Analisis Gap dan Strategi Peningkatan Program Indonesia Pintar

Wiwiet Septiani Rahayu[1]✉ , Dyah Maya Nihayah[2]

Development Economic Study Program, Economics Faculty, Semarang State University

Abstract

This study aims to determine the conditions and development of the application of the Smart Indonesia Program and strategies for improving the Smart Indonesia Program in Brebes Regency. This type of research is quantitative descriptive and qualitative descriptive. The data used are primary data. Respondents used in this study were 100 high school / vocational students who received the Indonesia Smart Program in Brebes Regency and 7 keyperson. The analytical tool used in this study is gap analysis and Analitycal Hierarchy Proccess (AHP) analysis. The results in this study indicate that the conditions and development of the implementation of the Smart Indonesia Program in Brebes Regency is quite good with the percentage of indicator application of 45%. Based on the results of the AHP analysis shows that the order of priority strategies for improving the Smart Indonesia Program in Brebes Regency are sequence, monitoring and evaluation, government policies, and human resources. Based on these priorities, in an effort to improve the Smart Indonesia Program in Brebes Regency, it is necessary to improve the mechanism for implementing the Smart Indonesia Program. Whereas the alternative priority in the Smart Indonesia Program Improvement strategy in Brebes Regency is that funds are channeled directly to the recipients of the Smart Indonesia Program.

Keywords: Study, program, Brebes, implementation

Abstrak

Penelitian ini bertujuan untuk mengetahui kondisi dan perkembangan penerapan Program Indonesia Pintar dan strategi untuk meningkatkan Program Indonesia Pintar di Kabupaten Brebes. Jenis penelitian ini adalah deskriptif kuantitatif dan deskriptif kualitatif. Data yang digunakan adalah data primer. Responden yang digunakan dalam penelitian ini adalah 100 siswa sekolah menengah / kejuruan yang menerima Program Indonesia Pintar di Kabupaten Brebes dan 7 orang kunci. Alat analisis yang digunakan dalam penelitian ini adalah analisis kesenjangan dan analisis Analitycal Hierarchy Proccess (AHP). Hasil dalam penelitian ini menunjukkan bahwa kondisi dan perkembangan implementasi Program Indonesia Pintar di Kabupaten Brebes cukup baik dengan persentase penerapan indikator 45%. Berdasarkan hasil analisis AHP menunjukkan bahwa urutan strategi prioritas untuk meningkatkan Program Indonesia Pintar di Kabupaten Brebes adalah urutan, pemantauan dan evaluasi, kebijakan pemerintah, dan sumber daya manusia. Berdasarkan prioritas ini, dalam upaya meningkatkan Program Indonesia Pintar di Kabupaten Brebes, perlu meningkatkan mekanisme untuk mengimplementasikan Program Indonesia Pintar. Sedangkan prioritas alternatif dalam strategi Peningkatan Program Indonesia Pintar di Kabupaten Brebes adalah bahwa dana disalurkan langsung ke penerima Program Indonesia Pintar.

Kata Kunci: Belajar, program, Brebes, implementasi

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✉ Correspondence Address :
Address: Gedung L2 Lantai 2 FE Unnes
Kampus Sekaran, Gunungpati, Semarang, 50229
E-mail : wiwietrahayu18@gmail.com

INTRODUCTION

Education has a strategic role in national development. Development in the field of education is a very important part in developing human resources (Elyasa, 2016). Education provides a very large contribution to the progress of nation building which builds a smart and independent society as an investment in development (Jolianis, 2015). This makes education included in the list of top priorities in national development. The specific national development goals in the field of education which are clearly stated in Nawa Cita contribute to improving the quality of life of Indonesian people through improving the quality of education.

The importance of education is also stated in the 1945 Constitution which explicitly mandates that every citizen has the right to get the widest education and learning opportunities. Therefore, the government is committed to efforts to improve the provision of public services, especially the provision of educational needs. One of its efforts is through government spending with an education budget allocation of at least 20% of state spending with a focus on improving access and quality of education services.

Furthermore, Law Number 20 Year 2003 concerning the National Education System article 34 paragraph (2) and (3) states that the Government and the Regional Government guarantee the implementation of compulsory education at the minimum level of basic education without charging fees. Compulsory education is the responsibility of the state organized by educational institutions, the Government, Local Government and the community. The 12-year compulsory education program is a continuation of the 9-year compulsory education program which came to be known as the Universal Secondary Education Program (PMU) with the legal umbrella of Minister of Education and Culture Regulation Number 80 of 2013.

Based on Government Regulation No. 47/2008 concerning Compulsory Education in article 2, it is expected that the compulsory education program can seek expansion and equitable distribution of opportunities for quality education for every citizen of Indonesia. Quality education should reach more children from underprivileged and low-income families (Barnett, 2010). With the 12-year compulsory education program, the government is trying to increase community access to basic education, especially for disadvantaged families to obtain a minimum level of education up to secondary level (Khairunnisa et al, 2014).

One of the factors that influence the distribution of education is economic factors. The high cost of education makes it difficult for people with low economies to access education. According to Retnaningsih (2017) one of the things that hinders education is the financial ability of the community to participate in education where there are still many parents who are unable to pay for their children's school needs such as buying books and school supplies. This can be seen from the high number of poor people in several provinces in Indonesia. Based on data from the Central Statistics Agency, the largest number of poor people is in Java. Table 1.1. shows the development of the number of poor people in six provinces in Java from 2014 to 2018.

