

A POLICY EVALUATION OF THE SMART INDONESIAN PROGRAMME (PIP) IN ENCOURAGING THE IMPLEMENTATION OF 12-YEAR COMPULSORY EDUCATION IN SUKABUMI DISTRICT

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Abstract

This study aims to evaluate the Smart Indonesia Programme policy in encouraging the implementation of 12 years of compulsory education in the Sukabumi District. This study uses a descriptive qualitative method. Data collection techniques included interviews, observation, and document analysis. Data analysis techniques included data collection, data reduction, data presentation, and conclusion drawing. The results showed (1) the context aspect was by the criteria, due to the suitability of the background of program implementation, legal basis, and objectives of the PIP program. (2) the input aspect is by the criteria, the implementation and acceptance mechanism of the PIP program is under the applicable program Technical Guidelines, (3) the process aspect is by the criteria, the implementation of disbursement, distribution, utilization and supervision of the program has been carried out by applicable regulations, (4) the product aspect is not by the criteria, it can be seen from the increasing dropout rate, for this reason schools need to motivate students so that they can see the purpose of implementing compulsory 12-year education.

Keywords: Programme Evaluation, Indonesia Smart Programme, 12 Years Compulsory Education

INTRODUCTION

The government must guarantee the right of all citizens to access education services to improve the quality of life of the Indonesian nation, as stipulated in the Constitution of the Republic of Indonesia Year 1945, that the government is obliged and responsible to educate the nation's life and create general welfare. The mandate is translated into the implementation of the national education system, and the government continues to strive for every Indonesian citizen to obtain quality education for their interests and talents, regardless of social, economic, ethnic, ethnic, religious, and gender status (Martono et al., 2020). To make this happen, the government launched a policy of equity and expansion of access to education directed at the availability and affordability of quality, relevant, and equal education services in all provinces, districts, and cities carried out, among others, through a subsidy strategy (Wandasari et al., 2019).

The declaration of the policy has been in line with one of the Nine Ideals in Nawacita launched by President Joko Widodo in the field of education, namely "Improving the quality of life of Indonesian people" which is specifically implemented through the Smart Indonesia Program (Arafik, 2017). One of the directions of education policy and strategy is that Indonesian children can complete basic education, by providing greater opportunities for children from underprivileged families, children in post-conflict areas, ethnic minorities, and in the frontier, outermost, and disadvantaged (3T) areas, as well as providing assistance for children from underprivileged families. Policy realization is implemented through the Smart

Indonesia Program (PIP) in basic education by providing Smart Indonesia Cards (Zainal et al., 2021).

One of the biggest challenges of education development in Indonesia today is how education services can be accessed by all Indonesians, especially by layers of society who have economic constraints (Akbar, 2021). Until now, the gap in learning participation between community groups is still quite high. The Gross Participation Rate (APK) of economically well-off families is generally higher than the APK of underprivileged families (Suwarno, 2019). One of the reasons is the high cost of education, both directly and indirectly for students. Direct costs to students include tuition fees, books, uniforms, and stationery, while indirect costs to students include travel expenses, tuition, pocket money, and other expenses. The high cost of education leads to high rates of discontinuation and high dropout rates (Helda & Syahrani, 2022).

To answer these challenges, the government continues to implement various policies and programs, including the Smart Indonesia Program (PIP). Through Presidential Instruction No. 7 of 2014 which aims to build effective families, the Ministry of Education and Culture implements the Smart Indonesia Program (Hamdi et al., 2020). This program aims to ensure access to education services for economically disadvantaged communities, by encouraging education costs for school-age children (6-21 years), and poor/vulnerable families who belong to poor families (Faisal & Martin, 2019). The Indonesia Pintar program targets students from formal schools (SD/MI, SMP/MTs, SMA/SMK/MA) and non-formal education (SKB/PKBM course and training facilities). The implementation of PIP is a continuation and expansion of the objectives of the Poor Student Assistance (BSM) program and encourages the implementation of compulsory secondary education for 12 years (Herlinawati et al, 2017).

