

# EVALUATION OF EDUCATIONAL ASSISTANCE THROUGH THE INDONESIA PINTAR PROGRAM IN PEKANBARU STATE ELEMENTARY SCHOOLS

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### Abstract.

The Indonesia Smart Program (PIP) is designed to assist school-age children from poor or vulnerable families in continuing their education until completion of secondary education, both through formal and non-formal education channels. Through this program, the government seeks to prevent students from the possibility of dropping out of school, and it is hoped that it can attract dropouts to resume their education. This research aims to evaluate the effectiveness of educational assistance through the Indonesia Smart Program in Pekanbaru State Elementary Schools. The research method uses a qualitative descriptive approach, employing the policy evaluation model by Dunn. The policy evaluation model used in the research is formal evaluation. The subjects of this study are students receiving assistance from the Indonesia Smart Program, and the research object is the evaluation of the implementation of the Indonesia Smart Program at State Elementary Schools 95, 84, and 44 in the Tenayan Raya District of Pekanbaru. Data analysis techniques in this study are carried out through three activities: data reduction, data presentation, and drawing conclusions. The research results show that the effectiveness of educational assistance in the form of PIP in State Elementary Schools 95, 84, and 44 in the Tenayan Raya District of Pekanbaru is quite effective. This includes the screening of target groups, the intended use of assistance, the timeliness of assistance distribution, and the utilization of educational assistance through the Indonesia Smart Program.



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## A. INTRODUCTION

Every country has the obligation to educate its people without exception. The Indonesian government, in Article 31, paragraph (1) of the 1945 Constitution, has mandated that every citizen has the right to receive education to develop their potential optimally. In an effort to fulfill this mandate,

the government has issued Law Number 20 of 2003 concerning the National Education System, which serves as the legal basis for the implementation of the education system in Indonesia (Kemendikbud, 2003). Therefore, to execute the mandate of the law, which guarantees every citizen the right to receive proper education and aims to realize

the nine-year compulsory education program as well as provide educational access for economically disadvantaged communities.

Poverty and education are two aspects that are closely interrelated when combined with the well-being present in society (Mauliana Sari et al., 2021). Poverty leads to limited access to education for the community, while education aims to assist the community in breaking free from the shackles of poverty they face (N. Eni Rohaeni & Oyon Saryono, 2018) Education is one of the most powerful instruments that the community possesses to reduce poverty and vulnerability (Rofiq Nur Rizala, 2015). Therefore, the government has introduced several education assistance programs, one of which is the Indonesia Smart Program (PIP).

The Indonesia Smart Program (PIP) is designed to assist school-age children from poor/vulnerable/priority families in receiving education services until they complete secondary education, both through formal education channels (from elementary/MI to high school graduation) and non-formal education (Package A to Package C and standardized courses). Through this program, the government seeks to prevent students from the possibility of dropping out of school and hopes to attract dropouts to resume their education. The Indonesia Smart Program is also expected to alleviate the personal education expenses of students, both direct and indirect costs (Kementerian Pendidikan dan Kebudayaan, 2015). The Indonesia

Smart Program (PIP) is provided to economically disadvantaged students across all regions of Indonesia, including in the city of Pekanbaru. Based on data from Kemdikbud in 2020, through the PIP information system, the number of PIP recipients at the elementary school level in Pekanbaru in 2018 was 22,080 students, in 2019 there were 18,615 students, and in 2020 there were 15,230 students. However, the realization of PIP fund recipients does not match these numbers. In 2018, the realization of PIP fund recipients was 18,579 students. In 2019, it was 14,086 students, and in 2020, it was 3,547 students. According to data from Kemdikbud in 2020, through the PIP information system, regarding the number of PIP recipients at the elementary school level in Pekanbaru, it shows that the Tenayan Raya sub-district is the largest recipient of PIP assistance from 2018 to 2020. However, the number of recipients at these schools has decreased from year to year. The year 2020 saw the lowest level of PIP fund disbursement realization. This is a contradiction, considering the widespread impact of the Covid-19 pandemic worldwide, especially in Indonesia, where there was a decline in the economy. One would expect the absorption and disbursement of PIP funds to increase. However, in reality, the realization of PIP fund disbursement is at its lowest. The low level of realization of PIP fund beneficiaries raises questions about this issue.

