

## “PROGRAM INDONESIA PINTAR” IMPLEMENTATION FOR UPPER SECONDARY EDUCATION IN MOJOKERTO

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### ABSTRACT

Education is one of the keys to success in effort to prepare quality resources for progress of the nation in the future. However, economic factor is one of the reasons for the high dropout rate in Indonesia. Therefore, the Government issued “*Program Indonesia Pintar*” Policy which aims to provide the widest opportunity for students from underprivileged families to have access for education. The purpose of this study is to describe the inhibiting factors as well as the efforts made to overcome the problems of “*Program Indonesia Pintar*” implementation for the upper secondary education in Mojokerto. The results of this study indicate that the implementation of “*Program Indonesia Pintar*” at upper secondary level in Mojokerto encountered some obstacles seen from the policy implementation model of Van Metter dan van Horn, namely the aspects of policy standards and objectives, policy sources, inter-organizational communication, characteristics of implementing agencies, socio-political economic conditions, executive dispositions. Then, the implementing agencies of “*Program Indonesia Pintar*” for upper secondary education in Mojokerto has sought various alternative solutions to deal with these obstacles.

**Keywords:** *Policy Implementation, Education, Program Indonesia Pintar, Mojokerto*

### A. INTRODUCTION

Education has an important role in improving the quality of human resources. As mentioned in “*Rencana Pembangunan Jangka Panjang*” Republic of Indonesia for 2005-2025, education becomes an indicator in improving the quality of human resource through access, equity, relevance, and quality of social services. This means that education has a portion in preparing individuals as subjects as well as objects in national development. One of the main priorities in national development agenda is that education development is important because education has a significant role in achieving progress in various fields of life such as: economy, social, politic, dan culture (Rohaeni, 2018). Education is the potential wealth of the nation’s welfare in the future, giving priority to community development by a nation shows that the vision of a nation’s development already

has a clear direction of education (Ahmad, 2018). Therefore, the low quality of human resources will cause the decrease of human development index (IPM).

Currently, Indonesia is facing various challenges in education development. The challenges are providing good education services from elementary education to higher education, reducing the illiteracy rate, and reducing the level of inequality and the quality of education. Based on the research conducted by The Organization for Economic Cooperation (OECD) in 2018 shows that Indonesia is in the 13<sup>th</sup> position of Asia education ranking. The research is used to assess students' abilities in science, math, and reading. This can be caused by the low education participation rate or small number of children who can attend school as well as an increase in children dropping out of school.

According to data from the Ministry of Education and Culture, it shows that in 2017-2018 the number of children dropping out of school was 187.824, and in 2018-2019 it increased to 301.127 or an increase of 60,32%. The government responded by increasing efforts in improving the education participation rate by "*Rencana Pembangunan Jangka Menengah Nasional*" (RPJMN).

Other problems that affect the increase in children dropping out of schools are there are no funds, currently working, and several other reasons that can hinder children from going to school. The low quality of education in Indonesia is caused by the lack of quality and quantity of teaching staff, inadequate educational support facilities, difference in social class, and a very high education cost (Saraswati, 2017). Some problems causing dropping out of school are related to economic factors, such as the number of children who are forced to work to earn money at school age (Azim, 2019).

Internal factors that affect children dropping out are lack of motivation and limitations in learning. This is closely related to individual and his environment such as family, relatives, and such. The lack of attention from parents/guardians includes response to schools, enthusiasm to send children to school and the provision of learning facilities such as the availability of learning media and books at school. The low interest of children to go to school includes the enthusiasm/desire to go to school and the efforts made to stay in school. Also, the behavior of the community in sending their children to school and the community's mindset about education (Dewi, Zuhri, and Dunia, 2014).

UNICEF explained that 52% school dropouts were caused by economic factors unable to pay the school fees; 16% of students have to work, 14% due to marriage; 6%; because the curriculum is not interesting; and 5% is caused by the distance from home to school which is difficult to reach.

Equitable education is one of the efforts by the government that continues to intensify, especially on access to education for everyone. The government has an obligation to fulfill the educational needs of people regardless of financial capacity. As stated in the *Undang-Undang Nomor 20 Tahun 2003*, Article 12 paragraph 1 (d) of 2003 about the education system that: "Every student in each educational unit has the right to receive tuition fees for those whose parents cannot afford education"

The government has a program called "*Program Indonesia Pintar*" (PIP) which purpose is to accommodate the achievement of national goals that is

intellectual life of the nation. PIP fulfills the rights of citizens in completing all levels of education, expansion and equity of quality secondary education.

