

Jakarta Smart Card Implementation Ar-Raisiyah Husada Vocational Pharmacy in East Jakarta

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Abstract—The purpose of this research is to analyze the Implementation and to find out what are the driving and inhibiting factors in the Implementation of the Jakarta Smart Card Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta. This research uses the theory of George C. Edwards III as follows: Smart Jakarta Card Implementation Pharmacy School of Ar-Raisiyah Husada in East Jakarta with indicators of Communication, Resources, Disposition / attitude, and Bureaucratic Structure. This study uses a descriptive method with a qualitative approach. Determination of informants was used purposive sampling technique, namely 1 school principal, 1 homeroom teacher, 1 KJP operator in Ar-Raisiyah Husada Vocational Pharmacy High School using accidental sampling technique, namely 3 student guardians and 3 students who knew and registered as Jakarta Card recipients Smart. Data collection is done by interview, observation, and documentation. Data analysis using analysis models from Miles and Huberman, and data validity testing using triangulation techniques from Moleong. The results of this study indicate that the Implementation of the Jakarta Smart Card at the Pharmacy at Ar-Raisiyah Husada is quite optimal in its implementation. Seen from the communication between school with the school, as well as the school with the participants of the Jakarta Smart Card recipient is very good, with direct socialization and interaction. From the resources it is sufficient to be seen from the level of satisfaction of the participants of Jakarta Smart Card recipients with the alertness of the officers and mastery of the Jakarta Smart Card policy process. And a clear structure makes it easy for the participants of the Jakarta Smart Card recipients in handling the making of the Jakarta Smart Card. With the Jakarta Smart Card policy, it is very helpful in dealing with dropouts that are often experienced before for poor people. During its development the Jakarta Smart Card policy tried to test directly to the public and the results received were quite satisfying, it can be seen from the satisfaction of the people who have felt the positive impact of the Jakarta Smart Card policy.

Keywords—implementation, policy, jakarta smart card

I. INTRODUCTION

Education is the most important aspect in the progress of a country. The decline or progress of a country can be measured by an overview of its education. Education is also one of the main factors in achieving the country's prosperity. Nowadays education is also a primary need of every human being so that it should not be considered trivial because from this education will increase the dignity and human dignity itself. In the current global era, which is marked by the growth and development of industry, competition in all aspects of economic life, as well as changes in needs that are quickly driven by advances in science and technology. To meet the development of science and technology, qualified human

resources are needed, so education in Indonesia needs to be increased to all 3 corners of the country and of course for the lower middle class people who are on the poverty line. UNICEF 2016 data as many as 2.5 million Indonesian children cannot enjoy further education as many as 600 thousand children of primary school age (elementary) and 1.9 million of junior high school age children. Likewise, statistical data released by BPS shows that at the provincial and district level there are certain groups of children who are most vulnerable affected, most of whom come from poor families and are unable to continue their education to the next level. Even though the level of school dropouts in big cities like DKI Jakarta is still a big homework for the Ministry of Education and Government of DKI Jakarta, many factors cause them to drop out of school. The lack of money is still the main reason for someone not to continue their education to a higher level. Therefore, economic factors are not good, then children prefer to work that makes money compared to learning, without realizing it, education is actually a way out of poverty itself. Other factors such as lack of awareness of its importance education, inadequate facilities and negative associations. Therefore the DKI Jakarta government made a Smart Jakarta Card policy that aims to support the implementation of 12-year compulsory education, increase access to education services fairly and equally, ensure certainty of getting educational services, and improve the quality of educational outcomes for children in DKI Jakarta.

A. Formulation of the Problem

This research problem formulation is:

1. How is the implementation of the Jakarta Smart Card Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta?
2. What are the driving and inhibiting factors in the Implementation of the Jakarta Smart Card for Pharmacy Pharmacy Ar-Raisiyah Husada in East Jakarta? Educational services, and improving the quality of educational outcomes for children in DKI Jakarta.

B. Research Purposes

Based on the main issues above, the objectives of this research are: 1. To analyze the implementation of the Jakarta Smart Card Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta. 2. To find out what are the driving and inhibiting factors in the Implementation of the Jakarta Smart Card SMK Ar-Raisiyah Husada Vocational School in East Jakarta.

