



Evaluation of The Tangerang Smart Program at State Junior High School 17 Tangerang in 2022

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ABSTRACT

This study aims to provide input and evaluate the implementation of the Smart Tangerang Program, which offers tuition assistance to underprivileged students in Tangerang City. To reduce the number of school dropouts and prevent vulnerable children from discontinuing their education, the government has an obligation to provide free and quality education for all citizens, as mandated by the constitution. Consequently, the Tangerang City Government initiated the Smart Tangerang Program to enhance educational access for the less fortunate. However, previous studies have indicated challenges in implementing similar programs in other regions. Therefore, this research was conducted to find solutions and enhance the effectiveness of the Smart Tangerang Program. The Evaluation Model Countenance Stake, which encompasses three stages in an education program—context/planning, process/implementation, and outcome/output—was employed in this study. Data were collected through interviews with stakeholders involved in the Smart Tangerang Program's implementation, with the study's focus on SMP Negeri 17 Kota Tangerang. The research results are anticipated to provide valuable input and evaluation for refining the program further.



INTRODUCTION

Education about waste is crucial for sustainable development and resource management (Kalambura, Racz, and Kalambura 2015; Kumar and Kumar 2020; Williams 2014). This is particularly vital in underprivileged communities, where it can improve living conditions and social relations (Williams 2014). However, the implementation of waste education in these communities is a significant challenge (Kalambura et al. 2015). To address this, a systematic approach and a wide range of educational methods are needed, especially in developing countries (Kumar and Kumar 2020). This education should be integrated into secondary schools, colleges, and universities (Kumar and Kumar 2020). Furthermore, it should be associated with an increase in environmental awareness and community involvement in waste management (Pawul and Sobczyk 2011).

In this context, the government is obliged to provide free and quality education to every citizen as stated in the 1945 Constitution because of the amendments to Article 31 Paragraph (1) "Every citizen has the right to education and Paragraph (2) "Every citizen is obliged to attend education basis and the government is obliged to finance". This constitutional mandate is further strengthened in the elucidation of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, in particular Article 34 paragraph (2) which states "The government and regional governments guarantee the implementation of compulsory education at least at the basic education level without charging a fee", and in paragraph (3) states that "compulsory education is the responsibility of the state which is carried out by government educational institutions, regional governments and the community". The consequence of the mandate of the law is that the government and regional governments are obliged to provide education services for all citizens at the basic education level (SD/MI and SMP/MTs) as well as other educational units that are equal.

The concept of Compulsory Education in Basic Education is the main basis for implementing education in Indonesia. Compulsory Basic Education began with the implementation of the Six-Year Compulsory Elementary School program, which began on May 2, 1984. The measuring instrument for completing compulsory education and one indicator of its success was GER. APK is the total number of children attending school divided by the number of school-aged children. Elementary school (SD) children are 7-12 years old, while junior high school children are 13-15 years old. The success of the Six-Year Compulsory Basic Education program has encouraged the government to move on to the next program, namely the Nine-Year Compulsory Basic Education program or the equivalent of a minimum education of Junior High School (SMP) and the equivalent. Where the government has issued Government Regulation no. 47 of 2008 concerning Implementation of Nine-Year Compulsory Education. The development of compulsory education can be seen from the APK indicator. Where the gross enrollment rate (APK) for SD/MI/Package A in 2022 is 106.27% and the gross enrollment rate (APK) for SMP/MTs/Package B is 92.11% (BPS RI, 2022).

Based on the research results of Margiyanti et al., 2023 it was stated that the twelve-year compulsory education program has not run optimally in certain areas. For this reason, to increase opportunities that support the advancement of Twelve-Year Compulsory Education, the Tangerang City Government launched the Smart Tangerang Program in mid-August 2014. This program aims to provide as many opportunities as possible for the people of Tangerang City, targeting less fortunate citizens. capable of fulfilling education. The Tangerang Smart program that was launched is a guarantee for all residents to be able to go to school without being burdened with fees. The implementation of the Smart Tangerang program is to provide financial assistance to the poor to be able to attend elementary school (SD) and junior high school (SMP) and equivalent levels.

