

Measuring the Effectiveness of School Operational Assistance: The Context, Input, Process, and Product (CIPP) Model

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This paper aims to study the effectiveness of the school operational assistance program (SOAP) and to improve the way to manage the SOAP. The SOAP is an Indonesian government program to boost pre-university schools in their quality, productivity and efficiency. For this purpose, the method that we use to evaluate its effectiveness is the context, input, process, and product (CIPP) model. As a case study, this model is applied to a secondary school located in the city of Tangerang, the closest neighbour of Jakarta, Indonesia. Data was collected based on a survey of official documents and interviews with school principals, school teachers and school committee members. Interestingly, as a result of this study, all components of CIPP showed a good outcome, except in terms of “Process”. More specifically, the component “Context” which consists of SOAP objectives, school objectives and policy determination has scored 4.73 (in the scale 1 to 5). However, “Input” which covers activity plans, procedures and mechanisms, organisational structure, monitoring and control, human resources, infrastructure and budget, has a score of 4.05. The score for the “Process” component is 3.98, and that of “Product” is 4.55. This research is unprecedented because our focus is not only on the usual elements of SOAP management, education quality and education funding, but also uncovers the SOAP as a whole.

Keywords: *School Operational Assistance Program, SOAP, Government program, effectiveness, education*

Introduction

Education is needed in life and for the welfare of one's own life, and the welfare of a nation. With education, a person can avoid ignorance and poverty. With an investment in the knowledge and skills acquired through education, students are able to overcome various problems they may face. From basic education, to the level of higher education, money is needed to cover expensive education costs.

The Bantuan Operasional Sekolah (BOS) fund policy began after an increase in the price of oil (BBM) in 2005. It was issued by the government to subsidise BBM. In order to overcome the increase in fuel prices, the Government reallocated a large portion of its budget to the top four programs, namely education, health, rural infrastructure, and direct cash subsidies (SLT) programs. One of the programs in the field of education is the School Operational Assistance Program (BOS), which provides assistance to schools with the aim of providing tuition fees for students who are unable to pay and reducing costs for other students (Hajari Ahmed et al., 2019).

In principle, the BOS was initiated as an effort to increase community access to quality education, and was especially for students from poor or underprivileged families, so they may complete the 9-year compulsory education. The BOS grant is expected to reduce the burden on the poor, so that they can improve their education. The BOS can be carried out as fairly as possible and target students who are less able or unable to cover the cost of education. Provision of school operational funds that is not targeted at students who need it most, is a waste of money. To prevent fraud, the community must start the implementation and distribution of BOS.

Table 1: Interview result

No	Question	Result (%)
1	The program target formulation is unclear	64,7
2	Less detailed program activity plans	72,6
3	lack of socialisation in the implementation of BOS	54,6
4	Expensive tuition fees	80,5

The outcome of the implementation of the BOS funds program in table 1, is as follows. As much as 64.7% of the formulation of program targets is unclear, 72.6% less detailed program activity plans, 54.6% of respondents stated the lack of socialisation in the implementation of BOS and 80.5% of respondents stated that the cost of education was expensive. Even with the BOS program, the cost of education was unaffordable to the community, the use of BOS funds was also not fully in line with the implementation instructions (Sulistyaningsih et al., 2019).

The focus of research on an evaluation of the implementation of the School Operational Assistance Program (BOS) in Madrasah Tsanawiyah (MTs) in Tangerang City, is limited to the 2017 fiscal year. Consideration is given to the program evaluation which is carried out after the program has finished 1 (one) year and to facilitate the research outcome. The research sub-focus includes evaluating the following matters:

1. Evaluate the goals, objectives and policy foundation as a context in the implementation of the School Operational Assistance Program (BOS) program.
2. Evaluate the planned activities, procedures and mechanisms, organisational structure, monitoring and control, human resource support, infrastructure support and budget support as input in the implementation of the School Operational Assistance Program (BOS) program.
3. Evaluate the planned activities, procedures and mechanisms, organisational structure, monitoring and control, human resource support, infrastructure support and budget support as a process in implementing the School Operational Assistance Program (BOS) program.
4. Evaluate the results and benefits of the School Operational Assistance Program (BOS) and the impact on increasing the effectiveness of the School Operational Assistance Program (BOS).

