

# PROGRAM EVALUATION TOWARD MILLENNIUM DEVELOPMENT GOALS IN EDUCATION ASPECT AT KUNINGAN REGENCY WEST JAVA

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## ABSTRACT

*The purpose of this evaluation is to find out the effectiveness of implementing the Millennium Development Goals (MDGs) in education aspect at Kuningan Regency, West Java. Evaluation models that is used are Context, Input, Process and Product (CIPP). Data were obtained through interviews, questionnaires and documents. The results of the evaluation on the aspects: (1) context, local governments follow up with local policies, (2) inputs, the implementation of the guidelines does not have a strong force of law, (3) process, increasing the access to school for the people's, and (4) product, increasing enrollment in primary education. Increasing effectiveness can be done with a stronger regional policies, monitoring, coordination of bureaucratic structure, socializing the concept of MDGs to executor and developing people perception on education.*

**Keywords:** MDGs, CIPP, enrollment in primary education.

For the common interest in promoting development in developing countries, as many as 189 countries made a joint commitment in development (BAPPENAS, 2008: 1). These countries made commitments of common interest in promoting development in developing countries. This commitment is expressed in a global development concept with the name of the Millennium Development Goals (MDGs).

MDGs focus is human development as a real welfare thing creation and improvement of life. In the focus of development, MDGs programs prioritize development that can improve human development index (Human Development Index) or HDI. The three main sectors of human development as defined by the government is the development of education, economy and health. Three sectors are taken as the main factor to improve the welfare of the community. Economic development aims to increase purchasing power, health development to reduce the death rate and increasing life expectancy, as well as the development of education to provide educational services to the entire population and improve the knowledge and learning opportunities evenly.

Achievement Indicators of the MDGs in education is (Net Enrollment Ratio (NER)), the (Gross Enrollment Ratio (GER)) Primary School and Junior High School reach 100% in 2015. With the indicator means the situation of children of primary school age and junior high schools throughout the region on 2015 has finished school until junior high. To achieve this target the governments provide equal opportunities to children aged 7-15 years old to finish the 9 years of basic education.

Currently education is facing some challenges, such as: (1) the high dropout rates, (2) the educational gap between groups and (3) the capacity gap. Of the challenges faced by the government through the MDGs to make efforts in order to create educational equity in society. By experiencing good

educational services is expected to have an impact on the improvement of human resources in the future. To achieve these expectations the government has made some efforts of development: (1) increase the relevance of education and (2) increase the efficiency and utilization of evaluating educational resources. These circumstances make the central government to implement local development-oriented achievement of the MDGs. To realize the MDGs target of the government to provide support through policy, funding and evaluation periodically. Efforts by the policy embodied in the form of regulations including laws, regulations and president's instructions.

The government effort is followed-up by the provincial government to conduct an evaluation, make regulations provincial level, making implementation and evaluation guidelines on MDGs to the local (Regency/ City). This situation shows that MDGs program involves structural governance from the central to local levels.

The pattern of structural evaluation of the central government to the regions will require structural pattern of government coordination, communication, sufficient resources and a clear disposition. With this state of MDGs as a policy requires the factors that can support its success. To achieve its success of the policies it is needed four things to support the successful implementation of policies that is, bureaucratic structure, communications, resources and disposition (Edward III: 1980: 10).

Evaluation is needed to provide recommendations and improvements the MDGs programs in the future. Recommended improvements will provide benefits to the achievement of MDGs program. The right evaluation will provide an opportunity for evaluators to collect data, information and accurate analysis and provide recommendations to the achievement of the MDGs program. Characteristics of Context, Input, Process and Product (CIPP). CIPP is located on making provisions to holistically evaluate which elements of the system-oriented, structured to accommodate the needs of the universal evaluation (Hsing Kuo: 2012: 250-259). CIPP can be used to conduct formative and summative evaluation (Tiantong: 2013: 157-165).

Recommendations can be an improvement from several sides including the pattern structural relationship bureaucracy in implementing the MDGs, an improvement on the resources (funds and human resources), improved communication between program managers and coordination among the MDGs implementers at the same level or at different structural levels. For the model of a more comprehensive evaluation is necessary to improve the achievement of the MDG targets.

