

## *Evaluation of The Smart Indonesian Program for Junior High School In Bandung Regency*

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### **Abstrak**

Penelitian ini bertujuan untuk mengevaluasi Program Indonesia Pintar (PIP) jenjang pendidikan SMP di Kabupaten Bandung. Penelitian ini menggunakan 3 indikator kunci dari William N. Dunn dalam mengevaluasi Program Indonesia Pintar di Kabupaten Bandung yakni: (1) Efektivitas (Effectiveness); (2) Efisiensi (Efficiency); dan (3) Kesetaraan/Perataan (Equity) sebab aspek tersebutlah yang kerap bermasalah dalam implementasi PIP. penelitian ini menggunakan pendekatan kualitatif. Desain penelitian ini adalah studi kasus instrumental dengan menggunakan berbagai sumber informasi yang meliputi: observasi, wawancara, materi audio-visual, dokumentasi dan laporan dalam proses penelitiannya. Subjek penelitian ini difokuskan pada penerima Program Indonesia Pintar untuk siswa SMP di Kabupaten Bandung. Hasil penelitian ini menunjukkan hasil analisis Program Indonesia Pintar di Kabupaten Bandung berdasarkan aspek efektivitas, efisiensi, dan kesetaraan atau perataan. Pertama, pada aspek Efektivitas, PIP mampu menekan angka siswa SMP putus sekolah namun belum berdampak signifikan pada peningkatan angka partisipasi sekolah dari jenjang pendidikan dasar ke jenjang pendidikan menengah di Kabupaten Bandung. Kedua, pada aspek Efisiensi, PIP tidak memiliki pelaksanaan sosialisasi dan pengawasan secara rutin dan berjenjang yang dilakukan oleh pelaksana program. Selain itu, kerap terjadi keterlambatan penyaluran dana kepada penerima PIP. Ketiga, Pada aspek 3. Esetaraan atau Perataan, sebaran kuota Program Indonesia Pintar tidak didistribusikan berdasarkan sebaran jumlah siswa putus sekolah pada setiap kecamatan. Hal ini mengindikasikan masih adanya ketidakadilan dan ketidakmerataan penyaluran PIP untuk para penerima manfaat.

**Kata Kunci:** Evaluasi, Kebijakan, Program Indonesia Pintar

### **Abstract**

*This study aims to evaluate the Indonesia Pintar Program (PIP) at the junior high school level in Bandung Regency. The evaluation employs three key indicators proposed by William N. Dunn: (1) Effectiveness, (2) Efficiency, and (3) Equity, as these aspects are frequently problematic in the implementation of PIP. This research is a qualitative approach with an instrumental case study design, utilizing multiple sources of information, including observations, interviews, audiovisual materials, documentation, and reports. The study focuses on recipients of the Indonesia Pintar Program among junior high school students in Bandung Regency. The findings provide an analysis of the Indonesia Pintar Program in Bandung Regency based on effectiveness, efficiency, and equity. First, in terms of effectiveness, the program has contributed to reducing the dropout rate among junior high school students. However, it has not significantly increased school participation rates from primary to secondary education levels. Second, regarding efficiency, the program lacks regular and structured socialization and monitoring by program implementers. Additionally, there are frequent delays in fund disbursement to PIP recipients. Third, concerning equity, the distribution of PIP quotas does not align with the distribution of dropout students across districts, indicating persistent inequities and disparities in fund allocation for beneficiaries.*

**Keywords:** Evaluation, Policy, Indonesia Pintar Program

## 1. Introduction

The Indonesia Pintar Program (PIP) is a government initiative under the responsibility of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. Its implementation is carried out in coordination with the Ministry of Social Affairs, the National Team for the Acceleration of Poverty Reduction, as well as provincial and district/city governments to ensure that the distribution of PIP funds is well-targeted. This is in accordance with Presidential Instruction No. 7 of 2014 on the Implementation of the Family Welfare Savings Program, Indonesia Pintar Program, and Indonesia Sehat Program. The PIP is designed to enhance educational quality and reduce dropout rates among underprivileged students through financial aid (Dewi Ulfah Ningsih & Hasbiah, 2024; Purnama & Izzatusholekha, 2023; Sudaisy, 2024).

