

IMPLEMENTATION OF GOVERNMENT POLICY TO INCREASE PARTICIPATION IN FORMAL EDUCATION AT WEGGEBINO PUBLIC JUNIOR HIGH SCHOOL, WEGEBINO DISTRICT, PANIAI REGENCY

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Abstract

This study aims to analyze the implementation of government education policies, especially the School Operational Assistance Fund (BOS) and the Smart Indonesia Program (PIP), as well as their impact on increasing the participation of formal education of students at Weggebino State Junior High School, Weggebino District, Paniai Regency. In addition, this study identifies supporting and inhibiting factors in the implementation of education policies in remote areas. The research uses a qualitative approach with a focus on the effectiveness of policy implementation and its impact on educational participation indicators, including student enrollment, attendance, and retention. The results of the study show that the implementation of education policy is partial. BOS funds are distributed quickly and regularly so that they are able to ensure the sustainability of school operations, supported by the availability of human resources and smooth internal administration. The Indonesia Pintar program has proven to contribute positively to increasing student attendance, especially for students from underprivileged families. In terms of impact, education policies and school performance in general have succeeded in increasing the number of new student enrollments, which reflects increasing public trust in formal educational institutions. However, the effectiveness of the policy is still limited by a number of inhibiting factors, especially the limitations of physical school facilities such as desks and chairs, geographical access and transportation barriers that have an impact on the delay in student attendance, and the absence of physical assistance in the form of books and learning tools. On the other hand, strong support from parents and the community as well as the smooth internal administration of the school are the main supporting factors for the successful implementation of education policies at Weggebino State Junior High School.

Keywords: Policy Implementation, BOS Fund, Smart Indonesia Program, Education Participation, Papua

Abstrak

Penelitian ini bertujuan menganalisis implementasi kebijakan pendidikan pemerintah, khususnya Dana Bantuan Operasional Sekolah (BOS) dan Program Indonesia Pintar (PIP), serta dampaknya terhadap peningkatan partisipasi pendidikan formal siswa di SMP Negeri Weggebino, Distrik Weggebino, Kabupaten Paniai. Selain itu, penelitian ini mengidentifikasi faktor pendukung dan penghambat dalam implementasi kebijakan pendidikan di wilayah terpencil. Penelitian menggunakan pendekatan kualitatif dengan fokus pada efektivitas implementasi kebijakan dan dampaknya terhadap indikator

partisipasi pendidikan, meliputi pendaftaran, kehadiran, dan retensi siswa. Hasil penelitian menunjukkan bahwa implementasi kebijakan pendidikan bersifat parsial. Dana BOS disalurkan secara cepat dan rutin sehingga mampu menjamin keberlangsungan operasional sekolah, didukung oleh ketersediaan sumber daya manusia dan kelancaran administrasi internal. Program Indonesia Pintar terbukti berkontribusi positif terhadap peningkatan kehadiran siswa, terutama bagi peserta didik dari keluarga kurang mampu. Dari sisi dampak, kebijakan pendidikan dan kinerja sekolah secara umum berhasil meningkatkan angka pendaftaran siswa baru, yang mencerminkan meningkatnya kepercayaan masyarakat terhadap lembaga pendidikan formal. Namun demikian, efektivitas kebijakan tersebut masih dibatasi oleh sejumlah faktor penghambat, terutama keterbatasan sarana fisik sekolah seperti meja dan kursi, hambatan akses geografis dan transportasi yang berdampak pada keterlambatan kehadiran siswa, serta ketiadaan bantuan fisik berupa buku dan alat belajar. Di sisi lain, dukungan kuat dari orang tua dan masyarakat serta kelancaran administrasi internal sekolah menjadi faktor pendukung utama keberhasilan implementasi kebijakan pendidikan di SMP Negeri Weggebino.

Kata kunci: *Implementasi Kebijakan, Dana BOS, Program Indonesia Pintar, Partisipasi Pendidikan, Papua.*

INTRODUCTION

Education is a fundamental right of every citizen, as affirmed in Article 31 of the 1945 Constitution of the Republic of Indonesia and reinforced by Law No. 20 of 2003 on the National Education System. Education not only serves to enlighten the nation but also plays a strategic role as an instrument of national development, a means of strengthening the competitiveness of human resources, and a vehicle for social integration within a diverse society (Tilaar, 2012). Therefore, ensuring equitable and just access to education is the state's obligation, particularly for communities in areas with structural limitations.

Within the formal education system, junior high school (SMP) occupies a highly strategic position in ensuring educational continuity from elementary school to secondary education. The transition phase from elementary school to junior high school is a crucial period prone to risks such as dropping out, discontinuing education, or falling behind academically. This vulnerability is even greater in frontier, outermost, and underdeveloped (3T) regions—such as Papua—which continue to face geographical, social, and economic challenges, as well as limitations in educational infrastructure.