Considering the characteristics of the MDGs program, there are two important aspects namely policy and pattern of the relationship between bureaucratic structure. The policy question is the existence of government regulations that are directly related to the MDGs. After the government issued a policy, it has an implications that such of policies should be implemented to the level of local government. To achieve the target of policy implementation, there are several factors that can determine the policy implementation. These factors have a mutual relationship, it is bureaucratic structures, resources, socialization programs and coordination and disposition. This situation provides an understanding that the implementation



evaluation is a systematic step through data collection to give consideration and decision (Mizikazi: 2006: 41).

The intended decision is a decision making for the program. The decision is made to repairs programs and policies that will come. (Patton: 1997). Thus the purpose of the evaluation is to improve policies and programs in the next period. This concurs with Spaulding who argued that evaluation is done for the purposes of decision making, determining the assessment of the program and make a recommendation (Mizikazi: 2006: 5). Of opinions that have been expressed can be understood that the program evaluation activities systematically collecting data, assessing a program and make a decision and recommendations for improvements to policies and programs that will come.

Rosye suggested program evaluation as a management tool that can be used for decision-making and improve the social services (Royse: 2006: 11). As a management tool gives the sense that the evaluation as part of the management components, namely planning, actuating, organizing and controlling (Royse: 2006: 6). Being part of the management function evaluation can serve as a control for the implementation of programs and management functions. In addition to relating to management functions, more specifically Rosye argue evaluation role in improving social services. This gives an understanding that the evaluation will have an impact on the quality of social services. Of the concepts it is understandable that the evaluation is a social research activities.

The linkage between social research and evaluation of programs proposed by Freeman that program evaluation is the application of social research procedures to assess the concept, design, implementation and usefulness of the program (Rossi: 1985: 19). Evaluation is not only assess the implementation and achievements of the program but more comprehensively evaluating program design and usefulness. Of the opinions expressed by Rosye and Freeman we can understand that the evaluation can be used to provide assessments and decisions to the concept, design and quality of social services. Thus the evaluation can provide recommendations for improvements to the concept, design and implementation of social programs in the future. In addition to improve, the recommendations of the evaluation are able to the efficiency and effectiveness of the program (Leonard: 1980: 18).

Concept evaluation Demarteu quoting the opinion expressed Barbier that evaluation is a value judgment (Demarteu: 2002: 457). Consideration of the value in question is the result of the evaluation carried out has the legality and validity. Demarteu suggests three important points in the process evaluation they are process, product and usability. Referring to Rosye opinion, the evaluation is useful for the program of a community. In the implementation, evaluation should assess how much useful program conducted for the public.

Besides Barbier, Demarteu Nevo quoted the opinion that gives the sense that the program evaluation is a systematic investigation to measure the achievement of the program through the collection of information to make a decision (Demarteu: 2002: 458). With this opinion, it is



about: 1) counting and 2) comparing of impacts and targets and 3) efficiency and contribute to improve the subsequent decision (Weis: 1972: 115).

In conducting the evaluation, the evaluators are not just waiting for the information but he actively make plans to obtain information (Guba: 1983: 14). Evaluators must be enabled to communicate with stakeholders (Owen: 2006: 48). so that the information can provide an overview needed for decision-making and policy. This situation illustrates that the programs and policies underlying both have very close relationships and complementary. Program evaluation can be complemented with an analysis of policy and vice versa (Mizikazi: 338).

From the above set can be concluded the similarity between the concept of program evaluation and policy evaluation. Both of these concepts have in common of the data collection in process, assessment, make decisions and recommendations. Policy evaluation stressed to how efforts in achieving the objectives of policy executors and program evaluation focuses on how to input, process and output of a program. Policies and programs both have relevances. The basis of policy and program implementation is the implementation of the policy.

From the description above we can conclude that the program evaluation is a systematic process of searching and analyzing the facts to compare the achievement of the program on the aspects of context, input, process, and products with the criteria established to provide assessment, decision and recommendation. The concept of the study will serve as a guide in conducting research in MDGs' education.

