



Policy Evaluation of the Smart Indonesia Program (PIP) in Handling School Dropouts in Pandeglang Regency (Study in Pasirpanjang Village, Picung District)

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ABSTRACT

This study aims to evaluate the policy implementation of the Indonesia Smart Program (Program Indonesia Pintar/PIP) in addressing school dropouts in Pandeglang Regency, focusing on Pasirpanjang Village, Picung District. The PIP is a government initiative that provides financial assistance to students from low-income families to help them continue their education. However, its implementation still faces issues such as inaccurate targeting and delays in fund distribution. The research employed a descriptive qualitative approach, with data collected through interviews and documentation. Policy evaluation was analyzed using William Dunn's indicators of effectiveness, efficiency, adequacy, and responsiveness. The results indicate that the implementation of PIP in Pasirpanjang Village generally runs as expected and meets most policy evaluation indicators, yet it remains imperfect due to issues in targeting accuracy and coordination. The main inhibiting factors include delayed fund disbursement and lack of public understanding regarding program mechanisms, while supporting factors include the commitment of local government and the active role of schools in identifying eligible students.

Keywords: *policy evaluation, Indonesia Smart Program, school dropout*

I. Introduction

Education is the main foundation for human development and the progress of a nation. Through education, individuals acquire the basic skills and high-level thinking abilities necessary to contribute productively in society. Access to equitable and quality education is one of the important indicators in measuring the success of national development. However, until now there are still many regions in Indonesia that face the problem of low educational participation, especially in rural areas with a limited economic level. One of the fundamental problems faced is the high rate of school dropouts.

Pandeglang Regency in Banten Province is one of the areas with a relatively low level of education. Based on preliminary research data in Pasirpanjang Village, Picung District, it is known that out of a total of 3,059 residents, most of them only completed their education at the elementary school level. The low level of education in the region is caused by various factors, especially the weak economic condition of families, lack of awareness of the importance of education, and lack of environmental support for the sustainability of children's schools. Many children in adolescence choose to work helping their parents rather than continuing school. The traditional view that education does not have a direct impact on family welfare has also exacerbated the situation.

To overcome this problem, the government launched the Smart Indonesia Program (PIP) as part of a national policy in the field of education. PIP aims to provide education cash assistance to students from poor or vulnerable poor families so that they can continue to attend school until the high school level. This program is a continuation of various previous programs such as Poor Student Assistance (BSM) and is designed to be more targeted through the integration of recipient data based on Integrated Social Welfare Data (DTKS). In

the context of Pandeglang Regency, this program is expected to be able to reduce the number of school dropouts and increase school participation rates.

However, the reality on the ground shows that the implementation of PIP has not been running optimally. Problems such as inaccuracy of recipient targets, delays in disbursing funds, lack of program socialization, and weak supervision from schools and local governments still often occur. In some cases, aid does not reach students who really need it, and there are even indications of abuse of authority by the authorities at the local level. This shows that there is a gap between policy objectives and implementation on the ground.

This situation prompted the author to conduct a research entitled "Policy Evaluation of the Smart Indonesia Program (PIP) in Handling School Dropouts in Pandeglang Regency" with the main focus on assessing the extent of the effectiveness of the program in achieving its goals, as well as identifying inhibiting and supporting factors in its implementation. This research is important because the results of the evaluation can be material for improving education policies, especially in ensuring equal access to education for all Indonesian children.

Through this study, it is hoped that a deeper understanding of the effectiveness of education policy implementation at the regional level will emerge, as well as provide policy recommendations for the government so that the Smart Indonesia Program really becomes a strategic instrument in reducing the number of school dropouts and improving the quality of human resources in Indonesia.

Literature Review

Public Policy Evaluation

Policy evaluation is a systematic process to assess the extent to which a public policy achieves a set goal. Arikunto and Abdul Jabar (2010) explained that evaluation is an activity of collecting information about the performance of a program to be used as a basis for decision-making. Mardapi (2010) added that evaluation also serves to improve the quality, performance, or productivity of an institution through measuring achievement towards the planned goals.

In the context of public policy, evaluation is an important tool to determine the success or failure of policy implementation. According to William N. Dunn (2000), policy evaluation has four main criteria that can be used as an assessment indicator, namely effectiveness, efficiency, adequacy, and responsiveness.

- Effectiveness assesses the extent to which a policy achieves its expected objectives.
- Efficiency is concerned with the comparison between the results achieved and the resources used.
- Adequacy describes the extent to which policies are able to meet the needs or solve community problems.
- Responsiveness measures the extent to which a policy can adapt to the aspirations, values, and needs of the target group.

