

Implementation of the Smart Indonesia Program (PIP) in Public Elementary School in Tumbang Titi District, Ketapang Regency

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ABSTRACT: The title of this study “Implementation of the Smart Indonesia Program (PIP) at Public Elementary School, Tumbang Titi District, Ketapang Regency”. This study aims to determine and analyze the implementation process of the Smart Indonesia Program (PIP) at SDN 29, Tumbang Titi District. The analysis was carried out through three main aspects, namely: organization, interpretation, and application. The research method used is a descriptive qualitative approach, with data collection techniques in the form of interviews, observations, and documentation. Informants in this study included the Head of the Ketapang Regency Education Office, the Head of SDN 29, Tumbang Titi District, parents of PIP recipients, and parents of students who have not received PIP assistance. The results of the study indicate that the implementation of the Smart Indonesia Program at SDN 29 still experiences various obstacles. Some of these include weak coordination between related parties, low public understanding of the objectives and mechanisms of the program, and lack of assistance in the use of assistance funds received by students. Based on these findings, the author recommends strengthening school institutions, increasing the intensity and effectiveness of program socialization, and providing ongoing assistance to students and parents of beneficiaries. With these improvements, it is hoped that the implementation of the Smart Indonesia Program can be more targeted and provide a real impact in improving access and quality of education for students from underprivileged families. .

KEYWORDS: The Smart Indonesian Program (PIP), Public Elementary School, Tumbang Titi District

INTRODUCTION

Minister of Education and Culture Regulation Number 10 of 2020 concerning the Smart Indonesia Program (PIP) was issued with the aim of regulating and strengthening the implementation of educational assistance programs in Indonesia. Improving access to quality education is the right of every citizen, including children from underprivileged families. The Smart Indonesia Program aims to address inequality in access to education by providing assistance to students in need so they can remain in school and continue their education to a higher level.

The Smart Indonesia Program (PIP) is one of the government's priority programs in the education sector, aiming to improve access to education for school-age children, particularly those from underprivileged families. Through cash assistance, it is hoped that students can meet their educational needs, such as purchasing school supplies, uniforms, books, transportation costs, and other supporting needs.

SDN 29 Tumbang Titi, located in Tumbang Titi District, Ketapang Regency, West Kalimantan, is one of the public elementary schools benefiting from this program. The school is located in a relatively remote area, with a predominantly lower-middle-class population. Therefore, the Smart Indonesia Program (PIP) is crucial to supporting the continuity of students' education at this school.

The implementation of the Smart Indonesia Program (PIP) at the Tumbang Titi District Public Elementary School, Ketapang Regency, is crucial to supporting educational success in the area. This is because the district's population is predominantly from low-income families. With PIP, students from low-income families can receive cash assistance for educational expenses, which covers school fees, textbooks, and other necessities. This program is crucial to ensuring that all children have an equal opportunity to attend school without financial constraints.

The implementation of the Smart Indonesia Program in Public Elementary Schools in Tumbang Titi District faces various phenomena at the stages of organization, interpretation, and application. These phenomena are related to lack of coordination, limited human resources, difficulties in data verification, and administrative constraints. Therefore, to increase the effectiveness of the Smart Indonesia Card Program (PIP), improvements in coordination between related parties and increased human resource capacity in schools are needed. Based on these phenomena, the researcher is interested in discussing this research problem with the

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The public policy analysis process is a series of intellectual activities carried out within a political process. James Anderson (in Subarsono, 2015:12) defines "the public policy process encompasses problem formation, policy formulation, policy determination, implementation, and evaluation."

According to Jones's (2006:46) theory of policy implementation, which consists of organization, interpretation, and application, it is highly relevant to understanding the Smart Indonesia Program (PIP) implementation process at SDN 29, Tumbang Titi District. Through the organization stage, the school establishes structures and work mechanisms that support the smooth flow of data collection and aid distribution. The interpretation stage involves adapting the program's technical instructions to local socioeconomic conditions and actual student needs. Through the application stage, the program is implemented through the distribution of funds to students, monitoring utilization, and reporting. Thus, the PIP implementation process at the school reflects the practical application of Jones's theory, where program success is determined by the implementer's ability to organize, interpret, and implement policies according to the local context.

According to Widodo (2017:90), the organizing stage is "the stage where the activity process is more directed towards regulating and determining who will implement the policy, determining the budget, establishing facilities and infrastructure, and work procedures (operational guidelines and technical guidelines), and establishing leadership patterns and coordinating policy implementation." This stage is the implementing body for the Smart Indonesia Program. Winarno (2014:129) then states that the organization here refers to "bureaucracy, as a tool of renewal that implements social and economic development goals, where the government must have institutions that readily accept new innovations that are beneficial to development." Widodo (2017:102) further states that the application stage is "applying the policy implementation process plan into reality because it is closely related to other activities. It is a dynamic process because it is related to other policy activities."

