

## ABSTRAK

**AISYAH, NPM 2022217 : Judul “IMPLEMENTASI PROGRAM INDONESIA PINTAR (PIP) DALAM MENDUKUNG AKSES PENDIDIKAN BAGI SISWA DI MIN 22 HULU SUNGAI UTARA”**Dibawah bimbingan Bapak **Sugianor, S. Sos, M.AP** Sebagai Pembimbing 1 dan Ibu **Sri Agusmila Herlinda, S. Pd, M.AP**, Sebagai Pembimbing II.

Program Indonesia Pintar (PIP) merupakan program pemerintah yang bertujuan membantu peserta didik dari keluarga kurang mampu agar memperoleh akses pendidikan yang layak dan terhindar dari putus sekolah. Permasalahan dalam penelitian ini adalah masih adanya ketidaktepatan sasaran penerima PIP, adanya ketidaksesuaian data dengan kondisi ekonomi siswa yang sebenarnya dilapangan,serta adanya siswa penerima PIP yang pindah sekolah setelah ditetapkan sebagai penerima bantuan sehingga berdampak pada proses penyaluran dana dan pembaruan data penerima. Penelitian ini bertujuan untuk mengetahui implementasi Program Indonesia Pintar (PIP) dalam mendukung akses pendidikan bagi siswa di MIN 22 Hulu Sungai Utara serta faktor yang memengaruhi pelaksanaannya.

Penelitian ini menggunakan pendekatan kualitatif dengan tipe penelitian deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Informan penelitian berjumlah 13 orang yang ditentukan menggunakan teknik purposive sampling. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Uji kredibilitas data dilakukan dengan perpanjangan pengamatan, meningkatkan ketekunan, triangulasi, diskusi dengan teman sejawat, dan member check.

Hasil penelitian menunjukkan bahwa implementasi Program Indonesia Pintar (PIP) di MIN 22 Hulu Sungai Utara cukup baik. Dilihat dari beberapa hal diantaranya dari variabel-variabel yang terbagi menjadi beberapa indikator yaitu pertama sub variabel komunikasi dengan indikator pertama melalui penyampaian informasi sudah baik. Indikator kedua pemahaman dari pihak sekolah maupun orang tua siswa mengenai tujuan program sudah baik.kedua, sub variabel sumber daya dengan indikator pertama kemampuan pelaksana dalam menjalankan kebijakan secara efektif cukup baik.indikator kedua sumber daya finansial yang mencukupi sudah cukup baik.ketiga, sub variabel diposisi dengan indikator pertama Penetapan penerima PIP oleh pusat berpotensi tidak tepat sasaran belum baik.indikator kedua ketidak sesuaian data penerima bantuan belum baik. Indikator ketiga pihak sekolah berupaya memberikan pelayanan sudah baik.ke empat,sub variabel struktur birokrasi dengan indikator pertama Perpindahan siswa penerima PIP menghambat proses administrasi belum baik.indikator kedua adanya pembagian tugas antar pihak sekolah sudah baik. Faktor pendukung implementasi program PIP meliputi komunikasi yang baik, kerja sama baik antar pelaksana dan pemahaman pihak sekolah dan orang tua siswa mengenai program sebagai bantuan pendidikan siswa .Adapun faktor penghambat pengelolaan objek adalah Ketidak sesuaian antara data penerima bantuan dengan kondisi siswa sebenarnya di lapangan.dan adanya perpindahan siswa penerima PIP yang menghambat penyaluran bantuan.

Guna meningkatkan implementasi Program Indonesia Pintar (PIP) di MIN 22 Hulu Sungai Utara, maka disarankan kepada Kementerian Agama Kabupaten Hulu Sungai Utara agar terus melakukan koordinasi dengan pemerintah pusat terkait pembaruan dan validasi data calon penerima PIP sehingga penyaluran bantuan lebih tepat sasaran. Kepada kepala madrasah agar terus meningkatkan ketelitian dalam proses pendataan, verifikasi, serta penyampaian informasi kepada orang tua dan siswa mengenai pelaksanaan Program Indonesia Pintar. Kepada orang tua siswa diharapkan aktif memberikan informasi apabila terjadi perubahan kondisi ekonomi maupun perpindahan sekolah sehingga proses administrasi dan penyaluran bantuan dapat berjalan dengan baik.

## ABSTRACT

**AISYAH, NPM 2022217:Title” Implementation of the Indonesia Smart Program (PIP) in Supporting Access to Education for Students at MIN 22 Hulu Sungai Utara REGENCY”.**Under the guidance of Mr. **Sugianor, S. Sos, M.AP** as Supervisor I and Mrs. **Sri Agusmila Herlinda, S. Pd, M.AP** as Supervisor II.

*The Indonesia Smart Program (Program Indonesia Pintar/PIP) is a government program aimed at helping students from underprivileged families gain access to education and prevent them from dropping out of school. The problems addressed in this study include the inaccurate targeting of PIP beneficiaries, the registration and verification process that has not been fully optimized due to inconsistencies with the Integrated Social Welfare Data (DTKS), and the transfer of PIP recipient students to other schools after being officially designated as beneficiaries, which affects the fund disbursement process and the updating of beneficiary data. This study aims to analyze the implementation of the Indonesia Smart Program (PIP) in supporting students' access to education at MIN 22 Hulu Sungai Utara and to identify the factors influencing its implementation.*

*This research employed a qualitative approach with a descriptive research design. Data were collected through observation, interviews, and documentation. The informants consisted of 13 individuals selected using purposive sampling. Data were analyzed through data reduction, data presentation, and conclusion drawing or verification. Data credibility was ensured through prolonged observation, increased persistence, triangulation, peer discussion, and member checking.*

*The results of the study indicate that the implementation of the Indonesia Smart Program (PIP) at MIN 22 Hulu Sungai Utara has generally been quite good. Based on the communication variable, the first indicator, namely information dissemination, has been implemented well. The second indicator, stakeholders' understanding, shows that both the school and parents have a good understanding of the program objectives. Under the resources variable, the first indicator, implementation capability, is categorized as quite good, while the second indicator, financial resources, is also considered quite good. However, under the disposition variable, the first indicator shows that the determination of PIP beneficiaries by the central government has the potential to be inaccurate and has not been fully effective. The second indicator reveals that the mismatch between beneficiary data and the actual economic conditions of students remains unresolved. The third indicator demonstrates that the school has provided good services. Under the bureaucratic structure variable, the first indicator indicates that the transfer of PIP recipient students creates obstacles in administrative procedures and has not been handled optimally. Meanwhile, the second indicator, namely the division of responsibilities among school personnel, has been implemented well. Supporting factors in the implementation of PIP include effective communication, sound policy implementation, and good cooperation among implementers. The inhibiting factors include discrepancies between beneficiary data and the actual economic conditions of students, as well as student transfers that disrupt the administrative process and the distribution of assistance.*

*To improve the implementation of the Indonesia Smart Program (PIP) at MIN 22 Hulu Sungai Utara, it is recommended that the Ministry of Religious Affairs of Hulu Sungai Utara Regency continue to coordinate with the central government in updating and validating beneficiary data to ensure that assistance is distributed more accurately. The school is expected to improve the accuracy of data collection, verification, and information dissemination to parents and students. Parents are also expected to actively report any changes in their economic conditions or school transfers so that the administrative process and the distribution of assistance can run effectively.*