The Smart Tangerang Program is an effort to increase the Old School Expectancy (HLS), which is a component of the Human Development Index (IPM). Apart from this, the Smart Tangerang Program is also in line with the central government's policy regarding compulsory education for up to 12 years. This program is in line with what the central government wants, so that less fortunate students in Tangerang City can participate in this program. In the 2014 - 2018 period, there were 111,082 students enrolled in the Smart Tangerang program. And in the period 2019 - 2022 the Smart Tangerang scholarship has been successfully used by 71,002



underprivileged students (Irfan, 2023). Along with the progress of the Tangerang City economy in general, the percentage of recipients and the distribution of funds for the Tangerang Smart Scholarship has decreased. Even so, this number still proves that the contribution of the Smart Tangerang Scholarship to the world of education is still running optimally.

The Tangerang City Government provides grants to beneficiaries of the Smart Tangerang program through their respective schools. Every student who is included in the Smart Tangerang program data list will receive a Tangerang Smart Card (KTC). The Smart Tangerang Program is specifically for students from underprivileged families in Tangerang City who are recorded in the Integrated Social Welfare Data (DTKS) of the Tangerang City Social Service. However, sometimes there is a discrepancy between the existing data and the conditions in the field. Such as research conducted by Zikri et al., (2022) which shows that the Jakarta Smart Plus Card Program in the Administrative City of South Jakarta has not been effective due to a lack of socialization between stakeholders related to KJP Plus beneficiary communities resulting in misunderstandings and many violations committed by recipients. the KJP Plus.

Evaluation can be interpreted as an assessment of the achievement of goals through the collection and analysis of data that is useful for making decisions about a program (Lukum, 2015). Evaluation will check the suitability between plan and implementation, as well as assess the usefulness of the competency development activities carried out (Yusuf et al., 2023). Based on the description above, this research is expected to be able to provide input and evaluation in the implementation of programs and activities of the Smart Tangerang Program so that the aid funds are right on target to students in need. There are several theories from experts that can be used as a program evaluation model. Referring to this, the appropriate evaluation model in this study is the countenance stake evaluation model). The countenance stake model consists of two matrices. The first matrix is called the description matrix and the second is called the consideration matrix. The new consideration matrix can be done by the evaluator after the description matrix is completed (Arikunto & Jabar, 2018). According to Tayibnapi (2008), the Stake evaluation model emphasizes the existence of two basic activities in evaluation, namely descriptions and judgment and distinguishes the existence of three stages in educational programs, namely antecedents (context), transaction (process), and outcomes (output).

The evaluation of the Stake model provides a full description and consideration of the assistance of the Smart Tangerang Program at SMP Negeri 17 Tangerang. The description matrix consists of intent and observation categories. The consideration matrix consists of standard and judgment categories. In each category there are three focuses: (a) antecedent (context), namely a condition that existed before instructions related to results, (b) transaction (process), which is a process of activity instructions, and (c) outcomes (results), namely the effect of experiences, observations, and work results (Stake in Lukum, 2015). The description matrix relates to the category of intent or purpose planned in the evaluation of the Smart Tangerang Program at SMP Negeri 17 Tangerang. The teacher acts as a mediator for the program that prepares data from Tangerang Smart beneficiaries. The observation category relates to what happened in the Smart Tangerang Program which was carried out with intent or purpose. The standard categories in the consideration matrix are the criteria that must be met by a Smart Tangerang Program assistance that is the focus of the evaluation. Category considerations, in this case the evaluator considers what has been evaluated in the description matrix, then the consideration is given. In this model stake emphasizes the role of the evaluator in the evaluation of the Smart Tangerang Program assistance as a specific and measurable objective.

Wood (2001) suggests that Stake creates an evaluation framework to assist evaluators in collecting, organizing, and interpreting quantitative and qualitative data. Relevant Stake evaluation stages are Input (Antecedent), Process (Transaction), and Products (Outcomes) (Provus, 1969). Outcome description of the Stake model is the impact of the implementation of the evaluation program. The interesting thing about this evaluation lies in the difference between the descriptions of actions and decisions according to educational programs in the antecedents, transactions, and outcomes (Popham in Wood, 2001). Based on this, the advantage of evaluating the countenance stake model is that the assessment is based on the needs of the program being



evaluated, so that it can describe in a complex manner the evaluation of the program implemented at SMP Negeri 17 Kota Tangerang starting from readiness, implementation, and benefits. The essence of the evaluation activity is the process of generating information as an alternative decision.

