Evaluation of the Smart Indonesia Card (KIP) Program for the Vocational Schools in Surakarta City

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Abstract. Poverty is still become the main challenge faced by the Government of Indonesia, counted if 10.1% of Indonesian are still living under the poverty line, meanwhile, 2.9% are living under 1.9 US$ per day. The high number of poverty affected the unequal access to education. The education assistance program, which was implemented using the Indonesia Smart Card or Kartu Indonesia Pintar (KIP) aimed to increase equal access to education for the poor people. The study is conducted by applying the evaluative method, to assess the governance of the Smart Indonesia Card (Kartu Indonesia Pintar, KIP) program for the vocational schools in Surakarta City, Indonesia. The research population is the vocational schools in the Surakarta city area, which were analyzed by the qualitative method, the data obtained by using the deep interview and observation, also documentation analysis which was validated by triangulating the sources, then analyzed by using the CIPP framework, which measures successfulness based on context, input, process, and product parameters. The results of the study indicate that the KIP program has been running effectively and has received a positive response from the community in terms of funding. Some aspects that must be considered to improve the KIP implementation are: [1] the invalid data collection process for people receiving KIP, improper distribution and use of funds according to the target [2], the KIP quota not being fulfilled for all targets of the poor [3], the lack of a significant impact on the learning achievement of the students of the KIP program. Concluded that the KIP program's existence may also minimize dropout rates. To ensure the program's long-term viability, this should be balanced with the competency output of competent and excellent graduates.

Keywords: KIP Evaluation · Vocational School · CIPP Analysis · Surakarta City

1 Introduction

Poverty remains a major issue in emerging countries, including Indonesia. According to World Bank data, in 2021, 10.1% of the Indonesian population lived below the national poverty level (IDR 401.220 per month), on the other hand, the employed population earning less than $1.90 per day reached 2.9% [1]. The poverty reduction program has risen

in importance, particularly the problem of inequality. Because reaching the remaining poor populations is increasingly difficult due to structural problems within this poorest category, the inequality problem is growing more acute, which restricts access for the poorest category, particularly access to education [2]. The government of Indonesia has attempted several methods to reduce poverty, such as direct cash transfer programs, which reduced the number of poor people in the rural and urban areas by 0.3% yearly from 2012 to 2016 [3].

Furthermore, most of the poor, consequently, decide to quit pursuing education at a particular point to lessen the burden of life's dependents [4]. This decision will almost surely have a detrimental impact in the future because the community will be unable to compete.

Poverty has several harmful repercussions on the education system. It has resulted in a low education attendance rate in Indonesia, with 8% of 15–24 year old Indonesians failing to complete elementary school, 36% male and 35% female dropping out (not completing their education attended), and only 16% of Indonesian adults attending tertiary education [5].

As the administered solution to poverty, Indonesia is committed to following the Sustainable Development Goals (SDGs) outcome, which is managed by the United Nations (UN). The United Nations' SDGs are a program where one of the goals is to alleviate poverty. In line with this goal, the Indonesian government developed a program to address the problem of poverty by implementing the Smart Indonesia Program (Program Indonesia Pintar, PIP) [6].

This educational assistance program aimed to ensure that all Indonesians have access to as much high-quality education as possible. There will be no exception, to generating more potential human resources. This conforms with Article 31 paragraph 1 of the 1945 Constitution, which reads "every citizen has the right to education". The government is trying to realize the mandate contained in the 1945 Constitution, which is strengthened by Law Number 32 of 2004 and Government Regulation of 2005 [7] (Table 1).

According to the data above, can be concluded that the greater the educational level, the higher the dropout rate. The data also shows that the dropout rate in Central Java province, particularly in Surakarta City, remains relatively high, reaching more than 50% at the high school level. The existence of KIP is predicted to result in a lower dropout rate.

According to Liu (2020), when students' motivation rises, so does their self-confidence [9]. This is corroborated by the findings of Satriawan (2019) study, which

Table 1. Dropout Rates by Education Level (In Percentage)

Region	Education Level		
	Elementary School	Junior High School	Senior High School
Central Java	10.67	21.97	73.42
Surakarta	16.36	13.97	65.18

Source: Jawa Tengah Dalam (Angka, 2021)

found that KIP had a relatively strong impact on school participation. KIP affects educational progress as one of the important indicators in the Human Development Index (HDI) [10]. This can be observed in Indonesia Statistics data, which reveals that since the KIP program was introduced in 2014, the HDI in Central Java has improved markedly, with an increase in the Central Java area in 2019. The KIP program is expected to break the vicious circle of poverty so that high school students can continue to college or vocational schools.