Educational equity in Indonesia remains a challenge due to poverty-related issues. Economic factors significantly influence the low level of educational participation (Nurokhmah, 2021). Several key issues contributing to low participation include (1) difficulties in accessing education services from primary to secondary levels, (2) inadequate access to existing school infrastructure due to financial constraints, and (3) a high number of poor families prioritizing survival over education expenses (Agusman, 2019).

The overall quality of education in Indonesia reflects the conditions at the regional level. West Java Province, as the most populous province in Indonesia, significantly contributes to national educational statistics. Bandung Regency, the second most populous regency in West Java after Bogor, had a total population of 3,718,660 in 2020 (BPS West Java, 2024). Managing a large population presents challenges in ensuring equitable access to quality education, as multiple factors influence the success of education programs.

In 2021, Bandung Regency was categorized among the five regions with extreme poverty in West Java Province (Maulana, 2021). High poverty rates in the region have severely impacted the education sector. In 2023, the average years of schooling in Bandung Regency was only 9.08 years, equivalent to completing junior high school. This situation is exacerbated by a significant number of school-age children who are not enrolled, high dropout rates, and declining school participation rates across all education levels (Maulana, 2021).

Poverty and education levels are strongly correlated, as low-income families struggle to afford costly education (Rohaeni & Saryono, 2018). According to the 2021 National Socioeconomic Survey by BPS, 76% of families cited financial difficulties as the reason for their children's school dropout. Among them, 67% were unable to pay school fees, while 8.7% had to engage in income-generating activities (Firah & Azizi, 2023). Additionally, low parental education and economic background contribute to school dropouts, as parents often lack awareness of the importance of education (Dienul Haq et al., 2023). Other contributing factors include external aspects such as family financial constraints, lack of parental support, and peer influence, as well as internal factors like students' learning abilities, low motivation, and difficulties in keeping up with lessons (Desiliani et al., 2018).

Bandung Regency is classified as a region with low educational participation rates. The number of school-age children who are not enrolled in school from 2021 to 2023, as shown in Table 1, further highlights this issue.

Table 1. School-age children who are not attending school in Bandung Regency in 2021-2023

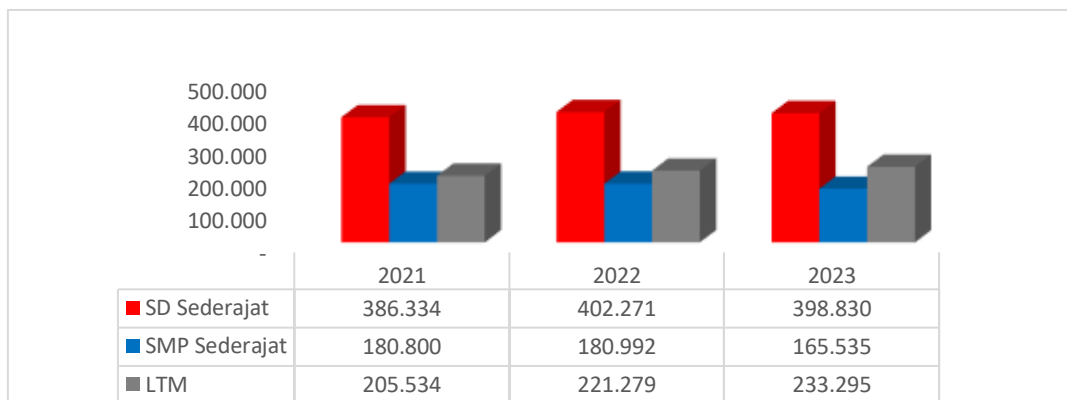
Years	Number
2021	28.187
2022	25.755
2023	32.162

Source : (Satudata.bandungkab.go.id, 2023)

The high number of elementary school graduates who do not continue to junior high school has become a prominent issue in Bandung Regency. This is particularly concerning given that the Indonesian government has mandated a nine-year compulsory education policy since 2003, as

stipulated in Law No. 20 of 2003 on the National Education System. The significant number of elementary school graduates failing to transition to junior high school raises questions about the measures taken by the Bandung Regency Government to achieve this compulsory education target.

