

Implementation of Indonesia Smart Card Policy in an Effort of Education Equality in Vocational School

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Abstract: This study intends to describe the Smart Indonesia Card (KIP) policy's implementation, beneficiary criteria, implementation strategy, and encouraging and discouraging aspects in an effort to equalize education. This study employs a descriptive qualitative methodology. The employees of the Vocational School of Education at the South Sumatra Province Education Office, the principal and counseling teachers of SMK Kayuagung District, four KIP recipients and their parents, and the principal and counseling teachers of SMK Kayuagung District served as the study's subjects. The implementation of the Smart Indonesia Card policy in an effort to equalize education in the SMK Kayuagung District is the subject of the study. Through observation, interviews, and documentation, data was gathered. Data triangulation is used to assess the data's validity. Data analysis techniques included data reduction, data presentation, and conclusion-drawing. According to the findings, the Kayuagung District Vocational School's KIP targets were pupils who had 470 KIP cards. The outcomes of KIP implementation can aid attempts to promote educational equity.

Keywords: Implementation, Policy, Smart Indonesia Card

A. Introduction

Education plays a significant role in determining a person's level of adaptability to life (Webb et al., 2018). We can live rightfully and expectantly if we receive a solid education. Human optimism for the future specifically, a scenario where our lives are better than they are now is unquestionably a good thing. The implementation of education is meant to give students future hope for enlightenment as well as a change in lifestyle (Reimers, 2020). According to Saroni (2013), enlightenment is required as a conscious effort to make us a significant figure in life, and the change in question is to make us capable of handling any changes that may arise.

Beginning with elementary school and continuing through high school, followed by nine years of mandatory education, the Indonesian government has formally sought educational equity (Shaturaev, 2021; Shaturaev, 2014). These initiatives appear to focus more on increasing educational opportunities. The goal of equitable education is to ensure that everyone in society, regardless of their age,

place of residence, or time of day, has access to a quality education. The likelihood that the impoverished will receive an education also appears to be inconsistent. According to Supeno (1999), education, which formerly had the noble goal of releasing people from the grip of poverty, has evolved into a weapon of the capitalist system of government. Only those with money and members of the middle and upper classes have access to education. Education has increased in price and has turned into a luxury good. The government's initiatives to give the populace the greatest number of opportunities to access educational services, including one through the Smart Indonesia Card program. The program is anticipated to be able to create a better generation and ensure that the next generation receives a quality education. The Smart Indonesia Card Policy is a government initiative designed to solve issues brought on by the high number of students who, despite still being of school age, discontinue their studies owing to financial hardships (Bahrul Ulum and Tsalist Wildana, 2019).

One of the peculiarities is that there are still students from wealthy backgrounds who are listed as KIP participants and there are also students from low-income backgrounds who are not recorded as KIP recipients. Although the government ought to have started this program, its goal was to provide students from low-income families with equal access to higher education. The purpose of KIP funds is to cover costs associated with getting students to and from school, including transportation costs, pocket money for students, monthly student fees, additional course or tutoring costs, and other necessities related to educational needs in schools or madrasas (Hamdi et al., 2020). Due to the technique for channeling funds, which are instantly paid to the student's account, another issue is the difficulty of monitoring activities. Since the school simply serves as an implementer and the parents of the pupils manage the finances, it is challenging to oversee their use. When the KIP money was first received, the parents of the kids were unable to handle them effectively, which meant that they were utilized for personal, rather than educational, purposes. This study was conducted at SMK Negeri 2 Kayuagung, one of the SMKs in the Kayuagung sub-district with the greatest enrollment. The SMK has accreditation status A, according to the findings of the preliminary observations, yet there are still lots of pupils who are labeled as disadvantaged students.

B. Methods

Research Approach

Since the goal of this form of research is to understand the process of implementing policies, it is qualitative. In order to accomplish the study objectives, descriptive research aims to describe how the existing problems are being solved using data that is more thorough, in-depth, reliable, and significant.

Research Subjects

The principal, four kids who obtained the Indonesia Smart Card (KIP), four parents of students who received KIP, and the Education Sector Staff of the South Sumatra Province Office served as the study's subjects.

Location and Timing of the Study

This study was carried out in SMK Negeri 2 Kayuagung, one of the SMKs in the Kayuagung District. The reason for picking this school is that there would be 470 pupils at SMK Negeri 2 Kayuagung who will receive Smart Indonesia Card (KIP) support in the 2022–2023 school year.

