

Policy Implications of The Indonesia Smart Program for Senior High Schools (SMA/SMK) at The Education Office of Nabire Regency

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ABSTRACT

Keywords: implications, policy, Indonesia Smart Program.

This research establishes the research object at the Education Office of Nabire Regency, focusing on the Policy of the Indonesia Smart Program at the SMA/SMK level. This study aims to understand and analyze the Implications of the Indonesia Smart Program Policy at the SMA/SMK level in the Education Office of Nabire Regency. This type of research employs a qualitative approach. The results of this research indicate that the implementation of the Indonesia Smart Program (PIP) in Nabire Regency exhibits a strong correlation with government policies aimed at improving access to and the quality of education. The positive impacts observed from the implementation of the Indonesia Smart Program (PIP) in Nabire Regency include improved access to education, increased family welfare, and enhanced community awareness. Meanwhile, the challenges faced include delays in fund disbursement, a lack of community understanding, inadequate infrastructure, and the potential for fund misuse. The Indonesia Smart Program (PIP) has made significant contributions to student participation at the SMA/SMK level by alleviating the financial burden of education for students from underprivileged families. The Indonesia Smart Program (PIP) is a strategic step towards creating more equitable and fair educational opportunities, contributing to human resource development, particularly for school-age students in Nabire Regency.



INTRODUCTION

Education is the central pillar in the development of human resources globally. (Raflika et al., 2024). In various developing countries, including Indonesia, the main challenge in education is the gap in access and quality, especially for underprivileged groups (Muttaqin, 2018; Safitri & Salmia, 2024). This issue is a global concern, as well as a commitment made by various countries. One of the most striking forms of inequality is the high dropout rate at the upper secondary education level, which is caused by family economic limitations.

The Nabire Regency Education Office is primarily responsible for overseeing local government affairs in the field of education, encompassing regional authority and assistance duties. The education office has the following duties: Preparation of planning in the field of education; Formulation of technical policies in the field of education;

Implementation of technical policies in the field of education; Coaching, coordinating, facilitating, and cooperating in the implementation of education affairs; Implementation of administrative activities of the Education Office; Guidance for Technical Implementation Units (UPT); and Control, evaluation, and reporting in the field of education (Syafitri, 2022). Education is a key factor in human resource development in Indonesia. The Indonesia Smart Program (PIP) was launched as an effort to address the issue of educational access gaps, particularly for students from underprivileged families. This policy aims to provide financial assistance to students attending the high school or vocational level, enabling them to continue their education without being burdened by tuition fees.

The Nabire Regency Education Office has several important roles in the management and development of education in the area. Some of the primary roles of the Nabire Regency Education Office include:

1. Curriculum Planning and Development: The Education Office is responsible for designing and developing a curriculum that aligns with local and national needs.
2. School Supervision and Development: The Education Office oversees the implementation of education in schools, guiding teachers and other educators.
3. Provision of Educational Facilities: The Education Office is responsible for procuring educational facilities and infrastructure, including the construction of school buildings, the provision of books, and teaching and learning materials.
4. Training and Human Resource Development: The Education Office conducts training sessions for teachers and education staff to enhance their competence and teaching quality.
5. Provision of Assistance and Scholarships: The Education Office also provides educational assistance, including scholarships, to students from underprivileged backgrounds.
6. Coordination with Stakeholders: The Education Office collaborates closely with various parties, including local governments, communities, and non-governmental organizations, to enhance the quality of education.
7. Monitoring and Evaluation: The Education Office monitors and evaluates the implementation of educational programs to ensure that educational goals are achieved.

With these roles, the Nabire Regency Education Office aims to enhance the quality and accessibility of education for its residents, in line with the implementation of the Smart Indonesia Program (PIP). This study establishes the research object at the Nabire Regency Education Office, with a focus on the Smart Indonesia Program Policy at the High School/Vocational Level. Based on observations made by researchers within the scope of the Nabire Regency Education Office, the implementation of the Smart Indonesia Program (PIP) has not been implemented optimally because there are still challenges in access to education, which is an important issue within the scope of the Nabire Regency Education Office, where there are still students who are forced to drop out of school due to economic limitations. Therefore, this study is important for evaluating the implementation of the Smart Indonesia Program (PIP) policy at the Nabire Regency Education Office and examining the program's implications for the quality of education and student participation.

