

Social Impact Analysis of Poverty Reduction Program in Education Field at Poverty Reduction of Integrated Service Units (UPTPK) on Sragen Regency

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Abstract— Poverty is a problem that must be resolved because No Poverty is the first goal of the SDG's. Poverty reduction is also a mandate from the 1945 Constitution article 34 paragraph (1). Seeing the importance of poverty reduction, the Sragen Regency government initiated an innovation by forming a Poverty Reduction of Integrated Service Unit (UPTPK). One part of the benchmark is human capability which is identical with education, so to see the extent to which the impact of education programs on poverty reduction carried out by UPTPK has a positive impact on the community, it is very important to carry out the research. The method used in this research is the descriptive qualitative method, with data collection techniques through interviews, observation, and documentation.

Analyzing the impact of education programs on the poverty alleviation is identified based on the way Poverty Impact Analysis (PIA) works, the ideas of Vadel and Bamberge that see the impact of education programs on the poverty reduction from skills, attitudes, control over own life, and impact of own income. The poverty reduction program in the education sector consists of 4 programs namely 1) Giving Outstanding Student Scholarships from Poor Families; 2) PPA-PKH Recommendation; 3) Recommendation of Non-Formal Education Costs; and 4) Recommendations for Poor Student Education Costs.

The education program provided has a positive impact on program recipients. In terms of behavior and attitudes, it has been able to bring significant changes from recipients of the program, one of which is seen from the increase in the pure enrollment rate (APM), but for control over own life and impact of own income is still not optimal. There are still obstacles to the implementation of UPTPK, including the lack of establishment of UPTPK as a formal institution, the lack of continuity of the program because there has been no sustainability evaluation and the absence of training that is able to guarantee participants, especially the apprenticeship program

Keywords— *poverty; SDG; poverty reduction; UPTPK*

I. INTRODUCTION

The problem of poverty is one of the problems in the challenges of carrying out sustainable development, thus encouraging the realization of the goal of sustainable development according to the PPB in the SDG's first one that is No Poverty.

Responding to Indonesia's poverty problems since the beginning of the formation, the state has guaranteed the rights of the poor in the 1945 Constitution. The 1945 Constitution guarantees the rights of the poor and neglected people, namely in article 34 paragraph (1) which states that "the poor people and neglected children are cared for by the state".

Seeing the fundamental problem of the poverty as a form of sustainable development and the implementation of the 1945 Constitution, since 2011 Sragen Regency have initiated the innovation of the poverty reduction through the Poverty Reduction of Integrated Service Unit (UPTPK) to provide services to the poor in improving their welfare in Sragen Regency.

Seeing the percentage of poverty in Sragen Regency from 2011 to 2017 continues to decline, from 17.95% in 2011 decreased to 14.02% in 2017. In more detail the development of the decline in the percentage of the poverty in Sragen Regency from 2011-2017, it can be seen through the following table.

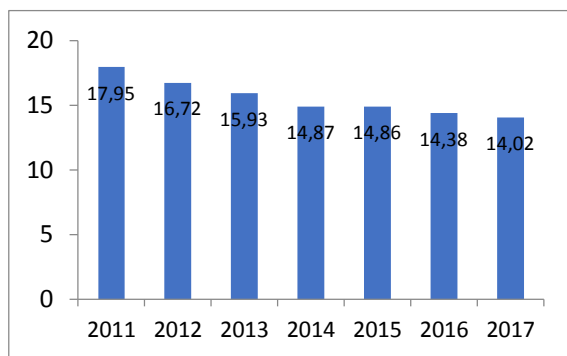


Figure 1 Percentage of the Poor People Sragen Regency in 2013-2017

Source: Central Statistics Agency (BPS) of Sragen Regency [1]

The poverty reduction program through UPTPK in Sragen Regency consists of 16 services, namely 1) Issuance of the Saraswati Card; 2) *Jamkesda* Referral Recommendations; 3) *Sintawati* Card Issuance; 4) Giving Achievement Student Scholarships from Poor Families; 5) PPA-PKH Recommendations; 6) Recommendation of Non-Formal Education Costs; 7) Recommendations for Poor Student Education Costs; 8) Compensation for Grief; 9) Unworthy Home Improvement; 10) Provision of *Raskin* Assistance; 11) Providing Wheelchairs for Disabled Persons; 12) Provision of basic food aid for the poor; 13) Recommendation of Japanese Internship; 14) Saraswati Clinic; 15) Free Ambulance; and 16) Free Circumcision

The poverty is no longer merely an income discrepancy but is more broadly related to incapability, lack of knowledge and skills and scarcity of capital and resources or human capability [2]. Meanwhile, the basic element of human capability is education that plays a role in overcoming the problem of poverty.