Over the past five years, the number of poor people has always decreased. This can be seen from the number of poor people in table 1

which shows a declining trend from 2014 to 2018. The largest number of poor people in Indonesia is in Java. Of the six provinces in Java, there are three provinces with the highest number of poor people. First, the highest number of poor people in Java is occupied by East Java Province with a poor population of 4292.15 thousand people in 2018. The second position is Central Java Province with a poor population of 3867.42 thousand people. The third position is West Java Province with a number of poor population of 3539.40 thousand inhabitants.

Table 1. Number of Poor Population (thousand inhabitants) in Java Island Year 2014-2018

Province	2014	2015	2016	2017	2018
DKI Jakarta	412.79	368.67	385.84	393.13	372.26
Jawa Barat	4238.96	4485.65	4168.11	3774.41	3539.40
Jawa Tengah	4561.82	4505.78	4493.75	4197.49	3867.42
DI Yogyakarta	532.59	485.56	488.83	466.33	450.25
Jawa Timur	4748.42	4775.97	4638.53	4405.27	4292.15
Banten	649.19	690.67	657.74	699.83	668.74
Indonesia	27727.78	28513.57	27764.32	26582.99	25674.58

Source: Statistics Indonesia, 2018

Furthermore, the number of poor people in Central Java Province in 2014 to 2018 tended to decrease even though in 2015 the number of poor people experienced a slight increase. Brebes Regency ranks highest with a population of 309.2 thousand poor people in 2018. This indicates that the government's efforts to reduce poverty have not been evenly distributed. Poverty is a result of low public awareness of the importance of education because education is central to the development of intelligent and quality human beings (Miradj & Sumarno, 2014). Poverty can be caused by low levels of education and health of a community (Soleh & Rahayu, 2018).

Poverty alleviation can be done by improving the quality of human resources through increasing access to education services and facilities by seeking affordable education costs for the community (Marmujiono, 2014).

Poverty is still one of the reasons for the low level of education in Indonesia, especially in Central Java Province. In addition to the problem of poverty, Brebes Regency is also faced with the problem of education, namely the low average length of schooling of its population. The higher the average length of school, the longer / higher level of education has been completed, and vice versa, the lower the average length of school, the lower the level of education completed.
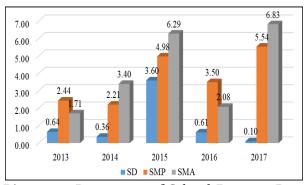
The average length of schooling in Brebes Regency in 2018 shows the lowest figure of 34 other districts / cities in Central Java of 6.19, meaning that the average population of Brebes Regency only completes education at the Elementary School level. This figure is still far below the average length of school in Central Java Province at 7.35. This encourages the government to make efforts in the

distribution and expansion of education with a 12-year compulsory education and to increase access to education so as to be able to control the Gross Enrollment Rate (APK). APK can be used to see the level of education of the population in accessing educational programs (Hitasari et al, 2015).

Picture 1. Percentage of Rough Participation Rates for All Levels of Education in Brebes Regency 2013-2017
Source: Statistic Central Java, 2018

Based on data from BPS in Central Java, it is seen that in 2013 to 2017 the lowest GER in all levels of education in Brebes Regency occurred at the high school level. APK values less than 100% illustrate that the level of community participation in education at the high school level is still low. Another problem faced by Brebes Regency in the field of education is the high dropout rate at the high school level. The high dropout rate illustrates unequal access to education.

Based on Picture 2, when compared to elementary and junior high school education, the dropout rate experienced by students at the high school level was 6.83% in 2017. When viewed based on the trend of school dropout rates from 2013 to 2017, the school dropout rate at in 2016 decreased from 6.29% to 2.08%, but in 2017 the number of high school dropouts increased dramatically to 6.83%.

Picture 2. Percentage of School Dropout Rate for All Levels of Education in Brebes Regency 2013-2017
Source: Statistic Central Java, 2018

According to research conducted by Dewi et al, (2014), the factors causing children to drop out of primary school age are family economic factors, parents' attention, learning facilities, children's interest in school, culture and school location. Furthermore, Asmara & Sukadana (2016) said that dropping out of school can be influenced by several factors including, the level of parental education and family income. The low level of education of parents, especially fathers, will tend to result in students dropping out of school. Another cause is family income. The lower the amount of income earned by the family will tend to result in students dropping out of school.

