



Poverty Reduction Public Policy: A Study on the Implementation of the Smart Indonesia Program in Konawe District

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ABSTRACT

This article reviews the public policy of the Smart Indonesia Program in Konawe Regency. Qualitative research approach with descriptive method. In-depth interviews, observation, and document review do data processing. Data were analyzed descriptively with phenological case studies. The results showed that as a public policy the Smart Indonesia program was able to alleviate poverty in the field of education for the poor with the cooperation of related parties and equal distribution of education for students. A total of 24,103 or 44.2% of students received this program while those who had not received as many as 30,547 or 55.8% of students. The implementation of the Smart Indonesia Program was analyzed from the dimensions of communication, resources, disposition, and bureaucratic structure. Program effectiveness needs to be determined by the program monitoring team. The education office together with the social service office and the school must be proactive in monitoring, evaluating and coaching parents and recipient students so that the program funds received can be used properly and effectively so that the goal of helping poor students' education can be realized. The implication of the Smart Indonesia program in the perspective of public policy is that it can alleviate poverty in the field of education and can increase equity in the quality of student education in Konawe Regency.

Keyword:

Public Policy, Smart Indonesia

Program, Poverty Alleviation.

INTRODUCTION

Implementation is an urgent step in the policy process. Most policies are well designed but need to be better implemented and therefore do not affect the country's life. Facing competition then, education in producing quality and competitive human beings becomes the primary prerequisite. Moreover, education is a vital tool for the nation's progress in shaping its character. Considering policies to be made in the public interest is broadly the first picture of how a policy is implemented. Public

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policies that are in line with the interests of the community must be supported by development planning. In addition, evaluation of public policies can be carried out at the time of policy formulation, so that evaluations can be carried out before implementation.

The assessment carried out on the consequences of the policy is an assessment. Education policy in Indonesia stipulates that every citizen has the right to obtain an education, and organizes the National Education System. The development policy, especially for the welfare of the community in the field of education, states that national education is related to the formation of national life, oriented towards the development of the potential of students to believe in the Creator and become pious, develop skills and create a decent nation, shape character and civilization. Noble character, knowledgeable, capable, creative, healthy, democratic, responsible and independent citizens. Based on a Presidential Regulation, one of the government's policy programs is issuing the Smart Indonesia Card. The Ministry of Education and Culture prepares Smart Indonesia Cards and distributes Smart Indonesia Program funds to economically disadvantaged students.

The support for the Smart Indonesia program is to meet the various needs of students educated at school. Funds received directly from banks are managed by parents and schools as managers, so they expected to be able to help students to school. Policy implementation places the policy under the influence of various factors related to the implementation of the procedure itself. What I mean by factors are all aspects that are very influential and determine the performance of an implementation. To get a picture explaining why a policy implementation is good, we need to know it theoretically. Thus, policy implementation is an intervention. Implementation is critical in management mechanisms and government policies because it is related to administration and political issues such as conflict identification procedures and responses from target groups. (Mamonto et al., 2018) suggests three key elements in the implementation process: withdrawal, change or improvement, and implementation.

The organization or individual is responsible for obtaining implementation and overseeing the implementation process. Human behavior or behavior as members of society must be by what is desired by the government or state to effectively carry out a public policy when their behavior or actions are not by the will of the government or state. According to Masmanian & Sabatier (1983), as quoted in (Haerul et al., 2016) that policy implementation is the implementation of fundamental policy decisions, usually in the form of laws, but can also be in the form of orders or important executive choices or decisions of the judiciary. Typically, the decision identifies the problem to be addressed, explicitly stated or the goal to be achieved, and various ways to structure or regulate the implementation process.

METHODS

The research was carried out with a qualitative phenomenological approach; case studies did not test variables, and interviews were conducted with informants who were considered to know thoroughly about the Smart Indonesia policy. The author conducts interviews with informants who are deemed to know and understand the Smart Indonesia program in Konawe Regency. Informants were determined by the

researcher on purpose (not taken at random). The resource persons in this research are the Konawe District National Education Service, the Konawe District Social Service, the school, staff, teachers, village officials, parents and students receiving the card Indonesia Smart. Interview is done to multiply perception and information as well as a response which relevant to study policy Card Indonesia Smart at the Konawe District Education Office. Data secondary originated data in analysis reports, documents, and information written related to subject study related Data Policy Indonesia Smart at the Konawe District Education Office. Data collection techniques through in-depth interviews, library studies, and field observations. He analyzed by triangulation, the research discussion, and the results were narrated based on the empirical data obtained.