Based on research (Arbainah, 2017), the issue of the low realization of PIP fund beneficiaries is attributed to several factors, including: 1) the difference in the number of PIP recipient students based on Dapodik and actual PIP recipient students, 2) untimely disbursement of assistance funds, 3) insufficient socialization about PIP, 4) infrequent issuance of proof of withdrawal of PIP funds to schools by parents, making it difficult for schools to record and report to relevant authorities. Similarly with research (Muhammad Khairul Rijal et al., 2018) found the same issues, such as inadequate socialization about PIP, inaccuracies in targeting aid recipients, and inappropriate use of PIP funds. Research (Agusman, 2019) also revealed nearly identical problems, including some economically disadvantaged students not being registered as PIP recipients, difficulties in monitoring the use of PIP funds due to direct transfers to students' accounts, and untimely disbursement of funds. In reality, the government launched this program to assist students from low-income families so that they have equal opportunities in the field of education (Edrial & Sujastiawan, 2022).

Based on the initial observations conducted in several State Elementary Schools in Pekanbaru, the researchers identified similar issues, namely: 1) discrepancies in the number of PIP beneficiaries compared to the proposed amount, 2) insufficient PIP program

socialization to parents, especially parents of first-grade students, 3) direct disbursement of PIP funds to students' accounts accompanied only by parents, making it challenging to monitor the use of PIP funds by parents, 4) untimely disbursement of PIP funds; ideally, disbursements should occur at the beginning of the semester, but in reality, they can take place in the middle or at the end of the semester. Based on these identified issues related to PIP, an evaluation is conducted on the provision of PIP assistance to compare with the objectives intended by PIP and to improve the PIP system for its future proper functioning.

Numerous studies have been conducted with the aim of evaluating the implementation of the Indonesia Smart Program at each school level. These studies serve as reference materials for further research on the evaluation of the Indonesia Smart Program. A study conducted by (Muhammad Ilham, 2018) utilized Stake's evaluation model, comprising components such as input (antecedents), process (transaction/process), and product (outcomes). Another study by (Muhammad Khairul Rijal et al., 2018) employed the CIPP evaluation model (Context, Input, Process, Product), with evaluation components including the context evaluation covering the feasibility of the management or implementation of the Indonesia Smart Program. Further research by (Wirastiani Binti Yusup et al., 2019) utilized the

Discrepancy Evaluation Model, with evaluation components consisting of design, installation, process, product, and cost-benefit analysis. Subsequently, a study by (Haqiqi & Prabawati, 2019) employed Dunn's policy evaluation model, with evaluation components including effectiveness, efficiency, sufficiency, equity/equality, responsiveness, and accuracy.

Based on several research findings on the evaluation of PIP mentioned above, this study adopts the policy evaluation model by William N Dunn. This evaluation model is chosen because it is capable of identifying issues in the implementation of the Indonesia Smart Program. Additionally, according to Nugroho, for any program intended for the public, the recommended evaluation model is policy evaluation. Policy evaluation fundamentally should be able to explain to what extent a policy and its implementation align with the intended goals (Nugroho, 2009). Therefore, to avoid broader discussions, the research problem is specifically formulated on the evaluation of educational assistance through the Indonesia Smart Program (PIP) based on (Dunn, 2003) program evaluation indicators, specifically focusing on one indicator, namely effectiveness. Hence, the formulated research problem is the effectiveness of providing educational assistance through the Indonesia Smart Program in State Elementary Schools in Pekanbaru.

## **B. RESEARCH METHOD**

The research method employed in this study utilizes a qualitative descriptive approach. The aim of this research is to evaluate educational assistance in the form of the Indonesia Smart Program in State Elementary Schools in Pekanbaru. The study falls under the category of evaluative research, using the policy evaluation model by Dunn, developed by Ray C Rist. The policy evaluation model applied in this research is formal evaluation. In formal evaluation, the analytical goal is to generate valid and reliable information regarding policy outcome variations, including traceable impacts as input in the policy process.

