

Policy Evaluation of Education Assistance Through the Indonesia Pintar Program (PIP) (An Evaluative Study: Based on the Regulation of the Minister of Education and Culture Number 10 of 2020 concerning the Indonesia Pintar Program)

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DOI : <https://doi.org/10.61796/ijblps.v3i8.525>



Sections Info

Article history:

Submitted: April 15, 2026
Final Revised: May 10, 2026
Accepted: June 05, 2026
Published: July 31, 2026

Keywords:

Indonesia smart program
Policy evaluation
Educational assistance
Educational equity
School dropout

ABSTRACT

Objective: This study evaluates the implementation of the Indonesia Smart Program (Program Indonesia Pintar/PIP) in improving educational access for economically disadvantaged students. It examines the program's effectiveness in reducing school dropout risk and identifies the factors influencing its implementation. **Method:** A descriptive qualitative approach was employed. Data were collected through interviews, observations, and document analysis involving the school principal, teachers, PIP beneficiary students, and their parents at SDN 001 Barong Tongkok, West Kutai Regency. Data were analyzed using policy implementation dimensions, including communication, resources, implementers' disposition, organizational structure, implementation process, and targeting accuracy. **Results:** The findings indicate that the implementation of PIP at SDN 001 Barong Tongkok has generally been effective. The school successfully carried out program socialization, beneficiary identification, data verification, proposal submission, and assistance during fund disbursement. The financial assistance contributed to reducing students' risk of dropping out by supporting essential educational expenditures, including uniforms, school supplies, books, and transportation-related needs. Program implementation was strengthened by effective communication, committed implementers, clear administrative procedures, and reliable beneficiary data. However, several challenges remain, including delayed information dissemination, incomplete administrative documents, and the exclusion of some eligible students from receiving assistance. **Novelty:** This study provides an empirical policy evaluation of the Indonesia Smart Program at the school implementation level by integrating policy implementation dimensions with beneficiary targeting accuracy. The findings offer practical evidence for improving educational assistance policies through more accurate beneficiary identification, continuous data updating, and strengthened implementation mechanisms to enhance equitable educational access.

INTRODUCTION

Education is a fundamental right of every citizen and a vital instrument for enhancing human resource quality and reducing social inequality. In Indonesia, the right to education is guaranteed under Article 31 of the 1945 Constitution of the Republic of Indonesia, which mandates the state to ensure access to education for all citizens without discrimination. Nevertheless, achieving equitable access to education remains a challenge, particularly for students from poor and vulnerable families. Socioeconomic disparities, geographical conditions, and limited educational facilities present significant barriers for some children to sustain their education [1], [2]. Data from the Central Bureau of Statistics (*Badan Pusat Statistik*) also indicates that dropout rates at the primary and secondary education levels remain a pressing issue requiring government attention [3].

As a policy intervention, the Government of Indonesia has developed various educational assistance programs, including School Operational Assistance (*Bantuan Operasional Sekolah / BOS*), the Smart Indonesia Card (*Kartu Indonesia Pintar / KIP*), and the Smart Indonesia Program (originally known as *Program Indonesia Pintar / PIP*). The Smart Indonesia Program (PIP) is an affirmative policy designed to help students from poor or vulnerable families maintain access to educational services until they complete secondary education. This program represents a transformation of the Cash Assistance for Poor Students (*Bantuan Siswa Miskin / BSM*) and is implemented based on the Regulation of the Minister of Education and Culture Number 10 of 2020 concerning the Smart Indonesia Program [4]. The assistance is distributed directly to students through recipient bank accounts to cover educational needs, such as purchasing school supplies, books, uniforms, and other supporting expenses.

From a public policy perspective, the success of a program is measured not only by the disbursement of aid to recipients but also by the effectiveness of its implementation in achieving policy objectives. Evaluating implementation is crucial because the policy execution process often encounters various obstacles, such as inaccurate targeting of recipients, delayed disbursement of aid, weak coordination among implementers, and administrative limitations. Therefore, policy implementation evaluation provides valuable insights into the program's success rate while serving as a baseline for future policy improvements [5], [6].