To overcome the problem of high school dropout rates, in 2015 the government launched the Smart Indonesia Program (PIP) policy through the Smart Indonesia Card to provide education cash assistance to school-age children (aged 6-21 years) who come from poor families. The Smart Indonesia Program is a government program that is rolled out to overcome problems that occur in the field of education, namely reducing the number of students dropping out of school due to financial difficulties (Astuti, 2017). In addition,

(Retnaningsih, 2017) also defines the Smart Indonesia Program as one of the social security programs in education that is intended to overcome the problem of community participation in education, especially for the poor. This program is in line with the Republic of Indonesia's Presidential Regulation Number 166 of 2014 concerning the Program for the Acceleration of Poverty Reduction. The target to be achieved in the Smart Indonesia Program through the implementation of the 12-Year Compulsory Education in the 2015-2019 RPJMN is to increase sustainability and access to education, which is marked by a decrease in school dropout rates. The existence of the Smart Indonesia Program is expected to encourage increased school participation and reduce dropout rates from primary to secondary education. The target of PIP in Information System for Smart Indonesia Program (2017) in Brebes Regency in 2017/2018 is as many as 168,530 students with the following details:

Table 2. Targets of PIP Students in Brebes Regency 2017/2018

Educational level	PIP Student Target
PS/Package A	97.963
JHS/Package B	39.451
SHS/Package C	8.407
Vocational School	22.709

Source: pip.kemdikbud.go.id

Funding for the Smart Indonesia Program is based on data obtained from the Directorate of APBN Compilation & the Directorate General of Budget (2018) sourced from Information (APBN, 2018). This funding will be distributed directly to all school-age children who come from underprivileged families who have a Smart Indonesia Card. The education funding budget for the Smart Indonesia Program is allocated Rp.49.2 trillion and is distributed to 19.7 million school-age students throughout Indonesia.

Based on data, the amount of PIP funds disbursed and disbursed by each district/city in Central Java Province in 2018 shows that of 34 districts/cities the funds disbursed do not match the funds disbursed. This shows that there are still PIP recipients who have not disbursed their funds so that PIP funds have not yet been fully absorbed. The Smart Indonesia Program Information System, also known as SiPintar, shows that Brebes Regency is the district with the highest allocation of Smart Indonesia Program funds in Central Java at 90,400,050,000 and funds disbursed at 85,891,600,000 in 2018. Based on this information it is also known that PIP funds the disbursed funds are not in accordance with the PIP funds distributed by the government to PIP recipients. Furthermore, there is a large amount of PIP fund allocations disbursed at elementary, junior high, and senior high school levels every semester or per 6 months in Brebes Regency in 2018, as follows:

Table 3. Amounts of PIP Funds at each level of education

Educational level	Allocation
PS	Rp. 225.000,-
JHS	Rp. 375.000,-
SHS	Rp. 500.000,-

Source : Ministry Of Education and Culture, 2018

The Indonesia Smart Program Funds are channeled by the government through the

Smart Indonesia Card in the implementation of the government in cooperation with Bank BRI for channeling funds to students at the elementary and junior high levels, while the distribution of funds for students at the high school level is done through Bank BNI '46. The distribution of PIP funds to recipient students is done through savings accounts and virtual accounts. PIP funds can be used by PIP recipient students to buy school books and stationery, buy school supplies and other equipment, support transportation, student allowances or monthly fees and course or tuition fees. Based on the results of observations at the Central Java Provincial Education Office, the problem that occurred in the implementation of PIP was that the provincial government found it difficult to conduct supervision related to the use of PIP funds disbursed. This is because the mechanism for channeling funds is directly transferred to student accounts.

Funds are managed by parents of students for elementary and junior high school students, while for high school students fund management is done by students, while the provincial government and the school only act as facilitators. At the time of PIP fund disbursement, there were still parents of students who used PIP funds for personal needs rather than for educational purposes. Based on these problems the researchers initiated to conduct research related to Gap Analysis and Strategy Improvement of the Smart Indonesia Program in Brebes Regency. Based on this background, several research questions can be formulated : What are the initial conditions and developments in the application of the Smart Indonesia Program in Brebes Regency? What is the strategy to improve the Smart Indonesia Program in Brebes Regency? Government expenditure reflects government policy.

According to (Sukirno, 2015) government expenditure is an expenditure to provide education, health facilities, expenditure to provide police and army, payment of salaries for government employees and spending to develop infrastructure carried out in the interests of the wider community. Government expenditure can be said as government purchases of goods and services which are classified into two things namely government consumption and government investment. Government consumption is the purchase of goods and services that are consumed while government investment includes government spending to build infrastructure such as roads, schools, hospitals and irrigation including providing educational scholarships.

According to Surpriatna (1997) the population is said to be poor if it is characterized by low levels of education, work productivity, income, health and nutrition as well as their welfare which shows a cycle of helplessness. Poverty is an economic problem with various causes (Gounder, 2013). Sharp, et.al in (Kuncoro, 1997) identified the causes of poverty in economic terms. First, on a micro level, poverty arises because of inequality in the pattern of resource ownership that causes an unequal distribution of income. Second, poverty arises due to differences in the quality of human resources. The low quality of human resources is due to low education, disadvantaged fortune, discrimination, or heredity. Third, poverty arises due to differences in access to capital.

These three causes of poverty lead to the vicious circle of poverty theory according to

Nurkse in Kuncoro (1997) where backwardness, market imperfections, and lack of capital cause low productivity. Low productivity results in low income they receive. Low income will have implications for low savings and investment. Low investment will result in underdevelopment, and so on. According to (Rahman et al, 2013) states that one of the efforts to reduce poverty is the development of human resources through education. Poverty reduction efforts will not run well if not supported by budget policies that favor the poor (Rusdarti & Sebayang, 2013). One of the government's efforts to reduce poverty in favor of the poor is through the Smart Indonesia Program. Through this policy, the government seeks to expand and equitable access to education in the hope of improving the quality of human resources so that they can help overcome the problem of poverty in Indonesia. The Smart Indonesia Program provides opportunities for the poor to improve their welfare through education.

