

IMPLEMENTATION OF THE FAMILY HOPE PROGRAM (PKH) IN SUPPORTING BASIC EDUCATION METRO

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Abstract

This study aims to analyze and describe the implementation of the Family Hope Program (PKH) in supporting Basic Education in Metro in terms of (1) Planning; (2) Organizing; (3) Implementation; (4) Monitoring and evaluation of PKH implementation in Metro. This study uses a qualitative phenomenological design, which is based on observations in the field, documentation and interviews. The data is analyzed with an interactive model to make conclusions. The results of the study are: (1) PKH planning detailing and analyzing the objectives and targets to be achieved, as well as describing the amount of the budget; (2) Organizing PKH detailing all work performed, socialization with related parties, and distribution of work responsibilities; (3) The implementation of PKH includes the activities of coordination among related elements, distribution of targeted aid for basic education needs, providing motivation to change mindsets; (4) PKH monitoring and evaluation includes determining the standard of program success, correction of achievement and deviation of program activities. The achievement of the PKH program can improve student attendance presentations and can help meet students' basic needs in basic education in Metro.

Keywords: *Implementation, PKH, Basic Education*

A. Introduction

Government's efforts to improve the quality of education in Indonesia have been pursued through a variety of strategies, but the results of the development of education in Indonesia are still a "red note" from indicators based on the index of human development performance is still quite worrying, the condition of collapse of the *Human Development Index (Human Development Index)* on in 2016 Indonesia lagged behind other ASEAN countries such as Singapore (5), Brunei Darussalam (30), Malaysia (59) and Thailand (87)[1].

The indicators of the low quality of education in Indonesia above, make attention to the Government represented by the Minister of Education as the institution most responsible for the successful development of quality education in Indonesia. Because the HDI assessment is measured by indicators, among others, (1) average life expectancy, (2) literacy or illiteracy, (3) duration of education and (4) community's ability and purchasing power or per capita expenditure.

Of the two indicators, namely health and education indicators, it clearly shows a significant correlation and influence on the quality of human resources. Thus poor health and poor quality of public education are evidence of a lack of success in the development of the Indonesian government in education.

However, the Government continues to make efforts, among others by handling compulsory education[2], Education development policies in the 2015-2020 period prioritize increasing community access to better quality education by providing greater access to groups of people who have so far not can reach educational services. This policy is due to the increase in fuel prices in recent years, followed by an increase in the price of staples more negatively correlated with the purchasing power of the poor, this condition will hamper the completion of the program[2]. This is also exacerbated by the increasing number of poor people.

So both of these issues have an impact on poor populations/not afford, will increasingly memper difficult to meet their needs, particularly the cost of education. Starting from the above problem, the Government has reduced fuel subsidies and allocated a large portion of funds to programs designed to reduce the burden on the community, especially the poor.

PKH was motivated by concerns that the increase in fuel prices which resulted in a decline in people's purchasing power, would also have a negative impact on poor people's access to compulsory education. Meanwhile, Law No. 20 of 2003 concerning the National Education System, article 5, paragraph (1) states that every citizen has the same right to obtain quality education, and article 11, paragraph (1) states the Government and Regional Governments must provide services and facilities, as well as ensure the quality of education for every citizen without discrimination[3]. In this context, in principle PKH was conceived as an effort to increase community access, especially students from poor families, to quality education in the context of completing the twelve year compulsory education.

Problems that often arise in PKH in Metro, conceptually the assistance program by PKH is given to reduce the burden on the community, instilling awareness that assistance provided to students through the biological mother's student account is fully used for the benefit of student education. But in reality, the awareness that was expected by the government with the existence of this program was not as expected. There is an assumption that aid funds provided for educational purposes of students are widely used for other purposes by families, for example to fulfill basic daily needs, making it less effective in supporting children's learning activities as PKH recipients. An interest in evaluating the implementation of PKH is that the PKH fund is given directly to students or known as *Conditional Cash Transfers* (CCT) and has never been evaluated for the impact of implementation in supporting basic education, both by schools and other institutions so that so far it has not known how beneficial and coverage, even distribution of PKH for poor or underprivileged students.

