Implementation Of the Indonesia Pintar Program (PIP) At Primary School Level in Citangkil District

Diang Artie Kanisyah Putri[1]
Sultan Ageng Tirtayasa University, Serang, Indonesia
diangartie@gmail.com

ABSTRACT

Poverty is one of the factors that cause low school enrollment rates and high dropout rates. So to overcome these problems, the government issued a policy program, namely the Smart Indonesia Program (PIP). The Indonesia Smart Program (PIP) is assistance in the form of cash, expansion of access, and learning opportunities from local governments provided to students and students who come from poor families. However, in its implementation, the Smart Indonesia Program (PIP) still has several problems. So the focus of this research is the implementation of the Smart Indonesia Program (PIP), with the aim of knowing the implementation of the Smart Indonesia Program (PIP) at the elementary school level in Citangkil District. The research method used is qualitative research method. The results of this study indicate that the implementation of the Smart Indonesia Program (PIP) at the elementary school level in Citangkil District has gone well, this can be seen from the achievement of all aspects of public policy implementation according to Van Metter and Van Horn (2017: 133), so that the objectives of the Smart Indonesia Program (PIP) can be achieved.

Keywords: Education, Policy Implementation, Smart Indonesia Program (PIP).

Background

Education is one of the basic needs that must be met by society as a means of developing human resources. Education can improve the quality of an individual. If the community has not been able to get a good education, it can be said that the welfare of the community is still low, because it is unable to meet its basic needs. This can occur because of the problem of poverty, which can be characterized by the low level of the community's economy and community welfare, where people cannot meet their basic needs, such as the need for food, health, and education. The existence of these problems, the Indonesian government through the Ministry of Education, Culture, Research and Technology issued a policy program to overcome these problems and to provide maximum education services to all school-age children, namely the Smart Indonesia Program (PIP).

The Indonesia Smart Program (PIP) is defined as assistance in the form of cash, expanding access, and learning opportunities from the government provided to students and students who come from poor or vulnerable families to pay for education. The Smart Indonesia Program (PIP) is divided into several programs, namely the Smart Indonesia Program (PIP) for Primary and Secondary Education (Dikdasmen), and the Smart Indonesia Program (PIP) for Higher Education or hereinafter referred to as KIP Lecture. The Smart Indonesia Program (PIP) for Primary and Secondary Education (Dikdasmen) is regulated in the Regulation of the

Secretary General of the Ministry of Education, Culture, Research and Technology Number 20 of 2021 concerning Guidelines for the Implementation of the Smart Indonesia Program (PIP).

Cilegon City is one of the cities in Banten Province that has experienced an increase in the number of poor people every year, namely 16,310 people in 2020, and an increase to 18,890 people in 2021 (Banten Province in Figures 2022). Based on the Integrated Social Welfare Data (DTKS) for Cilegon City in 2020-2021, there are 15,491 poor people aged 6-12 years. Where at the age of 6-12 years are school-age children who should get proper education. The following is data on the number of poor people aged 6-12 years recorded in DTKS:

Table 1. Total population aged 6-12 years in DTKS in Cilegon City

No	District	2020	2021
1.	Cibeber	1.169	1.857
2.	Cilegon	905	1.262
3.	Citangkil	1.787	2.896
4.	Ciwandan	1.880	2.748
5.	Grogol	790	1.268
6.	Jombang	1.248	2.109
7.	Pulomerak	1.199	2.084
8.	Purwakarta	739	1.267
	Total	9.717	15.491

Source: Dinas Sosial, 2022

The data above shows that Kecamatan Citangkil has the highest number of school-age residents (6-12 years old) recorded as poor in the Integrated Social Welfare Data (DTKS). The number of poor people aged 6-12 years in Citangkil Sub-district has also increased quite high, namely 1,109 people from 1,787 people in 2020. Therefore, the quota of recipients of the Indonesia Smart Program (PIP) assistance funds given to Citangkil Sub-district is also the highest compared to other regions. This also indicates that the implementation of the Smart Indonesia Program (PIP) in Citangkil Sub-district should have been running well and on

target, especially at the elementary school level. The following is data on the number of recipients of the Smart Indonesia Program (PIP) at the primary school level in Cilegon City:

Table 2. Number of PIP Recipients at Elementary School Level in Cilegon City

No	Region	Distributed	Providing
1.	Kecamatan Cibeber	784	784
2.	Kecamatan Cilegon	500	500
3.	Kecamatan Citangkil	1.282	1.282
4.	Kecamatan Ciwandan	1.026	1.026
5.	Kecamatan Grogol	541	541
6.	Kecamatan Jombang	600	600
7.	Kecamatan Pulomerak	916	916
8.	Kecamatan Purwakarta	747	747
	Total	6.396	6.396

