

Implementation of the Tangerang Cerdas Policy by the Tangerang City Government

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Abstract

In Tangerang City, the number of children out of school at the elementary school level is 19,067 people, this is one of the reasons for the launch of *Tangerang Cerdas* to provide scholarship assistance in the form of cash to meet the costs of school needs so that the number of children out of school continues to decrease every year. This research aims to describe the implementation of the *Tangerang Cerdas* Policy. The research method used is a qualitative description using observational study data analysis and in-depth interviews. The results of the research that has been carried out show that the implementers have implemented *Tangerang Cerdas* but it has not been optimal, in 2020-2021 in each semester more than 6,000 children have received *Tangerang Cerdas* assistance at the elementary school level in all areas in Tangerang City. However, there are still many who have not received assistance because there are budget limitations and there are also process stages and terms and conditions that apply to receive *Tangerang Cerdas* assistance. The important role of staff at schools or schools in collecting data and submitting it to the Tangerang Smart Center is one of the keys to success, so there needs to be a budget for staff who look for data at each school to be more motivated in their work.

Keywords: Policy Implementation, Tangerang Cerdas, Socialization.



A. INTRODUCTION

Development and improvement of the quality of human resources must be considered and designed carefully based on mature thinking. A developed and sovereign nation desires its people to be prosperous, peaceful, just, and peaceful. The progress of a nation can be judged by how education is implemented and provided to its people in a nation (Wagire et al., 2021).

According to Sugianto, education is a sector that plays an important role in the successful development of a place. Education contributes directly to the development of human qualities. To improve the quality of society as a whole, efforts are needed in the field of education from both the government and the community itself. Education is defined as an effort to build people's personalities in accordance with the values that exist in society and its culture (Al-Adwan et al., 2021).

Article 31 of the 1945 Republic of Indonesia Constitution states that "every citizen has the right to education." The mandate contained in this verse is that getting an education is the right of every individual regardless of their background or existing conditions. According to Todaro, education has an important role in shaping the ability of a developing country to absorb modern technology and develop the capacity to create sustainable growth and development.

The determination of the Indonesian people to fulfill children's rights and protect children, especially in the field of education, is stated in Article 28 C of the

1945 Constitution of the Republic of Indonesia which states that; "Every child has the right to develop themselves through fulfilling basic needs, has the right to receive basic education and obtain the benefits of science and technology, arts and culture, to improve the quality of life and for the welfare of humanity"; and the procedures for its implementation are regulated in article 9 paragraph (1) of Law Number 23 of 2002 concerning Child Protection which states that "Every child has the right to receive education and teaching in the context of personal development and their level of intelligence following their interests and talents".

According to Purba, education is expected to be able to provide real services to the community, both from the central level, and must also provide services to communities in the regions. This means that efforts are needed to establish communication with stakeholders in education so that education administrators can formulate policies and make decisions related to the expansion and distribution of educational services, improving the quality and relevance of education and optimizing the education management process. This is a new perspective in the education management process, namely the need for decentralized ideas so that education management is carried out simultaneously between the central government and regional governments (Zheng et al., 2021).

The development of a region is strongly supported by the quality of its education, the better the quality of education will be in line with the progress of a region. Seeing the urgency of education which is increasingly needed to create the development of a nation, the Government has determined a policy for students to be obliged to take 12 years of education starting from primary education level to secondary education level (Angrist et al., 2021).

Tangerang City is one of the cities in Banten Province that supports the policy for students to be required to take 12 years of education starting from primary education level to secondary education level. Apart from the policy that students are required to take 12 years of education, many problems are encountered, especially in Tangerang City. One of the problems encountered is that many students drop out of school. Based on data from the Tangerang City Education Office, there are still many potentially vulnerable children dropping out of school in Tangerang City (Nurtanto et al., 2021).

Based on the problems above, researchers are interested in researching the title Implementation of the *Tangerang Cerdas* policy by the Tangerang City Government.

B. LITERATURE REVIEW

1. Public Policy

The term policy according to Thomas R. Dye: "Public policy is whatever governments choose to do or not to do". According to him, policies do not have to be implemented, but some things are deliberately not implemented, because they both influence the public. Meanwhile, the term public contains human activities that are deemed necessary to be regulated or intervened by the government or social rules, or at least by collective action. So public policy can be interpreted as a conscious effort

carried out by the Government that has certain goals in the interests of the lives of many people (Schmidt & Engelen, 2020).

