

# Achieving Educational Equity in Luwu Regency: An Evaluation of the Indonesia Pintar Program Policy

*by Anto Anto*

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## Achieving Educational Equity in Luwu Regency: An Evaluation of the Indonesia Pintar Program Policy

Anto<sup>1\*</sup>, Fatmawati A. Mappasere<sup>2</sup>, Nuryanti Mustari<sup>3</sup>

E-mail: antoaswar@6@gmail.com<sup>1</sup>, fatmamappasere@gmail.com<sup>2</sup>, lpnuryanti@gmail.com<sup>3</sup>

<sup>1,2,3</sup> Department of Public Administration, Muhammadiyah University Makassar, Indonesia

\*corresponding author

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### Abstract 6

The poverty rate in the Luwu district is relatively low, but the dropout rate in the region is 5 still high. This is partly due to the high cost of education. In this area, the government initiated the Smart Indonesia Program and the Smart Indonesia Card (KIP) 11 to provide educational cash assistance to all students meeting the specified requirements. This study aims to evaluate the implementation of the Smart Indonesia Program (PIP) at SDN 494 Pongko, Luwu Regency, focusing on educational equity, readiness, implementation, and utilization of the program. The research method is descriptive and qualitative, with data collection through in-depth interviews, observation, and documentation studies. The results show that the implementation of PIP at SDN 494 Pongko has been run by the established policy objectives and provided tangible benefits for parents and students receiving assistance. However, efficiency issues such as delays in fund disbursement need to be improved. There are inequalities in the distribution of aid caused by incomplete documentation. In conclusion, although the Smart Indonesia Program has contributed positively to increasing student participation and reducing the economic burden on parents, there is still a need for continuous evaluation and improvement to ensure better educational equity in Luwu District.

**Keywords:** evaluation; PIP policy; primary school; educational equity

### 1. Introduction

Public policy evaluation is not just the final stage in the policy process, but a crucial aspect that ensures the effectiveness of the policies. As some experts argue, public policy implementation aims to achieve specific goals derived from the issues discussed earlier (Haq et al., 2023). Only some public policy programs achieve the expected results, making evaluation important. 19 Public policies often fail to achieve their stated objectives (Sunahwati et al., 2019). Therefore, the purpose of policy evaluation is to identify factors that cause policy failure or to assess whether the implemented policy has produced the desired effect. Evaluation also serves to assess the benefits of a policy (Hamdi et al., 2020), keeping the audience informed and aware of the policy's impact.

Since the 5 end of 2014, the Poor Students Assistance Programme (BSM) has been transformed into the Smart Indonesia Programme through the Smart Indonesia Card (KIP). This program aims to provide education 22 cash assistance to all school-age children (6-21 years old) eligible for KIP. It is also aimed at children from poor and vulnerable families, such as Family Welfare Card (KKS) holders or children who fulfill specific criteria (Sulaiman, 2019). The policy focus of the Smart Indonesia Programme is its ability to reduce poverty. Many poor communities have not received support from the Smart Indonesia Programme (PIP), so there is a need to reassess the criteria for defining poor communities and evaluate ways to improve



mechanisms and distribution to reach all poor communities (Atong & Sim, 2022; Hafrienda, Candradewini, & Munajat, 2023).

The effectiveness of the Indonesia Pintar Programme has been proven in various studies. The findings of Tadung & Triawan (2022) showed that the Indonesia Pintar Programme was successfully implemented and reduced poverty in education for poor communities in Konawe District. Research by Liza, Suarman, and Gusnardi (2021) concluded that implementing the Indonesia Pintar Programme in the Sosa District was effective. Similarly, Minarni, Agustina, and Desiyana (2018) found that the Indonesia Pintar Programme was successfully implemented in several areas in Palembang City. However, the achievements documented by the researchers depend on resolving implementation challenges. Several issues still need to be resolved for the Indonesia Pintar Programme to be fully implemented (Mosshananza, 2021).