Previous research related to the Smart Indonesia Program (PIP) was conducted by Suardi et al., (2021) *The Implementation of the "Smart Indonesia Program" Education Policy in the Perspective of Sustainable Development in Indonesia*. This article discusses the Education Policy of the Smart Indonesia Program from the Perspective of Sustainable Development in Indonesia, employing a qualitative research approach based on social phenomena and human problems. In data collection, the author obtained information from literature studies, including online media reports, the latest websites, scientific articles from previous research, and government reports from the Ministry of Education and Culture of the Republic of Indonesia. The findings of this study are that the dropout rate was never reached last year. Five out of 1,000 elementary school students dropped out of school in 2017. However, this number increases at the high school level. This means that 30 out of 1,000 children drop out of school. Four out of 1,000 elementary school students dropped out of school in 2019. However, this number increases at the secondary school level, where 18 out of 1,000 children drop out of school. Thus, the Smart Indonesia policy has not been able to become a sustainable development solution in the education sector because Indonesia has not reached the minimum drop target last year. The difference is that previous research by Suardi et al., (2021) Utilized qualitative research methods, incorporating literature studies, while current research employs qualitative methods, including interviews and observations.

The Smart Indonesia Program (PIP) is one of the Indonesian government's initiatives aimed at improving access to and the quality of education for students from underprivileged families (Aulia et al., 2023; Kusuma et al., 2024; Rachmahnia & Choiriyah, 2024; Salsabilah et al., 2024). The program is part of efforts to reduce the dropout rate and ensure that every child in Indonesia gets the opportunity to learn (Lorensa et al., 2024; Nurushshobah, 2019). Through the Smart Indonesia Program (PIP), it is hoped that access to education for children from underprivileged families will increase, providing them with better opportunities to receive a quality education (Amadi et al., 2023; Iwan et al., 2024; Ninghardjanti et al., 2023). By understanding the implications of the Smart Indonesia Program (PIP) policy, it is hoped that solutions can be found to optimize the implementation of this program and improve access and quality of education in Nabire Regency.

The study's results showed that the effectiveness of PIP assistance was 67.5%. The effectiveness of PIP assistance has a positive and significant impact on the motivation of students at State Junior High School 40 in Bandung City. The novelty of this research lies in the local context it raises, specifically the implementation of PIP in the eastern region of Indonesia, which is rarely the main focus of studies on national education policy. Using a qualitative approach and empirical data from the Nabire Regency Education Office, this study makes a new contribution to mapping the challenges of implementing social programs in areas that are geographically and socially marginalized. The urgency of this research lies in the importance of evaluating the effectiveness of government education policies in specific local contexts to ensure that each national policy truly touches the needs of communities at the grassroots level. This evaluation is also crucial for enhancing

accountability and transparency in the implementation of social programs within the education sector.

Based on the description of the background above, the researcher is interested in conducting in-depth research regarding the Smart Indonesia Program (PIP) in Nabire Regency. The researcher compiled a study titled "Implications of the Smart Indonesia Program Policy at the High School/Vocational School Level in Nabire Regency."

The purpose of this study is to analyze the implementation of the Smart Indonesia Program (PIP) at the Nabire Regency Education Office, to identify positive impacts and challenges in the implementation of the Smart Indonesia Program (PIP), and to assess the contribution of the Smart Indonesia Program (PIP) to student participation at the high school/vocational level. The benefit of this research is to provide empirical data-based policy recommendations that local and central governments can use to improve the implementation of PIP. In addition, the results of this research are also expected to serve as an academic reference for the study of education-based social policies in Indonesia.

METHOD

This type of research employs a Qualitative approach. (Sugiyono, 2020). The location of this research is the Nabire Regency Education Office. The data sources in this study Include Both Primary data and secondary data. The data collection method begins with observation, interviews, and documentation. The informants in this research comprise six individuals, consisting of three employees from the Nabire Regency Education Office and three implementers of the Smart Indonesia Program (PIP) at the high school and vocational levels. The data analysis method using Qualitative Interactive analysis techniques begins with the stages of Data Reduction, data presentation, conclusion, and Verification. The three main stages are:

1. Data Reduction: This process involves sorting, simplifying, and focusing on data that is relevant to the research objective. Irrelevant data is eliminated, while important data is theme-coded.
2. Data Presentation: Data is presented in the form of descriptive narratives, thematic matrix tables, and direct quotes from informants. This presentation aims to make data easier to analyze and draw meaning.
3. Conclusion Withdrawal and Verification: Interim conclusions obtained during the research process are reviewed and verified repeatedly. Triangulation is carried out by comparing the results of interviews, observations, and documentation to increase the validity and validity of the findings.

