The Program Implementation of the Smart Indonesia in the Pandemic Time Covid- 19

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ABSTRACT
The smart Indonesia Program or " Program Indonesia Pintar (PIP) " the provision of cash assistance from the government to the school-age children from poor families , the funds were to cost of education. The PIP program aims to   ensure that all school-age children have access to education and learning opportunities . Help PIP funds was very helpful students to meet the needs of the school, especially when outbreaks pandemi covid-19 have an impact on all sectors of life This includes the education sector, which requires students to study at home, this is not always beneficial for students from poor families, because the high cost of living demands from parents causes the use of PIP funds not to be used for student school fees , but to meet family needs. Learning during the Covid -19 pandemic online can be done with internet facilities , pulses and gadgets , students must be able to access them for successful learning, this need is a means used for education but is not regulated in the regulations for the use of PIP assistance funds. Seeing this phenomenon, the problem is how the implementation of the Smart Indonesia Program (PIP) during the Covid -19 pandemic ,   approach is descriptive qualitative , focus   research namely communication, resources, bureaucratic structure, and disposition. Communication is done through sosialization programs PIP utilization of aid funds PIP , and no supervision of the   use of PIP funds. The bureaucratic structure is simple by the school to parents, human resources has been carrying out its responsibilities , but the source of the funds having problems distributor 's because of lack of timely , seen from the disposition (attitude) implementor to provide services properly.
Keywords: Implementation, Smart Indonesia Program, Junior High School, Covid-19 Pandemic

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I.   INTRODUCTION

The smart Indonesia Program or " Program Indonesia Pintar (PIP) "is a program of the central government through the Ministry of Education and Culture, which was Launched to address the period l ah existing education, where there are still many cases of students at an early age out of school due to financial barriers. During the Covid-19 pandemic it affected all sectors of life, one that was quite a dilemma was the education sector. Learning from home policies and working at home did not guarantee that all parents of students could meet household needs, so PIP funding was not only used for necessities. but also to cover other consumptive needs, and some students are forced to choose to help their families by working. The assistance provided to students is in the form of cash from the government and is given to students directly to the student's account.

The government's policy set out in Permendikbud No. 9 of 2018, Amended by permendikbud number 10 in 2020 stated that In accordance with the duties and authorities, the Ministry of Education and Culture (Kemendikbud) Program was Indonesia Pintar with the aim of increasing access for children aged 6 to 21 years for get educational services until completing the universal secondary education unit / pilot compulsory education for 12 (twelve) years; Prevent learners from the possibility of dropping out of school (*drop out*) or not m elanjutkan education due to economic Difficulties; and / or attract students drop out of school (*drop out)* or not continue their education due to economic difficulties. (Permendikbud Number 9 of 2018, Amended by Permendikbud Number 10 of 2020)

The impact of the Covid-19 pandemic extends to all sectors including the education sector . Since the end of March all education services have been completely paralyzed. Learning is carried out remotely, all parties must prepare all devices to facilitate distance learning (online) in a very urgent time, as well as media that must be prepared by schools and parents such as computers / laptops and internet-based cell phones. This facility h flow generally exists for learning success is supported in the form of access to the Interne , pulses t and gadged, but this requirement does not exist in keten host Indonesia Clever program. On the other hand, grants are also used by parents to meet needs such as paying debts and other consumptive needs.

Junior High School (SMP) Negeri 1 Japah as an educational unit located in Beganjing Village , Japah District , Blora Regency. The SMP has 776 students who are divided into 2 7 study groups. Since 2005 before the Covid-19 pandemic, SMP Negeri 1 Japah students have received PIP-type assistance called Scholarships for poor students, which in 2011 changed its name to Subsidies for poor students . In 2013-2014 it changed its name to Poor Student Assistance (BSM), only from 2016 to 2020 the assistance program became the Smart Indonesia Program (PIP).

From the results of preliminary interviews with the management of Program Indonesia Pintar , in SMP Negeri 1 Japah , the utilization of funds PIP No incompatible designation and used for needs outside of school. Based on this phenomenon, the problem is how to implement the Smart Indonesia Program (PIP) in SMP Negeri 1 Japah. The implementation of the Smart Indonesia Program is seen from four factors, namely: Communication, bureaucratic structure, resources, and disposition.

