

Readiness of Private Islamic Religious Universities in Supporting Policy Implementation for the Regulation of the Ministry of Religious Affairs of the Republic of Indonesia Number 1 of 2016

A. Rusdiana*

Department of Islamic Education Management, Faculty of Education and teacher Training State Islamic University of Sunan Gunung Djati Bandung, Indonesia

Nasihudin

Department of Islamic Education Management, Faculty of Education and teacher Training State Islamic University of Sunan Gunung Djati Bandung, Indonesia

Abstract

This study aims to determine the readiness of Private Islamic Religious Universities in supporting the implementation for the Regulation of The Ministry of Religious Affairs of The Republic of Indonesia Number 1 Of 2016, concerning Certificate of Diploma Supplement. This policy, in fact, has been implemented since January 12, 2016. This study uses a qualitative approach, research procedures that produce descriptive data in the form of utterances or scripts and behavior of the people observed. The qualitative approach is expected to get an in-depth description of the utterances, scripts and behavior of the people observed. Data analysis is done through; data collection, data reduction, data presentation, and verification. The results of the study show that; PIRU Human Resources Region II West Java and Banten are not ready to implement Certificate of Diploma Supplement, because it is still in the phase of preparation; infrastructure as a support in implementing policies is still minimal, and organizational commitment has not fully supported the implementation of the DSC implementation policy.

Keywords: Human resources; Infrastructure; Organizational commitment.



CC BY: [Creative Commons Attribution License 4.0](https://creativecommons.org/licenses/by/4.0/)

1. Introduction

The application of Diploma Supplement Certificate (DSC) is a necessity. Urgent in terms of regulatory requirements and demands of the people's needs. In terms of regulation, because Law Number 12 of 2012, requires that each college provide competency certificates for each of its graduates as official information about their competencies as well as being able to be used to get jobs that match their expertise. Thus, Law No. 12 of 2012 explicitly directs that every college graduate can join the labor market, and for that, every tertiary education graduate must have a competency certificate that matches the needs of the job market.

To implement Law Number 12 of 2012, the environment of Ministry of Religious Affairs was followed up by the Regulation of the Ministry of Religious Affairs of the Republic of Indonesia No 1 of 2016, concerning Diplomas, Academic Transcripts, and Diploma supplement Certificates for private Islamic Religious Universities. At the end of the PMA, it was emphasized that PTKI had to conduct it immediately since January 12, 2016.

In fact, Islamic Religious Universities (IRU), especially in the private universities (PIRU), in West Java and Banten have not supported optimally, both in terms of the policy interpretation aspects of the implementation of DSC, as well as the organization of the DSC Policy; operational strategies for implementing the DSC, and overcoming the factors of readiness in supporting the DSC policy.

The Private Islamic Religious Universities (PIRU), in West Java and Banten, out of 117 2017-2018, most of the organizers are based on the Islamic Education Foundation or *pesantren*. The PIRU leadership generally has not optimized the implementation of the DSC policy, which is actually a certainty in an educational institution.

Research Results on PIRU Readiness in supporting the implementation of the DSC Policy, which was carried out by the research team at twenty-four PIRU in West Java II and Banten Region II successfully identified aspects of roles that still needed improvement so that the implementation of DSC ran optimally. Roles in the meaning of social science as "a set of rights and obligations inherent in individuals and institutions in accordance with their status as a University Conductor". The aspects of the results of the study are important in relation to two things: first: aspects that are still optimal constraints on the role of individuals and institutions; second: a signal that must be a shared awareness of solution for it's application.

As simple as any research that has been done, and no matter how small the sample, the results of this study are very meaningful contributions to these two things. Awareness and inspiration for solutions is part of recommendations for further development.

2. Literary Review

2.1. The Concept of PIRU Readiness in Policy Implementation

Armenakis defines readiness, as a cognitive marker of behavior from rejection or support for efforts to change. The definition of readiness to change as stated by Holt, is a comprehensive attitude that affects sustainably by content (example: what is changing), process (example: how changes are implemented), context (example: circumstances that occur when change occurs), and individuals (for example: the characteristics of those who are asked to change) involve and collectively reflect the breadth of individuals or groups of individuals as cognitively and emotionally increasing to accept, approve, and adopt a specific plan that intends to change the status quo. (Wiyono, 2008) in Bastian and Indra (2006).