In response to these challenges, the Indonesian government has launched various affirmative policies aimed at expanding access to and increasing participation in formal education. One of the key policies is the Educational Unit Operational Assistance (BOSP), which, since 2024, has been disbursed in two phases to ensure the continuity of learning services. This program is designed to cover schools' non-personnel operational costs and support the fulfillment of students' educational needs, particularly for vulnerable and marginalized groups.

In addition to BOSP, the government has also implemented the Indonesia Pintar Program (PIP), which provides conditional cash assistance to students from poor or economically

vulnerable families. This program is designed to reduce barriers related to education costs, lower dropout rates, and encourage school-age children to remain enrolled and actively participate in the learning process. In the context of 3T regions, PIP serves as a crucial instrument for maintaining sustained participation in formal education.

Another affirmative policy that plays a significant role in Papua is the Special Autonomy Fund (Otsus). Since the Otsus policy was updated, the fund allocation for Papua has been increased to 2.25% of the national General Allocation Fund (DAU) ceiling, with a portion of the budget explicitly directed toward the education, health, and community economic empowerment sectors. Normatively, these three policies are expected to expand access to education, increase school enrollment, and strengthen the quality of formal education in Papua. However, the implementation of these policies has not yet fully yielded optimal results. Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) show that the Net Enrollment Rate (NER) for junior high school (SMP) in the Central Papua region has only reached 71.71%, lagging far behind the national average, which has exceeded 90%. This situation indicates that nearly three out of every ten children aged 13–15 in the region are not enrolled in the appropriate educational level.

At the regional level, Paniai Regency reflects the complexity of educational participation issues in Papua. Data from the Central Statistics Agency (BPS, 2024) indicate that there are 19 junior high schools with a total of 279 teachers in this regency. However, the distribution of schools and teaching staff remains uneven, particularly in remote districts. Wegebino District has only one public junior high school, which serves as the primary pillar of junior high education—a situation that has the potential to limit access and reduce student enrollment rates.

Weggebino Public Junior High School (NPSN 69944101) is located in Obaiyoweta Village, Wegebino District, Paniai Regency. As a public school, this institution serves as the primary instrument for implementing government education policies in the region. Given its remote geographic location, limited transportation options, and the socioeconomic background of the community—where the majority earn a living as subsistence farmers—Weggebino Public Junior High School faces serious challenges in maintaining and increasing student enrollment.

This study is grounded in several key conceptual frameworks, namely Edward III's (1980) theory of public policy implementation, which emphasizes the roles of communication, resources, implementers' dispositions, and bureaucratic structure; the concept of educational participation proposed by UNESCO (2015) and Bray (2018), which encompasses the involvement of schools, families, and the community; and Freire's (2018) critical education perspective, which emphasizes the importance of active participation by the local community. A number of previous studies have also shown that the success of educational policies in Papua is significantly influenced by economic, geographic, social, and cultural factors (Supriadi, 2018; Irianto & Marzuki, 2019;

Laksana, 2020; Widiastuti, 2021). Therefore, the study titled *“Implementation of Government Policies to Increase Participation in Formal Education: A Study at Weggebino Public Junior High School, Wegebino District, Paniai Regency”* is expected to make an academic and practical contribution to enriching the study of educational policies in 3T regions and to serve as the basis for strategic recommendations for local governments.

METHOD

This study employs an interpretive qualitative approach with an intrinsic case study design. This approach was chosen to gain an in-depth understanding of the implementation of government policies—specifically the Operational Assistance for Educational Units (BOSP), the Indonesia Pintar Program (PIP), and the Special Autonomy Fund (Otsus)—within the social, cultural, and institutional context of Weggebino Public Junior High School. Through a qualitative approach, this study seeks to capture the subjective meanings, experiences, and interpretations of education stakeholders regarding the policies being implemented, thereby enabling a comprehensive understanding of the complexity of the implementation process (Creswell, 2014).

An intrinsic case study design was chosen because Weggebino State Junior High School possesses unique characteristics, namely its location in the remote interior of Papua with limited geographical access, infrastructure, and a distinctive socioeconomic background of the community. The case study approach allows the researcher to examine the phenomenon of policy implementation intensively and contextually, encompassing the administrative, social, and structural dynamics that influence student participation in education—including enrollment, attendance, and continuity of studies (Yin, 2018). Thus, the research focuses not only on policy outcomes but also on the processes and contexts of its implementation.

This study was conducted at Weggebino Public Junior High School, Wegebino District, Paniai Regency, which was selected purposively based on geographical and social considerations, as well as issues related to educational participation. The research took place over three months, from October to December 2025, encompassing the stages of field data collection, data analysis, and the preparation of the research report. Research participants were selected through purposive sampling and included students, subject teachers, homeroom teachers, the school principal, and the vice principal for student affairs, all of whom were deemed to have direct involvement in the implementation of educational policies at the school level.