II.   THEORITICAL REVIEW

Policy implementation is a complex activity with many actors influencing the success of a policy implementation. In reviewing policy implementation, Edward III began by asking questions, namely: (1) *What is the precondition for a successful policy implementation* ? (2). *What are the primary obstacles to successful policy implementation?* . George C . Edward III tries to answer these two questions by examining the four factors or variables of policy, namely communication, bureaucratic structure, resources, and disposition. According to Agustino (2006: 157) ; "Communication is one of the important variables that influence the implementation of public policies. Communication is critical to the success of achieving the goals of public policy implementation". Effective implementation will happen, if the decision makers know what they will do.

Information that is known to decision makers can only be obtained through good communication. There are three indicators that can be used in measuring the success of communication variables. Edward III in Agustino (2006: 157-158) suggests three variables, namely: (1). Transmission. Good communication channels will be able to produce a good implementation too. Often problems occur in the distribution of communication, namely misunderstanding (miscommunication) caused by the many levels of bureaucracy that must be passed in the communication process, so that what is expected is distributed halfway ; (2) Clarity. Communications received by implementing policies (*street-level-bureaucrats)* must be clear and not confusing or not ambiguous / unambiguous. (3). Consistency. The orders given in the implementation of a communication must be consistent and clear to be established or implemented. If the orders are given change frequently, it can cause confusion for the implementers in the field.

According to Winarno (200 5 : 128) The factors that encourage the lack of clarity of information in the implementation of public policies are usually due to policy complexity, lack of consensus on the objectives of public policies, problems in starting new policies and the tendency to avoid policy accountability.

The next question, how to describe the distribution or communication barriers? The policy implementation process consists of various actors involved, from top management to lower-level bureaucracy. Effective communication demands a clear process of organizing communication to all of these stages. If there is opposition from the implementer, the policy will be ignored and distorted. For this reason, Winarno (2005: 129) concludes : " the more layers or actors involved in implementing the policy, the more likely obstacles and distortions to be faced".

In managing good communication, effective communication channels need to be built and developed. The better the development of the communication channels that are built, the higher the probability that the orders are passed correctly.

The communication factor greatly influences the acceptance of policies by the target group, so that the quality of communication will affect the effectiveness of implementing public policies. Thus, the dissemination of policy content through a good communication process will affect policy implementation. In this case, the communication media used to spread widely disseminated policy content to the target group will be very instrumental . In implementing the Smart Indonesia Program, information that needs to be disseminated to target groups includes the use of funds for the Smart Indonesia Program, including : (a) Buying books and stationery; (b) Purchasing school uniform / practice clothes and school supplies (shoes, bags, or the like); (c) Providing   the financed the   transportation   of   students   to   school; (d) Student   pocket money; (e) Additional course / tutoring fees for formal education students; or , (f) Additional practical fees and apprenticeship / work placement costs.

BUREAUCRACY STUCTURE

Edwards III in Winarno (2005: 150) argues that there are two main characteristics of the bureaucracy, namely : " *Standard Operational Procedure* (SOP) and fragmentation". Based on the results of Edward III's research summarized by Winarno (2005: 152), he explains that:

"SOPs are very likely to become obstacles to the implementation of new policies that require new ways of working or new types of personnel to implement policies. That way, the bigger the policy requires changes in the ways that are customary in an organization, the greater the probability that SOPs hamper implementation ". However, besides hindering the implementation of SOP policies, it also has benefits. Organizations with flexible planning procedures and greater control over flexible programs may be more able to adapt to new responsibilities than bureaucracies without these characteristics".

The second characteristic of the bureaucratic structure that influences policy implementation is fragmentation. Edward III in Winarno (2005: 155) explains that " fragmentation is the spread of responsibility for a policy to several different agencies so that it requires coordination". In general, the more coordination required to implement the policy, the less likely it is that the program or policy will succeed. Fragmentation has in the narrow views of many bureaucratic institutions. This will have major adverse consequences for the successful implementation of the policy. The following are the obstacles that occur in bureaucratic fragmentation related to the implementation of public policies (Budi Winarno , 2005: 153-154): *"First* , there is no strong authority in policy implementation because certain functions are split into different institutions or agencies. different. In addition, each agency has limited jurisdiction over a field, so important tasks may be neglected in various bureaucratic agenda that accumulate ".

