

# POLICY EVALUATION PROGRAM OF VOCATIONAL VILLAGE IN PURBALINGGA REGENCY

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## Abstract

Problems of high poverty and unemployment figures open the low numbers of school participation and the increasing urbanization of Purbalingga Region government currently deliver of village Commissioner Programs. This study aims to evaluate the achievement results of the Commissioner Conduct students in the village program. Research methods used by qualitative researchers are descriptive. The subject of research is the Managing Committee Program students in the village Commissioner, the village chief, and Chairman and program participants. Data collection is through interviews, observation and documentation. Technique of data analysis is through the reduction of the data, the presentation of the data and the withdrawal of the conclusion. The research results revealed as follows. (1) indicators used in evaluating found that only the indicator of adequacy and responsiveness that successfully, while four other indicators failed to materialize i.e., indicators of effectiveness, efficient, equalization, and accuracy. (2) Internal driving factor found motivation a high part of the community and supporting external factors i.e. strong commitment from the village authorities and the construction of the relevant agencies. While the internal factor found low motivation part of society against a barrier, while the external is the weather, the limited capital as well as the presence of competitors in marketing. Overall organization of the program students in the village has not yet reached the appropriate outcome expectations.

**Keywords:** Evaluation, Policy, Commisioner Village Program, Participant, Purbalingga Region

## I. INTRODUCTION

Village Commissioner program is one of the programs of the Directorate General of Early Childhood Education, Non-Formal and Informal abbreviated as (PAUDNI) as a form of implementation of the strategic plan of Long-term

national education Development (RPPNJP) in 2005-2025 Ministry Of National Education. Village Commissioner program is life Skills Education Program (PKH) in rural approach. Village Commissioner program intended as one means of developing human resources and the environment based on by cultural values by making use of local potential. The sense of the students in the village is countryside that serves the central services or training courses and a wide range of students in skills for work or entrepreneurship integrated with the management of the business units in the socio-cultural and environmental dimensions [1]. The idea of Village Commissioner Program appear due to various problems in the village such as poverty, high unemployment and low levels of education which could not be overcome and the natural resources that are not processed by the young productive workforce so that displaced made development in the village streets.

Village Commissioner program is important because the program is expected to form the of village area which became the area's diverse students and realized the business groups make use of the potential of existing natural resources and local wisdom. Thus, the residents of the village can study and practice to master and improve skills that can be used for work or create jobs in accordance with the existing resources on its territory, so that the standard of the community life in this village increasingly increased.

## **II. RESEARCH PROBLEM**

These research problems are as follows:

1. To measure the success/ evaluate of the Program Organization of Village Commissioner Program in Purbalingga Region
2. To describe the driving factor and a barrier of policies to students in Village Commissioner Program in Purbalingga Region
3. To draft a model policy that can use in solving the problems of Village Commissioner Program in Purbalingga Region

### **III. RESEARCH METHOD**

This research uses qualitative research methods, because the mechanism of the interaction conducted by researchers along the informant to research on the condition of natural objects and researchers has a duty as well as function as an instrument key in the main problems that will dig revealed in a research object was going to do.

Descriptive research limited effort revealed a problem and circumstances or events, as it is so overwhelmingly to reveal facts (*fact-finding*). Results of the study emphasized at the giving picture objectively about the real state of the object under investigation.

### **IV. RESULT AND DISCUSSION**

#### **A. The Definition of Village Commissioner and Policy Evaluation**

Village commissioner is countryside, which provided the service centers of various courses and training students in the skills for work or entrepreneurship is integrated with the management of the business units in the social dimension of culture and environment [1].

#### **B. The Purpose of Village Commissioner Program**

According to Head of Field- PAUD-PNF Department of Education and Culture of Purbalingga Region is as follows:

1. Developing local potential to have comparative advantages and competitive through the learning process and the public realize the importance of learning that lifelong learning done in improving the quality of life.
2. Poverty reduction and tackling unemployment through education in Non-Formal and Informal (PNFI)
3. Developing skills, proficiency and professionalism of the community learned to work or their own business.
4. Entrepreneurship Course Stub village (the village Commissioner PNF) is directed at the development of Non-Formal education program (PNF)

prioritized for disadvantaged citizens (the age of productive, unemployed, poor, Breakup of work (LAYOFF) and others).

### **C. Policy Evaluation Concept**

Thomas Dye stated that policy evaluation is an examination of the objective, empirical and systematic against the effects of public policies and programs against target in terms of the objectives achieved [2].

The evaluation implemented because not all public policy programs achieve the desired results. It is often the case; public policy fails to achieve the intentions or objectives that have been set previously. Thus, the evaluation policy is intended to look at the reasons for the failure of a policy or to observe whether public policy that have been run to grab the desired impact. In the language of a shorter evaluation is an activity which aims to assess the "benefit" of a policy [3] in order evaluation can carry the learning function. In the sense that by identifying successful activities that do not succeed in delivering the expected results, as well as with finding what causes of success and failure that then would be possible refinement the performance of the project or program in the future and thereby avoid the mistakes that have made in the past.

