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Implementation of the KIP Kuliah Program for Aspiration Path for Students of Universitas Mandiri Bina Prestasi

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Abstract

The Indonesia Smart Card (KIP) Kuliah program is a government policy aimed at expanding access to higher education for students from underprivileged families. This study aims to analyze the implementation of the KIP Kuliah aspiration pathway program at Bina Prestasi Independent University, focusing on the selection process, aid distribution, and its impact on recipient students. A descriptive qualitative approach was used, with data collection through in-depth interviews, observation, and documentation. Research respondents included KIP Kuliah recipient students, supervisors, and university administrative staff. The results showed that the KIP Kuliah program has helped students from low-income families continue their higher education. The selection process is carried out transparently, but there are still technical obstacles, such as students' lack of understanding of administrative procedures and delays in fund disbursement. Additionally, students receiving the program stated that the assistance had a significant impact on reducing the economic burden on families, increasing motivation to learn, and encouraging academic achievement. This study recommends increased socialization of the program to new students, improvements in the fund disbursement mechanism, and enhanced coordination between the government, universities, and related parties. With these steps, the KIP Kuliah program is expected to operate more effectively and sustainably in supporting equitable access to higher education.

Keywords: KIP kuliah; access to higher education; student financial aid



INTRODUCTION

Poverty is a major issue for Indonesia today (Arifin, 2020). One of the government's policies in efforts to eradicate poverty is through education. Poverty is often linked to inadequate education, a condition that can potentially become a significant factor exacerbating poverty (Utami & Sahetapy, 2024). Those who lack adequate access to quality education tend to have more limited employment opportunities and may find it difficult to earn enough income to meet their basic needs. People without proper education often live in poor health and unstable economic conditions. On the other hand, individuals with sufficient access to quality education tend to have better employment opportunities and higher incomes, which can help lift them out of poverty (Hababil et al., 2024; Nainggolan et al., 2024).

Education is a fundamental and essential aspect that must be provided by the government, both in terms of systems and financing (Mayasari et al., 2023). Every citizen has

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the right to receive education (Vito et al., 2016). This right is enshrined in Article 31 (1) of the 1945 Constitution. Based on this article, both the Central Government and Local Governments are obligated to provide services and facilities, and ensure the implementation of quality education for every citizen without discrimination (Sabina et al., 2023). Society also has a responsibility to support the resources needed for educational provision (Abrori & Muali, 2020). According to Article 31 (1) of the 1945 Constitution, every citizen has the right to education. Therefore, to facilitate this right, the government has implemented a compulsory education program aimed at promoting educational equality in Indonesia. Through education, individuals also learn through experiences and practice to develop themselves into more mature beings (R. Hidayat & Abdillah, 2019). The primary goal of education is to establish a strong character foundation through the internalization of values in education, to cultivate emotional and spiritual intelligence that colors daily life, to foster critical thinking skills through educational tasks, and to encourage regular active participation in utilizing and filling free time with learning activities (U. S. Hidayat, 2021; Murni, 2021; Suwardani, 2020).

The government strives to ensure that every student in Indonesia can pursue the highest possible level of education (Duryat, 2022). According to Law No. 12 of 2012 on Higher Education, the government is empowered to promote justice, accessibility, and equality in obtaining quality higher education, related to the benefits of social progress, prosperity, and independence. In relation to the implementation of KIP Kuliah (Kartu Indonesia Pintar Kuliah), there are several connections with Law No. 12 of 2012 on Higher Education in Indonesia (Tahasak et al., 2023). This law provides the legal framework that governs the higher education system in the country. One of its connections is found in Article 57 paragraph (3) of Law No. 12 of 2012, which states that the government may provide financial assistance for students whose parents are economically disadvantaged. KIP Kuliah is one form of such assistance provided to students who meet the established criteria. Furthermore, Law No. 12 of 2012 also emphasizes the importance of accessibility and equality in higher education. The implementation of KIP Kuliah can be one way to achieve accessibility to higher education for financially disadvantaged students, enabling them to access higher education more easily. Additionally, through KIP Kuliah, the government can also support the increase in participation and the quality of higher education in Indonesia. By providing financial assistance to deserving but financially disadvantaged students, KIP Kuliah can encourage higher motivation and a stronger spirit of learning, which can ultimately improve the quality of university graduates (Rachmawati, 2024).