"Second , a narrow view of the body may also be inhibiting change. If a body has low flexibility in its missions, it will try to defend its essence and will most likely oppose new policies which require change".

Resources

Terms passage of an organization is the ownership of resources (*resources). A* experts in the field of resources, Schermerchorn, Jr. (1994: 14) classifies resources into: " *Information, Materials, Equipment, Facilities, Money, People".* Meanwhile, Hodge (1996: 14) classifies resources into : " *Human resources, Material resources, Financial resources and Information resources".* This grouping is derived into a more specific categorization , namely human resources into: *"Human resources can be classified in a variety of ways; labors, engineers, accountants, faculty, nurses, etc "* . Material resources are categorized into: " *Material resources-equipment, building, facilities, material, office, supplies, etc.* Financial resources are classified into : " *Financial resources - cash on hand, debt financing, owner`s investment, sale reveue, etc".* Information resources are divided into: " *resources-historical, projective, cost, revenue, manpower etc".*

Edwards III (1980: 11) categorizes organizational resources consisting of: *"Staff, information, authority, facilities; building, equipment, land and supplies".* Edward III (1980: 1) argues that these resources can be measured from the aspect of their adequacy, which implies suitability and clarity; " *Insufficient resources will mean that laws will not be enforced, services will not be provided and reasonable regulation will not be developed"* .

According to Edward III in Agustino (2006: 158-159), resources are important in implementing good policies. The indicators used to see the extent to which resources affect policy implementation consist of: (1) Staff. The main resources in policy implementation are staff or staff (*street-level bureaucrats)* . Failures that often occur in policy implementation are one of the causes of insufficient, insufficient, or incompetent staff / employees in their respective fields. Increasing the number of staff and *implementers* alone is not enough to solve the problem of policy implementation, but it requires a sufficient staff with the necessary skills and abilities (competent and capable) in implementing policies; (2) Information. In policy implementation, information takes two forms, namely: first, information relating to how to implement policies. Second, information regarding compliance data from the implementers to the established government regulations and regulations ; (3) Authority. In general, authority must be formal in order for orders to be carried out effectively. Authority is the authority or legitimacy for the implementers in implementing policies that are determined politically. When the authority does not exist, the power of the implementors in the eyes of the public is not legitimized, which can thwart the implementation of public policies. But in other contexts , when formal authority is available, mistakes often occur in seeing the effectiveness of the authority. On the one hand, the effectiveness of authority is required in policy implementation; but on the other hand, the effectiveness will decrease when the authority is misused by the executors for the sake of their own or their group's interests ; (4) Facilities. Physical facilities are an important factor in policy implementation. The implementers may have sufficient, capable and competent staff, but without supporting facilities (facilities and infrastructure) the implementation of the policy will not be successful.

Disposition

The proposition is one of the factors that have important consequences for effective policy implementation . F. If the executor has a tendency or a positive attitude or their support for the implementation of the policy then there is the possibility that large , implementation of the policy will be implemented in accordance with the initial decision. On the other hand, if the implementers have a negative attitude or refuse to

implement policies because of conflicts of interest, the implementation of the policies will face serious obstacles.

The form of rejection can take various forms, as stated by Edward III regarding the "zone of indifference" in which the implementers of policy through their discretion in a subtle way inhibit policy implementation by ignoring, delaying and other inhibiting actions. According to Van Metter and Van Horn, Augustinus (2006: 162): attitude of acceptance or rejection of the implementing agency policies greatly influences the success or failure of public policy implementation. This is very possible because the policies implemented are not the result of the formulation of local residents who are very familiar with the problems and problems they feel. However, public policies are usually *top-down in* nature , which makes it possible for decision makers not to know or even to be able to touch the needs, wants or problems that must be resolved ".