Antecedent is a condition that existed before the assistance of the Smart Tangerang program related to results, while the transaction is an implementation process that occurs when there is assistance from the Smart Tangerang Program. There are two ways that can be used to process descriptive evaluation data in educational programs, namely finding contingency (connectedness) between antecedents, transactions, and outcomes and congruence (congruence) between the expected goals and the conditions observed (Stake, 1967). It is necessary to pay attention to whether the program implementation plan is in accordance with the program implementation stated in Perwal No. 31 of 2019 concerning guidelines for the implementation of the Tangerang Smart Center and Perwal No. 13 of 2021 concerning Technical Guidelines for Tangerang Smart Financing where technical instructions for providing educational assistance assistance through the Smart Tangerang program, or irregularities occur.

Based on this description, what is meant by antecedents in the Smart Tangerang program is planning carried out by the school in implementing the Smart Tangerang program which involves recipients, namely students who are included in the poor category. Transaction or process is the implementation of a program carried out in accordance with established regulations. Outcomes or products, namely the results of the implementation of the Smart Tangerang program in the form of benefits felt by students. Therefore, in each program that is evaluated, three things will be identified, namely (a) antecedents as context/planning, (b) transactions as processes/implementation, and (c) outputs as outputs/results.

THEORY REVIEW

a. Program Evaluation

Educational evaluation is always associated with learning outcomes, but the concept of evaluation has a very broad meaning. According to Sudjana (2006) explains that program evaluation is an effort to collect information about a program, activity, or project. This information is useful for making decisions, including to improve programs, improve further program activities, stop an activity, or disseminate ideas that underlie a program or activity. Evaluation can have two uses, namely the formative function and the summative function. The formative function, evaluation is used for the improvement and development of ongoing activities whether programs, people, or products (Tayibnapis, 2008). The summative function is used for accountability, description, selection, or continuation. So, Evaluation should help development, implementation, program needs, program improvement, accountability, selection, motivation, increase knowledge and support from the parties involved.

b. Regional Policy

Perwal No. 26 of 2014 became the basis for starting the Smart Tangerang program where the focus was emphasized on providing tuition assistance to students from underprivileged families. With the Perwal No. 31 of 2019 concerning guidelines for the implementation of the Tangerang Smart Center. This program is a program that complements the previous Smart Tangerang Program. Where the Tangerang Smart Center aims to make the Tangerang City Government through the Education Office provide convenience in getting services in the Tangerang Smart Center (TCC) room, this is to serve the needs of the community in managing educational administration. In 2021, the Tangerang City government issued Perwal No. 13 of 2021 concerning Technical Guidelines for Tangerang Smart Financing where the technical instructions for providing tuition assistance through the Smart Tangerang program have been predetermined by Mayor Regulation Number 67 of 2019, but in practice it is no longer appropriate. so that the Mayor's Regulation needs to be replaced. The latest Mayor Regulation regulates the formation of the Smart Tangerang Control, Monitoring and Evaluation Team (PME-TC Team). Where the team is tasked with monitoring and evaluating with the following stages:



- a) Monitor and evaluate the Tangerang Smart Financing received by students who have been designated as recipients of the Tangerang Smart Financing;
 - b) Perform reconciliation with the Channeling Bank on the realization of the Tangerang Smart Financing disbursement;
 - c) Create and compile reports on the results of monitoring and evaluating the implementation of the Tangerang Smart Financing.
- c. Tangerang Smart Program

The Smart Tangerang Program is a program established for alleviating school dropouts and those who are prone to dropping out of school in Tangerang City. The purpose of providing Tangerang Smart financing assistance is to create an intelligent local community; increasing access to educational services; reduce dropout rates; help meet the personal cost needs of students. Then, the target recipients of the Smart Tangerang Financing are poor students and attend schools in areas or areas bordering the regions. The criteria for students are local residents who fall into the poor category and attend schools in areas or areas bordering the areas listed in the DTKS that have been verified by the regions for educational purposes; Poor students who have not been registered with the DTKS can be proposed through an independent proposal mechanism by schools and/or local residents to the Education Office by attaching a letter of recommendation from the Social Service.