Regarding financial constraints and the constitutional right of citizens to education, the government provides scholarships for citizens who wish to continue their education at the university level (Ahmad, 2020). One such scholarship is the KIP Kuliah, a government program that helps high school/vocational school (SMA/SMK) graduates or equivalent students who possess strong academic potential but face financial barriers to tuition fees. Unlike scholarships that primarily reward or provide financial assistance to outstanding individuals, KIP Kuliah scholarship recipients must maintain academic excellence and graduate on time. This scholarship covers tuition fees for students each semester and provides living expenses each semester for up to eight semesters. The KIP Kuliah scholarship certainly opens up more opportunities for Indonesian citizens to continue their education at the university level, enabling more citizens to access higher education (Simorangkir, 2022). Therefore, the

KIP Kuliah scholarship also monitors the academic performance of its recipients to ensure their academic achievements are maintained. Recipients enrolled in university are required to maintain a GPA of 3.00 each semester. Those who fail to meet this requirement will be given a warning, and if it is repeated, the scholarship will be fully revoked. Such regulations ensure that the academic performance of KIP Kuliah recipients is maintained, thereby improving the quality of scholarship recipients. One of the universities that participates in the KIP Kuliah program in North Sumatra is Universitas Mandiri Bina Prestasi, a private university in North Sumatra. The university has been cooperating with Rumah Aspirasi Dr. Sofyan Tan since 2018.

In 2022, Amik Mandiri Bina Prestasi transformed into Universitas Mandiri Bina Prestasi, as evidenced by the attached certificate. Universitas Mandiri Bina Prestasi also has an agreement letter between the university and students, outlining various requirements. The implementation of policies at Universitas Mandiri Bina Prestasi has made efforts to achieve the main objectives of the program by providing opportunities for all underprivileged students to pursue higher education. However, there are still various aspects that need to be addressed and improved in practice. In the implementation of any policy or program, challenges are inevitable, as can be seen from the findings on the KIP Kuliah program at the university. One of the issues encountered in the 2023 implementation of the KIP Kuliah program was that some students who did not possess a KIP card were able to register for KIP Kuliah online (Azzahrawani et al., 2024; Pardede & Tampubolon, 2023), and their data was successfully included in the list of potential KIP Kuliah recipients at Universitas Mandiri Bina Prestasi. This is problematic because one of the requirements for applying to the KIP Kuliah program is to have a KIP card, as outlined in the Technical Guidelines for KIP Kuliah Registration by the Central Board of the National Bidikmisi Student and Alumni Association. The second issue lies in the aspect of socialization. In the implementation of the KIP Kuliah program, the program organizers at the university in 2023 conducted a socialization session for the principals of Senior High Schools/Vocational High Schools (SMA/SMK) in North Sumatra regarding the KIP Kuliah program. This socialization was meant to be followed up by the school principals with their students. However, some schools did not further disseminate the information to their students, resulting in many prospective students being unaware of the KIP Kuliah program.

RESEARCH METHOD

This study is an implementation of qualitative research, which encompasses various types designed to answer specific research questions through an in-depth and contextual approach. The nature of this research is descriptive. Descriptive research is a type of study that aims to systematically and accurately describe or depict phenomena, situations, or events (Patonah et al., 2023). This research focuses on data collection to explain "what happens" without affecting or manipulating the observed variables.

According to Creswell, as cited in Asep Mulyana et al., (2024) qualitative research refers to methods used to explore and understand the meanings that individuals or groups attribute to social or human issues. The qualitative research process involves significant efforts such as posing questions and procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of the data. To obtain field data, the researcher employs several data collection methods suited to the

type of research conducted, using four methods: literature review, observation, interviews, and documentation. The key informants consist of four parties: the Rector of Universitas Mandiri Bina Prestasi, the Vice Rector II for Student Affairs at Universitas Mandiri Bina Prestasi, a member of the Indonesian House of Representatives Commission X, the Student Affairs Bureau of Universitas Mandiri Bina Prestasi, and other informants, including students who are recipients of the KIP Kuliah program.

RESULTS AND DISCUSSION

Implementation of the Kartu Indonesia Pintar (KIP) Kuliah Aspirational Pathway Program for Students

The KIP Kuliah Aspirational Pathway is an educational assistance program aimed at students from underprivileged but high-achieving families. This program provides an opportunity for these students to pursue higher education without financial barriers. The Aspirational Pathway offers students the chance to receive KIP Kuliah through proposals from various parties, such as members of the Indonesian House of Representatives (DPR), the Regional Representative Council (DPD), or other relevant institutions.

Policy Standards and Objectives

The standards and objectives of the policy outline the goals to be achieved through its implementation. The more detailed and measurable the standards and objectives set, the easier it becomes for those responsible for policy implementation to understand and assess its success. Clear standards and objectives also help direct implementation efforts and ensure that all parties work toward the same goal. Several criteria related to KIP recipients, such as data obtained from the Social Services or Ministry of Education, registration procedures, socialization to prospective recipients, and technical support to simplify understanding of the process, have been established. Additionally, there is a monitoring and evaluation system to measure the program's effectiveness, including its impact on access to education.

