

IMPLEMENTATION OF THE SMART INDONESIA PROGRAM (PIP) AT SMK NEGERI 1 BUDURAN

Ilmi Usrotin Choiriyah¹, Totok Wahyu Abadi², Ais Arfia Febrianti³

Muhammadiyah University of Sidoarjo, Indonesia

*Email Author Correspondence: ilmiusrotin@umsida.ac.id

Article Info	ABSTRACT
Article history: Received Feb 14, 2024 Revised Feb 21, 2024 Accepted Feb 28, 2024 Keywords: <i>implementation; Smart Indonesia Program; organization; interpretation; application</i>	Background: The Smart Indonesia Program (Program Indonesia Pintar/PIP) plays a crucial role in improving access to education for underprivileged students through financial assistance. Effective implementation is essential to ensure that benefits are delivered equitably and efficiently. Specific Background: SMK Negeri 1 Buduran in Sidoarjo Regency provides a relevant case study for examining the practical implementation of PIP in vocational education. As an active PIP distributor, the school reflects both strengths and challenges in program execution. Knowledge Gap: Despite the nationwide scope of PIP, limited qualitative research explores school-level administrative perspectives, particularly in organizing resources, distributing aid, and engaging stakeholders through communication and outreach. Aims: This study aims to investigate the implementation of PIP at SMK Negeri 1 Buduran by exploring administrator experiences, evaluating resource management, and identifying shortcomings in program socialization to students and parents. Results: The findings indicate that PIP implementation at SMK Negeri 1 Buduran is generally well-organized, supported by a clear administrative structure, competent staff, and adequate infrastructure. Nevertheless, the program's socialization efforts are still lacking, leading to limited understanding among beneficiaries regarding the objectives, mechanisms, and benefits of PIP. Novelty: This research provides one of the few in-depth qualitative evaluations of PIP at the school level, particularly in a vocational setting. It offers insights into how resource allocation and stakeholder communication influence the effectiveness of program implementation. Implications: The study recommends enhancing socialization strategies to ensure better awareness and engagement from students and parents. Strengthened communication and broader stakeholder involvement are essential to improving program transparency and supporting educational equity goals. This is an open-access article under the CC-BY 4.0 license. 

Corresponding Author:

Ilmi Usrotin Choiriyah

Universitas Muhammadiyah Sidoarjo, Indonesia

E-mail: ilmiusrotin@umsida.ac.idDOI : <https://doi.org/>

INTRODUCTION

Education plays a central role as the foundation of national progress, empowering individuals to develop their potential, knowledge, and essential skills to contribute positively to society [1][2][3][4]. In line with human capital theory, investment in education is believed to enhance productivity and the quality of human resources, which in turn drives sustainable economic growth. However, economic inequality remains a major challenge in ensuring equal access to education, particularly in Indonesia, where poverty significantly limits people's ability to access quality education [5][6][7]. In fact, poverty and education are closely related in the context of community welfare. Poverty not only limits an individual's access to quality education, but education is also expected to free people from the cycle of poverty [8][9].

Data from Indonesia's Central Statistics Agency (BPS) indicate that as of March 2023, the highest proportion of graduates came from high school or its equivalent, accounting for 30.22 percent. However, the proportion of university graduates was only 10.15 percent. The average length of schooling (RLS) for Indonesians reached 8.77 years in 2023, meaning most of the population has not completed secondary education. The 2023 Gross Enrollment Ratio (APK PT) for higher education among households in the lowest expenditure group was only 17.54 percent [10]. This figure is significantly lower than that of the highest expenditure group, which stood at 52.6 percent. These low levels of education are directly related to lower levels of income and community welfare. Individuals with lower levels of education tend to have limited access to better jobs and higher incomes, thus exacerbating social and economic disparities.