PIP provides tuition assistance for the poor families in accessing proper education. Proper education mentioned is the implementation of 12-year compulsory education and reducing the dropout rate so that the children are back to school. With PIP there is no longer any reason for any children not attending school or dropping out even though they come from poor families. Based on the *Peraturan Sekretaris Jenderal Kementerian Pendidikan dan Kebudayaan Nomor 8 Tahun 2020* about Instructions for the implementation of PIP that the distribution of education funds for one year or one semester per student at all levels of education. This commitment is implemented by allocating 20% of the “*Anggaran Pendapatan Belanja Negara (APBN)*”.

Instead of going as planned, of course there are obstacles in the implementation. The distribution PIP education fee process was hampered. The channeling party doesn't have appointed staff to coordinate to solve the technical problems during the distribution of funds. The delay in the distribution of PIP funds caused by: due to changes in budget regulations, changes in leadership structure both at education unit level, to the local government level, which resulted in a change in officials who executed PIP assistance (Ahmad, 2018). Other than that, student data collection is not valid with the existing data at school, making it more difficult to withdraw funds from PIP card from the related bank (Azim, 2019).

The impact is the delay in meeting the needs of the students and the dependence for it appears. Therefore, it is necessary to review and monitor the implementation. Based on data from “*Pusat Pembiayaan Pendidikan Kemendikbud*” shows that Mojokerto is included in the low category of PIP distribution in East Java. Mojokerto experienced a decrease of approximately 6% or did not show a significant increase compared to 5 other regions. Other regions in East Java showed a decline was only 2%. This is the reason why the author was interested in conducting the research in Mojokerto.

PIP's distribution in Mojokerto, high school education are among the lowest levels of education, both elementary school and junior high school.

**Tabel 1. 11 PIP Distribution Level in Mojokerto**

<b>Year</b>	<b>Elementary School</b>	<b>Junior High School</b>	<b>High School</b>
2016	97.33	94.03	78.46
2017	99.28	95.15	90.30
2018	99.79	98.82	96.09
2019	98.81	95.50	92.44
2020	96.81	89.92	84.87

Source: Puslapdik Kemendikbud

From table 1.1 for the last 5 years the PIP's distribution at high schools in Mojokerto has decreased by approximately 85 or has not increased significantly

every year. This needs attention, considering the cost of education has increased every year, one of which is high school within 3 years. PIP's funds are less helpful in reducing school fees because the current needs of students are getting higher (Saraswati, 2018). Schools have the autonomy to determine their own education costs. The school will determine the highest cost to improve and maintain their quality (Yoto, 2012). Therefore, researchers chose the implementation of PIP for junior high school and high school as the object of research.

Instead of doing well, PIP recipients do not fully understand the purpose of the tuition assistance. Sometimes the recipients are not the target group or entitled to receive assistance. In addition, there are differences in data of students entitled to receive it between schools and local social service. There are schools and education offices that do not update their data according to the existing technical instructions (Ahmad, 2018). There are some invalid data so students who are meant to receive it, did not get it. There are some data that are not valid and there is no time to fix it (follow-up files). This is because the data of prospective students who receive the program is done by the local service, not by the school or education office. So the education office does not know if there is an error in the data (Ahmad 2018).

The government hopes the public is aware that they should not or have the right to receive the financial assistance and do not attempt to get it. And also, there are still PIP recipients who do not continue their education because the process is too long and complicated. The administration matters as well, manual input has an impact on the incompatibility of the registered data with the data of PIP's beneficiaries. This is due to the fact that program evaluations carried out in each period lead to changes, especially in the mechanism and result in the implementers to understand the new mechanism of each period (rohaeni, 2018; Ahmad, 2018). So that the program implementers sometimes feel confused about the new mechanism. In addition, there are districts/cities that find it difficult to access and use information about the PIP data collection.

Based on several empirical problems in the field, there are several challenges in the process of implementing PIP in Mojokerto that is, the role importance of local governments in supervising and monitoring the use of PIP funds; lack of socialization provided by local governments; and the limited number of PIP recipients for the poor/underprivileged.

Thus, the author's purpose in writing this journal is to describe the inhibiting factors and efforts made by implementing agency in overcoming the problems of implementing the PIP for middle and high secondary education in Mojokerto.

## **B. LITERATURE REVIEW**

### **Public Policy**

Program Indonesia Pintar (PIP) is one of the public policies that is considered to have an important role. This role is closely related to the development of human resources in Indonesia. In line with the definition of public policy theory presented by Chandler and Plano, that is utilizing available resources with the aim of solving public and government problems (Tangkilsan,

2003). The problem-solving process is initiated by the leading sector, namely the government. According to the definition described by David Easton, namely “the authoritative allocation of values for the whole society” (Easton, 1988). The involvement of the government as a policy maker and has the legitimacy to be responsible for publish problems and decisions that bind the community.