The policy of providing subsidies to poor students is strategic considering that students who come from poor families are suspected to be prone to dropping out of school and repeating classes. The indication can be seen from the results of the 2022 Susenas (TNP2K, 2022) which revealed that most of the dropouts (75%) were caused by economic reasons, namely because they did not have costs (67%) and because children had to work (9%) (Pratowo, 2013). Although the government has gradually freed up all the burden of operating education unit costs towards free basic education, there are still many poor families who are unable to meet the personal costs that must be incurred by students such as transportation costs, uniforms, school supplies and others (Uriyalita, 2020). This condition clearly shows that the poor will not be able to access education without receiving government subsidies. This situation will have an impact on reducing the education participation rate of the poor, especially due to the large number of school dropouts and the rate of not continuing education at the junior secondary level (Kaidah & Ruslan, 2022). Therefore, the provision of subsidies to poor students is expected to be effective so that they continue to study and continue their studies without being hampered by economic problems. This step seems appropriate because the results of Baines' (1999) research show that financial support for students has a positive effect in reducing the dropout rate (SDR) by up to 2%. Even Hemasaputri (2010) who conducted a study in Pacitan, East Java, found that subsidies for

poor students have a positive impact on their academic performance. Therefore, the government continues to provide subsidies to poor students to reduce APS.

The percentage of poor people in Sukabumi Regency will be 7.84 percent in 2022. This percentage has increased when compared to 2021, in that year the percentage was 7.20 percent. This is one of the inhibiting factors for studying in Indonesia considering the high cost of education (Priatna et al., 2018). The high cost of education encourages many people not to continue their studies or drop out of school. Based on data from the Central Statistics Agency (BPS) of Sukabumi Regency, in 2023, Indonesia's poor population will be 186,280 people (Zainal et al., 2021). However, education must still be put first, because if there is no knowledge, we will not find poverty improvement. Then the dropout rate (APS) in Sukabumi Regency is still a serious problem that must be immediately addressed by the government so that the implementation of 12-year compulsory education can be realized (Sulasmi et al., 2023). The number of out-of-school in Sukabumi Regency by age group in the 2022/2023 school year, including 7 to 12 years old as many as 4,373,963 people, 13 -15 years old as many as 1,097,356 people, 16-18 years old as many as 1,252,462 people. This data shows that the number of non-schools in Sukabumi Regency in 2022/2023 is ranked first in West Java, as can be seen in the following table.

Table 1. Out-of-School Rate by Age Group of Sukabumi Regency in 2023 (%)

Region	Number of Unschooled		
	7-12 Year	13-15 Year	16-18 Year
Sukabumi Regency	4.373.963	1.097.356	1.252.462

Source: BPS Sukabumi Regency, 2023

In line with that, based on data from the Central Bureau of Statistics from students not going to school, students quitting school, poverty rates, and old school expectations that are still quite large in prestige, whether after the presence of the Smart Indonesia Program will change a lot for the better in the successful implementation of 12-year compulsory education, the obstacles that occur affect the entire process of implementing the program (Liza et al., 2021). Inappropriate and slow response and handling to obstacles that occur can hinder as straight as the PIP implementation process that has been previously set. This program can run well if it pays attention to the effectiveness and efficiency of implementation, and there needs to be cooperation and coordination between the program implementation unit (UPT) and stakeholders (Shaturaev, 2022). From the problem, a purpose of this study can be formulated, namely, to determine the impact of the Smart Indonesia Program (PIP) policy in encouraging the implementation of 12-year compulsory education, and what are the inhibiting factors.

LITERATURE REVIEW

Program Evaluation

Evaluation is an assessment of objects by goals and decision-making. Evaluation is a process of identifying and collecting information to help decision-makers choose decisions from several available decision alternatives (Ishmail & Tully, 2020). Evaluation is the process of gathering information to help certain people make decisions about something. The program is an activity plan that is prepared systematically, logically, and rationally according to the needs to achieve program objectives (Guldager et al., 2020). Thus program evaluation can be defined as a scientific activity that involves the application of scientific methods or models to assess and improve program planning, implementation, and effectiveness in a systematic manner (Machmud et al., 2021).

Policy

Policy is an action proposed by a person, group, or government in a particular environment that can provide obstacles or opportunities to achieve a goal or realize certain goals and objectives (Sarkadi et al., 2020). Policy is a decision that demands consistent behavior and repetition from policy makers and implementers. Education policy is a consideration based on a value system and some assessment of situational elements (Tabron & Ramlackhan, 2019). These factors are used as a basis for carrying out institutional education. They also serve as general planning used as guidelines for decision-making to achieve institutional goals.