The selected schools for the study are State Elementary Schools in Pekanbaru, namely SD Negeri 95, SD Negeri 84, and SD Negeri 44 in the Tenayan Raya sub-district of Pekanbaru. These schools were chosen due to being the largest beneficiaries of PIP funds among the State Elementary Schools in the Tenayan Raya sub-district of Pekanbaru. The research subjects are students who receive educational assistance through the Indonesia Smart Program. The objects of the study are the evaluation of the implementation of the Indonesia Smart Program in SD Negeri 95, SD Negeri 84, and SD Negeri 44 in the Tenayan Raya sub-district of Pekanbaru.

Data collected for this research align with the research focus, which is the evaluation of educational assistance provided

by the Indonesia Smart Program (PIP) in State Elementary Schools in Pekanbaru. The data collection techniques include interviews, observations, and documentation. Data analysis in this research follows the concept of Miles and Huberman (Sugiyono, 2015) and involves three concurrent activities: data reduction, data presentation, and drawing conclusions. To ensure data validity and alignment with the research objectives, the triangulation technique is employed. This process strengthens evidence from different individuals, checks with informants, and involves seeking assistance from both internal and external sources to verify the research findings.

### **C. RESULT AND DISCUSSION**

Evaluation is typically aimed at assessing the effectiveness of a policy to be accountable to its constituents, measuring the extent to which objectives are achieved, and examining the gap between expectations and reality. Policy evaluation can be divided into two distinct tasks. The first task is to determine the consequences generated by a policy by describing its impacts. The second task is to assess the success or failure of a policy based on established standards or criteria.

The Indonesia Smart Program is one of the policies issued by the government through Minister of Education and Culture Regulation Number 12 of 2015. It defines the Indonesia Smart Program as providing cash

assistance for the education of school-age children from families holding the Prosperous Family Card (KKS) or meeting the specified criteria, marked by the issuance of the Indonesia Smart Card (KIP) to school-age children from economically disadvantaged families who own KKS. Therefore, the Indonesia Smart Program must undergo evaluation in terms of its implementation and execution. This evaluation is essential not only to gauge the extent to which the objectives of the Indonesia Smart Program are achieved but also to assess the disparity between expectations and the reality of its implementation.

#### ***Effectiveness of Providing PIP Education Assistance***

Effectiveness refers to the achievement of success in reaching predetermined goals. Effectiveness is always associated with the relationship between expected and actual outcomes. If goal attainment is greater, then effectiveness is also higher. Therefore, the measure of effectiveness serves as a standard for the fulfillment of set targets and objectives. It also indicates the extent to which a program performs its functions optimally. Effectiveness is concerned with whether an alternative achieves the expected results or accomplishes the goals of the action taken. In the evaluation of assistance such as the PIP, measurements of the effectiveness of PIP assistance use criteria such as program

targets, program objectives, timeliness, and the benefits of the educational assistance program in the form of PIP, implemented by SD Negeri 95, SD Negeri 84, and SD Negeri 44 in the Tenayan Raya sub-district of Pekanbaru.

Based on the research results regarding the targets of the Indonesia Smart Program, it can be observed that the overall criteria for PIP targets have been achieved as expected. The implementation of PIP program targets has been effective, starting from the socialization, proposal, and identification of PIP beneficiaries from the target groups in accordance with PIP regulations. Despite some challenges in the field, such as the inclusion of many students outside the target groups who are not fortunate enough. Furthermore, the second criterion of effectiveness concerns program objectives. It is evident that the objectives of the PIP have been well-implemented in the schools. The goal of the PIP, which is to assist the educational needs of students, has been reasonably well-implemented by the schools. However, there are still some PIP beneficiaries who use it for purposes outside the intended scope.