Theory Study

School Operational Assistance

Law Number 20 of 2003, concerning the National Education System, mandates that every citizen of the country aged between 7-15 years must attend basic education. Article 34 paragraph 2 states that the government and regional governments guarantee the implementation of compulsory education at the minimum level of basic education without charging fees. In paragraph 3, it states that compulsory education is the responsibility of the state-organised by educational institutions of the Government, Regional Governments and the community. The consequence of these mandates is that the government and regional governments are required to provide education services for all students at the elementary level (elementary and MI, junior high and MTTs) and other equal education units. The Ministry of Religion which handles Madrasah and Islamic Boarding School education, has the responsibility to carry out the mandate of the Act. One indicator of the completion of 12-year PMU is measured by the Gross Enrolment Rate (APK) for MI, MTS and MA levels. In 2016, MI APK reached 12.93%, MTs reached 23.54% and MA reached 9.75%. The School Operational Assistance Program (BOS), which began on July 2005, has played a significant role in accelerating the achievement of the 9-year Basic Education Program and is followed by the 12-year PMU. Therefore, starting in 2009, the government changed the objectives, approaches, and orientation of the BOS program, from expanding access to education to improving the quality of madrasahs.

During its development, the BOS program experienced an increase in unit costs and distribution mechanisms. Starting in 2011, the mechanism for distributing the BOS funds to public madrasas and private madrasas was changed. Distribution is through DIPA for public madrasas and for private madrasas, the funds go directly to private madrasah accounts from KPPN without going through a collector account. Likewise, for public madrasas, the distribution of BOS funds is carried out directly at the DIPA Madrasah Satker, by spreading out on account of activities in accordance with madrasa planning. In 2015 the government increased the unit cost of BOS funds. In 2017 there was an increase in unit costs in Madrasah Aliyah, which clearly indicates the government is improving the quality of education by carrying out the mandate of the Act.

BOS is a government program to provide funding for non-personnel operational costs for basic education units, when implementing compulsory education programs. According to Government Regulation 48/2008 concerning Education Funding, non-personnel costs are costs for consumable educational materials or equipment, and indirect costs in the form of power, water, services, telecommunications, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, etc. However, there are several types of investment and personnel financing that are permitted to be financed with BOS funds. In detail the types of activities that may be financed from BOS funds are discussed in the section on the use of BOS funds.

In general, the BOS program aims to ease the financial burden on the community by providing quality education funding. Specifically, the BOS program aims to facilitate all types of education costs for all poor students at the level of primary education, both in public and private madrasas, free school operational costs for all public MI students, public MTs and public MA and reduce the burden of school operational costs for students in private madrasas.

The targets of the BOS program are all public and private Madrasahs, in all provinces in Indonesia, that have operational licenses. Madrasah recipient students are madrasas that organise teaching and learning activities in the morning and their students are not registered as elementary, middle, or high school students. Madrasahs that organise learning activities in the afternoon can be targeted by the BOS program after verification by the Madrasah / Regency / City TOS Section. The amount of BOS unit fees received by madrasas, is calculated based on the number of students with the following provisions:

Madrasah Ibtidaiyah	Rp. 800.000,-/student/year
Madrasah Tsanawiyah	Rp. 1.000.000,-/ student/year
Madrasah Aliyah	Rp. 1.400.000,-/ student/year

Source: Decree of the Director General of Islamic Education No. 7381 in 2016



Evaluation of the Cipp Program

A program must end with an evaluation. This is because the aim of the CIPP model places importance on the evaluation process, which is to look at all the evaluation strategies and components and to find answers to questions. Does the evaluation design function properly? (Hakan & Seval, 2011).

According to Hakan & Seval (2011) there are three stages to a series of program evaluations: (1) stating questions and specifying the information to be obtained, (2) finding data relevant to research and (3) providing the information needed by decision-makers to continue, improve or stop the program.

Program evaluation is a series of activities carried out deliberately to see the level of success of a program. Conducting a program evaluation is an activity intended to find out how high is the success rate of planned activities (Suharsimi Arikunto, 2009: 297).