Education is a very important and most decisive thing in carrying out the development of a nation. The importance of education is stated in the Law of the Republic of Indonesia Number 20 of 2003 which states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop themselves to have high self-potential.

The Smart Indonesia Program is a government assistance program aimed at students who come from underprivileged/poor families with the hope of reducing school dropouts. The Smart Indonesia Program is expected to be able to guarantee students can continue their education until graduating from secondary education, and attract students who have dropped out of school or not continue their education so that they can get back education services.

The Indonesia Smart Program through the Indonesia Smart Card according to the National Team for the Acceleration of Poverty Reduction (TNP2K) is the provision of educational cash assistance to all school-age children (6-21 years) who come from families who hold a Prosperous Family Card (KKS) or who meet the established criteria previous. The Smart Indonesia Program through PIP is a refinement of the previous Poor Student Assistance (BSM) program.

The provision of educational cash assistance through KIP and other educational assistance aims to support the Compulsory Education program, and ease the burden of education costs for parents who are classified as underprivileged. With the existence of PIP, it is expected to increase student participation in schooling and prevent children from dropping out of school. The use of PIP assistance funds is intended to meet the educational needs of students outside of school operational costs, such as buying school supplies, transportation costs, pocket money, purchasing uniforms, extra tutoring, etc.

The goal of the Smart Indonesia Program is to increase access for children aged 6 to 21 years to get education services to graduate secondary education units to support the implementation of the Universal Secondary Program/12-year Compulsory Education, to prevent students from dropping out or not continuing education due to economic difficulties, attracting school-age children who are not in school and/or students

dropping out or not continuing to get educational services at school/Learning Activities Studio (SKB)/Community Learning Centers (PKBM)/Course and Training Institutions (LKP) or other non-formal education units, and reduce the personal costs of education.

To determine the accuracy of PIP recipient targets, it is necessary to observe the target components properly, because the target of the evaluation is not the program as a whole but the components or parts of PIP policy. Below there are priority targets for PIP recipients set out in the Smart Indonesia Program Implementation Guidelines (2017). PIP's targets are 6 to 21 year old school students who are KIP owner learners, students from participating families of the Family Hope Program (PKH), students from families holding Prosperous Family Cards (KKS), students from orphan/orphan/ orphan status from schools/social institutions/ orphanages, learners affected by natural disasters, physical abnormalities (inclusion learners), casualties, from layoff parents, in conflict areas, from convict families, in LAPAS, having more than 3 relatives living in the same house, and Vocational students who study group expertise in the fields of: Agriculture, Fisheries, Animal Husbandry, Forestry and Shipping/Maritime.

Based on the Smart Indonesia Program Implementation Guidelines (2017), PIP is intended to help students' personal costs so they can continue their education until they finish secondary education. The grants are given directly to students in schools/SKB/PKBM/LKP or other non-formal education units which have the following uses such as purchase of school books and stationery, purchase of clothing and school supplies (shoes, bags, etc.), transportation of students to school, student allowance to school, additional course fees, and additional practice costs/apprenticeship fees for non-formal education students.

PIP recipients are not permitted to use PIP funds for purposes not related to educational activities. To achieve the objectives of PIP, it is necessary to regulate properly the mechanism for using PIP funds. In this case the role of government, teachers, and parents of students is very important to supervise the use of PIP funds to be more effective.

RESEARCH METHODS

The research method used in this research is quantitative and qualitative descriptive research methods. According Afrizal (2017) descriptive research method is research conducted to describe a particular concept, variable or object in more depth with a view to developing the quality of a concept, variable or object to be better.

While quantitative research is research used to examine certain populations or samples. This study seeks to provide a systematic and meticulous description of the implementation and PIP policy strategy in Brebes Regency. While qualitative research is a research method that collects and analyzes data in the form of words (oral and written) and researchers do not try to calculate or quantify qualitative data that has been obtained (Afrizal, 2017).

The type of data used in this study are primary data and secondary data. Primary data were obtained based on distributing questionnaires to 100 students or PIP recipient students in SMA Negeri 1 Brebes,

SMA Negeri 3 Brebes, SMK Negeri 1 Brebes and SMK Kharya Bakti Brebes. Primary data were then obtained based on questionnaires and interviews with 7 keyperson. Secondary data used in this study are data on the distribution of schools in Brebes Regency obtained from the Central Statistics Agency of Brebes Regency 2018 and data on the number of high school students and PIP recipients in Brebes Regency obtained from the Smart Indonesia Information System.

