



## Allocation of school operational assistance (BOS) funds for improving teacher professionalism: A case study

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### Abstract

The objectives of this study include: (1) Describe the allocation of BOS funds to increase teacher professionalism at Mbait Agats State Middle School and YPPK St. Middle School. Yohanes Pemandi Agats. (2) Finding supporting and inhibiting factors in allocating BOS funds to increase teacher professionalism at Mbait State Middle School and YPPK St. Middle School. Yohanes Pemandi Agats. (3) Exploring the effective allocation of BOS funds to increase teacher professionalism at Mbait State Middle School and YPPK St. Middle School. Yohanes Pemandi Agats. This research is qualitative research with a case study approach. The research was conducted at Mbait State Middle School and YPPK St. Middle School. Yohanes Pemandi Agats. The research results show that: (1) The allocation of BOS funds to increase teacher professionalism at Mbait State Middle School is not optimal and at YPPK St. Middle School. Yohanes Pemandi is quite optimal. (2) Supporting factors in allocating BOS funds to increase teacher professionalism are the ability of school principals to allocate BOS funds, the amount of BOS funds received, involvement of all school members, and data-based planning. And the inhibiting factors are the lack of priority allocation of funds for the teacher professionalism development component, the Covid-19 outbreak and delays in disbursement of BOS funds. (3) The effective allocation of BOS funds to increase teacher professionalism is by applying financial management principles and is carried out using data-based planning mechanisms.

**Keywords:** Allocation of BOS funds, teacher professionalism

### Introduction

Quality education is the primary asset of a nation in the pursuit of its aspirations, which are to cultivate the nation's children with intelligence, character, faith, and skill. Education is a deliberate and intentional endeavor to establish a learning environment and process that enables students to actively cultivate their potential in the areas of religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills required by themselves, society, nation, and state, as outlined in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

Education is the primary development priority of the nation, as indicated by the government's policies. This is due to the fact that education is the most critical aspect of life, as it is responsible for the development of high-quality human resources that can keep pace with the rapid advancements of technology and influence the progress and decline of a nation. In the fourth amendment to the 1945 Constitution of the Republic of Indonesia, article 31 paragraph (4) stipulates that the state prioritizes the education budget at a minimum of twenty percent of the State Revenue and Expenditure Budget (APBN) and Regional Revenue and Expenditure Budget (APBD) to meet the requirements of national education implementation.

The central government and regional governments have been afforded a significant amount of space to enhance the quality of education in remote areas and to influence all tiers of society as a result of the twenty percent of the APBN and APBD budget allocation for education. The School Operational Assistance (BOS) funding program is one of the most significant initiatives undertaken by the government to enhance the quality of education and ensure equal access to educational services. In the Regulation of the Minister of Education and Culture, Research and Technology of the

Republic of Indonesia Number 2 of 2022a concerning Technical Guidelines for Managing Funds for Operational Assistance for the Implementation of Early Childhood Education, School Operational Assistance, and Operational Assistance for the Implementation of Equal Education, it is stated that school operational assistance funds are funds that are primarily used to fund non-personnel expenditure for primary and secondary education units as implementers of the compulsory education program. It may be possible to fund several other activities in accordance with statutory provisions.

In Article 39 of the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 63 of 2022b, it is specified that the components of the use of Regular BOS funds include the following: the acceptance of new students, the development of libraries, the implementation of learning and extracurricular activities, the implementation of learning assessment and evaluation activities, the implementation of administration. school activities, the professional development of teachers and education personnel, the financing of subscriptions for power and services, the maintenance of school facilities and infrastructure, the provision of multimedia learning tools, the implementation of skills competency improvement activities, the organization of activities to support graduate absorption, and the payment of honorariums.