The primary objective of the KIP Kuliah Aspirational Pathway program is clear: to assist prospective students in accessing higher education despite financial constraints. Periodic evaluations are conducted every semester, covering both economic aspects and the quality of education, referring to the Semester Grade Point Average (IPS), which must exceed 3.01.

Key Performance Indicators (KPI)

Clear KPIs are used to measure the program's impact, including student participation rates, graduation ratios, student satisfaction indexes, academic performance, skills development, and access to scholarships and other assistance. The objectives of the KIP policy set by the University include improving access to education for students from economically disadvantaged families, reducing educational inequality, enhancing the quality of education, increasing the number of high-quality graduates, socialization, providing support for KIP recipients, and establishing monitoring and evaluation mechanisms to assess the program's effectiveness.

Relevance to the Context at Universitas Mandiri Bina Prestasi

The KIP Kuliah Aspirational Pathway policy is highly relevant to the situation of students in Indonesia, particularly at Universitas Mandiri Bina Prestasi. This policy offers opportunities to students who did not pass the regular selection process, allowing them to continue pursuing higher education. It is expected to reduce educational disparities between

regions and social groups by providing greater opportunities for students from remote areas or economically disadvantaged families. High-achieving students who may have missed out on other selection processes also receive a fairer chance.

At Universitas Mandiri Bina Prestasi, many students from various regions such as Medan, Deli Serdang, Tanah Karo, Simalungun, and Nias receive KIP Kuliah through the Aspirational Pathway. The study programs offered are widely sought after and relevant to the needs of the job market.

Policy Resources

Adequate resources are essential for the successful implementation of policies. These resources include financial, human, and material aspects. Having sufficient resources enables policy implementers to execute programs effectively and efficiently. A lack of resources can hinder the implementation process and lead to failure in achieving the policy's objectives. Regarding the budget supporting the implementation of the KIP Kuliah policy at the university, interviews indicate that there is a budget in the form of salary allowances for KIP managers at the university to ensure the smooth operation of this policy. Additionally, the program is supported by adequate competence. These competencies include:

1. Educational Policy Knowledge, which involves an understanding of policies and regulations related to KIP Kuliah, including the requirements and registration procedures;
2. Program Management, which is the ability to plan, implement, and evaluate the KIP Kuliah program effectively;
3. Communication Skills, which includes the ability to convey information clearly to prospective students;
4. Data Analysis, which is the ability to collect and analyze data related to participation, academic outcomes, and the impact of the KIP Kuliah program;
5. Interpersonal Skills, which includes the ability to collaborate with various parties, including students, faculty, and government bodies, to ensure good collaboration;
6. Problem-Solving Skills, which includes the ability to identify challenges in implementation and find effective solutions;
7. Education and Training, which involves having a relevant educational background and a commitment to participating in training to improve skills and knowledge;
8. Ethics and Integrity, which includes applying ethical principles and integrity in carrying out duties and maintaining public trust.

Furthermore, the core duties and functions (Tupoksi) assigned to human resources (HR) in the implementation of the KIP Kuliah policy include several important aspects, such as:

1. HR Planning, which involves identifying and planning for HR needs involved in implementation, including the development of an organizational structure that supports this policy;
2. Recruitment and Selection, which ensures that the workforce recruited has the competence and experience in education and scholarship management;
3. Training and Development, which provides training related to the KIP Kuliah policy to improve HR understanding and ability to serve students;
4. Performance Management, by setting performance indicators to measure the effectiveness of HR in supporting the KIP Kuliah policy;

5. Coordination and Communication, which involves coordination between educational institutions, the government, and related parties to ensure clear communication regarding the KIP Kuliah program;
6. Socialization and Outreach, which includes activities to introduce the KIP program to prospective students and the public;
7. Monitoring and Evaluation, which ensures that the program runs as planned and provides maximum benefits to KIP recipients.

In terms of facilities and infrastructure, there is information technology infrastructure in the form of a good management system to manage KIP recipient data, including platforms for registration, monitoring, and evaluation. In addition, consultation rooms and services are available for students to obtain information and support related to the KIP program, as well as learning facilities such as access to libraries, laboratories, and other study resources. Socialization programs are also conducted to introduce the KIP program to prospective students so that they understand the benefits and registration procedures.