According to Tyler cited in Arikunto and West Java (2009: 5), program evaluation is a process to find out whether educational goals have been realised. Furthermore, according to Cronbach (1963) and Stufflebeam (1971) cited in Arikunto and West Java (2009: 5), program evaluation is undertaken to provide information for decision-makers.

It can be concluded that program evaluation is a series of scientific data or information gathering activities whose results can be used as consideration for decision-makers in determining alternative program policies in the future . Therefore, for the success of program evaluation, there are two concepts contained therein, namely effectiveness and efficiency. Effectiveness is the ratio between output and input, while efficiency is the level of input utilisation to produce output through a process. The criteria evaluated in this study are as follows:

Table 2: BOS program evaluation criteria

Context	Input	Proses	Product
Evaluate the objectives, objectives and policy foundation as a context in the implementation of the BOS Assistance Program.	Evaluating activity plans, procedures and mechanisms, organisational structure, monitoring and control, human resource support, infrastructure support and budget support as input in the implementation of the BOS School Operational Assistance Program program.	Evaluating activity plans, procedures and mechanisms, organisational structure, monitoring and control, human resource support, infrastructure support, and budget support as a process in implementing the School Operational Assistance Program (BOS) program.	Evaluating the results and benefits of the School Operational Assistance Program (BOS) and the impact on increasing the effectiveness of the School Operational Assistance Program (BOS).

Methodology

This evaluative research on a program uses a descriptive qualitative approach with the CIPP Model (Context, Input, Process, and Product) developed by Stufflebeam (2003). To obtain primary data in this study, data collection was obtained through observation, documentation, and interviews. This method is used to obtain important information that influences the implementation of the School Operational Assistance Program in 5 MTS in Tangerang City. The 4 (four) key participants were asked to rate the success of the BOS program by rating them 1 to 5 which showed 1 = very bad, 2 = bad, 3 = good enough, 4 = good, 5 = very well.

Research Results

Component Context

For the “context” component, interviews with key participants consisting of Kasi Penmad Tangerang city of religion ministries, Staff of Penmad Tangerang city religious ministers and Head of Madrasah Tsanawiyah were undertaken. The results of documentary studies in the form of technical and operational guidelines regarding the implementation of BOS funding programs, RAKS documents, RKM, RAPBM, committee meeting agenda, minutes of madrasah committee meeting, attendance list of madrasa committee meetings and activity reports were also taken into consideration. The following is a summary of the assessment categories for the results of interviews and documentation aspects of the context, as follows:

Table 3: Summary of Interview Results and Context Aspect Documentation

No	Context Component	Rating Category				Average
		Kasi Penmad	Staff of Penmad	Head of Madrasah	Documentation	
1	Goal Setting	5	4,4	5	5	4,9
2	Objective Setting	4,8	5	4,8	4	4,7
3	Policy	5	4,3	5	4	4,6
<i>Context Component Average Score</i>						4,7

Based on the summary table of the above context aspects, it can be explained, as follows:

1. In the goal-setting component, the average evaluation category of participants and documentary studies is 4.9, meaning that setting goals has been carried out with the category of "very good".
2. In the target setting component, the average rating category of the informant and documentation study is 4.7, meaning that the target setting has been carried out with a "very good" score category.
3. In the policy component, the average rating category of participants and documentation studies is 4.6, meaning that the policy-setting has been carried out with a "very good" score category.

Component Input

For the "component" input, interviews with key participants consisting of Kasi Penmad Tangerang city of religion ministries, Staff of Penmad Tangerang city religious ministers and Head of Madrasah Tsanawiyah were undertaken. The results of documentary studies in the form of technical and operational guidelines regarding the implementation of BOS funding programs, RAKS documents, RKM, RAPBM, committee meeting agenda, minutes of madrasah committee meeting, attendance list of madrasa committee meetings and activity reports were also considered. The following is a summary of the assessment categories for the results of interviews and documentation of aspects of the context, as follows:

Table 4: Recapitulation of Interview Results and Input Aspect Documentation

No	Component Input	Rating Category				Average
		Kasi Penmad	Staff of Penmad	Head of Madrasah	Documentation	
1	Activity plan	4,2	4,6	5	4	4,5
2	Procedure and Mechanism	4	4,2	5	1	3,6
3	Organisational structure and Monitoring	4,6	4,3	5	3	4,2
4	Control	4	4	5	3	4,0
5	Human Resources	4	4	5	3	4,0
6	Infrastructure	4,4	4	5	3	4,1
7	Anggaran	4,2	5	4,2	3	4,1
<i>Context Component Average Score</i>						4,1

Based on the results of the input aspects of summary table 4, the results are as follows:

1. In the activity plan component, the average evaluation category of the participant and the documentation study is 4.5. This means that the activity plan has been prepared with the category of a "very good" assessment.
2. In the component of procedure and mechanism, the evaluation category of the participant and documentation study is 3.6. This means that procedure and mechanism have been prepared with the category of a "good" assessment.
3. In the organisational structure component, the average assessment category of participants and documentation studies 4.2. This means the organisational structure has been prepared with the category of "good" assessment.
4. In the monitoring and control component, the average rating category of participants and documentation studies is 4.0. Means monitoring and control have been arranged with the category of a "good" assessment.
5. In the human resource component, the average rating category of participants and documentation studies is 4.0, meaning that human resources have been prepared with the category of a "good" assessment.
6. In the infrastructure component, the category of average rating for participants and documentation studies is 4.0. Means the infrastructure has been prepared with a category of a "good" assessment.
7. In the budget component, the average rating category of documentation study and participants is 4.1.

Process Components

For the process component interviews with key participants consisting of Kasi Penmad Tangerang city of religion ministries, Staff of Penmad Tangerang city religious ministers and Head of Madrasah Tsanawiyah were undertaken. The results of documentary studies in the form of technical and operational guidelines regarding the implementation of BOS funding programs, RAKS documents, RKM, RAPBM, committee meeting agenda, minutes of madrasah committee meeting, attendance list of madrasa committee meetings and activity reports were also taken into consideration. The following is a summary of the assessment categories for the results of interviews and documentation, as follows:

Table 5: Summary of Interview Results and Process Aspect Documentation

No	Component Input	Rating Category				Average
		Kasi Penmad	Staff of Penmad	Head of Madrasah	Documentation	
1	Activity plan	4	4	4	4	4,0
2	Procedure and Mechanism	4,3	4	5	1	3,6
3	Organisational structure and Monitoring	4	4	5	4	4,3
4	Control	4	4	5	3	4,0
5	Human Resources	4	4,2	5	3	4,1
6	Infrastructure	4,2	4	5	3	4,1
7	Anggaran	3,8	4	4,2	3	3,8
<i>Context Component Average Score</i>						4,0

The summary of table 5, can be explained as follows:

1. In the implementation component of the activity plan, the average assessment category of the participants and the documentation study was 4.0. This means that the implementation has been carried out with the category of "very good" assessment.
2. In the procedure and mechanism implementation component, the average rating category of the participants and teh documentation study is 3.6. This means that the implementation of procedures and mechanisms has been carried out with a "good" assessment.
3. In the implementation component of the organisational structure, the average rating category of participants and documentation studies is 4.3. This means that the implementation and the organisational structure has been arranged with the category of "good" assessment.

4. In the component of human resource implementation, the average evaluation category of participants and documentation is 4.0. This means that the implementation of monitoring and control has been carried out with the category of "good" assessment.
5. In the human resource implementation component, the average rating category of participants and documentation studies is 4.1. This means that the implementation of human resources has been carried out with the category of "good" assessment.
6. In the component of infrastructure implementation, the average rating category of participants and documentation studies is 4.1. This means that the implementation of infrastructure facilities has been carried out with the category of "good" assessment.
7. In the budget implementation component, the average assessment category of participants and documentation is 3.8. This means that the budget implementation has been carried out with a "good" assessment.