Figure 1. Number of Elementary School Students in 2021-2023 in Bandung Regency



Source : (Satudata.bandungkab.go.id, 2023)

The Indonesia Pintar Program (PIP) was introduced to provide financial assistance to students from low-income or economically vulnerable families, aiming to alleviate the financial burden of education for parents. This initiative seeks to eliminate cost barriers, creating opportunities for students to continue their education to higher levels (Dahlia & Jamaludin, 2019). However, the distribution and allocation of PIP quotas to local governments remain uneven and insufficient to meet the annual needs of students (Jumanah & Rosita, 2022). Despite these limitations, previous studies indicate that PIP funds cover approximately 55-58% of students' personal education needs, partly due to schools exercising discretion in fund utilization. The funds are commonly used to purchase school supplies, uniforms, transportation, and additional tutoring (Yosevina & Tri Murwaningsih, 2022).

The implementation of PIP follows six key indicators: socialization of PIP to parents, selection of prospective recipients, application submission, recipient determination, fund disbursement, and monitoring and evaluation (Yusup et al., 2019). However, the recipient selection process is often suboptimal, as many schools nominate all students except those whose parents are civil servants, military personnel, or police officers (Haqiqi & Prabawati, 2019).

Despite its objectives, several challenges hinder the effectiveness of PIP. The program suffers from limited quotas, problematic data collection processes that lack transparency, delayed fund disbursement, minimal impact on students' academic performance, and misallocation of funds for non-educational purposes (Sari et al., 2021). Given the significant government budget allocated to PIP, regular monitoring and evaluation should be conducted to ensure that the program reaches the intended beneficiaries and that funds are utilized for educational purposes. However, oversight by the education department remains insufficient, making it easy for inefficiencies to persist (Astuti et al., 2023).

Another challenge is the difficulty in monitoring PIP fund usage, as the funds are directly transferred to students' bank accounts, managed entirely by the students and their parents (Rozikin, 2020). Research by Karningsih (2021) found that PIP funds were often misused for household expenses rather than educational needs. Additionally, many PIP recipients do not report fund withdrawals to their schools, yet schools are required to submit usage reports through the SIPINTAR application (Astuti et al., 2023).

Given these challenges, evaluating the PIP implementation remains crucial to ensure its effectiveness. This study aims to evaluate the PIP program at the junior high school level in Bandung Regency. Various theories and models exist for program evaluation, including those proposed by William N. Dunn, a public policy expert. According to Dunn, program evaluation is a

systematic process to assess the effectiveness, efficiency, and impact of a public program or policy. His evaluation framework includes six key dimensions: (1) Effectiveness, (2) Efficiency, (3) Adequacy, (4) Equity, (5) Responsiveness, and (6) Appropriateness (Dunn, 2017).

This study employs three of Dunn's key evaluation dimensions to assess PIP in Bandung Regency: (1) Effectiveness, (2) Efficiency, and (3) Equity. These dimensions were selected based on the most pressing challenges observed in PIP implementation within the region. The effectiveness dimension measures the extent to which program objectives have been achieved by comparing actual outcomes with intended goals. The efficiency dimension examines whether resources have been optimally utilized to produce the desired results. Finally, the equity dimension evaluates the fair distribution of program benefits and burdens across different social groups, assessing whether PIP mitigates or exacerbates existing educational disparities (Dunn, 2017). By applying these evaluation dimensions, this study provides an in-depth analysis of PIP implementation in Bandung Regency. The findings are expected to offer valuable insights for policymakers, stakeholders, and beneficiaries, ultimately contributing to improvements in the effectiveness, efficiency, and equity of the Indonesia Pintar Program in the region.

