

Smart Indonesia Program Monitoring in Non-Formal Education

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ABSTRACT

With the high dropout rate and the relatively high cost of education, the existence of PIP is a solution in helping the poor to return to school. This evaluative research uses a goal-oriented model as developed by Tyler, involving 32 people from the education office, managers of community learning centers, students, and partner institutions. Data were collected through document analysis and unstructured interviews, then analyzed using the approach of Robert K. Yin with pattern matching, explanation, and time crane analysis formulas. The results of the study include: (1) Program socialization has been carried out in a planned manner, (2) The data collection process has been well integrated with the national database, (3) PIP distribution has been delayed due to policy changes, (4) PIP coordination lines have not run optimally due to limited communication lines between the center and the regions, (5) Monitoring and evaluation programs have not been carried out in a planned manner, (6) The PIP program has an impact on meeting school operational costs and increasing student achievement and school participation rates.

Keywords: *intelligent Indonesia program, non-formal education, monitoring, evaluation*

1. INTRODUCTION

National data shows that out of 100 percent of children who enter primary school, only 80 percent continue their education until graduation, while the other 20 percent must drop out of school. Of the 80 percent of elementary school students who graduate, only 61 percent continue their education to junior high school and other levels. Then after that, only 48 percent finally graduated from school. Meanwhile, 48 percent who graduated from junior high school, only 21 percent continued to high school. Meanwhile, only 10 percent of those who can graduate from high school can graduate.[1][2][3] The Central Statistics Agency (BPS) noted that the number of working people until February 2021 had reached 139.81 million people, an increase of 1.59 million people compared to August 2020.[4]

Equality Education provides broad, open, targeted, and quality learning opportunities for the community to achieve equality and equality in education.[5][6]. The government initiated the PIP, which was realized in Education Assistance through the Smart Indonesia Card (KIP) [7]. PIP is a priority program of President Joko Widodo's government to complete 12 years of compulsory education. The study shows the high inequality in its implementation since 2014, more specifically in non-formal education units.[8][9] The

purpose of PIP is to prevent school-age children from dropping out of school due to economic difficulties.[10]. PIP is a government service to help the poor in Indonesia get equal rights in education [11]. The target of this program is school-age children who are not in school or who have dropped out of school [7]. Although the socialization was carried out massively, in general, the community did not understand the purpose of PIP [12]. Therefore, the government continues to be consistent in completing the 12-year compulsory education.[10], [13].

PIP is marked by the provision of further KIP and improvement of the Poor Student Assistance Program (BSM). Through the issuance of KIP as a marker/identity that students are entitled to program benefits and which will be issued in stages, this educational cash assistance program will be given directly to school-age children/students from all levels of education; Elementary School/Madrasah Ibtidaiyah, Junior High School/Madrasah Tsanawiyah, and High School / Vocational High School/ Madrasah Aliyah, even children outside school; who come from underprivileged families by the criteria set by the program organizing Ministry, namely the Ministry of Education and Culture (Kemendikbud) and the Ministry of Religion (Kemenag).

Through the provision of wider PIP Assistance with a larger amount as assistance to meet the personal costs of

students continuing their education until completion. This condition allows students from low-income families to continue their education to a higher level so that assisting students from low-income families will increase the continuing rate from 97.93%.[4] In addition, the expanded and enlarged PIP Assistance will suppress students from low-income families/communities dropping out of school. Through education, the living standards of low-income families/communities can be improved and improved.[14]

Through Presidential Instruction number 7 of 2014, the government has instructed that PIP is a form of cash assistance to underprivileged students in the form of KIP. The aims of the PIP and the PIP targets are clearly stated in the technical guidelines from the government, which essentially help underprivileged students to continue their education and so on. Likewise, the acquisition fund for each student is different depending on the class of education.[15]

In its implementation, PIP is beneficial in increasing the capacity and capability of the community, which of course, needs to be evaluated for its performance. [16]. Performance evaluation is an instrument to assess program management activities as a reference in the policy-making process, which is carried out in stages starting from the planning, monitoring, implementation, supervision, or accountability stages.[17]

So, the elements that are assessed in the performance of an organization's program are in the form of data, information, and reports containing the activities' results, the system's accuracy, the implementation process, the accuracy of the policies applied, and institutional accountability.[18]–[22]. Thus, performance evaluation can be said as an approach used to assess the implementation of the tasks of work units within an organization by predetermined performance standards.