Selection of an appropriate model to evaluate the program carried out in accordance with the characteristics of the program. MDGs education programs have such character in a policy so that the foundation of development policy, budgetary policies and local governments (provincial and district / city), requires the support of adequate resources, the involvement of the bureaucratic structure relationships. Involvement in the process of bureaucratic relationship MDGs is a typical characteristic for the implementation of the MDGs program involving the government bureaucracy with local government and the linkages between local government unit. Suit the characteristics of the evaluation model that can describe most of the characters MDGs is CIPP of modal evaluation. CIPP stands for context, input, process and product. CIPP try to describe the whole range of activities from the outset to those activities produce or achieve the targets that have been set (Stufflebeam: 1894: 151). Originally CIPP done in the field of education, but eventually this evaluation model has been widely used to evaluate other areas such as training and some researches so it makes the basic model for combining models of evaluation in an effort to enhance the evaluation. CIPP model is also regarded as a comprehensive evaluation model that can be used to evaluate programs, personal and organizational evaluation (Zhang, 2011: 57). CIPP evaluation model may be used to conduct formative evaluation and summative evaluation (Tiantong: 2013: 157). Formative evaluation is an evaluation conducted during the program while summative evaluation is an evaluation conducted at the end of the program. Context evaluation, input evaluation and evaluation process



and problems faced in order to carry out planning in accordance with the objectives of the program which will be evaluated.

Evaluation context also conducted with respect to the analysis of the weaknesses and strengths of the program. Knowledge of weakness that the implementation of programs that can be done to anticipate the weaknesses that have been predicted from the beginning and understand the advantages that the implementation of the program can be utilized to increase the surplus product and cover weaknesses. With knowledge of the weaknesses and strengths of the evaluator we can provide the necessary improvements. One important thing to look at the advantages and disadvantages is to look at the financial planning and financial efficiency.

In addition to goals, objectives, priority activities, planning, analysis of the advantages and disadvantages of evaluation context also makes evaluation of policy or legal basis used to perform activities. The legal basis is the legality of the execution of a program. On the legality of a program of government activity is obtained by issuing government policies which are then used as a reference in the implementation of the program. A policy which became the basis of the implementation of the program as well as a resource based to provide in supporting the programs carried out. Then the evaluation focused on the evaluation context of planning, evaluation objectives, evaluation objectives, policy evaluation, evaluation of the advantages and disadvantages of the program and needs analysis. In case of government programs that need to be taken into consideration in the evaluation context is an analysis of the policy that underlies the implementation of the program (Tseng: 2010: 10).

Based on the above descriptions can be concluded evaluation is an evaluation to assess the context in a way to evaluate the policy, legal basis, needs analysis, feasibility studies and program goals. In the context of the evaluation of the MDGs evaluation is done by evaluating legal basis for the implementation of the MDGs both central and regional governments policies in Kuningan, needs analysis, feasibility studies and evaluation of the program targets.

### **Input Evaluation**

The focus of the evaluation is the input source involved in assisting the achievement of program objectives. Evaluation of the input is an implementation of the evaluation context. After the identification of needs in the context of the evaluation and then an assessment of the ability to meet the needs that have diidentifikasi. The Process of the assessment is by designing programs to meet objectives. In the assessment process is to identify strategies that are most likely to achieve the desired result (Eseryel: 2002: 95). The design of the program by developing a program implementation plan and establish relevant strategies, test strategies to achieve the plan, by looking at the time of implementation, financing, potential that can be developed and possible obstacles to be faced. Then we determine the resources required, determine the resources available and adequate to implement the program. We can hire human resources by giving them a test or an exam so the decision was served input evaluation





evaluation of the process is an activities to evaluate the implementation of policies or program. To implement policies, it is required the factors that can support its success, that is, bureaucratic structure, resource, communication and disposition (Edwad III: 1986: 14). In the evaluation of the MDGs program evaluation is conducted with paying attention to these factors.

Process evaluation component in the CIPP did not mention the bureaucratic structure. According to the characteristics of the MDGs programs one of which is the involvement of the bureaucratic structure. Then the process evaluation of the MDGs is very needed to evaluate the involvement of the bureaucratic structure in reaching the goals of MDGs.

