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## IMPLEMENTATION OF THE INDONESIA PINTAR (PIP) PROGRAM POLICY AT THE SYEKH ABDUL HALIM HASAN INSTITUTE IN BINJAI

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### Abstract

This study aims to analyze the implementation of the Indonesia Pintar Program (PIP) at the Syekh Abdul Halim Hasan Institute in Binjai City. The focus of the study is on policy implementation and factors that hinder the program. The approach used is descriptive qualitative research with data collection techniques through observation, in-depth interviews, and documentation. Research informants included the Vice Rector III, the Head of Academic Affairs, and PIP recipient students. The results of the study show that the implementation of the Indonesia Pintar Program at the Syekh Abdul Halim Hasan Institute in Binjai City has been running quite well in accordance with the guidelines of the Ministry of Religious Affairs. However, the implementation of this policy still faces obstacles in terms of socialization, delays in fund disbursement, and limitations in human resources and supporting technological facilities. Communication and coordination between institutions are crucial aspects that need to be improved. The PIP program has proven to help students from underprivileged families, but its effectiveness can still be improved through evaluation, service digitalization, and transparency of recipient data.

**Keywords:** Policy Implementation, Indonesia Pintar Program, Higher Education, Public Policy

## INTRODUCTION

Education is a key factor in developing quality human resources. The Indonesian government is committed to educating the nation, as stated in the Preamble to the 1945 Constitution. However, social and economic disparities remain a major obstacle for people in gaining access to proper education. Many students from underprivileged families find it difficult to continue their studies due to financial constraints. To overcome this, the government launched the Indonesia Pintar (PIP) Program through collaboration between the Ministry of Education, the Ministry of Social Affairs, and the Ministry of Religious Affairs. This program is an affirmative policy that aims to provide educational assistance to students from poor families so that they do not drop out of school. For students of religious universities, this program is known as KIP-Kuliah. The Syekh Abdul Halim Hasan Institute in Binjai City, as a private Islamic university, has a responsibility to support this government policy. This campus accommodates many students from lower-middle-class economic backgrounds, making the existence of PIP very important. However, in its implementation, there are still various problems, such as delays in fund distribution, limited socialization, and inaccurate targeting of beneficiaries. This situation indicates that although the policy has been well designed, its implementation has not been fully effective. According to George C. Edward's theory of public policy implementation.

## REVIEW OF LITERATURE

### Public Policy Concept

Public policy is a decision made by the government to solve public problems through a series of planned actions. According to Thomas R. Dye (1978), public policy is “whatever governments choose to do or not to do,” that is, all forms of action taken or not taken by the government. Meanwhile, Anderson (1975) explains that public policy is the direction of action that has a specific purpose set by an actor or a number of actors in dealing with a particular problem or issue. In the context of education, public policy is aimed at creating equal access, quality, and relevance in education so that all levels of society have the same learning opportunities. One concrete form of this policy is the Indonesia Pintar (Smart Indonesia) Program, which is the implementation of national policy in the field of education to overcome economic and social disparities in the world of education.

### Public Policy Implementation

Theory to analyze how policies are implemented in the field, policy implementation theory is used. One of the most widely used theories is that of George C. Edwards III (1980). According to him, the success of policy implementation is influenced by four main variables:

1. Communication, the clarity of information conveyed from policy makers to policy implementers and targets.
2. Resources, Support in the form of facilities, infrastructure, and the capabilities of the policy implementing apparatus.
3. Disposition, the attitudes, motivation, and commitment of policy implementers in carrying out the program.
4. Bureaucratic Structure, Work mechanisms, coordination systems, and division of responsibilities among policy implementing agencies.

If these four aspects are balanced, policy implementation will be effective. Conversely, if there are obstacles in one aspect, the policy will not achieve the expected results. In this study, Edwards III's theory was used to analyze the implementation of the Indonesia

Pintar Program at the Syekh Abdul Halim Hasan Institute in Binjai City.

### **Concept of the Indonesia Pintar (PIP)**

Program The Indonesia Pintar (PIP) Program is a government policy that aims to provide educational assistance to students from poor families, families at risk of poverty, or other priority groups so that they can continue their education until completion. PIP is part of a national policy to reduce school dropout rates and support human resource development. According to Regulation of the Minister of Education and Culture Number 19 of 2016, PIP is a program that provides cash assistance for school-age children from poor families who have been identified through the Integrated Social Welfare Data (DTKS). At the level of religious higher education, the implementation of PIP is under the coordination of the Directorate of Islamic Higher Education (Diktis) of the Ministry of Religious Affairs, which distributes assistance to outstanding or underprivileged students through the Kartu Indonesia Pintar Kuliah (KIP-K) mechanism.