Thomas R. Dye formulated public policy as the Government's choice to act or not act. In his book entitled "The Political System", David Easton defines public policy as the allocation of values to society as a whole. Apart from that, according to Thomas R. Dye, public policy itself has four characteristics, namely regulative, organizational, distributive, and extractive, which means that the scope of public policy is very broad, including things that are vital to things that are not vital. In determining a public policy, the only source is the public interest itself (Buse et al., 2023).

The basis of public policy is born from the policy concept. According to Lasswell & Kaplan, the policy is "a projected program of goals, values and practices"; while the definition of policy according to Anderson is "Policy is defined as a relatively stable, purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern". In line with the understanding of Western experts, experts in Indonesia put forward the same thing as Pasolong's view, which states that policy is a series of alternatives that are ready to be chosen based on certain principles. In line with this, Winarno stated that the term "policy" is generally used to designate the behavior of an actor or several actors in a certain field of activity (Jones et al., 2021).

According to Tachjan, the substance of policy is essentially a decision on a number or series of choices that are related to each other and are intended to achieve goals. Meanwhile, the policy environment is the background conditions or events that cause the emergence of a policy "issue" (problem), which influences and is influenced by policy actors and by the policy itself (Ahmed, 2023). Referring to the various views above, according to Thoha, in a broad sense, policy has two aspects, namely: First, policy is a social preamble, not a single or isolated event. In this way, something produced by the Government comes from all events in society and is also used for the benefit of society. Second, the policy is an event that occurs either to reconcile the claims of conflicting parties or to create intensive joint action for parties who participate in creating goals but receive irrational treatment in this joint effort. Based on the understanding of public policy as explained above, policy is an activity or activities of the Government to regulate community or public life (Schuster et al., 2023).

Various experts expressed their understanding of public policy, such as Dye who stated public policy as "whatever government chooses to do or not to do". Wibawa stated that public policy is part of a political decision in the form of a behavioral program to achieve the goals of the country's society. According to Iskandar, the policy can be defined as a series of program plans, activities, actions, decisions, attitudes, to act or not to act carried out by the parties (policy actors), as stages for resolving various problems faced (Hadriani et al., 2021). Nugroho further stated that public policy concerns several things, namely: First, things that have been decided by the Government to be done or not to be done. Second, in the form of written government regulations and conventions. Third, it is a manifestation of cooperation between the legislative and executive bodies (Heryani et al., 2023).

According to Islamy, there are several important elements in public policy, namely: First, public policy in its initial form is in the form of determining government actions. Second, public policy is not enough just to be stated but implemented in real form. Third, public policy, whether to do something or not to do something, has and is based on certain aims and objectives. Fourth, public policy must always be aimed at the interests of all members of society without exception (Roziqin et al., 2021). Based on several opinions from experts who express an understanding of public policy, it can be said that public policy is essentially a form of activity or activity carried out by the Government (in this context the Government's action of not responding to existing problems is also included in the form of public policy); to organize people's lives so that they are under common aspirations (Chater & Leowenstein, 2023).

2. Policy Implementation

Van Meter and Van Horn said that policy implementation is intended as a total of actions carried out by individuals/officials or government or private groups that are directed towards achieving predetermined policy goals; namely actions that are momentary efforts to transform decisions into operational terms as well as ongoing efforts to achieve large and small changes mandated by policy decisions (Coyne et al., 2021). Next, Van Meter and Van Horn began their theoretical ideas about implementation by presenting six variables, namely two main variables and four additional variables that form the link between policy and policy performance. These six variables include standard policy objectives, resources, communication, interrogation and confirmation activities, characteristics of the implementing agent, social, economic, and political conditions, and the character of the implementer (Nguyen et al., 2021).

Grindle added that the implementation process includes the task of forming a bond that allows the direction of a policy to be realized as a result of Government activities. Such as tasks in terms of directing targets or objects, use of funds, timeliness, utilizing implementing organizations, community participation, suitability of programs with policy objectives, and so on (Adu-Baffour et al., 2021).

