

PAPER • OPEN ACCESS

The implementation of Free Educational Program (FEP) at MTs Syamsul Arifin Curahkalong Bangsalsari Jember

To cite this article: A Hasanah *et al* 2019 *IOP Conf. Ser.: Earth Environ. Sci.* **243** 012062

View the [article online](#) for updates and enhancements.

You may also like

- [Positioning of microtubule organizing centers by cortical pushing and pulling forces](#)
Nenad Pavin, Liedewij Laan, Rui Ma et al.
- [Bistability and oscillations in cooperative microtubule and kinetochore dynamics in the mitotic spindle](#)
Felix Schwietert and Jan Kierfeld
- [Collective cargo hauling by a bundle of parallel microtubules: bi-directional motion caused by load-dependent polymerization and depolymerization](#)
Dipanwita Ghanti and Debashish Chowdhury



ECS
The
Electrochemical
Society
Advancing solid state &
electrochemical science & technology

DISCOVER
how sustainability
intersects with
electrochemistry & solid
state science research

The implementation of Free Educational Program (FEP) at MTs Syamsul Arifin Curahkalong Bangsalsari Jember

A Hasanah^{1*}, S Kantun¹, and B Soepeno¹

¹ Faculty of Teacher Training and Education, University of Jember,
Kalimantan Street 37 Sumbersari, Jember, West Java, Indonesia.

*afifatulhasanah912@gmail.com

Abstract. The aim of this research was to analyze the implementation of FEP at MTs Syamsul Arifin Bangsalsari Jember. Education is an absolute necessity to be met throughout the lifetime in order to thrive. In Indonesia, however, not all societies were able to access education. Whereas, it was the obligation of the country to provide cheap, even free education in accordance with the mandate of the Constitution 1945 article 31. Various efforts were carried out by the Government such as scholarship, BOS, and more. However, it could not support the needs of students in education, this matter made the Regency of Jember issuing FEP Program. This research was a qualitative research by using descriptive method. Data collection method were observation, documents and interviews. The results showed that the existence of the free education program at MTs Syamsul Arifin could met the most partly of school needs. It could be seen from the increase of teacher salary than before and the capability to buy learning facilities in the form of LCD and projector.

1. Introduction

Education is an absolute need to be met throughout the lifetime in order the life developed. Basically, Indonesia national education aimed to improve the quality of Indonesian quality both physically and intellectually, so that be able to develop themselves as well as the environment according to national development. Human quality has been clearly stated in The Purpose of Indonesia National Education on UU RI No. 20 year 2003 about National Education System chapter II article 3 which reads: "National education serves to develop the ability and to form the character as well as to develop the dignified civilization of nation in the framework of educating life of the nations, aims at the development of learners' potential in order to become a faith and devoted man to God Almighty, to have a noble character, to be health, knowledgeable, capable, creative, independent, and to become democratic and responsible citizens".

In Indonesia, however not all communities are able to access education. In fact, it is the obligation of the state to provide education that is cheap, even free of costs as in accordance with the mandate of the Constitution 1945 article 31. This is in accordance with the statement that the Government is the party that is obliged to fulfill the constitutional rights of a nation that has been mandated in the Preamble 1945.

The Government continues to strive so that the Indonesian people can get education by issuing various compulsory education. Compulsory education in fact is a systematically effort of the Government to improve the quality of human beings, so that Indonesia can participate actively in the overall national development as well as adaptively in the absorption of information of science and technology (science and technology). In addition, the compulsory education program is also one of the educational scenario developments which are extended for broadening and equalization of learning opportunities for every Indonesia citizen over the responsibility of the Government and the local government (PP No. 47 The ACT of 1945).

