

## Analysis Implementation of Operational Funds School In Increase Teacher Personality

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### ABSTRACT

Study This discuss utilization strategic aid fund Operational School (BOS) in increase competence the personality of teachers at SDN 235 Lengkong Kecil, a school the basis of the country in Bandung which is facing challenge diversity background behind social and formation character students . Competence teacher personality which includes stability emotion , maturity , wisdom , and authority acknowledged as factor important in create environment positive learning as well as become example for students . Purpose study This is analyzing BOS funds allocated and implemented For support development teacher personality . With use approach studies case , data collected through observation participatory , interview deep with leader school and teachers, analysis document report finance school (RKAS), as well as towards development programs personality . Research results show that the BOS funds at SDN 235 Lengkong Kecil are partly big used For need operational and administrative , some funds are allocated For activity teacher development such as internal training on integrity and ethics profession , reflection forum ethical regularly , and activity formation characters that involve figure community . Initiatives This proven increase discipline , motivation , and solidarity between teachers, so that create climate more school harmonious and better teacher - student relationship good . However , research also found challenge like activities that are of a nature incidental and not yet listed in planning , as well as difference priority between stakeholders interests that sometimes hinder optimization utilization of funds. Conclusion from study that school the Already do utilization of boss funds in accordance with luck , but Still there is lack so that No cover all school programs.

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## 1. INTRODUCTION

Teacher is element key in success of the educational process , especially at the tertiary level school the basis on which foundation beginning formation character students . At the stage education basic , students are very easy affected by the environment surrounding areas , especially the figure they meet every day , namely the teacher. Therefore that , besides sued control material lessons and skills teaching , teachers must also own competence personality . Competence This covers ability For reflect a steady , stable , mature , wise and authoritative personality . A strong teacher personality will reflected in attitudes , behavior , and ways they face various situation , so that in a way No direct become example real for student in life daily .

Minister of National Education Regulation No. 16 of 2007 confirms that competence personality is one of from four competence mandatory basis owned by teachers, besides competence pedagogical , professional , and social . Good personality No only strengthen trust student towards teachers, but also creates climate conducive learning . Teachers who have character strong capable build proximity healthy emotional with students , so that the learning process become more meaningful and influential to formation attitude positive students in the future . In addition that , teacher with good personality capable be a mediator between students and the environment school . They can manage dynamics class , finish conflict , as well as give motivation and inspiration to student For Keep going develop . Attitude wise and fair that the teacher shows will make student feel appreciated and accepted , so increase trust self and spirit Study they .

personality is also very influential to formation culture school . Consistent teacher in apply values positive like discipline , responsibility responsibility and honesty will transmit values the to students . With Thus , the teacher does not only play a role as teacher , but also as former character and culture positive in the environment school .

With Thus , it can concluded that the role of the teacher is not only limited to convey material lesson , but also as role model and formator character students . Competence personality become runway main in operate role This optimally , so that success education at the level the basis is greatly influenced by the quality teacher personality .

However , competence personality No formed in a way automatic or instant . Competence This need fostered in a way continously through various processes that include training character , reflection self , discussion values profession , and practice direct in interaction everyday in the environment school . Teachers need to given space and opportunity For develop aspect personality them to be in harmony with demands of the times and dynamics social that continues changed . Without existence continuous coaching , teacher personality can stagnant and not develop in accordance with need modern education .

Realize importance role of teachers, government through the Ministry of Education and Culture has give support in Form of Operational Funds School (BOS). The BOS program does not only focused on financing means infrastructure or need technical others , but also provide opportunity for school For allocate some of the funds use improvement teacher capacity . Including in matter This is training , workshops, or coaching programs that emphasize strengthening values personality and ethics profession .

Utilization of BOS funds for improvement competence teacher personality is step strategic needs maximized by the parties school . With proper fund management , school can to design activities that are direct impact on development quality teacher's personal . For example , through mentoring activities , training leadership , strengthening moral and spiritual values , as well as teacher involvement in community supportive learning formation character and responsibility answer social . Therefore that , success education No only measured from achievement academic students , but also from how much Far school capable produce teachers with character strong and become example true . Strengthening competence teacher personality is investment term long in to form smart generation in a way intellectual at a time ripe in a way emotional and social . The role of BOS funds as Supporter

policy This become proof that development education in Indonesia must started from strengthening source Power its people , especially educators on the front lines .