In an effort to overcome this challenge, the government has launched the Smart Indonesia Program (PIP). PIP is a strategic initiative that aims to provide educational assistance to school-age children (6-21 years old) who come from poor, vulnerable poor families, Family Welfare Card (KKS) holders, Family Hope Program (PKH) participants, orphans, people with disabilities, and victims of natural disasters. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 10 of 2022. The implementation of PIP is carried out through the distribution of the Smart Indonesia Card (KIP), which functions as an official identification for beneficiaries. The Government of Indonesia's efforts to provide special treatment to marginalized groups is an effort to reduce inequality and increase opportunities. [11][12][13][14].

In addition, the PIP Program is designed to provide comprehensive financial support to students from underprivileged families, with the main objective of enabling them to continue their education unencumbered by cost issues [15]. Through an inclusive and sustainable approach, PIP seeks to make education a fundamental right that can be accessed by all children in Indonesia, with the hope of creating a generation that is smart, competitive, and ready to contribute to the nation's progress [16]. This aligns with Presidential Policy Number 7 of 2014 on the implementation of the Family Welfare

Savings Program, the Indonesia Smart Program, and the Indonesia Healthy Program to build productive families.

SMK Negeri 1 Buduran is one of the schools that participates in the implementation of the Indonesia Pintar Program. In 2023, the number of students proposed in the Smart Indonesia Program was 307 students. However, of these 307 students, only 145 students received assistance, consisting of 93 students from school proposals and 52 students other than school proposals. So that there are 214 students who are declared not accepted to get the aid funds. The total amount of PIP funds in 2023 distributed from the government to SMK Negeri 1 Buduran is Rp.129 million. Each student at the school receives assistance of Rp.1 million per year for grade 10 students (the initial class in the 2023/2024 academic year). Meanwhile, students in grade 12 (the final grade in the 2023/2024 academic year) will receive assistance of Rp. 500,000 per year. However, the amount of PIP assistance funds distributed to senior high school and vocational high school students in 2024 has undergone several nominal changes, namely Rp1.8 million for grade 10 students (early grades in the 2024/2025 academic year) and Rp900 thousand for grade 12 (late grades in the 2024/2025 academic year). The following is a summary of the recipients of the Smart Indonesia Program at SMK Negeri 1 Buduran in fiscal year 2023.

Table 1. Recipients of the Smart Indonesia Program (PIP) SMK Negeri 1 Buduran
Fiscal Year 2023

No	Information	Number of Students
1	Students Receiving PIP Based on School's Recommendation	93
2	Students Receiving PIP Outside of School's Recommendation	52
3	Students Proposed as PIP Recipients	307
4	Discrepancy of Proposed Students Not Accepted for PIP	214

Table 1 shows that the PIP program has not been able to accommodate SMK Negeri 1 Buduran students in receiving benefits. This is because there are shortcomings between the data proposed by the school and the data on the beneficiaries of the Indonesia Pintar Program, which has a difference of 214 students who have not received assistance. Based on this description, the author feels interested in studying in depth about the Smart Indonesia Program at SMK Negeri 1 Buduran by raising the title Implementation of the Smart Indonesia Program (PIP) at SMK Negeri 1 Buduran. The purpose of this study is to analyze the implementation of the Smart Indonesia Program at SMK Negeri 1 Buduran, as well as identify factors that affect the success or failure of the program implementation.

METHODS

This study employs a qualitative approach with a descriptive method. The qualitative approach is chosen to gain an in-depth and comprehensive understanding of the implementation of the Indonesia Smart Program (PIP), explore the experiences and perspectives of various stakeholders, and describe the complexity of the implementation process in a contextual manner[17]. The research will be conducted at SMK Negeri 1 Buduran, Sidoarjo Regency. Informants will be selected using purposive sampling, a technique that allows researchers to choose individuals with relevant knowledge, experience, and information about the implementation of PIP. In this case, the informants will include the administrators of the Indonesia Smart Program.

Data collection methods include interviews, observations, and documentation. The analysis technique used involves data reduction, data presentation, and drawing conclusions regarding the implementation of the Indonesia Smart Program (PIP) at SMK Negeri 1 Buduran [18].

RESULTS AND DISCUSSION

In analyzing the implementation of the Indonesia Smart Program (PIP) policy at SMK Negeri 1 Buduran, the study employs an analytical model developed by Charles O. Jones. This model consists of three key indicators, organization, interpretation, and application.

