



Management of the Smart Indonesia Program of the Ministry of Education and Culture for Junior High School Students

Fadhlan^{1*}

¹*Sekolah Tinggi Ilmu Administrasi Adabiah, Indonesia*

*Corresponding author: fahdlan@gmail.com

ARTICLE INFO

Article history:

Received 11 September 2023

Received in revised form 23 November 2023

Accepted 15 December 2023

ABSTRACT

This research aims to determine the management of the Smart Indonesia Program in junior high schools throughout Sawahlunto City. This type of research is qualitative. The data sources in this research are data on the implementation of the Smart Indonesia Program (PIP) in junior high schools as well as direct field observations. The research informants were 21 (twenty-one) people, consisting of the Head of the Education Department, the Head of the Basic Education Division, the Head of Curriculum and Student Section, the Education Service Operator, the Principal, the School Operator, and the Community. The researcher's main data collection techniques were observation, interviews, and document study. The results of the research conclude that it is not yet optimal. Judging from the results of the research regarding the proposal, determination, distribution, and collection of funds, there are still obstacles when implementing the management of the Smart Indonesia Program in junior high schools. Because there are still many obstacles that occur in the implementation of the Smart Indonesia Program, management needs to be improved so that management of the Smart Indonesia Program is more effective and better.

Keyword:

Management, Smart Indonesia Program.

INTRODUCTION

Since the reform era and the passing of regional autonomy laws, namely Law Number 22 of 1999 concerning regional government and Law Number 25 of 1999 concerning financial balance between the center and regions (now refined into Law Number 23 of 2014). Education is mandatory and must be implemented by every human being because education is capital for a person to face challenges from

social, economic, and cultural aspects (Ainscow, 2020; Al Lily et al., 2020; O'Shea et al., 2016). The Ministry of Education, or what is now called the Ministry of Education and Culture, has given full authority to regional governments to manage all the interests of their respective regions by optimizing all the resources they have. The educational community has essentially fought for efforts to achieve

¹fahdlan@gmail.com

educational autonomy (Kumar et al., 2018). Educational autonomy is something that must and is mandatory if you want an advanced and quality Indonesian education (Gaus, 2019; Waluyo, 2018). The form of autonomy in education is certainly very different from autonomy in other fields. Autonomy in the education sector is not only focused on regions at the district and city levels; in fact, school principals are directly at the forefront of education implementation (Gawlik, 2018; Hallinger et al., 2017; Vedung, 2015).

The right to obtain educational services is stated in the 1945 Constitution (UUD), Article 31 Paragraph 1, which reads, "The poor and neglected children are cared for by the state," and in Article 34 Paragraph 2, which reads, "The state develops a social security system for all people, empowering weak and underprivileged communities in accordance with human dignity." The law also regulates the education system in Indonesia in Law Number. 20 of 2003 concerning the national education system, as stated in Article 5, paragraph 1 "that every citizen has the right to receive quality education. Therefore, education funding is a joint responsibility between the central government, the regional government, and the community."

In realizing the ideals of national education, until now the government has been faced with many problems, one of which is easing the burden on students, which is contained in Law Number 20 of 2003 concerning the Education System Article 7 concerning the Rights and Obligations of Parents, namely that parents have the right to participate in choosing an educational unit and obtaining information about the development of their child's education. As contained in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, education functions in the development and

formation of abilities and character in students so that they become human beings who believe in and are devoted to God Almighty. Not only the twelve-year compulsory education policy, but the government also facilitates a large number of infrastructure facilities for community groups that have so far been unable to access educational services (Zhou et al., 2021).

However, in reality, there are still many children from poor households who are very vulnerable to not going to school, dropping out of school, and being unable to continue their education to the next level of education. The causes include the difficulty of parents or families meeting other educational needs such as uniforms, notebooks, shoes, transportation costs, and other educational costs. Indeed, one of the main indicators of the high school dropout rate is economic problems. This condition certainly influences the low rate of educational participation of poor people to continue to higher levels of education, especially the cause of school dropout rates and the large number of people who do not continue to high school or vocational school.