Source: *https://pip.kemdikbud.go.id/penyaluran/kecamatan/2860?tahun=2022*,
accessed on 10 April 2022

Based on the data above, it can be illustrated that the largest number of recipients of the Smart Indonesia Program (PIP) at the primary school level in Cilegon City is in the Citangkil District area, with a total of 1,282 recipients and Rp 515,025,000 in aid funds distributed. The distribution of the Smart Indonesia Program (PIP) funds in April 2022 is the second phase of distribution in 2022, with the priority of students receiving the Smart Indonesia Program (PIP) in this distribution being students who are included in the equivalent data of DTKS (Social Welfare Data) and Dapodik (Basic Education Data).

When viewed based on the number of school-age population recorded in DTKS (Integrated Social Welfare Data) and the number of recipients of the Smart Indonesia Program (PIP) at the primary school level in Citangkil District, it can be described that the implementation of the Smart Indonesia Program has gone well, because the number of recipients of the Smart Indonesia Program (PIP) at the elementary school level in Citangkil District in phase 2 is close to the total school-age population recorded in DTKS (Integrated Social Welfare Data), and is also reinforced by regulations stating that the main priority of the

target recipients of the Smart Indonesia Program (PIP) is poor students or those registered in DTKS (Integrated Social Welfare Data). However, in the data on the recipients of the Smart Indonesia Program (PIP) at the elementary school level, there are several students who are recorded with information that is not eligible for PIP in the PIP eligibility column. In addition, there are also several problems such as the lack of knowledge of implementing agents regarding the implementation of the Smart Indonesia Program (PIP) and the inappropriate nominal assistance funds. So that with these problems, the purpose of this study is to determine the implementation of the Smart Indonesia Program (PIP) at the elementary school level in Citangkil District.

Literature Review

Public policy is a legal product obtained through a process of scientific and political administrative activities or actions made by policy makers and related policy stakeholders (Mulyadi, 2016). Public policy has the aim of regulating, managing and solving certain public problems for the common good. Meanwhile, according to Abdullah Ramdhani and Muhammad Ali Ramdhani (2017: 3) public policy is a policy made by the government which is oriented towards the welfare of the community. Public policy has a binding nature and must be obeyed by all members of society without exception.

According to William Dunn in Winarno (2014: 36-37), there are 5 (five) stages in public policy, namely agenda setting, policy formulation, policy adoption, policy implementation, policy evaluation. Policy implementation is a crucial stage in the policy process. A policy program must be implemented to have the desired impact or purpose. So it can be said that implementation is a way for a policy to achieve its goals (Winarno, 2014). Meanwhile, according to Van Horn and Van Metter in Mulyadi (2016: 47) explains that policy implementation is an action taken by the government and the private sector both individually and in groups that are intended to achieve goals. Sumaryadi in Wijaya and Aprilia (2020: 78) mentions 3 (three) elements that are considered important in implementation, namely:

1. There is a program or policy being implemented.
2. Community groups (target groups) as targets that are determined as beneficiaries.
3. Implementing elements in terms of organizations or individuals who have the responsibility of overseeing and supervising how the policy runs.

Siregar (2022:14) in his journal explains that experts have opinions regarding policy implementation, there are factors that influence the implementation of a policy. In implementing a policy, there are driving factors and inhibiting factors that influence policy objectives to be easy or difficult to achieve. According to Van Meter and Van Horn in Agustino (2017: 133) the public policy implementation process is an abstraction or performance of a policy implementation which is basically deliberately carried out to achieve high public policy implementation performance that takes place in a relationship with various variables. There are six variables, according to Van Metter and Van Horn, which affect the performance of public policy implementation, namely:

1. Policy Size and Objectives
2. Resources
3. Characteristics of Implementing Agents
4. Attitude or Disposition of the Implementers
5. Inter-Organizational Communication and Implementing Activities
6. Economic, Social, and Political Environment

Methods

This research uses qualitative research methods, where qualitative research is a method for exploring and understanding the meaning that a number of individuals or groups of people consider to be derived from social or humanitarian problems (Creswell, 2016). Qualitative research design is general and changes or develops according to the situation in the field. This research was conducted in five primary schools in Kecamatan Citangkil, namely SDN Pekalongan 2, SDN Ciriu, SDN Samangraya 2, SDN Samangraya 1, and SDN Kelelet. The informants in this study were the PIP coordinator at the Cilegon City Education and Culture Office, PIP operators at primary schools, and parents of PIP recipients as secondary informants. By using 3 (three) data collection techniques, namely interviews, observation, and documentation. This research uses data analysis techniques according to Miles, Hubermen, and Saldana (2014: 8) which consists of three steps, namely data condensation, data presentation, and conclusion drawing/verification.