A number of previous studies have reported that the Smart Indonesia Program contributes to expanding educational access and reducing the risk of school dropouts, especially for students from low-income families. However, various studies also indicate persistent issues in implementation, including discrepancies in recipient data, suboptimal verification processes, information delays, and the exclusion of students who meet the criteria but have yet to receive aid [7], [8]. These conditions demonstrate that the success of PIP is determined not only by the amount of assistance provided but also by the quality of policy implementation at the educational institution level.

West Kutai Regency is one of the regions characterized by challenging geographical terrains, meaning the execution of educational assistance policies demands special attention. SDN 001 Barong Tongkok, as one of the schools implementing the Smart Indonesia Program, serves as a relevant site to evaluate the policy's implementation. A school-level evaluation is vital because schools act as the primary implementers responsible for registering prospective recipients, verifying data, proposing aid candidates, and assisting in the fund withdrawal process. Consequently, the successful implementation of PIP is heavily influenced by the school's organizational capacity to execute all these stages.

Although various studies have examined the effectiveness of the Smart Indonesia Program, most have focused on secondary schools, urban areas, or solely evaluated program outcomes. In fact, policy implementation in rural primary schools exhibits distinct characteristics, influenced by geographical conditions, school administrative capacity, and the socioeconomic features of the community. This situation highlights the

limited empirical evidence regarding the implementation of the Smart Indonesia Program in rural primary schools, particularly in Barong Tongkok, West Kutai Regency. Therefore, this study is conducted to bridge this gap through an evaluation of the Smart Indonesia Program's implementation, utilizing William N. Dunn's six policy evaluation criteria [6].

Based on the aforementioned context, this study aims to evaluate the implementation of the Smart Indonesia Program at SDN 001 Barong Tongkok, assess the program's effectiveness in reducing school dropout risks, and identify the supporting and inhibiting factors of policy implementation to serve as a foundation for refining future educational assistance policies.

RESEARCH METHOD

This study employs a descriptive-evaluative qualitative approach to evaluate the implementation of the Smart Indonesia Program (PIP) at SDN 001 Barong Tongkok, West Kutai Regency. This approach was selected to gain a deep understanding of policy execution, program effectiveness in supporting educational continuity, and the factors influencing its implementation within the primary school context.

The research was conducted purposively at SDN 001 Barong Tongkok, selected because it is one of the active implementing schools of the Smart Indonesia Program with a relatively large number of beneficiaries and comprehensive documentation of program implementation. The research focus encompasses three aspects: (1) evaluating the targeting accuracy of the Smart Indonesia Program beneficiaries based on the Context, Input, Process, and Product (CIPP) components; (2) evaluating the program implementation process based on George C. Edwards III's policy implementation factors, which include communication, resources, disposition, and bureaucratic structure; and (3) identifying the supporting and inhibiting factors of program execution. The evaluation results are then interpreted using William N. Dunn's six policy evaluation criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness.

Research informants were selected using a purposive approach and expanded through snowball sampling techniques until data saturation was achieved. The informants consisted of the school principal, teachers/homeroom teachers, PIP student recipients, parents or guardians of PIP recipients, and staff from the West Kutai Regency Education Office handling educational assistance programs. Data were gathered through in-depth interviews, observations, and documentary studies of policy documents, PIP recipient data, and other supporting documentation. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which involves data collection, data condensation, data display, and conclusion drawing and verification.

In this study, the CIPP model is utilized to evaluate the program's targeting accuracy, Edwards III's implementation theory is used to analyze the implementation process, and William N. Dunn's six evaluation criteria serve as the primary framework to comprehensively interpret the policy's success [6].

RESULTS AND DISCUSSION

Results

This section presents the empirical research findings gathered at SDN 001 Barong Tongkok through in-depth interviews, observations, and documentary analysis involving the school principal, 10 student beneficiaries of the Smart Indonesia Program (*Program Indonesia Pintar / PIP*), and their parents or guardians. The data are presented systematically based on the three primary research focuses.

1. Evaluation of PIP Recipient Targeting Accuracy Based on CIPP Components

The targeting accuracy of the financial assistance recipients was analyzed using the four dimensions of the CIPP model (Context, Input, Process, and Product) to evaluate whether this aid has effectively reached community groups in genuine need. The CIPP Model Targeting Accuracy Indicator Quantification Matrix is presented in Table 1 below.