Apart from that, the government has also increased the price of fuel for poor families, including: (1) educational services from primary school to secondary school level are not affordable; (2) the physical facilities provided by schools are good, but students find them difficult to access due to financial difficulties; and (3) high school dropout rates for poor families due to expensive costs and only enough to survive, so that the resources used are prioritized for earning a living and education becomes a priority that is put aside. This could hamper efforts to complete the 12-year compulsory education program because it will be increasingly difficult for underprivileged communities to meet their education costs.

Education in Indonesia has also experienced a decline because the average economic and educational development is not evenly distributed in some places (Sparrow et al., 2020). Therefore, the government issued a 12-year compulsory education policy so that every child has at least an elementary, middle school, high school, or vocational school education, whether in a village or city. This twelve-year compulsory education policy is to facilitate families who are less able to pay for their children's education so that children can get their rights as students (Ferrão, 2022).

The government, in this case the Education Financing Service Center of the Ministry of Education, Culture, Research, and Technology, through the Revised State Revenue Budget, determines that the "Smart Indonesia Program" is a program provided by the government directly to students in order to increase wider access to education so that it is affordable for the community. weak economy. Through this Smart Indonesia Program, it is hoped that it can help some students from underprivileged or poor families in the school environment to finance some of their educational needs so that they can complete their education and even continue their education to the next level.

In accordance with the initial Presidential Instruction Number 7 of 2014 and Minister of Education Regulation Number 19 of 2016, which mandates that the implementation of the Smart Indonesia Program is a continuation of the previously existing program, namely Assistance for Poor Students. This program aims to increase access to education for children aged 6 to 21 years to receive education until they complete their education and participate in preventing children from dropping out of school. This program is a collaborative program with three ministries, namely the Ministry of Education and Culture, the Ministry of Social Affairs, and the Ministry of Religion.

Here, the Ministry of Education and Culture's main target for PIP is students who are recorded in the Integrated Social Welfare Data (DTKS) managed by the Ministry of Social Affairs. DTKS itself is electronic data that contains social, economic, and demographic information and the lowest welfare status in Indonesia. According to R. Gandhi Wijaya Cahyo Prajanto, Head of Section at the General Bureau and head of the Data Processing Team at the Ministry of Social Affairs' Data and Information Center, there are three channels for recording data in DTKS. The three channels are through the city or district government and through the Ministry of Social Affairs, as well as independent registration through the SIKS-NG application.

The mechanism for distributing PIP program benefits has also been changed, namely from distributing PIP benefits for a full year to distributing benefits twice (every semester) in one fiscal year, namely between January and June for the second semester of the 2021–2022 academic year and July and December for semester I of the 2022–2023 academic year. By distributing these benefits twice, it is hoped that it can help reduce the possibility of students not being able to continue school (drop out) due to the unavailability of funds and ensure that students from poor and vulnerable families who are in the transition period (between grade levels and educational levels, such as from elementary school to junior high school or from middle school to high school) can continue their education to a higher level.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 10 of 2020 concerning the Smart Indonesia Program and Regulation of the Secretary General of the Ministry of Education, Culture, Research, and Technology Number 20 of 2021 concerning the second amendment to the regulation of the Secretary General of the

Ministry Number 3 of 2021 concerning instructions for implementing the Smart Indonesia Program Primary Education and Secondary Education.

In this research, the researcher focused on the implementation of the Smart Indonesia Program for Junior High Schools at the Regional Coordinator of the Sawahlunto City Education Office, with the number of students who received assistance in 2021 totaling 1016 students who received financial assistance from the Smart Indonesia Program at the Regional Coordinator of the Sawahlunto City Education Office. However, out of a total of 1016 students, there are still some who have not disbursed their funds.