Education stands as a cornerstone in the current era, where the pursuit of higher education and advancements in science and technology are paramount (Maya et al., 2019). Yet, the progress of a nation is not solely measured by the level of education attained, but also by the collective intellect and societal development. The success of Indonesia hinges on the education and knowledge of its populace (Retnaningsih, 2019). In Indonesia, there are many problems, especially related to education, such as the high dropout rate. In 2022, Bappenas recorded 4,087,288 children aged 7 to 18 who dropped out of school, an increase from 3,546,564 children in 2020 and 3,393,869 children in 2021 (Fiqih et al., 2022). Data from the Central Bureau of Statistics 2019 shows that the dropout rate in Luwu district is 0.05% in primary school, 0.10% in junior secondary school and 0.30% in senior secondary school. At SDN 494 Pongko in Luwu District, although the dropout rate has decreased from 5% to 3.7%, the researchers highlight that some students still drop out of school for economic reasons. In addition to these factors, the causes of dropout rates also include the environment and student motivation. The data in Luwu district contradicts previous studies in other areas, so the author needs to understand whether the Indonesia Pintar' policy has been implemented effectively in SDN 494 Pongko, Luwu district. This study aims to Evaluate the Indonesia Pintar Program Policy for achieving educational equity in Luwu Regency, especially at SDN 494 Pongko, focusing on the program's readiness, implementation, and utilization aspects.

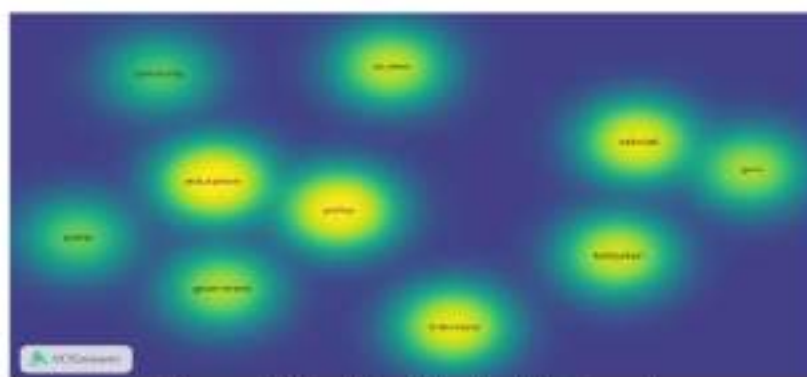


Figure 1. Educational Equity in Indonesia

Researchers developed this study using the VOSviewer bibliometric approach for



novelty selection (Figure 1). Education policy is highly related through 32 relationships in 3 clusters. The density plot shows that the studies most related to education policy are teachers and students, as indicated by the yellow color that increases as the number of studies increases. In contrast, the quality and society clusters show lower brightness. This provides an opportunity for researchers to explore the novelty of the studies. Although many studies have discussed issues related to the evaluation of the Indonesia Pintar policy program, there are still very few studies that analyze the evaluation of the Indonesia Pintar program from the community's perspective, especially SDN 494 Pongko. Standards are needed to evaluate the success of a program or public policy. Determining the success or failure of a policy can be based on the criteria outlined by Dunn, which includes six main categories: effectiveness, efficiency, adequacy, fairness, responsiveness, and accuracy (Haqiqi & Prabawati, 2019). By considering and ensuring the fulfillment of each of these criteria, policy evaluation can be conducted holistically and comprehensively.

## 2. Methods

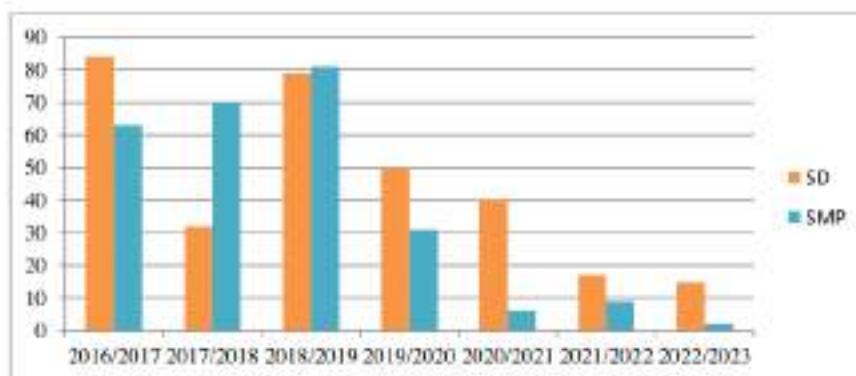
This research adopts a descriptive qualitative design to understand social issues through critical informants (Ernawati et al., 2024). This research focuses on the ongoing Indonesia Pintar program at SDN 494 Pongko, Luwu Regency, with a particular emphasis on looking at educational equity through the utilization and readiness of students who are recipients of the Indonesia Pintar program. Informants in this study include parents, principals, and the head of the school committee as the object and target of program implementation. Data for this study will be obtained through observation, documentation, and interviews with reliable informants. The collected data will then be analyzed through identification stages, including data collection, data reduction, data display, and data verification. This research provides a new contribution in the field of public administration, how to identify and evaluate the effectiveness of the implementation of the Indonesia Pintar Programme by reviewing the quality and perspectives of the community not only from teachers, students, and principals.