Table 1. The CIPP Model Targeting Accuracy Indicator Quantification Matrix.

IPP Component	Focus Aspect of Evaluation	Principal's Perspective & Data (n=1)	Parents' Perspective & Data (n=10)	Students' Perspective & Data (n=10)
CONTEXT	Economic Background & Needs	Stated that the majority of parents belong to vulnerable/informal economic classes (farmers and daily laborers).	100% (10 parents) admitted that children's educational expenses severely burdened family finances prior to the PIP program.	80% (8 students) reported frequently lacking school supplies (damaged shoes/bags) before receiving assistance.
	Program Relevance	Assessed that the PIP program is highly necessary to prevent school dropout rates in the Barong Tongkok region.	100% stated that the assistance was highly targeted in covering children's school supply expenses.	90% (9 students) stated that the aid made them feel equal and comfortable at school.

INPUT	Data & Document Readiness	Relies on Dapodik integrated with students' social welfare cards (KIP/PKH/DTKS/SKT M).	80% (8 parents) stated that their family administrative data was valid and aligned with actual conditions.	70% (7 students) stated that their parents were proactive in completing requested administrative documents.
	Understanding of Criteria	Mastered Permendikbud regulations, but acknowledged that grass-roots socialization needs to be strengthened.	70% (7 parents) understood basic eligibility criteria; the rest only perceived it as "aid for the poor".	60% (6 students) understood why they received aid, while 4 others did not comprehend the specific reasons.
PROCESS	Working Mechanism & Socialization	The school conducts screening, physical document verification, and periodic collective submissions to the central system.	100% stated that recipient status information was communicated transparently by teachers.	100% stated receiving official and clear announcements from their respective homeroom teachers.
	Assistance & Constraints	Teachers provide technical guidance; the main constraint is schedule coordination with the channel bank.	50% (5 parents) complained about socio-geographic distance to the bank, long queues, and withdrawal bureaucracy.	40% (4 students) admitted feeling confused and anxious regarding bank withdrawal administrative procedures.

PRODUC T	Accountabilit y & Impact	Ensures PIP funds are disbursed directly to student accounts; observed increased student class attendance.	100% guaranteed that funds were withdrawn intact and utilized solely for children's operational school needs.	100% utilized the funds to purchase new uniforms, books, bags, shoes, and transportation fares.
	Distributive Justice	Emphasized that the school only submits proposals; final decisions are determined by central quotas and algorithms.	80% (8 parents) observed that some severely impoverishe d neighbor children still failed to secure PIP aid.	70% (7 students) testified that underprivileg ed deskmates or classmates had not yet received assistance.

2. Context Component Analysis: Policy Urgency and Needs Relevance

Based on the triangulation results within the context dimension, a strong horizontal data alignment was observed across respondents. From a managerial perspective, the Principal mapped at a macro level that the majority of parents at SDN 001 Barong Tongkok belong to vulnerable economic clusters and work in informal sectors, such as farming and daily labor, with fluctuating incomes. This macro assessment was fully verified by micro-level household data, where 100% of parents (10 respondents) stated that educational operational costs posed a severe financial burden prior to the implementation of the PIP program.

The impact of this domestic economic pressure was tangibly confirmed in the students' physical conditions, where 80% of students (8 children) reported frequently lacking learning supplies, such as damaged shoes or school bags that their parents could not afford to replace. Consequently, the PIP intervention demonstrates a remarkably high level of contextual relevance. The program was deemed successful by the Principal in mitigating dropout risks in the Barong Tongkok region. This aligns with the testimony of 100% of parents who considered the aid highly targeted, and is validated by 90% of students who reported positive psychological impacts, including enhanced social equality, comfort, and improved mental readiness during the learning process.

