Implementation of Goods and Services Procurement Policy Through SIPLah in Vocational High School Educational Units in West Jakarta

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ABSTRACT

The implementation of the goods and services procurement policy through SIPLah at the SMK level education units in West Jakarta shows significant progress in an effort to create a more efficient and transparent procurement system. The implementation of SIPLah is supported by a clear organizational structure with a structured division of roles, starting from the Ministry of Education and Culture at the central level to the education unit. The school principal acts as the main decision-maker and person in charge of the program, assisted by the treasurer and BOSP team members for technical implementation. This research uses a descriptive qualitative approach with data collection through interviews with informants using George C. Edward III's Theory .

The results showed that the implementation of goods and services procurement through SIPLah in vocational education units in West Jakarta has had a positive impact in increasing transparency and accountability in the procurement of goods and services in education units. Overall, the implementation of SIPLah has gone well in terms of administrative and operational aspects. However, continuous evaluation and development are still needed, especially in the aspects of improving human resource competencies, optimizing system integration, and improving price control mechanisms. Despite some obstacles, the high commitment of all stakeholders has created a conducive environment for the successful implementation of SIPLah.

Keywords: Goods and Services Procurement, SIPLah, Policy Implementation

INTRODUCTION

The era of globalization is a development of the era that occurs in all modern systems that causes the development of the internationalization process with various factors that occur. Supporting factors in the era of globalization are changes in modes of transportation, improvements in aspects of science, telecommunications and the development of information technology so that it changes all aspects of life in social

interaction. One of the advantages of the era of globalization can be seen in the development of information and communication technology which has provided convenience for human activities in everyday life (Pamilia et al., 2022). The advancement of information and communication technology has brought about transformation in various sectors of life. The world of education must also adapt to this change, where the use of digital technology is a necessity in conducting online transactions of goods and services or called E- Commerce (Darmawan & Wardhono, 2023).

In the world of education, to fulfill learning facilities and infrastructure, educational units, especially schools, must make preparations for the availability of goods and services at school. This is stated in the applicable legal regulations, namely Permendikbudristek Number 18 of 2022, Regulation of the Secretary General of the Ministry of Education and Culture Number 12 of 2022, and Permendikbud Number 63 of 2023. In complying with applicable legal regulations, the Ministry of Education and Culture has made an effort by building a system to facilitate educational units in providing goods and services at schools and can manage BOS funds effectively, namely SIPLah (School Procurement Information System). SIPLah is an electronic-based program that is easy to use by the education sector when purchasing goods and services online using BOS Funds that have been provided by the government (Pamilia et al., 2022). BOS funds must undergo a routine policy evaluation process and this is useful for assessing whether a program is effective, efficient, responsive, and accurate. In addition, Education Units need to make good use of the digital platform that has been provided, namely SIPLah, and provide education to school principals and the community in purchasing transactions for the procurement of goods and services (Wicaksana et al., 2024).

The School Procurement Information System (SIPLah) aims to facilitate the availability of goods and services in schools and to resolve problems that occur in schools in providing goods and services properly (Darmawan & Wardhono, 2023). Since 2019, the Ministry of Education and Culture has implemented SIPLah as the latest innovation in increasing the effectiveness of managing BOS FUNDS handed over to schools. The implementation of this system needs to be supported by intensive training for school officers to ensure open and accountable financial management. The success of this system will be even more optimal when the entire school financial process, starting from budget planning, transaction implementation, to reporting, is integrated into one integrated system, thus allowing for more thorough supervision and analysis of all school resources. (Moelyono & Rosmiyanti, 2022).

BOS fund spending through SIPLah is also one of the indicators in the Education Report. Education Report is a digital-based platform developed to assist local governments and educational institutions in planning data programs. This platform presents complete data on the quality of education in each educational unit or specific area, with specific indicators that reflect the priorities of the Ministry of Education. The assessment system uses a color code: green for good achievement, yellow for moderate, and red for poor. Specifically for BOS funds, the indicators are calculated from the comparison between spending through SIPLah and total BOS fund expenditures in one budget year (Sulistyo et al., 2024). The determination of indicators in the Education Report is regulated through the Letter of the Head of the Education Agency, Standards, and Assessment Number 012/H/M/2023 concerning Education Unit Profile Indicators and Regional Education Profiles. The Education Report functions as an evaluation tool that shows the education profile according to the priorities of the Ministry of Education and Culture with the aim of assessing the performance of regions and education units (Research, Culture and Technology, 2023). In the 2024 education report, there were 15 Vocational High School (SMK) education units in the Education Sub-dept. of Region II of the West Jakarta

Administrative City that had less achievement in the indicator of the proportion of online BOS fund spending. This shows that the procurement of goods and services in educational units is still carried out manually and the use of SIPLah is not optimal.