According to Lemieux (1995) in Knoepfel et al (2007) “A public policy is the product of activities at the resolution of public problems in the environment by political actors whose relationships are structured. The entire process evolves over time.” Which means that public policy is a product that is used to solve public problems. The formation of public policy does not end in a draft policy, but also continues when the policy has been adopted into a policy that has power (Lipsky, 2010). This aligns with Grindle, (2017) who revealed that public policy is a continuous decision-making process.

Thus it can be understood that public policy is an effort to solve public problems by involving the role of the government. The role of the government as an act in policy making has a goal that is the realization of the interests of the general public.

#### **Public Policy Implementation**

Policy implementation process is an important stage in public policy. As stated by Ripley and Franklin (1986) that implementation includes actions by several actors, especially bureaucrats so that the program goes well. Furthermore, Masmanian and Sarbatier (1983) state that policy implementation means realizing a legitimate decision that has legal legitimacy, can be in the form of laws, government regulations, executive decisions, etc. Simply put, policy implementation is a real embodiment of the content and objectives of public policy, so implementation actions must be precise and thorough.

In general, the government as the leading sector applies to a top-down approach which assumes that the failure or success of a policy can be seen from a cause-and-effect. This top-down approach involves more actors because it is cross-sectoral. So that the more cross-sectoral groups involved, the more vulnerable it is to conflicts of interest. Thus, to achieve the goals, it is necessary to have administrative control during the implementation process (Anggara, 2018).

#### **Implementation Study Position**

According to Paudel (2009), in general, the development of research on implementation can be categorized into 3 generations, the first one was carried out in the early 1970s to 1980s, the second one was from 1980s to 1990s, and the third one was conducted from 1990 onwards (Matland, 1995).

In the first generation implementation study, the research focused on how a single authoritative decision is made, either at a single site or across multiple sites (Goggin et al., 1990). In addition, the first generation implementation study can also be said to be a more systematic effort carried out in the 1980s in analyzing and understanding what factors support or hinder the implementation of public policies (Sabatier and Masmanian, 1981). It describes how local factors such as size, intra-organizational relationships, commitment, capacity and institutional complexity in shaping responses to public policy (McLaughlin, 1987). The first generation implementation study can also be called a pioneer because it is the first

public policy implementation research, but most of the research in this generation is still theoretical, specific to one case and non-cumulative studies (Paudel, 2009).

The second generation of implementation study focuses on the description and analysis of the relationship between policy and practice. In this generation, several important findings were found, such as effective implementation requires a strategic balance between pressure and support; incentives and beliefs or individual motivation is very important and so on. This generation also teaches researchers that time periods are important, recognizes the diversity in implementation over time, across policies and government units. Thus, the focus of explanation in the second generation of implementation studies is on the success or failure of implementation and relies heavily on explicit/implicit models of the policy implementation process (Goggi, et al., 1990, p 183). The second generation of implementation study was also involved in developing an analytical framework, which in the end the construction model and research strategy to two aspects which study and describe implementation, namely top-down and bottom-up.

According to Goggin (1990) Paudel (2009) third generation of implementation study has special characteristics in their research design, which include: Explicit theoretical models; Operational definition concept; Conduct a thorough search of implementation indicators and reliable predictor variables; Specification of the derived hypothesis theoretically; and Data analysis process is carried out with appropriate qualitative and statistical procedures and case studies to test them.

Other than that, in this generation, the macro world is the policy makers and the micro world is individual policy implementers (McLaughlin, 1987). Macro-level research operates at the system level, while the micro-level research it operates at an individual level. In this research, the position of the implementation study lies in the second generation implementation study.

Research position in Implementation study policy from three generations, the focus research on the implementation of the second generation of public policies considers the topics and logic that are trying to be built. The position of this research is considering the type of the policy implementing organization and resources, implementing the policies (approach and motivation), and the assumption that the public policy process does not end and continue after the court room (policy adoption).

### **Van Metter and Van Horn Implementation Models**

The top-down approach formulated by Van Meter and Van Horn (1975) is called 'a model of the policy implementation'. Van Meter and Van Horn (1975) explain that the implementation process is an abstraction of the implementation of a policy carried out intentionally with the purpose of achieving high performance and takes place in the relationship between various factors.