3. Input Component Analysis: Administrative System Readiness and Regulatory Literacy

In the input dimension, the effectiveness of aid proposals relies heavily on digital instrument readiness and legal documentation compliance. The Principal explained that the input mechanism relies on the Education Primary Data (*Dapodik*), which is hierarchically integrated with national social safety net cards (*KIP, PKH, DTKS*) as well as local instruments (*SKTM*). This system integration was deemed valid by 80% of parents, who confirmed that their recorded administrative data accurately reflected their actual socio-economic conditions. Document readiness was further supported by student proactive engagement, with 70% of students reporting that their parents acted promptly to complete the required documents requested by homeroom teachers.

However, triangulation within the input dimension revealed a notable gap in regulatory literacy at the grassroots level. While the Principal comprehensively mastered the Ministry of Education and Culture (*Permendikbud*) regulations, the understanding of eligibility criteria among target beneficiaries degraded significantly. Only 70% of parents and 60% of students understood the fundamental grounds for their eligibility. The remaining recipients (30% of parents and 40% of students) experienced information asymmetry, viewing the aid superficially as merely "financial assistance for the poor" without understanding the binding administrative poverty indicators behind it.

4. Process Component Analysis: Information Transparency and Structural-Geographic Barriers

The evaluation of the process dimension demonstrates strong performance in internal school downstream communication, yet reveals operational bottlenecks in external governance. In-depth interview findings evidenced absolute information transparency (100%) from both parents and students, who affirmed that recipient status for PIP funds was consistently announced actively, openly, and clearly by teachers or homeroom teachers. The Principal emphasized that the school strictly implements physical document verification before making collective submissions to the central system.

However, operational friction emerged during the disbursement phase at the channeling bank. Half of the parents (50%) expressed concerns regarding the socio-geographic constraints of the expansive Kutai Barat Regency, where the distance from homes to bank offices is substantial, incurring additional transportation costs and aggravated by long queues and bureaucratic complexities. These process barriers at the bank level had psychological repercussions on students, with 40% of students (4 children) expressing confusion, anxiety, and apprehension regarding bank withdrawal administrative procedures. These empirical findings highlight an urgent imperative for synchronized, user-friendly disbursement schedules between schools and channeling banks.

5. Product Component Analysis: Utilization Accountability and the Exclusion Error Issue

The product dimension measures the concrete outputs and outcomes of program implementation, which generally demonstrates a high level of fund utilization accountability. From a managerial standpoint, the Principal confirmed that PIP funds reached student accounts in a timely manner and correlated positively with an upward trend in classroom attendance rates. This is fully supported (100%) by parent and student accounts, guaranteeing that disbursed funds were free from moral hazard and were strictly spent on students' personal educational needs (purchasing new uniforms, stationery, bags, books, and transportation/pocket money).

Although the financial and psychological impacts of the PIP product were considered highly successful for beneficiaries, the product evaluation uncovered a fundamental critique regarding distributive justice. The Principal highlighted the limitations of local school authority, where the school acts merely as a proposing entity, while final approval rests entirely with central system algorithms. Consequently, an exclusion error phenomenon occurs in the field. This phenomenon was objectively validated by 80% of parents and 70% of students, who provided firsthand testimony that severely impoverished classmates or neighbors were omitted by the system and never received PIP aid. These findings underscore the need for local administrative discretion to rectify central digital data errors, thereby achieving comprehensive targeting accuracy.

6. PIP Program Implementation Process from the Perspectives of Teachers and Parents

The research findings regarding the implementation process of the Smart Indonesia Program (*Program Indonesia Pintar* / PIP) were gathered through in-depth interviews with two primary informant groups: the implementing teachers at the school and the parents as program beneficiaries. The interviews focused on five key dimensions based on George C. Edwards III's policy implementation model, comprising communication, resources, disposition, bureaucratic structure, and technical program execution.

To provide a clear comparative synthesis of the PIP implementation dynamics within the school, the summary of interview results from both perspectives is presented in Table 2 below:

Table 2. Summary of Research Findings on the PIP Program Implementation Process from the Perspectives of Teachers and Parents.