The reason the researcher chose the Regional Coordinator of the Sawahlunto City Education Service as the research location was because the researcher found several problems related to the implementation of the Smart Indonesia Junior High School Program (PIP-SMP) at the Regional Coordinator of the Sawahlunto City Education Office. As the data from the Sipintar Enterprise Application shows, there are still many students in Sawahlunto City who are recipients of the Smart Indonesia Program who do not disburse the Smart Indonesia Program Social Assistance.

RESEARCH METHODS

The research method used in this research is a qualitative research method, which is research that emphasizes understanding problems in social life based on holistic, complex, and detailed conditions of reality (Flick, 2016). Qualitative research is research that is able to provide a detailed description and analysis of the quality or content of a human experience. This makes qualitative research able to describe life from different sides based on the perspective of each person observing it.

The type of approach to this research is descriptive. Descriptive research is research that attempts to describe solutions to current problems based on data. This type of qualitative descriptive research is intended to obtain information regarding the management of the Ministry of Education and Culture's Smart Indonesia Program (PIP) for junior high school students at the Sawahlunto City Education Office. Apart from that, with a qualitative approach, it is hoped that the problems faced in the distribution of the Smart Indonesia Program in Sawahlunto City can be revealed (Sugiyono, 2018).

A research informant (resource person) is someone who has information about the research object. The informants in this research come from direct interviews and are referred to as sources. In this research, informants were determined using a purposive technique, that is, they were selected with certain considerations and objectives who really mastered an object that the researcher was studying (Arikunto, 2018).

The technique for determining informants used by researchers in this study was a purposive sampling technique. Purposive sampling is a technique for sampling data sources with certain considerations. These particular considerations include, for example, the person who is considered to know best about what we expect, or perhaps he or she is in authority, making it easier for the researcher to explore the object or social situation being studied.

According to Sugiyono (2018), data collection techniques are the most important step in research, because the main aim of research is to obtain data. Data collection can be done in various settings, from various sources, and in various ways. In qualitative research, data collection is carried out in natural settings with primary data sources, and data collection techniques are mostly

participant observation, in-depth interviews, documentation, and a combination of the three (triangulation). (Sugiyono, 2019). It is hoped that these types of data collection can complement each other so that the required information is appropriate to the research.

Searching for and assembling collected data is the process of using data analysis techniques to draw conclusions and use the data as information that both oneself and others can understand. Meanwhile, qualitative data analysis techniques are inductive, i.e., the data obtained is developed through certain relationship patterns or becomes a hypothesis. According to Miles & Huberman (2018), the activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. These activities are in the form of data reduction, data presentation, and data verification.

RESULTS AND DISCUSSION

Management of the Smart Indonesia Program at the Ministry of Education and Culture for Junior High School Students at the Sawahlunto City Education Office

1. Planning

Before carrying out management of the Smart Indonesia Program, the Education Office will start with planning for the management of this program. Based on the results of interviews and document reviews carried out, the aim of implementing the Smart Indonesia Program is to help students meet their educational needs so that no students drop out of school because of the economic crisis. The process of implementing the Smart Indonesia Program is formulated by referring to the Technical Guidelines for the Smart Indonesia Program. The human resources needed to implement the Smart Indonesia Program are those who have

competence and already know about the Smart Indonesia Program.

To support the smooth management of the Smart Indonesia Program, planning is necessary here by selecting facts and making efforts to connect one fact with another. Before the Department of Education prepares a plan so that the implementation of the management of the Smart Indonesia Program can run smoothly and well.

Before managing the Smart Indonesia Program for junior high school students at the Sawahlunto City Education Office, the Education Office and the School made a strategy and plan for managing the Smart Indonesia Program, which started with planning for proposing students who should be proposed to receive social assistance for the Smart Indonesia Program. and determine the categories of students who should be proposed based on the technical instructions for implementing the Smart Indonesia Program.