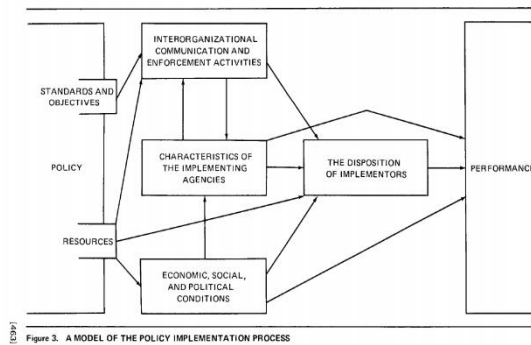


Figure 3. A MODEL OF THE POLICY IMPLEMENTATION PROCESS

Image 1.1 A Van Metter and Van Horn Implementartion Policy Model

**1. Policy Standart and Objectives**

Observing if the policy standart and objectives are realized fully and making sure the policy implementation done well.

**2. Policy Source**

Contains about human and financial resources also insentive that can help or facilitate public policy implementation.

**3. Communication Between Organizations and Law Enforcement Activities**

Van Meter and Van Horn explain that the clearer the information provided, accurate and consistent communication carried out, the clearer the implementer to know what to be expected from policy standard and objectives. Meanwhile, in the context of inter-organizational relations, there are two types of follow up activities or so called the Law Enforcement. First, technical advice and assistance such as: assisting implementers in interpreting regulations and guidelines, preparing responses to policy initiatives and obtaining the physical and technical resources needed to implement a policy. Second, employers rely on various positive and negative sanctions as regulatory tools to think about the inter-organizational relationships and enforcement roles because an effective monitoring and oversight is nearly impossible. In conclusion, communication between organizations and law enforcement activities is needed to understand the policy standards and objectives by the parties involved and responsible for their achievement.

**4. Executors Characteristics**

Van meter and Van Horn formulate several characteristics that affect the capacity of organizations to implement policies are follows:

- a. Competence and staff number of the implementing agency;
- b. The level of hierarchy control by the implementing agency;
- c. Political resources of the implementing agency (political support from legislature and executive);
- d. Organizational vitality;
- e. The level of transparentness of communication within the organization (horizontal and vertical networks, and a relatively high degree of freedom in communication outside the organization);
- f. Formal and informal relationship of implementing agency with the policy makers and law enforcement agencies.

### **5. Economic, Social, and Political Conditions of Implementers**

Economic, Social, and Political Conditions of Implementers are environmental aspects, which according to Van Meter and van Horn can affect implementation performance and policy outputs, both output and impact on public policy.

### **6. Implementers Disposition**

To filter the previous aspects through the perception of the implementing agency where the policy is delivered. There are three elements of implementing response that can affect the ability and motivation to implement policies,

- a. Cognition or understanding of the policy.
- b. The direction and intensity of the responses from the parties involved.

## **C. METHOD**

The research methods used in this study is descriptive qualitative with an interpretative approach (Creswell, 2014). The data was collected by means of document study observations, audio visuals and in-depth interviews using purposive sampling technique when choosing informants. The location of this research is the branch of Mojokerto City Education Office, Mojokerto Social Service and Education Unit Level, such as Mojokerto Highschool, Puri 1 Highschool, Gredeg 1 Highschool, Mojosari 1 Highschool, and Kutorejo 1 Highschool as the leading sector in the process of implementing the program. The data analysis technique used is qualitative analysis (Cresswell, 2014).

## **D. EXPLANATION**

### **Policy Standards and Objectives**

#### **Policy Standard**

As for policy decisions related to quota restrictions and provisions for priority targets for PIP recipients, such as: prioritizing orphaned students; students who already have previous KIP in junior high school; and students who already registered as recipients of the “*Program Keluarga Harapan*”. Then, the proposed PIP recipients based on the “*Data Terpadu Kesejahteraan Sosial*” categorized into decile levels or economic level. However, this policy decision received complaints from students and parent’s guardians of the students who were conveyed through the PIP implementers at education unit level, that the restrictions resulted in the whole target groups unable to receive it. Then, there are a number of alternative solutions to get around the limitation of the PIP quota by offering other forms of social assistance to students who do not have the opportunity to become PIP recipients.

To respond these complaints, the government provides various alternative policies such as the provisions of scholarships from regional level institutions or agencies through the assistance of “*Bantuan Biaya Penunjang Operasional Penyelenggaraan Pendidikan*” or called BPOPP by Dinas Pendidikan of East Java. In addition, the government also provides scholarships from educational unit institutions, such as assistance to orphans and by giving special attention like reducing school fees in other words, free school assistance.



Thus, through the implementation of PIP at high schools in Mojokerto, it is sufficient to finance the education of students who come from poor or vulnerable families by looking at the number of high school students age 16-18 in Mojokerto shows a significant increase from 2016-2019.