RESULTS AND DISCUSSION

In this discussion, what are the objectives of the research will be discussed; broadly speaking, this study has 3 (three) goals to be achieved, including aiming to analyze and describe the implementation process of the Smart Indonesia Program (PIP) at the Nabire Regency Education Office, including the steps taken in socialization, data verification, and monitoring the implementation of the program. This is expected to provide a clear

picture of the program's effectiveness in reaching students in need, to evaluate the positive impact of the Smart Indonesia Program (PIP) on student participation and achievement, and to identify the challenges faced in implementing this policy in Nabire Regency. By understanding these two aspects, it is hoped that recommendations for future program improvements can be made, and the extent to which the Smart Indonesia Program (PIP) contributes to increasing student participation at the high school and vocational levels, especially among underprivileged families, can be measured. The goal is to assess the effectiveness of the program in reducing dropout rates and improving access to education for students.

Based on the results of the analysis and evaluation, this study is expected to provide policy recommendations that can be used by the government and related stakeholders to enhance the implementation of PIP and other education programs, thereby making them more effective in achieving inclusive and equitable education goals.

Increasing Public Awareness: This research also aims to increase public awareness about the importance of education and how PIP programs can be used to support the education of children from underprivileged families.

Implementation of the Smart Indonesia Program (PIP) at the Nabire Regency Education Office.

The Smart Indonesia Program (PIP) has been implemented in Nabire Regency to increase access to education for students from underprivileged families. Based on the information obtained from interviews with various informants, several important points can be (Salsabilah et al., 2024; Wahyudin & Ramadhan, 2023).

One of the primary objectives of the Smart Indonesia Program (PIP) is to alleviate the barriers to education costs, which often pose an obstacle for students, particularly those from low-income backgrounds. By providing cash assistance to students enrolled in high school and vocational schools, PIP has successfully helped families cover their educational expenses, including school fees, textbooks, and other learning materials. This has direct implications for increased student participation in schools, which high education costs may have previously hindered.

In addition to providing financial assistance, the Smart Indonesia Program (PIP) also aims to raise parents' awareness about the importance of education. With the financial support provided, parents become more motivated to send their children to school. Interviews with informants show that many parents who were previously hesitant to invest in their child's education now feel more confident about continuing their child's education to a higher level. This awareness creates a positive impact on student participation rates in schools, where more children from underprivileged families continue their education.

The Smart Indonesia Program (PIP) also pays special attention to students in remote areas, where access to education is often limited. With this assistance, students in hard-to-reach areas have a more significant opportunity to attend school and complete their education. The informant explained that before the Smart Indonesia Program (PIP), many

children in remote areas were forced to drop out of school due to limited access and costs. However, with this program, they can now continue their education better.

The implementation of the Smart Indonesia Program (PIP) not only has an impact on individual students but also contributes to increasing public awareness about the importance of education. As more students attend school and complete their education, society as a whole has become increasingly educated and competitive. The interviews revealed a positive shift in people's views on education, where education is now considered a vital investment in their children's future.

The implementation of the Smart Indonesia Program (PIP) in Nabire Regency demonstrates alignment with government policies that prioritize improving access to and quality of education in Indonesia. In this context, several important aspects related to socialization, supervision, and the program's impact on the community warrant discussion.

The socialization efforts carried out by the Education Office for schools, teachers, and the community are a crucial step in ensuring that all parties understand the goals and benefits of the Smart Indonesia Program (PIP). Through comprehensive socialization, it is hoped that information about this program can reach all levels of society, including students' parents. This aligns with government policies that promote active community engagement in education. With a good understanding of PIP, people become more aware of the importance of education for their children, which, in turn, can lead to increased school participation rates.

Strict supervision of aid fund usage is an integral part of implementing the Smart Indonesia Program (PIP). The Education Office conducts periodic monitoring to assess the effectiveness of the program's implementation and its impact on student participation and academic achievement. This step aligns with the government's policy to ensure accountability and transparency in the management of education funds. With good supervision, it is hoped that the use of aid funds can be on target and have a positive impact on students. This monitoring not only serves to evaluate the program's implementation but also to identify challenges that may be faced and find the right solutions.

The Smart Indonesia Program (PIP) serves not only as financial assistance but also as a tool to increase public awareness about education (Al Amroni et al., 2023). Through this program, the government aims to promote an understanding that education is a vital investment in the future. Increased awareness among parents and society as a whole can contribute to improving the quality of education. With more students attending school and achieving exemplary academic achievements, this program is expected to create a more educated and qualified young generation.

The implementation of the Smart Indonesia Program (PIP) reflects the government's commitment to creating better and inclusive access to education for all levels of society. The program targets students from underprivileged families, providing them with the opportunity to get a decent education. With the Smart Indonesia Program (PIP), it is hoped that the gap in access to education between urban and rural areas can be

minimized. This aligns with the government's vision to establish an equitable and fair education system for all Indonesian people.