2. Organizing

The research results explain that organizing is the process of dividing work into small tasks, assigning these tasks to people according to their abilities, and allocating resources and coordinating them in order to effectively achieve organizational goals. In organizing, researchers apply all activities carried out between work groups and determine authority and responsibility so that unity of effort is realized in achieving the goals that have been set. So, in the management of the Smart Indonesia Program.

Smart Indonesia Program Operators in the Education Department also play an important role in managing the Smart Indonesia Program. They are appointed directly and responsible for managing the Smart Indonesia Program in schools and are given to school operators as Dapodik Operators in each school.

If the school issues the necessary requirements and instructs students to carry out the disbursement process to the Distributing Bank right away, students can do so right away. This is also possible because the Education Service and the school's cooperation in managing the Smart Indonesia Program (PIP) is interrelated. Starting from the initial nomination of potential recipients of the Smart Indonesia Program (PIP) social assistance to the disbursement process, which will be carried out by students whose names are listed in the Decree of the Ministry of Education and Culture of the Republic of Indonesia.

3. Actuating

In Actuating, researchers place Actuating as an effort to mobilize all members in an organization so that they are willing to work together in achieving the goals that have been set together during the management of the Smart Indonesia Program (PIP) in Sawahlunto City. Because in the management of the Smart Indonesia Program (PIP) in Sawahlunto City, there is additional work, but the operators are away from their main work as operators of Student Basic Data (DAPODIK).

In the management of the Smart Indonesia Program (PIP), there must always be someone who moves it in the form of notifications from one person to another or from the service operator to the school operator to always confirm and socialize so that the management of the Smart Indonesia Program (PIP) can run well because without communication between all organizations, the management of the Smart Indonesia Program (PIP) will not be finished.

4. Controlling

Controlling is defined as the activity of applying all activities that must be carried out between work groups and determining certain authorities and

responsibilities so that business unity is realized in achieving the goals that have been set. In Smart Indonesia Program Management (PIP), controlling is the process of continuously observing the implementation of activities in accordance with the work plan that has been prepared or in accordance with the technical instructions that have been established and making corrections as they occur. This means that there will be action for correction according to the plan that has been established.

In managing the Smart Indonesia Program (PIP), every data input must be supervised, monitored again, and adjusted to the data requirements requested before the data is actually stored. Because if the data is wrong from the start, it will result in losses for junior high school students in Sawahlunto City, and they will not receive social assistance from the Smart Indonesia Program (PIP) in the current year.

Obstacles encountered in the Management of the Smart Indonesia Junior High School Program at the Sawahlunto City Education Office

Implementation of the Smart Indonesia Program Management Policy (PIP) is designed to meet the school needs of students from poor families, with the hope that this assistance can increase student participation in school as well as prevent children from dropping out of school. For this reason, transparency in the implementation of the Smart Indonesia Program (PIP) should be made through monitoring and evaluating the Smart Indonesia Program (PIP) reporting and even checking the results of the implementation of the Smart Indonesia Program (PIP) in the field. Especially in border areas where not all areas can access information easily due to limited infrastructure. Information that is accessible to the general public does not constitute transparency. However, information that can be accessed and

easily understood by all groups is detailed information related to the interests of recipients of the Smart Indonesia Program (PIP) assistance.

The obstacles that exist in the management of the Smart Indonesia Program (PIP) in planning include the operator's lack of understanding of the planning involved in managing the Smart Indonesia Program (PIP) and obstacles because the operator has just taken office, so the initial planning for managing the Smart Indonesia Program (PIP) is not yet fully understood.

Equal distribution of education is characterized by support from the government in monitoring and evaluating the implementation of education as an effort to improve the quality of education. Equal distribution of education is also the scope of the decentralization program, where regional governments have the authority to determine policies tailored to the needs of the region in order to achieve goals. The Smart Indonesia Program (PIP) is one of the government's policies in an effort to equalize education.