Results and Discussion

The policy implementation model according to Van Meter and Van Horn in Agustino (2017: 133) explains that there are 6 (six) aspects that affect implementation performance, namely policy size and objectives, resources, characteristics of implementing agents, attitudes or dispositions of implementers, inter-organizational communication and implementing activities, and the economic, social, and political environment.

• **Policy Size and Objectives**

The size and objectives of the policy must be in accordance with the object of policy implementation, so that policy implementation can be realized properly. In this case, the object of the implementation of the Smart Indonesia Program (PIP) is children aged 6 (six) years to 21 (twenty-one) years who come from poor families, in other words as the target of the implementation of the Smart Indonesia Program (PIP). The Smart Indonesia Program (PIP) has two distribution mechanisms, namely based on DTKS (Integrated Social Welfare Data) and the proposal of the Education Office and Stakeholders. In the data obtained from elementary schools and the Education Office, it can be seen that most of the recipients of the Smart Indonesia Program (PIP) at the elementary school level in Citangkil Sub-district are school-age children who are registered in DTKS (Integrated Social Welfare Data), where DTKS contains 40% of the population who have the lowest social welfare status. However, the data also shows that there are several students who are recipients of the Smart Indonesia Program (PIP) from DTKS who are recorded as ineligible for PIP in the PIP-eligible column, but the

Smart Indonesia Program (PIP) assistance funds are still distributed and can be disbursed by PIP recipients.

In this case, the implementation of the Smart Indonesia Program (PIP) at the primary school level in Citangkil District can be said to be successful if the objectives of the Smart Indonesia Program (PIP) are achieved as expected. According to N.Eni Rohaeni and Oyon Saryono (2018: 194) the purpose of the Smart Indonesia Program (PIP) is to help poor students to obtain a proper education, prevent dropouts, and to meet their school needs. This assistance is expected to be used by students in meeting school needs such as transportation costs for students to go to school, the cost of school supplies, and pocket money. The achievement of this goal can be seen based on the APK (Gross Participation Rate) of primary schools in Cilegon City and Citangkil Sub-district. The APK (Gross Participation Rate) of primary schools in Cilegon City in 2022 for realization reached 98.84%, so it can be concluded that the implementation of the Smart Indonesia Program (PIP) has gone well. In addition, Citangkil sub-district in 2022 with 27 (twenty-seven) primary schools, there were 5 (five) students who dropped out of school.

- **Resources**

The second aspect that affects the performance of policy implementation described by Van Meter and Van Horn (2017: 133) in the policy implementation model is resources. The success of the policy implementation process is highly dependent on the ability to utilize available resources. There are 3 (three) interrelated resources in the policy implementation process, namely human resources, financial resources, and time resources. If one of the resources is inadequate, it will cause problems in the implementation process. Policy implementation requires qualified human resources in accordance with the duties and obligations set out in the policy rules and have good competence. The following is the data of PIP operators based on Education History.

Table 3. PIP Operator Data based on Education History

No	Working Area	Number of Operators	Pendidikan
1.	Dinas Pendidikan dan Kebudyaan Kota Cilegon (Bidang SD)	2 Agen Pelaksana	- Bachelor of Laws - Bachelor of social science
2.	SDN Pekalongan 2	1 Operator	Bachelor of Islamic Education
3.	SDN Ciriu	1 Operator	Bachelor of Primary Teacher Education
4.	SDN Samangraya 2	1 Operator	Bachelor of Primary Teacher Education
5.	SDN Samangraya 1	1 Operator	Bachelor of Primary Teacher Education
6.	SDN Kelelet	1 Operator	Bachelor of Primary Teacher Education

Source: Results of Researcher Observations, 2023

If seen in the data in Table 3, the human resources available in each work area already have good competence. In addition, the available human resources are also adequate, such as at the Cilegon City Education and Culture Office, which is the implementing agent responsible for implementing the Smart Indonesia Program (PIP) within the scope of the City, namely Cilegon City, has 4 (four) people specifically in the elementary school sector, where the 4 (four) people consist of 1 (one) elementary school PIP implementing member, 1 (one) elementary school PIP operator and 2 (two) other people are staff who assist in the implementation of the Smart Indonesia Program (PIP). Meanwhile, the implementation in this research locus, namely Citangkil Sub-district, is managed directly by each school. Each elementary school has 1 (one) person as the Smart Indonesia Program (PIP) operator who officially manages the SiPintar website, student filing, and receives information about the Smart Indonesia Program (PIP), and there are 2 (two) staff or teachers who help implement the Smart Indonesia Program (PIP) in the field or provide information to each class.