The Smart Indonesia Program (PIP) at the Nabire Regency Education Office has shown significant results in improving access to education, parental awareness, and paying special attention to students in remote areas. Through the financial support provided, the Smart Indonesia Program (PIP) not only helps students to continue their education but also contributes to the development of a more educated and competitive society. Thus, the Smart Indonesia Program (PIP) can be considered a positive step in creating a more inclusive educational environment in Nabire Regency.

The implementation of the Smart Indonesia Program (PIP) in Nabire Regency exemplifies a close alignment with government policies aimed at enhancing access to and improving the quality of education. Through adequate socialization, strict supervision, and increased public awareness, PIP serves not only as a source of financial aid but also as a catalyst for positive change in education. With a strong government commitment, it is hoped that this program will continue to contribute to the creation of an educated and competitive generation in the future.

Positive impacts and challenges faced in the implementation of the Smart Indonesia Program (PIP) policy in Nabire Regency.

The Smart Indonesia Program (PIP) has become one of the government's strategic efforts to increase access to education for students from underprivileged families in Indonesia, including in Nabire Regency. This program provides financial assistance intended to help students continue their education at the high school or vocational level. The following is a more detailed discussion of the positive impacts and challenges faced by the Smart Indonesia Program (PIP), as follows:

1. The Positive Impact of the Smart Indonesia Program (PIP) Shows That:

- a. Improving access to education. One of the most significant impacts of the Smart Indonesia Program (PIP) is its increase in access to education for students from underprivileged families. With financial assistance, many students who were previously at risk of dropping out of school now have the opportunity to continue their studies. The program helps reduce the educational gap between students from well-off and underprivileged families. Students who receive aid can focus more on their education without being hindered by financial concerns.
- b. Improving Family Welfare. The education fee assistance provided by the Smart Indonesia Program (PIP) also has a positive impact on the economy of students' families. With financial support, families can shift the budget previously allocated for children's education to other needs, such as health and food. This has the potential to improve the overall welfare of the family.
- c. Encourage public awareness. The Smart Indonesia Program (PIP) serves as a tool to increase public awareness about the importance of education. With this program, parents become more motivated to send their children to school, which, in turn, has a positive impact on student participation rates.

2. Challenges in the Implementation of the Smart Indonesia Program (PIP) within the scope of the Nabire Regency Education Office are as follows:

- a. Delay in Disbursement of Funds. One of the challenges faced in implementing the Smart Indonesia Program (PIP) is the delay in disbursing aid funds. These delays can interfere with students' educational planning, thereby reducing the program's effectiveness. Students who are expecting help to finance their educational needs may experience confusion and difficulty if the funds are not disbursed on time.
- b. Lack of public understanding. One of the other problems that hinders the effectiveness of the Smart Indonesia Program (PIP) is the lack of public understanding of the program's procedures and benefits. Many parents are unaware that their children are eligible for assistance, so some eligible students do not apply to receive it. Enhanced and more widespread socialization is necessary to ensure that information about the Smart Indonesia Program (PIP) reaches all levels of society.
- c. Inadequate Infrastructure. In some remote areas of Nabire Regency, inadequate infrastructure hinders access to information and education. Limited access to the internet and inadequate communication channels make it challenging for people to obtain information about the Smart Indonesia Program (PIP) and other educational programs. This reduces the program's effectiveness in reaching students who need it most.
- d. Potential Misuse of Funds. Although the Smart Indonesia Program (PIP) provides significant assistance, the potential for misuse of aid funds is an issue that needs to be watched out. In some cases, the funds may not be used for the intended educational purpose. Therefore, strict oversight is needed to ensure that funds are used correctly and to support students' education.

3. Conclusion and Recommendations

The Smart Indonesia Program (PIP) faces significant challenges, but its positive impact in improving access to education and the welfare of students' families is significant. Continuous efforts are needed to improve the implementation of this program in the future. Some recommendations that can be considered are:

- a. Increased Socialization. The Education Office needs to conduct more intensive and thorough socialization about the procedures and benefits of the Smart Indonesia Program (PIP) so that the public can better understand this program.
- b. Strict Supervision. Establish an effective monitoring system to ensure the use of aid funds by educational objectives.
- c. Infrastructure Development. Improving infrastructure in remote areas will enable better access to information and education, allowing the program to reach more students who need it.

With these steps, it is hoped that the Smart Indonesia Program can continue to contribute to creating better and inclusive access to education for all levels of society in Nabire Regency and throughout Indonesia.