The sampling technique to answer the first research question Gap Analysis in this study uses probability sampling. This sampling provides equal opportunity for each population to be selected as a sample member. Determination of the number of samples in this study using the Slovin formula with a 10% estimation tool with a total population of 29,795 consisting of 8,104 PIP recipient high school students and 21,655 PIP recipient vocational students namely:

$$n = \frac{N}{1+Ne^2} = \frac{29795}{1+(29795)0,1^2} = 99,66 = 100.............(1)$$

From the results of the Slovin formula, the sample used in this study amounted to 100 students. In determining the number of high school and vocational students who became the sample, a sample was taken using proportional random sampling technique with the following calculation:

$$SHS = \frac{8104}{29795} \, x \, 100 = 27,19 = 27.........................(2)$$
$$VHS = \frac{21655}{29795} \, x \, 100 = 72,68 = 73.......................(3)$$

Whereas to answer the second research question (AHP) in this study the keyperson or
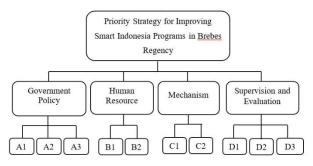
informant was chosen. Keyperson chosen in this study uses a purposive sampling technique. Sampling using this technique requires considerations to select and determine the sample that is to choose a sample that is considered to know the problem being studied while understanding what is expected in the study.

The analysis used in this study is gap analysis and AHP (Analitycal Hierarchy Proccess) analysis. Gap analysis is a bottom-up analysis method that can be used as one of the analytical techniques for the type of formal evaluation in which there are formal documents about a policy or program so that the gap (disparity) between factual conditions and planned conditions can be assessed and can be recommended changes to the next policy to improve the previous policy. In this study, gap analysis is used to provide an evaluation of the application of PIP in Brebes Regency. In addition, gap analysis is also used to determine the perception of PIP recipients related to the application of PIP in Brebes Regency.

Analytical Hierarchy Process (AHP) method is a comprehensive decision making model that takes into account qualitative matters. The AHP method can help to set priorities and goals for various choices using several criteria. This analysis is based on a pairwise comparison comparison matrix, where each element is compared in pairs against a specified criterion. The filling of the paired comparative matrix uses numbers that illustrate the relative importance of an element above the others (Saaty in Prajanti, 2012).

Variables used to develop criteria and sub-criteria as an alternative to determining

policy priorities with the Analytical Hierarchy Process (AHP) are government policies, human resources, mechanisms and supervision. Within these four aspects, there are various alternative programs to determine PIP improvement strategies in Brebes Regency. The variables in this study can be explained in the chart below:

Picture 3. AHP Hierarchy Framework
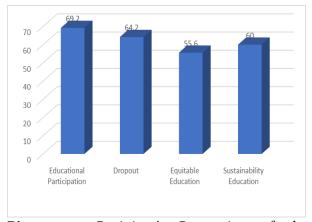Source : Primary data Processed, 2019

The variables used as criteria and alternatives for AHP analysis in this study were obtained from the 2017 Smart Indonesia Program Implementation Guidelines issued by the Ministry of Education and Culture and subsequently confirmed by keyperson. In the government policy criteria there are alternatives to increasing the number of PIP recipients (A_1), socialization related to PIP (A_2), and accelerating the distribution and disbursement of PIP (A_3).

There are two alternative human resource criteria, namely the ability of educational staff to determine prospective PIP recipient students (B_1), the ability of students to manage appropriate PIP funds (B_2). There are two alternative mechanism criteria: funds are channeled directly to PIP recipient students (C_1) and funds are managed by the school (C_2). There are three alternatives of

monitoring and evaluation criteria, namely the role of government, teachers and parents in supervising the use of PIP funds (D_1), collecting evidence of transactions using PIP funds by PIP recipient students (D_2), and conducting routine evaluations during distribution and disbursement PIP funds (D_3).

RESULTS AND DISCUSSION

Gap analysis in this study is used to find out how far the achievement and the gap in the implementation of the Smart Indonesia Program in Brebes Regency. Gap analysis is done by calculating the community's perception of the conditions and development of the application of the Smart Indonesia Program in Brebes Regency which consists of PIP objectives, PIP targets, and utilization of PIP funds in Brebes Regency. After obtaining the magnitude of the perception of PIP recipients then a comparison is made of the actual conditions of the Smart Indonesia Program in Brebes Regency with the ideal conditions according to the Smart Indonesia Program Implementation Guidelines.

The assessment of each indicator is done by the scoring method of the Smart Indonesia Program indicators which are focused on 3 aspects, namely the objectives of PIP, the objectives of PIP and the utilization of PIP funds. The next step in the assessment of indicators is to calculate the percentage of implementation of the Smart Indonesia Program based on the results of the assessment of the three indicators. After obtaining a percentage value from the indicator of the application of the Smart Indonesia Program, then the criteria of the percentage value is determined to find out how successful the implementation of the Smart Indonesia

Program is in Brebes Regency. Following are the results of a study of the magnitude of PIP recipient's perceptions of the actual conditions of the Smart Indonesia Program:

Picture 4. Recipient's Perception of the Implementation of PIP Objectives
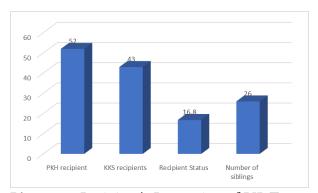Source: Primary data processed, 2019

The conditions and achievement of the implementation of PIP objectives in Brebes Regency can be seen through indicators in the PIP objectives namely increasing school participation rates and increasing education sustainability rates which are marked by decreasing school dropout rates. The results of research conducted by Jolianis (2015) said that the education sector government budget affects the school participation rate. School participation can be seen through two indicators namely APM and APK. In accordance with the objectives of PIP, this research is seen through the APK value.