Based on research conducted by Erdiani Silele[4], Rini Septiani Astuti [5]. Harahap[6] that the education program that has been proclaimed by the government both on a national and international scale should have been able to raise the economy and welfare of the Indonesian people in the field of education, but the facts are inversely proportional to this which raises various public

questions wherein the weaknesses and weaknesses of the program- program that has been run.

Doris M. Boutain explained that the importance of evaluation in the world of education is important for the continuity of equality in continuing education for strategies to evaluate social justice given the challenges in education. The emergence of social justice as a central concept in nursing practice in the health sector promotes the accompanying shift to developing teaching methods that evaluate the use of the concept in learning in the health field. Evaluation of social justice presents challenges, but a clear evaluation system can help students see what is expected of them in practice. The development of social justice components is useful for matching theory and practice in evaluating social justice[7].

This is also based on Allan Setyoko's research. Specifically, the components of context evaluation, input, process, and product evaluation models can help identify the learning needs of service providers and the needs of the community. The input evaluation component can then help prescribe responsive projects that can best address the identified needs. Next, the process evaluation component monitors project processes and potential procedural obstacles and identifies the need for project adjustments. Finally, the product evaluation component measures interpreting, and assessing project results and interpreting, feasible, significant, and transparent[8].

The purpose of PKH in general is to improve the quality of human resources, change the behavior of PKH participants who are less supportive of efforts to improve welfare, and break the intergenerational poverty chain[9]. The accuracy of the background of the law that guarantees access to education services and social welfare, achievement of the objectives of the basic education program, *targeting* is done in order to expand the reach of PKH Beneficiaries (KPM), the accuracy of the government's program strategy in increasing access to education for students so as to increase the presence of students in learning, can motivate children and parents to be active in school and some students increase their learning achievement. T erlaksananya groove PKH well, ensuring targeted to participants PKH, ensure participants get the service and kemudahan in search of assistance, ensuring the fulfillment of provisions suspension process and the cessation aid and evaluate the flow of PKH implementation, distribution of aid, the disbursement of aid, penangguha n, cessation aid. The Product Component will evaluate in ensuring PKH assistance has a high level of effectiveness and achievement of the objectives of the basic education program.

B. Research Methodology

This study used a qualitative design phenomenology, which stem from field observation, documentation and interviews that are whole do not ujuannya to describe and illustrate the phenomenon of what the variable is, symptoms, circumstances or certain social phenomena in PKH Metro[10]. Data sources used as subjects or respondents were the Metro Education Office, Metro Social Service, the Metro PKH Fund Assistance Implementation Team, Educators/Teachers for Elementary, Middle and High School students in Metro.

C. Research Result

C.1. Planning Metro PKH

Background analysis, objectives and strategic functions of PKH cover two components of education which are the top priority in efforts to improve the welfare of the community by increasing school participation rates. The principle of PKH is the provision of conditional assistance funds to RTSM. The purpose of PKH in education is to increase school participation rates, especially for RTSM children, and to reduce the number of child laborers in Indonesia. To achieve this goal, PKH facilitators in Metro try to motivate RTSM to enroll their children in school and encourage them to fulfill their commitment to attendance in the learning process, at least 85% of the effective school day for a month, during the school year.

Determination of RTS targets in Metro is done by collecting data released from the Ministry of Social Affairs. Second, the PKH operator verified the correctness of the number and name of RTS who would receive cash assistance. The mechanism for determining the RTS itself refers to Government Regulation (PP) No. 10 / HUK / 2016 dated 3 May 2016, concerning the mechanism of using integrated data for the poor-poor handling program. PKH Metro determines the education component, there are two things that need to be prepared to set targets (*targeting*). *First*, data preparation and goal setting. *Second*, the initial validation data determination and collected at the Metro Office to be validated, whether the prospective participant has an educational component or not at all. For prospective participants who do not have an education component then do not qualify to become PKH participants.