Data Collection Technique

In this study, observation, interviews, and documentation were the primary data collection methods. In terms of motivations, beliefs, attention, unconscious behavior, habits, and other factors, observation improves the abilities of researchers. It enables observers to experience life as research subjects did at the time in question, as well as to observe cultural life from their perspective and that of their role models. Conversations that have a defined goal are called interviews. Both the interviewer and the interviewee, who asked the questions and gave the answers, participated in the dialogue (Moleong, 2009). Analyzing documents will provide information on the outcomes of reports on program activities supporting completed instrumentation applications.

Data Analysis Technique

When conducting qualitative research, data analysis is done both during the data gathering process and once it has been completed. Activities in qualitative data analysis are carried out continually and interactively until they are finished, leaving the data saturated. Data reduction, data display, and conclusion drawing are all activities involved in data analysis (Sugiyono, 2007).

C. Results and Discussion

The Introduction of the Smart Indonesia Card Policy for the Academic Year 2022–2023 at SMK Negeri 2 Kayuagung

Students that receive the Smart Indonesia Card (Karo et al., 2020) come from households where education funding is still insufficient, with parents working as farmers and other odd jobs, among other things. KIP cards were distributed to 470 kids in total. With the Smart Indonesia Card, it is intended that children will be able to thrive and develop because, in the event that they don't have enough pocket money, they can make up the difference in their pocket money and other tool shortages in the classroom. The central government will use the *Sipintar* Application on the <https://pip.kemdikbud.go.id/> page to verify the *Dapodik* Application's *Sipintar* Application, which is how the central government will allocate the funds

from Indonesia Smart Cards to pay education. It is hoped that children from disadvantaged or low-income households will be able to attend a quality school with other kids. The money is spent on other educational necessities, such as school supplies, stationery, pocket money, and transportation for pupils.

The Smart Indonesia Card Policy will be Implemented in a Fair Education Effort for the 2022–2023 Academic Year

Priority is given to students who are chosen from their schools based on their possession of Smart Indonesia Cards, Social Protection Cards (KPS) (Kurnianingsih et al., 2020), and Family Hope Program Cards (PKH) (Suryahadi and Al Izzati, 2018). However, pupils can also apply through the SKTM line (Certificate of Disadvantage) which will subsequently be suggested by the school if they do not have one of the three types of cards. At this point, in addition to the KIP card itself, only kids who have KPS and PKH are typically recommended to acquire KIP. People who receive Smart Indonesia Card support from SMKN 2 Kayuagung can be considered eligible because, according on research findings, their living situation and parental employment status, as well as their income, are still unfeasible. Their location, which can be considered far from their home to school, further suggests that KIP support is appropriate.

Supporting Factor

Dapodik is used by the government as an indicator of targeting KIP recipients through school operators, there is mutual trust between the school, students, and their parents regarding the use of KIP funds, and students become more active because school equipment can be fulfilled. Information from the service is routinely monitored on the Sipintar website via the online link <https://pip.kemdikbud.go.id/>.

Obstacle Factor

Each program period's examination of the KIP program as a whole resulted in modifications, particularly to the process, theft of KIP funds, and challenges in gathering receipts or other proof of KIP fund use.

D. Conclusions

Based on the findings of the research, it can be said that 470 students at SMK Negeri 2 Kayuagung receive KIP support and that every single one of them possesses a KIP. Students that get KIP support have satisfied one of the several established requirements. The situations and conditions of the students' families, who possess Social Protection Cards and Family Hope Program Cards as well as the Indonesia Smart Card itself, demonstrate how much KIP ownership fosters educational equity.

Schools use the Dapodik Application to provide data to the Ministry of Education and Culture, the Ministry of Social Affairs, and the Disdukcapil. This is the implementation mechanism. The information will then be sent in stages to the

Education Office and returned electronically to the Ministry of Education and Culture. The following step involves the school periodically checking the Sipintar application through the link <https://pip.kemdikbud.go.id>. Additionally, download the KIP Recipient SK using the instructions provided. The school encourages KIP recipient pupils to receive information on pertinent topics after the KIP Recipient Decree or Nomination has been granted. Taking into account the target criteria established based on the SKTM (Certificate of Disadvantage) from the local government, it should be highlighted that schools can also suggest the names of other children who are not owned by KIP to participate in being proposed as possible KIP participants.

Supporting elements for KIP implementation Dapodik is used by the government as an indicator of targeting KIP recipients through school operators, there is a sense of reciprocity trust between the school, students, and their parents in the use of KIP funds, and students become more active because school equipment can be fulfilled. Information from the office is routinely monitored on the Sipintar website via the online link <https://pip.kemdikbud.go.id/>. Factors restraining progress: The overall KIP program evaluation conducted during each program cycle resulted in adjustments, particularly to the mechanism, misuse of KIP funds, and challenges obtaining receipts or other proof of KIP fund usage.

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