RESULT AND DISCUSSIONS

Indonesia Clever is wrong. One alleviation program poverty by the government for students less able/poor by an economy with destination could reduce amount number child break school. Understanding base law, goal, target, amount funds, source fund, use fund, mechanism determination, and distribution of Indonesian Cards contained in the guideline. Program Indonesia Clever is allocation help finance in the form of money from the government to students who originated from a family with difficulty finance. Giving help through Card Indonesia Clever or help educate other in skeleton men support program Required study like meant could reduce burden cost person old status economy low feel to weight. Support this will increase the involvement student in school and prevent child break school. Program Indonesia Clever is held by service education province, affiliate, service education district/city, and unit education. (TNP2K, 2011) Card Indonesia Clever based on Base Data Integrated (BDT) which issued by Team National acceleration of poverty reduction (TNP2K) prepared by Ministry Education and Culture.

Konawe Regency is divided into 29 sub-districts and consists of 437 schools with 54,650 students starting from elementary, junior high, high school, and vocational schools; of these, 437 schools are located in Konawe Regency that received this program—totaling 24,103 students, while those who did not receive a total of 30,547 students, and there are still those who have not received a smart Indonesia card at all, especially for materially underprivileged students, while there are students who are classified as materially capable but get a Smart Indonesia Card.

The Smart Indonesia program's assistance should be for the public poor so that the government must go directly to the field or survey to check who the people are entitled to this program are. <https://dapo.kemdikbud.go.id/sp/2/200100> . The Smart Indonesia Program is one of several national programs that have the objectives to increase participation rates in both primary and secondary education, improve education is seen by decreasing the number of students who drop out of school and continue their education, decreasing educational participation between community groups, between rich and poor communities, between men and women, between urban and rural areas as well as between other regions, improve the readiness of students from secondary education to work or continue to a higher level of education. (*Panduan Dan FAQ • Kartu Indonesia Pintar Kuliah*, n.d.) Smart Indonesia Card targets are children aged 6 to 21 years who are: people who receive BSM 2014

and have KPS, students from families who have KPS / KKS / KIP have not received BSM 2014, students from non KPS Family Hope Program (PKH) families, students with the status of orphans / orphans / orphans and from orphanages, students who are affected by natural disasters, children aged 6 to 21 years who are not in school (dropped out) who want to return to school, students/children from poor families who are at risk of not being able to continue their education or students with some other special considerations, for example; there is a physical disorder, in a conflict area, has an accident, his parents have been laid off, the convict's family is in prison, has more than 3 relatives living in the same house, vocational students who continue to study expertise in the field; agriculture, fisheries, animal husbandry, forestry and shipping / maritime, students taking courses and other non-formal education units. Besides the targets listed in the SMK in agriculture, animal husbandry, forestry, and services/maritime targets number 1 and number 2 are prioritized targets.

The amount of the Indonesia Smart Card (KIP) funds given to students is as follows: Elementary School (SD) Academic year 2015/2016 students are given funds for one year (per two semesters) of Rp.450,000, Junior High School (SMP) Academic year 2015/2016 students are given funds for one year (per two semesters) of IDR 750,000, High School (SMA) Academic year 2015/2016 students are given funds for one year (per two semesters) of IDR 1,000,000, Vocational High School (SMK). For the 2015/2016 academic year, students are provided with Rp funds for one year (per two semesters). 1.000.000.(*Panduan Dan FAQ • Kartu Indonesia Pintar Kuliah*, n.d.) The Smart Indonesia Card (KIP) program is offered separately to students so that they can continue their education until they finish high school. Aid funds are allocated directly to students for the following purposes: buying school books and stationery, purchasing school clothes and supplies (shoes, bags, etc.), transportation of students to school, student allowance at school, and additional course / tutoring fees.