Mobilization for managing the Smart Indonesia Program (PIP) is carried out jointly with other organizations. Within this, there are obstacles that researchers encountered in managing the Smart Indonesia Program (PIP). The acceleration of time and organizational movement in managing the Smart Indonesia Program (PIP) still takes a long time, and organizations rarely or forget to share information and confirmation in managing the Smart Indonesia Program (PIP).

Supervision is needed to see how far the process goes from planning, organizing, and implementation to seeing the results achieved during the management of the Smart Indonesia Program (PIP) in Sawahlunto City. The success of policies depends on their ability to utilize available resources. During supervision in management, there are also obstacles that

occur during supervision. Obstacles that occur in monitoring proposals or the process of disbursing funds for the Smart Indonesia Program (PIP) can occur due to external influences themselves and can also be influenced internally.

Efforts to overcome the obstacles encountered in the Management of the Smart Indonesia Junior High School Program at the Sawahlunto City Education Office

The government must deal with the basic problems in society and must be willing to work together with local governments to find the right solutions to overcome the problems of the Smart Indonesia Program (PIP). Here, the researcher finds out what efforts are made by certain parties in managing the Smart Indonesia Program (PIP) for junior high school (SMP) students in Sawahlunto City. The same is true in planning the management of the Smart Indonesia Program (PIP) for junior high school (SMP) students in Sawahlunto City. This could be an obstacle to managing the Smart Indonesia Program (PIP).

Efforts made in managing the Smart Indonesia Program (PIP) for junior high school students in Sawahlunto City include routinely conducting outreach on the Smart Indonesia Program (PIP) and always providing important information in managing the Smart Indonesia Program (PIP).

In an organization, if you want to achieve the desired goals together, you must have reciprocal relationships, such as mutual communication. So that important things are not overlooked in managing the Smart Indonesia Program.

Several efforts have been made to manage the Smart Indonesia Program (PIP) related to proposals and disbursement so that coordination and information are carried out selectively and regularly.

The management of the Smart Indonesia Program (PIP) must continue to be directed so that there is movement from receiving the decrees for recipients of the Smart Indonesia Program (PIP) to the disbursement process, and the percentage in the Si Pintar Enterprise Application can continue to rise and not be at the bottom of the system.

Furthermore, supervision and control of the application are very necessary and play an important role in managing the Smart Indonesia Program (PIP) so that students who receive it in Sawahlunto City can get it evenly, and there is no such thing as money returning to the State Treasury.

CONCLUSION

Based on research results from the Management of the Smart Indonesia Program (PIP) of the Ministry of Education and Culture (Kemendikbud) for junior high school (SMP) students at the Sawahlunto City Education Office, it can be concluded that the school made a strategy and plan for the management of the Smart Indonesia Program (PIP), starting with planning the nomination of students who should be proposed to receive social assistance from the Smart Indonesia Program (PIP) and determining the categories of students who should be proposed based on the technical instructions for implementing the Smart Indonesia Program (PIP). The disbursement process can be carried out immediately by students if the requirements from the school are immediately issued and students are immediately instructed to carry out the disbursement process to the channeling bank, and cooperation between the Sawahlunto City Education Office and the school in managing the Smart Indonesia Program (PIP) is interrelated, so that organization is created. There are those who move it in the form of notifications from one person to another or from service operators to school operators to always provide socialization and

confirmation so that the management of the Smart Indonesia Program (PIP) can run well. Finally, in the management of the Smart Indonesia Program (PIP), every data input must be supervised, monitored, and adjusted to the required data requirements before the data is actually stored.

Obstacles to managing the Smart Indonesia Program (PIP) in planning include operators' lack of understanding of planning in managing the Smart Indonesia Program (PIP). The lack of socialization about the Smart Indonesia Program (PIP) among the community has hampered organizing. So, actuating still takes a long time in the process of managing the Smart Indonesia Program (PIP), and organizations often forget to share information in managing the Smart Indonesia Program (PIP). So monitoring, proposing, or disbursing funds for the Smart Indonesia Program (PIP) may be delayed due to both external and internal influences.