## 3. Results and Discussion

### Educational Development in Luwu Regency

The high cost of education contributes to many people not continuing their education or dropping out of school. According to data from the Indonesian Central Statistics Agency (BPS), 48 people lived in poverty in Luwu Regency in 2018, 46 in 2019, and 46 in 2020 (Central Statistics Agency, 2020). This data shows that the poverty rate in Luwu Regency has an impact, although not a significant one, on people's interest in continuing their children's education. Poverty in Luwu Regency is relatively low, but it remains a concern to prevent school dropouts. The high dropout rate in Luwu Regency is a serious concern in the educational context. Despite the relatively low poverty rate reported by the Central Bureau of Statistics (BPS), the number of individuals who drop out of school or discontinue their education in this region is significant. The Indonesia Pintar Program (PIP) is a key player in addressing the high cost of education, which is closely correlated with the dropout rate.





**Figure 2. SD and SMP Dropout Data in Luwu Regency**

(Source: Ministry of Education and Culture, 2023)

Based on the data presented in the graph, the dropout rate has been decreasing since the 2018/2019 academic year. In that academic year, the number of students dropping out peaked with 160 students from primary (SD) and secondary (SMP) schools. However, over time, the dropout rate decreased until the 2021/2022 academic year. Interestingly, let us examine the graph in detail, starting from the academic year 2019/2020. The elementary (SD) dropout rate tends to be higher than that at the junior high (SMP) level. This indicates an increased effort to minimize the dropout rate at the junior high school level. However, there is still a need for evaluation at the primary school level and special attention by relevant stakeholders in implementing educational policies and programs.

Lestari, Kurniawan, and Ardi (2020) proposed that the high dropout rate in primary schools can be attributed to parental factors such as financial constraints and a lack of ability to provide motivational support to students. In addition, school-related factors such as limited access and inadequate facilities also contribute to this problem. On the other hand, internal student factors such as lack of motivation, desire for freedom, and reluctance to continue education also play a role. Continuous evaluation and monitoring are essential to sustain these positive outcomes. A comprehensive assessment of government policies, especially the Indonesia Pintar program, is crucial. This evaluation should measure the program's success in improving student participation, facilities, and teaching quality at SD Negeri 494 Pongko. Involving stakeholders such as school boards, teachers, parents, and the community in this evaluation will help refine strategies and implement more effective educational programs, thereby reducing the dropout rate and creating a conducive learning environment in Luwu Regency.

## Evaluation of the Indonesia Pintar Program Policy

### a. Effectiveness

Effectiveness, closely related to technical rationality, can be measured based on the unit of products, services, or monetary value. Effectiveness refers to how an alternative achieves the expected results or the actions' goals (Safitri et al., 2021). Every policy has objectives that it seeks to achieve, which reflect the intentions and expectations of the policy actions. Evaluating effectiveness provides an overview of how well a policy can have a positive impact in line with



its established goals (Hafrienda et al., 2023). The results of the interviews conducted by the researcher indicate that the Indonesia Pintar program has been effectively implemented in SDN 494 Pongko, Luwu Regency. Parents, as informants, stated that implementing the PIP program at the district education level and at the school itself has been successful. All the information received is clear, and the process has no obstacles.

Furthermore, the same statement is corroborated by the interviews conducted by the researcher with the principal, vice principal, and school committee chairman of SDN 494 Pongko, who serve as informants in this study. They conveyed that the parents of the students already have a sufficient understanding of the PIP program and that its implementation has been effective. Notably, the procedures and implementation of this program are consistently communicated at the end of each academic year or well in advance of the disbursement date, demonstrating the program's transparency. Based on the information gathered, the effectiveness of the implementation of the Indonesia Pintar Program at SDN 494 Pongko, Luwu Regency, has been carried out by the objectives and targets regarding the policy procedures. This is evidenced by the program's implementation being rated as good.