Professional development activities for educators and education personnel that are funded by BOS funds may include the following: financing of Principal Working Group activities, In-House Training activities, Workshops, seminar/training activities, other teacher quality development activities, and subject teacher deliberations/teacher working groups. financing official travel for educators to participate in teacher development

activities outside of the classroom. The significance of teacher professionalism is underscored by the inclusion of professional development for educators and education personnel as a component of the use of BOS funds. This is due to the direct impact it has on the quality of the graduates produced and the educational entity as a whole. Consequently, it is imperative to allocate BOS funds in educational entities in a manner that prioritizes the development of teacher professionalism, and it is imperative to secure the requisite budget allocations.

Educational units should allocate BOS funds to enhance teacher professionalism in BOS activity plans and school budgets, as well as provide appropriate budget allocations for the implementation of teacher professional development activities, in light of the significance of teacher professionalism in enhancing the quality of student learning, progress, and educational units. This is significant because teacher development is designed to enhance the capacity of educators to address the diverse demands of their current responsibilities and to confront future obstacles.

It is imperative to conduct research and analysis in order to gain a more comprehensive understanding of the actual situation regarding the allocation of BOS funds to increase teacher professionalism, which was previously unknown. This will then assist educational units in making informed decisions regarding development. the professionalism of the instructor.

It is imperative to conduct a more thorough investigation into the allocation of BOS funds at Mbait State Middle School and YPPK St. Middle School, as described by Yohanes Pemandi Agats, in order to enhance the professionalism of teachers. In addition, the research on BOS funds has primarily focused on the principles of administering BOS funds and the use of BOS funds to enhance educational unit facilities and infrastructure. There has been no research conducted to date on the topic of increasing teacher professionalism. Researchers are motivated to pursue research under the title "Allocating School Operational Assistance (BOS) Funds to Increase Teacher Professionalism (Case Study at Mbait State Middle School and St. Yohanes Pemandi Agats Catholic Education and School Foundation Middle School) Asmat Regency" for this reason. It is anticipated that the findings of this investigation will motivate other educational institutions in the Asmat district to allocate BOS funds in order to enhance the professionalism of their educators.

## **Research method**

### **Research type**

This research uses a qualitative research method with a case study approach. According to Rahardjo (2017, p. 5) a case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, both at the individual, group of people, institution or organization level to obtain in-depth knowledge about the event. the.

### **Research location and time**

This research was carried out at Mbait State Middle School and St. Mary's Catholic School Education Foundation (YPPK) Middle School. Yohanes Pemandi Agats, Asmat Regency, Papua Province. This research was carried out

from March to May 2023. In carrying out this research, the time was adjusted according to mutual agreement with the school and informants.

### **Data source**

The data source in this research is someone who has been determined to help the researcher and from written documents. In this research, there are 2 types of data that will be obtained from data sources, namely primary data and secondary data. Based on the research objectives, the researcher used people who were directly involved in allocating BOS funds, namely the school principal, school treasurer, teacher representatives as primary data sources in this research. Secondary data used to complete and support information for researchers are written documents such as RKAS, LPJ BOS, Government Regulations related to the management of BOS funds, School Self-Evaluation Results (EDS), and Quality Reports.

### **Data collection techniques and instruments**

In this research, the data collection techniques used by researchers were interviews and documentation. In this research, the researcher used semi-structured interviews, in which the researcher conducted direct questions and answers to the selected informants. For this reason, the researcher prepared an interview guide and it will develop during the interview process. Interviews were conducted by asking questions directly with the school principal, school treasurer, teacher representatives. To collect data using documentation techniques, researchers collected data through written documents such as BOS School Activity Plans and Budgets (RKAS), Accountability Reports (LPJ) for BOS funds, school self-evaluation documents (EDS) and photographs documenting activities related to teacher professional development.

### **Data analysis technique**

Data analysis is aimed at answering the problem formulation and/or testing the hypothesis that has been formulated. In this research, the data collected will be analyzed using the Miles and Huberman model of data analysis. Based on the Miles and Huberman model, there are 3 activities in data analysis, namely data reduction, data display and conclusion drawing/verification.