METHODS

The method used in this research is descriptive qualitative. This research uses a descriptive qualitative approach with a case study type. The research location used was SMP Negeri 17 Kota Tangerang. Data collection techniques used are through observation, interviews, and documentation. Informants in the study consisted of representatives of the Education Office, school principals, representatives of teachers/homeroom administrators of the Smart Tangerang program, students receiving the Smart Tangerang program and parents of students receiving the Smart Tangerang program. Data analysis in research uses a qualitative approach, which is holistic in nature together with data collection. Data collection within a certain period includes: data reduction (data reduction), data display (data presentation), and conclusion drawing (verification and conclusion drawing) (Sugiyono, 2010).

This study uses an evaluation research type using the Stake Model (countenance) developed by Robert E. Stake (Arikunto & Jabar, 2018). The Stake evaluation model is an analysis of the evaluation process that emphasizes two types of operations, namely descriptions and judgments and distinguishes three phases in program evaluation, namely: antecedents, transactions and results. 1) The antecedent stage (context), which is before the program is implemented, 2) The Transaction Stage (Process) is when the program is implemented, and 3) The Result Stage (Output) is to find out the consequences after the program is implemented. In this case, readiness (context), implementation (process), and utilization (results) will be evaluated in accordance with the Tangerang Smart Financing Technical Guidelines concerning Tangerang Mayor Regulation Number 13 of 2021 and the Tangerang Smart Center Implementation Guidelines concerning Tangerang Mayor Regulation Number 31 of 2019.

The description matrix relates to the intensity of the Tangerang Smart program and the results of observations of this program in schools. The judgment matrix relates to standards or criteria, in this case, Tangerang Mayor Regulation Number 13 of 2021 and Tangerang Mayor Regulation Number 31 of 2019 and evaluator judgment. The greatest emphasis on this model is the opinion that evaluators make decisions about the program being evaluated. The research design uses a countenance evaluation model developed by Stake as shown in Figure 1.

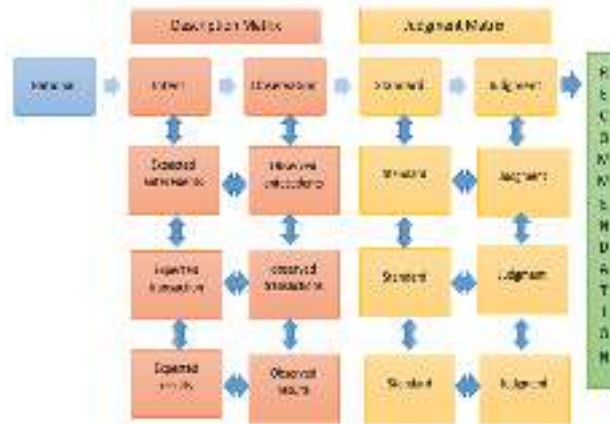


Figure 1: Research Design with Countenance Stake Model

RESULTS AND DISCUSSION

In general, the process of implementing the Smart Tangerang Program in Tangerang City can be categorized as good or effective because it is in accordance with the Mayor's Regulation concerning the Smart Tangerang Program (PTC) as a technical guide which is the basic standard and reference in implementing PTC. As previously stated, the results of this study use the Countenance Stake model which consists of three aspects, namely aspects of PTC recipient readiness (antecedents), aspects of PTC implementation (transactions), and aspects of PTC utilization (outcomes). The following is a picture of the countenance stake evaluation in the Smart Tangerang Program in Figure 2.



Figure 2: Evaluation of the countenance stake in the Smart Tangerang Program

Based on the countenance stake model, there are three stages in program implementation, namely: antecedents, transactions and results. In assessing an educational program, it is necessary to make an absolute comparison (one program with a standard). The emphasis is generally on the evaluator making judgments about the program being evaluated.