Students carry out withdrawals/disbursement of the Indonesia Smart Card (KIP) funds for elementary, junior high, and high school who do not have an ID card. The mechanism for withdrawing student funds requires at least one teacher/parent/guardian with the following requirements: elementary School, principal's certificate, photocopy of report card containing biodata, complete with the school name and NISN, parent/guardian ID card, junior High School: principal's Certificate, photocopy of report card containing biodata, complete with school name and NISN, parent/guardian ID card, High School : principal's certificate, ID student card, KTP parents / guardians for students who do not have an ID card, Vocational High School (SMK) : principal's certificate, photocopy of report card containing complete biodata, Student ID card or parent / guardian ID card for students who don't have an ID card.(*Panduan Dan FAQ • Kartu Indonesia Pintar Kuliah*, n.d.) From an etymological point of view, education comes from the Greek word pedagogy. It is a compound word consisting of the word pais, which means child, and the word ago, which means I guide. Pedagogy means I accompany my children. Education is an effort to guide children, because the task of guiding children with the intention of bringing them to a place of learning is called paedagogos. According to Law Number 20 of 2003 concerning the National Education System, education is a learning environment and learning environment that allows students to actively develop their

potential in the spiritual spirit of religion, discipline, character, intelligence, and noble character.

Deliberate effort to create a learning process. From the character and skills possessed, the community, and the nation need. The definition of education contained in the law on the national education system states that education is a process in which a person learns to know and develop skills, attitudes, and other behaviors to adapt to the environment in which a person lives. (Sari & Rasyid, 2020) In line opinion that reason natural poverty limitations quality source power natural nor source power human. Poverty structural caused by direct nor no direct consequence appearance various policies, regulations, and decisions in development, poverty this generally could recognized from transformation running economy no balanced Poverty cultural is more poverty many caused attitude individual in society that reflects style life, behavior, or trap culture herself in poverty. The purpose of education includes the description of good, noble, appropriate, true and beautiful values for life. Education will not only provide different knowledge, skills and attitudes, but can also develop the various skills needed to enable all members of society to participate in development.

The main purpose of education is to form community members into individuals and humans who can educate themselves according to the character of the community and remove obstacles to becoming members of society, reduce some difficulties or hinder the development of life, strive to meet the needs of life, or solve various problems. The purpose of education, it can be concluded that the purpose of education is to form human resources who can be reliable and have the ability to develop themselves to achieve a better life. This means that education equips children with essential skills to develop their lives as individuals, members of society, citizens, and members of the international community. Education also provides opportunities for people to improve their standard of living. The quality education process includes various inputs such as: creating teaching materials, cognitive, emotional, psychomotor, different methods according to teacher competence, school equipment, administrative support, infrastructure, other resources, and a conducive atmosphere. In the context of education, the term quality or quality in this case refers to the educational process and educational outcomes.

According to United Nations that policy is guide for steps Act. As a guide then can be general or specific, broad or narrow, very simple or complex, vague or clear, loose or detailed, public or private, qualitative or quantitative, (Sofianto, 2017). Focused study results for see is expenditure government in the field of education and

Table 1. Smart Indonesia Program Recipient Data

No.	Category	Length in percent (%)	Information
1.	Program recipient students	44,2	24,103 students
2.	Non-recipient students	55,8	30,547 students

Source: <https://pip.kemdikbud.go.id>, 2022

alleviation poverty in Nigeria through analysis balance simulation micro. Found fact that policy government by substance will reduce poverty, because that so growth economy in the future come must pro on the poor. Investation in education is one of the government programs with pro community policies for increase human capital or quality human in the end will could reduce number poverty.

Importance policy public in life patriotic for all citizen in a country, so that there is a few different perspectives and concepts in give definition about policy public among them draft presented by scholars famous such as Thomas Dye, William Jenkins, Thomas Birkland, Moran Michael, Rein Martin, Robert Godin Brajshori, 2017 in (Saryana, 2020) Policy is choice to " choose " do and don't choose to do action". It means policy public something action for choose and not choose To do something action. So, implement or no carry out, act or no Act to something Thing said as something policy. Leave from opinion Munadi (2008) who developed theory about policy public, then policy countermeasures poverty. BTB researchers such as Fiszbein and Schady admit. Thing sort of this no avoided because everyone has condition different needs. However, socialization Keep going continuously will influence behavior how BTB funds are used (Fiszbein and Schady, 2009).