No	Implementation Aspect	Teacher's Perspective (Implementers)	Parent's Perspective (Beneficiaries)
1	Communication	Very Good: Information is communicated in a structured manner through meetings, homeroom teachers, and WhatsApp groups; teachers	Good: The majority understand the procedures, though notes indicate that information is not always received

		proactively re-explain procedures.	uniformly in a timely manner.
2	Resources	Adequate: The school maintains a dedicated system operator and supporting facilities, and conducts data verification prior to submission.	Good: Administrative personnel and facilities are available, though periodic data updates and parental guidance remain necessary.
3	Disposition	Very Good: High commitment to assisting students, data-driven selection, and strong responsiveness to complaints via homeroom teachers.	Good: The school is perceived as committed and transparent, though complaint handling and transparency are not yet felt uniformly across all recipients.
4	Structure	Clear: The proposal workflow is straightforward, task distribution among school staff is well-organized, and coordination with the education office runs smoothly.	Good: The proposal workflow is sufficiently clear, but information distribution needs expansion so it is not centralized solely on homeroom teachers.
5	Implementation	Compliant with Procedures: Fund disbursement is generally timely, with administrative constraints limited to student document completeness.	Good: Proposals align with regulations and disbursement is timely, with minor obstacles regarding delayed information and document completeness.

Based on Table 2 above, the overall implementation of the PIP program at the school operates at a "very good" level from the teachers' perspective and a "good" level from the parents' perspective. The synergy among these five aspects has successfully supported targeting accuracy, although several technical considerations remain for future program optimization.

Program information dissemination utilized both formal and informal channels, including face-to-face meetings and WhatsApp groups. From the teachers' standpoint, communication was rated as very good due to the availability of two-way explanatory channels. However, interpretation from the parents' perspective reveals a gap in information distribution, wherein a subset of parents experienced delayed notifications.

This indicates that the school requires a more structured, scheduled, and documented socialization framework to ensure equitable and timely information delivery.

The school's administrative readiness was deemed adequate, supported by dedicated PIP operators/staff and appropriate supporting infrastructure. Pre-submission data verification serves as the school's primary strength in maintaining targeting accuracy. Nevertheless, the assessment of parents' needs underscores the necessity for additional administrative guidance for guardians who face difficulties in fulfilling documentation requirements, alongside the critical need for periodic data updates.

The attitudes, commitment, and responsibilities of the school implementers were highly positive in supporting the educational continuity of underprivileged students. The school demonstrated responsiveness toward grievances. Nonetheless, the "good" perception reported by a minority of parents indicates that grievance redress mechanisms and recipient selection transparency must be further clarified and systematically documented to prevent potential social friction.

The internal division of labor among the principal, PIP operators, and homeroom teachers was well-directed and straightforward. The primary structural constraint identified was an information bottleneck concentrated at the homeroom teacher level. Data interpretation suggests the imperative to expand coordination channels, enabling parents to directly access data validation status and fund disbursement schedules without relying solely on a single point of contact.

Operationally, the bureaucratic phases of the PIP—ranging from data collection to fund disbursement—generally adhered to regulatory guidelines and established timelines. The emerging obstacles stemmed not from a lack of institutional commitment by the school, but rather from external administrative challenges regarding document completeness among parents. Consequently, enhancing document verification accuracy, providing explicit written requirement checklists, and enforcing deadline compliance represent key factors for improving future program efficacy.

7. Supporting and Constraining Factors in PIP Implementation

In summary, the recapitulation of supporting and constraining factors in the implementation of the PIP program is presented in Table 3 below:

Table 3. Summary of Supporting and Constraining Factors in PIP Implementation.

Factor Category	Aspect of Field Findings	Description of Empirical Findings at School
Supporting Factors	School Communication	The utilization of multi-layered media (parental meetings, homeroom teachers, subject teachers, and WhatsApp groups) accelerates information delivery.
	Resources	Availability of dedicated PIP operators/staff, adequate administrative infrastructure, and pre-submission data verification processes.

Constraining Factors	Commitment & Responsiveness	The school is proactive in assisting underprivileged students and responsive in addressing grievances via homeroom teachers.
	Implementation Structure	Proposal workflows, internal coordination, and division of labor are clearly understood by school personnel.
	Data Validity	Well-organized administrative documentation, data matching actual conditions, and freedom from data duplication or mis-targeting.
	Information Distribution	Occurrence of delayed information delivery to a subset of parents.
	Document Completeness	Administrative obstacles from parents who are late in completing required application documentation.
	Equitable Assistance Distribution	Persistence of eligible students from underprivileged families who remain unaccommodated by the assistance.
	Monopolization of Information Channels	Primary reliance on homeroom teachers as the sole information conduit, creating potential delivery delays.
	Data Updating Dynamics	The necessity for periodic data updates to adapt to shifting household socio-economic conditions.