The third criterion of effectiveness is timeliness. Based on the research results regarding the timeliness of PIP budget disbursement, it is known that the PIP budget is disbursed once or twice a year. If disbursed once a year, it is done at the beginning of the new academic year, around July to

September, while if disbursed twice a year, it is done at the beginning of each semester. However, the disbursement time may not always align with the predetermined schedule, depending on the budget disbursement schedule set by the Ministry of Education and Culture. The fourth criterion of effectiveness is utilization. Based on the research results, it is known that the utilization of the PIP budget by beneficiaries has been in line with the intended purposes of providing this assistance. Although there are still PIP beneficiaries who use the budget for purposes outside the intended scope of the PIP itself.

From the four criteria of the effectiveness of educational assistance in the form of PIP, it can be observed that the implementation of this assistance is quite effective. Starting from the screening of target groups, the objectives of aid utilization, the timeliness of aid disbursement, to the utilization of educational assistance in the form of PIP. The provision of educational assistance through the Indonesia Smart Program in SD Negeri 95, SD Negeri 84, and SD Negeri 44, when associated with effectiveness, can be considered effective. This is because the implementation of the Indonesia Smart Program aligns with the technical guidelines and procedures that have been established, and it has been able to provide significant benefits to the target group, namely helping the minimum school needs of students.

The findings of this research align with the study conducted by Novia Muqti Ainur Haqiqi and Indah Prabawati (2020), which states that the provision of educational assistance through the Indonesia Smart Program can be effective when implemented in accordance with the guidelines and procedures of the PIP itself. This includes the targets, objectives, timeliness, and benefits of the PIP itself. In contrast, Arbainah's research (2017) indicates that the provision of educational assistance through the Indonesia Smart Program cannot be considered effective in its implementation. This is due to the mismatch between recipients and the data available at schools, with many students in need not receiving PIP. Additionally, the lack of knowledge on the part of the Department of Education about the origin of the data for the Indonesia Smart Card (KIP) registration contributes to the ineffectiveness. The KIP is a crucial step and one of the requirements for students to qualify for the Indonesia Smart Program (PIP). Moreover, with outdated data, the Department of Education experiences confusion regarding the responsible party for the Indonesia Smart Program at both the district and national levels, leading to responsibility disputes between the Social and Village Departments (as distributors of KIP).

From the differences in research results, it can be concluded that the effectiveness of the implementation of the Indonesia Smart Program depends on the

Department of Education, the Social Department, and individual schools in a region. If the parties involved in the implementation of the Indonesia Smart Program understand and comprehend their respective roles and functions, the program can be effectively executed.

### ***Efficiency of Providing PIP Assistance***

Efficiency relates to the amount of effort needed to achieve a certain level of effectiveness. Policies that achieve the highest effectiveness with the least cost are termed efficient. When the goals of a policy are found to be straightforward, while the costs incurred through the policy process are excessively large compared to the outcomes achieved, it indicates that the policy has been wasteful and is not feasible for implementation and continuation. In the evaluation of the provision of assistance in the form of PIP, the measurement of the efficiency of PIP assistance uses criteria such as program socialization, target group screening, budget withdrawal processes, and budget usage supervision from the educational assistance program in the form of PIP, implemented by SD Negeri 95, SD Negeri 84, and SD Negeri 44 in the Tenayan Raya District of Pekanbaru.

Based on interviews with the Vice Principal of Student Affairs, Vice Principal of Public Relations, and Dapodik Operator of SD Negeri 95, SD Negeri 84, and SD Negeri 44 regarding the socialization of the Indonesia Smart Program (October 2020), it

