


## The Implementation of Smart Indonesia Program Policy: A Case Study in Banyumas

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### Abstract

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This study aims to identify and examine the implementation of the Smart Indonesia Program (Program Indonesia Pintar – PIP) policy at SD Negeri 2 Sokaraja Tengah for the 2024/2025 academic year using George C. Edward III's policy implementation model. The method used is descriptive qualitative. The results of the study indicate that the success of PIP policy implementation is influenced by four main factors: communication, resources, disposition, and organizational structure. In terms of communication, although there is clear information exchange between the school and students' parents, the transmission of information between the government and the school remains suboptimal, particularly concerning follow-up socialization and procedural changes. Overall, while the implementation of the PIP policy at the school level has been fairly effective, there is still a need to improve communication among stakeholders and ensure equitable fund allocation so that the impact of the policy can be more widely felt by its beneficiaries.

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## INTRODUCTION

Policy implementation is the process by which a designed policy is translated into concrete actions that can be implemented by various parties, especially responsible government agencies or institutions. Policy implementation aims to ensure that established policies can achieve their intended goals. This process involves adjusting the policies made to the realities on the ground, as well as implementing relevant steps to overcome various challenges or obstacles that arise. According to Grindle (in Winarno 2007), the task of implementation is to form a link that facilitates the realization of policy objectives as a result of a government activity (Handoyo, 2012). Optimal policy implementation is crucial for achieving its objectives. One example is the implementation of poverty alleviation policies in the education sector. Quality education can provide individuals, especially those from poor families, with the opportunity to acquire the skills and knowledge to secure better jobs and improve their standard of living. Access to both formal and vocational education can reduce dependence on limited economic sectors and shift to broader opportunities, thereby creating higher social mobility and reducing overall poverty levels. Policies that support equitable

education across all regions are crucial to ensuring that education remains an effective tool in addressing poverty.

Poverty in Indonesia remains a significant structural problem that affects various aspects of life, including education. (Maharani et al., 2024). According to data from the Central Statistics Agency (BPS), as of March 2024, the number of poor people in Indonesia was 25.22 million. (Central Statistics Agency, 2024). This figure reflects a significant challenge for the government to help poor families meet basic needs, including education, which is often a neglected sector. In this context, quality education is the primary solution to breaking the chain of intergenerational poverty. However, without policies that support fair and equitable access to education, this goal will certainly be difficult to achieve, especially for children from poor families (Sari et al., 2019). In response to this problem, the Indonesian government formulated a policy through the Smart Indonesia Program, which was first implemented in Presidential Instruction Number 7 of 2014, which regulates the Acceleration of Poverty Reduction and the Smart Indonesia Program. This regulation provides a foundation for the government to implement programs aimed at helping the poor access education. In addition, there is also a General Regulation of the Ministry of Education, Culture, Research, and Technology Number 14 of 2022 which regulates the implementation guidelines for the Smart Indonesia Program at the Primary and Secondary Education Level (Dikdasmen).

Previous studies on the Smart Indonesia Program (PIP) show that the program was designed by the Indonesian government as a cash assistance and educational equity policy aimed at ensuring equal access to education for children from low-income families, with the goal of reducing dropout rates and promoting educational equality (Musdalifah & Hayat, 2024). Several qualitative studies reveal that PIP implementation generally involves four main dimensions: policy communication, resources (including human and financial resources), implementers' disposition, and bureaucratic or administrative structure (Tadung & Triawan, 2022). At the elementary school level, for instance, a study conducted in Citangkil District found that PIP implementation has been "fairly good" in terms of policy standards and target achievement, but still faces challenges such as target accuracy, program socialization, and implementer competence (Putri, 2024). On the other hand, a national-level evaluation using the Propensity Score Matching (PSM) method indicates that while PIP significantly reduces the risk of school dropouts, its impact at the elementary school level is relatively smaller compared to junior and senior high school levels (e.g., only a 0.34 percentage point reduction at the elementary level) (Haryono & Rumayya, 2025). Nonetheless, some critics argue that despite its strong policy foundation, the program has not fully contributed to sustainable education development due to persistent administrative and interagency coordination challenges (Suardi et al., 2021). Therefore, a case study in Banyumas Regency is essential to explore how local dynamics such as contextual factors, school actors, and the interaction among PIP implementers affect the success of policy implementation at the elementary education level.

Based on pre-survey interviews with PIP recipients at SD Negeri 2 Sokaraja Tengah, before the COVID-19 pandemic, the quota for PIP recipients reached one hundred students. Since the COVID-19 pandemic, the number of PIP recipients at this school has consistently remained below one hundred. This is due to limited government funding to assist with COVID-19 response. However, since the pandemic ended, the number of recipients has remained below one hundred. This is demonstrated by data from the past three years: 67 students in 2022, 60 in 2023, and 68 in 2024. In its implementation, there are still several obstacles, including the inability of some parents to cooperate with the school, especially related to the withdrawal of PIP funds carried out by parents before the schedule determined by the school, considering that the PIP card is distributed in the form of an ATM since 2023.