#### **Policy Objectives**

PIP objectives are regulated in the *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 10 Tahun 2020*, article 2 that the purpose of PIP is align with the “*Nawacita*” as a form of poverty alleviation, especially in the field of education. Then, through the existence of PIP, it aligns with the objectives of policy decisions that have been set. In a sense, it is enough to help students from underprivileged or vulnerable families to resume their education without worrying about schools fees and helping PIP recipients with school facilities that support teaching and learning activities. Public response relate to PIP’s objectives are positive because PIP as one of the social assistance in education field is sufficient to help the community to gain access for education services.

However, it is necessary to notice the low distribution of PIP, especially at high school level because the situation and conditions of program implementation per education level had several different obstacles; such as: decays in disbursing PIP funds; PIP recipients have transferred or moved out of town; and there are still a number of students with lower middle economic group that required to work. Due to this, the beneficiaries of the program are reluctant to take care of the social assistance because they already have other prioritized activities.

In High school level, there is special attention to students in the senior year as the program recipients, for example, when a PIP acceptance letter is issued when a Senior Student already graduated and prepares to take a college entrance exam. The accuracy factor is a problem that needs to be fixed by the central government so the data needed is according to what will be informed so no more alumni receives KIP, because the recipients are very confused on how to disburse the KIP funds, thus is the reason of the long time card owner verification and disbursing time of KIP funds (Aziz, 2019).

Thus, the implementation of PIP at high school in Mojokerto is sufficient to achieve the goal by looking at the development of students age 16-18 and pure participation number of high school in Mojokerto showing a significant increase or an average increase of approximately 2-3% per year from 2016-2019.

#### **Policy Source**

##### **Financial Source**

PIP financial sources are regulated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 10 Tahun 2020*, article 13, Paragraph 1, that the State revenue and expenditure budget is used for distribution of PIP recipient funds and the Regional Revenue and Expenditure Budget is used for operational funds and PIP management. However, based on the findings on the field, there is no special fund for the operational and management of PIP but independently according on each/every institution as the implementing party of PIP. If an institution/agency is classified as a large institution and additional management fee accommodation will be provided to the PIP team as a form of fulfilling the facilities. The school experienced difficulties in providing honoraria to the

implementing team some solutions were to allocate funds from BOS and the School Committee to cover the honorarium from the PIP managers.

There are several stages prior to the process of distributing funds to be carried out by the PIP recipients, through activation of a Simple PIP account and KIP activation in the form of ATM's by fulfilling a number of administrative requirements with established policy decisions.

However, in its implementations there are still some obstacles related to the activation of Simple PIP accounts and KIP ATM activation influenced by PIP recipients. First, the geographical condition that the PIP recipient lives in an area where it is difficult to access the channeling bank. Second, the distance and travel time are relatively far, PIP recipients live in areas where transportation conditions are limited, resulting in relatively large and limited transportation costs. Third, unexpected obstacles, PIP recipients are not able to take funds and activate accounts directly because they are sick, people with disabilities, apprenticeship, dormitories with night hour, and experiencing natural/un-natural social disasters. Fourth, PIP recipients must be accompanied by a parent or guardian.

As stated in the *Peraturan Sekretaris Jenderal Kementerian Pendidikan dan Kebudayaan Nomor 8 Tahun 2020*, Article 2 that the use of funds is in accordance with the PIP principle, which is efficient and effective. However, the overall use of the funds is the authority of the PIP recipient and there is no direct involvement with the PIP implementing party.

#### Human Resources

Human resources to implement PIP are regulated in the *Peraturan Sekretaris Jenderal Kementerian Pendidikan dan Kebudayaan Nomor 8 Tahun 2020*, Chapter II, about *PIP Dikdasmen Implementation*”:

“The parties involved in the implementation of PIP at high school level in Mojokerto are: First, PIP at provincial level are carried out by the PIP team at the provincial level; the provincial PIP team carried out PIP based on the duties and authorities of the provincial government over PIP in accordance with the provisions of the legislation; the provincial PIP team is set by the head of the provincial education office; the provincial PIP team is set with a membership structure consisting of at least the chief executive, senior high school PIP implementing members, vocational PIP implementing members and special education PIP implementing members; implementing members must involve PIP operators. Second, PIP at education unit level is carried out by the PIP team at the education unit level; the education unit PIP team implements PIP based on the duties and authorities of the education unit towards PIP in accordance with the provisions of the legislation; the education unit PIP team is set by the head of the education unit; the education unit PIP team is set with a membership structure consisting of at least the chief executive and implementing members; implementing members must involve education unit operators.”

#### **Inter-Organizational Communication**

##### Communication Process

There are two forms of communication built by the PIP implementers, periodic meetings held every new terms and socialization. Periodical meetings are

held twice, the first meeting is held like a forum which is attended by regional level PIP implementers including the Provincial Office, District/City Office Branch, and the Head of the education unit level as the person in charge of implementing PIP. Second, the meeting is only attended by the PIP team of each institution/agency. Then, socialization is carried out by PIP implementers at the education unit level with the purpose of interpreting and conveying information about PIP to students as program beneficiaries.