The evaluation program is a set of activities that done on purpose to look the success rate of the program. There is some notion of its own programs. In the dictionary, (a) program is a plan; (b) program is an activity that done thoroughly. Program evaluation is an activity that is intended to find out how high the level of success of the planned activities [4].

According to Tyler cited by Arikunto et al stated program evaluation is a process to find out whether the educational objectives have achieved. Furthermore, according to Cronbach and Stufflebeam the program evaluation was an effort provide information delivered to decision makers [5] [6] [7] [8].

From some of the opinions above, it can said that the program evaluation is the process of collecting data or scientific information, which can be used as consideration for decision makers in defining alternative policies.

According to Endang Mulyatiningsih [9], evaluation program implemented by the aim as follows:

- a. Improving the donations program is towards the achievement of goals of the organization. The results of this evaluation it is important to develop a similar program elsewhere.
- b. Taking a decision is about the sustainability program, whether the program needs to be forwarded, improved or discontinued.

#### **D. Policy Evaluation Indicator**

Evaluate a program or public policy requires the presence of a criterion to measure the success of the program or public policy. In assessing a policy that has executed, to consider some of the indicators, as if in a study just to observe one single indicator it can be dangerous. William N. Dunn [10] divided into six indicators to assess policy that has been executed, as follows:

1. Effectiveness: relates to whether a project or program achieving the results or the expected result or achieve the goals as formulated by the project or program.
2. Efficiency: used to answer the question how much of an effort needed in order to achieve the results and objectives as expected.
3. Adequacy of related questions: how much of a satisfactory level of effectiveness needs, value or the opportunity of the parties involved in the program or project to solve a problem.
4. Equity: the ability to program in reaching out to a variety of different community groups (can be fair).
5. Responsiveness: used to answer the question how far the results of a program able to be satisfy the necessity, preferences or values of certain community groups.
6. Accuracy associated with substantive rationality, for questions about the accuracy or appropriateness of a program does not deal with the individual criteria but one two or more criteria simultaneously.

#### **E. Determinant Factor of Policy Evaluation**

The successful implementation according to Grindle [11] effected by two variables, as follows:

1. Content of Policy that is include the extent to which the interests of the target group is contained in the contents of the policy. the type of benefits received by the target group, the extent to which the desired change of a policy, whether the location of a program already is right, if a policy has mentioned its implementer with detailed and whether a program supported by adequate resources.
2. Content of implementation that is include how much power, interests and strategies shared by the actors involved, institutional characteristics and the ruling regime, the level of compliance and responsiveness of the target group.

The success of the implementation of a public policy can measured from the process of the achievement of the result (outcomes), which achieved or whether goals achieved. This expressed by Grindle [12], measurement implementation of these policies can viewed from two things, namely: the first views of the process, with the question whether the implementation of policies in accordance with specified (*design*) with reference to the action of its policies. Both of these policy objectives achieved.

#### **F. Result and Discussion of Policy Evaluation of Village Commissioner Program in Purbalingga Region**

##### **- The Policy Evaluation of Village Commissioner Program in Purbalingga District**

The evaluation results of Village Commissioner Program in Pemalang Regency, based on the reality in the field with based on six indicators previously established evaluation as follows:

#### **1. Effectiveness**

The policy of Village Commissioner program in Purbalingga region has not been able to finish, and solve the problems currently faced by the organizers of village commissioner program to develop human resources in rural spectrum, which based cultural values by making use of local potential. Need monitoring, evaluation and supervision directly from Department of Education and Culture

party of Purbalingga so that later became more effective in improving the quality of Non-Formal Education (PNF).

## **2. Efficiency**

The policy of Village Commissioner Program have not been efficient in reducing the high number of poverty population, the number of unemployment and low school participation numbers in Purbalingga Region, close to school participation numbers of trends in Purbalingga Region increased. However these conditions have not considered successful and yet there is nothing comparable with the figures for the participation of junior school/Low participation numbers of Junior High School/ MTS. The school secondary education among other things due to the completion of a universal education program yet because it related to poverty and the rate of the economy community (SMP/MTs graduates already have to work).

## **3. Sufficiency**

The policy of Village Commissioner Program has reached an achievement result that expected in solving problem especially in a county area in alleviating poverty, underdevelopment, unemployment, education. Such as low numbers of school participation that caused by the decrease in the number of students at each level of education that exists now, through a learning activity based local wisdom in order to have a comparative advantage on the spectrum of local, national and global.

## **4. Equalization**

The assessment of Village Commissioner Program students has not evenly distributed. That is because these efforts undertaken by the Government of Purbalingga Region yet maximum, for example, there are still some untouched sub- district of Village Commissioner Program so that it becomes one of the causes of its community income does not increase in order it will impact on poverty and unemployment. The large number of sub districts/villages untouched organizing of Village Commissioner Program can see in the following table.