In addition, there is also a problem of lack of socialization from the government to schools regarding the implementation of the Smart Indonesia Program, because socialization is only carried out at the beginning of the implementation of the program. Based on the background of the problem, the researcher is interested in studying more deeply the reality of the smart Indonesia program policy nowadays. This research formulates a question, what extent is the implementation of the smart Indonesia program policy carried out in elementary schools? This question will be a guided of the discussion in this article.

## METHODS

This study uses a descriptive qualitative method. According to Creswell (2014), qualitative research is research that aims to explore and understand the meaning held by individuals or groups facing social problems (Pahleviannur et al., 2022). While descriptive research is a type of research that aims to describe phenomena that occur, both natural and man-made (Rustamana et al., 2024). So this method was chosen because it is in accordance with the objectives of the study, namely to analyze the implementation of the Smart Indonesia Program policy at SD Negeri 2 Sokaraja Tengah, where this approach provides an in-depth understanding of the implementation of the Smart Indonesia Program policy at SD Negeri 2 Sokaraja Tengah, by exploring perceptions, experiences, and dynamics that occur in the field. This research was conducted at SD Negeri 2 Sokaraja Tengah with the targets of this research being the Principal, PIP Officers, Dapodik Operators, and Parents of PIP recipients. The following is the focus of the study in this research.

The informant selection technique used in this study was purposive sampling. For the principal, the criteria are served as the head of the elementary school for at least one academic year, directly supervises the implementation of the Smart Indonesia Program (PIP) at the school, possesses a comprehensive understanding of school policies related to educational assistance programs. While for the PIP Officers are actively involved in managing and implementing the PIP at the school, responsible for verifying student eligibility and coordinating with related stakeholders, have experience in handling PIP data and disbursement processes. For the dapodik operator are responsible for inputting and updating student data into the Dapodik (Basic Education Data System), has at least one year of experience managing Dapodik data at the school. And, for the parents of pip recipients are parents or guardians of students who are active recipients of the Smart Indonesia Program, able to provide information on their experiences and perceptions regarding PIP benefits and implementation, willing to participate voluntarily in the interview process. By these criteria, the number of informants was 8 people they are the principal, 3 persons of PIP officers, Dapodik operators, and 3 of parents of PIP recipients. The data sources in this study consisted of primary and secondary data. In this study, primary data was obtained through direct interaction with parties involved in the implementation of the Smart Indonesia Program at SD Negeri 2 Sokaraja Tengah. Meanwhile, secondary data in this study was obtained from books, journals, reports, articles, and other sources. Appropriate data collection techniques play a crucial role in producing accurate and reliable data. This study used observation, interviews, and documentation as data collection techniques. The data analysis technique in this study used the theory of Miles and Huberman (in Fadli, 2021), which involves three main activities: data reduction, data presentation, and conclusion drawing.

## RESULT AND DISCUSSION

The Smart Indonesia Program (PIP) aims to prevent school dropouts by providing financial assistance to poor families and easing the burden of education costs. PIP is aimed at students from poor or vulnerable families, as well as those who meet special considerations such as students from families receiving the Family Hope Program (PKH), holders of the Family Welfare Card, orphans, or those affected by natural disasters. This program is also intended for students who have dropped out of school and are willing to continue their education, as well as those with disabilities. In addition, the Smart Indonesia Program can also be provided to students enrolled in courses or non-formal education institutions. The amount of PIP assistance varies based on the level of education: Rp450,000 for elementary school students, Rp750,000 for junior high school students, Rp1,000,000 for senior high school students, and Rp1,500,000 for non-formal education students. (Irsyad Zamjani et al., 2020).

A policy must be implemented to achieve its objectives. According to Van Meter and van Horn (in Winarno 2007), policy implementation is defined as actions undertaken by individuals or groups in the government or the private sector aimed at achieving the objectives set forth in previous policy decisions. The Smart Indonesia Program (PIP) is crucial for implementation because it plays a significant role in improving access to education for students from low-income families. Educational assistance from the Smart Indonesia Program ensures that economic limitations do not become a barrier for them to continue their education. This program also contributes to reducing the dropout rate, providing opportunities for children to complete their education and opening up opportunities for a brighter future. Through the Smart Indonesia Program (PIP), the quality of human resources in Indonesia can be improved and is expected to support economic growth and the achievement of sustainable development goals, particularly in creating an educated and competitive society.