In PIP implementation, there are obstacles in the delivery of information through socialization held by PIP implementers at the education unit level. The different responses from parents and students were due to the fact that in the implementation of socialization the existence of PIP was not always involved because the involvement of parents and students in socialization activities was implemented with a representative system/unable to attend the socialization (Ahmad, 2018). This is because students are less enthusiastic about the delivery of information causing the bad understanding of students related to PIP; students do not feel confident to ask about unclear information so the submission for PIP recipients is delayed.

#### Communication Transmission

Information delivery on PIP through a decree from the central government which contains PIP mechanisms and procedures is submitted to local level implementers, which is "*Dinas Pendidikan Kabupaten/Kota Mojokerto*", then submitted to the education unit level implementers.

The decree contains data of PIP recipients that can be accessed directly by "*Cabang Dinas Kabupaten/Kota Mojokerto*" through SIPINTAR application. However, the education unit cannot access SIPINTAR application, so the information is conveyed through a conventional decree from "*Cabang Dinas Kabupaten/Kota Mojokerto*".

Thus, all parties involved in the implementation of PIP can access data and menus on SIPINTAR, but not all menus can be accessed by the public and stakeholders. PIP executors at the education unit level can access all SIPINTAR menus related to inputting and distributing PIP data for students as program beneficiaries.

#### Monitoring

Forms of monitoring of PIP include: First, monitoring is carried out so the program beneficiaries is the right target and the data is align with the real conditions. Although there are program beneficiaries who are not in the data, it can be seen from the mechanism for the proposal and determination of PIP recipients, both based on "*Data Terpadu Kesejahteraan Sosial*" as well as the proposal of the education unit, and the sugesstion of stakeholders. This finding confirms that the education office and schools have a fairly high authority in determining the candidate recipients of KIP fund assistance, although in some areas the one who is collecting the data are is the local (Ahmad, 2018). The cause of the inaccuracy in PIP recipients is students who do not comply with the priority provisions of PIP recipients are listed as program beneficiaries, there is data manipulation by students and "*Data Terpadu Kesejahteraan Sosial*" is not updated. This happens when data from "*Data Terpadu Kesejahteraan Sosial*" and

data from “*Dapodik*” are not in sync, because: “*Data Terpadu Kesejahteraan Sosial*” is a form of proposal from the village while “*Dapodik*” data is filled in independently by students.

Second, monitoring is carried out so the use of PIP funds is in accordance with the allocation of PIP funds as regulated in the *Peraturan Sekretaris Jenderal Kementerian Pendidikan dan Kebudayaan Nomor 8 Tahun 2020*. Withdrawals of PIP funds are carried out directly by students and student’s attorney. The cause of program’s obstacles in monitoring the use of PIP funds is the rights to use the funds are entirely delegated to students and there is no direct involvement from the education unit. So the use of PIP funds is used to meet daily needs and other needs that are not related to school needs.

Third, monitoring is carried out to determine the accurate amount of funds and timeliness of PIP funds distribution. PIP implementing parties.

#### Evaluation

Form of evaluation carried out by the executor firstly is review the number of proposals, participation of program beneficiaries, the form of accommodation, and the process of checking program distribution data. Second, for of evaluation is carried out through direct appeals to PIP recipients and accompanied by student’s parent/guardians. Third, through an appeal letter from Mojokerto Education Office Branch to the education unit level. Fourth, through a final report on the implementation of the program executor at Mojokerto Education Office Branch. Fifth, the KIP cancellation process is carried out by Mojokerto Education Office Branch through SIPINTAR by completing the format, scanning and uploading the cancellation decree of the PIP recipient. Sixth, there is a process of returning PIP funds to the state general treasury after the KIP cancellation process by identifying PIP recipient students who have done the cancellation process through SIPINTAR.

From the evaluation results, obstacles were found related to the implementation of PIP, to resolve these obstacles the PIP executors made a number of alternative solutions such as: First, Mojokerto Education Office Branch appealed through an official memorandum given to the education unit, the delivered through an appeal letter from the education unit to the PIP recipients and their parents/guardians. Second, urging the education unit to monitor the PIP recipients and make report on the use of PIP funds combined with a receipt that has been signed by the program beneficiaries as proof. Third, to prioritize the results of matching data that has passed the data validation and verification process from the social service in the nomination process based on “*Data Terpadu Kesejahteraan Sosial*”.