A. Organizing

Organizing in the implementation of the Smart Indonesia Program includes organizational structure, human resources, facilities and infrastructure. The success of policy implementation according to Jones must have an organization, namely activities related to the formation and rearrangement of human resources, organizational structures, financial resources, and infrastructure resources. Resource factors, especially human resources in terms of implementing the Smart Indonesia Program, also have a very important role. Without adequate human resources, the mechanism for implementing the Smart Indonesia Program will be severely hampered. However, human resources alone are not enough because in addition, financial resources and infrastructure resources are also needed to support the smooth implementation of policy implementation.

In the implementation of PIP at SMK Negeri 1 Buduran, the human resources that play a role include the Head of Administration, student affairs, homeroom teachers, and also Guidance and Counseling (BK) teachers. This is as stated by Mr. Anugerah as the administrator of the Smart Indonesia Program at SMK Negeri 1 Buduran as follows:

From the results of the interviews conducted, it can be identified that those who handle PIP assistance are the Head of Administration, Student Affairs, Class Teachers and Guidance and Counseling Teachers. The number of staff employees who manage the Smart Indonesia Program is sufficient and able to be responsible according to their respective duties. In addition, the coordination between managers (administrative staff) with student affairs, counseling teachers and homeroom teachers helps in the process of implementing the Smart Indonesia Program (PIP).

Then in the implementation of PIP at SMK Negeri 1 Buduran, the financial resources provided to students receiving PIP assistance come from the State Budget (APBN). Meanwhile, for the use of buildings, laptops, internet networks, and office stationery in inputting data into Dapodik are already available in school facilities and infrastructure.

Based on this explanation, it can be concluded that in terms of organizing resources, infrastructure and facilities have supported the implementation of the Smart Indonesia Program. Because the school has been equipped with adequate facilities. Meanwhile, in terms of human resources, PIP implementers are also well structured, starting from the Head of Administration, student affairs, homeroom teachers, Guidance and Counseling (BK) teachers, to PIP recipient students. As for financial resources, it is not a problem because PIP is sourced from the State Budget (APBN). The following is a description of the stages of receiving the Smart Indonesia Program (PIP) at SMK Negeri 1 Buduran:

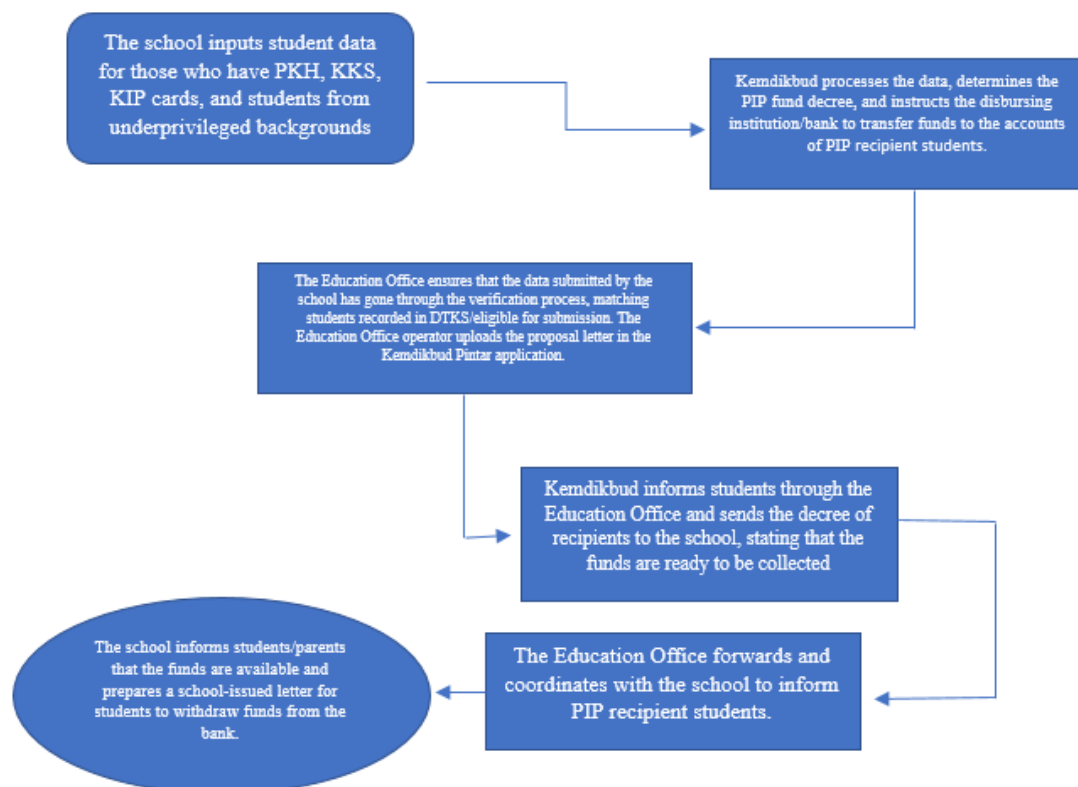


Figure 1. Stage of Recipients of the Smart Indonesia Program (PIP) at SMK Negeri 1 Buduran

Figure 1 explains that there is a flow of disbursement of PIP funds to students. Students do not immediately receive the assistance, but students must wait until the decree is issued by the Ministry of Education and Culture, which is then informed by the school to be taken through the nearest bank. The existence of stages until the completion of the process shows the communication that occurs between the school, the Education Office and the Ministry of Education and Culture. This analysis is in line with the results of research conducted by Nadia highlighting the communication process formed in the implementation of PIP [19]. In addition, the organization of human resources and good infrastructure at SMK Negeri 1 Buduran is a strong asset in the implementation of PIP. Good coordination between related parties is also a supporting factor. This shows that PIP is able to significantly increase the education participation rate [20][21].

B. Interpretation

Interpretation activity is an activity of explaining the substance and a policy in language that is easy to understand, where there is a common understanding between policy implementers and recipients. Understanding does not only lie in the content of the policy, but also the delivery approach and how to implement the policy, so that the substance of the policy can be implemented and accepted by policy actors and targets. This interpretation can be carried out by communication or policy socialization. Communication is something that is absolutely necessary in implementing the Smart Indonesia Program. If policy implementation is to run effectively, effective communication must also be implemented. Effective communication in this case is communication that is accurate and easily understood by the implementers of policy implementation.

Regarding the implementation of the Smart Indonesia Program policy implementation at SMK Negeri 1 Buduran, the employee staff in charge of implementing the program has been able to carry out the stages of the Smart Indonesia Program mechanism in accordance with the technical guidelines (juknis) until the aid funds can reach the recipient students. However, although communication has been carried out properly, there are still problems in the implementation of this Smart Indonesia Program. One of the problems that occurs is the absence of socialization from schools to students or student guardians regarding the Smart Indonesia Program.

It can be seen based on the interview results that policy socialization is an important aspect in ensuring a common understanding between policy implementers and recipients. Although there have been socialization efforts from the government to the school through online platforms, there is still a lack of communication from the school to the student guardians, because it is assumed that students already understand the program. This shows that the understanding of the policy does not only depend on the content of the policy itself, but also on the way it is delivered and the interactions carried out.

Based on the results of the study, it shows that the activity of interpretation (socialization) in the implementation of PIP at SMK Negeri 1 Buduran is still less than optimal. Although the staff on duty has been able to carry out the stages of the PIP mechanism in accordance with the technical guidelines, there has been no socialization from the school to students or student guardians regarding the Smart Indonesia Program. The school assumes that students already understand the program because similar assistance programs have existed since elementary and junior high school. In fact, policy socialization is an important aspect in ensuring a common understanding between policy implementers and recipients. This is in line with the results of research from Bustan which

states that the lack of socialization has an impact on the less than optimal implementation of PIP [12][22].