Against the bureaucratic structure, the evaluation is done by evaluating the response of the program executors in carrying out the activities, while for communication performed by an evaluation of the communication pattern, the frequency of communication and discussions to complete the activities. To reach out the success of any unit or the executor level should be given the disposition (authority) that is clear, so that the executor has their adapted steps to the state of the field but did not against the procedures and policies that have been set. For the evaluation of the process evaluation is focused on the weaknesses, response of program executors, conflict, communication patterns and evaluation disposition. The evaluation of focus will effective in giving assessments and decisions (Ho: 2011: 546). On the MDGs, the process evaluation is conducted by evaluating to: (1) the implementation of activities that include: administration, identification of problems encountered in the field and activities to follow up the findings of the problem, (2) monitoring the implementation of activities which include; implementation of visits, discussion of the monitoring team and the executors along with the evaluation about reportation of monitoring team, (3) evaluation of the disposition, and (4) control range bureaucratic structure. Evaluation of the control range bureaucratic structure is expected to improve communication patterns bureaucracy and government organizations (Haynes: 2008: 10). Furthermore from improvement of the good repair control range is creating good governance organization and impact on social improvement (Burstein: 1991: 330).

### **Result Evaluation**

Result evaluation is the final part of the CIPP evaluation model. The main focus in the evaluation of the product is the result obtained after the program is completed by identifying and assessing the results of the project. Evaluation of the results of an evaluation of the present decision to determine the extent to which objectives that has been achieved and to determine the cause of the results obtained. At the evaluation stage of the product is done to see the achievement of the set objectives. The results that have been achieved are then compared to the criteria that has been specified in program planning. The main activity in the evaluation of the product is the depiction, the findings of the program and provide information for decision making.

Evaluation of the results described conformity with the results of planning, financing efficiency, measure effectiveness and can estimate the



<b>Evaluation Component</b>	<b>Succes Criteria</b>
<b>Result</b>	the NER primary school and junior high school annually appropriate with the target set 2. Gross Enrolment Ratio (GER), namely the achievement of GER primary school and junior high school annually appropriate with the target set

## **THEORETICAL STUDY**

Program evaluation is the systematic collection of data for the assessment and the decision of the program (Patton: 1997: 23). From the formula, there are three important things to evaluate that data collection, assessment and decision making. It is important to capture the data that the data collection should be carried out systematically in accordance with the evaluation design (Dale: 2004: 44). It can be interpreted that the data collection should have a plan in order to obtain the correct data. Systematic retrieval of data has an idea that should be adapted to the stages and procedures established in the planning process evaluation. Systematic retrieval of data that will give a true conception of the implementation of the program.

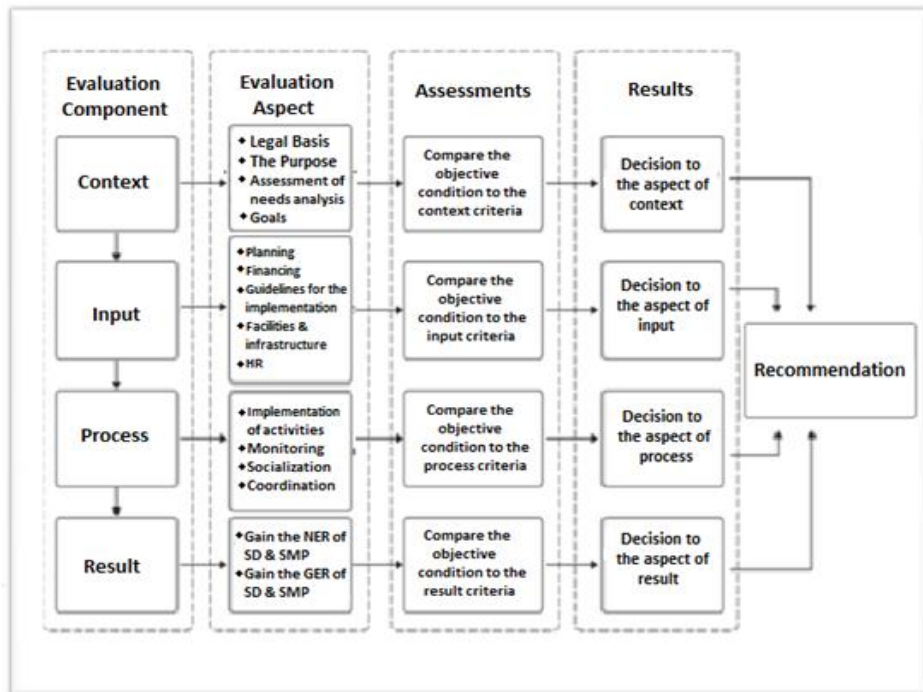
After a systematic process of data collection, the evaluation was followed-up by assessment. Assessment is done based on the facts obtained and granting criteria on objects (Djaali; 2008: 1). The assessment can be done by comparing the results of the achievement of the program with the goals set in program planning. The same thing was raised by Rutman that program evaluation is used to measure the extent to which program objectives achieved (Leonard: 1980: 19). Results of the assessment is then used as the basis for determining decisions. As stated by Mizikaci that evaluation is a systematic step through data collection to give consideration and decision (Mizikazi: 2006: 41).