According to Sadhana, the importance of implementing policies is so that they have the desired impact or goal. In a broad sense, policy implementation is seen as a public administration tool in which actors, organizations, procedures, techniques, and resources are organized together to carry out policies to achieve the desired policies or goals (Trædal et al., 2022).

The success or failure of implementing a policy is influenced by variables or factors that are interconnected with each other. George Edward III explained that four factors influence policy implementation, namely:

- a. Communication

Good communication is an important factor in conveying policy goals and objectives to implementers so that there are no misunderstandings between policymakers and policy implementers (Hunt et al., 2022).

b. Resources

Policy implementation must be supported by resources consisting of human resources, information (including how to implement the policy and compliance of the implementers), good authority (the implementor's authority to implement the established policy), and facilities that support the smooth process of implementing the policy (Kurnianingsih et al., 2020).

c. Disposition

The characteristics, attitudes, and character of the implementor are important elements in implementing policies such as commitment, honesty, and democratic nature. If the implementor has a positive attitude towards the policy, it has the potential to implement the policy targets (Widyastuti & Mudrifah, 2020).

d. Bureaucratic structure.

A long bureaucratic structure will create complicated and complex bureaucratic procedures. In implementing policies, a clear, effective, and efficient bureaucratic structure is needed (Turner et al., 2022).

Almost the same opinion was also expressed by Cheema & Rodinelli that there are several influencing factors, namely:

a. Environmental conditions

Environmental conditions greatly influence the implementation of policies. What is meant by the environment includes the socio-cultural environment as well as the involvement of policy/program recipients (Kortetmäki & Järvelä, 2021).

b. Relationships between organizations

In many programs, the implementation of a policy/program requires support and coordination with other agencies. For this reason, coordination and cooperation between agencies is needed for the success of a policy/program (Moleveld et al., 2021).

c. Organizational resources for implementing policies/programs

Without the support of resources, both human resources and other resources, policy implementation will experience limitations and obstacles, thereby affecting the success of policy implementation (Glyptis et al., 2020).

d. Characteristics and capabilities of implementing agents.

What is meant by characteristics and capabilities includes the bureaucratic structure, norms, and relationship patterns that occur within the bureaucracy, all of which will influence the implementation of policies/programs (Hoye et al., 2020).

C. METHOD

In this research, researchers used qualitative research methods. According to Sugiyono, qualitative research can be used to research problems that are temporary and will develop after a researcher has started going into the field to conduct research. The qualitative research method is appropriate because the research to be studied is a

discussion that will change and develop at any time according to the existing social situation. This research uses interview and documentation data collection techniques. Interviews were conducted directly with the orphanage that provides services and protection for street children. Analysis activities consist of three activity streams that occur simultaneously, namely data reduction, data presentation, and conclusion.

D. RESULTS AND DISCUSSION

1. Tangerang Cerdas

Education has an important role in improving human resources because education is a human right of every Indonesian citizen. Therefore, every citizen regardless of social status, economic status, tribe, ethnicity, region where a person comes from, religion, and gender, has the right to obtain quality education according to their interests and talents. This then requires the Government to continue to strive to implement programs of equitable access to education for the entire community accompanied by improving the quality of education which is expected to encourage the realization of holistic human development as well as a civil and modern society that is imbued with the values of Pancasila.

Children's education is an inseparable part of the issue of educating the nation. Through education, children are sharpened with a set of knowledge to have positive awareness and will in finding and formulating goals for themselves in the future. Education development in Indonesia has shown considerable success. Nine years of compulsory education supported by the development of school infrastructure and continued with nine years of compulsory education is an education sector program that is recognized as quite successful. Cases of missing classes, being late for elementary school, children dropping out of school and the inability to continue their education to a higher level are things that have attracted quite a lot of attention in the world of education.

The Ministry of Education and Culture (Kemendikbud) of the Republic of Indonesia recorded that 22,194 children in Tangerang Regency, Banten, had dropped out of school. Quoted from the official page of the Indonesian Ministry of Education and Culture, Tangerang Regency is in first place after Lebak Regency as the area with the highest number of out-of-school children in Banten Province. The Ministry of Education and Culture's Data and Information Center (Pusdatin) noted that Lebak Regency was in number 2 position with the number of out-of-school children of 16,656. The 3rd position is occupied by Pandeglang Regency, with a figure of 11,410 children out of school. In 4th place is Serang Regency with 10,778 out-of-school children. Followed by Tangerang City in 5th position with a total of 7,844 children.