Meter and Horn (in Wibawa, 2013:19) formulated an abstraction that shows the relationship between various factors that influence the outcome or performance of a policy, by dividing it into six indicators, all of which must be considered by an evaluator:

1. Competence and number of staff,
2. Span and degree of control,
3. Political support,
4. Organizational strength,
5. Degree of openness and freedom of communication,
6. Relationship with policymakers.

For public policy to be implemented effectively, the implementation process must encompass three essential stages: interpretation, organization, and application (Yowono, 2013:90).

The policy implementation process, specifically the Smart Indonesia Program (PIP) at Tumbang Titi District Elementary School, involves three essential stages according to Jones' theory (2006:46): interpretation, organization, and application. These three stages are interrelated and must be implemented effectively for the PIP program to succeed and achieve its goal of providing better access to education for students from low-income families. Effective implementation requires a clear understanding, wellorganized planning, and implementation in accordance with established guidelines.

Repley and Franklin (in Nugroho, 2016:88) further stated that a policy created and implemented is considered successful (effectively implemented) if it meets the following three dominant criteria:

1. Measured by the level of compliance of lower-level bureaucracy with higher-level bureaucracy;
2. Smooth functioning of routine functions and the absence of problems;
3. Referring to and leading to the implementation and desired impact of existing program targets. The Smart Indonesia Card (PIP) policy is expected to have a positive impact on public education.

The implementation of the Smart Indonesia Card (Kartu Indonesia Pintar) Program is crucial to ensuring that every child has equal access to education. This program not only helps alleviate the burden of education costs for low-income families but also plays a significant role in improving education quality, reducing dropout rates, and promoting social welfare in the local community. With this program, it is hoped that the community in Tumbang Titi District, Ketapang Regency, can have a better future through quality education.

METHOD

This study employed a descriptive qualitative approach. According to Moleong (2013:29), descriptive research describes phenomena as they occur in the field, and then draws conclusions to develop a theory, prioritizing process over results. This research was conducted at SDN 29, Tumbang Titi District, Ketapang Regency. Methodologically, the program faced challenges related to the implementation of the PIP program. The government-initiated PIP program revealed that 46.86% of low-income families do not

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have access to it, and there has been minimal community outreach, which is only conducted once a year at SDN 29, Tumbang Titi District.

This research was conducted at SDN 29, Tumbang Titi District, Ketapang Regency. Methodologically, there were issues related to the implementation of the PIP program. The government-initiated PIP program revealed that 46.86% of poor families do not yet have access to it, and there has been minimal community outreach, with only one annual event at SDN 29, Tumbang Titi District.

In this study, the research subjects were divided into two groups: the Implementers, consisting of the Head of the Ketapang Regency Education Office and the Principal of SDN 29, Tumbang Titi District. The PIP Policy Target Group consisted of three parents of PIP recipients and three parents of students who had not yet received PIP. The purpose of selecting subjects from the PIP target group was to obtain sample data representing various economic backgrounds. The data collection techniques used in the research on the Implementation of the Smart Indonesia Program (PIP) Policy at Public Elementary Schools in Tumbang Titi District, Ketapang Regency include: Observation, Interviews, and Documentation Studies. The data collection tools used include: Observation guidelines, interview guides, and documentation.

In qualitative research, collected data is processed and tested for validity through triangulation, where researchers use multiple sources with the same data using different approaches and techniques. For example, data verification can be done through interviews, observation, and documentation. If these data credibility testing techniques produce conflicting results, the researcher conducts further discussions with the relevant data sources to determine which data is considered accurate.

The data analysis technique used in this study is qualitative analysis. Data analysis in qualitative research is the process of simplifying data into a form that is easier to read and interpret. Qualitative research views data as the product of the researcher's interpretation process, which already contains meaning that has references to values. The stages of the data analysis process according to Sugiyono (2016:89) include: data assessment, data interpretation, and conclusions based on the results of the data interpretation.