## 2. Method

This study uses a qualitative research approach. This approach is used so that researchers can understand more deeply about the Smart Indonesia Program in reducing school dropouts, especially in Bandung Regency, for later evaluation. A qualitative approach is used to explore and understand the meaning of a number of individuals or groups of people who are considered involved or even come from a social problem which in this case is very relevant to researching the Smart Indonesia Program in Bandung Regency. The qualitative research process involves various important efforts such as asking questions and procedures, collecting specific data from informants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of the data (Wolff et al., 2019). The design of this study is an instrumental case study. An instrumental case study is the use of cases as instruments to describe certain issues. As is common in case studies, the instrumental case study design uses various sources of information including: observation, interviews, audio-visual materials, documentation and reports (Creswell, 2012). This study focused on recipients of the Smart Indonesia Program for junior high school students in Bandung Regency using 3 (three) program evaluation criteria according to William N. Dunn, namely Effectiveness, Efficiency and Equity (Dunn, 2017).

## 3. Results and Discussion

### *Effectiveness Dimension of the Indonesia Pintar Program at the Junior High School Level in Bandung Regency*

According to the 2021 National Economic Survey, 76% of families acknowledged that their children dropped out of school due to economic difficulties. Of this percentage, 67% were unable to afford school fees, while 8.7% were forced to work to support their family's financial needs (BPS, 2022). This issue is also prevalent in Bandung Regency, where economic factors significantly impact education. The high dropout rate among junior high school students in the region is closely linked to family financial constraints. Students from economically disadvantaged backgrounds struggle to complete their basic education and transition to secondary school.

Parents working as farm laborers and informal daily workers often lack the financial capacity to support their children's education, forcing students to drop out. This burden is even more severe for students attending private schools, where tuition fees add to their financial strain. Although schools have made efforts to approach parents and offer tuition fee reductions, the lack of motivation and support from parents remains a major factor contributing to school dropouts.

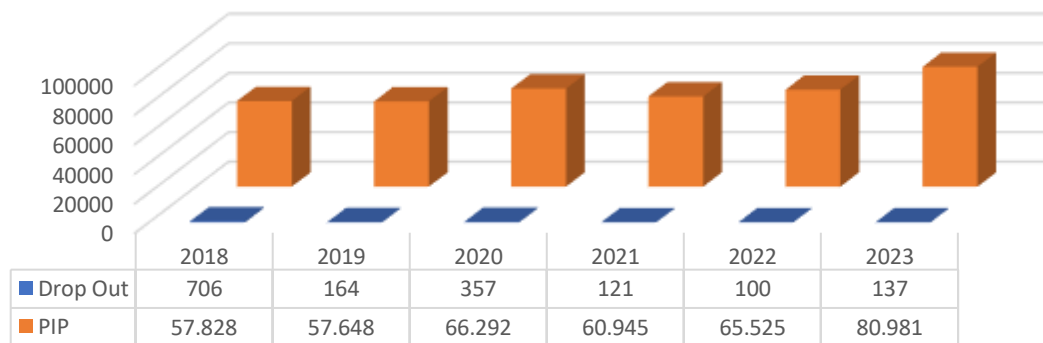
The dropout rate among junior high school students in Bandung Regency has become a critical concern for the local government, as the region's average years of schooling currently stand at only 9.08 years—just at the junior high school level. Meanwhile, the expected years of schooling (EYS) are 12.7 years, meaning students should ideally complete education up to the senior high school level. The low average years of schooling are further influenced by the Gross Enrollment Ratio (GER) at the junior high school level, which in 2022 reached only 88.07%.