RESEARCH PURPOSES

This study aims to analyze the implementation of the procurement of goods and services policy through SIPLah in vocational high school education units in the Education Sub-dept. of Region II of West Jakarta Administrative City using four important variables of policy implementation according to Edward III:

1. Analyzing communication variables in the implementation of SIPLah related to the information transformation process, clarity of information, and consistency of information on procurement of goods and services.
2. Analyzing resource variables in the implementation of resources in the implementation of SIPLah related to the availability of schools, facilities provided and other resources.
3. Analyzing disposition variables in the implementation of SIP is related to the attitudes and commitments of policy implementers.
4. Analyzing bureaucratic structure variables in the implementation of SIPLah related to the mechanisms and structures of the implementing organization.

LITERATURE REVIEW

Permendikbudristek Number 18 of 2022 regulates Guidelines for Procurement of Goods/Services by Educational Units. The School Procurement Information System (SIPLah) is an electronic platform developed to assist schools in the procurement of goods and services. SIPLah has several features that aim to increase transparency, efficiency, and effectiveness in the availability process. (Ministry of Education and Culture, 2022). The following is a study that helped or became the background for the author in conducting this research, namely in the study it is explained that the implementation of an electronic-based procurement system for goods and services through SIPLah in Elementary Schools in Bukit Bestari District, Tanjungpinang City has been running, but still faces several challenges in its implementation. Although most of the indicators show positive results, there are still various operational obstacles that need to be overcome. This situation requires a thorough evaluation to identify the right solution to overcome the obstacles faced by schools, so that the system can run more optimally in accordance with the expected goals (Pamilia et al., 2022).

Policy Implementation

Policy implementation is a series of actions carried out by the government to realize the targets that have been set in policy decisions. Before establishing a policy, the government must conduct an in-depth study of the potential negative impacts that may arise for the community. (Bratakusumah & Niswanto, 2016). Policy implementation is a series of changes involving various institutions and community groups. In the process, an appropriate strategic approach is needed to unite the various components of society involved. (Gita & Mulyadi, 2019). According to George Edward III, policy implementation is a series of efforts carried out by the government in order to realize the targets that have been set through policy decisions. Every policy that will be implemented must go through a process of review and in-depth study first to ensure that there are no adverse impacts that will be felt by the community (Putra & Khaidir, 2019). There are four important variables in policy implementation, as follows (George C. Edwards III, 1980):

1. Communication, according to Edward III, clear information delivery between implementers and target groups will minimize resistance and errors in policy implementation. Unclear communication can trigger deviations from the initial objectives, while instructions that are too detailed can limit the flexibility of implementers in the field. Balance in delivering directions is key to effective policy implementation.
2. Resources, according to Edward III, with adequate resources, policy implementation will run optimally according to objectives. The main components include competent staff with the appropriate number, availability of clear information on policy implementation and the level of implementation compliance, appropriate authority in decision making, and adequate support for facilities and infrastructure.
3. Disposition, according to Edward III, disposition in policy implementation according to Edward III is closely related to the characteristics of the policy implementer. Honesty, commitment, and democracy are key characters that must be possessed by the implementer to ensure the program runs according to the guidelines, even when facing challenges. This encourages policy makers to actively direct or limit the discretion of the implementers so that the implementation is in accordance with the expected goals.
4. Bureaucratic Structure, according to Edward II, Bureaucratic structure has two main components in policy implementation: mechanism through SOP and implementing organizational structure. Although supported by adequate resources and good understanding from implementers, implementation can be hampered by an ineffective bureaucratic structure.

Edward's policy implementation model offers a simple approach to analyzing complex policies through four main dimensions. This simplicity makes it easy to understand and apply the model in policy analysis. However, this model has limitations because it only focuses on internal organizational factors, without considering external influences that can affect the success of policy implementation (Novita et al., 2022).