The distribution of the Smart Indonesia Program (PIP) covers various levels of education, including primary and secondary education, as regulated by the Ministry of Education, Culture, Research, and Technology Regulation Number 14 of 2022. The following is the distribution data for the Smart Indonesia Program.

Table 1. National Distribution Data for the Smart Indonesia Program in 2024

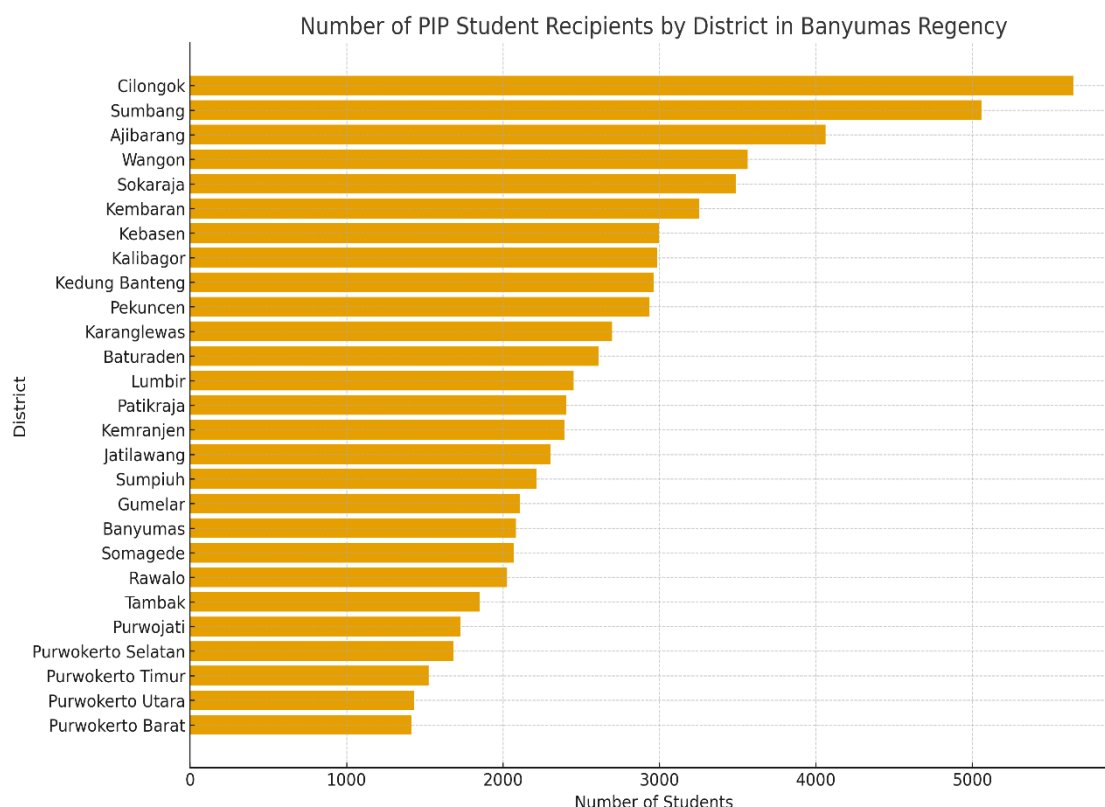
No	Degree	Number of Student	Fund
1.	Elementary School	10.303.029	Rp. 4.188.689.325.000
2.	Junior High School	4.334.357	Rp. 2.689.604.250.000
3.	Senior High School	1.800.684	Rp. 2.852.380.800.000
4.		1.822.213	Rp. 2.810.750.400.000
Total		18.260.283	Rp. 12. 541.424.775.000

Source: PUSLAPDIK, processed by authors

Based on the table above, the Smart Indonesia program in 2024 shows significant funding distribution to support education at the elementary and secondary school levels. At the elementary school level with 10,303,029 students, the funds distributed amounted to Rp. 4,188,689,325,000, at the junior high school level with 4,334,357 students, the funds distributed amounted to Rp. 2,689,604,250,000, at the senior high school level with 1,800,684 students, the funds distributed amounted to Rp. 2,852,380,800,000, and at the vocational high school level with 1,822,213 students, the funds distributed amounted to Rp. 2,810,750,000. The total number of program recipients at the four levels of education

reached 18,260,283 students, with a total disbursement of Rp 12,541,424,775,000. The 2024 Smart Indonesia Program (PIP) allocated the largest funding for elementary school level, reflecting the government's priority for basic education. Basic education is a crucial foundation for further educational development. Banyumas Regency is also a target of the Smart Indonesia Program, particularly at the elementary school level. The following is data on the distribution of the Smart Indonesia Program for Elementary Schools in Banyumas Regency.