No.	Descriptions Matrix		Judgement Matrix	
	Intens	Observasi	Standar	Judgment
1.	<i>Antecedents Readiness to implement the Smart Tangerang Program (PTC)</i>	1. School Administration 2. Readiness of Tangerang Smart Program Recipients 3. Readiness of School Staff	Suitability	Readiness to implement PTC in accordance with Tangerang Mayor Regulation Number 13 of 2021 and Tangerang Mayor Regulation Number 31 of 2019
2.	<i>Transactions PTC implementation</i>	1. The Process of Implementing the Smart Tangerang Program	Suitability	Implementation of PTC in accordance with Tangerang Mayor Regulation Number 13 of 2021 and Tangerang Mayor Regulation Number 31 of 2019
3.	<i>Outcomes Utilization of PTC</i>	1. Utilization of Funds 2. Student Learning Activities 3. Student Activity	Suitability	Utilization of PTC is in accordance with Tangerang Mayor Regulation Number 13 of 2021 and Tangerang Mayor Regulation Number 31 of 2019

Table 1: Countenance Stake Evaluation Model Procedure

Aspects of PTC Recipient Readiness (Antecedent)

In the aspect of readiness for PTC recipients, this was carried out to determine the development of the dimensions of school administration consisting of school data on PTC recipients, the structure of the person in charge of PTC and other information tools. School data is needed in the readiness of the PTC implementation process in registering prospective PTC recipients. School data consists of student data that has been registered



with the Basic Education Data (Dapodik) as material for synchronizing data from parents who have submitted student data included in the Integrated Social Welfare Data (DTKS). The number of PTC recipients at SMP Negeri 17 Tangerang is 122 people in 2022, with a January-June period of 55 people and a July-August period of 67 people. that is, the school principal as the person in charge who handles administration in the data collection process is given to the school administrative staff as PTC managers. In the data collection mechanism based on data from DTKS for potential recipients of the Tangerang Smart Financing, schools collect student information by matching Dapodik and DTKS data.

Furthermore, the school recommends students who are recorded in the DTKS data to the Education Office as potential beneficiaries of the Smart Tangerang Financing. Apart from that, the data collection mechanism can also be carried out on an independent basis by parents/guardians of students by attaching a letter of introduction from the RT/RW to the kelurahan. Furthermore, after receiving a certificate of eligibility from the sub-district, an application for financing PTC assistance was submitted to the Social Service (Dinsos). The recommendation letter from the Social Service can be submitted to the school for submission to the Education Office.

The next indicator is the information tool used in PTC recipients such as using social media which is managed by administration staff, homeroom teacher with the parents of students in the class who are in charge of the homeroom teacher in their class. All information about the initial data collection of PTC recipients is carried out by the PPDB committee then conveyed to parents who are included in the DTKS, followed by information by the homeroom teacher for class VII or new students to immediately submit data to administrative staff to be synchronized with dapodik data so that it becomes data for prospective aid recipients PTC to the Tangerang City Education Office.

Aspects of PTC Implementation (Transaction)

In this aspect of PTC implementation, it is reviewed from the readiness of school staff, where school staff already understand PTC. This is because the PTC management and responsibility team is carried out by the same administrative staff at SMP Negeri 17 Kota Tangerang every year. Communication and coordination systems between staff and teachers/homeroom use social media, so there is always smooth communication in terms of information on PTC implementation.

The measurement of the dimensions of the implementation of PTC recipients consists of two indicators, namely knowledge of PTC recipients and knowledge of PTC implementation. Based on the results of the interviews, it was shown that parents understood the purpose of PTC assistance and the process of implementing PTC after being given socialization by the school when Accepting New Students (PPDB) and also when distributing report cards with the homeroom teacher. Based on student perceptions and the results of interviews with students' parents, knowledge of PTC recipients and knowledge of PTC implementation is in the effective category, this is in line with research conducted by Yusup et al., (2019) which states that access to education must be increased through socialization of the availability of government programs in educational assistance so that all people enjoy education as a form of a prosperous society in the future

Based on the evaluation of PTC implementation aspects, it was shown that there was PTC socialization from schools given to parents, information was conveyed to parents through students or socialization was conveyed to parents only at the same time as school meeting activities or receiving report cards on learning outcomes. Furthermore, in disbursing PTC parents find it very easy because they already have their own savings or accounts, by simply bringing the original Family Card (KK) and Identity Card (KTP) in the disbursement. Furthermore, the proof of collection slip and photocopy of the PTC recipient's account book is submitted to the school administration section at SMP Negeri 17 Tangerang as a report to the education office. This is in line with research results which state that access to government assistance programs is facilitated by parents having their own account with a bank that has been partnered with (Yusup et al., 2019). In the mechanism for



channeling funds, PTC financing is disbursed once per semester in one fiscal year. After the disbursement of funds is carried out by students, the program assistance can be used to purchase learning needs at school.