is evident that the PIP socialization has generally been carried out as efficiently as possible. The implementation of PIP socialization in SD Negeri 95, SD Negeri 84, and SD Negeri 44 is conducted directly during the registration of students for the new academic year. Data from students included in the target group are initially informed about the Indonesia Smart Program. Furthermore, the second criterion of efficiency is about the screening of the target group. Based on interviews with the Vice Principal of Student Affairs, Vice Principal of Public Relations, and Dapodik Operator, it is known that the screening of the target group for PIP has been carried out as efficiently as possible. The screening of target groups is based on the data filled out on the new student registration form. If the economic situation of the new student falls into the criteria of the target group, the data is immediately separated by the registration committee as the target group for PIP. The third criterion of efficiency is the budget withdrawal process. Based on interviews about the PIP budget withdrawal process, it is known that the PIP budget withdrawal process is carried out efficiently. The PIP budget is directly sent to the bank account of the PIP beneficiaries. The withdrawal of the budget for the elementary school level is also disbursed directly to the distributing bank by the PIP beneficiaries. The school has no involvement in this process. The school only provides a letter of introduction and a

certificate to the beneficiaries when the budget is first disbursed. Subsequently, the beneficiaries directly withdraw the budget from the distributing bank. The fourth criterion of efficiency is the supervision of budget usage. Based on interviews with the Public Relations Vice Principal, Head of Administration, and Dapodik Operator, it is known that supervision of the PIP budget usage by the beneficiaries cannot be conducted as it should. This is because the budget is directly withdrawn by the PIP beneficiaries without any assistance from the school. The school can only advise the beneficiaries to use the budget in accordance with the goals and benefits of PIP.

From the four efficiency criteria for providing educational assistance in the form of PIP, it is evident that the implementation of this assistance is less efficient. In terms of program socialization, target group screening, and budget withdrawal processes, it has been efficient. However, in budget management, it is still not efficient. This is due to the untimeliness of the PIP budget withdrawal and the school's difficulty in supervising the usage of the PIP budget because it is directly withdrawn by the parents of the beneficiaries, with rare reporting to the school that the budget has been withdrawn.

The findings of this research align with the results of the research by (Haqiqi & Prabawati, 2019) and (Arbainah, 2017) which state that the implementation of the



Indonesia Smart Program has not been efficient due to the frequent untimeliness of the PIP budget withdrawal, the difficulty in supervising the budget usage because it is directly withdrawn by the parents, and the lack of reporting on the PIP disbursement by the parents to the school. From the similarity of these research results with the research by (Haqiqi & Prabawati, 2019) and (Arbainah, 2017) it can be concluded that for PIP to run efficiently, the Ministry of Education and Culture, as the party determining the PIP budget withdrawal time, should set the PIP withdrawal time in accordance with the Indonesia Smart Program itself. Similarly, the supervision of the PIP budget usage by the beneficiaries should be accompanied by the respective schools during the withdrawal process, so that supervision and reporting on the PIP budget usage can be carried out effectively by the schools.

#### ***Adequacy of Providing PIP Assistance***

Sufficiency in a policy can be considered as the achievement of goals that are perceived as adequate in various aspects. Sufficiency relates to how far a level of effectiveness satisfies needs, values, or opportunities that give rise to problems. Sufficiency is still related to effectiveness by measuring or predicting the extent to which existing alternatives can meet needs, values, or opportunities in solving problems. This means that before a policy product is ratified and implemented, there must be an analysis of the suitability of the methods to be

implemented with the goals to be achieved, whether the methods are correct or violate rules or the correct technical implementation. In the evaluation of the provision of assistance in the form of PIP, the measurement of the sufficiency of PIP assistance uses criteria such as the magnitude of budget benefits and the number of PIP beneficiaries at SD Negeri 95, SD Negeri 84, and SD Negeri 44 in the Tenayan Raya District of Pekanbaru.

Based on interviews with the Vice Principal of Student Affairs and the Dapodik Operator from SD Negeri 95, SD Negeri 84, and SD Negeri 44, regarding the benefits of the Indonesia Smart Program (October 2020), it is known that the benefit amount of PIP for elementary/madrasah students (SD/MI/Paket A) is IDR 450,000/year. The budget of IDR 450,000/year or IDR 225,000/semester is not sufficient for the minimum educational costs of students. In this difficult economic period, where prices are experiencing a significant increase, this budget is considered insufficient to meet the minimum school needs of the students. Furthermore, the second criterion of sufficiency is about the number of PIP beneficiaries. Based on interviews with the Vice Principal of Student Affairs and the Dapodik Operator from SD Negeri 95, SD Negeri 84, and SD Negeri 44, it is known that the number of PIP beneficiaries in each school from 2018 to 2020 has been decreasing. The number of beneficiaries