Smart Indonesia Program

Smart Indonesia Program The Smart Indonesia Program commonly abbreviated as PIP is a cash assistance program for school-age children who come from underprivileged families (Liza et al., 2021). The Indonesia Pintar program is given to school-age children from 6 to 21 years old. The President of the Republic of Indonesia through Presidential Decree number 7 of 2014 has ordered the heads of State institutions and Heads of Regional Governments to implement productive families through the Healthy Indonesia Program (PIS), Smart Indonesia Program (PIP), and Family Welfare Savings Program (PSKS). Mr. Minister of Education and Culture of the Republic of Indonesia, Mr. Nadiem Anwar Makarim, on February 21, 2020, stipulated the latest regulation, namely the regulation of the Minister of Education and Culture No. 10 of 2020 concerning the Smart Indonesia Program. The Smart Indonesia Program is one of the assistance programs from the Minister of Education and Culture to meet the needs of education (Shaturaev, 2022). The benefits of this program can be obtained if students are enrolled in schools, learning centers in the community, and course or training institutions (Zharylgassova et al., 2021). The Indonesia Pintar Program aims to reduce the personal cost of education for students to increase access to education for children aged 6 (six) years to 21 (twenty-one) years to get education services until the completion of the universal education unit / compulsory education pilot of 12 (twelve) years, preventing students from the possibility of dropping out of school or not continuing education due to economic difficulties, and attract students who drop out or do

not continue to get educational services at schools, learning centers, community learning centers, course and training institutions, other non-formal education units, or job training centers; (Sulistiyosari et al., 2020).

METHOD

The object discussed in this study was the evaluation of the smart Indonesia program (PIP) policy in encouraging the implementation of 12-year compulsory education in Sukabumi Regency, while the informants were the Regional Branch Office of Region V West Java and the Sukabumi Regency Education Office as many as 10 people. This research method uses qualitative, where the research procedure can produce descriptive data, which is in the form of speech, behavior, and phenomena found when going directly into the field to observe the Objects and Subjects to be studied (Sugiyono, 2019). The purpose of qualitative research is to understand a particular social situation, event, role, group, or interaction, which is largely an investigative process. Where researchers gradually understand social phenomena by contrasting, comparing, replicating, cataloging, and classifying research objects (Creswell, 2023). The type of research used is descriptive, which is research that aims to decrypt or explain something as it is. This study aims to provide a description or description of a situation. Data collection methods in this study are literature study, observation, interviews, and documentation. To test the validity of research data using triangulation techniques (sources, techniques, and time) that aim to obtain findings or interpretations accurately and credibly (Moleong, 2017). This study uses qualitative data analysis techniques, namely data analysis is carried out simultaneously with data collection or at the time of observation and interviews. The practical steps taken during data analysis are (1) data collection, if the data found in the field can exceed the author's wishes, the author must write down the data in detail, because the longer the researcher plunges into the field, the more complex the data will be obtained. (2) data presentation, namely collecting information, taking action, and presenting qualitative data in the form of graphs, figures, or tables, (3) data reduction, namely sharpening classifying, arranging, discarding unnecessary information, and organizing data. and action-taking. (4) data verification and conclusions, i.e. re-verifying the data and drawing conclusions on the data, the conclusion is drawn when the data is saturated and each addition of new data only means redundant (Miles & Huberman, 2018).

RESULTS OF RESEARCH AND DISCUSSION

Context Evaluation

1. Objectives of the Smart Indonesia Program (PIP)

In line with the Constitution which states that every citizen has the right to education, the Government of Indonesia implements policies whose aim is to be able to increase the achievement of the Gross Participant Rate (APK) and Pure Participant Rate (APM) which are indicators of the success of the 12-year compulsory education program, increase access to education services fairly and equitably and ensure the certainty of getting education services. The Personal Education Fee Assistance Program through the Smart Indonesia

Program (KIP) has become part of the activities of the Sukabumi Regency Government and is expected to guarantee students who are unable to continue their education until they finish primary to secondary education and provide opportunities for out-of-school children to continue their education and receive educational services.