Through these four criteria, policy evaluation is not only oriented to the final results, but also to the implementation process and the resulting impact. A comprehensive evaluation can provide input for policymakers to improve or improve policies in the future.

Smart Indonesia Program (PIP)

The Smart Indonesia Program is one of the national policies in the field of education regulated in Permendikbud Number 10 of 2020. PIP is assistance in the form of cash from the government given to students from poor or vulnerable poor families to ensure the sustainability of education up to the upper secondary level. The implementation of this program is carried out by the Ministry of Education, Culture, Research, and Technology in collaboration with provincial and district/city education offices.

The main objectives of PIP are:

- Increase access to education for children aged 6–21 years to complete primary and secondary education.
- Preventing students from the possibility of dropping out of school due to economic constraints.
- Attracting school-age children who do not go to school to get educational services.

- Reduce the burden of students' personal expenses through education fund assistance.

PIP beneficiaries are determined based on the Integrated Social Welfare Data (DTKS) managed by the National Team for the Acceleration of Poverty Alleviation (TNP2K). Each student receiving assistance receives a Smart Indonesia Card (KIP) which is the official identity for the disbursement of funds.

Although the objectives of this program are good, in its implementation, PIP often faces various obstacles, such as inaccuracy of targets, delays in the distribution of funds, lack of coordination between agencies, and lack of public understanding of distribution procedures. This causes the effectiveness of the program to not be maximized, especially in areas with low poverty rates and access to education, such as in Pandeglang Regency.

Children Dropping Out of School and Their Causes

School dropouts are students who are unable to complete their education at a certain level. Gunawan (2010) defines school dropout as a status for students who do not complete the level of education and do not continue to the next level. This phenomenon is influenced by various internal and external factors.

Internal factors include low interest in learning, health conditions, lack of motivation, and negative perceptions of education. Meanwhile, external factors include family economic conditions, low parental education levels, and a less supportive social environment. In rural contexts, poverty is often the main cause of children dropping out of school because they have to help parents earn a living.

In addition, cultural factors also play an important role. Some people still view that formal education does not guarantee an improvement in living standards, so children are encouraged to work early. The lack of supervision from parents and the weak role of the educational environment also aggravate this situation. Therefore, programs such as PIP are an important instrument to break the chain of poverty through access to education.

William Dunn's Theoretical Framework in PIP Policy Evaluation

This study uses the policy evaluation theory of William Dunn as an analytical framework. This theory is relevant because it provides clear indicators in assessing the effectiveness of the implementation of a public policy. In the context of PIP, Dunn's theory can be used to assess:

- Effectiveness, whether PIP assistance really reduces the dropout rate.
- Efficiency, whether the use of funds and distribution mechanisms is carried out appropriately.
- Adequacy, the extent to which the amount of assistance meets the educational needs of students.
- Responsiveness, whether this program is accepted and felt by the community.

Using this approach, PIP policy evaluation can provide a comprehensive picture of program achievements and identify aspects that need improvement, such as channeling, socialization, and monitoring mechanisms.

Relevance of Studies to Research

This literature review shows that the success of educational assistance programs such as PIP is not only determined by the amount of funds disbursed, but also by the quality of policy implementation at the regional level. A comprehensive evaluation is needed for the program to truly have an impact on increasing school participation. This research is expected to make a theoretical contribution to the development of public policy studies, especially in education policy evaluation, as well as provide practical benefits for local governments in improving the implementation of PIP in Pandeglang Regency.

II. Research Methods

Approaches and Types of Research

This study uses a qualitative approach with a descriptive method. This approach was chosen because it aims to understand the phenomenon in depth and contextually regarding the implementation of the Smart

Indonesia Program (PIP) policy in Pandeglang Regency, especially in dealing with the problem of school dropouts. According to Moleong (2017), qualitative research focuses on understanding the meaning behind social actions and processes that occur in natural contexts. Meanwhile, the descriptive method aims to describe the state of the research object based on the facts that occur in the field systematically and factually.

A qualitative approach is considered appropriate for evaluating policies because it is able to reveal how a program is implemented, the factors that affect its success, and the views of implementers and beneficiaries on the policy. Through this approach, researchers can gain a comprehensive understanding of the effectiveness, efficiency, adequacy, and responsiveness of PIP implementation according to the indicators presented by William Dunn.

Research Location and Time

The research was conducted in Pasirpanjang Village, Picung District, Pandeglang Regency, Banten Province. This location was chosen because it has a fairly high number of school dropouts and is one of the areas receiving PIP assistance. Pasirpanjang Village also represents the socio-economic conditions of rural communities in Pandeglang, most of whom work in the agricultural sector with low income levels. The research was carried out for three months, starting from the initial observation stage, field data collection, to the process of analyzing the results.