Goods and Services Procurement Information System

Regulation of the Minister of Education, Culture, Research and Technology Number 18 of 2022, Regulation of the Secretary General of the Ministry of Education, Culture, Research and Technology Number 12 of 2022, and Regulation of the Minister of Education and Culture Number 63 of 2023 are policies that explain innovation in the preparation and management of the availability of goods and services by educational units through programs containing information related to the procurement of educational units organized by the Ministry through the Secretary General on the page siplah.kemdikbud.go.id.

SIPLah is a digital system for online procurement of school goods and services using BOS funds. This system utilizes a marketplace equipped with special features according to the needs of educational units (Ma'arif & Wardani, 2022). BOS financial management implemented through the SIPLah platform for vocational schools in the West Jakarta Region II Education Sub-dept. implements a system that is integrated with ARKAS and the HPP portal. This process creates a systematic workflow in managing the education budget, where every transaction and expenditure can be monitored in real-time through the integration of the three systems. This structured mechanism allows for more accurate financial recording and reporting as well as more effective supervision of the use of BOS funds at the educational unit level.

ARKAS (School Activity Plan and Budget Application) is an information system developed by the Ministry of Education and Culture to collaborate with educational units regarding the management, implementation, and accountability of the School Operational Assistance (BOS) budget. HPP (Spending Mapping Page) is a portal that integrates ARKAS with SIPLah (Education Service Procurement Information System). HPP allows educational units to record details of spending made through SIPLah, so that spending transactions can be adjusted to the planning that has been made in ARKAS (Ministry of Education and Culture, 2024).
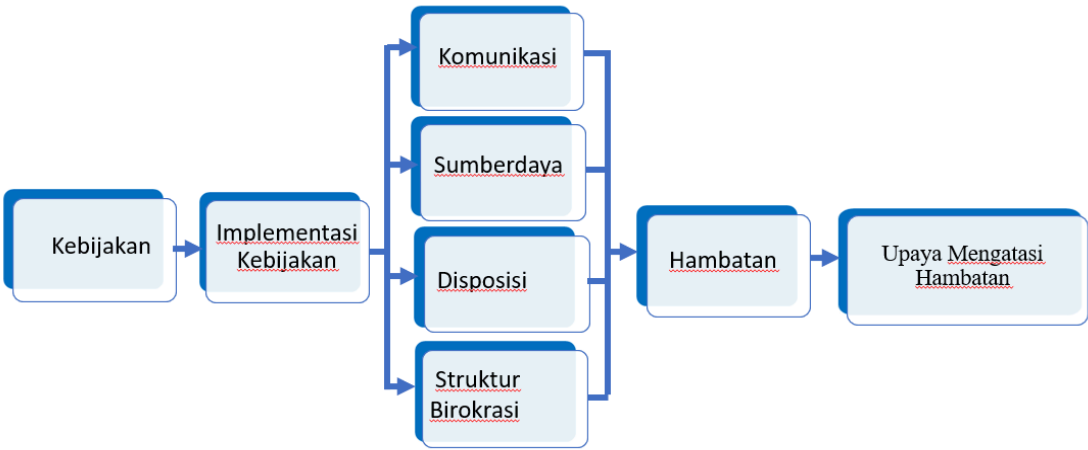

Figure 1. Conceptual Framework

RESEARCH METHODS

The research method used in this study is an approach based on the theory of public policy implementation by George Edward III. The variables and indicators in policy implementation according to Edward III's theory are as follows:

No.	Variabel	Indikator
1.	Komunikasi	Transmisi Informasi
		Kejelasan
		Konsistensi dalam Implementasi
2.	Sumber daya	Sumber daya manusia yang memadai
		Anggaran
		Otoritas
		Implementasi terhadap fasilitas
3.	Disposisi	Implementasi kepatuhan
		Kesesuaian tugas
		Insentif
4.	Sruktur Birokrasi	Ketersediaan SOP
		Distribusi tanggung jawab

Types of research

Research on the implementation of procurement policies for goods and services at Vocational High School Education Units at the West Jakarta Region II Education Sub-dept.