Vocational schools are one of the seven categories of education in Indonesia listed in Law no. 20/2003 concerning the National Education System. Vocational education can be regarded as "workplace education" as it prepares highly skilled trained workers who are the horns of employers. Vocational schools have educational characteristics that enable them to integrate educational and training functions. The core objective of vocational schools is to increase the relevance of vocational education and guidance by observing the changing needs of the world of work. Furthermore, vocational schools strive to create a prosperous and borderless society that is ready to face the future [11].

Six economic sectors become the focus of the government in developing vocational education, including tourism, agribusiness, digital economy, manufacturing, health, and migrant workers. In line with this, to be able to improve the quality of education in the required sector, the government should place a greater emphasis on the amount of funding allocated to vocational education, as Australia has done. First, spending on the provision of vocational education and providing loans or assistance to students enrolled in vocational education [12]. This can eventually support the existence of the Smart Indonesia Card program for students in vocational schools.

Like other education programs, the KIP program also necessitates evaluation to enhance quality, assess progress and ensure accountability for state funds that have been spent. This is in line with Li, Klein, & Gusic (2020) who believed that the implementation of a systematic evaluation allows curriculum/program developers to optimize the curriculum/program and ensure that the curriculum/program goals are met.

All stakeholders should participate in program evaluation, especially in the field of education, because it is a critical component of improving educational quality. Program evaluation can be carried out through several stages, including data collection, data analysis, and presentation of useful information related to the evaluation object, The evaluation results are then utilized to draw conclusions and make decisions about the evaluation object. Program evaluation entails the use of scientific methods to assess a program's implementation and outcomes to make decisions.

Program evaluation is an approach used to assess the effectiveness of an object (program, project, policy, performance, result, and others) to assist in making decisions on whether an object needs to be continued or stopped [13]. This statement is also supported by Stufflebeam and Shinkfield (2007: 4), who stated that *"evaluation is a process for giving attestations on such matters as reliability, effectiveness, cost-effectiveness, efficiency, safety, ease of use, and probity"* [13]. Evaluation, therefore, is an activity carried out systematically and constantly starting from planning activities, identifying information, gathering information, clarifying information, analyzing information, to producing reports through assigning values to an object such as a program or a policy. A program must include an evaluation strategy along with the planning of the program to facilitate

the alignment of objectives and data collection in evaluating the effectiveness of the program. Measurement of the effectiveness of a program is based on the objectives of the program and is adjusted to the needs [14]. This evaluation process is useful for assisting stakeholders in planning and allocating program budgets, determining implementation, and achieving the results of projects, policies, and programs so that they can determine strategic steps in meeting the goals set.

2 Research Method

The primary approach used in this study to address such questions is qualitative analysis. Qualitative research methods (QRM) are widely utilized to explore social events, situations, and processes involving persons, illuminating them from many perspectives [12]. QRM is commonly employed by researchers to analyze environments, conditions, and processes that cannot be studied statistically, such as feelings, attitudes, and processes. The qualitative data analysis is carried out by following the five phases of the analysis, which are as follows: a) Choosing the research location and sample populations; b) Gathering qualitative data from pre-determined research tools, such as questionnaires; c) Triangulating the data by conducting deep interviews to validate the data that has already been collected; d) Organizing the collected data, and e) Analyzing the qualitative data [15].

The research analysis used the evaluative research that refers to the CIPP evaluation model by Stufflebeam, consisting of evaluation in terms of *context, input, process, and product*. The CIPP evaluation model was chosen because it is highly recommended for evaluation in the field of education The evaluation objects of the KIP program in vocational schools cover context evaluation covering the feasibility of the KIP program manager or organizer in vocational schools; input evaluation includes support from human resources, facilities, infrastructure, and funds; process evaluation includes the implementation mechanism of the KIP program in vocational schools, and product evaluation includes the level of success of the objectives of the KIP program.

The approach in this study was a descriptive qualitative approach which was carried out by describing all existing events. The data used included primary and secondary data. Data that directly offer information is referred to as primary data, while a source of information that is delivered indirectly is referred to as primary data. The population in this study was vocational schools in the Surakarta area.

Data collection techniques used documentation studies, observations, and interviews, which were conducted by using the *purposive sampling method*. The data that has been gathered were triangulated. Data analysis was carried out through four stages, including data collection, data reduction, display, and conclusion.

3 Results and Discussion

Context Evaluation
Context evaluation seeks to assist in determining the needs be met by a program, as well as making planning decisions and defining program goals. The program in question

is the Smart Indonesia Card (KIP) for vocational schools in Surakarta. Context evaluation begins with conceptual analysis, which involves identifying and defining what will be evaluated, as well as empirical analysis of the aspects to be evaluated, which is accomplished through surveys and testing. To answer these questions, it is necessary to identify and assess the fundamental needs of a program. Context evaluation can also affect the sort of educational goals and strategies. Several questions that can be asked by evaluating the context include 1) what needs have not been met by the program, 2) what development goals have not been achieved by the program, 3) what development goals can help develop the community, and 4) which objectives are the most readily attained [16]. It can be concluded that the context evaluation focuses on the objectives of the KIP program, which is intended to determine whether the implementation of the program has achieved the desired goals or not.