The results of previous PIP data collection observations illustrate that the objectives of the Smart Indonesia Program are to support the implementation of the 12-year compulsory education program, increase fair and equitable access to education services, ensure certainty in receiving education services, improve the quality of educational services and outcomes, develop student motivation to excel and complete their studies at the level they are studying, encourage out-of-school children to return to receive educational services in certain education units. Based on the results of an interview with Mr. Lima Paudiamar, S.STP as Head of the West Java Regional Education Office Branch Office which covers the Regency and City of Sukabumi said that the purpose of PIP is *"The overall PIP policy is good enough, that we know the PIP program, we KCD Region V has only handled from 2017 until now 2024, previously, PIP was handled by the District Disdik from the start of PIP around 2015 to 2016"*. According to the informant, Mrs. Lilis Saniati as the Head of the KCD Student Section, the purpose of PIP is *"To help underprivileged students, because the family economy is less fortunate"*. This statement was reinforced by Mr. Zemiam Amiady R, S.S., M.Si as the Sub-Coordinator of Planning and Evaluation of the Sukabumi Regency Disdik, namely *"with the smart Indonesia program, there are no more school-age children who drop out of school"*.

2. Background of Smart Indonesia Program (PIP)

Background The Smart Indonesia Program through KIP is a program aimed at fulfilling private school fees for students who cannot afford it, this program is intended for children of elementary school to secondary school age and out-of-school children to continue their education. The implementation of PIP in education units is motivated by the economic situation of parents which has an impact on the difficulty of meeting private school fees and causes children to drop out of school and drop out of school. The condition of students is also the background for the implementation of the PIP program, this can be seen from the livelihood of the parents/guardians of PIP recipients. Based on the results of interviews conducted by researchers, the livelihoods of parents/guardians of PIP recipients both in the education office of Sukabumi Regency and in West Java Province include almost 60% farmers, 12% street vendors, 15% lower middle-class MSMEs, 6% laborers, 4% casual workers, 3% others. The background of this program is strengthened by the legal basis of the Smart Indonesia program as follows: Law Number 20 of 2003 concerning the National Education System, Law Number 23 of 2014 concerning Regional Government, Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards, Regulation of the Minister of Education and Culture Number 10 of 2020 concerning the Smart Indonesia Program.

Input Evaluation

1. Human Resources Supporting PIP Program

Human resources play an important role in the implementation and success of PIP. Based on the results of interviews, observations, and review of documents related to the PIP program, the implementation of this program starts with a) Preparing the necessary files such as Family Card (KK), Birth Certificate, Family Welfare Card (KKS) or SKTM if you do not have KKS, student learning report card, BSM recipient notification letter from the Principal. b) Students can register by bringing their parents' Family Welfare Card (KKS) to the nearest educational institution. If you do not have a KKS, parents can request a Certificate of Incapacity (SKTM) from the RT/RW and Kelurahan/Village in advance to complete the registration requirements. Furthermore, the submission of prospective recipients using schools or madrasahs will record student data of prospective recipients of Smart Indonesia Cards (KIP) to be sent or proposed to the Education Office or the Ministry of Religious Affairs of the local district/city. Finally, Dapodik Registration and Selection through the district education office sends data/recapitulation of the submission of prospective PIP recipients to the Ministry of Education and Culture, later, the school will register prospective PIP participants to the Basic Education Data (Dapodik) application. Schools under the auspices of the Ministry of Education and Culture are required to enter data on prospective PIP recipients in the deposit. The human resources in the implementation of the PIP program in education units are usually carried out by the administration or school operators, but the principal and other school residents are also responsible for the implementation of this program activities.

2. PIP Recipients

Based on observations during the visit on February 15-19, 2024 conducted by researchers, the specific criteria for becoming PIP recipients are as follows: students or students who have a KIP (Smart Indonesia Card), students from poor/vulnerable families with special considerations, such as coming from PKH (Family Hope Program) families, coming from or holding KKS (Prosperous Family Cards), are orphans or orphans from schools or social institutions or orphanages, affected by disasters, do not go to school, have physical abnormalities, victims of disasters, parents are laid off, are in conflict areas, families are subject to crime, have more than 3 relatives come from non-formal course or education institutions and vocational students who take group expertise studies in agriculture, Fisheries, Livestock, Forestry, Shipping, and Maritime. PIP recipients are certainly students from poor families. Starting in 2020, if a prospective recipient is said to be eligible to receive PIP according to the criteria determined by the Social Service, the recipient's name is in the DTKS and the school receives the prospective PIP recipient's data for verification. Here are the number of PIP recipients in Sukabumi Regency from 2020-2023:

Table 1. Number of PIP Recipients in Sukabumi Regency

Jenjang		2020	2021	2022	2023
SD	Siswa	135.811	125.475	140.167	141.19
SD	Rp	54.916.425.000	50.015.925.000	56.497.500.000	56.711.700.000
SMP	Siswa	52.752	57.677	51.902	46.496
SMP	Rp	31.936.125.000	34.200.375.000	31.896.000.000	28.380.750.000
SMA	Siswa	14.046	15.857	15.056	13.791
SMA	Rp	11.870.000.000	12.830.500.000	13.226.500.000	11.953.500.000
SMK	Siswa	21.171	21.3	20.009	18.862
SMK	Rp	17.574.000.000	16.610.500.000	17.388.000.000	15.728.000.000
Total	Siswa	223.78	220.309	227.134	220.339
	Rp	116.296.550.000	113.657.300.000	119.008.000.000	112.733.950.000

Process Evaluation

PIP disbursement is based on the decision of the Head of the Education Office of West Java Province and Sukabumi Regency regarding technical guidelines for the mechanism for granting Smart Indonesia Cards. PIP disbursement checking activities are carried out directly by the recipient, the school does not know the exact date of disbursement, and the use of funds can be carried out. The school only verifies the data and informs the recipient. For tuition payment activities or tuition fees in private schools, schools can debit directly to the school account by attaching the required administrative files. Based on the results of the interview, PIP distribution is carried out by a bookkeeping/transferring mechanism to the PIP account. PIP distribution activities are carried out by issuing passbooks and ATMs by Bank BRI which are given to PIP recipients through invitation letters from schools or the Sukabumi Regency Education Office. The utilization of PIP can be used in normal conditions and disaster emergencies. Under normal conditions, it can be used as pocket money or transportation, personal expenses to meet school learning activities, and college entrance preparation. Funds in emergency conditions can be used for food, health, and education needs which can be used in cash or non-cash. In the conditions of the COVID-19 pandemic, recipients can use funds to buy quotas and wifi payments to support distance learning activities.

Supervision activities are a form of activities provided by relevant agencies for the implementation of PIP, supervisory activities in the implementation of PIP researchers are divided into two, namely: a) Monitoring of PIP recipients carried out by schools to students in the form of fulfilling administrative requirements, namely a statement of compliance and fulfillment of tuition fees for private schools, the rest of the schools only ask for the use of funds based on rules and prohibitions and keep evidence of personal use of funds. b) Supervision of PIP Implementation in Schools carried out by the Sukabumi District Education Office and related agencies, while to schools in the form of SPTJM administrative fulfillment. Supervision in the form of receiving reports in the form of print or electronic media, the rest is not available.

Product Evaluation

One of the objectives of PIP is to support the implementation of the 12-year compulsory education program. This program can be realized if students can complete their education from elementary school to high school. The PIP program provides tuition fee relief through personal financial assistance to poor and out-of-school students so that they can continue their education until high school. Based on data from the Education Office of West Java and Sukabumi Regency, the number of out-of-school students from 2020-2023 can be seen in Table 2 below:

Table 2. Number of Out-of-School Students

No	Level	Year		
		2020/2021	2021/2022	2022/2023
1	Elementary School	144	358	374
2	Junior High School	77	119	94
3	Senior High School	72	28	82
4	Secondary School of Distinction	90	140	248
5	Out-of-School Rate by Age Group	254.457	52.936	89.853

Context Evaluation

1. Program Objectives

Based on the results of the study, the objectives of the Smart Indonesia program in Sukabumi Regency are 1) so that no more children drop out of school, 2) improve the quality of education Students can continue to higher education (University), 4) assist students in fulfilling school fees.

2. Background

Based on the results of research conducted at the Sukabumi District Education Office and Regional Branch Office Region V, the background to the implementation of the PIP program is economic factors, there are still out-of-school children and out-of-school children so the goals of education can be achieved. The livelihood of parents is an economic factor in meeting the cost of education. The average livelihood of parents of PIP recipient students in Sukabumi Regency is farmers, laborers, small traders, and entrepreneurs.

Input Evaluation

1. Human Resources in the Smart Indonesia Program

Based on the results of research at the Sukabumi District Education Office and West Java Region V Education KCD, the implementation of the PIP program is based on the Decree of the Head of the Education Office of Sukabumi Regency and West Java Province regarding the formation of the Smart Indonesia Program team in 2024.

2. Recipients of the Smart Indonesia Program

Based on the results of research at the Education Office of Sukabumi Regency and KCD Pendidikan Wil V West Java, PIP recipient students have the following criteria: 1) Students from families participating in the Family Hope Program, 2) Students from families holding Family Welfare Cards, 3) Students who are orphans/orphans/orphans from schools/social institutions/orphanages, 4) Students affected by natural disasters, 5) Students who do not attend school (drop out) who are expected to return to school, 6) Students who experience physical abnormalities, victims of disasters, from parents who experience termination of employment, in conflict areas, from families of convicts, are in prisons, have more than 3 (three) relatives living in the same house; or for students of training course institutions (LPK) with a minimum course period of 6 months, 7) Participants in course institutions or other non-formal education units.