### **Characteristics of the Implementing Body**

#### Executor’s Competence

The special competencies needed as PIP executors both at the regional level and education unit level must be able to operate a computer to input data in the *Dapodik* application, understand all PIP management flows and processes, be communicative and responsible of the PIP recipient’s needs, and be able to bear more workload without any special salary/honorarium. Then, as a PKH companion to understand about the research/field surveys even though recruitment

is set directly by the Ministry of Social Affairs. In realization to optimizing the coordination and socialization channels, it is necessary to pay attention to pay attention to the field workers (Ahmad, 2018).

If the program's executor is not up to the task, then the PIP team cannot run according to its main tasks and functions. This is because the program's executors are unable to divide their time and workload properly. Specifically, the PIP executors at the education unit level are unable to manage their main tasks and functions, both as education staff and as PIP teams.

#### Executing Hierarchy Control

PIP executors are divided based on the hierarchy of authority at the provincial, district or city level and the education unit level. In a sense, central level program executors invite lower level program executors to join the PIP team. The form of hierarchical control in the implementation of PIP, the first is the Ministry of Education and Culture conveying information related to PIP through a decree given to the PIP team at the district/city level that is Mojokerto City Education Office Branch. Second, Mojokerto Municipal Education Office Branch conveys information related to PIP through an official memorandum that is given to the PIP team at the education unit level. Third, the Principal as the Head of the Education Unit has the authority to form a PIP team that has duties, principals, and functions to take care of all forms of student's needs as program beneficiaries. Fourth, education unit level PIP team collaborates with the education staff and homeroom teachers to convey information related to PIP directly to PIP beneficiaries.

Through a letter from the head of the education unit the education unit PIP team in collaboration with the homeroom teachers provide information aimed at PIP recipient students and their parents/guardians regarding all forms of PIP affairs. However, there are still some obstacles related to hierarchical control in the implementation of PIP, such as: the lack of clarity in the delivery of information provided by the central government. Then, the flexibility of implementing PIP at the education unit level is to have a focus/strategy in conveying information to the PIP beneficiaries.

Coordination form between Mojokerto Municipal Education Office Branch and the Mojokerto Regency Social Service regarding the proposed data for PIP recipients based on "*Data Terpadu Kesejahteraan Sosial*" or DTKS so it becomes a special concern in the implementation of PIP for students from poor/vulnerable families to have KIP, if there is no potential, students from poor/vulnerable families cannot receive PIP. The role of Mojokerto District Social Service is to collect the proposed "*Data Terpadu Kesejahteraan Sosial*" collectively from the village, then from Mojokerto District Social Service to input and distribute the data through an application that is directly connected to the Ministry of Social Affairs.

#### Political Resource Support

Political resource support is for generating positive energy in the form of encouragement, suggestions and input on program implementation in accordance with established policy decisions. However, both the district level PIP implementers and the education unit level did not understand the support of political resources by the local government. The PIP executors at the education

unit level admitted that there was a lack of support from political resources provided by the local government in implementing PIP. In a sense, there is no special support and attention given by the regional executive and legislative bodies to the existence of social assistance for educational development through the existence of PIP.

#### Executors Ability

PIP's executor ability is to be responsible for all forms of affairs in the implementation of the program to achieve the policy decision objectives, namely: first, to be responsible for reports on the use of PIP funds. Second, the implementation of PIP can be done in accordance with the policy decisions that have been set. Third, if it is found that the implementation is not appropriate, then the PIP team members can reprimand and advise each other.

#### Communication transparency

Communication transparency in the delivery of information between PIP executors and PIP beneficiaries. PIP executors are able to convey and translate the information needs can be done. Although sometimes students are found as PIP recipients who do not understand and have difficulty understanding the flow and process of implementing PIP. The socialization provided by the central government is not immediately accepted by the community as an activity for implementing KIP so people do not know the procedures in the process of disbursing the KIP funds (Aziz, 2019).

The party closest to the students is the PIP executors at the education unit level, so they always answer all kinds of questions related to PIP flow and process. Then, as for the form of open communication between PIP implementing parties at the regional level and other education unit levels by sharing and exchanging information related to all forms of PIP implementation affairs.

### **Economic Social and Political Conditions**

#### Economic and Social Conditions

In implementing the program, there are several obstacles caused by the economic and social conditions of PIP recipients that affect the implementation. First, economic conditions can affect the views of some families who are classified as seasonal workers, such as: farmers are capable when their harvest is successful but are not when their harvest fails. So the economic conditions of the student's families are unstable, sometimes they object to school fees and apply for social assistance because economic conditions can change at any time. Based on "*Data Terpadu Kesejahteraan Sosial*" conducted by the village, the economic condition of each region is seen based on a local culture of an area it has a different average income. To determine whether or not they are as recipients and recorded in "*Data Terpadu Kesejahteraan Sosial*", it is done through village meetings by looking at the economic conditions of the area.