C. Aplikasi

Applications are components of computer software that are created through programming to perform specific tasks according to user needs. Applications are designed in such a way as to perform specific functions and simplify the activities carried out by their users. Various types of applications are available and can be operated on various devices, ranging from computers to smartphones. Applications are related to the Smart Indonesia Program. Because the Smart Indonesia Program also requires applications in its implementation.

Students who have been determined as recipients of PIP assistance at SMK Negeri 1 Buduran in 2023 total 145 students, who receive assistance for consideration for students who have an Indonesian Smart Card (KIP), come from vulnerable poor families or poor families, owners of Family Welfare Cards (KKS), Family Hope Programs (PKH), Social Protection Cards (KPS), Non-Cash Food Assistance (BPNT), and students with status as orphans or orphans. For the final determination in providing PIP assistance, the Ministry / Regional Education Office of Sidoarjo whose data is taken from the Basic Education Data system (Dapodik). In this case, the school is not involved in determining decisions regarding the determination of PIP recipient targets, because the school is only tasked with inputting student data into Dapodik and then the data will become a reference for the government to select students who are eligible to be PIP beneficiaries, after which the school will receive data on PIP beneficiaries that have been provided by the ministry through the link or website page that has been provided. The following is a view of the Kemdikbud PIP website

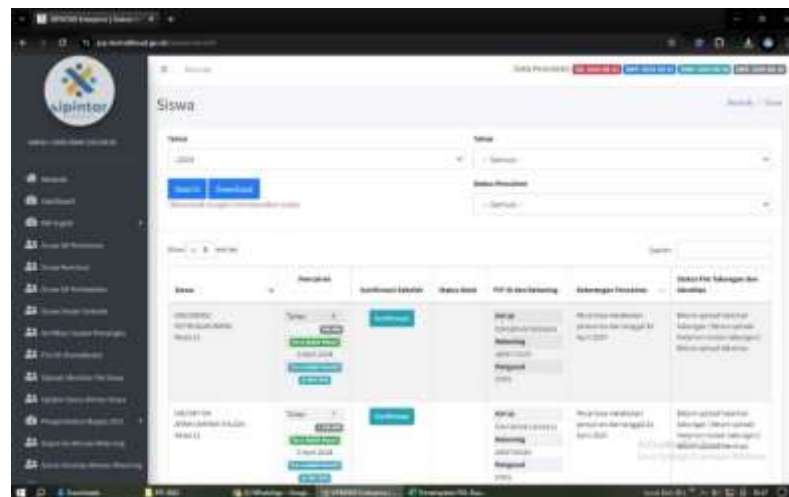


Figure 2. PIP Recipient Students on the PIP Kemdikbud Website

This is in accordance with the explanation of the application of the Smart Indonesia Program explained by Mr. Anugerah as the administrator of the Smart Indonesia Program at SMK Negeri 1 Buduran who stated that PIP is a program that can be submitted by the students themselves. The employee's job is to collect data and review

whether the student has SKTM and then told to bring it. Previously, to validate PIP through card checks. But now it can be validated through the website. Currently, the data collection process for beneficiaries such as KKS, KPS, PKH, and BPNT has improved significantly. The selection of beneficiary students can come from school, party, or government proposals. The distribution of funds for SMA and SMK levels is carried out through Bank BNI, in accordance with the applicable technical guidelines. The following is the mechanism for the distribution of the Smart Indonesia Program at SMK Negeri 1 Buduran:



Figure 3. The Proposal Mechanism of the Smart Indonesia Program

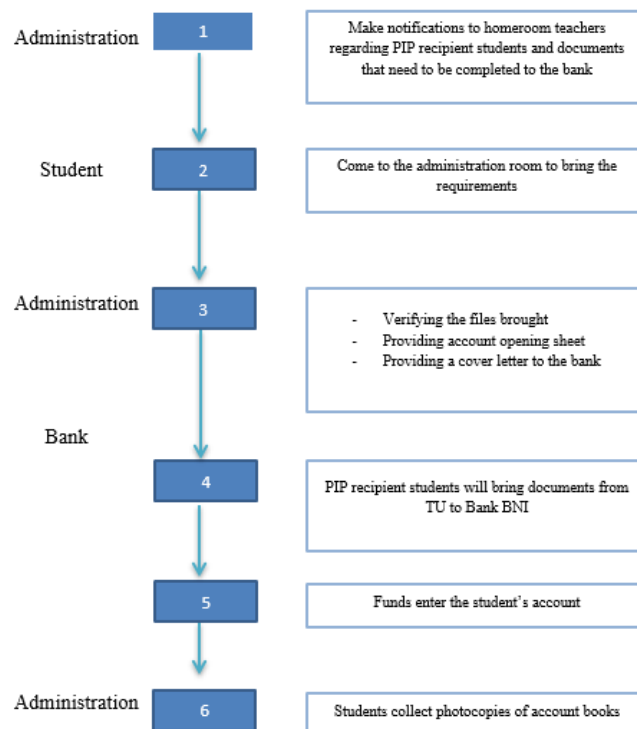


Figure 4. Mechanism for Distribution/Notification of Disbursement of Funds for the Smart Indonesia Program (PIP) of SMK Negeri 1 Buduran:

However, in the implementation of the PIP (Indonesia Smart Program) at SMK Negeri 1 Buduran, there are still challenges in its execution. One of the main issues is the lack of an effective monitoring system by the school regarding the use of the received funds. The school has not yet established a clear mechanism to track and report the utilization of PIP funds, leading to uncertainty about whether the funds are genuinely used for students' educational needs. For instance, some assistance intended to cover educational expenses is instead used for purchasing necessities like rice and other household needs. This situation creates the potential for fund misappropriation and reduces the program's effectiveness. Without transparency and accountability in fund management, the initial goal of PIP to enhance access to and the quality of education for underprivileged students may be hindered.

Based on the research findings, two key points can be identified. First, the implementation of the Indonesia Smart Program has undergone technical improvements, such as the use of a web-based system for verification and the disbursement of funds through BNI Bank. However, there are still challenges in its application, particularly the lack of monitoring by the school regarding how beneficiaries use the funds. As a result, schools are unaware of how students spend the financial aid. This aligns with a study conducted by Junius, which highlights the significant role of technology in the implementation of PIP [23].

CONCLUSION

The organization of resources in the implementation of the Indonesia Smart Program (PIP) at SMK Negeri 1 Buduran has generally been well-managed, with a clear organizational structure, adequate human resources, and supportive facilities and infrastructure. The implementation of PIP has shown technical progress; however, challenges remain regarding the monitoring of fund usage and the accuracy of beneficiary targeting. The lack of monitoring by the school may result in PIP funds not being effectively utilized to support students' education.

The implementation of the Indonesia Smart Program (PIP) at SMK Negeri 1 Buduran has demonstrated technical improvements, as the implementation staff can carry out program mechanisms in accordance with technical guidelines. However, policy interpretation activities (socialization) remain suboptimal. The assumption that students already understand the program due to receiving similar assistance in previous education levels has led to minimal socialization efforts for students and parents. In fact, socialization is a crucial aspect in ensuring a shared understanding between policymakers and beneficiaries, as emphasized by Bustan (year not mentioned). Without adequate socialization, the program's effectiveness may be hindered due to a lack of understanding regarding the objectives, benefits, and mechanisms of PIP. Therefore, schools need to intensify socialization efforts for students and parents to enhance understanding and participation in the program, ensuring that PIP's objectives are optimally achieved.