Seeing the importance of the role of education in alleviating the problem of poverty, this study also considers it very important to see the impact of the education program UPTPK Sragen Regency in overcoming poverty problems.

The research question in this study is "What is the social impact of the education program in the poverty reduction at the Sragen Regency UPTPK?". Through this research, the authors want to provide an overview of the impact of the education program in the UPTPK Service to overcome the poverty in Sragen Regency.

Asian Development Bank [3] presents one way to analyze the impact of the poverty program that is by the Poverty Impact Analysis (PIA) technique. PIA is an analytical tool that has gained considerable attention in recent years as a program analysis tool related to the poverty carried out by the Asian Development Bank (ADB). The interesting thing about PIA itself is to see the government's efforts to expand development strategies in overcoming the problems of the poverty, environmental quality, economic, social and political participation in developing countries. Valades and Bamberge

in the Asian Development Bank edited by Guntur Sugiyarto describe the workings of the impact analysis as follows:

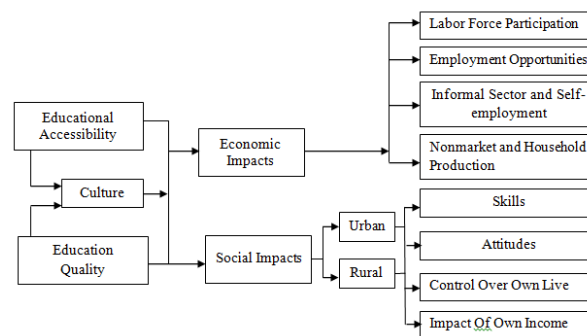


Figure 2. Sample Impact Analysis Framework

Source: Vadales and Bamberge in Asian Development Bank [3]

Based on the chart, the way of Poverty Impact Analysis (PIA) works starting from the provision of education access and the quality of education that is supported by the culture of the community, it should be able to provide the economic impact and social impact. The economic impact itself can be seen in terms of labor force participation, employment opportunities, informal sector and self-employment, and nonmarket and household production. Meanwhile, the social impact is seen in terms of Urban and Rural which are then broken down into four aspects including skills, attitudes, control over own life, and impact of own income. In this study, we will only see the social impact of the education program at UPTPK.

II. METHODS

This research is the qualitative descriptive study, with the data in the form of sentence descriptions obtained through interviews with the relevant stakeholders to obtain information related to the impact of the education program in the UPTPK service. This study also uses the field observation techniques to obtain the facts related to the social impacts of education programs, and the documentation of secondary data related to the impacts of education programs in the UPTPK service

III. RESULT

The implementation of the Education program at the UPTPK service consists of 4 activities: 1) Giving Outstanding Student Scholarships from Poor Families; 2) PPA-PKH Recommendations; 3) Recommendation of Non-Formal Education Costs; and 4) Recommendations for Poor Student Education Costs.

A. Issuance of *Sintawati* Cards

The *Sintawati* card is a card given to the poor to obtain education services. The *Sintawati* card consists of 3 types of cards, which are *Melati*, *Menur*, and *Kenanga*, as shown in the following figure.



Figure 3. Types of Sintawati cards

Source: UPTPK Profile Book [4]

The provision of assistance to education programs for the poor in *Sintawati* determines the amount of government assistance provided to the poor. *Sintawati* card itself is a guideline for the government to provide educational assistance to the poor.

The *Sintawati* card classification is based on data sources for determining the poverty. *Melati* cards are given to poor people whose data are recorded in the central data. *Menur* cards are given to poor people whose data are not recorded in the poor families, but according to the Sragen Regency government and based on the survey, the community has the right to receive educational assistance for the poor. Meanwhile, *Kenanga* cards are given to people who admit themselves to be poor but not recorded by the central or district governments. Commonly, the people obtain the *Kenanga* cards by submitting themselves. Then, the UPTPK officers will review the conditions directly in the field through a survey.