## **Findings and Discussion**

### **Allocation of bos funds to increase teacher professionalism**

Allocation of BOS funds is a method or process carried out to allocate funds in accordance with the components for the use of BOS funds that have been determined in technical instructions by taking into account the principles of financial management, namely the principles of flexibility, transparency, accountability, effectiveness and efficiency. One component that can be financed from BOS funds is the professional development component for educators and education staff. Professional development of educators and educational staff is a component used to improve the quality of educators and educational staff, both independently and by participating in learning communities through increasing educator competency, developing learning planning capacity, developing innovative learning content and learning methods, and empowering educators in the community. Study. Given the importance of this component,

educational units are obliged to allocate BOS funds to increase teacher professionalism by paying attention to financial management principles so that the allocated funds can optimally increase teacher professionalism.

From the results of interviews with the head of Mbait State Middle School and the head of YPPK St. Middle School. Yohanes Pemandi Agats stated that in general the allocation of BOS funds is carried out by taking into account the principles of financial management and is based on school needs and the results of school self-evaluations, including in allocating BOS funds for teacher professional development components.

The allocation of BOS funds is carried out at the planning and budgeting stages. Based on the results of interviews, researchers found that before the two schools allocated BOS funds, an analysis of school needs was carried out taking into account the principle of flexibility in order to obtain real information and facts regarding school needs, including the need for professional development of teachers, and this was carried out in meetings with the teachers' council, both in the form of RKAS and RKAS preparation meetings, school annual work meeting. As sources of information, both schools use the results of self-evaluations, annual work plans and school quality reports. The results of the school's self-evaluation are: (1) the school's vision, mission and goals, (2) the results of the SWOT analysis: strengths, weaknesses, challenges and opportunities, (3) the resources the school has. The annual work plan takes the form of a priority program plan and a periodic program plan which is implemented every year. The results of the school quality report are used to see the results achieved and improvements that need to be made.

Based on the results of a review of profile documents and school self-evaluation documents (EDS), it was found that these 2 schools have a vision and mission which generally aims to improve the quality of educators, education staff and students through learning and guidance activities, mastery of science and technology, provision of infrastructure and environment. safe and enjoyable, and implementing teacher development programs. Allocation of BOS funds that takes into account the principles of effectiveness and efficiency will help schools achieve the desired school goals. One of the missions and goals that are a priority for these 2 schools is teacher development. This shows that teachers get priority in school development. This priority must be further realized in school planning and budgeting by allocating BOS funds for teacher development so that professional teachers can be produced in carrying out professional tasks, namely teaching, guiding, educating and training.

A teacher is a professional position that requires various special skills and meets professional requirements and criteria, namely being physically and mentally healthy, understanding and mastering the knowledge being taught, and having good classroom management and communication skills. One way to achieve this goal is through education and training. Teachers really need professional development activities in the form of training, IHT, workshops, and empowering learning communities such as MGMP to increase teacher professionalism, both capacity and quality. Current developments require teachers to adapt to information technology in conducting learning and other professional activities. For this reason, BOS funds must be used properly in efforts to increase teacher professionalism. Schools need to create a policy that places

teacher professional development as a school priority program and allocates BOS funds at an appropriate percentage for teacher professional development activities.

Based on the results of interviews and documentation review, it was found that the amount of BOS fund allocation for spending on professional development components for educators and education staff at Mbait State Middle School during 2020 to 2022 was IDR. 50,000,000 of the total BOS funds received amounting to Rp. 1,766,700,000 or 2.83 percent of total BOS funds. The amount of the allocated funds is used to carry out IHT activities in 2021. Meanwhile, for YPPK St. Yohanes Pemandi allocation and BOS for expenditure on professional development components for educators and education personnel during 2020 to 2022 amounted to IDR.

92,770,000 from total BOS funds of Rp. 1,565,957,264 or 5.92 percent of total BOS funds. The amount of BOS fund allocation is used to finance learning community empowerment activities, IHT activities, workshop activities and teacher quality development activities.