Table 2. Penyaluran Program Indonesia Pintar Sekolah Dasar Kabupaten Banyumas Tahun 2024



The Smart Indonesia Program distribution table above shows that in Banyumas Regency, there are 71,962 elementary school students receiving PIP, with a total of Rp. 28,941,975,000 in funds distributed. Cilongok District received the most PIP, followed by Sumbang District in second place, Ajibarang District in third place, and Wangon District in fourth place. Sokaraja District was the fifth-highest recipient with 3,490 students receiving PIP.

Table 3.

No	Name of Elementary Schools	Number of Students	Fund
1.	SDN 1 Karangnanas	313	Rp.128.475.000
2.	SDN Kedondong	283	Rp.114.300.000
3.	SDN Kalikidang	256	Rp. 95.850.000
4.	SDN Wiradadi	171	Rp. 68.625.000
5.	SDN 3 Karangnanas	170	Rp. 61.875.000
6.	SDN Banjarsari Kidul	167	Rp. 69.525.000

7.	SDN Lemberang	140	Rp. 56.700.000
8.	SDN 1 Karangduren	128	Rp. 52.200.000
9.	SDN Sokraja Lor	115	Rp. 46.575.000
10.	SDN 1 Sokaraja Wetan	110	Rp. 41.850.000
11.	SDN 1 Pamijen	109	Rp. 41.850.000
12.	SDN 1 Banjarnayar	107	Rp. 43.650.000
13.	SDN 2 Sokaraja Wetan	107	Rp. 39.375.000
14.	SDN 2 Pamijen	101	Rp. 37.800.000
15..	SDN 1 Karangkedawung	91	Rp. 37.125.000
16.	SDN 1 Klahang	91	Rp. 35.325.000
17.	SDN 2 Sokaraja Kulon	87	Rp. 33.975.000
18.	SDN 2 Banjarnayar	86	Rp. 34.425.000
19.	SDN 2 Klahang	86	Rp. 33.075.000
20.	SDN Sokaraja Kidul	77	Rp. 32.625.000
21.	SDN Jompo Kulon	76	Rp. 29.025.000
22.	SDN 2 Karangduren	75	Rp. 29.475.000
23.	SDN 1 Sokaraja Tengah	71	Rp. 30.150.000
24.	SDN Karangrau	70	Rp. 28.350.000
25.	SDN 2 Karangkedawung	68	Rp. 24.975.000
26.	SDN 2 Sokaraja Tengah	68	Rp. 24.300.000
27.	SDN 1 Sokaraja Kulon	66	Rp. 26.100.000
28.	SDN 2 Karangnanas	56	Rp. 20.475.000
29.	SDN 3 Sokaraja Kulon	46	Rp. 18.225.000
30.	SDIT Mutiara Ilmu	33	Rp. 13.725.000
31.	SD AL Falah Banjarsari Kidul Sokaraja	26	Rp. 11.700.000
32.	SD Kristen Sokaraja	22	Rp. 9.675.000
33.	SD NU Master Sokaraja	7	Rp. 3.150.000
34.	SD IT Top Kids	7	Rp. 2.475.000
35.	SD IT Annida Sokaraja	4	Rp. 1.800.000
	TOTAL	3.490	Rp. 1.378.800.000

Based on the table above, SD Negeri 2 Sokaraja Tengah is one of the elementary schools in Sokaraja District that is targeted by the Smart Indonesia Program with the number of students receiving PIP in 2024 as many as 68 and the total amount of disbursement funds amounting to Rp. 24,300,000. The Smart Indonesia Program at SD Negeri 2 Sokaraja Tengah has been implemented since 2014, namely since the beginning of the program. Every new school year the school proposes all students except students from civil servant and entrepreneurial families. The nominal amount of assistance received by students varies for grades 1 and 6 of Rp. 225,000 while for grades 2, 3, 4, and 5 it is Rp. 450,000, the nominal amount is distributed directly through each student's account to the bank appointed by the government to disburse PIP assistance funds. The school administration of SD Negeri 2 Sokaraja Tengah proposed all 344 students of SD Negeri 2 Sokaraja Tengah, except for students from civil servant and entrepreneur families, but only 68 students reached the disbursement stage.

#### **Implementation of the Smart Indonesia Program Policy at SD Negeri 2 Sokaraja Tengah, 2024/2025 Academic Year, Sokaraja District, Banyumas Regency**

The data in this study were obtained primarily from interviews with informants, which were then described to answer the research questions. The following is a discussion of the research findings on the Implementation of the Smart Indonesia Program Policy at SD Negeri 2 Sokaraja Tengah, 2024/2025 Academic Year, Sokaraja District, Banyumas Regency, based on the George Edward III implementation model (in Kertati et al., 2023).