The factors that concern Edward III in Agustinus (2006: 159-160) regarding the disposition in policy implementation consist of: Appointment of the bureaucracy. The disposition or attitude of the implementers will create real obstacles to policy implementation if the existing personnel do not implement the policies desired by higher-ranking officials. Therefore, the appointment and selection of policy implementing personnel must be people who are dedicated to the policies that have been determined, more specifically to the interests of the community.

Incentives are one of the techniques suggested to solve the problem of attitude of policy implementers by manipulating incentives. Basically, people move based on their own interests, so manipulating incentives by policy makers affecting the actions of policy implementers. In a way, adding a certain profit or cost may be a driving factor that makes the executors carry out orders well. This is done as an effort to fulfill personal or organizational interests. I

III.   MATERIAL AND METHODS

The method used in this study is a qualitative method, based on the problems posed in this study prioritizing process, meaning, understanding and interaction as well as complexity. Qualitative research is research that intends to understand the phenomenon of experienced by research subjects. Data collection techniques or tools, namely interviews, participatory research, observation, literature study, and data sources themselves are human actions / words in a natural setting that are collected in the form of descriptive data (Sugiono, 2011). Selection of informants using purposive sampling technique with the criteria of the PIP management school, PIP recipient students (underprivileged students who are achieving and not achieving), parents of PIP recipient students. Data analysis techniques with data reduction and data presentation, are inductive. The data validation stage was triangulation.

IV.   RESULTS AND DISCUSSION

The smart Indonesia Program or " Program Indonesia Pintar (PIP) " is a cash assistance, extension of access, and the opportunity to learn from the government given to students and students from poor families are poor or vulnerable to the costs of education (Permendikbud No.10 of 2020). In accordance with its duties and authorities, the Ministry of Education and Culture (Kemendikbud) implements PIP with the aim of increasing access for children aged 6 to 21 (twenty one) years of age to get educational services until completing the 12 (twelve) universal / pilot compulsory education units) year. Prevent learners from possible dropouts (*dropouts*). Or do not continue their education due to economic difficulties.

The implementation of the Smart Indonesia Program (PIP) is: efficient, effective, transparent, accountable, appropriateness and beneficial, (a) efficiency, namely using available funds and resources to achieve the set goals in a short time, quickly and accountably; (b). effective, namely in accordance with defined needs; (c). Transparency, namely ensuring openness that allows the public to know and get information about PIP; (d) accountable, namely the implementation of activities can be accounted for; (e) appropriateness, namely the description of programs / activities carried out in a realistic and proportional manner; (f) benefits, namely the implementation of programs / activities in line with national priorities.

PIP managers at the educational unit level are schools, colleges, learning centers, community activity centers. Or a designated course and training institution with details of tasks including: (1). Proposing PIP prospective students according to the requirements; (2). Monitor and assist the smooth process of taking the PIP; (3) Accepting children aged 6 (six) to 21 (twenty one) years old as Indonesia Smart card holders who have not / dropped out of school.

The Indonesia Smart Card (KIP) is issued by the minister based on data on children aged 6 (six) years to 21 years and students from poor or vulnerable poor families as determined by the minister who administers government affairs in the social sector. Students are members of society who try to develop their potential through the learning process available at the primary and secondary education levels, for students are students at the higher education level. Students in this study were students of SMP Negeri 1 Japah who met the

requirements as recipients of the Indonesia Smart Card, as a marker or identity to get the Smart Indonesia Program.

4.1. Smart Indonesia Program Policy Implementation

Policy implementation is "the ability to form relationships, further relationships in a series of causes and effects that connect action with goals (Charles O Jones, 1991). According to Daniel Mazmanian and Sabatier in (SolichinWahab, 2008) defining implementation is the implementation of policy decisions and usually in the form of laws, important executive orders or decisions or judicial decisions. Typically this decision identifies the problem to be resolved, specifies the goals or objectives to be achieved, and the various ways to instruct or regulate the implementation process.