C. Research Focus

In this Smart Jakarta Card Implementation research is focused on the Implementation variables according to Edwards III which includes:

1. How is the communication of the policy implementers in the Implementation of the Jakarta Smart Card Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta influenced by resources.
2. How is the Implementation of the Jakarta Smart Card Pharmacy ArRaisiyah Husada Vocational School in East Jakarta influenced by resources.
3. What is the Disposition or attitude of the executors in the Implementation of the Jakarta Smart Card for Pharmacy Pharmacy ArRaisiyah Husada Vocational School in East Jakarta.
4. What is the bureaucratic structure in the Implementation of the Jakarta Smart Card for Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta.

II. LITERATURE REVIEW

Previous Research This study began by conducting a literature review on the results of previous studies, with some research on studies Policy Implementation. By identifying the previous research and analyzing the relevance of the research to be conducted. So as to get supporting references, complementary and comparison in the preparation of this thesis to be more adequate. In addition, previous research is useful to provide an initial overview of the study related to the problem in this research. First Research, Implementation of Education Unit Level Curriculum Policy By Faria Ruhana and Yesi Yuliana (Journal of State Administration, Volume 10, Number 2, July 2010: 141 - 153). Implementation of Education Unit Level Curriculum Research Policy in Lubuklinggau, South Sulawesi, Sumatra Province uses a descriptive method with a qualitative approach. The aim of this study is to determine and analyze the application of Edwards III's theory and an important analysis of fact finding in the implementation of the Education Unit Level Curriculum policy in Lubuklinggau, in the context of developing theory. The results showed that among the four factors examined in policy implementation that communication and resource factors still needed to be improved consistently so that the Education Unit Level Curriculum program could be implemented well. Important Findings from this study are that culture plays a role in Education Unit Level Curriculum implementation policies. Second Research, Implementation of Environmental Care and Cultivated School Policies in Gresik State Junior High School 3 by Yeni Isaeni (Journal of Education Policy and Development Volume 1, Number 2, July 2013; 166-172 ISSN: 2337-7623; EISSN: 2337-7615). This research uses a qualitative approach and descriptive research type. The results showed: 1) the implementation of the 5 schools of environmental and cultured schools in SMP Negeri 3 Gresik already showed the school policies set out in the form of a S.K headmaster about subjects and self-development integrated with PLH and PBk; 2) supporting factors for policy implementation are all components of citizens support; 3) SMP Negeri 3 as the national Adiwiyata school champion in 2011, was a very positive impact, besides the direct impact was the awareness of school residents to protect the environment and care for it with good awareness.

Third Research, Implementation of the Jakarta Smart Card Program in DKI Jakarta Province: Opportunities and Challenges in Fulfilling Social Justice in the Field of Education. By Anggi Afriansyah (Indonesian Population Journal (Vol. 12 No. 1 June 2017 55-68). The Jakarta Smart Card (KJP) is a DKI Jakarta Government program that provides opportunities for disadvantaged people to receive a minimum education up to secondary education level. examines three aspects of KJP implementation seen from (i) opportunities for program implementation to fulfill social justice, (ii) problems with program implementation and challenges to front; and (iii) KJP as an effort to improve education services. This study uses primary data from interviews and relevant secondary data. The main findings show that violations and misuse of KJP funds still occur. Even though the government has improved the rules, management, and mechanism for channeling funds, inaccuracies in the data and the recipient's subject are still found. It needs to be a point of evaluation, improvement, and innovation in order to achieve social justice for disadvantaged citizens.

A. Public Policy

The term policy or some people term policy is often equated with the understanding of the term policy. This is probably due to the unknown translation of the term policy in Indonesian until now. According to Hoogerwerf in Sjahrir in essence the understanding of policy is a kind of answer to a problem, is an effort to solve, reduce, prevent a problem in a certain way, namely with directed action. Meanwhile, James E Anderson, provides policy formulation as the behavior of a number of actors (officials, groups, government agencies) or a series of actors in a particular field of activity. From some understanding of the policy that has been advanced by these scientists, it can be concluded that essentially the study of policy (policy) includes the questions: what, why, who, where and how.