Non-formal education services have different characteristics from formal education or schooling, where this educational path has high flexibility at the stage of implementing learning.[23][24] This flexibility becomes a learning method because the students have other activities besides studying. In addition, referring to the principle of high accountability allows one to change the concept and implementation of planning, both changes to programs, the number of funds for implementation, and targets. Accountability can limit the scope for change and the repetition and revision of plans. To achieve accountability for program implementation and development in the internal scope of management, monitoring, and evaluation activities as a means of control and control starting from the planning process, implementation, expected results, and impacts. Therefore, to realize accountability for program implementation and development, it is necessary to have

a monitoring and evaluation program using a set of rules, measures, and criteria as an indicator of the success of a program and a planned budget.

Based on this background, the formulation of the problems of this research include: (1) How is the implementation of PIP program socialization in non-formal education? (2) What is the mechanism for collecting data on the Smart Indonesia program in Non-Formal Education? (3) What is the mechanism for distributing funds for the Smart Indonesia program in non-formal education? (4) What is the coordination mechanism between interested parties in the Smart Indonesia program? (5) How is the implementation of monitoring and evaluation of the Smart Indonesia program? And (6) What are the benefits because of the smart Indonesia program on non-formal education?

2. RESEARCH METHOD

This evaluative research uses a goal-oriented model as referring to Tyler's view [25][26][27][28][29]. The research has been carried out in Malang City by involving key informants from the education office, managers of community learning activity centers, learning residents, and PIP partner institutions with 32 people. Data were collected through document analysis and unstructured interviews. The data that has been collected is then analyzed using the approach of Robert K. Yin with a pattern matching formula, explanation, and time crane analysis.[30], [31], [32]

3. RESEARCH RESULT

1) Program Socialization

To improve the welfare of the underprivileged and encourage the sustainability of children's education from underprivileged families, the government has expanded the scope of providing educational cash assistance through PIP. With a broader scope, the government is trying to reach out to school children from underprivileged families so that they want to return to continue their education. To make the program a success, it is necessary to socialize the existence of PIP through a tiered approach, starting from the central level to the regions to PIP managers at the education unit level. The central government conducts PIP socialization by inviting local government elements in the form of a national-level workshop, then the results of these activities, the local government transmits information to the school level. The school-level provides information to students and the community.

The process of socializing the existence of PIP through the provision of KIP has been carried out well. The education office and PIP fund channeling institutions gave a very high response to PIP socialization, while the education unit was around 90%, while the rest was carried out independently with other partners.

Many forms of socialization are carried out according to the way and needs. Socialization was also carried out to related parties with intensive cooperation between the central government and local governments as shown in Figure 1.

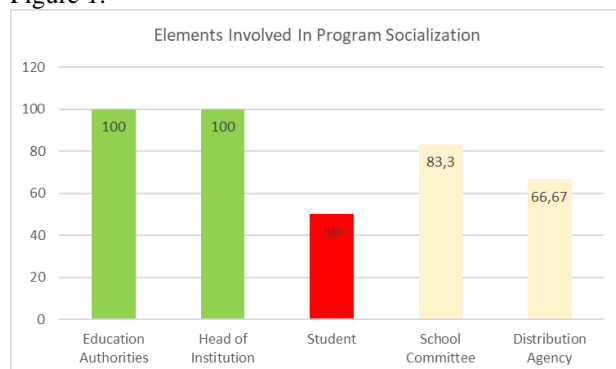


Figure 1 The process and targets of the socialization activities for the existence of PIP

The socialization team very intensively carried out the socialization process about PIP. This is evidenced by the high level of involvement of the education office and institutional managers, community leaders and channeling institutions, although the involvement of students is relatively low.

Based on the study's findings, the implementation of PIP socialization through the provision of KIP can be identified as follows: (1) several institutional leaders do not know about PIP through the provision of KIP due to lack of socialization and delays in PIP information. (2) The elements involved in the socialization activities are the Education Office, the Principal, the School Committee, the Distribution Institution, the parents of the recipient students, the parents of the prospective aid recipients, and the recipient students/prospective aid recipients. (3) PIP socialization media includes circulars, coordination meetings, print media, and electronic media., and (4) Socialization is still very limited either by the city education office so that the information received by schools is incomplete (Frequency of PIP socialization carried out by the education office the city is felt to be lacking, because it only takes place once a year).