In addition to human resources, financial resources and time resources are important aspects that must also be fulfilled so that the implementation of the Smart Indonesia Program (PIP) can run well. The financial resources referred to in this case are the aid funds provided to the participants of the Smart Indonesia Program (PIP) from the State Budget (APBN) which is given to each elementary school student in the amount of IDR 450,000. The assistance funds provided have not been able to fully meet all students' school needs. While there are many student school needs that must be met and the increasing cost of student school supplies, such as school uniforms, shoes, books to support lessons, etc., finally with aid funds that are only given once in 2 fiscal years for each student, students receiving the Smart Indonesia Program (PIP) must be able to use the aid funds wisely, so that one by one all student school needs can be met with the aid funds received.

- **Characteristics of Implementing Agents**

The characteristics of implementing agents greatly affect the performance of public policy implementation, where policy implementing agents must have a firm and strict character in carrying out policies, so that policy implementation can run in accordance with the established rules and achieve goals. In this case, the Smart Indonesia Program (PIP) is a policy program that is run for all children in Indonesia, with criteria that have been explained in official regulations regarding the implementation of the Smart Indonesia Program (PIP). Each region has a leading sector for the implementation of the Smart Indonesia Program (PIP) in the region, such as the one responsible for the implementation of the Smart Indonesia Program (PIP) in Cilegon City is the Cilegon City Education and Culture Office, which is then divided into several fields such as the elementary school field (SD) and the junior high school field (SMP). Each field has a Smart Indonesia Program (PIP) operator who is tasked with running, supervising, and being responsible for the implementation of the Smart Indonesia Program (PIP) at the elementary school or junior high school level in Cilegon City. Meanwhile, at each school level, each school has 1 (one) Smart Indonesia Program implementation

operator, who is also tasked with running the Smart Indonesia Program (PIP) within the scope of their respective schools.

At the elementary school level, precisely in the Citangkil sub-district area, there are 27 (twenty-seven) Smart Indonesia Program (PIP) operators who run the policy program in their respective schools. All implementing agents must have firm and strict characteristics so that the implementation of the Smart Indonesia Program (PIP) can run well. Based on the results of interviews in the field with PIP operators in 5 (five) elementary schools in Citangkil District, which has the largest number of recipients of the Smart Indonesia Program (PIP) in the Citangkil District area, it can be seen that all implementing agents of the Smart Indonesia Program (PIP) have carried out the implementation of the Smart Indonesia Program (PIP) in accordance with existing rules, and if there are mistakes, they will firmly follow up on the problems that occur. As there are still PIP recipients who are not on target, the PIP operator will change the description of the PIP recipient student to be ineligible for PIP in the student's Dapodik (Basic Data of Learners), and report this to the Cilegon City Education and Culture Office, as the leading sector for the implementation of the Smart Indonesia Program (PIP) in Cilegon City.

- **Attitude or Disposition of Implementers**

The attitude or disposition of the implementers is the fourth aspect that affects the performance of policy implementation according to Van Meter and Van Horn (2017: 133) The attitude of policy acceptance will be formed if the policies set can touch the needs of the community. This can affect the attitude of the implementing agents because the policy set is a top-down policy where the implementers do not know directly the needs, desires, or problems that exist in the object of policy implementation. The acceptance or rejection attitude of the implementing agents will affect the success of public policy implementation. This is like what was conveyed by Yudi Agusman (2019: 111) that implementing agents pay attention to formal organizations and non-formal organizations that will be involved in implementing public policies. This is very important because the performance of policy implementation will be very much influenced by the characteristics that are appropriate and suitable for the implementing agents.