Beginning in 1984, the Government was issuing a-six-year compulsory education. It is a program that requiring every citizen to attend school for 6 years in the level of basic education. According to Darmaningtyas on 2 May 1994 the Government established a-nine-year compulsory education program. This program required each Indonesian child aged 7-15 years to attend school for nine years at the level of basic education from primary school grade 1 level (SD)/Madrasah Ibtidaiyah (MI) until 9th grade junior high school (SMP)/ Mts (MTs). Yet the low participation of partly society groups to



favor the 9-year one of the reasons was the high cost of education, whether basic or supporting costs. Basic costs were such as school tuition, books, uniforms, stationeries and others. While Supporting costs were such as transportation costs, course fees, allowances and other expenses.

One of the efforts to implement the betterment in the 9-year compulsory education Program was the implementation of Free Education Policy (FEP), namely 12-year compulsory education by the government based on the current regulation of regional autonomy. the countries that had been successfully implemented Free Education Program (FEP) was Jember. This program had been declared by Regent Dr. Faida, MMR No. 65 Year 2016 and started in the District of Jember since the end of the 2016 which was about "Conducting free educational programs to elementary level or equivalents, junior and senior high school/SMK or equivalents in the government ranks of Jember District". Free educational programs (FEP) was a district government program to relieve the burden of parents/guardians of students through the exemption from the obligation to pay the operational school funds on an equal level of ELEMENTARY SCHOOL, junior HIGH SCHOOL and equivalents.

One of the schools that had got a help was MTs Syamsul Arifin, Curah Kalong, Bangsalsari. In the early observation showed that awarding of these funds could improve the educational services at MTs Syamsul Arifin, Curah Kalong, Bangsalsari that was on the raise of teachers' salaries. According to the head master, formerly the teachers' salaries were taken from BOS funds. The teacher's salary was not more than 10% of the total revenue. This made the teacher's salaries was only Rp. 200,000-Rp 400,000 per month. However, by the existence of funds could slightly increase teacher salaries as much as Rp 400,000-600,000 rupiah per month.

Based on the description, the researcher was interested in conducting a research on the implementation of free educational program entitled: " Evaluation of the implementation of Free Educational Program (FEP) at MTs Syamsul Arifin, Curah Kalong, Bangsalsari, Jember".

2. Methods

This research is qualitative research because researcher want to know the implementation of free education program at MTs Syamsul Arifin Curah Kalong Bangsalsari Jember. Methods of collecting data using observation, interview and documents [1].

3. Results and Discussion

3.1. The implementation

The implementation of a policy was restricted to extend the actions undertaken by individual Governments and private individuals (groups) which were directed to achieve the goals that had been set out in the decisions of the previous wisdom [2]. Widodo in a study of State policy expressed that the implementation of policies was a "*crucial*" study, on the study of public administration and policy of the State, in the sense that however good the implementation, but not be preceded was only a good plan, then it would be less appropriate as the expectation [3].

3.2. Education

Education is life. Education is any learning experiences that takes place in any environment and throughout life [2]. Education is all life situations that affect the growth of individual. Education is a planning and efforts to create learning activities which students actively recognize and develop the self-potential in order to be able to control themselves, have the intelligence and personality of noble character, as well as skills required by self, community, nation and country [4]. From the explanation above it could be concluded that education was a learning activity undertaken by students to actively develop themselves in order to control themselves, have the intelligence of a noble character and personality, as well as skills required by oneself, community, nation and country.

3.3. Free Education Program (FEP)

Free and easy education for society meant that education was organized for society, easy to be taken or to be reached by all people " [5]. "Free School was a school in which children and parents did not have to pay a fee which was managed by the school, for example, SPP funds, development funds, registration funds, book funds" [6]. Based on these statements, it could be concluded that free education was education in which all societies especially underprivileged society could carry out their

learning activities were cheap and easy that are they did not have to pay the cost which was managed by the school, for example, SPP funds, development funds, registration funds, and book funds or can be said as free of charge.