proposed by the schools does not match the number of PIP beneficiaries determined by the Ministry of Education and Culture. The proposed number is greater than the designated number, which does not meet the quota of the target group. From these two criteria of sufficiency in providing educational assistance in the form of PIP, it is evident that the provision of PIP assistance is not sufficient to meet the minimum school needs of students, both in terms of the amount of budget received by the beneficiaries and the number of beneficiaries, which is not sufficient for the target groups. This is because the proposed number of beneficiaries is not entirely designated as beneficiaries.

The findings of this research are consistent with the results of the research by (Haqiqi & Prabawati, 2019) and (Arbainah, 2017), which state that the implementation of the Indonesia Smart Program has not met the criteria of sufficiency in meeting the minimum needs of students, and the number of PIP beneficiaries has not been sufficient for the target groups.

#### ***Consistency/Similarity in the Provision of PIP Assistance***

Equalization or similarity in policy can be said to have significance with the justice provided and obtained by policy targets. The criterion of equality is closely related to legal and social rationality and refers to the distribution of consequences and efforts among different groups in society. A policy

oriented towards equalization is a policy whose consequences or efforts are distributed fairly. A particular program may be effective, efficient, and sufficient if the cost-benefit is uniform. The extent to which a policy can maximize social welfare can be achieved through:

- a. Maximizing individual welfare. Analysts may seek to maximize individual welfare simultaneously. This requires constructing a single transitive preference ranking based on the values of all individuals.
- b. Protecting minimum welfare. Here, analysts strive to improve the well-being of some people while at the same time protecting the position of those who are disadvantaged (worst off). This approach is based on the Pareto criteria, which states that a social condition is considered better than another if at least one person benefits or is harmed.
- c. Maximizing net welfare. Here, analysts seek to increase net welfare but assume that the resulting gains can be used to compensate for the losses. This approach is based on the Kaldor-Hicks criteria: A social condition is better than another if there is a net gain in efficiency, and if those who gain can compensate those who lose. For practical purposes, criteria that do not require the actual losers to receive compensation overlook the issue of equalization.

d. Maximizing redistributive welfare. Here, analysts seek to maximize redistributive benefits for selected groups, such as those who are racially oppressed, poor, or sick. One redistributive criterion formulated by the philosopher John Rawls states that a social situation is better than another if it produces the well-being achievements of disadvantaged members of society.

In the evaluation of the provision of assistance in the form of PIP conducted here, the measurement of fairness/equality in providing PIP assistance is carried out using criteria such as socialization benefits and recipients of PIP benefits in SD Negeri 95, SD Negeri 84, and SD Negeri 44 in the Tenayan Raya Subdistrict of Pekanbaru.

Based on interviews with the Vice Principal of Student Affairs and the Vice Principal of Public Relations from SD Negeri 95, SD Negeri 84, and SD Negeri 44 regarding the benefits socialization of the Smart Indonesia Program (October 2020), it can be observed that the socialization of benefits from PIP is done equally for all target groups. There is no difference in benefits between target groups, whether in terms of budget size, program goals, or the program's benefits themselves. Furthermore, the second criterion for fairness/equality is related to PIP beneficiaries. Based on interviews with the Vice Principal of Student Affairs and the Vice Principal of Public Relations from SD Negeri 95, SD Negeri 84,

and SD Negeri 44, it is evident that PIP beneficiaries have not been felt by all target groups. This is because the determination of beneficiaries does not match the proposed number by the school. The school has proposed that all target groups receive the benefits of this PIP, but the determination of beneficiaries does not match the proposed number.

From these two criteria of fairness/equality in the provision of educational assistance in the form of PIP, it can be concluded that the distribution of PIP assistance has not fulfilled the aspect of fairness/equality. The determination of PIP beneficiaries by the Ministry of Education and Culture (Kemendikbud) does not fully represent the target groups. However, the implementing party, in this case, the school, has evenly implemented program socialization to all target groups and explained how the assistance funds are provided to these target groups.