As school located in the neighborhood urban with diverse background behind social , SDN 235 Lengkong Kecil faces challenge big in coaching character students . Diversity the demand existence the right approach so that every student can develop optimally , well in a way academic and also in aspect personality . In situation this , teacher does not only sued For control material learning , but also must capable become role model in attitudes and behavior everyday . Teachers play a role as example main thing that can give influence positive to student through action real , not only through words.

Strengthening competence Teacher personality is very much needed For create environment conducive learning . With strong personality , capable teacher build proximity emotional with students , manage dynamics class , and to plant values important character **for** development students in the middle challenge environment complex urban areas . Operational Funds School (BOS) is one of the form support government For increase quality education in Indonesia. This fund is used For to finance various need operational school with objective For help cost routine school operations so that participants educate can to obtain More education services affordable and quality , including development teacher professionalism . In addition competence academic , teacher personality is aspect important to participate influence quality of learning process teaching , However , based on observation Initially , the use of BOS funds at SDN 235 Lengkong Kecil was more Lots focused on needs administrative and physical . Improvement program teacher personality still Not yet become priority main . Therefore that , research This aiming For analyze Implementation of BOS funds in schools the with focus on development competence teacher personality .

Based on condition said , it is important For done analysis implementation of operational funds school at SDN 235 Lengkong Kecil with focus on how the funds are used For support improvement competence teacher personality such as held training leadership , coaching ethics profession , or spiritual and social activities . Research This No only relevant For identify effectiveness utilization of BOS funds, but also as effort push strengthening the role of teachers as educator character and moral guidance of participants educate in a way sustainable with Meaning researcher This No only evaluate Have the BOS funds been used ? with Good or no , but also want to see how far the funds are contribute in to form teacher personality .

## 2. METHODS

Study This use Paradigm qualitative . Research qualitative is method research used For understand and explore meaning from phenomenon social or behavior man in a way deep and comprehensive . The main focus is on understanding deep regarding the operational fund implementation process school (BOS) in effort increase competence teacher personality in school Basic . Approach studies case chosen Because allow researcher For dig information direct from informant , understand context social and cultural school , and interpret meaning from actions and policies in BOS fund management . Research This No only emphasizes on the results , but also on the processes and dynamics that occur in the field . Therefore that , the data is collected through interview in-depth , observation , and study documentation use to obtain comprehensive and contextual understanding ( Suharyanto . H. Soro , 2023) .

As for the location study was established at SDN 235 Lengkong Kecil, Bandung City, which is located at Jln . Lengkong Kecil No. 55, District Lengkong , Bandung City. Research This carried out in May 2025 , with objective For get more pictures and information clear , complete , and allow researcher For do observation in a way directly at the relevant location .

Method data collection used in study This covering three methods , namely :

1. Interview deep with head schools and teachers for dig information about implementation of improvement programs competence teacher personality funded by BOS.
2. Studies documentation in the form of analysis document such as RKAS, reports use of BOS funds, as well as minutes meeting use understand planning and implementation budget .

3. Observation direct For to witness in a way real activity coaching teacher personality at school , so that the data obtained become more in-depth and comprehensive .

In technique data analysis , research This using the Miles and Huberman model consisting from three stages , namely :

1. Data reduction , namely the process of summarizing and sorting relevant data . in accordance objective study .
2. Data presentation , namely organize the data that has been reduced in form narrative , table , or matrix for easy understood .
3. Withdrawal conclusion and verification , namely formulate findings based on pattern connection between data and ensure its validity through inspection repeat .

With method this , researcher can get a complete and realistic picture about How are BOS funds used? as well as the impact to improvement competence teacher personality at the level school base .

### 3. FINDINGS AND DISCUSSION

SDN 235 SDN 235 Lengkong Kecil is located in the District Lengkong , Bandung City. School This is school the foundation of the country below under the auspices of the Bandung City Education Department. With strategic position in the middle city , school This own easy access accessible to students and the community around . As institution education basic , SDN 235 Lengkong Kecil holds role important in to form character and knowledge beginning participant educate in their area .