Product Components

For the product component interviews with key participants consisting of Kasi Penmad Tangerang city of religion ministries, Staff of Penmad Tangerang city religious ministers and Head of Madrasah Tsanawiyah were undertaken. The results of documentary studies in the form of technical and operational guidelines regarding the implementation of BOS funding programs, RAKS documents, RKM, RAPBM, committee meeting agenda, minutes of madrasah committee meeting, attendance list of madrasa committee meetings and activity reports were also taken into consideration. The summary of table 6 is explained as follows:

Table 6: Summary of Interview Results and Product Aspect Documentation

No	Component Input	Rating Category				Average
		Kasi Penmad	Staff of Penmad	Head of Madrasah	Documentation	
1	Achievement Results	4,8	4	4,2	5	4,5
2	Achievement of Benefits	4,3	4	5	5	4,6
<i>Context Component Average Score</i>						4,5

Based on the summary of table 6 aspects of production, can be explained, as follows:

1. In the component of achievement of results, the average rating category of participants and documentation studies is 4.5. This means the achievement of results obtained by the category is "very good".
2. In the achievement of the benefits component, the category of participants evaluation and documentation study is 4.6. This means the achievement of results obtained by the is "very good".

Conclusions and Recommendations

Aspect of Context

The results of the evaluation of the contextual aspects of evaluating the formulation of objectives, formulation of objectives, and the formulation of BOS program policies show a “very good” result. The results of this evaluation are based on:

- a. Analysis of needs research. The formulation of the achievement of objectives is not based on the results of the evaluation of the previous year's BOS program activities. This has been done in an effort to improve quality, service, access, and education in madrasas.
- b. The targeting of BOS program activities that have been set tends to be monotonous:
- c. The formulation of policies as a guideline for implementing the BOS program activities has not been fully designed according to the characteristics of the problem. This is because the policies which form the basis of implementing the BOS program are still general in nature.
- d. The communication and dissemination of information about the objectives, targets, and policies of the BOS program has not been conducted with the madrasa committee and madrasa residents.

Input Aspects

The results of the evaluation of input aspects regarding the evaluation of BOS program preparation activities; consisting of activity planning, mechanism procedures, organisational structure, monitoring and control, human resource support, facilities, and infrastructure support, and budget support for BOS program activities show good categories. The results of this evaluation are based on:

- a. Planning activities, even though they have referred to RAKM, RAPBM, and RKTU, Decree of the Director-General of Islamic Education Number 7381 2016 and taking into account input specifically in determining activity targets, are more attentive to suggestions from teachers, TU, and madrasah committees and madrasa needs.
- b. The mechanism of the BOS program activities has referred to the implementation guidance documents and technical instructions, as well as the Decree of the Director-General of Islamic Education Number 7381 of 2016.
- c. The preparation of the organisational structure of the BOS program activities has involved elements of the Madrasah head, teachers, TU staff, and Madrasah committees, although the appointment of personnel was undertaken directly by the Madrasa head.
- d. Planning for monitoring and controlling of the BOS program activities has been prepared by referring to the implementation guidance documents and technical guidelines, as well as the Decree of the Director-General of Islamic Education Number 7381 of 2016.

- e. Preparation of support for human resources managing BOS program activities has been optimally designed
- f. Preparation for supporting infrastructure facilities of the BOS program activities has been designed optimally, by utilising infrastructure facilities that are owned by madrasas.
- g. The preparation of budget support for BOS program activities is still routine. This means that the amount of funding received has been determined by the government, based on a large number of students and there is no mechanism to propose an increase in budget support.
- h. The communication and dissemination of information to the madrasa committee has yet to be carried out, so that the madrasa committee has not played a role in providing input and suggestions in the implementation of the BOS program.

Process Aspects

The results of the evaluation of the process aspects of evaluating the implementation of the BOS program activities; consisting of activity planning, mechanism procedures, organisational structure, monitoring and control, human resource support, infrastructure support, and budget support for BOS program activities are in the good category. This evaluation is based on:

- a. The implementation of the BOS program activity planning has been in accordance with the plan based on technical guidelines for the implementation of the BOS program activities. Analysis of the implementation of the plan still needs to be done, because there is still a revision of planning needed and there are activities that are incidental.
- b. The implementation of the procedures for the BOS program activities was in accordance with the plan based on the technical instructions for implementing the BOS program activities. However, in the process of implementing the procedure, the activation mechanism is still not optimally carried out due to the lack of socialisation of the madrasa residents.
- c. The implementation of the activity structure of the BOS program was in accordance with the plan based on the technical guidelines for the implementation of BOS program activities. However, in the process of implementing the organisational structure, the personnel activities involved are still not optimal and in accordance with their competencies.
- d. The monitoring and control of the BOS program activities are in accordance with the plan based on technical guidelines for the implementation of BOS program activities. However, in the process of implementing monitoring and controlling activities are still not optimal and routinely carried out every month.
- e. The implementation of human resources support for the BOS program activities has been in accordance with the plan, based on technical guidelines for the implementation of BOS program activities. However, in the process of implementing human resource support, the activities were still not optimal because the TU teacher and staff personnel were mentioned by teaching and routine administrative activities while the madrasa committee was busy making a living.