The intended decision is a decision making for the program. The decision is made to repairs programs and policies that will come. (Patton: 1997). Thus the purpose of the evaluation is to improve policies and programs in the next period. This concurs with Spaulding who argued that evaluation is done for the purposes of decision making, determining the assessment of the program and make a recommendation (Mizikazi: 2006: 5).

## **METHOD**

The study was conducted at the Local Government of West Java Kuningan Regency especially in BAPPEDA Office and the Department of Education held since June 2013 up to July 2014. The research is using evaluative study with a qualitative approach. Evaluation study was not intended to prove a hypothesis but it is intended to improve programs or policies pursued (Stufflebeam: 1984: 325). Program evaluation was conducted to know the achievements of stargets that have been set and then give a decision on the program.





Picture.1 Evaluation Design of CIPP Model for the MDGs program in Education

The selected subject of the study is MDGs stakeholder in an environment of Kuningan District Government of West Java is Head of BAPPEDA, Dept. of Education, Head of Education Office of Program, MDGs Monitoring Team Member, Head of Government BAPPEDA, Head of the Legal of Kuningan Regional Secretariat. Head of BAPPEDA “key informants” in the study. Head of BAPPEDA is the person who know the most of the whole process of planning and the foundation of implementation of MDGs program. Through BAPPEDA head researchers studied the information about the planning, implementation, process, and output in MDGs program. In accordance with the qualitative research approach is done a triangulation to the informant in the Department of Education conducted with the snowball according to the information obtained. Head of the Legal has been the subject of research for the legality of the activities of the MDGs requires a strong legal and other informants in accordance with the findings in the field of information.

Besides informants of stakeholders, the subject of research is documents that relate to the MDGs in education. It is Kuningan Regency, a local action plan in the province of West Java in 2010, 2011, 2012, 2013, as the results of monitoring activities of MDGs and Local Regulation of Kuningan Regency No. 7 of 2009 about the Medium Term Development Plan of 2009-2013, Long Term Development Plan 2005-2025 Kuningan Regency, Education Profile of Kuningan Regency 2010 and 2013 and the Local Government Performance Reports.



severely damaged and lightly damaged condition and by the Kuningan's education profile data in 2011 has reached 3727 units. The condition is very difficult for local government to increase citizen participation in primary and secondary education, while for improving the condition of schools needs quite a large of local funds. The Limited local funds for development indicate that Kuningan is includes in areas with limited eligibility level in the implementation of MDGs in education.

To solve the condition the local government makes strategies to improve basic education services and facilitate access to educational services. The targets of these activities are regional areas that have a low HDI indication. The move comes on the grounds: (1) in these regional areas the continuing education to the level of junior high school are still relatively low and (2) in these regional areas economic levels of community are still low. The strategy made a good impact on the level of citizen participation in education is indicated by the increased participation of citizens in the 9-year basic education. Thus it can be said that the MDGs in education targets activities through geographic and economic approach is considered appropriate.