2) Data Collection

To capture PIP beneficiaries through the provision of KIP, the data collection process for prospective program recipients is carried out by the local Education Office, which refers to data sourced from the Ministry of Social Affairs, the Central Statistics Agency, BAPPEDA, the Ministry of Education and Culture Education Data and Statistics Center, the National Team for the Acceleration of Poverty Reduction (TNP2K), and Village apparatus.[15] The mechanism for collecting data is by optimizing the role of the school. However, it was also found that the village carried out the data collection process intending to optimize the role of the village government. However, this mechanism is seen as an obstacle for schools in setting program targets. The

assumption also emerged that by not involving the school in data collection, it was feared that the program would not meet the target of underprivileged/poor children.

The source of data that is used as a reference in the nomination and determination of prospective recipients of educational assistance is sourced from the integrated database of the National Team for the Acceleration of Poverty Reduction (TNP2K) of the ministry of social affairs based on village proposals. After collecting data, the team coordinates with the education office to determine the number of participants proposed to receive KIP funding assistance.

The education and school offices have a high level of authority in determining the candidates for the KIP grants, although, in some areas, it is still found that the village is still collecting data on the prospective recipients of KIP assistance. In collecting data on prospective recipients of KIP funds, the team will update the student data of prospective beneficiaries through Dapodik. To maximize this, the Education Office formed a verification team, Dapodik Application Socialization. Help with updating Dapodik data, and crosscheck Dapodik data.

In its implementation in the field, because the schools and education offices in the regions did not update the data, it was found that recipients of poor student assistance in the previous year were not included in the list of recipients of the Indonesia Smart program. Field data shows that 19.02 percent of KPS students have not been accommodated as recipients of PIP assistance, while the remaining 80.98 percent have received PIP assistance.[1] The reason is that schools and education offices in the regions still find that they do not update the data according to the existing technical instructions. On the other hand, it was also found that students who did not have KPS even received PIP assistance. Schools should take the step to fill out a school proposal format for children who own KPS, but it has not been accommodated in the PIP funding assistance. However, it was found that 43.01 percent of schools did not know about the mechanism for proposing names of KPS participants, which were not accommodated through the school proposal format (FUS). [6]

Based on field data, 43.01 percent of schools do not know about the school proposal format (FUS) to accommodate children who are the program's target to be resubmitted to receive PIP funding assistance. This problem occurs because of the lack of socialization and consultation from both the central and local government levels. The socialization approach that is still lacking, coupled with the limitations of existing human resources, is a problem.

It is acknowledged that socialization by issuing circulars that are directives to the education office is still considered inappropriate because the circulars that have been issued are not directly conveyed to the education unit evenly. Moreover, considering Indonesia's geographical structure, which is quite dynamic, so that

areas with difficult access to information and transportation find it difficult to follow the development of the direction and course of education programs.

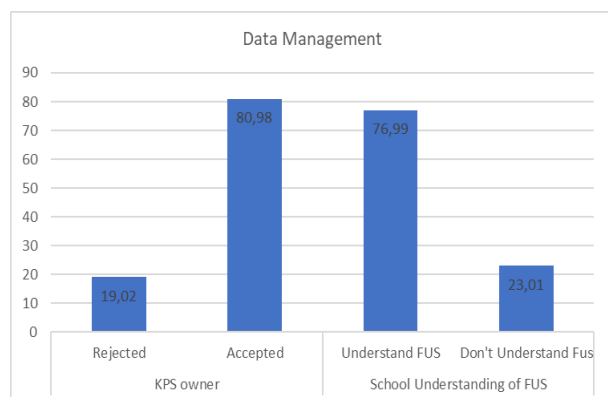


Figure 2 PIP Data Management

The study results on the implementation of PIP through the provision of KIP can be identified as follows.