#### *b. Efficiency*

Efficiency, as defined by Wulandari (2020), is crucial in achieving the desired outcomes of the Indonesia Pintar Program at SDN 494 Pongko. It is a key criterion in our evaluation, serving as a benchmark for the program's success. The timeliness of disbursement and the program's implementation authority are pivotal in assessing its efficiency. Based on the research findings, a program can be considered efficient if the implementation process runs smoothly and is completed within the designated time frame and according to plan. A parent's interview results indicated that the Indonesia Pintar Program (PIP) disbursement process often deviates from the predetermined schedule. Meanwhile, to implement a policy, it must be supported by a competent policy implementation unit to perform tasks and responsibilities promptly to achieve the set goals. The author concludes that in terms of timing and precision, the disbursement of funds for the Indonesia Pintar program at SDN 494 Pongko needs to be carried out more effectively. Therefore, it is hoped that in the future, the disbursement of funds can be implemented according to the schedule and regulations in place, considering that timely disbursement can alleviate the economic burden of parents in meeting their children's school needs.

#### *c. Adequacy*

Adequacy here refers to the value of the extent to which the desired results have been achieved (Haqiqi & Prabawati, 2019). In this case, the desired results are the policy evaluation process in SDN 494 Pongko that meets the student's needs and satisfaction. For the government policy, the improvement is expected to be more appropriate and satisfying for both the implementers and students. Based on data collected by researchers, some students still need to receive PIP funding assistance at SDN 494 Pongko. The data can be seen in Table 1 below:



**Table 1. Number of Participants Receiving PIP funds at SDN 494 Pongko in 2019-2021**

Year 2019			Year 2020			Year 2021		
Number of students receiving PIP			Number of students receiving PIP			Number of students receiving PIP		
PIP	PIP Paid	PIP Unpaid	PIP	PIP Paid	PIP Unpaid	PIP	PIP Paid	PIP Unpaid
84	50	34	110	83	27	135	108	27

Source: <http://dapo.dikdasmen.kemendikbud.go.id>

The table above shows the increase in the number of students who have disbursed PIP funds. Based on the research results, with the existence of the Indonesia Pintar program, parents evaluate the government policy positively. This is evidenced by the level of satisfaction among program beneficiaries, as it is seen as capable of reducing the economic burden of financing their children's schooling needs. This statement is corroborated by the research interviews with informants who mentioned that with the implementation of the Indonesia Pintar program, they can immediately meet various levels of schooling needs for their children every academic year. According to Mirabel, Sewagegn, & Diale (2022), a well-implemented government program that achieves its goals is likely to be supported by the community. The strong community support for the Indonesia Pintar program is a reassuring sign of its acceptance and potential for long-term success.

In addition, one of the tasks of the Indonesia Pintar program implementers is to carry out monitoring to ensure that the program is implemented smoothly and according to expectations. This is confirmed by one of the informants from SDN 494 Pongko in Luwu Regency, who stated that the assistance program's fulfillment of children's school needs has been met. This is evident every new school year as all students can purchase necessities such as new uniforms and other requirements. In addition, the informant mentioned that each fund disbursement is always supervised by the school, even though the funds are paid directly into the accounts of the beneficiaries. However, a letter endorsing the disbursement of the funds must be recommended directly by the school. This serves as a form of monitoring and oversight to ensure that the implementation of the assistance program for economically disadvantaged students is proceeding according to the planned objectives.

#### d. Equity

Equity, as defined by the fairness and benefits provided in policy implementation, is a crucial aspect of the Indonesia Pintar Program. This program, a significant policy effort to break the cycle of poverty and reduce school dropouts in Luwu Regency, is expected to bring substantial benefits to its recipients. Based on the research findings, implementing the Indonesia Pintar Program policy does indeed benefit the parents or guardians of the beneficiary students. This statement was expressed by an informant who felt the program's benefits because they no longer worry about the cost of purchasing school supplies for their children every academic year. On the other hand, from the researcher's observations, it was found that there was social envy among parents who had not yet benefited from the Indonesia Pintar program. This was confirmed by an informant who serves as the chairman of the committee at SDN 494 Pongko, where some students still need assistance from the Indonesia Pintar program



due to incomplete documentation. However, the school continues to address such issues and is working to ensure an equitable distribution of Indonesia Pintar Program assistance, particularly at SDN 494 Pongko.