To support the national government’s goal of achieving the nine-year compulsory education target, the Bandung Regency government launched the Beasiswa Bedas Calakan scholarship program in 2021, targeting junior high school students in private schools. Additionally, the government has promoted Pusat Kegiatan Belajar Masyarakat (PKBM) or equivalency education programs such as Kejar Paket A, B, and C.

The Indonesia Pintar Program (PIP) not only aims to prevent school dropouts but also seeks to increase access and school participation, ensuring students complete their secondary education. PIP specifically targets students from low-income or economically vulnerable families. However, the legal framework governing its implementation is only regulated under Presidential Instruction No. 7 of 2014 on the Family Welfare Savings Program, Indonesia Pintar Program, and Indonesia Sehat Program. The regulatory framework plays a crucial role in determining the effectiveness of the program in achieving its intended objectives.

PIP has significantly alleviated financial burdens for students, particularly those in private schools, helping to reduce dropout rates. Although dropout rates among junior high school students in Bandung Regency have declined from 2018 to 2022, some students still drop out despite receiving PIP assistance. This study assesses the effectiveness of PIP in reducing dropout rates from 2018 to 2023. The program’s impact aligns with the increasing PIP quotas for junior high school students in Bandung Regency, demonstrating that higher quotas correlate with lower dropout rates each year. The highest dropout rate was recorded in 2018, with 706 students leaving school. This number declined in 2019 but surged again in 2020 due to the shift to online learning during the COVID-19 pandemic. By 2022, the dropout rate had decreased to just 100 students. However, in 2023, the dropout rate rose again to 137 students.

Figure 2. Number of Dropouts and Number of PIP Quotas for Junior High School Level 2018-2023 Bandung Regency



Source : (Kemdikbudristek, 2023)

Statistical data indicate a declining trend in Gross Enrollment Ratios across all education levels in Bandung Regency between 2020 and 2022. In 2022, the GER for elementary schools was 99.9%, whereas the GER for junior high schools dropped to 88.07%, reflecting a decline of 11.92 percentage points. A similar downward trend was observed in the transition from junior high school to senior high school, where the GER further decreased by 33.98 percentage points.

Considering the data on school participation rates from junior high school to senior high school, the distribution of PIP at the junior high school level plays a vital role in Bandung Regency. More than 50% of junior high school students in the region have benefited from PIP, which is expected to enhance school participation rates and increase the number of students progressing to senior high school.

Apart from covering educational needs such as school uniforms, stationery, bags, shoes, and tuition fees for private school students, PIP is also expected to improve students’ academic performance. The ultimate goal of education is to produce high-quality human resources. PIP recipients have reported increased motivation to study and attend school, as the financial assistance enables them to pay off overdue tuition fees without feeling discouraged.

### *Efficiency Dimensions in the Indonesia Pintar Program at the Junior High School Level in Bandung Regency*

The implementation of the Indonesia Pintar Program (PIP) at the central level is carried out by the Education Financing Service Center (Puslapdik) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). To facilitate the data input and reporting process, Kemendikbudristek has provided the Sipintar application, which can only be accessed by educational institutions, education offices, and relevant stakeholders.

At the district or city level, the management of the Indonesia Pintar Program is handled by the Education Office, which organizes a management team appointed by the Head of the Education Office. The operational costs for managing the Indonesia Pintar Program at the district or city level are funded by the Regional Revenue and Expenditure Budget (APBD). The organizational structure of the Indonesia Pintar Program management at the district/city level consists of:

1. Chairperson
2. PIP SD Members representing elementary school management
3. PIP SMP Members representing junior high school management
4. PIP Equivalency Education Members representing non-formal education management
5. PIP SD Operators
6. PIP SMP Operators
7. PIP Equivalency Education Operators