Based on results observation initial and profile data school , SDN 235 Lengkong Kecil has amount educators and staff sufficient education . Teachers and staff school show commitment tall in operate his duties , especially in effort increase quality education . One of the form commitment the seen in operational fund planning and management school that is done in a way transparent and accountable , so that improvement programs quality can walk with effective and sustainable .

School this is also in active follow various programs launched by the Ministry of Education, Culture , Research , and Technology , such as filling Education Report which is results from implementation National Assessment . Participation active in the program show that SDN 235 Lengkong Kecil is open to innovation and evaluation data -based in the decision-making process policy school . This data become base important in compile steps strategic For development quality education .

Based on results Educational Report obtained , one of indicators that become attention is competence teacher personality , which is classified as in category is . This is become highlight in improvement program planning quality school . Competence teacher personality is very important Because become foundation in to form environment positive learning , improving teacher's closeness to students , as well as strengthen exemplary in behavior everyday at school .

With notice results Accordingly , SDN 235 Lengkong Kecil is located strengthening competence teacher personality as priority in development professional educator . School plan various programs such as training personality , coaching ethics profession , as well as strengthening values character through collaboration with institution training and service related . This effort expected No only increase teacher quality in general individual , but also provide impact positive to atmosphere learning and achievement student in a way comprehensive . Interview results with head school and team planner budget show that operational fund planning schools ( especially Regular BOS ) are carried out with referring to the results *Education Report* and Priority Agenda from the Bandung City Education Office. *Education Report Results 2023* shows score 60 on the indicator teacher personality . This value become base for school For direct part of the BOS funds in activity coaching teacher personality , such as training ethics profession , activity mental development , as well as strengthening culture Work collaborative . Meeting RKAS preparation is carried out in a way participatory , attended by elements school ( head) school , teacher, staff education ), supervisor unit education , as well as committee school . This process reflect principle transparency and accountability in management financing school .

### Implementation and Implementation Budget

Based on 2024 RKAS document and results interview with treasurer school , BOS funds are allocated in a number of post main supporting operational and development school . From the whole budget , 44% allocated For shopping employees , 41% for shopping goods and services , and 15% for purchase book . Division This show effort school in balancing need between management source Power human , needs operational , and improvement source Study .

Funds allocated to the post Shopping Goods and Services have role important in support various activity development teacher personality . Some funded activities through post This such as internal training that lifts theme integrity and responsibility answer profession . Training This expected can strengthen teacher character as figure that can trusted and responsible answer in operate his duties . Besides training , the school also held a discussion forum teacher ethics that are routinely implemented as receptacle reflection daily for educators . This forum functioning For encourage teachers to work together share experiences and challenges related ethics profession , at the same time strengthen commitment they to high moral standards in the world of education .

Activity coaching character is also one of the focus main schools supported by BOS funds. Schools invite figure community and partners school For play a role active in the process of coaching This . Presence figures the give inspiration and motivation addition for teachers and build close relationship between school and community around . Implementation activity development teacher personality is carried out in accordance with schedule and targets that have been set in RKAS. However , in the field there is a number of adjustments made For respond emerging needs and challenges in a way incidental . Flexibility This required to keep the program running relevant and effective in context development school .

In general Overall , the use of BOS funds for development teacher personality shows commitment school in increase quality source Power human . Although Still there is constraints and adjustments , implementation of this program Keep going walk and be an integral part of the improvement strategy quality education in school base the .

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No	Allocation	Percentage Budget
1.	Shopping Employee	44%
2.	Shopping Goods /Services	41%
3.	Purchase Book	15%

From the total budget mentioned , some activity development teacher personality is financed through post Shopping Goods and Services, such as :

- 1) Internal teacher training with theme integrity and responsibility answer profession .
- 2) Discussion forum teacher ethics and reflection daily .
- 3) Activity coaching characters that involve figure community and partners school .

Implementation activity done in accordance schedule and targets, although there is a number of adjustment to needs that arise outside plan beginning.