Data collection was conducted through in-depth interviews, participatory observation, and document analysis. Interviews were used to explore informants’ experiences, perceptions, and views regarding the implementation of the BOSP, PIP, and Special Autonomy Funds, as well as their impact on student educational participation. Participatory observation was conducted to directly observe the learning process, social

interactions at school, and administrative practices related to educational policies. Meanwhile, the documentary analysis included an examination of student enrollment data, attendance reports, lists of PIP recipients, reports on the use of BOS funds, and relevant internal school documents.

In this qualitative study, the researcher served as the primary instrument guiding the data collection and interpretation process. To ensure systematic and consistent data collection, supporting instruments were used, including a semi-structured interview guide, observation sheets, and a document analysis checklist. Research informants were selected until data saturation was reached—the point at which the data collected no longer provided new information or variations (Patton, 2015). Data validity was ensured through source and technique triangulation, ongoing observation, and member checks with informants (Lincoln & Guba, 1985). Data analysis was conducted interactively and cyclically, following the model proposed by Miles, Huberman, and Saldaña (2014), which includes data reduction, data presentation, and the drawing and verification of conclusions. The collected data were coded and grouped into main themes, such as the policy implementation process, the impact on educational participation, and supporting and inhibiting factors. Through this analytical process, the study aims to present a holistic and in-depth picture of the implementation of government policies to increase participation in formal education at Weggebino Public Junior High School, while upholding the principles of research ethics and informant confidentiality.

RESULTS AND DISCUSSION

This section presents the research findings and a discussion of the implementation of government policies aimed at increasing participation in formal education at Weggebino Public Junior High School. The discussion focuses on how the School Operational Assistance (BOS) and Indonesia Pintar (PIP) policies are implemented at the school level, their impact on student access, attendance, and retention, as well as the enabling and constraining factors that influence the effectiveness of these policies. The analysis of the findings was conducted by linking empirical field data with theoretical frameworks on policy implementation and the sociology of education to gain a comprehensive and contextual understanding.

1. Implementation of Government Policies in Education

The implementation of government policies at Weggebino Public Junior High School, specifically the School Operational Assistance (BOS) and the Indonesia Pintar Program (PIP), exhibits a dualistic nature. On the one hand, the policies are effective in supporting school operations and learning activities; on the other hand, they still face administrative and structural challenges, particularly regarding data management and public accountability. This situation can be analyzed through Edward III's (1980) Policy Implementation Theory as well as perspectives from the sociology of education, specifically Structural Functionalism and Conflict Theory.

a. Implementation of the School Operational Assistance Fund (BOS)

The research findings indicate that the implementation of the BOS Fund at Weggebino Public Junior High School has been relatively effective in technical and operational aspects. BOS funds are disbursed on time and regularly each semester and are utilized to support the provision of facilities and infrastructure, the purchase of teaching materials, and the funding of teaching and learning activities. This smooth operation reflects the fulfillment of the *resources* and *implementer disposition* variables in Edward III's model, where the availability of adequate funds and the commitment of the principal and teachers enable the policy to be implemented without significant financial obstacles.

From a sociological perspective, the successful implementation of the BOS serves as a stabilizing mechanism within the school education system. From the perspective of Structural Functionalism (Parsons, 1959), the BOS plays a role in maintaining the continuity of the school's function as a social institution, preventing dysfunction caused by limited education funding. This finding aligns with the research by Suryadi and Handayani (2022), which confirms that the regular BOS is a key factor in ensuring access to education in remote areas. However, this study also identified a lack of transparency toward parents and students regarding the use of funds, even though internal school accountability procedures were followed. This indicates that public accountability still needs to be strengthened to further increase public trust in the policy.

b. Implementation of the Indonesia Pintar (PIP) Program

The implementation of the Indonesia Pintar (PIP) Program at Weggebino Public Junior High School has shown a significant positive impact on student educational participation. The financial assistance received by PIP recipients has been shown to boost students' motivation to learn and their attendance in learning activities. PIP serves as a compensatory instrument that reduces economic barriers, enabling students from poor families to continue their education consistently. This finding aligns with Mulyadi's (2020) research, which concluded that PIP effectively increases educational participation in structurally remote and impoverished areas.

Nevertheless, the main constraints of the PIP lie in the aspects of *bureaucratic structure* and *data resources*. The study found that data on PIP recipients has not been fully documented for the past three years, which could potentially disrupt the program's sustainability and targeting accuracy. Within the framework of Edward III, this issue indicates weak coordination and administrative systems across bureaucratic levels. From the perspective of Conflict Theory (Tilaar, 2012), the administrative ineffectiveness of aid programs has the potential to perpetuate educational inequality, as the students most in need are at risk of not being optimally accommodated within the aid system.

c. Program Outreach (Communication Aspect)

The communication aspect of policy implementation at Weggebino Public Junior High School is considered effective. Outreach for the BOS and PIP programs is conducted in

a structured and routine manner every three months for teachers, students, and parents. This scheduled communication pattern reflects the fulfillment of the *communication* variable in the Edward III model, which emphasizes the importance of clarity and consistency in conveying policies to the target audience.