Jumiati et al (2020) state that essence policy public as type action that leads to a goal consisting of from some category as following : a. Claims policy (Policy demand) is demands or pressure directed at officials government carried out by other actors is good private or circle in government alone, in system political for To do action certain or on the contrary no do something to action that. b. Policy Decision (policy decisions) are decisions made by officials government for give legitimacy (legitimacy), authority or give direction to implementation policy public. c. Statement Policies (policy statements) are statement your official or explanation about policy public certain. d. Output Policy (policy outputs) is form policy the most concrete public it means could felt by the community because concerning things to do To use realize what have garaged in decisions and statements policy. e. Final result policies (policy outcomes) are consequence or impact straight right felt by the community well expected or not expected as the consequences from existence action or no existence action government in field or problem certain in society. Principle Implementation of the Smart Indonesia Program : Efficient that is use existing funds and resources for reach set goals with the time that has been set and can accounted for answer , effective that is must in accordance with need and can give benefit to those in need , transparent that is ensure openness in community that can know and get information about PIP, be accountable that is implementation could accounted for answer, appropriate that is explanation activity must held realistic and proportional and benefits that is program implementation or activity must in accordance with priority main national. Policy in the field of education cannot be separated from the nature of public policy itself so it is necessary to pay attention to 4 (four) main dimensions of implementing public policy be effective, right now Communication, Resource, Disposition, and Bureaucratic structures, (Nugroho, 2014).

1) Communication

Communication policy have a number of various dimensions, between other dimensions clarity (clarity), transformation (transmission), and consistency (consistency). Top delivery process policy from policy makers to those who will

implement the policy the is meaning of policy communication. Policy actors can know, understand what is the content, goals, direction, target group then need to be conveyed to the perpetrator based on public policy information. To execute what policy becomes destination and target then policy actors can prepare what must be prepared so that the policy could achieved as expected Policies are enforced which could directed to person which appropriate through communication which clear, concise and consistent.

Communication is means where holders policy understand what which want conducted. Policy which established could pushed to person which appropriate through communication which clear, concise and consistent. Could is known that implementation policy related with three matters, namely: (1) the existence of goals and objectives, (2) existence activity or, and (3) there is result. This thing also in accordance with what Lester and Stewart Jr said in Agustino (2016:129) "in terms of output, or the extent to which programmatic goals are supported, such as the level of expenditures committed to a program or the number of violations issued for failure to comply with the implementation directive". (Grindle, 2004) siad "Measurement success something implementation policy could seen from the process with question is appropriate program implementation with those who have is determined, the look at the action programs of individual projects and second is the purpose of the program achieved ". In this regard, in interviews with informants, it was revealed the communication process developed by the Konawe District Education Office, with the recipients of the Smart Indonesia Card program, has often been carried out and has been going well so far. This is possible because the Smart Indonesia Card service at the Konawe District Education Office is in accordance with the mechanism so that communication can be easy. Interview with informant who revealed that this aid fund was intended for poor or underprivileged students and then the funds were received by students through their parents and used for a sponsor babe needs student education go to school.

The education office has communicated with relevant parties. This communication is carried out with the intention that the process of receiving information the enough could received so that parties related have understanding whichs aligned regarding Duty which will conducted and could implement it, understand the clear in accordance with regulation which apply. Form communication in progress in socialization, meeting and meeting. Besides that, there is media communication and supervision, conducted appointment Person in Charge (PIC). This was revealed by the sources in a formal legal manner, the communication built with the recipients of the Smart Indonesia Card in the form of meetings, as well as socialization if there is an educational assistance program for the poor, namely the Smart Indonesia program.

Besides poured in Budget Income State Expenditure, every the area also has portion shopping function. Role education could cope poverty, appropriate SDGs goal is poverty could pressed small possible. Budget education Keep going improved and TNP2K seeks create a support program purposeful budget for reduce amount child break school of 4.5 million child and decline number poverty. Enhancement quality of human resources through education and skills, can give effect multiplier, because education tall will create broad insight and compete in the world of

work. Somebody with education tend to have high income too, so power consumption will increase and poverty could be decreased. In this way, education services for citizens will be maximized in accordance with applicable regulations. (Datzberger, 2018) in his research in Uganda revealed that the strategy for reducing poverty revolves around the development agenda based on strong assimilation, with a focus on three main intervention fields: increase access to education and retention, development of quality education and creation of field work in the education sector. Based on results that could be answered that the Smart Indonesia program is aimed at children from families that do not have enough resources to pay for equipment in appropriate schools with obligation implementation policies.