The implementers of the Smart Indonesia Program (PIP) at the primary school level in Citangkil Sub-district all support the implementation of the Smart Indonesia Program (PIP). The implementers of the Smart Indonesia Program (PIP) support the implementation of the policy program on the grounds that the Smart Indonesia Program (PIP) can help students who come from poor families to be able to continue their education and avoid dropping out because they do not have the money to continue their education. So that the problem of students dropping out of school will be resolved by the policy program. In addition, the Smart Indonesia Program (PIP) has a goal that focuses on the needs of students, especially for students who come from poor families, therefore no elementary school in Citangkil Sub-district rejects the implementation of the Smart Indonesia Program (PIP).

The attitude of the implementers in dealing with complaints from the public or obstacles in implementing policy programs can also affect the performance of the implementation of the Smart Indonesia Program (PIP), therefore the PIP operators will usually first accommodate complaints or obstacles that occur, then the operators will communicate with each other and coordinate to find the best solution that can solve these obstacles. In addition, the implementers of the Smart Indonesia Program (PIP) also carry out the policy program in accordance with the work procedures listed in the Regulation of the Secretary General of the Ministry of Education, Culture, Research and Technology Number 20 of 2021 concerning Guidelines for Implementing the Smart Indonesia Program for Primary and Secondary Education. With the existence of official work procedures, duties, and their respective roles, policy implementers are required to be responsible for their roles and duties in implementing the Smart Indonesia Program (PIP). In this case, the Cilegon City Education and Culture Office is the leading sector for the implementation of the Smart Indonesia Program (PIP) at the city level, so that policy implementers at the Cilegon City Education and Culture Office have responsibility for the implementation of the Smart Indonesia Program (PIP) in Cilegon City. Likewise, at the education unit level, each principal and operator of the Smart Indonesia Program (PIP) has responsibility for the implementation of the Smart Indonesia Program (PIP) in their respective schools.

- **Inter-organizational Communication and Implementing Activities**

The fifth aspect of the policy implementation model according to Van Meter and Van Horn (2017: 133) that affects the performance of policy implementation is inter-organizational communication and implementing activities, where communication and coordination are the main conditions for determining the success of the implementation of the Smart Indonesia Program (PIP). The better the communication and coordination that exists between the implementing agents and the parties involved, it will minimize the mistakes that will occur, and vice versa. Based on the results of interviews in the field with the Smart Indonesia Program (PIP) operators, the communication and coordination between the implementing agents is good. This can be seen from the existence of WhatsApp groups as a form of facility provided to implementing agents, to receive information directly, discuss the implementation of the Smart Indonesia Program (PIP), or to discuss obstacles that occur in the implementation of the Smart Indonesia Program (PIP). Through this WhatsApp group facility, communication and coordination between implementing agents can run well, effectively and efficiently.

In addition to the group facilities provided, communication and coordination among implementing agents can also be well established, due to the socialization of the implementation of the Smart Indonesia Program (PIP) which is routinely held every year by the Cilegon City Education and Culture Office, involving the Ministry of Education, Culture, Research and Technology, and the Social Service. All implementing agents at the primary school level in Citangkil sub-district actively participate in these activities, so that they can increase their knowledge about the implementation of the Smart Indonesia Program (PIP), and convey the obstacles that occur in the implementation of the Smart Indonesia Program

(PIP). This activity is a form of supervision from the Cilegon City Education and Culture Office in implementing public policies, because in this activity all parties involved in the implementation of the Smart Indonesia Program (PIP) can find out directly what obstacles and difficulties occur in the field, so that all implementing agents can find the best solution in dealing with problems that occur in the field.

Figure 1. Socialization of the Implementation of the Smart Indonesia Program (PIP)

Source: Results of Researcher Observations, 2023

Communication and coordination that is established with the parents of students receiving the Indonesia Smart Program (PIP) assistance funds, is usually established privately between the Indonesia Smart Program (PIP) operator at the school and the parents of students receiving the Indonesia Smart Program (PIP) assistance funds. As for the socialization given to the participants of the Smart Indonesia Program (PIP), it is only carried out when there will be a disbursement of the Smart Indonesia Program (PIP) assistance funds. The implementing agents of the Smart Indonesia Program (PIP) will explain the procedures for disbursing the assistance funds and also about the allocation of the use of the Smart Indonesia Program assistance funds (PIP), this is done to avoid misuse of the assistance funds provided to help meet the personal costs of student education. In addition, the implementing agents, in this case the Smart Indonesia Program (PIP) operator, will ask the parents of the recipients of the Smart Indonesia Program (PIP) assistance funds to submit receipts or purchase notes from the use of Smart Indonesia Program (PIP) assistance funds, as a form of supervision from the school on the use of Smart Indonesia Program (PIP) assistance funds.