The two purposes of free education program (FEP) are general purpose and specific purpose. The general purpose of Free education program was to relieve the burden of the society against the financing of education in the framework of qualified pioneering of 12-year compulsory education, as well as to play a role in accelerating the achievement of Minimum Service Standards (SPM) and education national standard (SNP). Free educational program was specifically aimed at freeing up the whole form of levies and donations for SD/MI/SMP/MTs learners as well as state and private HIGH SCHOOL/SMK recipients of free education program funds toward school operational funds [7].

In line with district regulations, Jember Regent Dr. Faida also stated that the purpose of FEP that was able to improve the society intellectual and fulfil the rights of education, embody the 12-year education compulsory and can reduce the education gap between rich and poor societies, as well as the gap between the cities and villages, increasing the rate of students who continue their schooling, and pressing the rate of dropping out (DO) (Antara Jawa News, Wednesday-July 20, 2016 12:07 GMT).

In accordance with the Regional Regulation, the third part of the free education fund allocation mechanism is carried out as follows:

- a. The cumulative amount of funds given to each education unit in accordance with the existing level is based on the number of students whose data source is from *Dapodik*;
- b. The nominal amount of funds per student per year given at each level of education is determined by the Regent's Decree;
- c. Data on the number of students per school, outlined in the District Education Service Budget List (DPA);
- d. The district management team re-verifies the data on the number of students per school as a basis for determining the allocation of funds in each school;
- e. The district management team determines that schools are willing to receive free school program funding
- f. The target of schools receiving free education funds, both public and private, is determined by the Regent's Decree [7].

Schools that receive PPG funds have the following conditions:

- a. Schools Recipients of free Education Program funds are schools that have operational licenses and establishment permits, recorded in the Basic Education Data (*Dapodik*) system;
- b. Already have a National School Number (NPSN) and already registered in the Dapodik system.
- c. Able to organize free education by making a written statement.
- d. Schools are required to plan for the use of the school's income and expenditure budget for the following year's activities and to be sent to the Education Office for SMP / MTs / SMA / SMK while those for SD / MI are sent to the District Education Office UPT in the District.
- e. Schools must place banners and / or writing / announcements as school organizers for free in a place that is easy to read both in and around the school.

The mechanism for distributing free education program funds is carried out with the following conditions:

- a. schools must open account numbers in the name of the institution (may not be on their own behalf and not in 1 (one) account with school operational assistance funds (BOS) or other funds);
- b. the school must send the account number to the district management team; and
- c. the sub-district management team for SD / MI verifies and compiles school account numbers and then sends them to the district management team.
- d. Distribution of free education program funds is conducted for 1 (one) budget year except for the first year only 1 (one) quarter and the distribution is carried out in stages every 3 (three) months in accordance with the laws and regulations.
- e. Funds for free education programs are channeled after the school makes a proposal and is carried out at the beginning of the month of each period except for the first year adjusting to the availability of the budget.
- f. Distribution of funds is carried out by the district management team through a government bank in accordance with the mechanism stipulated in the operational guidelines (technical guidelines) and technical guidelines according to the laws and regulations. If the funds received by the school are

greater than the amount that should be, then the school must return to Kasda, according to the mechanism stipulated in the existing provisions. However, if the funds received by the school are smaller than they should be, then the school immediately reports to the district management team or the *kecamatan* management team according to their authority.

- g. If there are students moving / transferring to the outside after 1 (one) semester is running, then the funds in the current semester will be the school's right and thereafter a reduction or addition will be submitted in the following semester.

According to the Jember Regional Regulation the disbursement of funds for free education programs is regulated as follows:

- a. the district management team submits school account data and the amount of funds that must be channeled by the bank as a distributor of funds;
- b. then the bank as the distributor of funds transfers directly to each school account, and enters the receiving post in the School Budget Revenue and Expenditure Plan (RAPBS);
- c. fund withdrawal is carried out by the principal by being known by the head of the school committee and can be done at any time as needed by leaving a minimum balance;
- d. free education program funds must be received in full in accordance with the allocation decisions made by the district management team, and no deductions or levies are allowed for any reason and by any party;
- e. the distribution of funds is carried out in stages and its use every month is adjusted to the needs of the school as stated in the RAPBS; and
- f. if there are remaining funds in the school at the end of the fiscal year, then the funds must be returned and deposited to the regional head [7].