Discussing about readiness, Tangkilisan, gives his view that there are three main activities that are most important in preparing for the implementation of decisions/policies, starting with: (1) interpretation, which is an activity that translates the meaning of the program into an acceptable and workable arrangement (2) organizing which is a unit or container to place the program into policy objectives; (3) implementation strategies related to routine equipment for services, wages, and others. (Tangkilisan 2003) in Bintang Rahmannisa Safitri (2013).

2.2. DSC Implementation Policy in Universities

DSC is an official document that must be obtained by every undergraduate or diploma IV that accompanies diplomas and transcripts of their grades. DSC is written in two languages, Indonesian and English, so that it can be understood by users in Indonesia and other countries. Bilingual writing also allows scholars themselves to be able to access the global labor market, at least in all ASEAN countries.

Related to this, Permendikbud Number 81 of 2014 also stated that DSC must be written in two languages, Indonesian and English. The use of two languages is based on the consideration that scholars who will join the labor market nowadays will have a very wide opportunity with the opening of the ASEAN Economic Community (MEA). It is well known, that the implementation of MEA allows the expansion of the labor market in all ASEAN countries. In accordance with the Bali Concord agreement II in 2003 it was decided that starting in 2015 free flow of service applies, across ASEAN countries for all citizens of countries in the region (Economic Community Blueprint, 2008) in Mutiara Pratiwi (2015). Thus, scholars in the sixth level position of the IQF, who are prospective entrepreneurs and professional workers, must be accessed in employment with official documents from the educational institutions they graduated, both for the labor market in Indonesia and in other ASEAN countries.

This was done, based on Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI). Operationally followed up by: (1) The Certificate of Diploma Assistance Certificate (DSC), is mandated by Minister of Education and Culture Regulation Number 81 of 2014 concerning Diplomas, Competency Certificates and University Professional Certificates. (2) the regulation is a derivative of Law Number 12 of 2012 concerning Higher Education and Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education. In Article 44 paragraph 1 to paragraph 3, Law Number 12 requires that every university provide competency certificates for each of its graduates as official information about their competencies which at the same time it can be used to get jobs in accordance with their expertises (UUD.No12 Th.2012). Also followed by the issuance of the Republic of Indonesia Minister of Religious Affairs Regulation Number 1 of 2016 concerning Diplomas, Academic Transcripts, and Diploma Supplement Certificate of Islamic Religious Universities.

The policy above explicitly directs every college graduate to enter the labor market. Therefore, every tertiary education graduate must have a competency certificate that matches the needs of the job market. DSC is issued by a university that has the authority to issue a diploma in accordance with the applicable legislation. DSC is only issued after students have officially passed a study program in a university. DSC is published in Indonesian and English. DSC has been put into effect in August 2014 and therefore, each student will get three documents when graduating, namely diplomas, transcripts and DSC.

The consequence of this policy is that each study program must be able to clarify the competencies obtained by its students when they graduate as a bachelor which evidenced by a certificate of competence. Later, they can use this certificate to enter the labor market. From that policy, all Universities graduates, including PIRU graduates, are entitled to receive diplomas, transcripts and Certificate of Diploma Supplement. Certainly, the acceptance of these rights for students, must firstly meet the academic and administrative demands and obligations required by the institution.

2.3. Factors that Influence the Implementation of the DSC Application Policy

According to Edwar III. there are four variables either directly or indirectly affecting the policy implementation process, namely: (1) Communication, which is the main requirement for effective policy communication, is that policy implementers know what they are doing, this involves the information delivery process, information clarity and information consistency delivered; (2) disposition, or attitude is the character and characteristics possessed by the implementer such as commitment, honesty, democratic nature, because the attitude of the implementing policy will be very influential in the implementation of the policy. (3) human resources, related to knowledge, competency skills, abilities, and personality characteristics that directly affect their performance; (4) bureaucratic structure as a system of administration and implementation of daily tasks that are structured in a clear hierarchical system carried out with written procedures carried out by certain parts separated from other parts by people whom were chosen because of their ability and expertise in the field (Mening Subekti, 2017; Widodo and Joko, 2010).

3. Method

The approach in this study based on the objectives to be achieved, it is qualitative research with descriptive methods. Research subjects/informants were selected based on purposive sampling technique. Conducted on 24 PIRU in the Kopertais area II West Java and Banten Indonesia. The techniques for collecting data using interviews, observation, and documentation. Data validity technique with data triangulation, and source triangulation. Data analysis techniques use an interactive analysis model (Sugiyono 2008, in (Solekan, 2015).