- **Economic, Social, and Political Environment**

The economic, social, and political environment conditions in the policy implementation area also need to be considered, because these environmental conditions can support the success of policy implementation. Because external environmental conditions (economic, social, and political) that are not conducive can cause problems in the process of policy implementation The economic environment conditions of the community in Citangkil District are very understanding of the implementation of the Smart Indonesia Program (PIP), one of the things that affect the implementation of the Smart Indonesia Program (PIP) is such as determining the quota of recipients of the Smart Indonesia Program (PIP) for each region.

The quota of recipients of the Smart Indonesia Program (PIP) for each year does not have the same number, because the quota of recipients of the Smart Indonesia Program (PIP) is determined based on the economic conditions of a region. This can be known through poverty figures or the number of poor people in the region.

As in Citangkil District, which is one of the areas that has a fairly high poverty rate, so that the quota of recipients of the Smart Indonesia Program (PIP) in Citangkil District has a larger number compared to other regions. By providing a quota of recipients in accordance with the economic conditions of the people in a region, the implementation of the Smart Indonesia Program (PIP) can achieve the desired target. In addition, indirectly, the existence of the Smart Indonesia Program (PIP) can also help the community's economy, because it can reduce the cost of children's education, and the income that parents get can be used for other purposes.

Furthermore, as mentioned earlier, the external environment that affects the implementation of the Smart Indonesia Program (PIP) in addition to economic environmental conditions is the social environment. Where the social environment is an area or place where interaction takes place between individuals or between groups. If you look at the economic environment in Citangkil District, it can be concluded that most people are in the same social condition, namely the limited ability of parents to meet their children's school needs. So that with the Smart Indonesia Program (PIP), parents are very supportive and enthusiastic about the implementation of the Smart Indonesia Program (PIP) in the hope that it can help meet their children's school needs and continue their education until completion.

However, even though the benefits of the Smart Indonesia Program (PIP) can already be felt by students who come from poor families, it turns out that in its implementation the Smart Indonesia Program (PIP) still causes social jealousy among the community. This can happen because there are still students who come from poor families but are not registered as participants of the Smart Indonesia Program (PIP), which eventually causes social jealousy because they feel they are in the same economic and social environmental conditions. Meanwhile, there are some students who come from families who are able but are still registered as recipients of the Smart Indonesia Program (PIP), and eventually increasingly cause social jealousy, in the environment.

The emergence of the problem of social jealousy in the implementation of the Smart Indonesia Program (PIP) requires more attention from stakeholders, so that the problem can be resolved immediately. Therefore, it can also be seen that the political environment is very influential on the implementation of the Smart Indonesia Program (PIP) so that it can run well. So far, the implementation of the Smart Indonesia Program has had a positive impact on the progress of education in Indonesia, so support from political elites or stakeholders is needed. Likewise, political elites or stakeholders in the Citangkil District area of Cilegon City, such as the mayor and his staff strongly support the existence of the Smart Indonesia Program (PIP) to help children at school age with poor family conditions, to be able to continue their education.

Conclusion

The implementation of the Smart Indonesia Program (PIP) at the Primary School (SD) level in Citangkil District has been going well. This can be seen from the achievement of the objectives of PIP, namely, helping students from poor families to meet their school needs, and avoiding students dropping out of school because they do not have the funds to support their education. Apart from that, all aspects that influence the performance of policy implementation according to Van Meter and Van Horn in Agustino (2017: 133) have been fully fulfilled, resulting in good performance from the implementation of the Smart Indonesia Program (PIP) at the elementary school (SD) level in Citangkil District. The weakness of implementing the Smart Indonesia Program (PIP) is that there are still PIP recipient students who are not eligible for PIP. This can happen because data on DTKS (Integrated Social Welfare Data) is not updated, where students registered in DTKS (Integrated Social Welfare Data) are priority targets of the Smart Indonesia Program (PIP).

The recommendation based on the results of this research is that it is hoped that the Social Service in each region, in this case especially Cilegon City, as the holder of DTKS (Integrated Social Welfare Data) can update this data every year. So that the data distributed by the Ministry of Social Affairs of the Republic of Indonesia to the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia has been recorded accurately. Apart from that, it is hoped that the school and the Cilegon City Education and Culture Office can directly process students who come from low-income families and have not been registered as recipients of the Smart Indonesia Program (PIP), so that they can be registered as recipients of the Smart Indonesia Program (PIP) in the nearest fiscal year.

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