used a qualitative descriptive method. This method was chosen to describe real conditions in the field based on the facts found. Through a qualitative approach, the study produced descriptive data from direct observation of the speech, writing, and behavior of the research subjects. (Dwi et al., 2020). Qualitative research is a method that relies on data from objects or participants as the main source of information. The analysis process is interpretive of the words and texts collected, with a subjective approach in processing information (Cresswell & Guetterman, 2008). Descriptive-qualitative research in the context of policy implementation is an approach used to describe and understand how policies are implemented in practice. This method provides in-depth insight into the policy implementation process with a focus on collecting descriptive data through interviews, observations, and document analysis (Doyle et al., 2020). By using descriptive-qualitative methods, researchers can dig up in-depth and comprehensive information related to the implementation of goods and services procurement policies through SIPLah in vocational high school level educational units at the Education Sub-dept. of Region II, West Jakarta Administrative City.

Research Focus

The focus of this study is to analyze the implementation of procurement policies for goods and services through SIPLah in vocational high school education units in the Education Sub-dept. of Region II of West Jakarta City Administration. The study will consider various aspects, including:

1. The process of providing goods and services provided by educational units.
2. Involvement of various parties in the procurement process, such as principals, teachers, and other related parties.
3. Obstacles and support faced in implementing the policy.

This study aims to analyze the implementation of SIPLah in vocational high school education units in the Regional Education Sub-Department by reviewing the procedures and practices applied. The focus of the analysis includes supporting and inhibiting factors for implementation in resources, communication, and bureaucratic structure. The results of the study are expected to provide a comprehensive picture of the implementation process and produce recommendations for improving the effectiveness of the provision of goods and services.

Data collection technique

Data collection techniques were carried out through observation, interviews and documentation.

1. Observation uses the method of direct observation of the research object. Direct observation is carried out to find out a condition, situation, condition or context correctly and really, as well as the meaning of the object being researched in an effort to collect research data.
2. Interviews were conducted through interactive dialogue between researchers and informants to obtain data related to the implementation of goods and services procurement policies using the SIPLah platform at the vocational high school level within the scope of the West Jakarta Region II Education Sub-dept. This activity was held directly by presenting officials who have the authority as the main information providers. Through this direct interaction, researchers can explore in depth various aspects of the implementation of the policy from the perspective of the implementers in the field.
3. Documentation is a method of data collection that is carried out indirectly, which is aimed at research subjects through documents. The purpose of documentation is to

collect secondary data sources in the form of photos, documents, archives, and others related to the implementation of goods and services procurement policies through SIPLah at vocational high school education units in the Education Sub-dept. of Region II of West Jakarta City Administration. This method allows researchers to obtain relevant information from various existing written sources so that they can complement primary data obtained from direct observation or interviews.

Data source

Data sources were selected using purposive sampling techniques . Purposive sampling is a sampling technique used in policy implementation research to select informants or participants by looking at characteristics that are relevant to the research objectives (Lenaini, 2021). The informants selected are those who truly understand and can provide information related to the implementation of goods and services procurement policies by educational units. Interviews were conducted with 8 (eight) informants consisting of 1 (one) official from the Education Sub-dept. of Region II of West Jakarta Administrative City, 1 (one) expert, and 6 (six) Principals or BOSP teams of Educational Units. The results of the data validity are presented in descriptive form as a description of the procurement of goods and services through SIPLah at vocational high school level educational units in the Education Sub-dept. of Region II of West Jakarta Administrative City.

Research Location

This research was conducted at the Education Sub-Department of Region II of West Jakarta Administrative City. This location was chosen because it is the agency responsible for managing education in the West Jakarta area, including the implementation of the procurement policy for goods and services through SIPLah for vocational high school education units in the area. In the Education Sub-Department of Region II of West Jakarta Administrative City, there are 52 Vocational High Schools divided into several sub-districts, namely 13 educational units in Kembangan District, 15 educational units in Grogol Petamburan District, 10 educational units in Palmerah District, and 14 educational units in Kebon Jeruk District.

Data Validity Test

The data validity test in the study on the implementation of the procurement policy of goods and services through SIPLah at the vocational high school level education unit in the Education Sub-dept. of Region II of the West Jakarta Administrative City used triangulation techniques to ensure data validity. The validation process was carried out by comparing data from three collection methods: direct observation in the field, interviews with informants, and review of related documents. Data collection was carried out in stages until it reached a saturation point, where no new information was found from the informants. By comparing these various data sources, researchers can obtain a comprehensive picture and ensure the consistency of research findings. This approach allows researchers to produce valid and scientifically accountable analyses (Hakim et al., 2024).

