

## Implementation and Optimization of Smart Pariri Assistance at the Elementary School Level in West Sumbawa Regency

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### Abstract

Limited access to education because there are still many underprivileged communities has an impact on their children who cannot receive proper education. The Pariri Cerdas Assistance program policy is present as one of the local government's innovations aimed at seeking equity and expansion of access to education in West Sumbawa Regency. With a relatively young age, the policy is considered superficial to discuss. So the urgency of this study is to focus on the extent of the influence of the implementation of the Smart Pariri Assistance, what factors support and hinder the implementation of the program, and how the optimization strategy of the Smart Pariri Assistance program in West Sumbawa Regency. By applying a qualitative descriptive approach and Field Research, researchers seek to examine facts in the field related to the application of policies that are relevant to the research objectives. The data collection methods used are observation, interviews and documentation, journal literature, and articles and sites related to studies. There were 33 informant samples from 3 zones of West Sumbawa Regency (North, Central and South Zones). The analysis methods of this research are descriptive and SWOT analysis. Based on the data analysis carried out, it was concluded that: 1) It is important to identify supporting and inhibiting factors as part of determining the right strategy in optimizing Pariri Cerdas assistance, 2) The implementation of Pariri Cerdas assistance is said to be quite effective and positive in various aspects in the sense that there are still some reinforcements as material for future program evaluation, especially in terms of the right process and right target, 3) Grand design of Pariri Cerdas assistance program optimization strategy includes; the need for the development of the Smart Pariri Assistance program policy, Smart Pariri Assistance Financing Analysis, updating DTKS as a reference for recipients of Smart Pariri assistance regularly, the need to strengthen the Implementation, Monitoring and Evaluation Mechanism of the Smart Pariri Assistance Program, the need for the formation of a Special Task Force involving the Private Sector and NGOs that support the Smart Pariri Assistance Program, Smart Pariri Assistance Advocacy for the parties involved, Digital-Based Innovation in Education Financing Programs, Expanding partnerships to build innovative breakthroughs in addressing education financing.

### Abstrak

Terbatasnya akses pendidikan dikarenakan masih banyak masyarakat yang kurang mampu berdampak pada anak-anak mereka yang tidak dapat mengenyam pendidikan dengan layak. Kebijakan program Bantuan Pariri Cerdas hadir sebagai salah satu inovasi pemerintah daerah bertujuan mengupayakan pemerataan dan perluasan akses pendidikan di Kabupaten Sumbawa Barat. Dengan usia yang relative masih muda, kebijakan tersebut dirasa dangkal untuk dibahas. Sehingga urgensi penelitian ini adalah menitikberatkan pada sejauhmana pengaruh implementasi penyelenggaraan Bantuan Pariri Cerdas, faktor apa saja yang mendukung dan menghambat keterlaksanaan program, dan bagaimana strategi optimalisasi program Bantuan Pariri Cerdas di Kabupaten Sumbawa Barat. Dengan menerapkan pendekatan deskriptif kualitatif dan Field Research, peneliti berupaya menelaah fakta-fakta lapangan terkait penerapan kebijakan yang relevan dengan tujuan penelitian. Metode pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi, literatur jurnal, dan artikel serta situs yang berkaitan dengan kajian. Terdapat 33 sampel informan yang berasal dari 3 zona wilayah Kabupaten Sumbawa Barat (Zona Utara, Tengah dan Selatan). Adapun metode analisis penelitian ini adalah analisis deskriptif dan SWOT. Berdasarkan analisis data yang dilakukan maka disimpulkan bahwa: 1) Penting untuk mengidentifikasi faktor pendukung dan penghambat sebagai bagian dalam penentuan strategi yang tepat dalam optimalisasi bantuan Pariri Cerdas, 2) Implementasi bantuan Pariri Cerdas dikatakan cukup efektif dan positif dari berbagai segi dalam artian masih terdapat beberapa penguatan sebagai bahan evaluasi program kedepannya, khususnya pada segi tepat prosesnya dan tepat target, 3) Grand desain strategi optimalisasi program bantuan Pariri Cerdas mencakup; perlunya pengembangan Kebijakan program Bantuan Pariri Cerdas, Analisis Pembiayaan Bantuan Pariri Cerdas, pemutakhiran DTKS sebagai acuan penerima bantuan Pariri Cerdas secara berkala, perlunya penguatan Mekanisme Pelaksanaan, Monitoring dan Evaluasi Program Bantuan Pariri Cerdas, perlunya pembentukan Satuan Tugas Khusus dengan melibatkan pihak Swasta dan LSM yang mendukung Program Bantuan Pariri Cerdas, Advokasi Bantuan Pariri Cerdas bagi pihak yang terlibat, Inovasi Berbasis Digital dalam Program Pembiayaan Pendidikan, Memperluas kemitraan untuk membangun terobosan inovatif dalam mengatasi pembiayaan pendidikan.