The disbursement process can be carried out immediately by students if the requirements from the school are immediately issued and the school immediately instructs students to carry out the disbursement process to the channeling bank and collaborate between the Sawahlunto City Education Office and the school in managing the interrelated Smart Indonesia Program (PIP). In the management of the Smart Indonesia Program (PIP), there must always be someone who moves it in the form of notification from one person to another or from the service operator to the school operator for socialization and confirmation so that the management of the Smart Indonesia Program (PIP) can run well, because without communication between the organizers, everything will not be finished to carry out the next management of the Smart Indonesia Program (PIP).

REFERENCES

- Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16.
<https://doi.org/10.1080/20020317.2020.1729587>
- Al Lily, A. E., Ismail, A. F., Abunasser, F. M., & Alqahtani, R. H. A. (2020). Distance education as a response to pandemics: Coronavirus and Arab culture. *Technology in Society*, 63, 101317.
<https://doi.org/10.1016/j.techsoc.2020.101317>
- Arikunto, S. (2018). *Prosedur Penelitian Suatu Pendekatan Praktek Cetakan I. Remaja Rosdakarya. Bandung.*
- Ferrão, M. E. (2022). The evaluation of students' progression in lower secondary education in Brazil: Exploring the path for equity. *Studies in Educational Evaluation*, 75, 101220.
<https://doi.org/10.1016/j.stueduc.2022.101220>
- Flick, U. (2016). Mixing methods, triangulation, and integrated research: Challenges for qualitative research in a World of crisis. In *Qualitative inquiry and global crises* (pp. 132–152). Routledge.
- Gaus, N. (2019). Is state control in higher education governance always bad?: New public management and the history of Indonesian higher education reform policy. *Asian Politics & Policy*, 11(2), 294–313.
<https://doi.org/10.1111/aspp.12462>
- Gawlik, M. (2018). Instructional leadership and the charter school principal. *School Leadership & Management*, 38(5), 539–565.
<https://doi.org/10.1080/13632434.2018.1439467>
- Hallinger, P., Walker, A., Nguyen, D. T. H., Truong, T., & Nguyen, T. T. (2017). Perspectives on principal instructional leadership in Vietnam: a preliminary model. *Journal of Educational Administration*, 55(2), 222–239.
<https://doi.org/10.1108/JEA-11-2015-0106>
- Kumar, R., Zusho, A., & Bondie, R. (2018). Weaving cultural relevance and achievement motivation into inclusive classroom cultures. *Educational Psychologist*, 53(2), 78–96.
<https://doi.org/10.1080/00461520.2018.1432361>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.
- O'Shea, S., Lysaght, P., Roberts, J., & Harwood, V. (2016). Shifting the blame in higher education—social inclusion and deficit discourses. *Higher Education Research & Development*, 35(2), 322–336.
<https://doi.org/10.1080/07294360.2015.1087388>
- Sparrow, R., Dartanto, T., & Hartwig, R. (2020). Indonesia under the new normal: Challenges and the way ahead. *Bulletin of Indonesian Economic Studies*, 56(3), 269–299.
<https://doi.org/10.1080/00074918.2020.1854079>
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan R&D* (edisi 2). Alfabeta.
- Vedung, E. (2015). Autonomy and

street-level bureaucrats' coping strategies. *Nordic Journal of Studies in Educational Policy*, 2015(2), 28643.
<https://doi.org/10.3402/nstep.v1.28643>

Waluyo, B. (2018). Balancing financial autonomy and control in agencification: Issues emerging from the Indonesian higher education. *International Journal of Public Sector Management*, 31(7), 794–810.
<https://doi.org/10.1108/IJPSM-10-2017-0272>

Zhou, C., Zhang, D., & He, X. (2021). Transportation accessibility evaluation of educational institutions conducting field environmental education activities in ecological protection areas: A case study of Zhuhai City. *Sustainability*, 13(16), 9392.
<https://doi.org/10.3390/su13169392>