A learning community in a school is a group of teachers in one school who study together and collaborate regularly with clear and measurable goals to improve the quality of learning so that it has an impact on student learning outcomes. Learning communities in schools are very important because they are a forum for realizing collaboration between educators. With the existence of a learning community in schools, competency gaps between educators can be minimized and will form a learning ecosystem and culture which will ultimately have an impact on improving the quality of learning and student learning outcomes.

### **Supporting factors in allocating bos funds to increase teacher professionalism**

Supporting factors are things that make something develop, advance, add, and become more than before. In this case, a supporting factor is a situation that supports a person or institution to implement something. Supporting factors can also be interpreted as motivation to remain consistent in carrying out certain things. In relation to the allocation of BOS funds to increase teacher professionalism, supporting factors are all factors that have a positive influence so that the allocation of BOS funds can be carried out optimally.

The management of BOS funds is carried out by the school principal and one of the principal's duties is to prepare activity plans and school budgets. Thus, the school principal plays an important role and determines the success of managing BOS funds. In this regard, the school principal must be able to provide a school data base correctly and accountably, the school principal must be able to organize activities and allocate funds according to the school's priority needs based on the results of the needs analysis and the results of the school's self-evaluation, the school principal must be able to use the funds to To achieve school goals and have an impact on the quality of learning and school principals must be able to account for the use of funds in an accountable manner. In relation to increasing teacher professionalism, school principals must be able to organize activities that encourage the creation of teacher quality and can improve teacher performance either through education and training activities, IHT or workshops or through MGMP empowerment. The school principal is the

decision maker, including the decision to allocate the amount of funds that will be used to increase teacher professionalism. From the results of interviews with the two school principals, it was found that the two schools had not yet determined the percentage of BOS fund allocation for the teacher professional development component, however there were schools that had placed the teacher professional development component as a priority component in the BOS fund budgeting and allocated it every year. If a school has a policy of placing the professional development component as a priority component, it can be said that the BOS fund allocation for that component is available every year and allocated in an appropriate amount.

Participatory planning and budgeting and BOS determine the achievement of results. Participative planning is based on the belief that the planning carried out is both material and value, will certainly provide benefits, and is based on accurate data, not fantasy.

In planning and allocating BOS funds, a needs analysis process and component analysis of fund use are required. At this level, data-based planning is very necessary so that plans can be obtained that truly suit the school's needs. From the results of interviews with the two school principals, it was found that the planning and budgeting process used data sources in the form of school self-evaluations, annual work plans, quality reports.

#### **Inhibiting factors in allocating bos funds to increase teacher professionalism**

Inhibiting factors are things, circumstances or other inhibiting causes that can hinder the progress or achievement of something. These inhibiting factors can be internal factors and external factors. Internal factors come from within oneself or the institution and external factors are factors from outside that hinder the achievement of the desired goals.

Based on the results of interviews, researchers found that the internal inhibiting factor was that teacher professional development had not been made a priority component in allocating BOS funds. Another inhibiting factor found by researchers is the existence of routine spending which continues to increase in budget along with the increase in the nominal unit price of goods and the number of goods spent, such as spending on maintenance of facilities and infrastructure, spending on energy and services, spending on school administration.

In overcoming the problem of late disbursement of BOS funds, the solution taken by Mbait State Middle School is for routine shopping activities that must be immediately available, such as school administration spending (ATK, school household equipment). Schools usually overcome this by taking debt from shops that have become partners to provide the school's needs. first, and will be paid after BOS funds are disbursed. For urgent activities carried out where the budget allocation is not too large, schools usually seek interest-free loans to carry out these activities, after the BOS funds are disbursed the loans are returned. However, for activities that have been planned with a large budget allocation, the solution taken is to wait until the BOS funds are disbursed or the activity is replaced with another activity and changes to the RKAS are made.

#### **Effective allocation of bos funds to increase teacher professionalism**

Planning and budgeting are the initial stages in managing BOS funds. Planning is an activity in decision making in determining the right targets, methods, time and people carried out by managers in an organization. Meanwhile, budgeting is an activity process that is carried out simultaneously with planning but is more specifically focused on preparing financial plans for a certain period of time and expressed in monetary units. The result of budgeting activities is a budget.