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## 1. INTRODUCTION

Education has a strategic role, especially in the development of Human Resources (HR). The quality of human resources is very necessary, so that our education world is successful in the fields of science and technology and able to face the current competition of globalization. So important is the existence of education, so that education is interpreted as a hope for the progress of a nation. Because with good education, any severe multidimensional crisis that occurs in this country will be able to be overcome (Pratiwi, 2015).

The community as a legal subject of a state is required to participate in efforts to advance the nation's life through education as has also been affirmed in the *Preamble to the 1945 Constitution*, namely "educating the nation's life, protecting the entire nation and all Indonesian bloodshed, promoting general welfare, and participating in implementing world order". This sentence then became the basis for laying down the main national goals of the Republic of Indonesia which describes the ideals of the Indonesian nation to educate and generalize education throughout Indonesia in order to achieve an intelligent national life. That is, it is absolutely the right of every citizen to obtain education which is then organized by the state through the National Education System with the legality of Law Number 2 of 1989 concerning the Implementation of the National Education System as a tool in achieving national goals. Furthermore, Law Number 20 of 2003 Article 1 paragraph 2 states the definition of national education, namely "National education is education based on Pancasila and the Constitution of the Republic of Indonesia Year 1945 which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times." The functions and objectives of National Education are stated in Article 3 of Law No. 20 of 2003 which reads "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen." This article indicates that with education the State is able to realize a superior nation and has a golden character so that it can support all forms of State development planning democratically and responsibly.

But unfortunately, we still often encounter educational problems today. One of them is limited access to education, especially for the underprivileged and poor. There are still many of our children who are of school age but cannot get education due to limited economic supporting factors. Of course, this is a big homework for the State as a guarantor of the right to get access to proper education in accordance with the mandate of the 1945 Constitution above. As well as the fulfillment of the right to education, this situation provides an important note also in the target achievement of the 9-Year Basic Education Compulsory Education Program as stated in Government Regulation No. 47 of 2008 concerning Compulsory Education as an implementation of the National Education System Law No. 20 of 2003 which then resumed the 12-Year Compulsory Education Program known as Universal Secondary Education (PMU) through the Minister of Education and Culture Regulation No. 80 Years 2013.

So to overcome these problems, the government launched a policy of equity and expansion of access to education directed at the availability and affordability of quality, relevant and equal education services throughout Indonesia, among others, through the strategy of providing subsidies (Ministry of Education, 2010). According to its function, the provision of subsidies or educational assistance to students is one of the important policies that become quality assurance of education, ensuring the provision of broad and quality access to education for all groups of people who reach the poor, living in remote areas, conflict areas, and people with disabilities. Alignment with the poor and economically weak community groups is carried out by removing the cost barrier to education, as well as creating greater opportunities and opportunities for students to continue attending school (Director General of Education and Education, 2010). There are efforts to compete globally which is a condition sine quanon which will indirectly hone the nation to improve the quality of education (Mulyono, 2015). So that the provision of subsidies or educational assistance becomes a joint affair for all parties, both the central, regional, and community governments (Handayani & Huda, 2020).