**Table 1: The Amount of Sub-District and Village of Village Commissioner Program in Purbalingga Region in 2018**

No	Sub-District	Government Status		Amount	Notes
		Sub-District	Villages		
1.	Kemangkon	-	19	19	V
2.	Bukateja	-	14	14	-
3.	Kejobong	-	13	13	V
4.	Pengadegan	-	9	9	V
5.	Kaligondang	-	18	18	-
6.	Purbalingga	11	2	13	V
7.	Kalimanah	3	14	17	V
8.	Padamara	1	13	14	-
9.	Kutasari	-	14	14	V
10.	Bojongsari	-	13	13	-
11.	Mrebet	-	19	19	V
12.	Bobotsari	-	16	16	-
13.	Karangreja	-	7	7	V
14.	Karangjambu	-	6	6	V
15.	Karanganyar	-	13	13	-
16.	Kertanegara	-	11	11	V
17.	Karangmoncol	-	11	11	-
18.	Rembang	-	12	12	-
	<b>Purbalingga</b>	<b>15</b>	<b>224</b>	<b>239</b>	<b>10</b>

Notes:

V : The Implementer of Village Commissioner Program

- : Not the Implementer of Village Commissioner Program

Source: Purbalingga Region in a number (data managed) 2018

Based on the above table it noted that the number of the village or sub-district in Purbalingga Region, which organizes Village Commissioner Program amounted to 10 new students in 239 villages. The condition indicates that this program has not evenly spread in Purbalingga.

### 5. Responsiveness

Village Commissioner program held in Purbalingga Region is already responsive making fields or components contained in program execution the village students already can be fulfilled by either. From the start in terms of the empowerment potential of villages by young kids who compete and creative, the resource prepare and characterizes the production village, creating new jobs, the



emphasis of urbanization, and the construction of the village until the issue of the reduced poverty.

### 6. Accuracy

The policy of Village Commissioner Program in Purbalingga Region yet right on target because in fact this program which aims at giving students the skills of production/support services for community in this village being productive as a source revenues to improve the quality of life and development of the village are not fulfill. So expect the Organization, which is innovative, and more quality yet as to what to expect and aspire.

It can be conclude that evaluation result of Village Commissioner Program of a policy has implemented that today this policy has not successfully implemented by the Government of Purbalingga Region. It based on the evaluation results has done by researchers in which most of the indicators of the assessment results are less satisfying. There are four indicators of evaluation policies that are not in accordance with the practice in the field, the indicator i.e. indicator of effectiveness, efficient, equitable, and precision. While the two indicators of policy evaluation in accordance with the practice are, include adequacy and responsiveness.

**Table 2 the Matrix Policy Result of Village Commissioner Program**

No.	Indicators	Research Result
1.	Effectiveness	It has not implemented effectively into the policy of Village Commissioner Program
2.	Efficiency	The implementation has not enough efficient into the policy of Village Commissioner Program
3.	Sufficiency	It has able in satisfying community
4.	Equalization	Not yet evenly implemented, other villages have not much touched the village commissioner program
5.	Responsiveness	Able to respond in answering the community necessity
6.	Accuracy	Yet right on target

*Source: researcher Analysis*

## V. CONCLUSION

- *Supporting and Restricting Factors Successful of Vocational Village Program in Purbalingga Region*

### 1. Supporting Factor

The driving factor of organizing Village Commissioner Program divided into two categories, namely: the internal and external drivers of driving. As for who becomes the driving factor is the internal goals or targets of this program is to improve the quality of life. While the external driving factor is the strong commitment of the authorities of the village, the construction of various services related.

### 2. Restricting Factor

Restricting factors in implementing the Village Commissioner Program divided into two categories, namely restricting internal and external barrier. Factors restricting the internal are the lack motivation of the participants, which resulted in inconsistencies in effort-involved participants in the activity. While the external barrier, i.e. including the weather conditions at the time of the process activities (production) and the limitation of capital as well as competition results marketing products.

**Table 3: The Matrix of Supporting and Restricting Factors of Village Commissioner Program**

	<b>Internals</b>	<b>Externals</b>
<b>Supporting</b>	The High Motivation - To fulfill education costs - To carry out the pilgrimage activity or hajj - Improving family income	- Commitment of the apparatus, guider, and the institutions as well as ongoing mentoring - Religious holidays activities and the regional activity as well as national election
<b>Restricting</b>	Low motivation of some participant whose join this program.	- Natural condition (weather) - Budget's limitation - Marketing competition

Source: Researcher's Analysis

Research on the evaluation of this Village Commissioner Program in Purbalingga Region has done concluded in that statement as follows:

1. Students in policies of Village Commissioner Program in Purbalingga Region overall negative result or have not successfully implemented optimally.
2. The driving Factors both internal and external preserved and enhanced, whereas factors barrier to look for solutions to minimize or reduce the factors restricting faced.

The various efforts that needs implemented over a range of conditions results of the policy of Village Commissioner Program in Purbalingga Region, and then recommended steps as follows:

1. System, culture, and resources considered to support the success of the program.
2. Identify the system, culture, and resources that need strengthened.
3. Creating a commitment in detail known by all the elements responsible for program activities
4. Creating a vision, mission, goals and objectives in the activities of the program
5. Creating a plan of short, medium and long
6. Creating activities that are in accordance with the objectives and the innovative based on local wisdom
7. Drawing up technical reports and financial statements as the embodiment of accountability

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