2) Resources

Chasanah et al (2021) stated that “resource factors also have an essential role in policy implementation. He communicates clearly and consistently the application provisions or rules and their accuracy. If the authorized policy implementer does not have the resources to carry out work actions effectively, then the policy implementation will not be effective. Human resources, financial resources, and resources. The equipment power needed to implement the policy is resources, as also mentioned by (Gounder et al., 2004). Parameter source power in person, information, authority, and facility. From side power work/source power man. Service Education recruitment employees or additional HR in the organization Program Indonesia Smart is carried out through a recruitment test and is publicly announced.

After fulfilling the qualification cues, they are accepted for further work to assist in implementing the Smart Indonesia program. In this regard, one of the resource persons at the District Education Office, Konawe, revealed that the employee or staff recruitment system was carried out openly through announcements and tests. This is intended to avoid the practice of Collusion, Corruption, and Nepotism so that later will produce employees with integrity and loyalty who can work according to their respective main tasks. Of course, being supported by adequate resources according to the organization's needs is a must. Human resources are a principal part of public service. In this context, employees or staff are expected to continuously improve individual quality through training such as technology equipment, which supports this implementation Smart Indonesia program policy.

Needed equipment like building, internet network, and computer so that resources equipment is wrong factor support activity implementation Smart Indonesia. Other supporting facilities on the implementation of the Smart Indonesia Card at the Konawe District Education Office, namely in the form of a meeting hall, device internet network, and laptop used when meeting or meeting.

3) Disposition

The implementation policy, from an aspect, determines the success or failure of implementation, device attitude, and implementation policy that alone executor together wants or decide to apply and enforce policy substantive, in where will hold. In this regard, assigning tasks to specific staff or employees in educational service tasks at the Konawe District Education Office is based on the skill parameters and firm determination of the job's executor.

Another essential aspect of the implementation aspect of this policy is the disposition of program recipients to carry out the task of providing education services

to citizens or community members of student poor in Konawe Regency. Interviews with informants revealed that mandated functions recommended by education service providers then fully carry out these duties by existing procedures and provisions. So far, the cooperation built with schools has been going well, although there are often obstacles in implementation in the field; for example, the poor and the underprivileged are sometimes constrained in the recommendation procedures starting from the first level to the advanced level. Understanding knowledge and policies can lead to an attitude of acceptance against the policy. That attitude will bring up a disposition in your policy makers to affect the level of policy implementation in the field.

Policymakers to carry out the policy seriously so that what is the policy goal can be realized influenced by wish and its tendencies. The success of policy implementation is not only determined by the extent to which policymakers (implementors) know what to do. It can do it but Also by the will of the policy makers with a strong disposition toward the policies being implemented. This disposition will emerge among policy makers when it will benefit the organization and herself. When knowledge is enough, and they are exploring and understanding it, they will know if the policy could help the organization and self them.

Disposition can be interpreted as the impellers' inclination, agreement, or approval to carry out the policy, (Chasanah et al., 2021). This shows that the disposition as part of implementing public procedures has been carried out well. At the same time, it is accompanied by the expansion of information to users of the Smart Indonesia program, especially the poor and the underprivileged, in terms of procedures for managing public services, starting from the first level to the advanced level.

4) Bureaucratic Structure

The bureaucratic structure consists of aspects such as organizational structure, division of authority, relations between the relevant administrative units, and corporate relationships with other organizations. Edward III (1980) stated that policy implementation has not been effective if there are still inefficiencies in the bureaucratic structure. There, the structure of bureaucracy includes the dimensions of fragmentation and standard operating procedures that will streamline and unify the actions of policymakers in carrying out their areas of control. Certain fragmentations will limit top officials from coordinating all relevant resources within a jurisdiction, resulting in inefficiency and waste of resources. The fragmentation dimension emphasizes that fragmented employees are at risk and present failed communication, where policy implementers will have a great chance of being distorted. Implementing policies by the National Education Office, especially in Konawe Regency, uses procedures and rules prepared by applicable regulations.

Good cooperation between the Konawe District Education Office and related parties, in this case, the parents of the recipients of the Smart Indonesia Card and the school as an educational forum, has been running well and structured. This means that there is an increase in administrative procedures by members of the public, especially the poor, who are recipients of the Smart Indonesia Card program. The resource person revealed that the structuring of the Smart Indonesia Card service administration could be served well. The citizens' lack of understanding regarding the

procedure constrains the rules that have been structured well. The lack of understanding of the residents is caused by the level of knowledge that is not too adequate, especially if there are people who are included in the illiterate group. However, village and school officials have tried to overcome this problem by providing excellent assistance and service for those who need help understanding the administration process for the Smart Indonesia Card service.