Increasing the budget in the education sector can help the community to meet the need for educational facilities so as to increase school participation. The KIP budget in Brebes Regency has increased from 83.8 billion in 2017 to 87.9 billion in 2018. This was followed by an increase in the gross participation rate of 69.29 in 2017 to 76.00 in 2018. Hal This is in line with the goal of implementing the Smart Indonesia Program, which is to increase school participation so that every child has the same opportunity to stay in school to be able to complete the 12-year compulsory education.

Furthermore, to expand learning opportunities, the government provides access for school-age children to be able to help school-age children to continue their education to a higher level and reduce the occurrence of school dropouts. Based on data from 2017 SiPintar, as many as 29,759 students have disbursed PIP funds while 1,359 students have not disbursed PIP funds. All PIP recipient students who disbursed PIP funds did not find students who had dropped out of school.

Based on the results of the distribution of questionnaires to recipients of PIP at the SMA level in Brebes Regency, it was obtained that the percentage of PIP goal indicator implementation in Brebes Regency was still quite good at 50%. This indicates that the achievement of PIP objectives as a whole has not been maximized. Not yet the maximum level of achievement of PIP objectives in Brebes Regency due to several obstacles and problems such as the process of submitting PIP is too long and complicated as well as the lack of socialization about PIP conducted to schools.

The conditions and achievement of the implementation of PIP targets in Brebes Regency can be seen based on whether or not the PIP recipient matches the specified target criteria. The target recipients of PIP are students who are studying 6 to 21 years old who are KIP recipient students and students

from poor/vulnerable poor families and/or with special consideration. Said to be poor or underprivileged because both in material and inadequate income of parents to meet educational needs.

Picture 5. Recipient's Perception of PIP Target Implementation
Source: Primary data processed, 2019

The Smart Indonesia Program is a pro-poor government program by providing tuition assistance so that all levels of society can enjoy education and reduce socio-economic inequality in education. This is in line with the opinion expressed by Kattan in Earle et al, (2018), that eliminating the cost of education in this case helps finance education has become one of the most important policies to encourage increased education participation especially in low-income environments where the level of attending education low.

Based on the results of the distribution of questionnaires to PIP recipients of high school level in Brebes Regency, the percentage of PIP target indicator implementation in Brebes Regency which is still classified as poor is 40%. This indicates that the achievement of PIP objectives as a whole has not been maximized and is even below 50%. The low level of achievement of PIP target indicators in Brebes Regency is caused by several obstacles and

problems such as, there are still capable students but are registered as recipients of PIP because there is no data update and re-verification from the school and Dapodik.

Picture 6. Recipient's Perception of the Application of PIP Fund Utilization
Source: Primary data processed, 2019

The conditions and achievement of the application of the use of PIP funds in Brebes Regency can be seen based on whether or not PIP funds are used in accordance with established conditions. The PIP program aims to help students' personal costs in order to continue their education until completion of secondary education. PIP grants are given directly to PIP beneficiaries based on the provisions of the Smart Indonesia Program Implementation Guidelines as follows: buying books and stationery, buying school uniforms/practices and school supplies (shoes, bags, etc.), funding students' transportation to school, Student allowance, additional tuition/tutoring fees for formal education students, additional practice fees/additional costs for Competency Test/UJKb (if UJK scholarships are insufficient), apprenticeships/work placement costs to Business and Industrial World (DUDI) for participants non-formal education students.

PIP recipients are not permitted to use PIP funds for purposes not related to educational activities. Policies such as the PIP are also implemented in Sri Lanka which provides free textbooks and school uniform materials for all school children, free lunches for school children in certain areas and the provision of living allowances for universities and free maintenance of educational facilities at primary, secondary level , and height (Gamlath, 2013).

Based on the results of the distribution of questionnaires to PIP recipients of high school level in Brebes Regency, the percentage of the application of PIP fund utilization indicators in Brebes Regency is still relatively good at 45%. This indicates that the achievement of PIP objectives as a whole has not been maximized and is even below 50%. The low level of achievement of indicators for the utilization of PIP funds in Brebes Regency is caused by several obstacles and problems such as, PIP funds used to pay building fees and tuition fees in several schools. There are also PIP funds managed by parents used to make ends meetBased on the results of the distribution of questionnaires to PIP recipients of high school level in Brebes Regency, the percentage of the application of PIP fund utilization indicators in Brebes Regency is still relatively good at 45%. This indicates that the achievement of PIP objectives as a whole has not been maximized and is even below 50%. The low level of achievement of indicators for the utilization of PIP funds in Brebes Regency is caused by several obstacles and problems such as, PIP funds used to pay building fees and tuition fees in several schools. There are also PIP funds managed by parents used to make ends meet.