REFERENCES

- [1] I. Purnamasari, Rahmawati, D. Noviani, and Hilmin, "Pendidikan Islam Transformatif," *IHSANIKA J. Pendidik. Agama Islam*, vol. 1, no. 4, pp. 13–22, Oct. 2023, doi: 10.59841/ihsanika.v1i4.562.
- [2] L. Savira, "Peran Guru Pada Transformasi Pendidikan Dalam Menyongsong

- Generasi Emas 2045,” *Al-Madaris J. Pendidik. dan Stud. Keisl.*, vol. 4, no. 2, pp. 28–36, Jan. 2024, doi: 10.47887/amd.v4i2.132.
- [3] R. R. Andini, D. R. N. Artanti, A. M. Hasnim, L. A. Nasihah, and I. K. Mahardika, “Peran Pendidikan Dalam Membangun Pengetahuan Masyarakat,” *J. Ilm. Multidisiplin Terpadu*, vol. 8, no. 12, pp. 91–96, 2024.
- [4] A. Nurnaningsih, R. A. Norrahman, Muhammadong, and T. S. Wibowo, “Pemberdayaan Sumber Daya Manusia dalam Konteks Manajemen Pendidikan,” *J. Int. Multidiscip. Res.*, vol. 1, no. 2, pp. 221–235, 2023, [Online]. Available: <https://journal.banjaresepacific.com/index.php/jimr>
- [5] A. Edo and M. Yasin, “Dampak Kesenjangan Akses Pendidikan dan Faktor Ekonomi Keluarga terhadap Mobilitas Sosial,” *J. ILMU Pendidik. Sos.*, vol. 2, no. 3, pp. 317–326, Sep. 2024, doi: 10.71382/sinova.v2i3.175.
- [6] Y. M. Septiana, Solfema, and L. D. Putri, “Upaya dalam Pemerataan Pendidikan di Daerah Terpencil,” *J. Kaji. dan Penelit. Umum*, vol. 2, no. 6, pp. 162–169, Dec. 2024, doi: 10.47861/jkpu-nalanda.v2i6.1446.
- [7] A. R. S. Siregar, N. H. Lubis, F. Isfa, and Muzayyana, “Pentingnya Pemerataan Pembangunan Ekonomi dalam Meningkatkan Kesejahteraan Masyarakat Indonesia,” *JCEMERLANG urnal Manaj. dan Ekon. Bisnis*, vol. 5, no. 1, pp. 51–64, 2025.
- [8] I. Widiyanti, A. V. Abdul, A. Nirwana, and A. Della Arlita, “Ancaman Melawan Putus Sekolah Dengan Dilema Kualitas Pendidikan Indonesia,” *JISIP (Jurnal Ilmu Sos. dan Pendidikan)*, vol. 7, no. 3, p. 2118, Jul. 2023, doi: 10.58258/jisip.v7i3.5228.
- [9] M. N. Hakim and F. Rozi, “Strategi Manajemen Humas dalam Meningkatkan Animo Masyarakat terhadap Pendidikan Madrasah,” *JoIEM (Journal Islam. Educ. Manag.)*, vol. 5, no. 1, pp. 28–45, Apr. 2024, doi: 10.30762/joiem.v5i1.2675.
- [10] N. Muhamad, “Tamatan Tingkat Pendidikan Warga Indonesia Terbanyak dari SMA pada Maret 2023,” <https://databoks.katadata.co.id/>, 2023.
- [11] N. D. Sari, Nurvita Diah Rahayu, B. S. Salimah, Nur Muhammad Hima, Firmansah, and N. Khoirawati, “Strategi Kebijakan Publik Melalui Program Pengentasan Kemiskinan di Era Pemerintahan Jokowi,” *J. Ekon. Bisnis dan Manaj.*, vol. 3, no. 2, pp. 14–25, May 2024, doi: 10.58192/ebismen.v3i2.2112.
- [12] B. Kholik, M. N. Budiyo, and R. Putra, “Evaluasi Program Indonesia Pintar (PIP) Sebagai Upaya Pemerataan Pendidikan Di SD Negeri 1 Jejaw,” *J. Kelitbangan Inov. Pembang.*, vol. 12, no. 3, pp. 1–12, 2024.
- [13] D. M. Marsa and R. S. Santoso, “Implementasi Program Indonesia Pintar (PIP) Di SMA Kecamatan Banyumanik Kota Semarang,” *J. Public Policy Manag. Rev.*, vol. 1, no. 1, pp. 1–18, 2025, doi: 10.14710/jppmr.v1i1.49149.
- [14] F. Mulyaningrum, H. P. Pawestri, and Z. Zainudin, “Evaluasi Unsur Pengendalian Internal dalam Pengelolaan Dana Program Indonesia Pintar (PIP) pada SMPN 1 Maospati Kabupaten Magetan,” *AKSIOMA J. Sains Ekon. dan Edukasi*, vol. 1, no. 6, pp. 276–286, Jun. 2024, doi: 10.62335/nwprts75.
- [15] I. Kaunang, I. Abdul, A. Maruwae, F. Bumulo, and A. Bahsoan, “Pengaruh Pemanfaatan Beasiswa Program Indonesia Pintar (PIP) Terhadap Motivasi Belajar Siswa,” *Damhil Educ. J.*, vol. 4, no. 1, pp. 29–38, 2024, doi: <http://dx.doi.org/10.37905/dej.v4i1.2477>.
- [16] S. Aulia, N. D. Saraswati, C. L. Hikmawati, A. I. karunia Illahi, and A. M. I.