The results of this study align with the findings of (Haqiqi & Prabawati, 2019) and (Arbainah, 2017) stating that the benefits of the program have not been evenly distributed to all target groups. This is because many target groups have not received the benefits of the Smart Indonesia Program.

#### ***Accuracy of Providing PIP Assistance***

Accuracy refers to the value or price of program objectives and the strength of the assumptions underlying those objectives. The criteria used to select a number of

alternatives for recommendations assess whether the results of the recommended alternatives are suitable goal choices. Feasibility criteria are related to substantive rationality because they concern the substance of the goal rather than the instrument to achieve that goal. In the evaluation of assistance in the form of PIP conducted here, the measurement of the accuracy of PIP assistance is carried out using criteria such as target precision, timeliness, and appropriateness in SD Negeri 95, SD Negeri 84, and SD Negeri 44 in the Tenayan Raya Subdistrict of Pekanbaru.

Based on interviews with the Vice Principal of Student Affairs, the Vice Principal of Public Relations, and the Dapodik Operator from SD Negeri 95, SD Negeri 84, and SD Negeri 44 regarding the precision of the Smart Indonesia Program (October 2020), it can be observed that the precision of the target beneficiaries of PIP has not met the criteria set by the PIP beneficiaries themselves. The school has carried out the screening of target groups according to the criteria of PIP beneficiaries. However, some who benefit from PIP are not precisely targeted. This means that groups outside the target group receive the benefits of this PIP. Furthermore, the second criterion of accuracy is related to the timeliness of the disbursement of PIP budget. Based on interviews with the Vice Principal of Student Affairs, the Vice Principal of Public Relations, and the Dapodik Operator from

SD Negeri 95, SD Negeri 84, and SD Negeri 44, it is known that the disbursement time of this PIP budget realization is sometimes not timely, often delayed from the disbursement schedule. The disbursement of this PIP budget is more often realized at the end of the semester, while the schedule is at the beginning of the semester. The third criterion of accuracy is related to the accuracy of the use of the PIP budget. Based on interviews with the Vice Principal of Student Affairs, the Vice Principal of Public Relations, and the Dapodik Operator from SD Negeri 95, SD Negeri 84, and SD Negeri 44, it is known that the accuracy of the use of this PIP budget by the beneficiaries is not fully used to meet the needs of their children's schools. Some of the disbursed budget is used to meet their living needs.

From the three criteria of accuracy in providing educational assistance in the form of PIP, it can be observed that the provision of PIP assistance has not fulfilled the aspects of accuracy in the use of this PIP budget, namely precision in targeting, timeliness, and appropriateness. Some beneficiaries of PIP are not included in the target group but still receive PIP benefits. Moreover, the disbursement of the budget often delays from the original schedule at the beginning of the semester, extending towards the end of the semester. Additionally, the use of the PIP budget by beneficiaries is often misused for personal needs.

The findings of this research align with the results of the study by (Haqiqi & Prabawati, 2019)), which stated that the implementation of PIP did not meet the accuracy criteria, as there are still groups outside the target receiving PIP benefits. Similarly, the issue of the timeliness of budget disbursement often deviates from the intended schedule. In contrast, (Arbainah, 2017) concluded that the implementation of the Indonesia Pintar program is accurate in targeting and is received by deserving students, meaning students whose parents are unable to afford it.

#### D. CONCLUSION

This research aims to evaluate the provision of educational assistance through the Program Indonesia Pintar in State Elementary Schools in Pekanbaru. The evaluation tool used is the policy evaluation framework by William N. Dunn. Based on the research results and discussions, it can be concluded that the effectiveness of providing educational assistance through PIP in State Elementary Schools in Pekanbaru is quite effective. This effectiveness is evident in the screening of target groups, the objectives of aid utilization, the timeliness of aid distribution, and the utilization of this educational assistance.

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