### **Input evaluation**

The input evaluation is an evaluation to set the justification of budget, funds or other sources. (Frye: 2012: 288-299). To carry out MDGs activities in education Kuningan's local government makes RAD achievement of the MDGs. The RAD has been implemented in the regional area budget policy. Every year the local government prioritize the activities of the MDGs in education in the *Anggaran Pendapatan dan Belanja Daerah* (APBD) (regional budget revenue and expenditure (budget)). As a product of local law the APBD is a guarantee implementation of the MDGs in education ensured carried out by the Local Government reflected from the priority of activities in the regional budget.

The disadvantage is the consistency of the local government in allocating MDGs' activities budget. The budget allocation since the implementation of the MDGs by 2011 seems to fluctuate. The Inconsistency is understandable because the Kuningan Regency is included in regional areas with low PAD levels. It has an impact on the low level of independence and the degree of dependence on its central authority's aid is very high. For that it is necessary to perform activities that can increase PAD to support the MDGs.

To support the implementation of the MDGs programs guidelines and technical guidelines for the implementation of activities is required. Technical guidelines are needed as a guide for program implementation, coordination guidelines and guidelines for the organization in the implementation of the MDGs in education but Kuningan's local government has not made the implementation guidelines and the technical guidelines. For implementation guidelines for implementing the MDGs in education is using the implementation guidelines from the Department of Education as the lead sector implementation of the MDGs in education. This is an obstacle in the





MDGs are still considered less one reason is the lack of socialization of the MDGs to the activities executors.

### **Result Evaluation**

The Result evaluation are evaluation that conducted to measure the achievement of the program's success. Result Evaluation include two indicators of educational achievement of the MDGs, namely achievement of GER and NER for primary school and junior high school.

Measurement is done by comparing the achievements of NER and GER for primary school ang junior high school with the target set at *Rencana Aksi Daerah* (RAD) implementation of the MDGs (BAPPEDA Kuningan: 2012: 3-9). Since the MDGs program implemented in 2011 to 2013 NER and GER showed pretty good improvement. This current statement appropriate in accordance to educational profile data of Kuningan Regency in 2011 GER of primary school at 103.37% and GER of junior high school at 98.84%, NER of primary school 99.78% and NER of junior high school at 90.52%. The increase is largely due to the increase in educational services in the Kuningan Regency through improvement in infrastructures means at primary school and junior high school through out rural and regional levels of the regional border. In addition to the improvement of facilities and infrastructure of primary school and junior high school local authorities also make improvements in rural infrastructure which provides the impact of increased access to transportation from villages to cities.

## **DISCUSSION**

The findings in the context of the evaluation focused on four aspects of the evaluation, namely: (1) the purpose and legal basis, (2) analysis of requirements, (3) establish the feasibility study on the evaluation of the decision being actualization and (4) the target with ideal categories. Aspects that need to be improved are the aspect of the legal basis implementation of the MDGs. The legal basis implementation used for the implementation of the MDGs is a RAD achievement of the MDGs established by *Surat Keputusan* (SK) (Decree) by Head of BAPPEDA (Planning Agency).

MDGs is a policies and national programs and has been an issue of national development paradigm. To achieve the MDGs the government has issued policies that can be used by local authorities in the implementation of programs in the regional areas. The central government stipulates that the head of the provincial-level MDG implementation team was the governor. The provision is in accordance with the guidelines for national action plans that the governor will be responsible for the implementation of the MDGs programs. The strategy is carried out in order for the MDGs programs indirectly become the regional areas' priority program and gain political support from the chief of the regional area.

Political support is needed in the implementation of the MDGs in view of the overall activity of the MDGs into the activities of local government established by the APBD. APBD is a legal product between the local government by local Regional House of Representative as a political



are implementing the MDGs activities. Coordination is needed considering the implementation of MDGs is done by several fields of executor.

Discussion of the results of input evaluation focused on several aspects, namely: (1) funding, (2) guidelines for the implementation, (3) infrastructure and (4) human resources. Research findings related to the financing is less consistency in financing for the funds derived from the DAK for the implementation of the MDGs in education, especially for the improvement of school facilities and infrastructure. The amount of funding for the implementation of the MDGs in education during the years 2011, 2012 and 2013 are vary and showed a decline. The decline is due to changes in development priorities that lead to changes in budget allocation. DAK numeral reduction for MDGs in the regional areas has considerable influence considering Kuningan Regency includes in regional areas that has a low PAD.