According to Jember district regulation the sixth section article 16, namely:

- a. free education Funds are used for:
 - (1) Conducting remedial learning activities by providing additional instructional hours or tutoring outside of the effective schools' hours and extra-curricular activities like sports, pencak silat and others, art and culture, etc. which are for honorarium of supervisor, trainer, instructor, photo copy and office stationery;
 - (2) Implementing the culture-based education activities which are used for office stationery, photo copy, presenters/speaker's honorarium, instructors, trainers, materials practice/advocates such as cloth, paper, material makeup and a practitioner;
 - (3) Developing preeminent creativity of education quality as a school that focuses on developing a particular sport, teenager's scientific activities etc. including purchasing of stationery, photo copy, the instructor honorarium/resource person, coach, practice materials/advocates and practices tools;
 - (4) Activities for *dapodik* update, forms duplication, and Office stationery;
 - (5) Developing Library that includes the purchase of text books, reference, library collections, subscriptions to newspapers, magazines, education, scientific magazines, literary magazine library furniture and maintenance;
 - (6) Examination activities, test, and admission of new students;
 - (7) Purchasing consumable supplies include office stationery, janitorial, tools and learning practitioner materials such as seed, fertilizer, building materials, foodstuffs, etc.;
 - (8) power and services Subscription that include telephone, electricity, water and internet subscriptions;
 - (9) Honorarium of non-civil servants from both internal and external of the school especially for honorarium of Read and write the Qur'an teacher with the maximum amount of 60% (sixty percent) for high school and vocational school and 35% (twenty five percent) for SD/MI and SMP/MTs of the total amount of each admission (exclude the operator staff);
 - (10) Financing of school light care;
 - (11) Teacher professional development, such as training, teachers work group/subject matter teacher discussion and headmaster working group / principle work meeting;
 - (12) Administering the competency test, the industrial work practices, the development and the improvement of referral school and the enhancement of learning process quality for SMK; and

- (13) Purchasing computers for students learning activities, maximally 2 (two) sets for SMA/SMK and for SD/MI/SMP/MTs is one (1) set [7].
- b. if the funding of free education program has fulfilled all the components as referred in paragraph (1) point a to M and there is still the leftover, then it can be used for buying props, learning media, Viewer, and school furniture.

In order for this free education program to run smoothly, on time, on the right amount, on target and to be carried out in accordance with existing mechanisms, effective and integrated monitoring, monitoring and reporting must be carried out regularly. The main targets of monitoring are the allocation of funds for recipient schools, distribution and use of funds, services and handling of complaints, financial administration, and reporting. Monitoring activities aim to avoid problems related to abuse of authority, leakage and financial waste, illegal levies and other forms of fraud. And each school receiving funds must make a report and send it to the district management team or the district management team in stages according to their authority, and the accountability report must be carried out in an orderly, transparent, accountable, timely manner, and avoid irregularities (Perda, 2016: 10- 11).

The courage of an area to organize a free education program whose cost allocation is borne through the district budget is a fantastic and extraordinary thing. In accordance with Article 31 paragraph 2 of the 1945 Constitution mandate which states that the Government is obliged to finance education costs besides paragraph 4 also explains that the allocation of education costs for the APBN and APBD as much as 20% is allocated for education. In addition to the existence of the 1945 Constitution, it was reaffirmed by the issuance of Law no. 32 of 2004 & Law No. 12 of 2008 concerning Regional Autonomy in which it is regulated about the Implementation of Education is the responsibility of the LG to actualize the implementation of education both at the provincial and district /city levels.