B. Poor Student Recommendations (SMA / SMK / MA)

Recommendations for Poor students at the SMA / SMK / MA education level have not been synchronized with the *Sintawati* card at the beginning of the formation of the UPTPK. From 2012 to 2015 student recommendations are decreasing because each year students' recommendations have been synchronized with the ownership of the *Sintawati* card. The following data giving recommendations for poor students of SMA / SMK / MA from 2012-2015.

Table 1 Recap of Recipients of Poor Student Recommendations (SMA / SMK / MA) from 2012 to 2015

No	Sub-district	2012	2013	2014	2015
1	Kalijambe	11	3	1	0
2	Plupuh	31	7	10	0
3	Masaran	34	14	0	1
4	Kedawung	30	12	5	2
5	Sambirejo	21	6	4	0
6	Gondang	74	5	4	1
7	Sambung Macan	32	12	5	1
8	Ngrampal	48	7	11	1
9	Karangmalang	90	35	17	6
10	Sragen	124	39	17	6
11	Sidoharjo	42	17	5	1
12	Tanon	50	3	6	1
13	Gemolong	10	5	1	1
14	Miri	19	6	2	2
15	Sumberlawang	23	4	0	3
16	Mondokan	40	6	1	1
17	Sukodono	69	3	3	0
18	Gesi	16	6	4	1
19	Tangen	20	1	2	0
20	Jenar	12	6	4	0
Total		796	197	102	28

Source: Profile of UPTPK [4]

The granting of recommendations for poor students of SMA / SMK / MA is decreasing every year because the recipient has received the *Sintawati* card. Related to the education level of SMA / SMK / MA based on Law Number 23 of 2014 concerning Regional Government has caused the transfer of secondary education (SMA / SMK / MA) affairs from the district / city government to the provincial government so that since the transition, the UPTPK cannot provide educational services assistance at the secondary education level.

C. The Reduction of Child Labor - The Family Hope Program (PPA-PKH) based on the education level.

PPA-PKH activities are educational assistance activities provided to facilitate child-labor to return to school. The number of PPA-PKH recipients from 2013-2015 experienced a fluctuating growth which tends to increase, from 2013 with a total of 90 recipients to 150 recipients in 2015. The development of PPA-PKH recipients can be seen in the following table.

Table 2. Recapitulation of PPA-PKH recipients from 2013 to 2015

No	Educational Level	2013	%	2014	%	2015	%
1	SMP / MTS	48	53.3	2	1.0	42	28.0
2	SMA/SMK/MA/Kejar Paket C	41	45.6	206	98.6	108	72.0
3	Pondok Pesantren	1	1.1	1	0.5	0	0.0
	Total	90	100	209	100	150	100

Source: Profile of UPTPK

The reduction in the number of PPA-PKH was due to the fact that PPA-PKH program and activity facilities had not been able to freely provide facilities for the child-labor to return to school, because they were constrained by the obligation and responsibilities of children to earn money to meet their daily needs, but after being intensively communicated the school representative, finally the PPA-PKH program is able to run according to the plan.

D. PTN Scholarships for Poor Students.

PTN scholarships are awarded to students from underprivileged families who have passed the selection in state universities in order to be able to continue their education. The recipients of PTN scholarship assistance from 2012-2017 experienced fluctuating developments, the recipients of PTN scholarships were also spread in various sub-districts are as follows:

Table 3. The Recipients of PTN Scholarship from 2012 to 2017

Sub-district	2012	2013	2014	2015	2016	2017
Kaliyambe	1	1	4	2	3	1
Plupuh	3	0	1	1	1	1

Sub-district	2012	2013	2014	2015	2016	2017
Masaran	3	1	0	2	1	1
Kedawung	1	1	2	0	1	1
Sambirejo	2	0	0	2	0	0
Gondang	1	6	0	1	2	0
Sambungmacan	2	3	1	1	1	0
Ngrampal	1	1	2	3	0	0
Karangmalang	5	1	2	4	1	2
Sragen	5	10	5	9	3	2
Sidoharjo	0	1	1	7	3	1
Tanon	3	1	5	4	6	2
Gemolong	0	1	3	3	1	2
Miri	1	1	2	1	2	0
Sumberlawang	0	2	0	1	1	2
Mondokan	1	1	1	1	0	2
Sukodono	0	2	2	1	0	0
Gesi	2	2	1	1	1	2
Tangen	0	1	0	2	1	1
Jenar	0	0	1	0	0	0
Total	31	36	33	46	28	20

Source: Data of Scholarship Recipients UPTPK

The PTN Scholarship is a scholarship given by the Sragen Regency Government to support the recovery of poor students with achievements from Sragen Regency. The provision of scholarships in the form of funds for the living expenses of

students during their study period is given monthly. The people who receive PTN scholarships feel greatly helped by the existence of these funds to fulfill their daily lives and the needs of the recovery supporters such as books and transportation.