Tangerang Cerdas is one of the policies issued by the Tangerang City Government which is aimed at breaking the chain of school dropouts which is quite large in Tangerang City with a budget of 10-15 billion Rupiah. *Tangerang Cerdas* has been running for eight years since it was launched on August 17, 2014, where so far its implementation has been realized by easing the burden of education costs on underprivileged residents in Tangerang City, which was initially realized in the form

of tuition fees and personal fees. However, currently, only direct operational costs are provided. One of the factors that causes children to be vulnerable to dropping out of school in Tangerang City is economic factors, especially in vulnerable and poor families. Environmental conditions greatly influence the implementation of policies. What is meant by the environment includes the socio-cultural environment as well as the involvement of policy/program recipients.

Initially, the Tangerang City Government launched the Tangerang Smart Card (KTC) on 17 August 2014 to help with tuition fees, pocket money, pocket money to buy books, uniforms, and other necessities, but in 2019 it was replaced with the name Tangerang Smart. This program was launched to guarantee that all residents can go to school without financial problems. The realization of *Tangerang Cerdas* is that the Tangerang City Government provides assistance to students. *Tangerang Cerdas* is part of efforts to increase the gross enrollment rate (APK) which is a component of the human development index (HDI), this program is in line with the central government's policy regarding compulsory education for up to 12 (twelve) years. Law Number 32 of 2004 concerning Regional Government also explains that regions have the authority to make regional policies to provide services, increase participation, and initiative, and empower the community. These provisions imply discretion and responsibility for the regional government.

2. Inter-Organizational Relations

According to Tachjan, the substance of policy is essentially a decision on a number or series of choices that are related to each other and are intended to achieve goals. Meanwhile, the policy environment is the background conditions or events that cause the emergence of a policy "issue" (problem), which influences and is influenced by policy actors and by the policy itself.

The relationship between organizations can be explained by implementing the *Tangerang Cerdas* implementation, good cooperation and communication are also needed between the school and the regional government through the Education Office and the Ministry of Religion so that underprivileged children who need it can receive the benefits of *Tangerang Cerdas*. However, in this case, coordination and cooperation are needed from the Education Service, which is waiting for the school to search for and then submit data proposals for *Tangerang Cerdas* recipient children using the Ministry of Social Affairs' Integrated Database owned by the Ministry of Social Affairs (DTKS).

When the school does not seek and propose, the Regional Government through the Education Office cannot assist with this program considering that this program is based on existing data. When a child's name is not registered or is not registered even though they are incapacitated, the child still does not receive assistance. The contribution of the school is very important in the success of *Tangerang Cerdas* in Tangerang City, this concerns the school which has to look for data on underprivileged children by manually searching the data of the children in their school one by one. Of course, this is not something easy considering the large number

of children in one school. Not only searching, the school also has to match several things such as name, nickname, and others in the DTKS. This of course requires the availability of time and energy from the school in a process that is not short, the mechanism before submission is quite complicated, making some schools not try to find potential *Tangerang Cerdas* recipients due to the limited time and workforce available at the school. It doesn't stop there, the school must also submit the names of prospective recipients of *Tangerang Cerdas* assistance that have been sought in the DTKS to the Education Office for verification.

From the narrative of the Education Service, represented by the Informant, apart from state schools, there are also private schools and schools under the auspices of the Ministry of Religion (Ministry of Religion) which are also entitled to receive *Tangerang Cerdas* assistance if there are students from disadvantaged families. For example, in the Madrasah Ibtidaiyah (MI) school which is equivalent to an elementary school (SD), the Education Department is trying to establish communication and cooperation so that *Tangerang Cerdas* can be felt by all entitled parties without exception. The coordination that has been carried out so far is by creating WhatsApp groups so that it is easy to communicate both in the form of questions and answers regarding the obstacles faced and providing information to each other regarding the implementation of *Tangerang Cerdas*.