The management of the Indonesia Pintar Program at the district/city level has duties and responsibilities as regulated in the Secretary General Regulation of Kemendikbudristek Number 7 of 2024 concerning the Implementation of the Indonesia Pintar Program for Primary and Secondary Education, which include:

1. Proposing student candidates for PIP beneficiaries from educational institutions in their region
2. Conducting socialization and coordination for PIP implementation
3. Collecting and addressing public complaints
4. Monitoring and evaluating PIP implementation
5. Verifying proposed data of PIP candidate recipients
6. Providing digital notification of the PIP recipient decree to educational institutions
7. Providing information and technical guidance on the use of the Sipintar application to educational institutions

However, research findings indicate that the management of the Indonesia Pintar Program at the Bandung Regency Education Office has not fully carried out its duties and functions. The evaluation of the implementation of PIP management tasks in Bandung Regency reveals the following:

Table 2. Assessment of the Implementation of Tasks of Smart Indonesia Program Managers in Bandung Regency

No	Task	Implementations	
		Yes	No
1	Propose students as prospective PIP recipients from educational units in their area	✓	
2	Conduct socialization and coordination of PIP implementation	✓	
3	Collect and serve public complaints	✓	
4	Monitor and evaluate the implementation of PIP		✓
5	Verify data on proposed PIP recipient candidates	✓	
6	Submit information on the decision letter for recipients of the digital Indonesia Pintar Program to educational units		✓
7	Submit information and provide technical guidance to educational units regarding the use of the sipintar application		✓

Source : Peneliti, 2023

The management team in Bandung Regency has only performed certain tasks, such as proposing student candidates for PIP, verifying educational institution proposals, conducting socialization, and handling public complaints. The socialization activities carried out by the Education Office as the PIP management team were limited to WhatsApp group communications between education office operators and school operators.

Moreover, monitoring and evaluation of PIP implementation have not been conducted by the Bandung Regency Education Office. There are no strict regulations governing the use and allocation of Indonesia Pintar Program funds by educational institutions. As a result, the utilization of funds is entirely managed by the beneficiaries. Supervision mechanisms also vary across schools, with most institutions merely providing general advisories rather than detailed oversight of fund utilization.

Some schools have implemented stricter monitoring by requesting students to submit receipts for purchases related to educational needs. However, in many cases, schools only issue advisories urging students to use the funds for education-related expenses instead of household needs. Additionally, the Education Office does not actively inform schools when the PIP recipient decree is accessible through the Sipintar application, requiring school operators to routinely check the application for updates on their proposals.

At the school level, the management structure of the Indonesia Pintar Program includes a chairperson, members, and a Dapodik operator. The financing of PIP management tasks at schools is sourced from relevant operational school funds and other funding sources. Moving forward, funding for PIP management at the school level should be a key concern for policymakers, as there is currently no specific budget allocation for PIP management within schools.

The budget for the Indonesia Pintar Program is sourced from the State Revenue and Expenditure Budget (APBN) through the education function allocation. The annual quota and budget distribution for the Indonesia Pintar Program depend on the Budget Implementation List (DIPA) received by Puslapdik Kemendikbud. The allocated quota and funds distributed to PIP beneficiaries in Bandung Regency are as follows:

Table 3. Total PIP Distribution for 2018-2023 for Junior High School students in Bandung Regency

No	Tahun	Jumlah Penerima PIP	Jumlah Dana disalurkan
1.	2018	57.828	Rp. 33.042.000.000
2.	2019	57.648	Rp .38.081.125.000
3.	2020	66.292	Rp. 40.437.000.000
4.	2021	60.945	Rp. 38.021625.000
5.	2022	65.525	Rp. 41.032.000.000
6.	2023	80.961	Rp. 48.103.500.000

Source : (Kemdikbudristek, 2023)

### *Equity Dimensions in the Indonesia Pintar Program at the Junior High School Level in Bandung Regency*

Equity in distribution refers to whether the Indonesia Pintar Program (PIP) has been fairly and evenly distributed among all target recipient groups in Bandung Regency. The allocation of PIP cannot be statistically divided based on the ratio of students and schools; instead, its distribution must adhere to the eligibility criteria for student beneficiaries. Consequently, there is a gap in the number of recipients among junior high schools in Bandung Regency, with each district receiving a quota based on the economic and social conditions of the area.