C.2. Organizing PKH Metro

The determination of the above components, in line with input indicators (*input*), which measures the quantity and quality of aid recipients, human resources (HR); whether the criteria are poor or very poor, the need for financial support, work methods for beneficiaries, and program development. Gradually, the *input* indicators will continue to be evaluated in order to have a real and targeted impact.

That way, the evaluation process can be said that the education component for PKH beneficiaries in Metro is in accordance with existing provisions. This process is followed to determine the eligibility of beneficiaries, so that it is right on target. In addition, more or less can reduce the level of manipulation of data from prospective beneficiaries of program assistance.

C.3. Implementation PKH Metro

With PKH, people can make good use of this program. This is closely related to the equal distribution of education levels for all parties. Where the level of education for participants can meet educational needs, such as school supplies; uniforms, stationery and more. In addition, conditional cash direct assistance can pay for school needs that are outside the principal payment (extra charge money). PKH is in the successful category. The indicator of success can be seen in the aspect of education, can increase student attendance in learning, can motivate children and parents to be active in school and some students increase their learning achievement, in addition participants who have children or

students who go to elementary, junior high, and high school level get facilities, because the recipient must not be burdened by school fees outside the basic operational needs of the school; uniforms, books and more.

However, there are also weaknesses, namely the amount of assistance given does not pay attention to the components in terms of the needs of families who have more than 1 school child must have greater needs. In addition, direct cash assistance has not been able to be directed into more productive programs. This reality is often found in the field, recipients of cash direct assistance only utilize PKH for basic needs, while sustainability is not given enough attention. No doubt, if we find in the future one factor that can hamper the operation of the program, when the government does not give more money. Another weakness found in the field is the determination of the PKH Integrated Database (BDT) determined in 2013 is data taken from the Direct Cash Assistance (BLT) provided in 2011, and during the three years running the economic changes of the community are relatively changing so it needs analysis accuracy of the target PKH recipient BDT.

But there is also more disturbing, namely assistance given to children for education although overall PKH can support basic education in Metro, but still found students who drop out of school, this is due to weak motivation and supervision of parents in the field of education due to busyness and work parents.

D. Conclusion

Targeting participants must really have specific requirements and criteria as the 2016 PKH handbook. This is done to ensure the validity of the data in accordance with the conditions of poor and very poor target families. The initial requirement that prospective beneficiaries need to take is the obligation to have KIP and KIS. As professionals recruited by the Ministry of Social Affairs, the assisting team must be very observant in seeing the initial verification of the 'prospective beneficiaries'. If not examined, it will have an impact on social jealousy that leads to conflict. In addition to the task of the verifier, the companion must also be able to reduce social upheaval that might arise. Because, a fairly easy requirement issued by the Ministry of Social Affairs, is very vulnerable to the emergence of social conflict. Channeling of funds, starting in 2017 is channeled through *online* or BNI and BRI ATM accounts. The Indonesian Ministry of Social Affairs issued a policy that the distribution of aid was not distributed manually but through the ATM accounts of each participant. Assistance is given once a year with 4 stages, which is three months. So, every year PKH assistance is always given to beneficiary participants. The seriousness of the participants in the field of education is evidenced by the craft of students in school especially for the children of participants able to excel. If there are some participants who are not committed, as the 2017 PKH handbook, the impact that will be felt by beneficiaries is a monthly budget cut. In the process of following up on the complaint, the facilitator helps the complainant to fill out a form that will be submitted to the central program implementer. In this position, the facilitator has the obligation to provide information from parties who can be contacted by the reporter to find out the development of beneficiaries. This is done to avoid misuse of aid that has been distributed. If not reminded, many

PKH program beneficiaries lack awareness to resign if they are not eligible to receive the assistance.

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