B. Public Policy Implementation

Merilee S. Grindle says implementation has the task "... to establish a link that allows the goals of public policies to be realized as outcomes of governmental activity" (Grindle, 1980, p.6). Implementation is a bridge that connects public policy goals with desired reality. Implementation according to Pressman and Wildavsky is "to carry out, accomplish, fulfill, produce, complete" (Nakamura, et.al, 1980, p.13). From this understanding, implementation can be expressed as an activity to perfect what is desired by policy makers, which also means to produce something that is desired by policy makers. From the various expert opinions above, implementation can be interpreted as an activity to carry out a policy as outlined in a regulation issued by the government and other state institutions in order to achieve the goals set forth in the policy. If the implementation process has proceeded, it is expected to emerge the output is the immediate result (effect) and the final impact (impact). Immediate results are influences or short-term consequences resulting from a policy implementation, while the impact of the policy is a number of consequences generated by the implementation of the policy through a long-term process. Immediate results and impacts will be very useful for assessing the implementation of a policy.

C. Implementation Model According to George C. Edwards III

Factors that influence the implementation according to George C. Edwards III as follows:

1. Communication

Policy objectives are understood by the individuals responsible for achieving policy objectives. Clarity in size and policy objectives thus needs to be communicated appropriately with implementers. The consistency or uniformity of basic measures and objectives needs to be communicated so that implementors know the exact size and purpose of the policy. Communication in organizations is a very complex and complicated process. Someone can hold it only for certain purposes, or spread it wide.

2. Resources

It does not matter how clear and consistent the implementation of the program is and how accurately the communication is sent. If the personnel responsible for carrying out the program lack the resources to do their jobs. This resource component includes the number of staff, expertise of the implementers, relevant and sufficient information to implement the policy and fulfillment of relevant resources in the implementation of the program, the existence of authority that ensures that the program can be directed to as expected, as well as the availability of supporting facilities can be used to carry out program activities such as funds and infrastructure.

3. Disposition or Attitude

One of the factors that influence the effectiveness of policy implementation is the attitude of the implementor. If the implementers agree with the contents of the policy, they will be happy to implement it, but if their views differ from policy makers, the implementation process will experience many problems. There are three forms of attitude / implementor response to policy; implementing awareness, implementing instructions / direction for responding the program towards acceptance or rejection, and the intensity of the response.

4. Bureaucratic Structure

Discussing the implementing body of a policy, cannot be separated from the bureaucratic structure. Bureaucratic structures are characteristics, norms, and patterns of relationships that occur repeatedly in executive bodies that have both potential and tangible relationships with what they have in carrying out policies.

III. RESEARCH METHODOLOGY

Place and Time The study was conducted at SMK Ar-Raisiyah Husada East Jakarta Vocational School on Jl. Galian, RT.7 / RW.5, Lubang Buaya, Cipayung, City of East Jakarta, Special Capital Region of Jakarta 13810. In November 2018 - March 2019.

A. Research Methods

The research method used in this research is a descriptive research method with a qualitative approach. The method of this study aims to uncover the problems that become the main research by exploring the facts about the implementation of the Jakarta Smart Card Pharmacy Vocational School of Pharmacy Ar-Raisiyah Husada in East Jakarta. in the form of

written and oral words from the object of research, and observable behavior. Data or information described in accordance with the reality in the field and presented in the form of words or sentences then drawn a conclusion.

B. Collection Techniques

Data This research uses data collection techniques as follows:

1. **Interview** Interviews are used to obtain in-depth data relating to the Implementation of the Jakarta Smart Card SMK Ar-Raisiyah Husada Vocational School in East Jakarta. Interviews conducted using questions prepared previously. In carrying out this question the questions are submitted to research subjects with the intent obtain accurate information and expand the scope of information obtained from other sources.
2. **Observations** Observations are made to add and complete data from data collection and through interviews and documentation. This technique is done by seeing or observing directly the Implementation of the Jakarta Smart Card Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta.
3. **Documentation** This documentation is used to collect data in the form of a history of the implementation of the Jakarta Smart Card SMK Ar-Raisiyah Husada Vocational School in East Jakarta.