Process Evaluation

Based on the results of the PIP distribution research carried out after data verification by program implementers in schools, this data verification is carried out once every six months, namely in phase I and phase II data collection activities for PIP recipients. After being verified by the school, PIP recipients wait for distribution/transfer to be utilized and used. For new PIP recipients, receiving students wait for an invitation letter from the Bank distributed through the education office and schools to collect the Bank's passbook and ATM. Furthermore, the Sukabumi District Education Office and KCD Wil V West Java conducted supervision, with data provided by the education office in the form of reports of proven violations committed by the education unit. Administrative fulfillment is also used as a form of supervision, namely, schools are required to make SPTJM (Statement of Absolute Responsibility). Supervision activities carried out by the relevant agencies are carried out when data collection and monitoring activities are not scheduled by the office and Dikdasmen to schools by looking at the data of PIP recipient students.

Product Evaluation

The results of the study explained that one of the objectives of the Smart Indonesia Program is to support the implementation of the 12-year compulsory education program. This program can be realized if students can complete their education from elementary school to high school. The PIP program provides tuition fee relief through personal financial assistance to poor and out-of-school students so that they can continue their education until high school.

CONCLUSION

Based on the results of research and discussion of policy evaluation of the Smart Indonesia Program (PIP) in encouraging the implementation of 12-year compulsory education in Sukabumi Regency, it can be concluded that: 1) The adequacy of the Smart Indonesia Program budget based on SIPINTAR data still has PIP funds that must be returned to the state due to the cancellation of PIP recipients by PIP recipient students caused by the

student's death, dropped out of school or the person concerned does not want to receive PIP assistance. The increase in school enrollment data and the decrease in the number of out-of-school students show that the adequacy of PIP costs is good. 2) The distribution of the Smart Indonesia Program budget based on data on the number of PIP recipients ensures that the availability of education financing services at the primary and secondary levels by coordinating and collaborating with all relevant stakeholders has been carried out properly. With the implementation of the development and innovation of the use of IT systems such as websites, SIPINTAR applications, and E-Monev applications to monitor aid distribution, supervision, and program evaluation thoroughly to find out shortcomings and maximize services carried out by making improvements for future program improvements, it means that financing services are good. Monitoring and evaluation to ensure the accuracy of targets, timeliness of payments, and accuracy of the amount of funds paid means that the distribution of the Smart Indonesia Program budget is good. PIP recipients are calculated based on the results of matching between students in Dapodik with children from poor/vulnerable families in DTKS, plus proposals from the Provincial and City Education Offices and Stakeholders in the form of recommendations that will be determined as PIP recipients. 3) The impact of the Smart Indonesia Program on reducing school dropout rates, PIP has different effects at each level of education where PIP can reduce dropout rates for poor and vulnerable poor students receiving PIP at the elementary and junior high school levels in FY 2023. Meanwhile, PIP does not affect the dropout rate for high school students in FY 2023. 4) The impact of PIP on public concern for education, PIP has an impact on public concern for education, this can be seen from the increase in data Student participation rates show that there is community concern. 5) The impact of the Smart Indonesia Program on the Gross Participation Rate (APK) / Pure Participation Rate (APM), PIP can increase the education participation rate as seen through the Gross Participation Rate (APK) and Pure Participation Rate (APM) indicators. 6) Factors that hinder the implementation of PIP, based on the results of research show that the inhibiting factors of PIP are Application Systems that often error, there are still frequent discrepancies between Dapodik data and DTKS, mutation verification during student switching, lack of socialization for PIP recipients. The solution is to wait for the application to operate optimally while waiting for system improvements by the Ministry of Education and Culture's Pusdatin team, and data corrections by schools. It is hoped that the results of this research can be used as a reference for the Education Office regarding the implementation of the Smart Indonesia Program. And hopefully, this study can be a reference for other researchers who conduct similar research. As well as suggestions for future research to add discussion related to the effectiveness of the implementation of the Smart Indonesia program and expand the object of research by involving many Education Offices and Regional Branch Offices in West Java. And add quantitative research methods so that the results can be drawn.

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