The implementation of *Tangerang Cerdas* so far has had its duties and functions for each party involved in *Tangerang Cerdas*. So far, many efforts have been made by the Department of Education and the school for *Tangerang Smart* to run well, such as by taking a persuasive approach in the form of instructions for carrying out work to minimize errors in the process which influence in determining the success of *Tangerang Smart*. So far, the implementation of the program is still guided by the *Tangerang City Mayor's Regulation Number 31 of 2019*. It is hoped that with the respective duties and functions, the activities of the work units for implementing *Tangerang Cerdas* will become clearer and the implementation of the program can run according to its goals and objectives.

The organizational structure includes dimensions of fragmentation and standard operating procedures that will facilitate and align the actions of policy implementers with what has become their field. Standard operational procedures relate to systems, procedures, division of tasks, authority, and responsibility, as well as policy implementation mechanisms among policy implementers. Standard operating procedures as an internal response to limited time and resources from implementers have the desire and uniformity in work.

3. Organizational Resources

With the noble function of education, the Indonesian Government has invested in education as a top priority and allocated a larger percentage of its budget to the education sector. To base it, the 1945 Constitution was amended, and Article 31 paragraph (4) of the 1945 Constitution; "The state prioritizes an education budget of

at least twenty percent of the state income and expenditure budget as well as regional income and expenditure budgets to meet the needs of providing national education".

With a fairly large budget allocation of around 10-15 billion rupiah each year for *Tangerang Cerdas*, it is hoped that this will be directly proportional to the increase in the quality and educational services that will be utilized by the community. The essence of a budget sourced from the people is an instrument that functions to move the wheels of development in realizing services and improving community welfare. This means that everything related to development cannot be separated from the role and function of the budget.

The budget function should be utilized optimally by starting with the process of planning, implementation, supervision, accountability, and evaluation of programs and development activities, especially in the education sector so that the budget is processed in a balanced and proportional manner and directed according to its function. Based on Law Number 17 of 2003 concerning State Finances, Article 3 paragraph (1) concerning provisions for the management of State finances states that in principle the management of state finances by the Government (central and/regional) must be managed in an orderly manner, adhering to statutory regulations, efficiently, economically, effective, transparent and responsible by paying attention to a sense of justice and propriety.

Implementation is a general process of administrative action that can be researched at a specific program level. The implementation process will only begin if the goals and objectives have been determined, the activity program has been prepared and funds are ready and distributed to achieve the targets. As far as data from the past two years, the number of funds channeled to make Tangerang Smart continue to increase, this is a concrete indicator that education is truly a priority in regional development. That policy implementation must be supported by the necessary budget resources to finance operational activities in implementing the policy. If implementers are responsible for implementing a policy but are not supported by financial resources, then the implementation of the program/policy will not be effective.

The education budget is the budget allocation for educational functions which is budgeted through state ministries/institutions and the education budget allocation through transfers to regions, including educators' salaries, but not including the official education budget, to finance the implementation of education which is the responsibility of the Government. The allocation of a minimum education budget of twenty percent is also mandated in Law Number 20 of 2003 article 49 which contains "Education funds other than teacher salaries and official education costs are allocated at least 20% of the State Revenue and Expenditure Budget (APBN) in the education sector and a minimum of 20% of the Regional Budget and Revenue and Expenditure (APBD)."

Funding for educational spending for students comes from several parties, namely the government, foundations, parents, and other parties. Meanwhile, education funds from the Government come from three sources that are used to

finance students' education, namely the Central Government, Provincial Government, and Regency/City Government. The education expenditure budget obtained from the Ministry of National Education is a source of funds from the Central Government, while funds from the regions are obtained from the APBD (Regional Income and Expenditure Budget).

Existing education funds come from the APBN (State Revenue and Expenditure Budget) from the Central Government, such as BOS (School Operational Assistance) funds to help schools in Indonesia provide more optimal learning, such as equipping and repairing school facilities such as sports equipment and fields, computers, extracurricular equipment, building maintenance, toilets, and various other infrastructure facilities. However, there are limited School Operational Assistance (BOS) funds so it is not possible to fully finance them from BOS funds. The government does not allow schools to collect fees by force, but with transparency between schools and parents regarding school funding, it can certainly be another consideration if students' parents voluntarily participate to help fund education.

