

Socialization of Jakarta Pintar Plus Card Program in Jatinegara Subdistrict, East Jakarta City

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ABSTRACT

One of the efforts made by the Provincial Government of DKI Jakarta in the field of education is through the Jakarta Pintar Plus Card (KJP-Plus) program stipulated in the Regulation of the Governor of DKI Jakarta Number 4 of 2018. KJP-Plus is a strategic program to provide access for the citizens of DKI Jakarta from the community can not afford to get a minimum education until the completion of high school / vocational school with full paid from the APBD funds of DKI Jakarta Province. However, the implementation of socialization in the program has not been carried out optimally. This is because the community still does not understand the purpose and benefits of the program. Therefore, the purpose of this research is to find out the extent of socialization in the KJP-Plus program in the District Jatinegara, East Jakarta. This research uses descriptive qualitative method. Meanwhile, data collection techniques are carried out through interviews, observations, documentation and literature studies. The result of this research is that in the socialization of the KJP-Plus program there are still people who have never participated in socialization activities, schools as implementers of programs that are less active in conveying information, information submitted in no detail, as well as disturbances in the implementation of socialization such as signal disturbances, unfavourable community behavior, and low public education.

Keywords: Socialization, program, Jakarta Pintar Plus (KJP-Plus)

1. INTRODUCTION

Education is important because it aims to create quality and intellectual human resources. Education

is a learning process consisting of knowledge and skills that are carried out by individuals to others through teaching and training so that these knowledge and skills can be used in daily activities. Every human being gets education both formally, namely through school or university and informally, namely through family, environment and association. A country can be called developed if its human resources are of good quality. Therefore, the state is obliged to provide educational facilities for every citizen considering that education is the most important investment in order to optimize the quality of human resources.

However, until now in Indonesia there are still cases of children dropping out of school. The inability of the family economy to meet the educational needs of children is a major factor in the large number of children dropping out of school. Although the cost of education in some schools is not fully borne by parents at present, for the poor it is still quite difficult to meet the needs of children in supporting teaching and learning activities in schools. On this basis, the economic inability and high cost of education to support the learning process causes students to be economically incapable, choose to drop out and decide to work.

In 2020, East Jakarta City will be the area with the highest number of poor people as many as 122.73 thousand people. While in other areas such as the Thousand Islands 3.63 thousand people, South Jakarta 78.09 thousand people, Central Jakarta 41.92 thousand people, West Jakarta 110.90 thousand people, and North Jakarta 122.59 thousand people. sub-districts in East Jakarta, the author received information that the Head of Social Protection and Handling of the Poor at the East Jakarta Social Sub-dept., Abdul Salam, explained that Cakung and Jatinegara sub-districts are the areas with the

distribution of poor households in East Jakarta. This has been the case for the past five years.

In addition, when viewed by school age group, the authors also obtained data information from the Jakarta Education Office's Pusdatinkomdik that the number of underprivileged students per sub-district in East Jakarta, namely Cakung District and Jatinegara District, had the highest number compared to other districts in East Jakarta.

As an effort to deal with the problem of students dropping out of school and students who are economically disadvantaged, in 2018 the Governor of DKI Jakarta formed a program called Kartu Jakarta Pintar Plus or commonly abbreviated as KJP-Plus. This program was stipulated in Governor Regulation Number 4 of 2018. KJP-Plus is the result of an improvement or upgrade from the previous KJP program in 2012. This program was formed as an assistance program for children who come from underprivileged families in order to obtain services and fulfill basic educational needs at least to graduate from senior high school with funding from the DKI Jakarta Provincial Budget.

With the establishment of KJP-Plus, there are several benefits and objectives of the program, including optimizing access for children aged six to twenty-one years to obtain educational services, preventing underprivileged students from dropping out of school, reducing personal education costs, fostering motivation for students in order to improve their achievement, and other benefits. In addition, the amount of disbursement of KJP-Plus funds obtained by students is nominally larger than the previous KJP program, namely at the elementary level of Rp. 250,000/month, for junior high school of Rp. 300,000/month, high school of Rp. 420,000/month and for vocational high school of Rp. 450,000/month. There are many benefits that can be obtained from this program, so many people register as KJP-Plus recipients. The following is the data on the number of KJP-Plus recipients per year that the author gets.

However, in its implementation, the KJP-Plus program still has various kinds of obstacles and obstacles as well as complaints that are felt by the people who receive the program. Based on the information that the author got from the results of the KJP-Plus program evaluation survey conducted in 2019 by the Statistical Service Center at the DKI

Jakarta Provincial Communication, Information and Statistics Office, that there were obstacles and obstacles in the KJP-Plus program.