- Puspita, "Pendidikan Berkualitas untuk Semua: Mewujudkan Hak Asasi Manusia di Bidang Pendidikan," *MERDEKA J. Ilm. Multidisiplin*, vol. 1, no. 5, 2024, doi: <https://doi.org/10.62017/merdeka.v1i5.1280>.
- [17] F. Hakim Nasution, M. Syahrani Jailani, and R. Junaidi, "Kombinasi (Mixed-Methods) Dalam Praktis Penelitian Ilmiah," *J. Genta Mulia*, vol. 15, no. 2, pp. 251–256, 2024, [Online]. Available: <https://ejournal.stkipbbm.ac.id/index.php/gm>
- [18] Sofwatillah, Risnita, M. S. Jailani, and D. A. Saksitha, "Teknik Analisis Data Kuantitatif dan Kualitatif dalam Penelitian Ilmiah," *J. Genta Mulia*, vol. 15, no. 2, pp. 79–91, 2024.
- [19] Nadia, F. Kurnianingsih, and R. Setiawan, "Implementasi Program Indonesia Pintar (PIP) Tingkat Sekolah Menengah Atas di Kota Tanjungpinang Tahun 2023," *Jemb. Huk. Kaji. ilmu Hukum, Sos. dan Adm. Negara*, vol. 1, no. 3, pp. 181–194, 2024, doi: 10.62383/jembatan.v1i3.521.
- [20] Nurokhmah, "Program Indonesia Pintar (PIP): Implementasi Kebijakan Kesejahteraan dalam Upaya Meningkatkan Angka Partisipasi Pendidikan," *J. Paradig. J. Multidisipliner Mhs. Pascasarj. Indones.*, vol. 2, no. 1, pp. 37–48, 2021.
- [21] B. Luruk And D. Suprobawati, "Implementasi Program Indonesia Pintar (Pip) Studi Kasus Sma Negeri 2 Elar Wukir Kec. Elar Selatan Kab. Manggarai Timur," *JISP (Jurnal Inov. Sekt. Publik)*, vol. 2, no. 3, pp. 1–12, 2023, doi: 10.38156/jisp.v2i3.150.
- [22] A. N. Kamila, Y. Cikusin, and H. Anadza, "Efektivitas Sosialisasi Oleh Dinas Pendidikan Dalam Pemerataan Kebijakan Program Indonesia Pintar (PIP) Di Sekolah Dasar Kabupaten Bangkalan," *Respon Publik*, vol. 16, no. 6, pp. 53–58, 2022, [Online]. Available: <http://riset.unisma.ac.id/index.php/rpp/article/view/16625%0Ahttp://riset.unisma.ac.id/index.php/rpp/article/download/16625/12520>
- [23] J. S. Junius Lengkong, S. Pontoh, M. Kaparang, and V. Nomel Kumajas, "Evaluasi Program Indonesia Pintar Sebagai Kebijakan Peningkatan Kesetaraan Pendidikan Dan Kurikulum," *J. Educ.*, vol. 6, no. 4, pp. 18587–18597, May 2024, doi: 10.31004/joe.v6i4.5821.