The success of implementation will be influenced by the nature or types of interests that the policy is trying to achieve. Certain types of policies will have a certain impact on the activities of the implementation process (Grindle, 1980). This differs from the implementation study that is carried out by Edward III that identifies the four (4) factors that will affect the process and the results of policy implementation, namely (1) Communication, (2) Resources , (3) Structures bureaucracy and (4) disposition (Edward III, 1980). These four variables influence one another, then jointly influence policy implementation. Furthermore, the factors that influence implementation

Communication

Communication is a one-on-one important variables that influence public policy implementation, communication Determine the success of the objectives of public policy implementation. Effective implementation will happen, if the decision makers know what they will do. Info r masi known to the decision-makers can only be Obtained through good communication .

Based on the results of research conducted by N. EniRohaeni, et al. (2018), Regarding the implementation of the Smart Indonesia Program (PIP) policy through the Indonesian Smart Card (KIP) in an effort to equalize education. It is stated that "the supporting factors for implementing PIP policies through KIP are information from the Education and Culture Office regularly to schools, and online, then the inhibiting factor is the evaluation of the PIP program which is carried out at each program period causing changes , especially in the mechanism, the use of less funds. right, difficulty collecting receipts or proof of use of KIP funds ".

Communication problems also occurred in the implementation of PIP, especially in SMP Negeri I Japah, in terms of the use of aid funds by recipients of PIP assistance in the form of cash, which was given directly to students accompanied by parents or guardians. There is no official socialization or meeting from the school by inviting parents of students about the use of personal funds from the government, therefore authorized institutions such as the education office and schools have so far not known the extent to which the use of personal assistance provided to students. The school cannot supervise the use of these aid funds, because there is no obligation on the part of beneficiaries to report the use of funds, such as receipts, or financial accountability reports. The use of educational assistance funds that are not in accordance with their allocation will affect student achievement, from poor vulnerable families. There is no sanction that can be given when the aid funds are not used in accordance with the PIP technical guidelines of 20 20. The education office and school only remind parents or guardians that this education assistance is for : (a). Buy books; (b). Buy school uniform / practice clothes and school supplies (shoes, bags, or the like); (c) Purchasing books and stationery ; (d). Financing the transportation of students to school; (e). Student pocket money; (f) Additional course / tutoring fees for formal education students; (g) Additional practical fees and apprenticeship / work placement costs.

Personal costs of education provided to students S ach year , students of SMP Negeri 1 Japah received funding, but over the last three years a decline in receipt of grants PIP, the number of students in the 2016/2017 school year is 212 students with 356 students beneficiaries, in academic year 20 17/2018 totaling 233 students with 407 beneficiaries, then the 2018/2019 academic year, namely 108 people with 248 recipients, this has decreased the number of students and beneficiaries from 48 percent in 2017/2018. To 31 percent in 2018/2019 (interview with principal; 2020). In an interview with the administrator of the Smart Indonesia Program. Educational assistance funds provided to students are Rp. 750.00.00 per year, and are directly transferred to the student's account, so that the funds are managed by the parents of the student, so they are very vulnerable to being used by parents to meet economic needs, some are used to pay debts his parents, buy household necessities. During the Covid-19 pandemic when all school activities were carried out by distance learning, educational funds were also used for educational purposes such as purchasing cellphones and internet pulses, so their use was not included in the 7 personal costs stipulated in Permendikbud number 20 of 2020, even though this is included. the need to support student learning when participating in distance learning. The

use of personal education costs that are used outside the existing regulations will certainly greatly affect student achievement. The school as the implementer is quite difficult to supervise the use of these funds

Bureaucratic Structure

The bureaucracy is one of the institutions that most often even becomes the implementer of activities as a whole. The existence of the bureaucracy is not only in government structures, but also in private organizations, educational institutions and so on. Even in certain cases the bureaucracy was created only to carry out a policy

The implementation of complex policies requires the cooperation of many parties. When the bureaucratic structure is not conducive to the implementation of a policy, this will cause ineffectiveness and impede the implementation of the policy. A policy implementation has goals that must be achieved maximally, therefore policy implementation must know the characteristics of the executing agent which includes the bureaucratic structure and the norms and relationships that are formed in the bureaucracy. In addition, the scope or area of policy implementation should also be considered when determining the implementing agency. The large area of implementation also requires the involvement of a large number of agents. The Smart Indonesia Program provides benefits to various parties, especially for students and parents because it can ease the burden on families on education costs.