As part of internal control, there is a mechanism for supervising the use of the KIP Kuliah Jalur Aspirasi budget. Oversight of the use of the KIP Kuliah Jalur Aspirasi budget is very important to ensure that the allocated funds are used appropriately, effectively, and efficiently. Several oversight mechanisms that are generally applied include:

1. Internal Oversight:
 - a. Higher Education Institutions: Every university that organizes the KIP Kuliah program must carry out internal oversight on the use of the budget. This includes verifying the data of recipient students, monitoring fund disbursement, and evaluating the achievement of program objectives.
 - b. Ministry of Education, Culture, Research, and Technology (Kemendikbudristek): Kemendikbudristek, as the institution responsible for the KIP Kuliah program, has an internal oversight unit tasked with conducting audits and evaluations of the program's implementation across all universities.
2. External Oversight:
 - a. Supreme Audit Agency (BPK): BPK conducts audits periodically on the management of state finances, including the KIP Kuliah budget. BPK's audit aims to ensure that the use of the budget is in line with applicable regulations and there are no irregularities.
 - b. Law Enforcement Agencies (APH): APH, such as the police and the attorney general's office, can investigate and prosecute if indications of corruption or misuse of the KIP Kuliah funds are found.
 - c. Public: The public also plays an important role in oversight. The public can report suspected mismanagement of KIP Kuliah funds through provided channels.

There are also several concrete steps taken in the supervision of the KIP Kuliah budget usage, including:

1. Data Verification: Verifying the data of KIP Kuliah recipients periodically to ensure they meet the requirements and prevent misuse.
2. Monitoring Fund Disbursement: Tracking the disbursement of KIP Kuliah funds from the government to the university and from the university to the student recipients.
3. Program Evaluation: Conducting periodic evaluations of the program's achievements and the effectiveness of fund usage.

4. Reporting: Preparing periodic accountability reports to the relevant authorities.
5. Information Publication: Making information related to the use of the KIP Kuliah budget accessible to the public to increase transparency.

Inter-Organizational Communication

Effective communication between organizations involved in policy implementation is crucial to ensure that each party understands their roles and responsibilities (Manggopa & Sakir, 2024). Good communication also supports coordination and collaboration between organizations, which helps the implementation process run smoothly. Additionally, strengthening activities such as training and capacity development is essential to improve the ability of implementers in carrying out their tasks through coordination. At Universitas Mandiri Bina Prestasi, coordination with the Ministry of Education, funding institutions, and local governments regarding the implementation of this program is conducted at least twice every semester, covering evaluation report submissions and planning for the following semester.

Moreover, coordination between departments at Universitas Mandiri Bina Prestasi involved in the implementation of this policy is also running smoothly, and the department responsible for KIP is required to report all policies provided to KIP Kuliah participants to the leadership. There is an effective mechanism in place for delivering information to KIP Kuliah recipients regarding their rights and obligations, which is done both verbally and in writing repeatedly, to ensure transparent management.

The characteristics of the implementing agency, such as organizational structure, norms, and existing patterns within the bureaucracy, can affect the performance of policy implementation (Sasuwuk et al., 2021). A more flexible bureaucracy that can quickly respond to changes will be easier to adapt to changing conditions and improve the effectiveness of implementation. On the other hand, a rigid and unresponsive bureaucracy may hinder implementation and obstruct the achievement of policy goals. In terms of commitment, the leadership at the university shows full commitment to the success of the KIP Kuliah Jalur Aspirasi program by conducting regular monitoring and evaluations to ensure that the KIP Kuliah program at Universitas Mandiri Bina Prestasi runs smoothly and successfully. Additionally, the performance of the student affairs bureau in managing the KIP Kuliah Jalur Aspirasi program is also reviewed periodically, discussing emerging issues related to Rumah Aspirasi and taking immediate action to address them.

Social, Economic, and Political Conditions

According to Van Meter and Van Horn in their public policy implementation model, external factors such as social, economic, and political conditions play a significant role in determining the success of policy implementation (Kurniawan & Maani, 2020). These three conditions are crucial because they can influence the extent to which a policy is accepted, applied, and successful in practice. They emphasize that social, economic, and political conditions affect the effectiveness of public policy implementation. Even if a policy is well-designed, if these external factors are not supportive, its implementation may be hindered or fail. Therefore, when analyzing policy implementation, it is important to consider these three factors so that the policy can run smoothly and achieve its desired outcomes.