Research procedures that produce descriptive data in the form of speech or script and the behavior of the people observed. The qualitative approach is expected to get a thorough description of the words, script and behavior of the people observed. Qualitative research design is possible to vary because it corresponds to the natural form of qualitative research itself which has emergent properties where phenomena appear in accordance with the natural principle of phenomena as it is according to what is found by a researcher in the field research process (Herman Budiyo, 2013; Moleong, 2003).

The process of analyzing the data were done continuously, together with data collection and then proceed after data collection completed. In conducting data analysis researchers refer to the stages described by Miles *et al.* (1992); in Andi Misna (2015); consisting of three stages: data reduction data presentation and conclusion or verification commonly known as interactive analysis models.

4. Research Results

4.1. DSC Policy Interpretation/Interpretation

Based on the results of interviews conducted by researchers at 24 PIRU, from June 25 to July 12, 2018, it was found that 24 PIRU performance, from the aspect of interpretation/DSC policy (Asp-1), obtained the performance weights number (abk): (1) FAI UNMA Pandeglang, with performance weights or (BK), (1.75), meaning less or still low; (2) IAIB Serang (2.25), enough, (3) STAI Latansa Mashiro, (2.50) is sufficient; (4) STAI Fatahilah, with performance weights (1.50) meaning less or still low; (5) STAI Karimiyah with performance weights (1.75) meaning less or still low; (6) UNIDA FIS with performance weights (3.75), meaning very high; (7) IAIN Laroiba (2.00) means enough; (8) STAI Charisma with (2.75), meaning enough; (9) STAI Sukabumi, (2.50) means enough; (10) STAI Nurul Hikmah (1.75), classified as still low; (11) STAI KH Agus Salim, (2.00) means enough; (12) STAI Siddiqiyah, (1.75) means that it is still low; (13) STAI KH EZ Mutaqin, with performance weights (2.00) classified as sufficient; (14) STAI Riadul Jannah, with performance weights (1.75), classified as still low; (15) STAIS Dharma, with performance weights (2.50) classified as sufficient; (16) Cirebon STAI, with performance weights (2.00), classified as sufficient; (17) UNSIA FKI is appropriate, with performance weights (2.75) classified as sufficient; (18) STAI Putra Galuh, with a high performance weights (3.00); (19) STAIMA Banjar with performance weights (2.50), classified as sufficient; (20) Tasikmalaya STAINU with performance weights (1.75), classified as high; (21) IAIC Tasikmalaya, with performance weights (3.00) classified as high; (22) STAI Siliwagi Garut, with performance weights (2.00) considered sufficient; (23) STAI Al Falah, with performance weights (1.75) classified as still low; (24) STAI Siliwagi Cimahi, with performance weights (2.00), classified as sufficient.

When they are accumulated with 24 PIRU performance weights, from the aspect interpretation of the DSC policy, the numbers obtained are (53.25), with the acquisition of an average number of (2.13), then 24 PIRU performance from the aspect of interpretation policy DSC can be concluded as being sufficient, in general they expect the implementation of the DSC policy.

4.2. Organizing DSC Policy, at PIRU

Based on the results of interviews at 24 PIRU, from 25 June to 12 July 2018, it was found that the 24 PIRU performance, from the DSC policy management aspects (Asp-2), was obtained: (1) FAI UNMA Pandeglang, with performance weights (1.50), meaning less or still low; (2) IAIB Serang with (2.00), meaning enough, (3) STAI Latansa Mashiro, with performance weights (1.83) which means it is still low; (4) STAI Fatahilah, with performance weights (1.50) meaning less or still low; (5) STAI Karimiyah with performance weights (1.50) meaning less or still low; (6) UNIDA FIS with performance weights (3.66), meaning very high; (7) IAIN Laroiba (1.50) means that it is still low; (8) STAI Kharisma with performance weights (2.00), meaning enough; (9) STAI Sukabumi, with a performance weights (1.50), which means it is still low; (10) STAI Nurul Wisdom with performance weights (1.33), classified as still low; (11) STAI KH Agus Salim, with a performance weights (2.00), which means enough; (12) STAI Siddiqiyah, with performance weights (1.50) meaning that they are still low; (13) STAI KH EZ Mutaqin, with performance weights (2.00) classified as sufficient; (14) STAI Riadul Jannah with performance weights (1.33), classified as still low; (15) STAIS Dharma, with performance weights (1.50) classified as still low; (16) Cirebon STAI, with performance weights (2.00), classified as sufficient; (17) FKI UNSIA Kuingan, with a performance weights (1.50) classified as sufficient; (18) STAI Putra Galuh, with performance weights (2.33) classified as high; (19) STAIMA Banjar with performance weights (2.00), classified as sufficient; (20) Tasikmalaya STAINU with performance weights (1.50), classified as still low; (21) IAIC Tasikmalaya, with performance weights (2.16) classified as sufficient; (22) STAI Siliwagi Garut, with performance weights (1.50) considered still low; (23) STAI Al Falah with performance weights (1.33) classified as still low; (24) STAI Siliwagi Cimahi, with performance weights (1.50), classified as sufficient.