The bureaucratic structure of the Smart Indonesia Program at SMP Negeri 1 Japah, Blora district is quite simple, involving the Ministry of Education and Culture and the school that plays a major role in this, namely the homeroom teacher and the head of the student department who is responsible for managing basic education data (Dapodik) and the principal who makes recommendations for disbursement of funds, although the bureaucratic structure is quite simple, it needs to be made standard (standard operating procedure). This basic measure of SOPs or work procedures is commonly used to deal with general conditions in various public and private sectors. By using SOPs, implementers can optimize the available time and can function to uniform the actions of officials in complex and widespread organizations, so that it can lead to great flexibility and great equality in implementing regulations that can provide direction to executors in an organization. .

Judging from the simple bureaucratic structure factor, there are opportunities that can be used for the successful implementation of the Smart Indonesia (PIP) program. A lean bureaucratic structure will make it easier to provide services to students who are the target groups of the Smart Indonesia Program (PIP), in simple bureaucratic factors, references can be found to measure policy products made by the government, both at the national, regional and local levels in an effort to improve community welfare according to the needs and expectations of society, in this case students and parents of students, meeting the needs and expectations of these communities is the responsibility of the government. Ideally, in implementing government policy, it must be prepared with various possibilities or alternative actions if the policy product is not in accordance with the objectives, what needs to be taken into account is the target group, so that the implementer and the target group synergize so that the implementation of the policy achieves the expected goal , namely freeing education costs for students who are less able (poor), and develop their potential so that they can live independently, or continue to a higher level.

RESOURCE

Policies need to be supported by resources, because resources are an important factor in implementing a policy so that it runs well and effectively, without resources, policies will be difficult to implement. resources are the competence or ability of implementors and the number of staff to implement policies. The ability to implement policies can be based on the level of education, length of work and work experience which will affect the ability to understand policies.

DISPOSITION

Disposition implementation of this research is the extent to which the executive's response to the policies that will affect the willingness to implement the smart Indonesia Program. In addition to the response, cognition is also the implementor's understanding of the policy and the intensity of the disposition of implementation of SMP Negeri 1 JapahBlora Regency, as the manager of PIP has not received significant complaints, and still provides guidance to parents and students with the hope that the community must be able to support all activities carried out by government. In running this program, an implementer attitude is needed that is able to provide good service to PIP recipients.

V.   CONCLUSION

The implementation of the Smart Indonesia Program (PIP) at SMP NEGERI 1 Japah, Blora district which is analyzed by the theory of Edward III that the successful implementation of PIP policies, can be concluded that from the perspective of the PIP policy implementation variables have not been on target and the use of PIP funds is not used for school needs, but by parents of students it is used to meet household needs and

to buy school needs but outside the provisions stipulated in the PIP implementation instructions, such as buying gadgets and internet pulses, because these facilities greatly support the success of students in taking online lessons at during the covid-19 pandemic.

The human resource variable is sufficient and competent in carrying out its duties. However, there are still obstacles faced by financial resources, namely delays in funding and the inadequate use of funds used to meet student needs. Inter-organizational communication variables and activity strengthening in the implementation of PIP SMP Negeri 1 JapahBlora Regency have carried out communication to students or parents through socialization activities. There is no socialization in the form of a guidebook on PIP in schools so the teachers search for PIP by themselves. SMP Negeri 1 Japah as the implementing agent has carried out its duties according to the stipulated regulations. Resources can carry out their duties with full responsibility. Judging by the disposition of the implementation of SMP Negeri 1 Japah strongly supports the implementation of PIP, this can be seen from the response of the implementers and beneficiaries of PIP is quite good, and the response from parents of students who are very enthusiastic about their children as recipients of PIP, can help support children's school needs when viewed From the socioeconomic conditions of the parents of students during the Covvid-19 pandemic, their income decreased and did not meet the economic needs of the family, the Smart Indonesia Program is very helpful for students, even though it has not been optimally utilized for student education costs.

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