## 1. Communication

Communication According to George Edward III (in Kertati et al., 2023), communication plays a crucial role in determining the success of public policy implementation. For policies to be implemented effectively, implementers need to understand what needs to be done, and this is highly dependent on good communication. Therefore, every policy must be clearly communicated to implementers to avoid misunderstandings or miscommunication. This study identifies three sub-aspects of communication:

### 1.1. Transmission

Research findings on the communication transmission sub-aspect of the Smart Indonesia Program (PIP) implementation at SD Negeri 2 Sokaraja Tengah indicate that the process of information dissemination between relevant parties has not been optimal. Outreach from the government, particularly the district education office and sub-district coordinators, was very rare and only conducted at the beginning of the PIP policy, with limited material on procedures for fund use. Furthermore, there was no specific training or briefing for PIP officers at the school, potentially leading to limited understanding in program management. Webinars, as a means of conveying information from the central government, were also conducted on a limited and irregular basis. Furthermore, the school only provided information to parents of PIP recipients once a year, coinciding with the new school year, and supplemented the information dissemination through a WhatsApp group. Although digital media was utilized, the intensity and effectiveness of communication remained limited. Overall, communication transmission in the implementation of PIP at this school still needs to be improved in terms of frequency, quality, and the active involvement of all stakeholders.

### 1.2. Clarity

Research findings on the clarity sub-aspect of the implementation of the Smart Indonesia Program at SD Negeri 2 Sokaraja Tengah indicate that the clarity of information received by both program implementers and recipients is still suboptimal. The government is considered to have provided less than optimal comprehensive outreach to schools, so PIP officers at schools must take the initiative to seek information independently to understand the program's procedures and implementation. One of the main obstacles encountered is the lack of clear information regarding students who have been proposed but did not make it to the disbursement stage, which makes it difficult for officers to provide explanations to parents and leads to complaints. Meanwhile, the delivery of information from schools to parents of PIP recipients is considered quite good, especially regarding the procedures at the registration and disbursement stages, which are generally understood by parents. However, parents still lack understanding of the administrative aspects that influence whether they qualify as PIP recipients, such as the accuracy of data on the Family Card (KK), and parents' employment and income, which if inaccurate can result in recipients failing to qualify for the disbursement stage. This indicates that despite the school's efforts to provide information, the government's clarity regarding technical and procedural criteria still needs to be improved

so that program implementation can run more effectively and avoid confusion for implementers and recipients.

### 1.3. Consistency

Research findings on the consistency sub-aspect of the Smart Indonesia Program (PIP) implementation at SD Negeri 2 Sokaraja Tengah indicate that although information delivery has generally been carried out in accordance with central government procedures, its implementation in the field is still not optimal. One of the main problems is the lack of consistency in information delivery, especially when procedural changes occur, such as in 2023 when the method of disbursement of funds changed from using a passbook to a PIP card in the form of an ATM. This change was not accompanied by timely information to the school, so the school lacked control over the disbursement process by parents. As a result, some parents disbursed funds independently before the official schedule from the school, and when the school checked the balance, there was confusion because the funds had been disbursed previously without the knowledge of the PIP officer. This led to complaints from parents because the empty balance was considered not received. These findings indicate an inconsistency in the flow of information delivery that hinders the orderly implementation of the program and can lead to misunderstandings between parents and program implementers at the school.

The communication aspect of the Smart Indonesia Program (PIP) implementation at SD Negeri 2 Sokaraja Tengah shows that the effectiveness of policy implementation is still influenced by weaknesses in the transmission and clarity of information, particularly in the vertical communication channels between government agencies and implementers at the school level. Information transmission from the government, particularly local governments, to schools is still not optimal due to minimal follow-up socialization and the absence of technical training for PIP officers, resulting in reliance on individual initiative in obtaining information. Meanwhile, horizontal information transmission between schools and parents is relatively more effective through annual socialization and the use of social media. In terms of clarity, information received by implementers at schools is still inadequate, particularly regarding fund disbursement procedures and student application status, which has led to confusion and complaints from parents. However, the clarity of information for beneficiary parents is considered good because the school is able to convey procedures clearly and routinely. Overall, the suboptimal communication aspect at the vertical level between the government and schools is a major obstacle to the implementation of the PIP policy at SD Negeri 2 Sokaraja Tengah.

Based on the results of the research on the implementation of the Smart Indonesia Program (PIP) at SD Negeri 2 Sokaraja Tengah, in terms of communication, there is unclear information at the school level, but communication with parents is relatively effective through annual socialization and social media. The main problem found is the lack of further socialization and technical training for PIP officers. This is in line with the research conducted by Evin Silubun and Nur Aedah (2020) entitled "Implementation of the Smart Indonesia Card Program at SDN Inpres Tanjung Ria, Jayapura City," where the main obstacle is unclear information due to the absence of clear Technical Instructions (Juknis) or Standard Operating Procedures (SOP), which hinders understanding for both implementers and recipients of the program. (Sibulun & Aedah, 2021). Both studies show challenges in the aspect of ineffective communication, especially related to information transmission, and weak information clarity between the government and schools.