IV. DISCUSSION

The impact analysis was carried out to look at the social impact aspects of the poverty reduction from the educator program conducted in the service of UTPK. Based on the Asian Development Bank [3] with the Poverty Impact Analysis (PIA) technique can see the social impact through skills, attitudes, control over own live, and impact of own income.

A. Skill

Education programs in poverty reduction through UTPK have been shown to be able to encourage the success of the capacity building. It is seen from the PTN government scholarship program of the Sragen Regency government that the program is able to provide opportunities for the poor to be able to develop their potential and knowledge to the higher level of education.

In addition, to improve the skills of the workers, the Sragen Regency Government has also provided training for overseas internships for the competent workers.

So far, the recipients of the UTPK service education program strongly encourages the development of the ability of the poor. However, there is still an obstacle in the development of these skills which is a low level of guarantee for program recipient communities, especially apprenticeship.

B. Attitudes

In terms of the attitude of the community, through training and improving education, the program has been able to encourage changes in the attitudes of the community. By providing opportunities for the underprivileged people, the Sragen Regency government has been able to bring changes. One of the changes that we can see is the increasing number of people participation from the year 2013 to 2016 as follows.

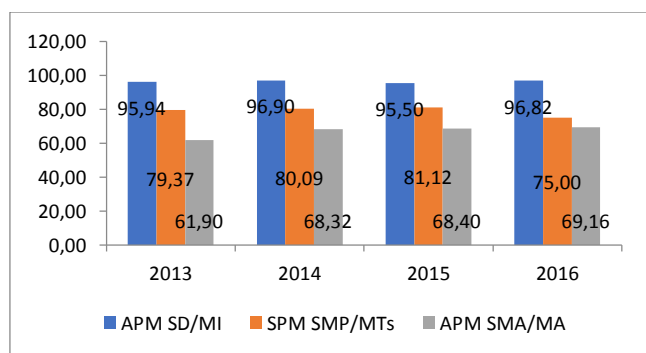


Figure 4. The Number of Pure Participation/ Angka Partisipasi Murni (APM) Sragen Regency Year 2013-2016

Source: BPS Sragen Regency [1]

A. Control Over Own Live

Since its establishment until 2018 the UTPK is still a technical implementer under the coordination of the service. At the beginning, the UTPK was under the coordination of Bappeda, then since 2017 it was under the coordination of the Office of Social Affairs.

There are a number of problems that are problematic because the UTPK has not yet established itself as an independent institution, one of which is the difficulty of holding UTPK officers accountable for the implementation of their main tasks and functions.

The existence of UTPK that has not been a formal institution causes some difficulties in controlling the program. One of which was due to constraints on internal staffing of UTPK which did not yet have clarity on the division of the main tasks and functions in the original and UTPK offices. This problem must be addressed by establishing a formal and independent UTPK institution to be able to improve the performance of the UTPK in poverty reduction.

B. Impact of Own Income

The impact of the success of the education program is felt to have been able to increase the income of the community personally. However, there are still obstacles to the sustainability of the evaluation that UTPK has not done to the impact of personal income is still not very visible. However, the program must be carried out in order to provide maximum results for increasing community income.

V. CONCLUSION

Based on the analysis, it can be concluded that the social impact of the education program in the service of the UTPK to alleviate poverty is felt to have a positive impact on the community both in terms of attitude, behavior, control over own live and impact of own income. However, there are some obstacles that must still be considered to encourage the success of UTPK in achieving poverty reduction goals. The obstacles are presented as follows:

- UTPK has not been a formal institution, so the division of basic tasks and employee functions is not yet clear, especially in the control of program implementation.
- The evaluation conducted by UTPK still has no sustainability so there is no continuity of the program.
- Lack of guarantees for program recipients, especially for the participants of overseas apprentices.

To overcome the obstacles in poverty reduction in Sragen Regency, there are several recommendations that can be done as follows:

- It is needed to have a more formal form of organizational structure in overcoming poverty.
- Evaluation results need to be followed up.

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