Free educational programs (FEP) for the entire school under the auspices of the department of education and the Ministry of Religion could not be implemented immediately. FEP was done gradually appropriate with the available budget. While related with levies and donation education costs at the unit of basic education, it was set in a regulation of the Minister of education and culture Number 44 Years 2012 and regional regulation of East Java province number 9 Year 2014 about organizing education. In the rules expressly mentioned, the unit of basic education and upper secondary education organized by the Government and the local government are prohibited levying expense of education units (Vice Regent of Jember, Muqiet: Radio Prosalina Date 22 July 2017).

The FEP target in Jember District was SD/MI and MTs/junior high school levels. According to the statement of Jember Regent "by 2016, there are 1,031 FEP targets consisted of 910 state Elementary schools, 95 state junior high school, 18 state senior high schools, and 8 state vocational schools, with a total assistance of 26,424,620,000 rupiah with the attainment of 242,184 students. While in 2017, there were 1,825 school targets which consisted of the 910 state elementary schools, 77 private elementary schools, 6 Islamic elementary schools, 382 Islamic private elementary schools, 95 junior high schools, 155 private junior high schools, 7 Islamic state junior high schools, 194 Islamic private junior high schools, but high school and vocational school with the total expense was 83,889,800,000,00 Rupiah for 324,686 students "(Radar Jember, August 15, 2017).

The FEP program was not only for state schools but also private schools. Based on the statement of Jember Regent that "specifically for both Islamic state and private junior high school (MTS) still become the target because these are still in the scope of the Ministry of religion which can be included into assistance target. If it is calculated on the basis of the rules, then in 2017 each elementary student will get funds about Rp 800,000,- and Rp. 240,000,- each year. As junior high school students will get Rp 1 million and Rp, 300,000, each year from the FEP funds "said Faida (Radar Jember, August 15, 2017). From the explanation above, it could be concluded that the existence of this FEP was able to help schools to get an additional funds other than BOS. The basic education level got help as much as Rp. 240,000 while for junior level or equivalents was Rp. 300,000.

The results of the evaluation of the implementation of Free Education Program (FEP) at MTs Syamsul Arifin, Curah Kalong, Bangsalsari, Jember was regarding to the implementation of free education to improve the quality of human resources and provide learning opportunities for unprivileged society to send their children to school in order to be able to increase experience and

knowledge in education, as the explanation above was very interesting and required larger attention, because of the efforts made by the Jember local government in terms of 12-year free education did not only bring consequences against independence and the improvement of human resources but also to the welfare of the society.

The result of the initial observation indicated that the grant of these funds to the improvement of educational services at MTs Syamsul Arifin, Curah Kalong, Bangsalsari was an increase in the salaries of teachers. According to the head of the Madrasa, the formerly teacher's salary was taken from BOS funds. Salaries of teachers from BOS funds was no more 10% of the total revenue. This made a teacher salary was only Rp. 200,000 – Rp 400,000 per month. However, by the existence of funds could slightly increase teacher salaries as much as Rp 400,000 – 600,000 rupiah per month. From these initial observations could already be seen that with the existence of the free education program conducted by the Jember district could enhance the welfare of teachers.

The existence of free education program provided the opportunity to all learners at MTs Syamsul Arifin Curah Kalong Bangsalsari to obtain a proper, relevant, and qualified education by the existence of learning media which initially only using whiteboards and markers turning to Viewer and LCD. By the presence of new learning media, students' achievement was most totally increase in daily test. See the table below:

Table 1. The average results of students' before and after using media

No	Class	Before the renewal of media	After the renewal of media
1	VIIA	43	70
2	VIIIB	60	75
3	VIIIA	56	77
4	VIIIB	65	85
5	IXA	49	79
6	IXB	54	80