C. Informant Withdrawal Technique

The data sources in this study consisted of: 1 School Principal, 1 Homeroom Teacher, 1 KJP Operator at Ar-Raisiyah Husada Pharmacy Vocational School in East Jakarta, 3 Student Participants and 3 Student Guardians.

D. Data Analysis Techniques and Data Validity Test

Data analysis techniques in this study refer to the concept of Miles & Huberman (1992) which reveals that the data analysis technique in research using qualitative methods consists of three stages. Because qualitative data analysis is a process or effort continues, repetitive and continuous.

The three stages of analysis according to Miles and Huberman are:

1. **Data reduction (Data Reduction)** Data reduction is the activity of summarizing, choosing the main things, focusing on important things, looking for themes and patterns. After the data is reduced it will provide a clearer picture and make it easier to focus on collecting data that will be found.
2. **Data Display (Data Display)** After the reduction stage, the next stage is to present the data. The presentation or presentation of the data is carried out to improve the understanding of the case and as a reference to take action based on the understanding and analysis of the data presentation work.
3. **Conclusion Drawing and Verification (Conclusion Drawing / Verifying).** The next stage is data withdrawal, which is the result of research that answers the focus of the research based on the results of data analysis. The conclusions are presented in the form of descriptive research objects based on research studies.

This activity is the final activity of data analysis in which the data analysis stage starting from reduction, exposure and conclusion drawing is a cyclical and interactive process. As for testing the validity of the data in this study using triangulation namely to get data from different sources with the same technique. The steps used are:

- a. Comparing observational data with interview results.
- b. Comparing what people say in public with what is said all the time.
- c. Comparing what people say about the research situation with what is said all the time.
- d. Comparing one's circumstances and perspectives with various other people's characters and views.
- e. Comparing the results of the interview with the contents of a related document.

IV. RESULTS AND DISCUSSION

Discussion and Results of Research With the existence of 12 year compulsory education regulations, the DKI government through the DKI Jakarta Education Office has created the Jakarta Smart Card Program to help people who cannot afford to experience education. Data obtained from the results of research in the field were analyzed using the Theory concept from Edward III, namely: Communications (Resources), Resources (resources), Dispositions (attitudes of the implementers), Bureaucratic Structure (bureaucratic structure). The following is a research analysis on the Implementation of the Jakarta Smart Card SMK Frnasi Ar-Raisiyah Husada in East Jakarta. Communication in organizations is a very important thing, without communication policy implementation will not work well. Communication provides information on all parties related to the program to be carried out, errors in understanding information will lead to differences in perception, resulting in differences in policy implementation, in the implementation of the Jakarta Smart Card Pharmacy Ar-Raisiyah Vocational School in East Jakarta. Communication with direct interaction makes the implementation of the Jakarta Smart Card more smooth, and provides education through events in the Jakarta Smart Card handbook. Jakarta Smart Card Officers are also given direct education by sudin related to Jakarta Smart Card policies so that all Jakarta Smart Card officers can access and serve the public through the Ynag System provided on the Web, and also so that Jakarta Smart Card officers can provide information and guidance related to with the process, implementation and objectives of the Jakarta Smart Card policy. Resources Resources are important factors in implementing a program. The availability of resources in implementing a program is one factor that must always be considered. With the limitations that exist in this regard researchers only focus on human resources. Human resources are the main resources in the implementation of the program.

The obstacles and failures that often occur in the implementation of the program one of them is caused by the number of people (staff) that are inadequate, adequate, or not competent in their fields. Therefore, it is needed an adequate number of staff and has the appropriate ability to run the program. The planned capital resources by the Central Government and the training provided for policy implementers are very helpful in determining the success of a policy. In implementing the Jakarta Smart Card policy, it can

be seen from the level of satisfaction felt by the people who enjoy the positive impact. Disposition The definition of disposition according to Edward III in Widodo (2010: 104) is said to be "the willingness, desire and tendency of the policy makers to implement the policy seriously so that what the policy objectives can be realized. A good tendency by the implementers to implement and realize the Jakarta Smart Card policy seriously can be seen from the results of the satisfaction of the participants of the Jakarta Smart Card recipients.