- f. The implementation of infrastructure support for the BOS program activities is in accordance with the plans owned by madrasahs.
- g. The implementation of BOS program activity budget support has been in accordance with the plan, based on technical guidelines for the implementation of BOS program activities. However, in the process of implementing budget support, the activities are routine and there is no increase. Budget support received is still not optimal to finance madrasahs in improving service quality, access, and education.
- h. The communication and information of BOS program activities has not been disseminated to the madrasah committee and madrasah residents, so that they are not involved in monitoring and control activities.

Product Aspects

The results of the evaluation of product aspects regarding the evaluation of the implementation of BOS program activities, consisting of; the achievement of program results and the achievement of the benefits of the program activities, was in the very good category. The results of this evaluation are based on:

- a. The achievement of the results of the BOS program activities in madrasahs in the city of Tangerang is in accordance with those planned to improve the quality, achievement, access, and education services in Madrasahs
- b. The achievement of the benefits of the BOS program activities in madrasahs in the city of Tangerang increase the value of the National Examination results, participate in and win several competitions that followed, an increase in extracurricular activities and the help of parents of students from the financial side so that there is no dropout rate due to economic difficulties.
- c. Information dissemination regarding the achievement of results and benefits has not yet been carried out in the implementation of the BOS programs.

Recommendations

In conclusion, for the 2017 School Operational Assistance (BOS) program and the objective conditions mentioned above, as well as for the improvement of services, access, and quality of madrasah education, the following are recommended:

1. Aspect of Context

The results of the evaluation of the context aspects of objectives, formulation of objectives, and the formulation of BOS program policies are in a good category. Based on the objective conditions above, the decisions that can be made are:

- a. The objectives of the BOS program can still be maintained. Analysis of the formulation of needs assessments to achieve goals still needs to be done based on evaluating the activities of the previous year's BOS program, and the participation of students' parents or madrasa committees.
- b. The formulation of the BOS program targets can still be maintained. The formulation of targets still needs to be carried out, and developed so that the objectives of the BOS program activities are more varied. This can be done by involving students' parents or madrasah committees;
- c. The formulation of BOS program implementation activities can still be maintained. Policy formulation still needs to be done for more flexibly, so that it can be adjusted to the needs and characteristics of madrasas.
- d. Socialisation and dissemination of information about the objectives and policies of the BOS program need to be carried out regularly, so that madrasas can contribute significantly to the activities of the BOS program.
- e. The persons in charge of BOS management at the madrasa level, the BOS management at the Tangerang City Ministry of Religion, and the person responsible for BOS management at the Ministry of Religion in the Province of Tangerang, need to be involved to further enhance the socialisation of BOS program goals, objectives and policies and make publications through the mass media.

Input Aspects

The results of the evaluation of input aspects regarding the evaluation of the preparation of BOS program activities, consisting of; activity planning, mechanism procedures, organisational structure, monitoring and control, human resource support, infrastructure support, and budget support for BOS program activities result in a good category. Based on the objective conditions above, the following recommendations are:

- a. Planning for the BOS activities still needs to be carried out more constructively by coordinating with teachers, the staff at the TU and madrasa committees.
- b. The formulation of procedures for the BOS program mechanism activities needs to be done with intensive communication of teachers, TU staff and madrasa committees.
- c. The formulation of the organisational structure of BOS program activities can still be maintained and needs to be done by involving more competent madrasa committee elements;
- d. Planning for monitoring and controlling BOS program activities can still be maintained and needs to be carried out routinely and scheduled clearly.
- e. Preparation of human resource support, especially of the madrasah committees, can still be maintained and needs to be adjusted and the number and competence of teachers, TU staff and participating madrasa committees to be optimal in supporting BOS program activities;