Research conducted by Putri Pesi and Dasman Lanin (2022) on the implementation of the Smart Indonesia Card Program Policy at SD Negeri II Bancah, Koto Parik Gadang Diatch District, South Solok Regency, showed that inter-agency communication ran well and

met the requirements for effective communication (Pesi & Lanin, 2022). This contrasts with the findings of research on the implementation of the Smart Indonesia Program at SD Negeri 2 Sokaraja Tengah, which identified weaknesses in communication, particularly in the vertical channels between the government and implementers at the school level. Information transmission was suboptimal due to a lack of follow-up socialization and technical training, leading to reliance on individual initiative to obtain information. Meanwhile, at SD Negeri II Bancah, inter-agency communication was deemed effective, indicating that better coordination between the government and schools, as well as more structured policy implementation, can result in more optimal implementation. This difference indicates that the effectiveness of communication in implementing the Smart Indonesia Card policy is influenced by how well inter-agency communication channels can operate, as well as the extent to which training and socialization are provided to implementers in the field.

## 2. Resources

According to George C. Edward III (in Kertati et al., 2023), resources significantly influence how public policy is implemented. A lack or incompleteness of resources, including human resources, authority, finances, and equipment, can hinder public policy implementation. The sub-aspects of the resource aspect in this study are

### 2.1. Staff

Policy implementation will not be successful without the support of human resources, or in this case, sufficient staff, both in quality and quantity (Salampessy et al., 2023). Quality relates to dedication, expertise in the field, professionalism, and skills. Quantity, on the other hand, relates to the number of staff to support the tasks and responsibilities of policy implementation, ensuring its smooth running and achieving its objectives. Therefore, the implementation of the Smart Indonesia Program at SD Negeri 2 Sokaraja Tengah requires capable and willing human resources to implement the policy.

Research findings on the staff sub-aspect in the implementation of the Smart Indonesia Program (PIP) at SD Negeri 2 Sokaraja Tengah indicate that the school has formed a special, structured implementation team with a clear division of tasks. The team consists of a PIP Coordinator, a secretary, a treasurer, and three other members, with the principal acting as the person in charge and supervising the program, as well as a Dapodik operator tasked with inputting student data into the school's Dapodik system. PIP officers carry out various important tasks ranging from outreach to parents, student data collection according to recipient criteria, collection of registration documents, and assisting with the disbursement process. The structure and involvement of all these elements demonstrate that human resources in the school have a strategic role in supporting the successful implementation of the program.

### 2.2. Information on Implementation Methods and Compliance Data

Research findings on the information resources sub-aspect indicate that implementers' understanding of the Smart Indonesia Program (PIP) policy at SD Negeri 2 Sokaraja Tengah indicates that PIP officers have a good level of understanding of the policy being implemented. This understanding was obtained through various information sources, such as from the district education office, Korwilcam, webinars organized by the central government, and officers' independent initiatives in seeking information via the internet. This reflects an active effort by PIP officers to understand the policy comprehensively, although it is not yet fully supported by a consistent and structured information delivery system from the government. This independent initiative is an indicator that officers have commitment and responsibility in carrying out their duties, thus supporting the smooth implementation of the Smart Indonesia Program in schools.

### 2.3. Formal Authority

Research findings on the formal authority sub-aspect in the implementation of the Smart Indonesia Program (PIP) at SD Negeri 2 Sokaraja Tengah indicate that PIP officers feel they have been given adequate authority to carry out their duties in the program. This is in line with the perception of PIP recipient parents who believe that PIP officers carry out their authority and responsibilities in accordance with applicable procedures. Officers are considered capable of carrying out their main duties and functions (tupoksi) effectively, so that the program implementation process runs smoothly and in accordance with existing regulations. These findings indicate that granting formal authority to PIP officers has supported the successful implementation of the program at the school level.

### 2.4. Facility

Research findings on the sub-aspect of facilities in the implementation of the Smart Indonesia Program (PIP) at SD Negeri 2 Sokaraja Tengah indicate that there is no specific budget allocated separately to support program implementation at the school level. The implementation of PIP-related tasks and functions utilizes existing facilities at the school, such as computers, laptops, and a Wi-Fi network, all of which are in good condition and adequate to support the program's administration and communication processes. However, there are constraints on the PIP funding quota provided by the government to students, which is considered to have decreased since the Covid-19 pandemic, resulting in fewer beneficiaries than before. This indicates that although physical facilities and infrastructure are adequate, the limited PIP budget presents a challenge in optimizing the program's reach to all potential recipients in need.