In line with this viewpoint, while analyzing the context, particularly in the KIP program, two components should be considered, including a comprehension of the KIP program's regulations and the achievement of goals [13]. Viewed from the aspect of understanding the regulations regarding the KIP program, the results of the study indicate that information related to technical guidelines and implementation is well conveyed. This can be seen from the significant number of KIP proposals for entering vocational schools. It can be concluded that the quality of the implementation of the KIP program in vocational schools is high. Based on the results of the interview, the manager is well-versed in the direction of the KIP program's development. This can be demonstrated in the fulfillment of the educational needs of residents who are deemed unable to continue their education.

The evaluation results in terms of the aspect of goal attainment reveal that the goals of the KIP program have been deemed effective for those who are classified as impoverished. This may be observed in the dropout rate, which has decreased as a result of the subsidies for education expenditures, allowing students to continue their studies at vocational institutions. Even though the KIP target has been met, not all impoverished individuals have the option to continue their education because the government sets a quota of KIP recipients. As a result, the quota of KIP beneficiaries must be increased so that all impoverished students have the same opportunity to continue their studies.

Another indicator that can be used to measure the achievement of goals is identifying the intended targets in the KIP program. The findings of the study show that the allocation of funding is inaccurately targeted. This may be demonstrated in the field data, which demonstrates that there are people who are classified as capable but have KIP. In addition, there is also an inappropriate use of aid funds. The government's KIP funds are supposed to be utilized to aid ease educational operations, but some parents use them for their everyday necessities.

On this basis, it may be inferred that the KIP program has been executed and disseminated, but that some areas remain underserved and that the use of aid funds is inappropriate. In the future, it is expected to be properly coordinated, so that the data obtained is structured, detailed, and on target. This is in line with Ahmad & Sari's (2020) assertion that the ideal data gathering procedure should begin at the subdistrict

level because it knows the social status of its residents, which is then verified directly by the school. This can help to reduce target inaccuracy.

Input Evaluation

The primary objective of the input evaluation is to figure out how to use the inputs to meet program goals. Input evaluation is used to determine whether the KIP program's supporting resources, such as human resources, funds, facilities, and infrastructure, are performing according to their functions [17]. It is necessary to understand the quality of inputs to be able to develop an approach to program implementation. Obstacles will inevitably arise in a program but can be anticipated by evaluating these inputs. They can be overcome as effectively as possible to achieve the best potential results.

Based on its components, the CIPP model is used as a model to evaluate. Several components related to input evaluation include 1) human resources, 2) supporting facilities and infrastructure, 3) budget funds, 4) the required strategies, and 5) the required procedures [18]. In the implementation of socialization and data collection for KIP beneficiaries, the Education Office coordinates and synchronizes data with various parties. However, the efforts carried out are still deemed lacking. The results of the data gathered in the field indicate that the general public is still perplexed by the data gathering procedure that has been carried out so far, especially the data collection mechanism that remains partial to the needs of each relevant institution.

The data on the beneficiaries of the KIP program must also be validated because data validity is a vital factor in the success of the KIP program. The lack of proper data on KIP beneficiaries resulted in community complaints, according to the findings. This was indicated by the presence of students with high achievement who also had KIP but were not yet on the list of PIP recipients. In addition to complaints of invalid data, there are other complaints such as late distribution of KIP funds or the distribution given in stages. The existence of invalid data, even those that are not recorded, has resulted in a decrease in KIP recipients. This research confirmed the previous research in the Bengkayang region, which also found if the invalid data, because of the no authority of the school to manage the data, make the PIP has not targeted the right student [19]. That problem will decrease the PIP distribution effectivity, especially in the vocational school cluster, because of the student are not completed their education [20].

Process Evaluation

Process evaluation is an evaluation activity carried out related to the activities of implementing the program plan with the inputs that have been provided. Process evaluation can be used to detect/predict the design of procedures during the implementation phase, offer information for program decisions, and keep track of processes that have taken place. In the CIPP model, process evaluation is directed at how far the activities that have been carried out in a program complied with the plan Shufflebeam (2000) asserted that process evaluation components include 1) program implementation, 2) program execution, program design, and program control [21].