- The process of collecting data on prospective recipients of the KIP program is carried out by schools once a year and is addressed to the Education Office. The school prepares minutes of decision letters and recapitulates prospective students who are KIP recipients and coordinates with the Education Office and Distribution Institutions.
- The target recipients of KIP assistance are based on the following criteria: 2014 BSM recipients from KPS, students who hold KPS but have not received BSM assistance, non-KPS PKH participants, students from social institutions, orphaned and orphaned students, and poor students proposed by schools/stakeholders.
- The sources of data that become the reference for KIP recipients are the Ministry of Social Affairs, the Central Statistics Agency, the Regional Planning Agency, the Center for Data and Statistics of the Ministry of Education and Culture, the National Team for the Acceleration of Poverty Reduction, and the Village Apparatus.

Obstacles in the process of collecting data on prospective KIP recipients include:

- There are differences in students entitled to receive KIP between schools and the local social service.
- There are some invalid student data so that students entitled to KIP cannot receive the assistance.
- The channeling agency does not have a staff appointed to coordinate, so that the channeling agency is unable to resolve technical problems that occur during the distribution of KIP funds.
- There are some invalid student data, and there is no time for file repair (follow-up files).
- In one case, in the Education Office, the data collection of prospective KIP recipients was carried

out by the village party, not from the school or the Education Office, so that the Department of Education does not know if there is an error in student data.

3) PIP Fund Distribution Mechanism

PIP is a long-term program, which of course, has strategic value for distributors and the government. Moreover, PIP is a program aimed at the education process of the nation's children. The success of this program management is also influenced by the seriousness of the channeling institution in carrying out its duties and functions.

Overall, for the city level, the distribution and disbursement of education funds through the provision of KIP is quite good. However, even more strenuous efforts are needed from all parties to optimize the distribution of aid funds to recipients. About distributing education aid funds through the provision of KIP, it was felt that it was not timely. It is hoped that the ideal time for the distribution of educational aid funds is every semester or the beginning of learning. So that the funds received can be used for school needs. Meanwhile, the amount of funds disbursed is by the number of students receiving educational assistance.

Another obstacle faced was the implementation carried out in the field by disbursing aid funds collectively for reasons of efficiency and effectiveness of the work of program implementers by contributing directly to the manager with additional costs that had been agreed upon as manager's administrative money. The steps taken by the manager are pretty reasonable because to assist and simplify the process of distributing PIP assistance funds, such as for recipients who are in remote areas, students must pay additional costs themselves to the district with prohibitive costs so that the nominal obtained is used up for transportation costs. Liquefaction.

The steps taken by the channeling institutions are to develop a mobile disbursement program through special services. This step was taken to minimize accommodation costs for more specific students in isolated and 3T areas. In addition, distribution agencies also provide special services outside of regular office hours, for example, every Saturday and Sunday during the disbursement period, which differs from customer service in general.

The distribution of PIP funds through the provision of KIP is received directly by students, and the number of recipients of KIP assistance funds is by the number of poor students in the school. To further optimize the implementation of PIP through the provision of KIP, it is necessary to pay attention to the initial data collection of KIP recipients. Data collection is expected to be grouped by the school. What is feared is that students have not been found, resulting in misunderstandings with parents/guardians of students.

4) Coordination Mechanism

In implementing socialization, data collection of KIP beneficiaries, and distribution of education funds, the Education Office coordinates and synchronizes data with various parties. However, in its implementation, there are still lines of coordination that are felt to be lacking, as follows

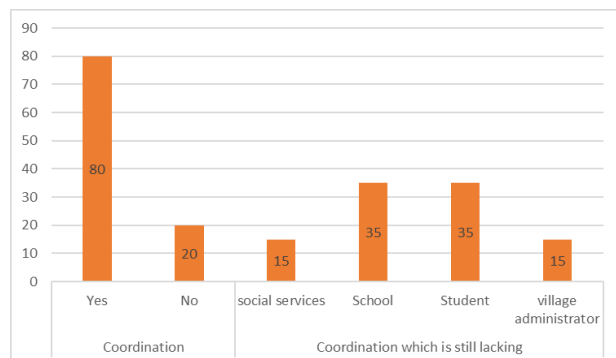


Figure 3 Coordination in the implementation of PIP

In Figure 3, it is empirically stated that coordination has been carried out well, but several lines of coordination are felt to be lacking, namely with schools and channeling institutions. One of the factors causing the lack of coordination with schools and distribution agencies is the lack of human resources. For this reason, optimizing the path of coordination and socialization, it is necessary to pay attention to field workers.