In West Sumbawa itself, the education funding policy can be seen with the issuance of West Sumbawa Regency Regional Regulation Number 2 of 2017 concerning Education Cost Subsidy (SBP-KSB). In its development, SBP-KSB was developed into a subsidy with a slightly different nomenclature and achievement target through a program called the Smart Pariri Program through West Sumbawa Regent Regulation Number 61 of 2022 concerning the Provision of Assistance for Education Financing intended for students who cannot afford the basic education level.

Based on data from the Education and Culture Office of West Sumbawa Regency, the recipients of Pariri Cerdas Assistance for Fiscal Year 2022 are divided into two groups, namely the Elementary School and Junior High School Education levels. The number of recipients of elementary school education is 291 and junior high school is 215 people.

## 2. RESEARCH METHODS

This research was conducted in several elementary schools in West Sumbawa Regency and related agencies for 8 weeks. Given that the focus of this study is to describe the Effect of Implementation and Optimization of Smart Pariri Assistance at the Elementary School Level in West Sumbawa Regency.

Research activities on the Effect of Implementation and Optimization of Smart Pariri Assistance at the Elementary School Level in West Sumbawa Regency.

The approach used in this research is descriptive qualitative and field research by examining the facts in the field and the application of relevant policies. Primary and secondary data analysis was obtained by observation, interview and documentation methods, journal literature, and articles and sites related to the study. This study aims to describe the effect of implementation and optimization of Pariri Cerdas Assistance at the elementary school level in West Sumbawa Regency.

In this study because it uses a qualitative type of research, it does not use population, because this research departs from certain cases that exist in certain situations and conditions and the results of the study will not be applied to the population, but transferred to other places in social situations that have similarities with the social situation in the case studied. While the sample in this study is also not called respondents, but as sources / participants / informants in the study. Samples in qualitative research are also not called statistical samples, theoretical samples, because the purpose of qualitative research is to produce theories (Sugiyono, 2012). The specific subject of his research is informants determined through the Randomize Sampling Technique taken based on the zoning system of West Sumbawa Regency.

Of the 215 data on Pariri Cerdas beneficiaries, 15% were taken as research samples, namely a total of 33 people (Arikunto, 2017). Each zone will be sampled as many as 7 parents / guardians and 3 from the school. As for the relevant agencies (Dikbud and Dinsos) 1 to 2 informant samples will be taken. The following is a sample distribution table based on regional zones.

## 3. RESULTS AND DISCUSSION

### 1 Results

#### 4.1.1 Supporting and Inhibiting Factors of the Smart Pariri Assistance Program at the Elementary School Level in West Sumbawa Regency

Measuring the success of a policy program cannot be separated from supporting and inhibiting indicators in the implementation of the program in question. Here are some supporting and inhibiting factors for the Smart Pariri Assistance program that has been implemented in West Sumbawa Regency:

##### 1) Supporting Factors

- a. Sufficient financial resources to finance education
- b. The existence of the Smart Pariri Assistance Program through West Sumbawa Regent Regulation Number 61 of 2022 concerning the provision of assistance for education financing intended for students who cannot afford the Basic Education level.
- c. The establishment of good cooperation between the community, the school, and the government through related agencies (Education and Culture Office and Social Service)
- d. High motivation and maximum performance from the manager of Pariri Cerdas Help

- e. There is a strong commitment from the community to continue to support education financing
  - f. Adequate educational infrastructure
  - g. The existence of financial institutions and donors who provide educational financing products
- 2) Inhibiting Factors
- a. There are no specific technical guidelines governing the distribution and supervision of Pariri Cerdas education assistance
  - b. DTKS updates as a reference for Pariri Cerdas Assistance recipients are less *up to date*
  - c. The lack of socialization and advocacy for the allocation of Pariri Cerdas assistance for all interested parties including schools and parents of students as an effort to effectively provide assistance to be appropriate for its designation.
  - d. Budget disbursements are sometimes late.
  - e. The budget obtained has not been proportional to the needs of students
  - f. There is still a high cost of non-compulsory education.
  - g. Lack of IT optimization as a form of effective budget supervision provided.
  - h. Lack of access to education financing for economically weak communities
  - i. Lack of transparency in the use of education funds
  - j. Limited funds by policy changes
  - k. Administrative constraints in applying for education financing
  - l. Lack of innovation in education financing programs
  - m. There is no special task force tasked with monitoring the distribution and use of the given budget.