## 3. Disposition

According to George Edward III (in Kertati et al., 2023), disposition (attitude) relates to the compliance of implementers in carrying out public policies. In addition to having the ability, policy implementers must also have the will to implement those policies. There are two sub-aspects of the disposition aspect in this study

### 3.1. Appointment of Bureaucrats

The selection and appointment of officers or policy implementers is crucial; they must be individuals dedicated to the established policies (Salampessy et al., 2023). Based on the research findings, the appointment of PIP officers at SD Negeri 2 Sokaraja Tengah was carried out through direct appointment by the principal, ensuring that the appointed officers possess expertise in their respective fields to support the implementation of the Smart Indonesia Program at SD Negeri 2 Sokaraja Tengah.

### 3.2. Incentives

Research findings on the incentive sub-aspect in the implementation of the Smart Indonesia Program (PIP) at SD Negeri 2 Sokaraja Tengah indicate that there are no formal incentives, either in the form of money or other forms of recognition, provided by the government to PIP officers. Nevertheless, the officers continue to demonstrate high dedication in carrying out their duties. Based on interviews with parents of PIP recipients, it was discovered that they had voluntarily given money as a token of appreciation, but the PIP coordinator did not accept the money personally and diverted it to charity for the development of school facilities and infrastructure. This confirms that despite not receiving financial compensation, PIP officers continue to carry out their duties with sincerity and full responsibility. Their motivation is driven more by a sense of community service and a sense of moral responsibility, rather than by external incentives. This finding indicates that the

implementers' disposition towards the program is very positive and is one of the supporting factors for the success of policy implementation at the school level.

### 3.3. Organizational Structure

According to George Edward III (in Kertati et al., 2023), organizational structure relates to how the parties involved collaborate, coordinate, and follow established procedures. The following is the organizational structure of the PIP Officers at SD Negeri 2 Sokaraja Tengah.

### 3.4. Standard Operating Procedures (SOP)

Research findings on the Standard Operating Procedure (SOP) sub-aspect in the implementation of the Smart Indonesia Program (PIP) at SD Negeri 2 Sokaraja Tengah indicate that the program has followed procedures established by the central government, in accordance with the Technical Guidelines stipulated in Decree of the Ministry of Education, Culture, Research, and Technology Number 14 of 2022. The procedures at the school are systematic, starting with the collection of student data that meets the criteria for PIP recipients. The data is then proposed by the school and inputted into the Dapodik system. The selection process is carried out by the central government based on national data such as DTSN, DTKS, and DP3KE, so the school does not have the authority to determine the final recipients. Therefore, completeness and accuracy of data are crucial factors in ensuring students pass through to the disbursement stage. Furthermore, during the disbursement stage, PIP officers create a fund withdrawal schedule and consistently communicate it to parents via WhatsApp group. These findings indicate that the PIP implementation procedures at the school have been implemented in accordance with applicable regulations and are being carried out in an orderly manner, although they remain dependent on the central selection system that demands accurate data from the school.

### 3.5. Fragmentation.

Research findings on the sub-aspect of fragmentation in the implementation of the Smart Indonesia Program (PIP) at SD Negeri 2 Sokaraja Tengah indicate that the division of responsibilities among PIP officers has been carried out well and organized, although implemented informally with a family approach. The PIP officers, who also serve as educators, divide tasks flexibly and coordinate with each other to ensure the program continues to run smoothly without disrupting their primary responsibilities as teachers. Coordination between team members is key to ensuring the smooth implementation of the program. This is reinforced by statements from parents of PIP recipients who assessed that the division of tasks and responsibilities of PIP officers was quite good. These findings reflect that although not formed structurally or formally, the fragmentation of tasks in the implementation of PIP in schools has been carried out effectively and collaboratively.

The implementation of the Smart Indonesia Program (PIP) policy at SD Negeri 2 Sokaraja Tengah can be analyzed using George C. Edward III's policy implementation model, which emphasizes four key aspects: communication, resources, disposition, and organizational structure. The study's findings indicate that communication is a significant weakness, particularly in the transmission of information from the government to school implementers. The lack of follow-up socialization, the absence of technical training, and delays in information regarding procedural changes led to unclear information at the implementation level and confusion among parents. This condition aligns with the findings of Silubun & Aedah (2021), who emphasized that the lack of technical instructions and standard operating procedures impacts weak policy implementation. Conversely, research by Pesi & Lanin (2022) shows that effective communication between agencies can strengthen the program's success. This comparison confirms that effective communication is a key

factor in bridging macro policies and micro-level practices, which, if ignored, can hinder the achievement of educational equity goals.

