

# Evaluation of Smart Indonesia Program (PIP) Policy Implementation in Enhancing Educational Access at SMA Negeri 1 Sungai Lilin

Nursilawati<sup>1</sup>

<sup>1</sup>Universitas PGRI Palembang, Indonesia

\*Corresponding author: [nurshila.ns81@gmail.com](mailto:nurshila.ns81@gmail.com)

## Abstrak

Program Indonesia Pintar (PIP) merupakan kebijakan strategis pemerintah yang bertujuan untuk memperluas akses dan pemerataan pendidikan bagi peserta didik dari keluarga kurang mampu dan rentan miskin. Program ini dirancang untuk mencegah peserta didik putus sekolah serta meringankan beban biaya pendidikan melalui bantuan tunai yang dapat dimanfaatkan untuk kebutuhan penunjang pembelajaran. Penelitian ini bertujuan untuk menganalisis implementasi kebijakan PIP di SMA Negeri 1 Sungai Lilin dengan meninjau tahapan pelaksanaan, faktor pendukung, serta faktor penghambatnya. Metode yang digunakan adalah pendekatan kualitatif deskriptif dengan kerangka analisis model implementasi kebijakan George C. Edwards III yang mencakup variabel komunikasi, sumber daya, disposisi, dan struktur birokrasi. Hasil penelitian menunjukkan bahwa secara umum pelaksanaan PIP telah berjalan sesuai prosedur dan memberikan dampak positif dalam membantu peserta didik tetap melanjutkan pendidikan. Namun demikian, efektivitas implementasi masih menghadapi kendala berupa ketidaksinkronan data penerima bantuan antara DTKS dan Dapodik, keterbatasan waktu dan beban kerja operator sekolah, serta kurangnya pemahaman orang tua terkait petunjuk teknis penggunaan dana. Oleh karena itu, diperlukan penguatan koordinasi lintas lembaga, peningkatan kapasitas sumber daya manusia di sekolah, serta optimalisasi sosialisasi program agar pelaksanaan kebijakan menjadi lebih efektif, transparan, dan tepat sasaran.

**Kata kunci:** Program Indonesia Pintar, Implementasi Kebijakan, Akses Pendidikan, Sinkronisasi Data, Sumber Daya Sekolah, Efektivitas Program

## Abstract

The Smart Indonesia Program (PIP) is a strategic government initiative designed to expand educational access and promote equity for students from economically disadvantaged and vulnerable families. The program aims to prevent school dropout and reduce the financial burden of education through direct cash assistance that supports learning-related expenses. This study analyzes the implementation of the PIP policy at SMA Negeri 1 Sungai Lilin by examining the stages of execution, supporting factors, and inhibiting factors. A descriptive qualitative approach was employed using George C. Edwards III's policy implementation framework, which includes communication, resources, disposition, and bureaucratic structure variables. The findings indicate that the program has generally been implemented in accordance with technical guidelines and has contributed positively to sustaining students' participation in education. However, several challenges remain, including data inconsistencies between DTKS and Dapodik systems, limited human resources and workload constraints faced by school operators, and insufficient parental understanding of fund utilization procedures. Strengthening inter-institutional coordination, improving administrative capacity, and enhancing program dissemination are necessary to increase policy effectiveness, accountability, and target accuracy.

**Keywords:** Smart Indonesia Program, Policy Implementation, Educational Access, Data Synchronization, School Resources, Program Effectiveness

## 1. INTRODUCTION

Education plays a fundamental role in reducing poverty and improving human resource quality in developing countries. In Indonesia, ensuring equitable access to education remains a national priority, particularly for students from economically disadvantaged backgrounds. Despite progress in expanding school participation rates, economic inequality continues to affect educational opportunities, as financial hardship often leads to school dropout and

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limited attainment (World Bank, 2020). To address these challenges, the Indonesian government introduced the Smart Indonesia Program (Program Indonesia Pintar/PIP), which provides direct cash assistance to school-aged children from poor and vulnerable families, aiming to reduce financial barriers and support students in completing compulsory education (Kementerian Pendidikan dan Kebudayaan, 2020).

The implementation of PIP aligns with the national strategy to strengthen inclusive education policies, as educational assistance programs are recognized as effective instruments for preventing school dropout when combined with accurate targeting and proper monitoring (OECD, 2021). Policy implementation, however, is a complex administrative process that translates policy decisions into practical actions and requires coordination among government agencies, school administrators, teachers, students, and parents (Hill & Hupe, 2019). Schools serve as the primary executors of centrally designed programs, and SMA Negeri 1 Sungai Lilin, as a formal secondary education institution, is responsible for ensuring that PIP assistance reaches eligible students effectively and transparently. Institutional capacity, administrative readiness, and the ability to manage verification and fund disbursement procedures are therefore critical for successful implementation (Grindle, 2019).