The low level of independence will give effect to the difficulty of the regional areas to make adjustments to programs made by the central government since other than the regional area must conform with the central government's programs but it also had to adjust to programs that has been ongoing and has been established earlier for example *Rencana Pembangunan Jangka Menengah* (RPJMD) and *Rencana Pembangunan Jangka Panjang* (RPJP). The adjustment will experience enough difficulties caused by: (1) the difference between the central government development priorities and local government within the medium term (5 years), (2) the strength between the central and local product of laws. MDGs programs is the product of policy that evenly applied nationally while in the regional areas when MDGs made as a regional development paradigm already has an obligation to implement development programs that has been established by local regulations and (3) the political aspect that the head region will prioritize programs in accordance with the vision and mission of the regent / vice regent compared with the MDGs. The three causes for the regional areas having a low level of independence gives enough influence to the political policy budgetary implicating the allocation of the MDGs.

Such circumstances can be understood that ultimately Kuningan Local Government relies heavily on the central government in the implementation of programs of the MDGs. It is very visible from the percentage of improvement activities of education infrastructure through DPPIP programs the largest funding source is always from the central government through the DAK education field.

The results of the evaluation obtained several findings: (1) implementation of the MDGs, namely DPPIP and BOS activities, (2) monitoring and (3) the support of bureaucratic structure. The finding is based on the results of the assessment of the data obtained and carefully studied to better understand the actual condition.

The first finding, the implementation of DPPIP aspect which is still less is the aspect of input. Input in question is the amount of funds provided for the implementation of the program. DPPIP activity is activities that since the beginning of the implementation of the MDGs become highly prioritized activities to achieve the MDGs in education. DPPIP activity aims to increase



To improve the MDGs in the regional area it is recommended that RAD established through the Bupati's regulation, increasing the cost of local assistance for MDGs activities, conduct intensive socialization to activities executors and improve coordination between the program executor units. In addition to improve the efficiency of the MDGs program it is needed to improves public perceptions of education through awareness and increases education understanding of the community through religious and cultural approach.

## **RECOMMENDATION**

1. The spirit and values of the MDGs in education for the liberate children aged 7-15 years to the completion of basic education can be the spirit of the regional area to continue to improve the quality of community through education. To ensure the sustainability of the program local government can make some important issues in the MDGs as part of a regional issue for policy analysis and policy implementation. The strategic steps can be done by making the issue of MDGs in education became a part of the general policy of the local government budget.
2. To improve the implementation of the MDGs in education the guidelines for the implementation and working procedures ought to be established by the Bupati's regulation. Legal provisions become urgent to facilitate decision making and improve the program bargaining position in the regional budget planning. The legal provisions will enough be the basis for budget policy making to make the MDGs in education as a program that needs to be improved in quality and in the delivery of its programs. The Effect to be expected is the growing public awareness to fully increase their participation in improving the quality of the children's future. Through the MDGs education program has provided a stimulus for people to send their children to school as proven by the increase in NER and GER.
3. To increase the quality of implementation there should be clear and binding guidelines to improve coordination between units in a bureaucratic structure. The importance of coordination in the implementation of the MDGs in education can at least be done by the education department, agency of Ciptakarya, board of education, and local universities. Coordination among these stakeholders will provide a more accurate recommendation since the planning, implementation and ending evaluation of activities.
4. To maintain the direction and goals of the MDGs in education to match the expected target can be aided by an effective implementation of monitoring. Monitoring team should be established by the Bupati and gain the support facilities and monitoring funds. The success of monitoring in the activities of the MDGs is the basis for improving the implementation of the program both at the time of implementation and improvement of programs for the next period.
5. Other efforts to improve the implementation of the MDGs in education are the cultural and religious approach. The approach is expected to change the community's mindset and perception of the importance of education. The existence of cultural and religious approach will be one of the factors that



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