#### **4.1.2 Policy Implementation of Pariri Cerdas Assistance Program at the Elementary School Level in West Sumbawa Regency**

The policy of the Smart Pariri Assistance program includes the embodiment of Law Number 32 of 2004 Article 1 Paragraph 5 in which regional autonomy is understood as the right, authority and even obligation of autonomous regions to regulate and manage local governments and communities based on applicable laws. Community involvement is an important aspect in terms of regional autonomy which is now widely known as community empowerment. So that the achievement of national development ideals should be able to be reflected in all policies taken by regions that maximally empower their communities in their participation in the process of planning, implementation, supervision in the management of local governments in the use of management resources and providing excellent services to the public.

One of the successes that will emerge from an autonomous region will be seen in the government's ability to manage regional finances so that Regional Original Revenue (PAD) can be optimally used for regional development. One of the important parts that forms the basis for the use of the PAD budget and is included in mandatory regional affairs at the scale or district / city level as further explained in Article 14 of Law No. 32 of 2004 is "Evaluation of education and potential human resource allocation." The emergence of the Smart Pariri Assistance program for elementary schools in West Sumbawa Regency through local government policy Number 61 of 2022 is intended for the implementation of education, especially at the elementary school level.

The implementation of the Smart Pariri Assistance program policy for elementary school students in West Sumbawa Regency also includes a form of administrative implementation that is systematic, rational and humane by several parties to achieve a certain goal. The involvement of certain parties in the implementation of this program policy includes: West Sumbawa Regency Government, Education and Culture Office, Social Services, Elementary Schools in West Sumbawa Regency, the community, especially parents and students as recipients of the Pariri Cerdas Assistance program. So

that the linearity between the needs and targets intended is expected to be optimized through the policies taken. This is in line with Grindle in Abdul Wahab (2004) which states that policy implementation is essentially not just related to the mechanism of translating political decisions into routine procedures through bureaucratic channels, but more than that, which will involve problems of conflict, decisions and who will obtain policies.

#### 4. CONCLUSION

Based on the research that has been done, several important things are formulated as conclusions as below:

- 1) The importance of identifying supporting and inhibiting factors as part of determining the right strategy in optimizing Pariri Cerdas assistance.
- 2) The implementation of Pariri Cerdas assistance is said to be quite effective and positive in various aspects in the sense that there are still some reinforcements as material for future program evaluation, especially in terms of the right process and right target.
- 3) The grand design of Pariri Cerdas assistance program optimization strategy includes:
  - a. Policy development of the Smart Pariri Assistance program
  - b. Financing analysis of Smart Pariri Assistance
  - c. Update DTKS as a reference for Pariri Cerdas beneficiaries regularly
  - d. Strengthening the Mechanism for Implementation, Monitoring and Evaluation of the Smart Pariri Assistance Program
  - e. Establishment of a Special Task Force involving the private sector and NGOs that support the Pariri Cerdas Assistance Program
  - f. Smart Pariri Assistance Advocacy for the parties involved

#### 5. SUGGESTION

1. It is necessary to develop regulations that regulate in more detail about the Pariri Cerdas assistance program
2. A more concrete analysis of education financing is needed to see the optimization of the use of the Pariri Cerdas aid budget and what financing components are contained in it
3. In-depth research is needed to describe the usefulness and measure the effectiveness of the Pariri Cerdas assistance program in the future, including the effect of Pariri Cerdas assistance on School Dropout Rate or School Participation Rate

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