Allocation of funds is one of the steps in the planning and budgeting stages of BOS funds which can be interpreted as a method and action for allocating BOS funds to achieve the desired goals. Effective allocation of BOS funds allows educational units to allocate funds according to school needs and will subsequently have an impact on improving the quality of educational units, including increasing teacher professionalism.

An effective allocation of BOS funds to increase teacher professionalism is an allocation of funds that takes into account the principles of financial management, namely flexibility, transparency, accountability, effectiveness and efficiency. The school principal plays an important role and is the key to success in allocating BOS funds to increase teacher professionalism. School principals must know the true main needs of teachers related to their professional duties. For this reason, school principals must properly understand the vision, mission and goals of the school so that they can take appropriate policies related to programs to increase teacher professionalism and allocate appropriate budgets for these programs.

The allocation of BOS funds for teacher professional improvement must be based on the results of the school's self-evaluation using the results of a SWOT analysis of the strengths, weaknesses, challenges and opportunities of the educational unit, quality report recommendations related to teacher competency, as well as the school's annual program plan related to professional development. Teacher. In this way, the program to increase teacher professionalism funded by BOS funds can provide benefits for increasing teacher professionalism.

Planning and budgeting for teacher professional development needs must be prepared in a participatory manner with all school members by involving the school committee. The involvement of all parties in the planning and budgeting process allows for the emergence of new thinking in teacher professional development. Apart from that, by involving all school members, the principle of transparency will be established which will increase support from all school members and create mutual trust between all school members, school committees and other stakeholders. Apart from that, the allocation of BOS funds will be effective if it is done through data-based planning. Data-based planning is the process of collecting, analyzing and interpreting data related to the issues and challenges being faced. Data-based planning will make it easier for schools to prepare school activities and budgets that are right on target in an effort to improve the quality of educational services. Thus, the allocation of BOS funds to increase teacher professionalism must be done based on data so that teachers' needs can be known precisely, the activities that need to be carried out to improve teacher quality, and the amount of fund allocation needed to finance these activities. For this

reason, data-based planning requires accurate, complete and credible data sources as a reference in determining teacher needs, both through school profiles containing the school's vision, mission and goals, school self-evaluation results, school quality report cards, and the school's annual work plan so that will facilitate the process of determining needs and allocating funds

### Conclusion

From the data analysis and discussion in the previous chapters, researchers can draw the following conclusions:

1. The allocation of BOS funds to increase teacher professionalism at Mbait State Middle School from the research results obtained by researchers is not optimal. The allocation of BOS funds is only limited to teacher professional development through in-house training activities. Meanwhile, the allocation of BOS funds to increase teacher professionalism at YPPK St. Middle School. Yohanes Pemandi Agats, according to the research results obtained by researchers, is quite optimal. BOS funds to increase teacher professionalism are allocated every year by carrying out various teacher development activities such as in-house training, workshops, teacher quality development and teacher empowerment in the MGMP community, all of which aim to increase teacher professionalism.
2. Factors that support the allocation of BOS funds to increase teacher professionalism are the ability of school principals to allocate BOS funds, the amount of BOS funds received by educational units, the involvement of all school members in the planning and budgeting process, and the implementation of data-based planning. The inhibiting factors that come from within are the lack of priority allocation of BOS funds for teacher professional development, and the existence of routine spending which continues to increase every year. External inhibiting factors are the Covid-19 outbreak and frequent delays in disbursement of BOS funds.
3. An effective allocation of BOS funds for the development of teacher professionalism is an allocation of funds based on financial management principles, namely flexibility, transparency, accountability, effectiveness and efficiency. In addition, the allocation of funds is carried out through a data-based planning and budgeting process using appropriate data sources such as school profiles, school self-evaluation results, school quality reports, and school annual work plans. With the right data sources, needs analysis related to increasing teacher professionalism can also be carried out appropriately so that the determined funding allocation is also in accordance with what is needed.

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