The institution responds to the social and economic conditions of KIP Kuliah students in various ways, such as providing Additional Financial Assistance, where universities often offer additional scholarships or living cost support to help students cover their educational and

daily living expenses. Additionally, an Academic Mentoring Program is available, offering mentoring, tutoring, or study groups to help students achieve academic success. The university also organizes Skills Training to improve non-academic abilities, such as soft skills, leadership, and technical skills relevant to the workforce. Counseling Services are also provided to help students deal with personal, psychological, or social issues that may arise during their studies. The university encourages student participation in Social and Community Activities that can strengthen their social support networks. Internships and Industry Partnerships are also offered to provide students with work experience and improve their competitiveness in the job market. Furthermore, intensive Socialization and Information campaigns are carried out to ensure KIP Kuliah recipients are aware of the services available to them.

Trends of the Implementing Agency

The trends of the implementing agency reflect the attitudes or perspectives of those responsible for the policy implementation towards the policy itself. This factor relates to the extent to which the policy implementers are motivated, committed, or strongly driven to implement the policy effectively and in accordance with the established objectives. Van Meter and Van Horn, in their public policy implementation analysis model, reveal that the success of implementation is significantly influenced by various factors, one of which is the attitude or tendency of the implementers towards the policy.

Innovative Efforts in the Implementation of KIP Kuliah Jalur Aspirasi

Regarding innovative efforts in the implementation of the KIP Kuliah Jalur Aspirasi program, there are challenges such as the requirement for KIP recipients to maintain a GPA of 3.00. Sometimes, in the first semester, students are very diligent in their studies, but the influence of friendships or other factors may cause their GPA to decline. In such cases, the Student Affairs Bureau identifies and contacts students who experience a GPA drop to find out the cause. Since the KIP Kuliah program requires the GPA not to fall below 3.00, efforts are made to mentor these students by collaborating with the program heads (Kaprodi) and other lecturers. Sometimes, students face personal issues affecting their academics, such as relationship problems or social issues that remain unspoken. Although many of these issues are resolved and their GPA improves, some students, despite being mentored, still fail to improve and their GPA continues to decline, which leads to them being removed from the program. As part of the innovation, the university continues to provide guidance to students whose GPA is below the required standard.

Evaluation of the Program

The program is evaluated periodically, such as the increase in living expenses from 600,000 IDR to 900,000 IDR. Although this increase is significant, considering Medan is a metropolitan city, it is hoped that living expenses can be further increased to ensure students can live comfortably. Many students rely on their parents' money for living expenses, which should be used for educational needs but is often diverted to cover other necessities, such as medical costs for parents or paying off debts. This issue is part of the evaluation to provide better understanding for both students and their parents. With this assistance, parents are actually better supported with their children's tuition and transportation costs. This program aims to reduce the financial burden on students, enabling them to focus solely on their studies and manage their spending with the pocket money they receive every six months.

Suggestions for Improving the System and Procedures

In terms of proposed improvements to the system and procedures to enhance service quality for KIP Kuliah recipients, I believe the current system is already quite good. However, many KIP Kuliah recipients participate in this program more out of external encouragement than due to an awareness of the importance of enhancing their human resource quality. Therefore, a better system could involve more specialized training for KIP recipients, equipping them with additional competencies.

In terms of services, I believe there are no major issues. KIP Kuliah recipients are regarded as a special group, and we provide extra attention to improving their human resource quality on campus. They are not treated differently from regular students, but they do receive special care to ensure they do not waste this opportunity. The services we provide are already quite good.

CONCLUSION

The implementation of the Indonesia Smart Card (KIP) Lecture program at Universitas Mandiri Bina Prestasi has significantly benefited students from low-income families by reducing financial barriers and facilitating access to higher education. This program has enabled students who previously faced difficulties in paying tuition fees to continue their studies and focus more on academic achievement. In the long run, KIP Kuliah contributes to improving the quality of human resources in Indonesia. Despite its success, challenges remain in the program's implementation. Issues such as insufficient socialization efforts and a lack of transparency in the selection process hinder the program's effectiveness. Many students are still unaware of the registration procedures and available benefits. Moreover, the complex administrative requirements often delay the disbursement of financial aid, affecting students' ability to attend classes and achieve optimal academic results. Additionally, the lack of academic and psychological support further limits students' overall success.

To enhance the effectiveness of the KIP Kuliah program, Universitas Mandiri Bina Prestasi should improve its socialization strategies through social media, webinars, and campus outreach. Simplifying administrative procedures will help students navigate the application process more efficiently. Ensuring a more transparent selection process through internal audits and digital verification systems is also crucial to directing aid to the intended recipients. Furthermore, providing academic mentoring and psychological counseling can help students overcome academic challenges and maximize their potential. Strengthening coordination with the Rumah Aspirasi and optimizing the distribution mechanism will further support the sustainability of this program in promoting equitable access to higher education.

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