Evaluation of the process of receiving the Smart Indonesia Card is carried out through several activities. The first step was to socialize KIP support in Surakarta's vocational schools. Because the COVID-19 pandemic is still ongoing, socialization is done virtually by enlisting the coordination of the school. The school assigned several teachers

to participate in the socialization. Following that, the teacher engages the students in socialization activities. The socialization contains what are the requirements needed to apply for KIP and so on. For vocational schools whose students already have KIP, they are immediately submitted along with other requirements. For students who do not have a KIP, they can apply for KIP assistance by making a certificate of incapacity (SKTM) at the local village/subdistrict.

However, the researchers found in the field that not all students who applied for KIP/SKTM assistance came from underprivileged backgrounds. Many are found from families who are categorized as capable. Second, in addition to the lack of monitoring from related parties, it was discovered that accessing the information on KIP support was still challenging. Third, the disbursement of funds is carried out in stages and on time. Fourth, not all vocational institutions maintain an accurate database of KIP recipients that can be checked regularly. Fifth, both the organizers and the beneficiaries of KIP assistance need human resources to disseminate information about the program. Sixth, data on students from low-income families are still difficult to obtain by the school. Those problems make the PIP not optimally distributed, especially in several rural areas without good practice in monitoring and control, and potentially lead to the misuse of the fund [22].

Product Evaluation

The fundamental goal of product evaluation is to determine whether or not previously established program objectives have been met, based on a set of standards and criteria. Product evaluation involves a review of the success in reaching the goals that have been specified. The data obtained determines whether the program will be continued, discontinued, or even modified. Furthermore, product evaluation activities also aim to assist further decisions related to what results have been achieved and what kind of things after the program runs. The purpose of product evaluation in the CIPP method is to measure the influence of the program on student output and whether it is running according to plan [16].

In terms of the program's impact on student output, it was discovered that many students were not performing at their best at school. The researcher also conducted interviews with parents regarding the KIP program. The parents in general said that the KIP program held by the government motivated their children to go to school but did not affect their learning achievement.

This is further reinforced by data obtained by researchers that the existence of PIP subsidies through KIP has no substantial impact on student competence. The government should pay greater attention to this so that the provision of PIP funds through KIP is not only limited to providing funds for educational operations but also increasing competence. This finding is confirmed by the research held in the Aceh Besar region, the PIP is decreasing drop-out number significantly[23]. Therefore, after graduating, students are expected to have qualified competencies so that they can compete in the world of employment that can improve their standard of living.

In terms of the sustainability of the program, in general, it has been going well. In terms of funding, the community was satisfied with the KIP program. Although the data collection indicated that the distribution of KIP, PIP funds, and output on student

competencies needs to be enhanced. This is critical because it is related to the continuity of the KIP program.

From the aspect of benefits, the researchers also found other findings, including, first, the KIP program fosters student motivation to continue their studies. Second, no official standards are governing KIP beneficiaries' academic responsibilities, causing students to be unmotivated to become successful. Third, the researchers found an increase in the school enrollment rate, which had a positive impact on the dropout rate. It may be concluded that the KIP initiative has been running well, with the community responding positively. The KIP program requires intense supervision from all parties involved. This supervision can be carried out from the beginning of the recruitment of KIP recipients to the final results expected by the government. This finding was confirmed by the previous study, which stated that PIP needs to be audited regularly to prevent the misuse of the fund [24].

4   Conclusion

Based on the results of the research, it can be concluded that the KIP program has been running well and has received a positive response from the community in terms of funding. Some aspects that must be considered by the government include the invalid data collection process for people receiving KIP, improper distribution and use of funds according to the target due to the absence of supervision, and the KIP quota not being fulfilled for all targets of the poor, the lack of comprehensive supervision of the running of the program from the policy to the program bein channeled to the beneficiaries and the lack of a significant impact on the learning achievement of the students of the KIP program. The existence of the KIP program may also help to reduce the dropout rate. This should be balanced with the competency output of competent and superior students to support the sustainability of this program.

5   Recommendation

Based on several obstacles found in the implementation of the KIP program, the researchers offer several recommendations, including 1) the data collection procedure is expected to be carried out systematically in the future., starting from the subdistrict level because it knows the social status of its residents, then it is verified directly by the school. This can minimize public complaints and target inaccuracies, 2) it is necessary to increase quotas to reach all targets of the poor, 3) policies, systems, the delegation of authority, and indicators are required in the process of monitoring and evaluating the implementation of the KIP program, 4) it is vital to establish an academic obligation for students receiving KIP program funds to motivate students to have good competencies after graduating from vocational schools.

Authors Contribution. **Patni Ninghardjanti** have initiating the research, arranged the data, and prepared the manuscript. **Wiedy Murtini** is collecting and validating the data from the Vocational School in Surakarta City. **Aniek Hindrayani** is analyzing the qualitative data by using the CIPP framework. **Khresna Bayu Sangka,** adding related previous studies and proofreading the manuscript. All authors have read and approved the final manuscript.

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