Regarding public knowledge about the KJP-Plus Program, in general, some people do not know about this program.

As many as 59.6% of the respondents used could not answer about this program. The respondents used were unable to distinguish between the KJP-Plus program and the previous KJP program. Therefore, this problem could be caused by a lack of socialization from the program implementers to the community. As many as 13.3% of the respondents used were actually considered capable but received KJP-Plus. This means that there are still students who receive KJP-Plus who are not on target or do not meet the criteria that have been set. This can also be caused by a lack of understanding in the community.

The problem was caused by the lack of socialization from the program organizers to the community. Whereas in the implementation of a program/policy, socialization is very important to do, because with the socialization, the community and program implementers can know and understand what the contents, aims and objectives and benefits of the program are. David B. Brinkerhoft and Lynn K. White in Damsar revealed that socialization is a learning stage in the form of status, function, and values needed in order to participate in social institutions. James W. Vander Zanden said that socialization is the stage of social interaction to gain essential knowledge, values, attitudes and behaviors in order to participate effectively in society.

2. LITERATURE REVIEW

2.1 PUBLIC POLICY

Policy is the result of an in-depth analysis of various alternatives which leads to a decision about the best alternative. Policy is also a series of actions that have goals or future outcomes. According to Shafritz and Russell, policy is a decision that is hierarchical in nature from the highest level to the lowest and is usually associated with problem solving. Meanwhile, according to the author, public can be interpreted as a lot of people or the general public.

Public policy is state governance in which it regulates the interaction between the state and society and controls the direction and goals of the

state. According to Chandler and Plano, public policy is the strategic use of existing resources to solve public or government problems. Furthermore, William N. Dunn said public policy is a series of interrelated choices made by government agencies or officials in areas related to government tasks, such as defense, security, energy, health, education, public welfare, crime, urban and other.

In the implementation of a program or policy, there are several variables, one of which is communication. According to George C. Edward III's policy implementation model, communication is something that indicates that any policy can be implemented properly if there is effective communication between program implementers and the target group. The goals and objectives of the program/policy need to be properly socialized so as to avoid any deviations or obstacles in the implementation of the program/policy.

In the communication aspect of the implementation model, Edward III also includes socialization as one of the communication aspects, namely how the socialization of programs or policies is effectively carried out. Therefore, socialization in the implementation of programs/policies needs to be carried out with good communication. Thus, the expected goals and objectives of the program can be understood and understood by the community.

2.2 SOCIALIZATION

Socialization has many definitions that have been expressed by experts. According to David B. Brinkerhoft and Lynn K. White, socialization is a process of learning about values, status and roles that are used to be able to participate or participate in social institutions. Meanwhile, according to James W. Vander Zanden, socialization is a process of social interaction in which a person can acquire essential knowledge, values, attitudes and behaviors in order to participate or participate effectively in society. In addition, according to Raho, socialization is a process of learning and living the norms, values, roles, and other requirements needed for a person to participate effectively in community life.

Socialization Indicators

La Mani and Guntoro said that in order to create a socialization process, it is necessary to have several elements that support it, including:

1. Source

The socialization process needs to involve a clear source as the maker or sender of information. Sources can consist of one person, but can also be in the form of groups, such as parties, organizations, or institutions.

2. Order

In the socialization process, there needs to be a message, which is something that is conveyed to the recipient. Messages can be delivered face-to-face or through communication media. Messages contain knowledge, entertainment, information, advice or propaganda.

3. Media

Socialization is not only done directly, but it can also be done through communication media. Media is a tool used to convey messages from source to receiver.

4. Audience

In the process of socialization, it is also necessary to have an audience. Audience is the party who is the target or target of a message sent by the source. Recipients can consist of a single person or a group. Audience is an important element in the process of socialization/ communication. If the message does not reach the recipient, it will cause various kinds of problems.

5. Disturbance

Interference is anything that blocks or hinders the recipient of the message (audience) from receiving messages or information from the source. Therefore, if there are disturbances/obstacles in the socialization, it is feared that the message conveyed will not be accepted by the audience. Disturbances can be physical, psychological or semantic. This type of interference will be explained further as below:

a. Physical Disturbance

Physical disturbance is a disturbance that is real or physical when giving messages/information. Examples: the whirring of cars passing by and the hum of computers.

b. Psychological Disorders

Psychological disorders are mental disorders or someone's understanding in giving or receiving messages. Example: prejudice on the source or recipient of the message and the existence of narrow thinking.

c. Semantic Disorder

Semantic interference is a disturbance in the form of a difference in the meaning of the message given between the source and the recipient. Example: people speak different languages and use complex jargon or terms that are not understood by the recipient.