Research Informant

The determination of informants is carried out by *purposive sampling technique*, which is the selection of informants based on certain considerations that are relevant to the purpose of the research. The main informants in this study include:

- Village officials involved in the implementation of the PIP program.
- The school (principal and teacher) as the technical implementer of the program.
- Parents of students and beneficiaries who are targeted by the policy.
- The Pandeglang Regency Education Office as the supervisor and policy controller.

The purposive selection of informants allows researchers to obtain more accurate and in-depth data on the policy implementation process and the obstacles faced in the field.

Data Types and Sources

The data sources in this study are divided into two, namely:

- Primary data was obtained directly from the results of in-depth interviews with informants, field observations, and documentation of PIP implementation activities in schools and village offices.
- Secondary data is obtained through official documents such as PIP implementation reports, data on the number of school dropouts, related government regulations, and scientific literature relevant to education policies.

The combination of these two types of data is used to strengthen the validity of the research results and provide a comprehensive picture of the program's implementation.

Data Collection Techniques

Data collection is carried out by three main techniques:

- In-depth *interview* — used to dig up information directly from informants about the implementation, constraints, and perceptions of the effectiveness of PIP.
- Field observation — is carried out to see firsthand the school situation and the social conditions of the community, including the interaction between the program implementer and the recipient of assistance.
- Documentation — used to supplement data in the form of archives, reports, and administrative records related to program implementation.

These techniques complement each other and provide corroborating data between empirical findings and policy documents.

Data Analysis Techniques

Data analysis is carried out interactively and continuously from the beginning of data collection to the drawing of conclusions. The analysis model used refers to Miles and Huberman (1994) which includes three main stages:

- Data reduction, which is the process of selecting, focusing, and simplifying raw data to suit the research objectives.
- The presentation of data is carried out by compiling the results of interviews, observations, and documentation in the form of an easy-to-understand thematic narrative.
- Conclusion drawing and verification, which is the process of interpreting findings to gain meaning and answer research questions.

Through this analysis, researchers can evaluate the extent to which the implementation of PIP meets William Dunn's four policy indicators: effectiveness, efficiency, adequacy, and responsiveness.

Data Validity Test

To ensure the validity of the data, this study uses triangulation of sources and methods. Source triangulation was carried out by comparing information from various different informants (schools, village officials, and beneficiaries), while triangulation methods were carried out by comparing the results of interviews, observations, and documentation. In this way, the reliability of the data can be maintained and researcher bias can be minimized.

Research Ethics

In conducting research, researchers uphold ethical principles by maintaining the confidentiality of informants' identities, asking for consent before interviews, and using data only for academic purposes. This approach ensures that research runs according to scientific principles and respects the rights of participants.

III. Results and Discussion

Overview of the Implementation of the Smart Indonesia Program in Pandeglang Regency

The Smart Indonesia Program (PIP) in Pandeglang Regency is part of a national policy that aims to expand access to education for children from poor families. At the regional level, the implementation of PIP is carried out through cooperation between the Education Office, schools, and village government officials. This program has been implemented since 2015 and continues to be updated every year through the distribution of cash assistance to students who receive the Smart Indonesia Card (KIP).

Based on field data in Pasirpanjang Village, Picung District, the number of PIP recipients consists of elementary school (SD) and junior high school (SMP) students. At the elementary level, most of the recipient students come from farmer families and day laborers with an average income below the regional minimum wage. At the junior high school level, recipients of assistance are dominated by students who almost drop out of school due to economic limitations. The assistance received is generally used to buy school supplies, pay activity fees, and transportation.

However, several problems arise in the implementation of the program, such as delays in disbursing funds, inaccuracy of recipient targets, and lack of public understanding of the program mechanism. This situation indicates that the effectiveness of policies is still not optimal at the implementation level.

Analysis Based on William Dunn Evaluation Indicators

a. Effectiveness

The effectiveness of the PIP policy can be seen from the extent to which this program has succeeded in reducing the number of children who drop out of school. Based on the results of interviews with the school and village officials, it is known that since the implementation of PIP, the number of children who have dropped out of school in Pasirpanjang Village has decreased. Children who previously had the potential to drop out of school can continue their education because of the assistance with education fees.

However, the effectiveness of the program is still limited because it has not reached all children in need. Some poor students do not receive aid due to recipient data that has not been updated regularly. Thus, although PIP contributes positively, its effectiveness still needs to be improved through improvements in the data collection and distribution system.

b. Efficiency

In terms of efficiency, the mechanism for distributing assistance through student accounts is considered to be quite good because it reduces the potential for misuse of funds. However, in practice, there are administrative obstacles such as delays in disbursement from the distributing bank and a convoluted data verification process. This causes funds that students often receive after the new school year starts, so the benefits are not immediately felt when needed.