### Evaluation and Supervision Use of Funds

Evaluation implementation use of BOS funds for development competence teacher personality is carried out in a way periodic through regular meeting every end of semester. Meeting This involving head school , teachers, treasurer , and committee school For discuss realization budget and effectiveness of the program that has been run . Besides Moreover , supervision is also carried out by supervisors unit education on duty monitor program implementation and providing input repair for school . Evaluation process This become mechanism important For ensure that the BOS funds are used in accordance with Plan Activities and Budget School (RKAS), as well as truly give impact real to development teacher professionalism . Commitment to transparency and accountability become runway main in every process of taking decision related allocation budget .

Result of evaluation show a number of progress positive . Teachers at school become more discipline in carry out task , show improvement motivation work , and build connection more work harmonious in the environment school . Atmosphere conducive work this is the end impact on increasing quality learning and closeness emotional between teacher and participants educate . However thus , in its implementation Still found a number of the obstacles that become attention . First , there is activity incidental or suddenly that is not listed in the RKAS, so that make it difficult management finance and planning that has been arranged previously . Activities This often nature urgent , but No can funded in a way direct through BOS funds.

Second , fight argumentation in determine priority use budget also becomes challenge alone . Some party own view different about which activity is more important For funded , which can cause tension in meeting taking decision . Disagreement This at risk hinder program smoothness and slow down the development process teacher competence . Third , still lack of participation society , especially parents students , in support activities school that does not can financed by BOS funds. In fact , the involvement of society is very necessary in create ecosystem resilient education , especially in support activity coaching the character of the teacher is non- academic and not including in category BOS financing .

Therefore that , it is necessary existence effort strategic For overcome obstacles such as improvement capacity manager school in designing flexible RKAS , strengthening communication inter- stakeholder for build consensus , as well as optimization role committee school in bridge support from society . With Thus , the development program teacher personality can walk more effective , sustainable , and giving contribution real to quality education .

### **Analysis of the Implementation of BOS Funds in Improving the Personality Competence of Elementary School Teachers**

Implementation of the Aid Fund Operational School (BOS) in schools base own role important in support improvement competence teacher personality . Based on results research conducted in several regions , allocation of BOS funds for development teacher personality still relatively small compared to with need operational school in a way general . In Semarang City, for example , only around 1-2% of the total BOS funds used For teacher development training and workshops every year (Sari, 2023). Although the percentage small , the funds utilized For various activity improvement competence , such as training management class , development curriculum , and soft skills workshops which are very related with teacher's personality . This is show that even though the BOS funds are more Lots allocated For need students and facilities school , part small still directed For improvement teacher quality .

### **Forms of Training and Workshops Funded by BOS**

Training and workshops funded by BOS funds are usually implemented in various form , good through look at advance direct and also through technology platforms information such as e-learning. One of for example is training use technology learning , which aims help teachers improve competence personality and professionalism they in the teaching process . Training This important remember challenge learning 21st century which requires teachers to adaptive , creative and communicative in manage class . Besides training based on technology , BOS funds are also used For support training in management class and development curriculum . Training kind of This designed For equip teachers with skills arrange dynamics class , develop approach effective teaching , and strengthening values ethics in practice teaching . However , financial support for training This Still classified as limited and not yet evenly distributed across all school .

Research result show that score utilization of BOS funds for development the teaching profession is at an average of 3.94 out of scale 5. This show that part big teacher feels benefit from training that was organized . However thus , still there is lack in matter organization more training specific and applicable , especially those targeting straight to the upgrade competence teacher personality . One of the aspects that are still not enough get attention is training preparation of teaching modules. The average score for the utilization of BOS funds for training This only reached 3.86, which means still

below expectations . In fact , the preparation quality teaching modules is part important in reflect the personality of a professional , planned and responsible teacher answer towards the teaching and learning process .

This matter show existence need urge For No only increase allocation budget to training , but also pay attention to quality material , approach training , as well as sustainability . Teachers need contextual training with challenge real in the field , as well as support post-training in the form of mentoring or mentoring For ensure implementation competencies acquired in practice teach . Therefore that , school as BOS fund managers need to more careful in plan real training impact to development teacher personality . Synergy between head schools , teachers and institutions organizer training is very necessary so that the program is implemented No only formality , but capable give transformation real in to form teachers who have character , are professional , and become example for his students .