Since 2019, in addition to the regular PIP quota, Bandung Regency has also received an additional allocation from the stakeholder quota, which comes from the aspirations of members of Commission X of the Indonesian House of Representatives (DPR RI). The stakeholder quota can be twice the amount of the regular PIP quota, which should sufficiently cover students from underprivileged families at the junior high school level.

In 2023, Majalaya District recorded the highest number of junior high school dropouts in Bandung Regency, with 48 students (24 male and 24 female). Meanwhile, Majalaya District received a PIP quota of only 3,704 students. The high dropout rate in Majalaya District is influenced by the economic conditions of students' families, as most parents work as informal garment laborers, struggling to finance their children's education up to junior high school graduation.

As a result, schools do not conduct a screening process to identify eligible students for the Indonesia Pintar Program, leading to the risk of misallocation. If schools do not conduct a preliminary screening, the selection of PIP beneficiaries will heavily depend on the assessment of the Education Office operators responsible for verifying school proposals. Ideally, the screening process should be carried out by schools, which have the best understanding of their students' actual conditions. Schools should not shift the responsibility of selecting PIP recipients to the Education Office verifiers.

However, despite complaints from schools in Bandung Regency about the insufficient PIP quota, a significant portion of the allocated funds remained unused. In 2023, IDR 325 billion of Indonesia Pintar Program funds were returned to the state treasury because 531 students (2.9% of students receiving the PIP nomination decree) failed to activate their bank accounts for fund disbursement (detik.com, 2024). Although this percentage is relatively small, the overall program absorption rate was considered satisfactory in terms of implementation and realization.

Beyond the distribution of PIP funds to students, interviews with Informants 2, 3, and 4 revealed that the number of junior high schools in Bandung Regency remains insufficient to accommodate all students. The regency has 364 junior high schools, comprising 89 public and 275 private institutions. This lack of infrastructure contributes to the high dropout rate and low school participation rate, with many students failing to transition from elementary to junior high school.

The school participation rate from elementary to junior high school has declined significantly each year. In 2023, the elementary net enrollment rate was 99.99%, whereas the junior high school net enrollment rate was 88.07%. This indicates an 11.92% decrease in students continuing their education from elementary to junior high school.

This issue is further exacerbated by the uneven distribution of junior high schools across the 31 districts of Bandung Regency. With only 89 public junior high schools available, many parents are forced to enroll their children in private institutions, increasing the cost of education. The implementation of the zoning system for new student admissions has also limited opportunities for students living far from public junior high schools. This situation poses a financial burden on low-income families due to increased transportation costs, making it difficult for them to sustain their children's education.

#### **4. Conclusion**

Based on the findings and discussion of this study, it can be concluded that the evaluation of the Indonesia Pintar Program in reducing school dropouts in Bandung Regency, using William Dunn's evaluation indicators, has yielded the following insights:

**Effectiveness:** The Indonesia Pintar Program has significantly reduced the number of junior high school dropouts in Bandung Regency. However, it has not been effective in increasing the school participation rate from junior high to senior high school, resulting in an average school duration of only 9.08 years—equivalent to completing junior high school.

**Efficiency:** The online data input and reporting mechanism has facilitated program implementation. However, the lack of budget allocation for PIP implementation at different levels has led to suboptimal execution of technical tasks, including student screening, socialization, and beneficiary supervision.



Equity: The distribution of PIP quotas in Bandung Regency has not been based on the actual needs and educational challenges in each district. The local government has not prioritized districts with the highest junior high school dropout rates, which should receive more quotas compared to urban areas with better access to educational facilities.

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