From the results of the PIP recipient's assessment of the performance of the implementation of the three indicators for the implementation of the Smart Indonesia Program and from direct observation, an assessment of each indicator is obtained by the scoring method as follows:

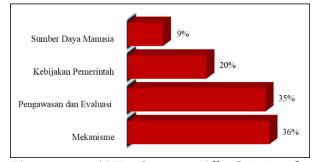Percentage of Application of Implementation Indicator (PIP) = 27/60 x 100% = 45%

Table 4. Criteria for Program Implementation

Percentage	Criteria
0 – 20%	Very bad
21 – 40%	Bad
41 – 60%	Pretty good
61 80%	Well
81 – 100%	Very good

Source: Brotodewo, 2010

From the above calculation, the percentage of implementation of the Smart Indonesia Program in Brebes Regency is 45%, which means that the implementation of the Smart Indonesia Program in Brebes Regency has been quite good but not optimal.

AHP (Analytical Hierarchy Process) analysis in this study was used to develop priority strategies for improving the Smart Indonesia Program in Brebes Regency. Analytical Hierarchy Process (AHP) calculation results are used to determine priority aspects and provide input or information related to several aspects that need to be improved to improve the Smart Indonesia Program in Brebes Regency. Furthermore, the criteria that have been determined based on priorities in sequence will be further described in the alternatives for each priority criterion.

Preparation of criteria based on priority is one way to optimize the function of each criterion so that it can work well in improving the Smart Indonesia Program in Brebes Regency.
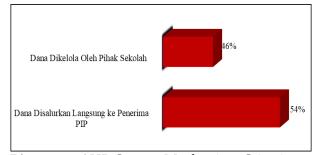

Picture 7. AHP Outputs All Criteria for Implementation of the Smart Indonesia Program in Brebes Regency
Source: Primary data processed, 2019

Based on the analysis of the results of data processing using 11.0 expert choice criteria which are the top priority in the application of the Smart Indonesia Program in Brebes Regency is a mechanism with an alternative being the priority is that funds are channeled directly to PIP recipient students. Then the second priority criterion is monitoring and evaluation with alternatives prioritizing the role of the government, teachers and parents in overseeing the use of PIP funds. Furthermore, the third priority criterion for improving the Smart Indonesia Program is government policy, with the alternative becoming the priority for accelerating the distribution and disbursement of PIP funds. Human resource criteria become the priority sequence of the last Smart Indonesia Program improvement strategy with an alternative priority is the ability of students to manage appropriate PIP funds.

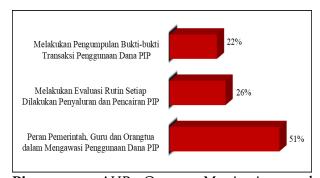Based on the results of the Analytical Hierarchy Process (AHP) calculation, the mechanism is the most prioritized criterion in improving the Smart Indonesia Program in Brebes Regency. The mechanism is an important element in efforts to improve the Smart Indonesia Program in Brebes Regency. With the mechanism in accordance with the procedure which has been determined in the Smart Indonesia Program Implementation Guidelines for 2017, it will be able to maximize the achievement of the goals and objectives of the Smart Indonesia Program in Brebes Regency.

Picture 8. AHP Output Mechanism Criteria
Source: Primary data processed, 2019

Within the criteria for this mechanism there are two alternatives, namely funds channeled directly to PIP recipient students and funds managed by the school. Based on the results of calculations using the AHP shows that the alternative most prioritized in the mechanism criteria is the funds channeled directly to PIP recipient students. Funds are channeled directly to PIP recipient students so that PIP funds are more effective in their use.
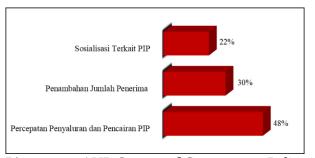
This strategy is in accordance with the findings of the gap analysis which shows that the implementation of the Smart Indonesia Program in Brebes Regency is not optimal in terms of the utilization of funds because the PIP funds received by students are managed by the school and used to pay building fees and

tuition fees. This is in line with Sulhan & Sasongko's research (2017) which states that PIP funds are effective if spent on school needs or equipment such as purchasing school books and stationery, purchasing uniforms and shoes, transportation costs to school, student allowances and fees at school, course or tuition fees and other needs related to school supplies and needs.

Picture 9. AHP Output Monitoring and Evaluation Criteria
Source: Primary data processed, 2019

The criteria for monitoring and evaluation are three priority alternatives including the role of government, teachers, and parents in supervising the use of PIP funds, conducting routine evaluations each time PIP funds are disbursed and disbursed and collecting evidence of transactions using PIP funds. Based on the results of calculations from the AHP shows that the most prioritized alternative to the monitoring and evaluation criteria in improving the Smart Indonesia Program in Brebes Regency is the role of government, teachers, and parents in overseeing the use of PIP funds.

The importance of government oversight, teachers, and parents of students in the use of PIP funds so that the application of

PIP is in accordance with the provisions in line with research conducted by Hasan (2017) which states that misuse of education funds occurs due to several factors, one of which is the lack of parents' attention to children's education and poor financial management.