Data Analysis Techniques

Data analysis is a series of systematic activities to process and interpret research data. This process aims to produce a logical and structured understanding of the

phenomena being studied. The success of data analysis is demonstrated by its ability to answer all research questions comprehensively. The analysis stages include three main steps, namely data reduction to sort out important information, presenting data in an easy-to-understand format, and drawing conclusions.

1. Data reduction is the initial process in reviewing the data that has been obtained by testing its suitability to the aspects or focus of the research. Through this step, relevant and irrelevant data can be identified. The processed data is related to the implementation of the policy of providing goods and services through SIPLah in vocational high school education units at the Education Sub-dept. of Region II, West Jakarta City Administration.

2. Data presentation is the process of displaying and explaining research results in detail and in a structured manner. In this context, data presentation is carried out by systematically describing the results of research findings, especially from interviews with informants, related to the implementation of goods and services procurement policies through SIPLah in vocational high school education units in the Education Sub-dept. of Region II of West Jakarta Administrative City.

3. Drawing conclusions is the final stage in analyzing data that applies the inductive principle. In the context of research on the implementation of the policy of providing goods and services through SIPLah in vocational high school education units in the Education Sub-dept. of Region II of West Jakarta City Administration, drawing conclusions is done based on the results obtained from three main data collection methods, namely direct observation, interviews, and related document searches.

RESULTS AND DISCUSSION

The results of the study show that the implementation of the procurement policy for goods and services through SIPLah at the Vocational High School Education Unit at the Education Sub-dept. of Region II, West Jakarta Administrative City has comprehensive results in various aspects of managing the provision of goods and services. SIPLah brings positive changes to the system of providing goods and services in schools through the digitization of more transparent and efficient processes. This system allows for systematic recording of transactions, standardization of processes, and easier monitoring by authorities. In the research results, the results of observation data were obtained in the form of direct observations in the field to see actions and behavioral attitudes related to policy implementation, the results of informant interviews were conducted by making a list of questions that had been designed to understand and identify problems and conditions in the field, and document studies based on Permendikbudristek Number 18 of 2022, Regulation of the Secretary General of the Ministry of Education and Culture Number 12 of 2022, and Permendikbud Number 63 of 2023. The results of the interviews were conducted by focusing on policy implementation using indicators from George C. Edward III's Policy Implementation Theory. The discussion of the interview results will be described in detail as follows:

Communication

Communication in the implementation of the procurement policy for goods and services through SIPLah at vocational high school level education units in the Education Sub-dept. of Region II of the West Jakarta Administrative City has been running effectively through several mechanisms. The Ministry of Education and Culture has implemented a tiered communication strategy in conveying information related to the procurement policy for goods and services. Information flows from the center to the

regions through formal channels, starting from the Ministry of Education and Culture to the Education Office, then to the Education Sub-dept., and finally to the education unit. The communication process is supported by an information center and official website to ensure fast and accurate dissemination of information. Coordination between levels has been running effectively through a routine reporting system and formal communication, both face-to-face and digitally. If there is any ambiguity in the implementation, an internal discussion is held to find a solution.

Resource

The Ministry of Education and Culture has provided complete infrastructure to support the implementation of SIPLah, with ARKAS as the main financial recording system and the SIAR Team as technical support. A help and information center is provided to overcome various operational constraints for users. Implementation at the Vocational High School Education Unit is supported by a team consisting of system operators, technical teams, and principals who have been provided with special training. Technological infrastructure such as computers and the internet has also been provided to support SIPLah operations. This system has increased transparency and accountability in the procurement of goods and services through effective monitoring and integration with ARKAS. However, continuous development is still needed in improving HR competency and improving the system, including building a feedback mechanism to identify and overcome obstacles at the school level.