Support from Card Indonesia Clever not only given to fund the Public and the poor but must honestly be used to interest students' schools because the executor must permanently control the fund. The resource person says the officer's village constantly supervises this smart Indonesian card. Therefore, the recipient community is obliged to use it correctly and on target, and the society which gets card Indonesia smart is required to use it as intended. Officers check the field for watch receivers' Smart Indonesia Card funds received used to ensure the user is. From description, Card Indonesia Clever is still monitored by apparatus in villages and sent directly to the house recipient or can also be given at each school for use by influential those who accept Card Indonesia Clever. Supervision and funds are required for the school as executor, which controls the recipient student.

Based on the results of interviews and observations, researchers that the school and office village monitor the handover process for the Smart Indonesia Card to ensure the recipient of funds does not abuse funds. The wrong executor must be present because there is possibly a problem with the reception fund. To take the Indonesia Smart Card funds, one person is prepared to accompany the parents or students to the Banks from teachers, including if there are obstacles in the delivery of funds, assistance to the bank is carried out by one of the teachers or school staff. Based on the results of the study, it can be concluded that monitoring conducted by the school as executor policy is student and person old accompanied when submitting funds from the bank concerned.

This is because, according to the interview results, the implementation of the Smart Indonesia Card program at school is the responsibility of the head school. Study (Septiani, 2019) Implementation Policy Smart Indonesia Card In Effort Equitable Education Year 2015/2016 Teaching at SMPN 1 Semin state that "Education is aspect considered necessary very determine level ability somebody in face life excellent and advanced. This program answers how access is given to the poor public to get quality education. (Sulhan & Sasongko, 2017) in his research entitled Implementation Countermeasures Program Policy Poverty Through Card Guarantor Social and Smart Indonesia Cards in Society (Study Cases in the Village Malang City People). Show results that perceived impact Public Ward people in the KIP program are removed obstacle student by economy for participating at school, so they get to access more education fine. Education is one of the aspects considered necessary very determine the level of ability or base personality of somebody in face life. Through adequate education, we could live decently and comfortably as expected.

Naturally hope men in the past will have excellent and successful things happen. The goal is a state where life is better than the state now. Maintenance education is meant to give enlightenment and, at the same time, change the participant's pattern of life. Saroni (2013: 9) states that change in life exists in yourself alone for Becoming more good, so knowledge education is needed as one effort aware for making a figure

influential in life and evolution to prepare as a capable figure to face every transition in life.

CONCLUSION

The Smart Indonesia Program can be implemented well thanks to good communication and relationships with several related parties. Contact with the Education Office is carried out through informal and formal meetings. Reliable resources, both at the leadership to the staff/employees. This is done through meeting agendas or conferences, to training carried out by the Konawe District Education Office. Disposition is carried out by granting authority to several parties regarding educational services. The power is given to the staff/employees in charge of serving the administration of the participants of the Smart Indonesia program for the poor. The assumption is that good/ positive from the Public feel happy and helped through Support and Smart Indonesia Card; however, any complaints from the Public who think the right program target those who deserve it.

Research recommendations were given to the Konawe Regency Education Office to be more intensive in conducting the dissemination of the Smart Indonesia program, especially to the poor in Konawe Regency, in the form of socialization using various media either directly or indirectly that allows the public to know, understand easily all things related to this program. The Regional Government, through the National Education Office and the Social Service, needs to form a supervisory team to identify eligible students who have not received the Smart Indonesia program. At the same time, some people are said to be materially capable but get this Smart Indonesia program. The government should be directly active in the field or conduct periodic surveys to capture people entitled to the Smart Indonesia program and encourage their empowerment school to be engaged in do I do it? Monitoring, evaluation, and coaching of parents and students receiving the program. The Smart Indonesia program's implication in public policy is that it can eradicate poverty in the education sector (education for the poor). And can improve the quality of student education in Konawe Regency. The public policy perspective in this Smart Indonesia program is analyzed in the dimensions of communication, resources, content distribution, and bureaucratic structure. Future research can take a deeper look at the level of policy success program Indonesia Clever and analysis of the factors that influence it.

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