Based on Table 3, the implementation of PIP is strongly supported by the school's internal readiness, particularly in the utilization of multi-layered communication channels, the dedication of the designated PIP operator, and the validity of school administrative documentation that effectively prevents data duplication. These factors streamline the verification process, thereby ensuring that aid disbursement is accurately targeted.

However, the overall effectiveness of program achievements remains constrained by technical factors beyond the school's direct control. The primary bottlenecks lie in delayed document submission by parents due to the uneven receipt of initial information, information flows that depend heavily on homeroom teachers, and the need for a dynamic data updating system to periodically adjust to changes in the socio-economic status of students' families

Discussion

From a descriptive qualitative evaluative perspective, the targeting accuracy of the Smart Indonesia Program (*Program Indonesia Pintar* / PIP) beneficiaries at SDN 001 Barong Tongkok, examined through the CIPP Evaluation Model (Context, Input, Process, Product), demonstrates a strong alignment between policy idealism and the reality of field needs. This aligns with the CIPP evaluation concept, which positions context evaluation as a needs assessment to ensure that a program genuinely addresses real

societal issues [9]. Recent systematic reviews also indicate that the CIPP model is effective in evaluating the congruence among field needs, resources, implementation, and educational program outcomes [10]. From the context dimension, this program holds high objective urgency because, factually, the majority of students' parents earn livelihoods as farmers, laborers, and daily workers with irregular income, thereby restricting children's learning facilities at home. Family socio-economic status serves as a major determinant of children's educational access and continuity, making impoverished groups the primary target for various educational assistance programs [11]. This contextual urgency was adequately met by the school's input and process dimensions through the provision of a dedicated system operator and meticulous empirical document verification synchronized with the *Dapodik* system. Consequently, within the product dimension, the evaluation recorded absolute success in data validity, with no instance of duplicate data or targeting deviation in the form of affluent students receiving aid. This condition reflects high implementation validity, as targeting accuracy is a primary indicator of success for social and educational assistance programs [9]. The absence of mis-targeting demonstrates that the PIP financial intervention operates in accordance with the intent of the Regulation of the Minister of Education and Culture (*Permendikbud*) Number 10 of 2020 [12], which projects this cash assistance to expand educational access for poor or vulnerable-to-poverty clusters. However, as a critical evaluative note, this policy product is not yet fully optimal in terms of horizontal equity, as several underprivileged students who are highly eligible based on criteria remain unaccommodated within the beneficiary quota for the current period.

The inequality of aid coverage can be causally explained in depth when evaluating the implementation process through the analytical lens of George C. Edwards III's model, which reveals that the dynamics of communication, resources, disposition, and bureaucratic structure are intertwined in determining the fate of policy at the grass-roots level. The school generally displays proactive bureaucratic performance, where the disposition or moral commitment of implementers acts as the primary driving force behind the program through a responsive posture in safeguarding the rights of underprivileged students and following up on grievances via homeroom teachers. This strong commitment is bolstered by a clear bureaucratic structure featuring an organized internal division of labor among the principal, system operator, and teachers, alongside smooth external coordination with the education office. Nonetheless, an evaluative gap emerges within the communication variable; although information dissemination regarding eligibility requirements and withdrawal procedures utilized multi-layered channels such as face-to-face meetings and WhatsApp groups, information distribution remained asymmetrical. The monopolization or over-reliance of information flow on homeroom teachers creates a bottleneck risk, causing a small subset of parents to receive delayed notifications. Various studies on educational policy implementation in Indonesia also demonstrate that communication barriers among implementers as well as with the community frequently serve as the primary cause of program implementation delays [11], [13]. From the perspective of Edwards III's theory, this communication asymmetry

constitutes the upstream root of field-level technical problems, as delayed information directly leads to slower compliance by parents in completing the required administrative document requirements needed by the school operator.