Disposition

The implementation of SIPLah in SMK in the West Jakarta II Education Sub-dept. area shows a high level of commitment from all related parties. Educational units demonstrate dedication through continuous development of HR competencies and responsible management of procurement processes. They are also active in building collaboration between schools to share the best experiences. The Ministry of Education and Culture through the SIAR Team has built an effective mentoring system, not only providing technical assistance but also motivation to the Education Sub-dept. and educational units. The developed digital documentation system facilitates the accountability process and increases transparency. Implementation supervision is carried out strictly through periodic evaluations, internal document verification, and routine coordination to discuss developments. This strong commitment from all stakeholders has resulted in budget efficiency and more guaranteed procurement quality.

Bureaucratic Structure

The implementation of the SIPLah usage policy in vocational high school education units at the West Jakarta City Administrative Region II Education Sub-Department applies a systematic and structured organizational structure with a clear division of roles at each level. The organizational structure in the implementation of SIPLah usage consists of several interrelated levels. The Ministry of Education and Culture is at the highest level with primary responsibility for planning, implementing, supervising, and evaluating procurement of goods and services. At the middle level, the Education Office is divided into several Education Sub-Departments based on region, then in the Education Sub-Department there is a Head of the Vocational High School, Course, and Training Section whose role is to ensure that policies are implemented properly in vocational high school education units. At the education unit level, the organizational structure is led by the Head of the Education Unit who acts as the main decision maker and

person in charge of the program. In its technical implementation, the Head of the Education Unit is assisted by the BOS Treasurer who is responsible for financial management, school staff and teachers at the school to adjust the procurement of goods and services according to teaching needs. This structured organizational structure has proven to be one of the key factors in the success of implementing the use of SIPLah in creating a more efficient, transparent, and accountable procurement system for goods and services in vocational high school education units at the Education Sub-dept. of Region II, West Jakarta City Administration.

DISCUSSION

The implementation of the procurement policy for goods and services through SIPLah has undergone significant development with the presence of three main regulations that are interrelated and complementary. Permendikbudristek Number 18 of 2022 is the main basis that regulates the regulation of procurement of goods or services by educational units, replacing Permendikbud Number 14 of 2020 which is considered to still have shortcomings in accommodating the needs of procurement of goods/services in educational units. In its implementation, Regulation of the Secretary General of the Ministry of Education, Culture, Research and Technology Number 12 of 2022 is present to regulate the operational standards for the implementation of the Education Unit Procurement Information System. This regulation emphasizes the technical mechanism for implementing SIPLah, including the standardization of PBJ documents such as letters of order, proof of payment, and letters of handover of goods that must be implemented by all SIPLah partners. Permendikbud Number 63 of 2023 completes the regulatory framework by regulating technical instructions for the management of the Education Unit Operational Assistance Fund. This regulation strengthens the financial management aspect in the procurement process, ensuring the effective and accountable use of BOS funds. These three regulations form an integrated system in managing procurement of goods and services in educational units. SIPLah was developed as an online electronic program that facilitates the procurement process with the principles of efficiency, transparency, and accountability.

In its implementation, Vocational High School Education Units in West Jakarta II have experienced significant improvements in terms of budget management efficiency and procurement process transparency. This integrated system allows for systematic transaction recording and more effective monitoring by authorities. The digitalization process has changed the paradigm of conventional procurement to be more modern and measurable, with the support of adequate technological infrastructure such as ARKAS as the main financial recording system. The success of this implementation cannot be separated from the systematic and structured organizational structure, starting from the Ministry of Education and Culture level to the education unit. Each level has clear roles and responsibilities, with the Head of the Education Unit as the main decision maker at the school level. The support of a technical team consisting of system operators, BOS treasurers, and school staff has ensured the smooth operation of the system. The implementation of SIPLah in West Jakarta II has had a positive impact in terms of budget efficiency and improving the quality of procurement of goods and services. This system not only simplifies the administration process but also increases accountability and transparency in the use of education funds. The success of this implementation is a model that can be adopted by other regions in developing a more modern and effective procurement system.