There are also a large number of parents who misinterpret the meaning of "Free School" where many parents of students think that free means no expenditure at all for their children's educational needs. However, it should be noted that there are student needs that are the responsibility of the parents in terms of funding for teaching and learning education activities (PBM) which are not funded by School Operational Assistance funds which come from the APBN. This is what makes it necessary to hold a *Tangerang Cerdas* in the City of Tangerang needs to be created and held targeting underprivileged families whose funds come from the APBD (Regional Revenue and Expenditure Budget) of Tangerang City.

4. Characteristics and Capabilities of Implementing Agents

Law Number 32 of 2004 concerning Regional Government explains that regions have the authority to make regional policies to provide services, increase participation, and initiative, and empower the community. These provisions imply discretion and responsibility for the regional government. This is in line with the policy that has been implemented by the Tangerang City Government to overcome the problem of high school dropout rates the Government must be present to show its role in helping the community consider that education is very important to support the future.

The process of implementing *Tangerang Cerdas* in Tangerang City uses a reciprocal work mechanism (coordination). This occurs when the implementation of a policy involves several organizations and to be able to carry out their duties, each organization produces output which will become input for other organizations. However, at a certain point, the process will reverse when the input that has been processed will produce output that will be used as input for the organization that previously provided the input.

There are several related parties in the process of implementing *Tangerang Cerdas* who have their respective roles, functions, and duties in implementing

Tangerang Cerdas. For example, schools have the task of registering children who are prospective *Tangerang Cerdas* recipients in DTKS and then submitting them to the Education Office for verification. DTKS data itself is data held by the Social Service which is updated every 6 (six) months and is used as a reference in verification. The bureaucratic structure is related to the range and control of management and the process of implementing activities in an organization that can determine the success and achievement of goals.

The school's willingness to search for prospective *Tangerang Cerdas* recipients is based on the Social Service data, namely DTKS manually, and then the Education Office carries out verification after the names of potential *Tangerang Cerdas* recipients are submitted. The factors for creating a successful policy are always two things, willingness and ability. The two are very related (closely related). Because great intention will produce great ability. This is related to the will of policymakers, especially the top management (top management) of a program, in this case, the Mayor of *Tangerang Cerdas*. Commitment consists of the first being the direction and series of goals in the implementer's priority scale and the second being the implementer's ability to realize these priorities. In Sulistyastuti's book entitled Public Policy Implementation, Concepts and Applications in Indonesia, the coverage indicator aims to find out how much of the target group has been reached or received services or grants by the implemented public policy.

The role of Mayor of Tangerang is a key figure in the creation of *Tangerang Cerdas* apart from the schools and Education Department play an active role in its implementation. How does this will and intention emerge to have a strong commitment to realizing the vision and mission of education for all groups without exception in Tangerang City? This is "political will", where the political choice to realize access to education for all groups in Tangerang City becomes the policy line of a figure or politician, or it could also be the line of the politician's organization or political party. Every year the process is evaluated, and every aspect that is found to be unfavorable is continuously improved and perfected. The Mayor of Tangerang also often gives directions so that education, which consumes a lot of the city's APBD budget, is directly proportional to the intended benefits felt by the community, one of which is the existence of *Tangerang Cerdas*.

In this case, *Tangerang Smart* can stop financing at any time to benefit the community and be right on target for several reasons, including the following:

- a. Getting involved in a brawl based on notification from the school, Satpol PP, or police.
- b. Involved in drug abuse or something similar
- c. Not attending school without explanation for one month in one semester
- d. Being involved in a criminal act after a court decision
- e. Being involved in immoral acts
- f. Violating school rules in the serious category.

The termination of *Tangerang Smart* funding which was carried out due to violations of the factors above created a new problem where school dropout rates

could occur due to crime involving school children. However, the implementation of *Tangerang Cerdas* can be said to be going quite well considering the many benefits that have been provided by this program where children who are almost out of school can continue their education because they have been helped with school funding problems. As stated by Mufiz, he concluded that policy implementation is activities carried out to implement a policy. Policy implementation is a series of activities after a policy is formulated. It can be said that *Tangerang Cerdas* is an effort by the Tangerang City Government through the Education Department to minimize the school dropout rate or prevent students from dropping out of school. Its implementation has gone quite well, and this program has been running since 2014 until now.