### **Supporting Factors for the Implementation of BOS Funds for Teacher Personality Development**

A number of factor support implementation of BOS funds in development teacher personality in school basic . One of the factor main is leadership head a proactive school in direct use of BOS funds for teacher training . Head schools that have vision clear about importance development teacher competence tends to allocate BOS funds optimally for needs (Rahman, 2023). In addition that , intensive communication between school , committee school and service education also becomes Supporter It is important that BOS funds can be used used in accordance with need teacher development . Regulation technical implementation of BOS ( BOS Technical Guidelines ) which provides flexibility in use of funds also allows school For allocate some of the funds for teacher training and workshops.

### **Inhibiting Factors in the Use of BOS Funds for Teacher Development**

However Thus , there are a number of factor inhibitors that cause use of BOS funds for development Teacher personality is not optimal. Priority the main BOS fund is more Lots directed For need operational students and facilities school make teacher development is often a priority second (Sari, 2023). In addition that , the lack of teacher and treasurer understanding school about mechanism submission of training proposals also becomes constraint in utilization of BOS funds maximum For development teacher personality . In some area , no existence sanctions or reward from government area for school that does not fulfil component teacher development also reduces motivation school For allocate BOS funds to teacher training . Factors This in a way overall hinder optimization of BOS funds for increase competence teacher personality .

Based on results research , need existence improvement capacity treasurer and head school in to design an accommodating budget development teacher personality through training and workshops . Further socialization intensive about flexibility BOS technical guidelines are also needed so that schools understand that BOS funds can used For development teacher competence , no only For need operational students (Rahman, 2023). In addition that , strengthening role supervisor school in monitor and evaluate The use of BOS funds is very important so that the allocation of funds for teacher training can under surveillance with good . Government areas are also recommended For give incentive for successful school allocate BOS funds effective For improvement teacher quality . With steps said , it is expected implementation of BOS funds can more optimal in support improvement competence teacher personality in school base .

Research result show that implementation of operational funds school at SDN 235 Lengkong Kecil has directed in a way strategic For increase competence teacher's personality . This is in line with Fattah's statement (2000:112) that management financing education must covers shopping teacher needs and activities improvement competence . In context teacher personality , use of BOS funds directed at training and coaching personality become step concrete and precise target . In theoretically , good and transparent fund management impact straight to quality implementation of school programs ( Mulyono , 2010). With existence participation all element school in planning and evaluation , BOS management at SDN 235 Lengkong Kecil is able to push improvement teacher professionalism ,

especially in aspect not quite enough responsibility, ethics, and motivation in operate tasks. Obstacles that arise show importance flexibility in management budget as well as the need support external, including from society, for strengthen financing education. Although so, system collaborative management in schools This become factor key in guard sustainability and success of the coaching program teacher personality.

### **Implementation of BOS Funds in Improving Elementary School Teacher Personality Competence**

Analysis The RAPBS document shows that allocation of funds for teacher training and development is in the range of 10–15% of the total BOS funds. However, from amount said, some of them big used For training device learning and use technology. Only about 2% is used For related activities direct with development teacher personality.

#### **Teacher Personality Development Program Implemented**

1. Training ethics profession and code teacher ethics (once in a year):  
Training This aiming For strengthen teacher's understanding of standard ethics profession and code ethics that must be upheld tall in operate his duties. Through training annual This, teachers are reminded return about importance guard integrity, responsibility answer, and professionalism in interact with students, colleagues work, and society school. Activities this also becomes receptacle For to discuss cases relevant reality, so that teachers can more Ready face dilemma ethics in the environment school.
2. Weekly religious studies attended by teachers:  
Conducted religious studies regularly every Sunday give room for teachers to deepen spiritual and moral values. Activities This No only strengthen faith, but also form teacher character to be more patient, wise and capable become example in life everyday. Togetherness in religious studies also strengthen connection between teachers, so that created atmosphere harmonious and mutual work support.
3. Motivational seminar work and leadership for teachers:  
This seminar designed For increase Spirit work and ability leadership of teachers. Through motivational seminars, teachers get inspiration and strategies for manage stress, build trust yourself, and develop potential self in face challenges in the world of education. Topics The leadership discussed also helps teachers in take role as leader in class and in the environment school in a way more effective.
4. Activity coaching personality in group Teacher work (KKG):  
Activities coaching personality that is done in the Group forum Teacher Work (KKG) provides chance for teachers to each other share experience, discuss, and develop character positive together. Through regular interactions in KKG, teachers can each other give input, support, and solutions on problems faced, so formed community solid and development-oriented professional self in a way sustainable.