CONCLUSION

Based on the results of a comprehensive study on the implementation of the procurement policy for goods and services through SIPLah at the Vocational High School Education Unit in the Education Sub-dept. of Region II of the West Jakarta Administrative City, it can be concluded that the implementation of this policy has shown significant success in creating a more efficient, transparent, and accountable procurement system. The implementation referring to three main regulations, namely Permendikbudristek Number 18 of 2022, Regulation of the Secretary General of the Ministry of Education and Culture Number 12 of 2022, and Permendikbud Number 63 of 2023 has formed a solid framework in managing the procurement of goods and services. These three regulations complement each other in regulating aspects of procurement guidelines, operational standards for information systems, and management of operational assistance funds, creating an integrated and standardized digital ecosystem. Although the implementation of the policy has been running in accordance with the established standards and provisions, the study identified several challenges that need to be overcome. The limited number of competent human resources in operating the system and technical problems in the procurement process are obstacles that require special attention. However, this can be overcome through a program to improve continuous competence and optimize an integrated system.

LIMITATION

Research on the implementation of procurement policies for goods and services through SIPLah faces several limitations that need to be considered in interpreting the results. The main limitation lies in the geographical coverage which only covers Vocational High School Education Units in the Education Sub-dept. of Region II of the West Jakarta Administrative City. Although this area represents an important sample in the implementation of SIPLah, the research findings do not necessarily reflect conditions in other areas with different characteristics and challenges. In terms of regulations, this research is limited to three main legal frameworks, namely Permendikbudristek Number 18 of 2022, Regulation of the Secretary General of the Ministry of Education, Culture, Research and Technology Number 12 of 2022, and Permendikbud Number 63 of 2023. These three regulations, although comprehensive in regulating the procurement system, are still relatively new in their implementation so that their long-term impacts cannot be measured comprehensively. The limited time of the research also affected the ability to observe the evolution of the system and user adaptation in the long term. Limitations in terms of process standardization are also an important note. Although the regulations have set clear operational standards, variations in implementation at the education unit level create challenges in measuring the effectiveness of the system uniformly. Despite its limitations, this study still provides an important contribution to understanding the implementation of SIPLah at the educational unit level. Awareness of these limitations can be the basis for developing further, more comprehensive research, with a wider geographical coverage, longer observation period, and more diverse methodology. Understanding these limitations can also help in formulating more targeted recommendations for improving the procurement system of goods and services in educational units nationally. Thus, the limitations of the study do not reduce the value of the existing findings, but instead open up opportunities for further exploration and development in the implementation of SIPLah in the future.

SUGGESTION

Further research can expand the scope by conducting comparative studies of SIPLah implementation in various regions and levels of education. This will provide a more comprehensive understanding of the effectiveness of the system in different contexts. Research can compare implementation in urban, suburban, and rural areas to identify variations in challenges and solutions applied. Long-term research is needed to analyze the impact of SIPLah implementation on the efficiency of school financial management and transparency of procurement of goods and services. Long-term studies can reveal patterns of change and adaptation that occur over time, and identify factors that influence the sustainability of the system. Further research can develop a more comprehensive evaluation model to measure the success of SIPLah implementation. This model should include technical, administrative, and socio-organizational aspects, and consider various relevant performance indicators. In-depth research on the impact of SIPLah policies on education unit governance and education budget efficiency needs to be conducted. This research can include a simple analysis of the benefits and evaluation of the impact of the policy on transparency and accountability of financial management in education units. By understanding how this policy works, it is hoped that it can improve resource management and support better education goals.

IMPLICATIONS

The implications of this study indicate that the implementation of the procurement policy of goods and services through SIPLah in vocational high school education units at the Education Sub-dept. of Region II of West Jakarta Administrative City has shown positive results. However, there are important things that need attention and improvement to increase the effectiveness of this system. First, the importance of clear and effective communication between all relevant parties, from the Ministry of Education and Culture to educational units. Good communication will ensure that information is delivered in a timely manner and can reduce misunderstandings in policy implementation. Second, human resources (HR) must continue to be improved. Although training has been carried out, there is still a need to strengthen staff skills in using the SIPLah system optimally. Improving HR competency will help maximize the potential of the existing system. Third, positive disposition from policy implementers is very important. Commitment and motivation from schools and the Education Sub-Department need to be maintained to ensure the success of the implementation of this policy. Fourth, a clear and organized bureaucratic structure is also a key factor. The right division of roles at each level will facilitate the process of providing goods and services and increase accountability. By considering these aspects, it is expected that the implementation of the policy of providing goods and services through SIPLah can continue to run well, provide a positive impact on the quality of education, and meet the expectations of all stakeholders. Continuous evaluation and monitoring are also needed to identify challenges that may arise and make necessary improvements.

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