an attempt to overcome obstacles in the world of education through the delivery of information to the entire community to match the results to be achieved [14]. Furthermore, the socialization of the data collection was carried out through the WhatsApp group media by the homeroom teacher in the parent and student group in the form of an announcement containing a complete explanation regarding the KJP Plus Phase 1 program in 2021. The announcement of the list of prospective program recipients was transparently in the class group so that all parents of students knowing who the prospective recipients are and understand the procedures for the ongoing KJP Plus program as a well clear timeline. Personal social services transparency, participation, accountability, and responsiveness will lead to clear administrative procedures, timeliness, and efficiency [17]. The School Committee plays a role in socializing the program with parents and providing input to schools in the implementation process. The implementation of the program at SMP Negeri 257 Jakarta, in this case, involves schools and committees in the management of education policies to manage services that are more inclusive and support the strength of school accountability [18].

Socialization with personal service is through two-way communication between parents and school. The homeroom teacher also motivates prospective recipient students to be more diligent and smart. It shows that the role of schools and school committees in socializing the KJP Plus program is not only once but continuously to build the effectiveness of policy implementation [19] so that all relevant parties know and understand the aims and objectives of implementing policies [20]. The implementation of the program socialization activities illustrates the empowerment of schools and school committees through various strategies to provide understanding for parents of students. The information provided makes the community must decide and determine what to take for their children's future as the program's prospective students [21].

2. Verifying the data of prospective KJP Plus recipients.

By confirming the status of students at SMP Negeri 257 Jakarta based on the classification and data adjustment of prospective recipients from the data of prospective recipients of stage 1 in 2021. As many as 590 resulted in synchronization of school student data that one resigned, 12 children transferred to the upper level, 1 died, one person did not go to school because he stopped with evidence of a statement letter.

3. Collecting files of prospective recipients by complying with online health protocols via:
- Provide announcements via WhatsApp group by explaining technical collection to the school's google form link, help with pdf formatted letters.
- Every day reminding WhatsApp groups that have not collected files and trying to contact potential program recipients who have not responded
- Provide direct directions via telephone to parents who do not understand the steps for data collection
- Opening communication services via telephone and WA to receive input from the committee and solve the difficulties of parents of students who do not understand technology.
- Make it easy for prospective beneficiaries for the collection process only with a photo of the file that has been filled in, then the operator will help
- For those who have not collected the files and cannot be contacted, the homeroom teacher visits the student's house

File collection activities are carried out by schools with personal social services so that program targets are affordable by facilitating access to services so that their difficulties can be helped [22]. It is to realize the school's mission in developing Information Technology-based school management. Thus, parents of students from underprivileged families can learn techniques to utilize technology more broadly for family welfare.

4. Make status reports and proposals for prospective recipients to the Kasatlak Subdistrict and the Head of UPT P4OP according to the specified time is a tangible dimension in improving the quality of public services because it shows the timely ability to support policy services [17]

5. Announce the provisional list of KJP Plus recipients in the class group WhatsApp by the homeroom teacher. It is a form of competent program implementers needed in supporting the implementation of education policies [23].

The stage of program activities carried out at SMP Negeri 257, it describes the suitability of the implementation stage with applicable regulations. By the direction of the stakeholders, the school makes maximum efforts to reach and provide an understanding of the KJP Plus program to all school members. Both all school employees and parents of students and students. Thus, the process of socialization and continuous monitoring can run according to the set time.

Supporting factors are the role of the school, the role of the school committee, and the applicable regulations. First, the function of schools is prioritizing the implementation process through the direction of the Principal who manages program implementation in schools. It involves all school residents and assigning three operators to assist in data collection on prospective program recipients. Then the school also provides personal services during the data collection process to reach program targets. By helping parents of prospective program recipients individually to overcome problems that come from outside or from within,

and facilitate access through the provision of information and several types of concrete assistance [22]. So that all prospective recipients can collect files promptly. Factors supporting the process of implementing the KJP Plus program stage 1 in 2021, one of which is that all elements of the program implementing parties can answer the problems faced by parents or students in the implementation process by providing fast service. Second, the role of the school committee seeks to coordinate with schools to assist in helping parents with difficulties in the process of implementing the KJP Plus program which is carried out online, and trying to provide the latest information about KJP Plus. It is per the role of the committee in the implementation of education in schools (supporting) can be through the form of thought assistance or ideas as well as energy or expertise [24]. Third, there is a regulation from the Governor of DKI Jakarta Province Number 22 of 2017 which applies to public schools regarding the assessment of the work performance of school principals. One of the elements is the accuracy of the distribution of KJP in article 11. This regulation makes the school pay more attention to the process of implementing the KJP Plus program so that it reaches targets according to program objectives and seeks to be carried out properly.

While the inhibiting factors in the program implementation process are the program recipients and the SOPs that have not been submitted to the program implementers. The first inhibiting factor is the program recipients. In this case, the parents and prospective students are from lower-middle socioeconomic conditions. There are still some who have not made ICT a requirement [25]. The state of people in poverty generally experiences many limitations, one of which is a low level of education which causes limited knowledge and skills [26]. Lack of knowledge of technology affects the process of implementing the program. The second inhibiting factor is SOPs by program planners have not been socialized, causing a mismatch of the time specified. SOPs have benefits to optimize organizational performance. It is a means of communication at the time of implementation, reference for evaluating the implementation process, documentation, and auditing of information systems. It is a training facility for new implementers. It is time-efficient to provide direction, control, and anticipate changes in the organizational system [27]. If the Standard Operating Procedures set is per all activities, then the quality of public services will gradually become more professional, fast, and easy [28]. The regulation of the Minister of Government and State Apparatus No. 35 of 2012 makes the SOPs application is a must in government. In terms of government, SOPs are for helping government performance to be more effective and efficient in public services. One of the inconsistencies in the timeline for the KJP Plus program implementation stage 1 in 2021 is that some program implementers do not understand the process, how, when, where, and by whom the activities in the implementation should be.

So that inputs for future improvements of the program can be better. The SOPs that have been made by program planners that contain all program implementers can be submitted and socialized to all stakeholders and program implementers so that they know each other's duties according to the set time.

## IV. CONCLUSION

The implementation process of the KJP Plus program at SMP Negeri 257 Jakarta is by applicable regulations in reaching program targets. Through the input component of WhatsApp group and telephone. Also, activities at the data collection stage, namely socialization and personal services. This activity synergizes with each other, both with the school, the school committee, students, parents, and the school environment. It builds the empowerment of schools and school committees the potential of schools in making decisions related to reducing the obstacles experienced by parents in implementing the program to create parental independence for the implementation of the following program.The supporting factors are the role of the school, the role of the school committee, and the applicable regulations While the factor that hinders the implementation process is the lack of parental knowledge in the use of technology that hinders the program implementation.

This research provides input so that the Standard Operating Procedure of the KJP Plus program by program planners can be disseminated to all related parties, according to the purpose of the preparation. That is to be a guide for all program implementers from the provincial level to the education unit to create clarity, harmony, transparency, smoothness, and accuracy in the implementation of the program.

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