The cause-and-effect relationship between Edwards III's implementation process and CIPP's target achievements ultimately maps out the constellation of supporting and constraining factors that determine the efficacy of the PIP in exerting its preventive function against school dropout risks. On one hand, the program effectively reduces potential dropouts because the financial assistance is genuinely allocated by parents to cover students' basic personal needs, such as uniforms, shoes, bags, books, and stationery. The effectiveness of reducing economic barriers aligns with official information from the Ministry of Finance regarding PIP's position as a strategic long-term government intervention, while reinforcing previous research findings indicating that fulfilling basic school needs positively correlates with escalated learning motivation and increased school participation rates. On the other hand, this preventive function is compromised by constraining factors, namely the high fluctuation of students' household socio-economic conditions in the field. Students' social welfare status is dynamic; thus, without a continuous and periodic data update system to categorize clusters of the extremely poor, poor, near-poor, and vulnerable-to-poverty, the future risk of mis-targeting or omitting newly impoverished students will remain high. Therefore, as a constructive evaluative recommendation to eliminate these administrative and communication barriers, the school is advised to overhaul its information dissemination framework from informal channels to a more structured mechanism through the issuance of official notification letters and the establishment of dedicated PIP coordination groups, balanced with intensive document collection guidance for parents [14], [15].

CONCLUSION

Fundamental Finding : Based on the research findings and discussion regarding the implementation evaluation of the Smart Indonesia Program (Program Indonesia Pintar / PIP) at SDN 001 Barong Tongkok, Barong Tongkok District, Kutai Barat Regency, it can be concluded that the program has generally proceeded well and proven effective in reducing school dropout rates. The successful execution of the program is reflected in the orderly sequence of socialization, data collection, verification, and disbursement assistance, supported by the dedication of a specialized operator and multi-layered communication through parent meetings and WhatsApp groups. This financial assistance is empirically proven to alleviate parents' economic burdens and bolster student learning motivation through the fulfillment of basic school needs, such as stationery, books, uniforms, shoes, and bags. This success is strongly underpinned by a clear proposal workflow, institutional moral commitment, and harmonious coordination among school administrators, homeroom teachers, parents, and relevant local education authorities. Nevertheless, program effectiveness is not yet fully optimal due to technical constraints, including delayed information receipt by a subset of parents, obstacles in administrative document completion, and the persistence of highly eligible

underprivileged students who remain unaccommodated within current PIP quotas.

Implication : Consequently, establishing a periodic data update system represents a critical imperative to ensure that PIP beneficiary selection remains genuinely adaptive to the dynamic socio-economic conditions of students in the field. These evaluative findings carry important implications, both practically for educational institutions and policy-wise for high-level stakeholders. Practically, the school is impelled to overhaul its information dissemination framework from informal mechanisms to a more structured system to eliminate information bottleneck risks concentrated solely on homeroom teachers, complemented by intensive guidance for parents facing difficulties in completing administrative requirements. From a policy perspective, these research outcomes provide a robust empirical argument regarding the necessity of granting legal discretion to school authorities to periodically adjust central digital data. This flexibility is crucial to ensure that Dapodik system integration maintains human adaptability to minimize data omissions (exclusion errors), thereby achieving inclusive distributive justice for the educational rights of underprivileged children. **Limitation :** Conversely, this descriptive qualitative evaluative study is acknowledged to possess scope limitations, as it focuses deeply on a single elementary school context characterized by specific rural socio-geographic dynamics. Consequently, the empirical picture regarding bureaucratic constraints, delayed parental document submissions, and local administrative capacity within this study cannot be strictly generalized to urban school ecosystems or secondary education levels operating under different dynamics. **Future Research :** Stemming from these limitations, future research agendas are encouraged to expand the inquiry scope using quantitative or mixed-methods approaches involving a larger population of elementary schools across multiple regions to test the generalizability of the identified implementation obstacles. Furthermore, future research directions should specifically focus on developing dynamic, local-level self-updating socio-economic data models, thereby fostering educational assistance policy formulations that are more predictive, adaptive, and socially just in Indonesia.

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