- f. The preparation of supporting facilities and infrastructure to support BOS program activities can still be maintained and needs to be designed and adjusted more specifically for the infrastructure used to support BOS program activities.
- g. Preparation of budget support for the BOS program activities can still be maintained and it is necessary to formulate proposals for increasing activity budget support to policymakers and outreach.
- h. It is necessary to conduct information dissemination and dissemination of BOS program activities on a regular basis, so that the madrasa committee and madrasa residents can provide input/inputs in the BOS program activities.
- i. The BOS management at the madrasah level, the BOS management in the Tangerang City Ministry of Religion and the BOS management in the Tangerang Province Ministry of Religion, must further enhance the socialisation of the BOS Program by conducting training on 1) self-evaluation (SWOT analysis), 2) compiling (RKTm, RAKM, and RAPBM), 3) compile activity plans, mechanism procedures, organisational structure, monitoring and control, human resource support, facility and infrastructure support and budget support and 4) making publications through various media.

Process Aspects

The results of the evaluation of the process of evaluating the implementation of BOS program activities consisting of activity plans, mechanism procedures, organisational structure, monitoring and control, human resources support, facilities and infrastructure support, and budget support for BOS program activities show good categories. Based on the objective conditions above, recommendations are:

- a. In implementing the program activities, the BOS program can still be maintained and needs to be anticipated if there is a change in the planned activities.
- b. In carrying out the procedures for the mechanism of BOS program activities it can still be maintained and it is necessary to schedule dissemination of procedures for the mechanism of BOS program activities widely and to madrasa residents;
- c. In implementing the organisational structure, the activities of the BOS program can be maintained and the personnel involved need to be more adjusted to their competence and preoccupations and to further define the main tasks and functions of each personnel.
- d. In monitoring and controlling the activities of the BOS program it can still be maintained and its implementation needs to be carried out routinely and on schedule by adjusting the busyness of the elements implementing the monitoring and control.
- e. In implementing human resource support, the BOS program activities can still be maintained and socialisation needs to be carried out so that the understanding of the human resources involved in BOS program activities can be optimised;

- f. In implementing infrastructure support, BOS program activities can still be maintained and the provision of infrastructure must be more specific;
- g. In implementing the budget support, the BOS program activities can still be maintained and efforts are needed to increase the number of BOS program activities so that madrasas can realise improvements in service quality, access, and education.
- h. It is necessary to conduct regular information dissemination and dissemination of BOS program activities so that madrasah committees and madrasas can participate in monitoring and controlling BOS program activities.
- i. To the person in charge of BOS management at the madrasa level, the person responsible for BOS management at the Ministry of Religion of the City of Tangerang, in order to further promote the socialisation and training of activities, mechanism procedures, organisational structure, monitoring and control, human resource support, infrastructure support and budget support and conducting publication through mass media.

Product Aspects

The results of the evaluation of a product regarding the evaluation of the implementation of BOS program activities consisting of achieving the results of the program and achieving the benefits of the BOS program activities show good categories. Based on the objective conditions above, the recommendations are:

- a. Achievement of the results of the implementation of BOS program activities can be maintained. For the implementation of BOS program activities the following year, the achievement of the results of activities needs to be improved by taking into account the dynamics of madrasa needs and it is necessary to pursue activities that are important in order to improve the quality, services, and access to the process and results of education in madrasas;
- b. Achieving the benefits of implementing BOS program activities can be maintained. For the implementation of the BOS program the following year, the achievement of the benefits of the activities needs to be increased and expanded both extracurricular and extracurricular activities, in particular, to help poor students and reduce dropout rates.
- c. Information and dissemination of information about the achievement of the results and benefits of regular BOS program activities are needed to be done so that the madrasa committee and madrasa residents can make a real contribution to the activities of the BOS program.
- d. To the BOS management responsible at the madrasa level, the BOS management responsible to the Tangerang City Ministry of Religion, and the BOS management responsible to the Tangerang Ministry of Religion, to further enhance the socialisation by publicising through the mass media about achieving the results and benefits of the BOS program, training in preparing reports on the implementation of activities BOS program.

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