5) Monitoring

To optimize the implementation of PIP through the provision of KIP, the Education Office carries out monitoring and evaluation assigned to a non-permanent team. In implementing PIP monitoring and evaluation through KIP, the Education and School Offices are involved. Based on the results of the Monev conducted, the provision of KIP can improve the quality of education based on the increase in APS, APM, and Student Academic Achievement.

The general description of the form of the team and monitoring and evaluation activities and the elements involved. Based on the results of data collection above, it is empirically stated that to optimize the implementation of PIP through the provision of KIP, 40 percent of the Education Office formed a monitoring and evaluation team, with a team that is not permanent at 20 percent and is integrated with the existing structure at 20 percent. This shows that special attention needs to be paid to monitoring and evaluating the implementation of PIP through the provision of KIP so that the provision of KIP is right on target and educational aid funds are used for more valuable things.

6) PIP IMPACT

Through the provision of kip, the government wants to eliminate economic barriers for students to participate in schools to gain access to educational services. Based on field data, the pip study through the provision of kip shows that the school participation rate is increasing, and it is also expected to improve the quality of education.

4. CONCLUSIONS

- 1) Socialization of PIP through the provision of KIP has been carried out by the government with a tiered approach but has not yet been optimally reached to the frontier, outermost and remote areas.
- 2) Data collection on PIP beneficiaries has been integrated with the DAPODIK service system of the Ministry of Education and Culture, Ministry of Social Affairs, BPS, Bappeda, PDSP, and TNP2K and village officials. However, there are still districts/cities that find it difficult to access and use the information on PIP data collection.
- 3) The distribution of PIP funds is delayed every year, this is due to, among others; due to changes in budget regulations, changes in the leadership structure at the education unit level, to the local government level, which resulted in changes in officials who executed PIP assistance.
- 4) Coordination of PIP implementation by the education office is still not optimal with the ranks of the social ministry, schools, distribution agencies, RT/RW due to the limited number of educators who carry out socialization.
- 5) The monitoring and evaluation program is still not running well, especially regarding the implementation time, which is limited to only once a year.
- 6) PIP through the provision of KIP is quite helpful and impacts increasing students' learning motivation, and this can be seen in the achievement of the School Participation Rate and Indonesia's Human Development Index, which continues to increase every year.

5. RECOMMENDATION

Based on the results of the study on Smart PIP through the Provision of KIP, several things can be recommended, including:

- 1) Socialization of the PIP program through the provision of KIP needs to be carried out quickly and accurately by intensifying the active role of stakeholders, both the executive in the regions, the legislature, and the public, so that they have the same concept and understanding of PIP through the provision of KIP. The socialization method that needs to be done so that the wider community immediately accepts every PIP information is to form a

communication network coordinated by the relevant work units. PIP socialization materials can be distributed through Short Message Service, WhatsApp, and others socialization media.

- 2) To obtain valid data that is integrated with the Ministry of Education and Culture's DAPODIK system throughout the country, the government needs to complete satellite-based information and communication access infrastructure at each sub-district level (UPTD) by strengthening the knowledge, skills, and mental attitude of each operator. Regions with intensive and direct training and development activities in each region using the allocation of APBN funds.
 - 3) To anticipate delays in the distribution of PIP funds, it is hoped that the government will prepare special PIP bailouts/reserves regulated in strong government regulations; then, in its distribution to the regions, it is necessary to coordinate with banks in the regions.
 - 4) Schedule for distribution of PIP funds to be adjusted to household needs for school financing, such as approaching the new academic year. The improvement in the distribution of PIP funds is expected to reduce the household's burden on education spending.
 - 5) The monitoring and evaluation program for implementing the PIP program is expected to be carried out at the year's beginning and end. The implementation at the beginning of the year is to directly identify the planning and needs in program development, while the money at the end of the year aims to determine the level of success of the PIP program that has been developed. It is necessary to plan an online monitoring and evaluation process specifically for areas difficult to reach, both in transportation and information.
 - 6) In general, PIP is very beneficial for the poor. However, what needs to be done by the government is to expand the reach of PIP targets not only limited to the poor, but PIP targets need to target the poor.
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