Several factors influence PIP implementation, including data accuracy, communication, and resources. The program relies on multiple databases such as the Integrated Social Welfare Data (DTKS) and the Basic Education Data (Dapodik), and inaccuracies or lack of synchronization can result in mistargeting eligible students (Suryahadi et al., 2020). Effective communication of eligibility criteria, disbursement procedures, and fund usage guidelines is also essential to minimize misunderstandings and ensure compliance (Mazmanian & Sabatier, 2019). Additionally, adequate resources—including trained personnel, infrastructure, and time allocation—directly affect the quality of program delivery, as limited administrative capacity often constrains effective policy execution at the school level (Asian Development Bank, 2022).

Finally, the attitudes and commitment of policy implementers, community understanding, and local governance structures shape the program's success and sustainability. When school leaders and staff demonstrate strong commitment, they can adapt implementation strategies to local challenges and foster collaborative problem-solving (Berman, 2020). Community awareness and parent understanding of fund usage regulations also influence whether assistance is used for its intended educational purposes (UNICEF Indonesia, 2021). Decentralization reforms further create both coordination challenges and opportunities for contextual adaptation, highlighting the importance of analyzing how centralized policies interact with local administrative realities. Examining the implementation of PIP at SMA Negeri 1 Sungai Lilin provides insight into the processes, supporting and inhibiting factors, and institutional responses, contributing to a deeper understanding of effective educational assistance policy in practice (Hadiz, 2020).

## **2. METHOD**

This study employed a qualitative descriptive research design to analyze the implementation of the Smart Indonesia Program (PIP) policy at SMA Negeri 1 Sungai Lilin. A qualitative approach was selected because it allows for a comprehensive exploration of policy implementation processes within their real-life administrative context. Such an approach is particularly suitable for examining institutional behavior, administrative dynamics, and stakeholder perceptions in public policy settings (Creswell & Guetterman,

2019). By adopting a descriptive orientation, the study aims to provide a systematic portrayal of implementation practices without manipulating variables, capturing factual conditions, institutional procedures, and contextual factors that influence policy outcomes (Sugiyono, 2020).

The research site, SMA Negeri 1 Sungai Lilin, was purposively selected due to its direct involvement in administering PIP assistance and its role as an implementing institution responsible for translating central government policy into operational procedures. Site selection based on relevance and accessibility ensures that the study focuses on participants who have firsthand experience with policy execution (Yin, 2020). Participants were chosen using purposive sampling to ensure they possessed adequate knowledge and direct experience related to program implementation (Etikan & Bala, 2020). Primary respondents included the principal, teachers, and the Basic Education Data (Dapodik) operator, while students receiving PIP and their parents were included to capture beneficiary perspectives.

Data were collected using three main techniques: in-depth semi-structured interviews, observation, and documentation analysis. Semi-structured interviews explored participants' experiences, attitudes, and challenges in policy implementation, providing flexibility while remaining aligned with research objectives (Braun & Clarke, 2021). Observation focused on administrative processes, socialization activities, and coordination mechanisms, enabling the researcher to capture contextual details not evident in interviews (Merriam & Tisdell, 2019). Documentation analysis reviewed official records, including technical guidelines (Juknis), recipient lists, school reports, and Dapodik data, providing written evidence that supports and validates interview and observational findings (Bowen, 2019).

To ensure research trustworthiness, credibility and dependability criteria were applied. Triangulation of sources compared information from school administrators, operators, and beneficiaries, while method triangulation integrated interviews, observations, and documentation to reduce bias (Flick, 2022; Nowell et al., 2020). Member checking procedures were conducted by presenting preliminary findings to selected participants for confirmation and clarification, enhancing interpretative accuracy (Birt et al., 2019). Ethical considerations, including informed consent, confidentiality, and voluntary participation, were maintained throughout the research process (Resnik, 2020).

Data analysis followed a descriptive qualitative framework comprising data reduction, data presentation, and conclusion drawing. Data reduction involved selecting information relevant to communication, resources, disposition, and bureaucratic structure. Findings were then presented in narrative and tabular forms to facilitate systematic interpretation. The study employed George C. Edwards III's policy implementation model, emphasizing communication, resources, disposition, and bureaucratic structure as key variables for assessing program effectiveness (Sabatier & Weible, 2019). This framework enabled a structured examination of institutional performance and identification of specific constraints affecting the delivery of the Smart Indonesia Program, producing an in-depth and contextually grounded understanding of policy implementation at the school level.