The Smart Indonesia Program (PIP) promotes student participation at the high school and vocational levels.

The Smart Indonesia Program (PIP) has become one of the government's key initiatives to enhance access to education in Indonesia, particularly for students from underprivileged backgrounds (Mashur, 2023). By providing cash assistance, the Smart Indonesia Program (PIP) aims to alleviate the burden of education costs, which often serve as a barrier for students to continue their studies at the high school or vocational level.

The following is the contribution of the Smart Indonesia Program (PIP) in student participation within Nabire Regency as follows:

1. The Reduction of the Burden of Education Fees is explained as follows:

- a. Significant Cash Assistance. The Indonesia Smart Program (PIP) offers financial assistance to help students cover various educational expenses, including tuition fees (Educational Development Contributions), textbooks, and other essential educational costs. With this assistance, students from underprivileged families can alleviate the financial burden, which is often the primary reason they choose not to continue their education. Without the pressure of cost, students can focus more on their studies.
- b. Impact on Student Participation. Empirical evidence suggests that financial assistance from the Smart Indonesia Program (PIP) has resulted in increased student participation rates at both high school and vocational levels. Many students who were previously at risk of dropping out of school due to financial constraints now have the opportunity to continue their education. This makes PIP an effective solution for bridging the educational gap between students from affluent and low-income families.

2. Increasing Student Motivation and Confidence is outlined as follows:

- a. As a Motivator for Going to School. The Smart Indonesia Program (PIP) not only provides financial support but also serves as a motivator for students to stay in school. Students who feel they have received support from the government through this program tend to be more eager to continue their education. Previously, many students had intended to drop out of school due to financial pressure, but with PIP, they felt that there was hope for completing their education.
- b. Boosts confidence. Financial support from the Smart Indonesia Program (PIP) provides students with greater confidence. They believe they have the same opportunities as other students to pursue higher education. This increase in self-confidence is crucial, as it can motivate students to excel academically and in extracurricular activities, ultimately contributing to their overall development.

3. Contribution to Educational Equality:

- a. Creating Fair and Equitable Opportunities. The Smart Indonesia Program (PIP) is a strategic step in creating fairer and more equitable educational opportunities

for all students in Indonesia. By targeting students from underprivileged families, PIP helps reduce gaps in access to education. This is important because quality education should be a right for every child, regardless of their economic background.

- b. Long-term impact. With the increasing participation of students from various backgrounds, the Smart Indonesia Program (PIP) helps build a more educated and qualified generation (Anugrah, 2019). This has the potential to reduce dropout rates and increase the number of graduates who are prepared to pursue higher education or enter the workforce. PIP, thus, has a positive impact not only on individuals but also on society as a whole.

The Indonesia Smart Program (PIP) has made a valuable contribution to student participation at the high school and vocational levels by alleviating the educational cost burden for students from underprivileged families (Syahroni, 2023). Through the cash assistance provided, the Smart Indonesia Program (PIP) not only helps with the financial aspect but also plays a crucial role in increasing students' confidence and motivation to pursue higher education. Thus, the Smart Indonesia Program (PIP) represents a strategic step in creating fairer and more equitable educational opportunities while also contributing to the development of high-quality human resources in Indonesia. Continuous efforts to strengthen the implementation of the Smart Indonesia Program (PIP) and socialize its benefits are crucial so that more students throughout Indonesia can feel its impact.

CONCLUSION

The implementation of the Smart Indonesia Program (PIP) in Nabire Regency demonstrates a strong connection to government policies aimed at enhancing access to and improving the quality of education. Through adequate socialization, strict supervision, and increased public awareness, PIP serves not only as a source of financial aid but also as a catalyst for positive change in education. With a strong government commitment, this program is expected to continue contributing to the creation of an educated and competitive generation in the future. The positive impacts of implementing the Smart Indonesia Program (PIP) policy in Nabire Regency include increased access to education, improved family welfare, and heightened public awareness. Meanwhile, the challenges faced in implementing the Smart Indonesia Program (PIP) policy in Nabire Regency include delays in the disbursement of funds, a lack of public understanding, inadequate infrastructure, and potential misuse of funds. The Smart Indonesia Program (PIP) has made a valuable contribution to student participation at the high school and vocational levels by alleviating the educational cost burden for students from underprivileged families. The Smart Indonesia Program (PIP) is a strategic step in creating fairer and more equitable educational opportunities while also contributing to the development of human resources, particularly among school-age students in Nabire Regency. Further research is recommended to be conducted in other regions to compare

the effectiveness of implementing the Smart Indonesia Program (PIP) in diverse social and geographical contexts.

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