Picture 10. AHP Output of Government Policy Criteria
Source: Primary data processed, 2019

Based on the results of calculations from the AHP shows that the alternative most prioritized in the criteria of government policy in improving the Smart Indonesia Program in Brebes Regency is the acceleration of the distribution and disbursement of PIP funds. The distribution and disbursement of PIP funds in Brebes Regency often does not meet the specified schedule. The reality that occurs in the field is that the PIP fund disbursement schedule is not in accordance with the school year because the government uses the budget year in disbursing it so that it often happens that students have graduated but have not yet disbursed their funds. In this case it is important to accelerate the distribution and disbursement of PIP funds so that PIP funds are more absorbed.
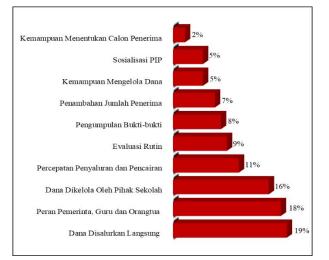
The second alternative alternative to government policy criteria in the improvement of the Smart Indonesia Program is to increase

the number of PIP recipients. In Brebes Regency, the number of recipients is indeed the highest compared to other districts / cities in Central Java Province, but there are still many students who are classified as less able to not get PIP because they are not registered with Dapodik. Then the last alternative priority is to do socialization related to PIP. This is in line with research conducted by Saraswati (2017) which states that the socialization factor in the implementation of the Smart Indonesia Program is still not optimally carried out by the Office of Education so it is important to carry out a strategy by conducting socialization related to PIP to schools.

Picture 11. AHP Output Human Resources Criteria

Source: Primary data processed, 2019

Based on the results of the Analytical Hierarchy Process (AHP) with the 11.0 expert choice program, the alternative that becomes the main priority in the human resource criteria is the ability of students to manage appropriate PIP funds. The second priority is the ability of educational staff in determining PIP recipient candidates. The ability of students to manage PIP funds is considered more important because whether or not the Smart Indonesia Program depends on whether or not PIP funds are used and utilized. While the ability of education personnel in determining PIP recipient candidates is no less

important considering that during the Smart Indonesia Program the determination of prospective recipients is only based on Dapodik not based on direct surveys.

Picture 12. AHP Output on Human Resources Criteria

Source: Primary data processed, 2019

In the strategy of improving the Smart Indonesia Program in Brebes Regency, this study used four criteria which were then reduced to ten priority alternatives. This alternative explains in more detail which criteria are the priorities in the Smart Indonesia Program improvement strategy in Brebes Regency. The weighting of scores arising from the results of data processing with the Analytical Hierarchy Process (AHP) does not mean that one criterion is not important to be considered. But with this weighting, it will be known which criteria or alternatives need to be prioritized to achieve the goal in this case the improvement of the Smart Indonesia Program in Brebes Regency. The improvement of the Smart Indonesia Program will later improve the quality of human resources, especially in terms of manpower in Brebes

Regency to be more qualified. This is in line with research conducted by Kurniasih & Nihayah (2018) which says that improving the quality of education will improve the quality of human resources.

Based on the results of the Analytical Hierarchy Process (AHP) with the 11.0 expert choice program, an alternative that becomes a priority in the strategy of improving the Smart Indonesia Program in Brebes Regency is that funds are channeled directly to PIP recipient students. The next alternative that needs to be prioritized in a row is the role of government, teachers and parents in overseeing the use of PIP funds, funds managed by the school, acceleration of PIP fund disbursement and disbursement, conducting routine monitoring and evaluation of each PIP fund disbursement and disbursement, collecting evidence of transactions using PIP funds, increasing the number of PIP recipients, the ability of students to manage appropriate PIP funds, conducting socialization related to PIP and the last priority alternative is the ability of education staff in determining prospective PIP recipients.

The importance of the alternative above will be more meaningful if not only limited to the rules. However, it is more shaped in the form of concrete priorities in these priorities. From the results of research using the Analytical Hierarchy Process (AHP) with the expert choice 11.0 program, the inconsistency ratio of 0.04 results means that the answers given by Keyperson are consistent and acceptable. Based on the results of research that has been done, the strategy to improve the Smart Indonesia Program in Brebes Regency shows alternative criteria that need to be

prioritized, namely the funds channeled directly to PIP recipient students. The results of the AHP analysis research are in line with the results of the gap analysis which shows that the implementation of the Smart Indonesia Program in Brebes Regency is not optimal because the PIP funds received by PIP recipient students are not used according to the provisions. Funds received by recipient students that should be used to meet students' personal education needs such as the purchase of school equipment and equipment are in fact used to pay school fees and tuition fees by the school.

CONCLUSION

Based on the results of research conducted on gap analysis and strategies to improve the Smart Indonesia Program in Brebes Regency, we can conclude that based on the calculation of the indicators of the Smart Indonesia Program implementation, each indicator gets a perception with a fairly good category in succession PIP also participated in the goal of getting a perception of 50%, the target of PIP getting a perception of 40% and the use of PIP funds obtaining a perception of 45%.

Based on the results of the gap analysis that has been carried out on several indicators of the Smart Indonesia Program in Brebes Regency, the percentage value of the application of the Smart Indonesia Program in Brebes Regency is 45%, which means that the application of the Smart Indonesia Program in Brebes Regency is running with quite good criteria.

Also, in developing strategies to improve the Smart Indonesia Program at the high

school and vocational level in Brebes Regency in order to achieve the success of the Smart Indonesia Program, there are criteria that are most prioritized in improving the Smart Indonesia Program in Brebes Regency are mechanisms and alternative criteria most prioritized are funds channeled directly to PIP recipient students. This is consistent with the results on the ground that PIP funds are still managed by the school.

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