### **3. RESULT AND DISCUSSION**

The findings indicate that the implementation of the Smart Indonesia Program (PIP) at SMA Negeri 1 Sungai Lilin generally adheres to the government's technical guidelines and demonstrates moderate effectiveness in achieving its intended objectives. The school conducts administrative verification of student eligibility using Dapodik data and coordinates

with relevant authorities to ensure accurate beneficiary registration. This administrative compliance supports transparency and accountability in the distribution of social assistance, which is essential for maintaining program integrity (Ministry of Education, Culture, Research, and Technology, 2022). Communication regarding eligibility criteria, fund disbursement procedures, and usage guidelines is delivered through meetings and written notifications to students and parents. While internal communication within the school is relatively effective, outreach efforts have not fully reached parents with limited digital literacy, highlighting the need for more inclusive communication strategies to ensure equitable access to information (Menon, 2021; Howlett & Mukherjee, 2019).

From a resource perspective, financial support for PIP remains stable because funding is allocated through the national budget (APBN), ensuring program continuity. However, limitations in human resource capacity present significant challenges. The Dapodik operator is responsible for multiple administrative tasks, which affects the timeliness and accuracy of data updates. Infrastructure constraints, particularly unstable internet connectivity, further hinder real-time data synchronization and delay beneficiary verification processes. These findings align with research emphasizing that reliable technological infrastructure and adequate administrative capacity are essential for efficient digital governance and public service delivery (Mergel et al., 2019; Pramana & Nugroho, 2021; OECD, 2022). Such structural challenges illustrate the importance of strengthening institutional capacity and technological readiness at the school level.

Regarding implementer disposition, school administrators, including the principal and teachers, demonstrate a positive and supportive attitude toward PIP implementation. They view the program as consistent with the school's mission to support students from economically disadvantaged backgrounds. This positive disposition reflects strong intrinsic motivation among frontline implementers, which contributes significantly to program sustainability and effectiveness (Tummers et al., 2020; Perry & Christensen, 2021). Their commitment helps mitigate operational constraints and ensures continued program implementation despite administrative and infrastructural limitations. However, external challenges remain, particularly inconsistencies between DTKS and Dapodik databases. These discrepancies occasionally result in mistargeting, requiring additional verification and administrative effort. This issue reflects broader challenges in social assistance programs that rely on multiple data sources, highlighting the need for improved data integration and coordination across agencies (Sumarto et al., 2020; Fiszbein & Schady, 2019).

Bureaucratic procedures also present logistical barriers, particularly in account activation and coordination with distributing banks. These processes can be difficult for families living in remote areas or those with limited access to financial services. While such procedures are necessary to ensure accountability and transparency, they may unintentionally limit program accessibility. Simplifying administrative procedures while maintaining accountability mechanisms could improve program efficiency and accessibility (Bouckaert et al., 2020). These findings suggest that administrative effectiveness depends not only on procedural compliance but also on the accessibility and practicality of implementation mechanisms.

Despite these challenges, the program demonstrates positive outcomes in supporting student retention and reducing financial burdens on families. Teachers reported that PIP assistance helps students remain enrolled in school and supports their educational continuity.

This finding aligns with global evidence demonstrating that targeted financial assistance programs play a significant role in reducing dropout rates and promoting educational equity (UNESCO, 2021; World Bank, 2022; Devereux & Sabates-Wheeler, 2020). Beneficiaries who clearly understand program objectives and usage guidelines tend to utilize the assistance more effectively, highlighting the importance of structured socialization and community engagement.

Overall, the findings demonstrate that the effectiveness of PIP implementation at SMA Negeri 1 Sungai Lilin is influenced by the interaction between administrative capacity, infrastructure readiness, implementer commitment, and stakeholder communication. Strong institutional commitment and stable funding provide a solid foundation for program implementation, while human resource limitations, infrastructural constraints, and bureaucratic complexity present ongoing challenges. Strengthening administrative capacity, improving data integration systems, enhancing communication strategies, and simplifying bureaucratic procedures would further improve program effectiveness. These improvements would help ensure that PIP fully achieves its objectives of promoting educational access, preventing school dropout, and supporting financially disadvantaged students.

#### **4. CONCLUSION**

The implementation of the Smart Indonesia Program (PIP) at SMA Negeri 1 Sungai Lilin has generally been carried out in accordance with established technical guidelines and administrative procedures. The program has contributed positively to reducing students' financial burdens and supporting their continued participation in secondary education. Institutional commitment from school leaders and staff plays a central role in sustaining program effectiveness. Nevertheless, several challenges remain, particularly related to data synchronization between DTKS and Dapodik, limited administrative capacity, and incomplete understanding among beneficiaries regarding fund utilization guidelines. Addressing these issues requires strengthened inter-agency coordination, improved human resource capacity, and more comprehensive outreach strategies. Enhancing these aspects will support more accurate targeting, greater transparency, and improved sustainability of the program at the school level.

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