Bureaucratic Structure Discussing the implementing body of a policy, it cannot be separated from the bureaucratic structure. Bureaucratic structures are characteristics, norms, and patterns of relationships that occur repeatedly in executive bodies that have both potential and tangible relationships with what they have in carrying out policies. The organizational structure in charge of implementing the policy has a significant influence in the implementation of the policy. KJP is a scholarship program whose management is not handed over to the school. The program is a provincial government program under the auspices of the Education Office. KJP management in SMK Ar-Raisiyah Husada Vocational School is the responsibility of the School Principal, Guardians of Class 13 and KJP Operators. And those who are involved are referred to as Guardians of Students and Students. A clear structure and clear path for the implementation of the policy are very important. Because to facilitate the public in accessing and implementing the policy. Driving and Inhibiting Factors in the Implementation of the Jakarta Smart Card SMK Ar-Raisiyah Husada Vocational School in East Jakarta there are many things that serve as a benchmark of the success in implementing the Smart Jakarta Card properly. One of them is by looking at what factors occur in the Implementation of the Jakarta Smart Card for Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta. The following are the supporting factors and inhibiting factors for the Implementation of Smart Jakarta Card Vocational Pharmacy Ar-Raisiyah Husada in East Jakarta: Driving Factors Driving factors in Jakarta Card Implementation

Smart Ar-Raisiyah Husada Vocational School Pharmacy in East Jakarta is as follows: 1. The existence of a regional budget in the development of the region itself to prosper its community, then make this KJP policy using a predetermined budget. 2. The use of technology in its implementation in order to facilitate access for all parties in knowing this government program. 3. Adequate facilities from the government for the community, ranging from facilities and infrastructure, human resources, etc. 4. The 12-year compulsory education policy of the government is one of the drivers of the Jakarta Smart Card program to help people who are unable to get an education. Inhibiting Factors Inhibiting factors in the Implementation of the Jakarta Smart Card SMK Ar-Raisiyah Husada Vocational School in East Jakarta are as follows: 1. Lack of supervision of the fees used by students in spending needs with the Jakarta Smart Card, because now there is no 14 responsibility for the costs incurred students must report as before. 2. The students are inconsistent when the funds are disbursed, so the school often cannot debit the funds, because the funds have run out.

V. CONCLUSIONS AND SUGGESTIONS

Conclusion Based on the results of the research discussion, a conclusion can be drawn that the Implemen-

tation of the Jakarta Smart Card Pharmacy Ar-Raisiyah Husada Vocational School in East Jakarta can be explained by the theory of Edwards III with 4 indicators, namely: Communication, communication that occurs between Smart Jakarta Card stakeholders to the recipients of aid it is quite good and effective, because any new information will be directly conveyed to the school through a web system or socialization from the government to the school, from the school also also provides quick feedback to provide information to student guardians or students. In terms of human resources, the government itself has formed the Center for Personal Funding and Education Operational Services (P4OP) to take care of the Jakarta Smart Card, and the school also has its own operator to manage the Smart Jakarta Card data collection, in addition, its implementation is supported by adequate technology. Disposition, in this case illustrates how monitoring and evaluation of the implementation of the Jakarta Smart Card, can be addressed for the evaluation of the school after evaluating and monitoring the implementation of the Jakarta Smart Card, and the school through the operator also supervises. Bureaucratic structure, in this case who is involved in the implementation of the Jakarta Smart Card is the P4OP, Schools (Principals, KJP Operators, Homerooms and Students and Carers). And for the mechanism of making the Jakarta Smart Card, assisted by the operator so that the student's guardian can understand and comprehend so that there are no obstacles in meeting the requirements. The driving factors can be identified as follows: The existence of a regional budget. Use of technology Government policy

compulsory education for 12 years. Inhibiting factors as follows: Lack of supervision and there is no consistency.

Based on the results of the discussion and research conclusions, it can be seen that the Jakarta Smart Card Implementation has been going well. But it still requires developments related to the program as follows: 1. There is supervision of the money that is given, such as there is accountability for money reported every month. 2. It's easier if the requirements can be accessed online by students and student guardians.

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