When accumulated with 24 PIRU performance weights, from the organizing aspect of the DSC policy (Asp-2), the numbers obtained are (42.47), with an average gain of (1.70), then 24 PIRU performance, from the DSC policy organizing aspect, (Asp-2) can be said as being in low level.

4.3. DSC Policy Implementation Plan in PIRU

Based on the results of interviews conducted by researchers at 24 PIRU, from June 25 to July 12, 2018, it was found that the 24 PIRU performance, from the strategy aspects of implementing the DSC policy (Asp-3), was obtained: (1) FAI UNMA Pandeglang, with performance weights (2.00), meaning enough; (2) IAIB Serang with (1.66), meaning enough, (3) STAI Latansa Mashiro, with performance weights (2.33) meaning enough; (4) STAI Fatahilah, with performance weights (1.66) meaning less or still low; (5) STAI Karimiyah with performance weights (2.33) means enough; (6) UNIDA FIS with performance weights (3.33), meaning very high; (7) IAIN Laroiba (1.66) means that it is still low; (8) STAI Kharisma with performance weights (2.33), meaning enough; (9) STAI Sukabumi, with a performance weights (2.00), which means enough; (10) STAI Nurul Wisdom with performance weights (3.33), classified as high; (11) STAI KH Agus Salim, with performance weights (1.66) classified as still low; (12) STAI Siddiqiyah, with performance weights (1.33), which means they are still low; (11) STAI KH EZ Mutaqin, with performance weights (2.00) classified as sufficient; (14) STAI Riadul Jannah with performance weights (1.00), classified as still low; (15) STAIS Dharma, with performance weights (2.00) classified as sufficient; (16) Cirebon STAI, with performance weights (1.66), classified as still low; (17) UNSIA FKI, with performance weights (2.00) classified as sufficient; (18) STAI Putra Galuh, with performance weights (2.33) classified as sufficient; (19) STAIMA Banjar with performance weights (2.00), classified as sufficient; (20) Tasikmalaya STAINU with performance weights (1.50), classified as still low; (21) IAIC Tasikmalaya, with performance weights (2.33) classified as sufficient; (22) STAI Siliwagi Garut, with performance weights (1.66) considered still low; (23) STAI Al Falah with performance weights (1.33) classified as still low; (24) STAI Siliwagi Cimahi, with performance weights (2.33), classified as sufficient. For more details, visualize image 3, follows:

When accumulated with 24 PIRU performance weights, from the DSC policy plan aspect aspect (Asp-3), the numbers obtained are (47.58), with an average gain of (1.90), then 24 PIRU performance, from the aspect of the plan of operation strategy DSC's policy, (Asp-3) can be said as being in low level.

4.4. Constraints Faced, in Implementing DSC Policy in the PIRU Environment

Based on the results of interviews conducted by researchers at 24 PIRU, from June 25 to July 12, 2018, it was found that the 24 PIRU performance, from the obstacle aspects in the implementation of DSC policy (Asp-4), was obtained: (1) FAI UNMA Pandeglang, with performance weights (1.75), meaning still low; (2) IAIB Serang with (2.00), which means enough, (3) STAI Latansa Mashiro, with performance weights (2.55) meaning enough; (4) STAI Fatahilah, with performance weights (1.25) meaning less or still low; (5) STAI Karimiyah with performance weights (1.00) means enough; (6) UNIDA FIS with performance weights (2.75), meaning high; (7) IAIN Laroiba (1.50) means that it is still low; (8) STAI Kharisma with performance weights (2.00), meaning enough; (9) STAI Sukabumi, with a performance weights (1.50), which means it is still low; (10) STAI Nurul Wisdom with performance weights (1.25), classified as still low; (11) STAI KH Agus Salim, with performance weights (1.50) classified as still low; (12) STAI Siddiqiyah, with performance weights (1.25) meaning that they are still low; (11) STAI KH EZ Mutaqin, with performance weights (1.50) classified as still low; (14) STAI Riadul Jannah with performance weights (1.75), classified as still low; (15) STAIS Dharma, with performance weights (1.50) classified as still low; (16) Cirebon STAI, with performance weights (1.75), classified as still low; (17) UNSIA FKI, with performance weights (2.00) classified as sufficient; (18) STAI Putra Galuh, with performance weights (1.50) classified as still low; (19) STAIMA Banjar with performance weights (1.50), classified as still low; (20) Tasikmalaya STAINU with performance weights (1.50), classified as still low; (21) IAIC Tasikmalaya, with a performance weights (2.50) classified as sufficient; (22) STAI Siliwagi Garut, with performance weights (1.25) considered still low; (23) STAI Al Falah with performance weights (1.25) classified as still low; (24) STAI Siliwagi Cimahi, with performance weights (1.75), classified as being in low level.