The school also acknowledged that the limited administrative staff and weak coordination between schools, offices, and banks were the main factors that hindered the efficiency of the program's implementation.

c. Sufficiency

The adequacy of the PIP program is reviewed from the amount of assistance provided and its ability to meet the educational needs of students. Based on the results of the interviews, most parents stated that the funds received were enough to help ease school fees, but did not fully meet all needs. The cost of transportation, uniforms, and stationery still has to be borne by the family.

Thus, although PIP has a positive impact, the level of aid is still limited and needs to be adjusted to regional economic conditions to be more proportionate to the real needs of students.

d. Responsiveness

Responsiveness is measured by the extent to which policies are able to adapt to the needs of the community and are accepted by the beneficiaries. The results of the study show that the PIP recipients welcome this program and consider that the assistance is very helpful for their children to stay in school. However, on the other hand, there is still a negative perception from some non-recipient communities who feel that the program is not transparent.

The lack of socialization regarding the recipient criteria and implementation mechanism has led to misunderstandings in the community. Therefore, increasing responsiveness can be done through information disclosure and intensive communication between schools, village officials, and residents.

Supporting and Inhibiting Factors for Program Implementation

The main supporting factors for the implementation of PIP in Pandeglang Regency are the support of the central government's policies, cooperation between the education office and schools, and active participation from the community and village officials. In addition, parents' awareness of the importance of education began to increase after direct assistance from the government.

The inhibiting factors found include:

- Delays in the distribution of funds due to administrative constraints at the regional level.
- Inaccuracy of recipient data, because data collection is not yet based on an integrated system and is still manual.
- Lack of program socialization, so that the public does not fully understand the purpose and mechanism of PIP.

- Lack of supervision of the use of aid funds at the family and school levels.

These obstacles show that the success of the program is not only determined by budget allocation, but also by the quality of policy implementation and inter-agency coordination.

Implications of Research Results

The findings of this study indicate that the implementation of the Smart Indonesia Program in Pandeglang Regency has had a positive impact in reducing the number of school dropouts. However, the effectiveness and efficiency of the program still need to be improved through improving recipient data, accelerating distribution mechanisms, and increasing the capacity of implementing officials at the village and school levels.

In terms of public policy theory, the results of the research strengthen William Dunn's view that policy evaluation not only assesses the final results, but also emphasizes the importance of the implementation process and community response to policies. A good evaluation will result in recommendations that can be used to improve the program on an ongoing basis.

IV. Conclusions and Suggestions

Conclusion

Based on the results of research and analysis on the implementation of the Smart Indonesia Program (PIP) in Pandeglang Regency, it can be concluded that this policy has made a real contribution to reducing the number of school dropouts, although its implementation is not fully optimal. This program is able to help students from poor families to continue their education, especially in rural areas that have economic limitations. The assistance provided through PIP directly eases the burden of education costs and increases students' motivation to learn.

Based on policy evaluation indicators according to William Dunn, it was found that:

1. The effectiveness of the program is quite good, as evidenced by the decrease in the dropout rate, although there are still recipients who are not on target.
2. The efficiency of implementation still needs to be improved, because the administrative process and distribution of funds often experience delays.
3. The adequacy of assistance has not fully met all the needs of students, but it has helped to ease the cost of basic education.
4. Public responsiveness to the program is quite high, but it needs to increase transparency and socialization so as not to cause negative perceptions.

The main supporting factors for the success of the program are central government support, cooperation between schools and local governments, and community participation. Meanwhile, inhibiting factors include administrative constraints, lack of accuracy of recipient data, weak supervision, and limited implementation resources at the local level.

Overall, PIP is a strategic policy in expanding access to education and reducing the number of school dropouts. However, for policy objectives to be achieved comprehensively, continuous evaluation and capacity building are needed in the field.

Suggestions

Based on the findings of the research, the author provides the following suggestions:

1. Local governments need to update and verify the data of aid recipients on a regular basis so that programs are on target and avoid overlapping recipients.
2. Coordination between agencies—especially between the Education Office, schools, and village officials—must be strengthened to facilitate the aid distribution process and improve administrative efficiency.
3. The school is expected to be more active in socializing the program to the public, especially related to the criteria for recipients and the use of funds, so that transparency and public trust increase.

4. Supervision of the use of funds needs to be tightened so that the assistance is really used for the benefit of children's education, not other needs.
5. The central government should review the amount of assistance to be more proportionate to the needs of education costs in various regions, especially disadvantaged areas.

With the implementation of these suggestions, it is hoped that the Smart Indonesia Program can run more effectively, efficiently, and sustainably in supporting the achievement of equal distribution of education in Indonesia.

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