Educational equity in Luwu district, particularly at SDN 494 Pongko, has made significant progress, although it still faces some challenges. Although the poverty rate is relatively low, the high cost of education remains one of the contributing factors to the high dropout rate in this area. Data shows that the dropout rate at the primary level tends to be higher than at the junior secondary level, emphasizing the need for further evaluation at the primary level (BPS, 2019). Implementing the Smart Indonesia Programme (PIP) at SDN 494, Pongko has contributed positively by increasing student participation and reducing the economic burden on parents. However, there are still issues with delays in the disbursement of funds. Continuous evaluation and monitoring can improve the effectiveness of this program by involving various stakeholders such as school committees, teachers, and communities, thus creating a more conducive and equitable learning environment in the Luwu district.

#### *e. Responsiveness*

Responsiveness refers to the extent to which a policy can guarantee the needs and values of a community group. In reviewing the implementation of existing activities, the government must conduct activities or processes to carry out the Indonesia Pintar Program policy. A good result can respond to and meet the needs of the community. Considering that government policy programs in the form of activities and programs can consistently achieve good results, the Indonesia Pintar Program can achieve satisfactory results (Hamdi et al., 2020). Based on the research findings, the community group's implementation of Indonesia Pintar program activities organized by the Luwu district government, especially in SDN 494 Pongko, received a positive response. The community supports this Indonesia Pintar program and expects good results. The results of this program facilitate the data submission process conducted by the school institution for the parents/guardians of the beneficiary students. According to the informant interviews conducted by the researcher with parents of program beneficiaries, it was mentioned that the school is very enthusiastic about assisting parents in managing documents and supporting requirements to ensure the program's overall implementation.

#### *f. Accuracy*

The accuracy of the implementation of the Indonesia Pintar program is measured by its alignment with the references, values, and program objectives, as well as the strength of the assumptions underlying the policy objectives in the implementation process. This aligns with the synergy and continuity between national policies and the equitable distribution of education at the regional level. Referring to the implementation process of the Indonesia Pintar program, the roles and responsibilities related to the activities that have been socialized remain in line with the objectives and benefits of the program (Gautama et al., 2021). Schools carry out parents' socialization according to the regulations, further reinforcing this alignment. An informant conveyed this during an interview with one of the parents. They mentioned that the Education Office carried out the socialization.

The information the implementers provide must be clear, as it significantly influences the intended goals of a policy. Based on the researcher's observations, implementing the Indonesia Pintar program organized by SDN 494 Pongko in the district was accurate,





considering the low number of students who did not benefit from this policy. The accuracy of the Indonesia Pintar program is evident in its targeting of students from truly economically disadvantaged families, aiming to meet the educational needs of these children. According to the researcher's interview with the informant who serves as the head of the school committee of SDN 494 Pongko, the Indonesia Pintar program has ushered in significant changes and benefits for both students and parents. The program has enabled them to meet the educational needs of their children and ensure their continued school attendance. Despite the existing challenges and the implementation that has yet to be fully felt by the parents, the Indonesia Pintar program has garnered full support from the parents. With this program, there has been a noticeable improvement in student's enthusiasm for learning and a reduction in the burden on parents.

#### 4. Conclusion

Based on the research findings and discussion of the Smart Indonesia Programme at SDN 494 Pongko, Luwu Regency, the implementation process has successfully adhered to the established policy objectives. This has led to significant progress in educational equity in Kabupaten Luwu, particularly at SDN 494 Pongko. Despite the relatively low poverty rate, the high cost of education remains a key factor contributing to the high dropout rate in this area. However, there are still efficiency issues, such as delays in the disbursement of aid program funds, which need to be addressed. It is crucial for the Luwu district government to collaborate with other parties to further improve educational equity in the region.

Therefore, based on the evaluation conducted by the researchers, to improve educational equity in Kabupaten Luwu, especially at SDN 494 Pongko, better coordination is needed between the Luwu district government, the education office, the school, and other related institutions to ensure that there are no more delays in the disbursement of aid funds. Schools must assist parents of students who have difficulty completing documents so that all students can receive assistance. In addition, supervision of the use of aid funds must be strengthened. Future researchers are advised to develop this research further by comparing it with other variables, seeking references from recent publications, and using diverse research methods such as case studies, in-depth interviews, and field observations.

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