From a Symbolic Interactionism perspective, ongoing outreach fosters positive interpretations of educational policies. Policies are understood not only as material assistance but also as a form of the state's commitment to ensuring the continuity of children's education in remote areas (Nugroho, 2018). This interpretation strengthens parental support and increases student participation in school activities.

2. Impact of Policy Implementation on Participation in Formal Education

The impact of government policy implementation on participation in formal education at Weggebino Public Junior High School was analyzed based on three main dimensions: access (enrollment), attendance, and retention. The research findings indicate that government policies have successfully increased students' initial interest and participation; however, there remains a gap in ensuring equitable access to learning resources.

a. Impact on Access, Attendance, and Retention

The smooth implementation of the School Operational Assistance Fund (Dana BOS) and increased public trust in the school have had a positive impact on access to formal education. This is evidenced by the year-over-year increase in the number of new students, indicating that the school is perceived as capable of providing sustainable educational services. Regarding attendance, the Student Assistance Program (PIP) serves as the primary driving factor in reducing family economic pressure and improving the consistency of student attendance. These impacts directly support student retention, as defined by UNESCO (2015), which is ensuring that students remain in school until they complete their educational level.

b. Gaps in Physical Support

Although financial assistance has been made available, research has identified serious gaps in the provision of physical support in the form of textbooks and learning materials. The absence of this support creates inequities in the equitable distribution of learning resources, as criticized by Tilaar (2012). Within the framework of Conflict Theory, this situation has the potential to reproduce educational inequality, as students from affluent families have an advantage in accessing learning materials compared to students from poor families who are entirely dependent on government assistance.

3. Factors Supporting and Hindering Policy Implementation

The success of educational policy implementation at Weggebino Public Junior High School is influenced by the interaction between internal supporting factors and external hindering factors of a structural and contextual nature.

Key supporting factors include the quality and readiness of the school's human resources, sociocultural support from the community, and financial stability through the timely disbursement of the School Operational Assistance (BOS) funds. Professional and highly committed teachers reflect a strong implementation disposition, while support from parents and the community creates a social environment conducive to educational success. From a functionalist perspective, these factors strengthen social cohesion and maintain the stability of the school's educational system.

Conversely, the main inhibiting factors include geographical barriers, limitations in classroom infrastructure, the lack of learning materials for students, and administrative obstacles in updating PIP data. Geographical barriers and infrastructure limitations indicate that financial assistance policies have not yet fully addressed the physical challenges of remote areas (Supriadi, 2018). Meanwhile, administrative constraints related to the PIP reflect friction within the bureaucratic structure that has the potential to reduce the policy's effectiveness in the future.

CONCLUSION

Based on the research findings and discussion, the implementation of government policies aimed at increasing participation in formal education at Weggebino Public Junior High School exhibits a dualistic nature. The School Operational Assistance Fund (BOS) has proven to be effective and sustainable in supporting school operations, primarily due to its relatively rapid disbursement mechanism, the continuity of funding, and the support of routine outreach activities. However, public transparency still needs to be improved so that all stakeholders can better perceive the accountability of fund management. Meanwhile, the Indonesia Pintar Program (PIP) has functionally succeeded in boosting student motivation and attendance but faces serious administrative challenges, particularly outdated recipient data over the past three years, which could potentially compromise the program's accuracy and sustainability in the future.

In terms of its impact on educational participation, government policies have had a positive effect, particularly in increasing student access and retention. This is reflected in the growing number of new students and the increased attendance of PIP recipients, indicating rising public confidence in schools as formal educational institutions. Nevertheless, this study also identified a gap in learning resources, primarily due to the government's failure to distribute physical aid such as books or learning materials. The absence of such physical support has the potential to perpetuate inequalities in access to learning resources, particularly for students from families with limited economic means. Furthermore, factors that support and hinder policy implementation also determine the effectiveness of efforts to increase educational participation. Key supporting factors include the readiness of the school's internal human resources, who demonstrate a high level of professionalism; efficient administration; the speed of BOS fund disbursement; and highly positive support from the external community. Conversely, the barriers are structural in nature, particularly geographical and transportation limitations that cause

students to arrive late, urgent shortages of physical facilities such as desks and chairs, and administrative obstacles related to PIP data that hinder the program's ability to accurately target beneficiaries. These findings underscore that the success of a policy is determined not only by program design but also by structural and contextual readiness at the local level.

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