6. Feedback

Feedback is a response or reaction from the recipient of the message (audience) after receiving a message from the source (communicator). Socialization is carried out with the aim of increasing knowledge about a program/policy. Thus, the target group is expected to understand the program/policy information.

Jakarta Smart-Plus Card (KJP-Plus)

The Jakarta Smart Plus Card (KJP-Plus) was established by the Governor of DKI Jakarta based on Governor Regulation No. 4 of 2018. This program is a strategic program to provide access for DKI Jakarta residents from underprivileged communities to obtain a minimum education up to high school/vocational high school graduation. fully financed from the DKI Jakarta Provincial APBD

4. RESULTS

Based on the results of the interviews, not all target groups fully understand the KJP-Plus program. Referring to the communication theory according to Redi Panuju, feedback is the response, response and reaction of the communicant to information or messages. Feedback is very useful for communicators to find out whether the communicant has been able to understand or not about the message conveyed.¹¹⁴ In addition, referring to the theory of socialization according to James W. Vander Zanden, socialization is a process of social interaction where a person can gain knowledge, values, attitudes and essential behavior

funds. The target recipients of KJP Plus are children aged 6 to 21 years from economically disadvantaged families.

3. METHODOLOGY

This study uses a descriptive qualitative approach. Descriptive is taken from English, namely descriptive which means describing or explaining something. Thus, the author explains the results of his research with words or pictures obtained from field data. Furthermore, what is meant by a qualitative approach is an approach to understanding a social phenomenon from the perspective of the individual being studied. The aim is to describe, study, and explain existing phenomena.

Understanding this phenomenon can be obtained by describing and exploring it in a narrative. In this way, the writer must be able to show the relationship between events and the meaning of events. So with this qualitative approach the author will describe and analyze each individual in his life and thoughts. Therefore, by using this qualitative method, the writer tries to understand and interpret the meaning of an event in the interaction of a person's behavior in certain situations according to the author's own perspective. The descriptive qualitative approach according to Usman and Akbar is the respondent's opinion according to the research question, then analyzed using the words behind the respondent's behavior (thinking, feeling, and acting) then reduced, triangulated, concluded and verified (consulted back to the respondent or colleagues).

in order to participate or participate effectively in society.

Based on the above theory, the authors argue that the feedback obtained from the socialization of the KJP-Plus program has not been maximized. This is because, there are still some communicants who do not understand the KJP-Plus program, so there are still people who continue to ask for information that has been submitted by the implementers. In addition, in its implementation there are still people who are not aware that the KJP-Plus program was formed for people who are economically disadvantaged.

5. CONCLUSION

Our thanks to the experts who have contributed towards development of the template. Based on the results of the research that has been done, it can be concluded that the implementation of the socialization of the KJP-Plus program in the Jatinegara District area has been carried out, but there are still shortcomings that need to be improved. This is because the socialization has not fulfilled the six elements of socialization proposed by La Mani and Guntoro. The following conclusions can be drawn from the results of the study:

1. Regarding source indicators, there is no budget available at the city administration and sub-district level work units, so that the resource persons as communicators are not optimal in carrying out socialization activities. The outreach was only carried out on a limited basis by UPT P4OP or through the KJP-Plus website, where the distribution of the socialization was very limited.
2. Regarding the audience indicator, not all target groups, especially students, will immediately benefit from participating in the KJP-Plus socialization activities. This is due to the lack of motivation of students to participate in the socialization because they feel that the KJP-Plus program is the business of their parents.
3. Regarding the message indicator, the lack of communicators' ability to understand the communicant's ability to receive messages. Thus, socialization was carried out only once at the time of application and the KJP-Plus program was formed. In addition, the information conveyed does not add to the knowledge of the communicants, but only in the form of the necessary files.
4. With regard to media indicators, information delivery is only carried out through electronic media using the internet. So that the program implementers do not maximize other media, such as print media for the delivery of information. This is because print media costs more than internet media.
5. With regard to the indicators of disturbance, the socialization of the KJP-Plus program has several disturbances/barriers in conveying

information, namely in the form of signal disturbances felt by school operators, community behavior that is not conducive during socialization activities, lack of community ability to understand program information, use of language that is inappropriate. difficult to understand and people who do not read the complete information. This is due to the difference in the level of education between communicators and communicants.

6. Regarding feedback indicators, not all target groups have understood program information, for example, KJP-Plus recipient students. It can also be seen that there are still people who ask again what has been conveyed by the program implementers.

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