When accumulated with 24 PIRU performance weights, from the aspects of the problems faced in the DSC policy (Asp-4), the numbers obtained are (39.96), with an average gain of (1.60), then 24 PIRU performance, from the obstacle aspect those who faced the implementation of the DSC policy, (Asp-4) could be said as being still in low level.

The data analyzed shows the following indicators needed for improvement: (1) Data analyzed shows that the aspects of DSC Policy Interpretation, generally, they expect the implementation of DSC policies. (2) Data analyzed shows that the aspect of Organizing DSC Policy at PIRU is still in low level and it needs fostering and developing capacity in making decisions at the right time, providing sufficient budget to meet institutional requirements, coordination and working with staff. (3) Data analyzed shows that the DSC Policy Implementation Strategy Plan at PIRU is still low. However, all PIRU leaders said that they had used various strategies to implement the DSC policy and this strategy was needed, in order the leaders of PIRU become the perfect leaders to improve the quality of education. and (4) Data analyzed showed that the Constraints faced in implementing The DSC policy in the PIRU environment consist of internal and external constraints.

5. Discussion

According to Tangkilisan in [Bintang Rahmannisa Safitri \(2013\)](#); interpreting the policy into a program to determine the readiness of PIRU in supporting the DSC policy. There are components of policy interpretation namely: (1) knowledge possessed by each individual greatly determines the success of the implementation of this Policy, (2) response to DSC Policy, (3), and (4) expectations of the appropriate DSC activity program will be accepted and implemented.

The findings suggest that in general they expect the implementation of the DSC policy, but the ability to make decisions not at the right time, insufficient budgets to meet institutional requirements, coordination and working with staff. Even though they have tried to implement various strategies to implement the DSC policy, but not supported by perfect leadership to implement the DSC implementation policy. Neither the expectations of the appropriate DSC activity program can be accepted and implemented. They are still faced with various obstacles.

For this reason David C. Korten views, that a program will be successfully implemented, if there is a suitability of the three elements of program implementation, namely: (1) conformity between the program and the user, namely the compatibility between what is offered by the program and what is needed by the group target (beneficiary). (2) the suitability between the program and the implementing organization, namely the compatibility between the tasks required by the program and the capabilities of the implementing organization. (3) suitability between user groups and implementing organizations, namely the compatibility between the conditions decided by the organization to obtain program output with what can be done by the target group of the program (Tarigan, 2000, in (Rusdiana and Nasihudin, 2016). According to George Edward III there are four factors that influence the success or failure of policy implementation, among others, factors (1) communication, (2) resources, (3) disposition and (4) bureaucratic structure (Mening Subekti, 2017; Widodo and Joko, 2010).

In the end, they must also have sufficient knowledge, skills and experience to be able to complete their tasks and they must carry out their responsibilities smoothly.

6. Conclusions and Recommendations

6.1. Conclusion

The PIRU Readiness Research in support of the implementation of the DSC implementation policy, (RI Ministerial Regulation No. 1 of 2016); was reviewed through four aspects, the results showed that 24 PIRU performance, qualitatively and quantitatively obtained NR value, amounted to 1.91 being categorized as being still low. Therefore, the research concludes that generally PIRU is not ready to support the implementation of the DSC Policy, which has actually been implemented since January 12, 2016. The results of the study are more specific in 4 aspects, namely: (1) Aspects of policy interpretation, with the weights of 2.13 (29%) is considered as being sufficient; (2) Aspects of organizing policies, weights 1.70 (23%) are still considered as being low; (3) Aspects of the policy implementation strategy, weights 1.90 (26%) are still considered as being low; (4) Aspects facing policy constraints, weights 1.90 (22%) are considered as being the lowest;