### **RESEARCH METHOD**

This study uses a descriptive qualitative approach, as it seeks to understand the phenomenon of policy implementation in depth in a real context. The location of the study is at the Syekh Abdul Halim Hasan Institute in Binjai City, North Sumatra. Data Sources and Informants Data was obtained from two main sources: 1. Primary data through in-depth interviews with key informants (Vice Rector III, Head of Academic Affairs), primary informants (administrative staff), and additional informants (students receiving PIP). 2. Secondary data in the form of official campus documents, PIP implementation reports, and related regulations.

Data Collection Techniques Data was collected using three main methods: 1. Direct observation of the service and program socialization processes. 2. In-depth interviews using semi-structured guidelines. 3. Documentation in the form of recipient lists, decree letters, and activity reports.

Data Analysis Data analysis was conducted using the Miles and Huberman model, which includes: 1. Data reduction, namely the selection and simplification of relevant data. 2. Presentation of data in the form of descriptive narratives. 3. Drawing conclusions to find patterns, relationships, and meanings from the research results.

### **RESULTS AND DISCUSSION**

#### **Implementation of the Indonesia Pintar (Pip) Program Policy at the Syekh Abdul Halim Hasan Institute in Binjai City**

##### **a .Policy Standards and Objectives**

The Indonesia Pintar program has a clear objective, which is to help underprivileged students complete their higher education. At the Syekh Abdul Halim Hasan Institute, the implementation of this program follows the guidelines of the Directorate of Islamic Higher Education (Diktis). Beneficiaries are determined based on their possession of an Indonesia

Pintar Card (KIP) or a letter of financial hardship. However, outreach to students is still limited, causing some students to be unaware of the online registration mechanism.

#### **b. Resources Human**

Resources on campus are adequate, but not all staff understand the technicalities of reporting and data entry in the Ministry of Religious Affairs' system. Technological facilities such as computers and internet networks are also not yet optimal, slowing down the verification process.

#### **c. Organizational Characteristics**

The campus organizational structure supports the implementation of the program, with coordination between student affairs, academics, and finance. However, internal communication between departments is sometimes ineffective, especially in conveying information to students.

#### **d. Implementation Process**

The program implementation begins with socialization, document collection, verification, and recipient proposals to the Ministry of Religious Affairs. The process runs according to guidelines, but often experiences delays due to administrative issues. Nevertheless, the disbursement of funds directly to student accounts is considered to be quite transparent.

### **Obstacles in the Implementation of the Indonesia Pintar Program at the Syekh Abdul Halim Hasan Institute in Binjai City**

The main obstacles in implementing PIP on this campus include:

1. Lack of socialization with new students.
2. Delays in the disbursement of funds from the center. • Inaccurate targeting due to insufficient data verification.
3. Minimal coordination between the campus and the distributing agency.
4. Weak monitoring and evaluation of the use of aid funds.

These obstacles are in line with Edwards III's theory, which emphasizes the importance of communication and resources in the successful implementation of public policy.

## **CONCLUSION**

Based on the results of research and discussions regarding the implementation of the Indonesia Pintar (PIP) program at the Syekh Abdul Halim Hasan Institute in Binjai City, the following conclusions can be drawn:

The implementation of the Indonesia Smart Program (PIP) at the Syekh Abdul Halim Hasan Institute in Binjai City has been running quite well. This program is carried out in accordance with the guidelines from the Ministry of Religious Affairs and aims to help students from underprivileged families to continue their higher education. The implementation of the policy has shown good commitment from the campus in facilitating the administrative process, registration, and disbursement of assistance to beneficiary students.

However, several obstacles were encountered during implementation, such as delays in disbursing funds, a lack of program socialization among students, and limited human resources for managing PIP beneficiary data. In addition, coordination between the campus

and relevant agencies needs to be improved so that the implementation process runs more efficiently and accurately.

Overall, the implementation of the Indonesia Pintar Program (PIP) at the Syekh Abdul Halim Hasan Institute in Binjai City has had a positive impact on beneficiary students and has contributed to the equitable access to higher education, although its effectiveness can still be improved through better management and supervision of program implementation at the institutional level.

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