RESULT AND DISCUSSION

1. Organizing the Smart Indonesia Program (PIP)

Researchers observed that policy implementers in schools have their own strategies for implementing the PIP policy. As long as the process has a positive impact, aligns with its objectives, and no party feels disadvantaged, this can be maintained. PIP has two crucial roles in education. First, in terms of educational accessibility, PIP helps ensure equitable access to education, allowing students from 80 percent of low-income families to access education through subsidies to meet their needs. Ultimately, the goal of providing education for all can be achieved. Second, in terms of quality, in the long term, PIP can help improve the quality of education in Indonesia, as the more students enrolled in school, the more educated human resources there will be, which can be beneficial, particularly at SDN 29, Tumbang Titi District. The school's strategy for implementing the Smart Indonesia Program (PIP) policy aims to ensure that educational assistance is targeted, transparent, and effective in supporting students from low-income families.

The organizational phase undertaken at Public Elementary School 29 in Tumbang Titi District demonstrates that the school has endeavored to play a strategic role in the implementation of the Smart Indonesia Program (PIP). The school has established a simple internal structure involving the principal, homeroom teachers, and school operators in the process of collecting data, proposing, and reporting on prospective PIP recipients. Initial coordination with parents and related parties has also begun, although it is not yet fully systematic. During this phase, the school focuses on identifying students from low-income families through internal data and field verification. Furthermore, the school has begun conducting initial outreach regarding the PIP program to parents, although implementation remains limited due to limited resources and access to information.

2. Interpretation/Understanding of the Smart Indonesia Program (PIP)

Public understanding of the Smart Indonesia Program (PIP) is inseparable from the implementation of socialization and dissemination of information regarding the PIP policy to improve the quality of education for all underprivileged communities. Public understanding of the PIP is a key factor in the success of community education development. To foster public understanding, socialization regarding community education services is continuously carried out. Providing information or explanations to community service users regarding the provisions for the education of more critical communities must be prioritized.

Referring to the transactional communication model, this is because there is no shared understanding between service providers and users due to the lack of verbal or written explanations that the education of more critical communities must be served first. The transactional communication model emphasizes that communication is a two-way process that occurs simultaneously, in which all parties involved act as senders and receivers of messages within a specific context. In this context, school operators not only send data to the Dapodik system but also receive feedback from the system and from relevant agencies, such as the Education Office or the Ministry of Education and Culture.

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3. Application/Implementation of the Smart Indonesia Program (PIP)

Researchers observed that policy implementers in schools have their own strategies for implementing the PIP policy. Therefore, as long as the process has a positive impact, meets its objectives, and no party feels disadvantaged, this can be maintained. PIP has two crucial roles in education. First, in terms of educational accessibility, PIP helps ensure equitable access to education, allowing students from 80 percent of low-income families to access education through subsidies to meet student needs. Ultimately, the goal of providing education for all can be achieved. Second, in terms of quality, in the long term, PIP can help improve the quality of education in Indonesia, because the more students enrolled in school, the more educated human resources there will be, which can be beneficial, particularly at SDN 29, Tumbang Titi District. The school's strategy for implementing the Smart Indonesia Program (PIP) policy aims to ensure that educational assistance is targeted, transparent, and effective in supporting students from low-income families.

Problems in the implementation of the Smart Indonesia Program (PIP) at SDN 29 Tumbang Titi may arise due to discrepancies between the recipient data from the central government and the data proposed by the school. This is evident in the discrepancy in recipient data. The central government (through Dapodik and data from the DTKS) issues a list of PIP recipients based on its own data. The school, through direct observation and suggestions from homeroom teachers or principals, has more up-to-date and contextual data on students who truly need assistance. As a result, students who are actually eligible are not listed as recipients, while students who are already capable or inactive are actually listed as recipients.

CONCLUSIONS

Based on the description of the research results presented in the previous chapter, several conclusions can be drawn: The implementation process of the Smart Indonesia Program (PIP) at SDN 29, Tumbang Titi District, Ketapang Regency, has not fully met community expectations. This is due to several obstacles, including:

1. The organization/institutionalization of the Smart Indonesia Program (PIP) implementation process at SDN 29, Tumbang Titi District, indicates that the institutional structure and working mechanisms are not yet optimally organized, resulting in ineffective program implementation, including coordination between the school, the education office, and parents.
2. Interpretation/Understanding of the Smart Indonesia Program (PIP) implementation process at SDN 29, Tumbang Titi District, indicates that there are still differences in understanding among the relevant parties regarding the program's goals, objectives, and implementation procedures, leading to miscommunication and a lack of outreach to the community.
3. Application/Implementation in the implementation process of the Smart Indonesia Program (PIP) at SDN 29, Tumbang Titi District, shows that in practice, the implementation of the program has not fully complied with the established technical instructions and procedures, both in terms of data collection of prospective recipients, distribution of aid, and assistance to beneficiaries.

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