#### **Factor Supporters**

- Leadership head a proactive school in coaching character;
- Teachers' enthusiasm in follow activity development self;
- Internal school policies that accommodate non-technical training.

#### **Factor Inhibitor**

- The low awareness BOS team against importance aspect personality;
- Lack of reference or guide technical in designing coaching programs personality;
- Limited fund allocation Because the amount need operational other.

### **Analysis and Discussion**

Based on results research, can concluded that although there is utilization of BOS funds for development teacher personality in school basis, implementation Still nature sporadic and not yet planned in a way systematic. Activities improvement teacher competence, especially in aspect personality, often not yet become priority main in planning school budget and programs. This is



impact on less optimal results coaching towards teachers in matter attitude , maturity , and exemplary behavior .

One of factor reason condition the is lack of understanding and attention from manager school to importance competence teacher personality in the learning process . There are still many head school and team more BOS fund managers focus on needs physical and administrative school , compared with development the character of the teacher who is actually influential big to quality interaction and atmosphere study in class . Besides that , the minimum training or activities that are special designed For to form teacher personality also becomes constraints . Teachers are more Lots follow training technical related method learning or curriculum , but Not yet get adequate coaching in strengthening moral values , ethics profession , as well as management emotions and interpersonal communication . Even though aspects this is very important in to form a wise and authoritative teacher figure in the eyes of student .

A more approach holistic and sustainable are essential for coaching programs teacher character is not only become activity complement , but become part main from development strategy school . This program should integrated in Plan Activities and Budget School (RKAS), with monitoring support and evaluation periodic For measure its effectiveness . Collaboration with party outside such as the Education Quality Assurance Institute (LPMP) or institution training personality can also strengthen implementation of the program . It is also important for head school For build culture supportive school development teacher's personality . This is can done through habituation values positive in environment work , giving role model by the leadership , as well as create conducive atmosphere for teachers to Keep going develop in a way personal and also professional . With so , coaching teacher personality is not Again nature incidental , but become part from life school daily .

With targeted and sustainable efforts , the use of BOS funds is not only impact on fulfillment need facilities and infrastructure , but also become instrument important in to form character excellent educators . Teachers who have good personality will capable become role model , mentor , and inspiration for participant educate , and bring change positive in culture school in a way overall .

#### 4. CONCLUSION

Implementation of BOS funds in schools base Already in accordance mechanism but Not yet in a way maximum directed For development teacher personality , although available allocation For training . Utilization of BOS Funds for Activity coaching teacher personality has done , but intensity and quality Still low . Role of the Head School and BOS Team are very important , leadership head school as well as role active team BOS management greatly influences direction use of funds.

Factor Supporter covering leadership school and teacher initiatives , while factor inhibitor covering limitations budget , even though BOS funds are sufficient big in a way national , allocations that reach Educational units are often limited . Because the funds must cover Lots needs . Coaching teacher personality is often not become priority . Lack of specific policies , not yet There is regulation or instruction technically which explicit direct use of BOS funds for development teacher's personality . This is make school more focus on needs physique or administrative , and consider coaching character No not quite enough answer main BOS funds. and the lack of understanding about importance teacher personality .

The lack of source Power Supporter cause school difficulty look for party external or power expert who can help in activity coaching teacher personality in general quality and sustainable . In general general financing school using the boss's funds focus on facilities and infrastructure , improvement source Power human . Both element This as reflection from quality graduates . With other words if Educational units have facilities and infrastructure adequate as well as power teacher quality so confirmed school the can give birth graduate of quality .

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