Aspects of the Benefits of PTC (Outcomes)

In the aspect of utilization of PTC funds, it provides an overview regarding the effectiveness of program delivery. Effectiveness is related to the relationship between the expected results and the actual results achieved. Effectiveness is the relationship between output and goals, the greater the contribution of output to achieving goals, the more effective the organization, program or activity (Rahayu, 2019). Based on the results of the interviews, it shows that the use of funds is in accordance with its designation to buy school equipment including for taking public transportation to school/taking public transportation, as well as buying equipment for schools and uniforms. However, most chose to use the money to buy uniforms. Because the school stated that during the Covid-19 pandemic the school was not allowed to sell school uniforms, due to many requests, during the 2022 Academic Year, new school uniforms will be available in November-December. For this reason, students who receive PTC assistance use the money to buy school uniforms. Even though it turned out, there were some who stated that the funds were not only used to buy school needs, they were also used for other needs to meet food and clothing.

Related to student learning motivation, there is an increase or the same as before receiving PTC assistance. However, it is hoped and always given advice to students who receive PTC assistance to have responsibility and carry out student obligations, namely studying hard and focused, prioritizing discipline in carrying out learning obligations at school, and always being polite. Teachers and homeroom teachers also suggest PTC assistance recipients to use financial assistance in accordance with the provisions and utilization of funds that have been stipulated in the technical guidelines contained in the Smart Tangerang Program guidelines and technical instructions.

Program implementation can be said to be successful and successful if it meets the success criteria set by both the government and institutions. In theory used in this stake evaluation model in determining criteria and indicators based on the Mayor's Regulation regarding technical guidelines and guidelines for implementing PTC, namely the readiness of the Smart Tangerang Program to be implemented in schools, the evaluation of the implementation aspect is measured based on the results of the provisions for disbursing funds made by the recipient by having easy access to it and evaluating the benefits through the use of PTC grants by students and parents. In practice, PTC program assistance is used to meet the needs of underprivileged students and not experience obstacles so that students are motivated in carrying out the learning process at school and at home. This is in line with the opinion which states that the existence of educational assistance from the government is expected to be able to prosper students so that they can develop so that students can take advantage of aid funds to be able to buy school equipment that has not been fulfilled (Rohaeni & Saryono, 2018).

CONCLUSION

The results of the evaluation above show that, in the evaluation of the Stake model in the Smart Tangerang Program which was carried out at SMP Negeri 17 Tangerang in 2022 it was in accordance with the technical guidelines for implementing PTC in accordance with the established Mayor Regulations. From the antecedent aspect/PTC input, including implementation knowledge and beneficiary knowledge in PTC assistance, it is in the good category, it can be concluded that the PTC program is effective in conducting outreach to prospective participants receiving PTC assistance. From the transaction/PTC process aspect through the indicators of socialization of the smart tangerang program to students/parents, the submission stage, the PTC beneficiary determination stage, the PTC fund disbursement stage are in accordance with the established technical guidelines and guidelines, so that from determining the beneficiary to the fund disbursement stage it can be concluded that it is very effective. From the aspect of PTC outputs through the indicator Allocation of Use of Funds by Parents/Students, Student Learning Motivation, Student Activity in KBM



(discipline and attendance) and Changes in PTC recipients can be felt by students, the benefits can be felt by students, moreover this funding is very helpful in fulfilling various school needs .

SUGGESTION

The researcher offers several recommendations for the enhancement of the Smart Tangerang program: Firstly, for the Government of the city of Tangerang, it is advisable to improve the Mayor's Regulation concerning technical instructions for implementing the Smart Tangerang program. This enhancement should involve providing more detailed technical instructions, particularly regarding the timing of PTC financing. Secondly, the Tangerang City Education Office is encouraged to bring clarity to the disbursement schedule of PTC funds. Addressing delays in disbursement is crucial to mitigate parental concerns and dissatisfaction resulting from these delays. Lastly, schools are urged to establish associations or organizations that can accommodate students receiving PTC funds. This initiative aims to create a supportive environment for mutual learning among these students, fostering motivation and enthusiasm for academic pursuits.

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