Source: School document, 2018

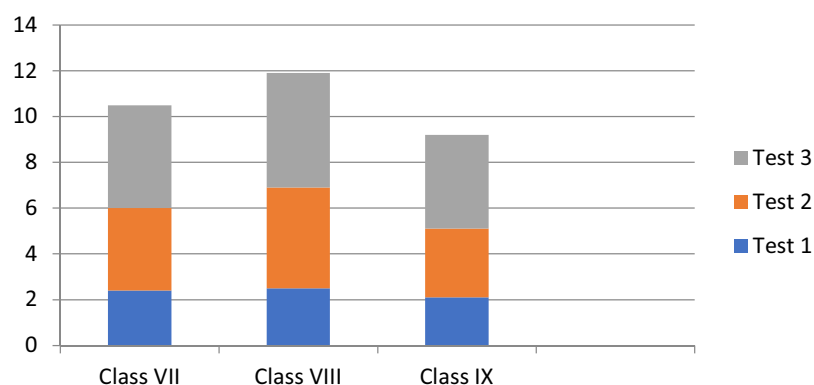


Figure 1. Existence of New Learning Media

Based on the table above showed that the existence of new learning media, the quality of student learning increased. In addition, FEP could prosper the teachers, it could be seen from the results of the research that the teacher salary was more slightly increase than before. A part of standards from eight-SNP which already had been set could be achieved that were facilities standard and infrastructure as well as financing standards.

4. Conclusions

The existence of this free education programs provided the opportunity to all learners in Indonesia generally and MTS learners in Curah Kalong, Bangsalsari specifically to obtain a decent, relevant and qualified education. It was the right of every citizen, as in set in the legislation. Additionally, it could prosper the honorary teacher in private schools. From the explanation above, it can be concluded that

with the new program from Kabupaten Jember, the free education program can help to meet the operational costs of the school so that it can provide decent quality.

The implementation of the Free Education Program at MTs Syamsul Arifin in Bangsalsari District, Jember Regency is free of education for students related to the learning process according to the components that get budget subsidies from the Regional Government. The Free Education Program is managed based on technical guidelines (Juklat) and prioritizes openness system that is directly supervised by the School Committee. The allocation and financing of the Free Education Program is intended for items such as additional support for BOS funds, assistance with purchasing costs school facilities and transportation to poor students in the form scholarships, incentives (principals and teachers, implementing remedial/enrichment) twice a year, treasurer, bachelor, security.

The Government should prioritize the fund for BOSDA in the local revenue and expenditure budget (APBD) due to the very limited funds given, so it was hindering plans activities in school, therefore, the Government should provide additional funds aimed at extracurricular activities in order the activities could take place optimally. Further, the government should disburse funds to the school per quarterly in order to be timely, so that the teaching and learning process can run smoothly and the schools no longer needed to borrow to a third party for financing all activities that already took place in advance. The similar research also could be conducted in the city by comparing the results which were obtained between the village and the city.

Acknowledgement

We thank to all participants voluntarily. We also thank to people who helps us in finishing the paper.

References

- [1] Moleong L J 2015 *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya)
- [2] Mudyaharjo R 2002 *Manajemen Strategik Organisasi Non-Profit Bidang Pemerintahan: dengan Ilustrasi Bidang Pendidikan* (Yogyakarta: Gajah Mada University Press)
- [3] Widodo 1994 *Prinsip-prinsip Perumusan Kebijakan Negara* (Jakarta: Bina Aksara)
- [4] Hamijoyo S S 2004 *Perpustakaan Sekolah* (Jakarta: Raja Grafindo Persada)
- [5] Wahyudi 2005 *Analisis Perumusan Saran Kebijakan Publik* (Jakarta: Lembaga Administrasi Negara)
- [6] Harsono D R 2007 *Sistem Informasi Manajemen dalam Organisasi-organisasi Publik* (Yogyakarta: Gajah Mada University Press)
- [7] Peraturan daerah Kabupaten Jember 2016 penyelenggaraan pendidikan gratis