5. Obstacles to Policy Implementation

The following are several obstacles in implementing the *Tangerang Cerdas* policy by the Tangerang City Government:

a. Elementary School

The source of data collection for *Tangerang Cerdas* is DTKS where the data collection is submitted by the school which recommends underprivileged students who are vulnerable to dropping out of school to DTKS. However, in reality, there are still many schools that do not enroll underprivileged students because there are school operational assistance funds. Apart from that, there is no budget for the school to prepare resources to search for students in DTKS schools, especially as it takes time to search for the names of students in DTKS because it is still manual to match each student's name, NIK, and other data. The reason that the school's lack of activity in registering students' data means that many students do not receive assistance. This is because the school has received BOS funds, even though assistance from Tangerang Smart is also able to help students in cash for the sake of the students continuing to go to school.

b. Lack of socialization in the community

Socialization of a program is the key word for realizing synchronization and harmonization of program implementation in achieving goals. Through this socialization, it is hoped that the dissemination of information about *Tangerang Cerdas* to the community/school residents can run well so that school residents and the community can understand the concepts, principles, procedures, and stages of implementing *Tangerang Cerdas*.

So far, the outreach carried out regarding *Tangerang Cerdas* is still limited to social media and school media which cannot be reached by poor people who are less familiar with technology. This is a problem where people don't know about the program even though it has been running for a long time. And it is not possible to invite all parents of students so the school carries out the socialization of *Tangerang Cerdas* itself to the parents of each student through school media.

The Education Department has carried out outreach through social media, but it is felt that this is still not enough because the program targets children who

are vulnerable to dropping out of school, most of whom are in the lower middle class. If the school is active in outreach, parents can understand about *Tangerang Cerdas*, which has been running for 8 years. However, *Tangerang Cerdas* is not a proposal from the community, but rather a proposal from the school, so only the school can suggest or propose student names to the Education Office, not the other way around. It can be concluded that the lack of outreach to the community carried out by the Government and schools means that this program cannot run effectively.

c. Ineffective DTKS data collection

Assistance provided to school children who are vulnerable to dropping out of school applies to those registered in the DTKS data. However, the data system experienced many problems, namely lack of participation from schools in registering students using DTKS data, and the data was too complex, making it confusing for schools to find the names of students who were entitled to receive assistance. Thus, many students do not have DTKS data and therefore do not receive assistance from *Tangerang Smart*.

Based on some of the explanations above, it can be concluded that there are three main obstacles to *Tangerang Cerdas*, including: First, the lack of activity of the school. Second, there is minimal outreach to the community, and Third, DTKS data collection is less effective.

E. CONCLUSION

The implementation of *Tangerang Cerdas* is going quite well considering the large number of students who have benefited from receiving funds from the Government to help finance schools since 2014. However, there is still a lot that needs to be improved regarding reference data and search for student data to be submitted because there are still many schools that have not searched and submitted students at the school because there is no budget for the school to search for student names on the DTKS. The *Tangerang Cerdas* implementation stage carried out by the *Tangerang Cerdas* team was carried out based on the data collection contained in the DTKS where the data was submitted by the school to the Education Office for verification. The distribution mechanism is carried out in stages, including: First, based on the decision of the Head of Service regarding recipients of *Tangerang Cerdas* Financing, the Education Service submits a request for fund transfer to the Distributing Bank. Second, based on the decision of the Head of Service regarding recipients of *Tangerang Cerdas* Financing, the Education Service submitted a request for a fund transfer to the Distributing Bank. *Tangerang Cerdas* financing funds are carried out per semester in one fiscal year. If there are remaining funds that cannot be realized, the Education Office will return the funds to the regional treasury. *Tangerang Cerdas* has a contribution by paying attention to underprivileged students so they can stay in school so they don't drop out of school. However, its implementation is still not able to run optimally considering the large number of cases of dropping out of school and parents' ignorance of whether there is assistance from the Government. So maximum

socialization is needed so that the program that has been implemented can run well. Three obstacles prevent *Tangerang Cerdas* from being realized optimally, including the following: First, the lack of activity by the school. Second, minimal outreach to the community. And third, searching for data on DTKS is still manual in matching students' names and NIKs so it is less effective.

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