In terms of resources, the implementation of PIP in this school was relatively robust thanks to a structured implementation team with a clear division of tasks and the high dedication of staff. This aligns with Edward III's argument that adequate human resources and information are fundamental requirements for successful implementation. However, the limited post-pandemic recipient quota and the absence of a dedicated operational budget indicate a gap between the school's internal preparedness and government policy support. This finding contrasts with Putri's (2022) research, which emphasized that PIP effectiveness can be achieved if human resources and budget allocation are balanced. Therefore, despite the sufficient capacity of individual implementers, structural support in the form of training, quota increases, and evaluation of fund distribution is still needed to ensure that PIP implementation truly reaches the target group broadly and equitably.

Regarding disposition and organizational structure, the study demonstrated a positive attitude among implementers, characterized by high dedication despite the lack of formal incentives, and a clear organizational structure, despite its familial nature. This demonstrates that disposition plays a crucial role in supporting the effectiveness of implementation at the local level, in line with the findings of Nadia et al. (2024), who emphasized the importance of implementer commitment despite limited incentive support. However, if this situation is allowed to persist, reliance on intrinsic motivation without a clear incentive system can reduce the program's long-term sustainability. Furthermore, an informal organizational structure also has the potential to weaken coordination as the number of recipients increases. Therefore, this analysis emphasizes the importance of harmonizing the dedication of implementers at the school level with the support of regulations, incentives, and organizational mechanisms from the government. In this way, the effectiveness of PIP implementation depends not only on individual commitment but also on an adaptive, structured, and sustainable policy system.

This findings, from the perspective of resources and disposition, the implementation of the Smart Indonesia Program (*Program Indonesia Pintar* or PIP) at SD Negeri 2 Sokaraja Tengah reveals a paradox between the competence of implementers and the structural support provided by the government. The school has demonstrated a well-organized implementation team and high moral commitment among its officers—reflecting what Salampessy et al. (2023) identify as a crucial determinant of policy success: the quality and dedication of human resources. However, such dedication operates within a structurally constrained environment, characterized by a declining quota of beneficiaries, the absence of specific operational funding, and a highly centralized decision-making process. This situation exemplifies what Edward III (1980) terms the *implementation gap*, referring to the discrepancy between policy intentions and actual field outcomes. It highlights how implementers' individual agency is often forced to compensate for institutional weaknesses, thereby sustaining program functionality despite inadequate systemic support.

Nevertheless, the strong disposition of PIP officers who continue to perform their duties sincerely despite the lack of formal incentives presents a double-edged reality. On one hand, it showcases the ethical dimension of public service; on the other, it risks normalizing structural inequity, where policy success depends on unpaid or underrecognized local actors. This condition resonates with Lipsky's (1980) theory of *street-level bureaucracy*, which posits that frontline bureaucrats often act as de facto policymakers by improvising and sustaining programs under resource limitations. While this moral commitment is commendable, it also exposes the fragility of policy sustainability that relies solely on intrinsic motivation rather than institutional reinforcement. Thus, the success of PIP implementation at the school level should not be interpreted as proof of national policy effectiveness but rather as evidence of

local resilience operating within a rigid bureaucratic framework. In a critical sense, this finding underscores the urgent need for the central government to institutionalize incentive systems, strengthen training and monitoring mechanisms, and ensure that the burden of educational equity is not disproportionately placed on school-level implementers.

## CONCLUSION

The implementation of the Smart Indonesia Program (PIP) policy at SD Negeri 2 Sokaraja Tengah in the 2024/2025 academic year shows that the success of the program is greatly influenced by four main factors according to George C. Edward III's model: communication, resources, disposition, and organizational structure. In terms of communication, there is clarity between the school and parents, but weaknesses remain in the delivery of information from the government to the school, particularly regarding continued socialization and procedural changes. In terms of resources, the presence of competent and dedicated PIP officers is a strength, although further technical training is needed to improve work effectiveness. Officers' strong disposition towards social responsibility and commitment to their duties are also important supporting factors, although they are not yet supported by a formal incentive system and assignment letters for program implementers.

The school's organizational structure has been functioning quite well, with standardized work procedures and a family-like division of labor. However, there are still shortcomings in terms of task fragmentation due to limited human resources. The main limitation of this study lies in its reliance on qualitative data obtained primarily through interviews, which may lead to subjective interpretations influenced by the informants' perspectives. Additionally, the research was conducted at a single school, limiting the generalizability of the findings to other educational institutions or regional contexts. Overall, the implementation of the PIP policy at SD Negeri 2 Sokaraja Tengah is considered quite effective, especially in terms of internal school involvement. However, to achieve a broader and optimal impact, improvements in the quality of communication between institutions and improvements in the distribution and allocation of funds are still needed to ensure the program is truly targeted and sustainable for all beneficiaries.

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