Dominant factors that influence the success of implementing a policy. In this case the policy of applying DSC to PIRU relies on four variables, either directly or indirectly affecting the implementation process, namely: (1) effective policy communication is that policy implementers know what they are doing. This involves the process of delivering information, clarity of information and the consistency of the information submitted. (2) Disposition, or attitude, is the character and characteristics possessed by the implementer such as commitment, honesty, democratic nature, because the attitude of the implementing policy will be very influential in the implementation of the policy. (3) Human resources, related to knowledge, competency skills, abilities, and personality characteristics that directly affect their performance; (4) Bureaucratic structure as a system of administration and implementation of daily tasks that are structured in a clear hierarchical system, carried out by written procedures, carried out by certain parts separate from other parts, by people chosen because of their abilities and expertise in the field.

Recommendation

Based on the conclusions above, this study recommends the recommendations of this study, they are:

1. PIRU, it is necessary to develop policies regarding the implementation of DSC, to cope with: (a) training and guidance should continue to be carried out, and (b) actually PIRU, improve coordination at the internal and external levels to other PIRU policies set by superiors to subordinates to increase the knowledge of policy implementers.
2. Government, stakeholders in this matter, the Indonesian Ministry of Religion (General Directorate of Islamic Education/Kopertais), to change the paradigm, PIRU HR thinking pattern, to be more professional, focused on WASDALBIN, continuously and sustainably. PIRU technique guidance is focused on the technical level of the Faculty, and the study program, that the policy of implementing DSC has actually been implemented since January 12, 2016.
3. For other researchers, the results of this study can be used as a reference for future researchers in the framework of future improvements, if the methodology and findings of this study are considered credible and relevant, it can be used as a reference in examining similar cases at other institutions.
4. The limitations of this study only assess the readiness of PIRU from four aspects, readiness, namely interpretation/interpretation of policies; organizing policy; Aspects of the strategy of implementing the policy, and dealing with the factors that are constraints in the implementation of the DSC policy. facing policy constraints. The readiness of human resources, preparedness of infrastructure, and organizational commitment and assessment of human resource readiness of PIRU only uses perceptions, not directly assessed from the results of their implementation. So with this, recommend to other researchers, in order to develop this research more deeply.

References

- Andi Misna (2015). Formulation of village fund allocation policy in kandolo village. *Journal Administrasi Negara*, (3): 521-33. Available: <http://ejournal.an.fisip-unmul.ac.id/site/wp-content/uploads/2015/04>
- Bastian and Indra (2006). *Akuntansi sektor publik, suatu pengantar*. Erlangga: Jakarta.
- Bintang Rahmannisa Safitri (2013). Readiness to face the retirement period viewed from the role of gender employees. *Journal Psikologi Terapan*, 2(1): 191-204. Available: https://www.google.com/search?safe=strict&ei=9u_6W6
- Herman Budiyo (2013). Qualitative research learning process writing: Collection and analysis of data types. *Jurnal Pena*, 3(2): 1-15. Available: <https://media.neliti.com/media/publications/220577>
- Mening Subekti (2017). Effect of communication, resources, disposition and bureaucratic structure on the effectiveness of implementation of school operational assistance programs in the elementary school education unit in tambak district. *JPA -The Indonesian Journal of Public Administration*, 2(3): Available: <http://journal.uta45jakarta.ac.id/index.php/admpublik/index>
- Miles, Matthew dan Huberman and A. Michael (1992). *Analisis data kualitatif, tentang metode-metode baru*. UI Press: Jakarta.
- Moleong, L. (2003). *metode penelitian kualitatif. Bandung, Remaja*. Rosdakarya.
- Mutiara Pratiwi (2015). The effect of 2015 mea on integration in the trade system in indonesia. *Journal Ekonomi dan Keuangan*, 4(3): 293-307. Available: <https://media.neliti.com/media/publications/14848>
- Rusdiana and Nasihudin (2016). Emis policy implementation in realizing accountability for private Islamic higher education. *Juornal Itibar*, 4(7): 157-71. Available: <https://ojs.kopertais02.or.id/index.php/itibar/article/view/98>
- Solekan, D. K. K. (2015). Learning behavior of laundry entrepreneurship management around the semarang state university campus. *Journal of Educational Research and Evaluation*, 4(1): Available: <http://journal.unnes.ac.id/sju/index.php/jere>
- Widodo and Joko (2010). *Analisis kebijakan publik*. Bayumedia: Malang.