Second, social conditions can affect the social environment, which causes PIP recipients to be reluctant/lazy to participate in teaching and learning activities. Then, the use of funds by PIP recipients is not according to the intended use of PIP funds, and instead used for other needs such as cellphones, credit, and internet data.

### Nature of Public Response

Overall, the nature of public response was not supportive because there were obstacles during PIP implementation. Students are less active and responsive to the delivery of information related to PIP. Students feel there is a wish and need for PIP assistance. However, students complained that the PIP flow and process were too complicated because there were many stages that had to be passed from the proposal stage to the distribution of PIP funds and had to spend a lot of time doing this, and they are lazy to do that.

The public's response to the PIP executors at regional level and educational unit level is forced to know any information related to PIP. However, not all PIP-related affairs involve all implementing parties, there are affairs that only involve central level executing parties and do not involve regional or education unit level executors.

### Private Group Interest

As regulated in the *Peraturan Sekretaris Jenderal Kementerian Pendidikan dan Kebudayaan Nomor 8 Tahun 2020*, Chapter III, Implementations Mechanism states that the form of involvement from the private group in question is the bank channeling party. In this case, especially for high school, the Education Financing Service Center cooperates with BNI as the bank channeling party. The forms of cooperation between the Education Financing Service Center and the bank distributor are:

First, the Education Financing Service Center makes an agreement with the channeling bank in opening an account for distributing PIP funds in accordance with the provisions of the legislator. Second, the Education Financing Service Center submits a decision on the determination of PIP recipients to the channeling bank for a Simple account to be made in the name of the PIP recipient student. Third, through Payment Request Letter (SPP) and a Payment Order (SPM) based on the decision letter for determining the PIP recipient Student to the Head of the State Treasury Service office (KPPN) to issue a Fund Disbursement Order (SP2D) , then KPPN distributes funds according to SP2D to the channeling account in the name of the Education Financing Service Center at the channeling bank. Fourth the Education Financing Service Center submits a Fund Distribution Order (SPPn) to the channeling bank to transfer funds from the channeling account to the account of the PIP recipient.

After that, the channeling bank distributes funds to the Simple Account of the PIP recipients in a timely manner in accordance with the agreement between the channeling bank and the Education Financing Service Center, and reports the progress of the PIP funds distribution to the Education Financing Service Center so the report of PIP funds suage will be a match.

### **Executor's Disposition**

#### Executor's disposition/understanding

The executor party has understood the flow and process of PIP implementation related to the duties, principals, and functions of PIP teams. Executors understanding of awareness and compliance related to program implementation in accordance with established policy decisions. Executors understand the delivers of information and are able to correctly translate the

information from the central government. Then, the information is conveyed to program beneficiaries through education unit level PIP executors regarding administrative requirements from the data proposal process to the PIP fund distribution process, as well as exchanging and sharing information between PIP program executors.

#### **Executor's Response Direction**

The program's implementation failed because the direction of the disposition of the executor's agency was rejected, resulting in an imbalance in program implementation. On the other hand, acceptance of policy decisions makes program executors responsible for program implementation. The response's direction of the PIP executors responded positively to the existence of PIP, this is why the social assistance was very useful and very helpful for the middle lower economic group community in realization to assistance of education costs.

Despite the intensity of responses, PIP executors have a positive preference for program standards and objectives by being involved and actively participating in the PIP implementation process. However, it is possible if the executor responds positively but there is a gap/discretion of the executor which results in the bad implementation of the program.

#### **E. CONCLUSION**

Based on the discussion above, it can be concluded that the implementation of PIP in Mojokerto has been going quite well, but there are still factors that hinder the implementing agency in carrying out the program such as:

1. There is a limit for recipient quota and provision target for PIP recipients on program standards.
2. PIP distribution on high school level in Mojokerto has a fairly low absorption.
3. There is no special rule regarding the number of PIP implementation team staff and special funds for operational funds and program management.
4. Students are not enthusiastic and proactive in the PIP information delivery.
5. Difficulties in carrying out monitoring activities are caused by the overall use of funds is the authority of the program beneficiaries. So the results of monitoring PIP implementation, it is still young that the target beneficiaries of the program are not the right target, the use of funds is not according to the purpose, and the timing of the fund's distribution is not accurate.
6. Regarding the control of the Implementing hierarchy, it is not working well due to unclear information delivery and the flexibility of the program executors to have focus/strategy also the lack of adequate facilities to support the program implementation.
7. Regarding the support of political resources, there is not enough attention from the local government.
8. There are technical problems and communication problems between the program executors and the program beneficiaries.



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