

Implementation of Smart Indonesia Card Policy for College at Private Universities in Palu City

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Abstract

This study focuses on the implementation of the Indonesia Smart Card for College (KIP Kuliah) Program in private universities (PTS) in Palu City, with the main objective of identifying factors that influence the effectiveness of the policy based on the George C. Edwards III Policy Implementation Model. The study was conducted using a qualitative approach through Literature Review and Field research. The primary data collection process involved interviews with LLDIKTI Region XVI and KIP administrators at Palu PTS. The research results found that the KIP Kuliah program has had a real impact in increasing access to higher education for economically disadvantaged groups, but still faces a number of key issues: less than optimal policy communication to recipients, limited infrastructure and human resource capacity of administrators, variations in the disposition of implementers, and an inefficient and uncoordinated administrative bureaucracy. Problems with recipient data validation and program socialization also pose significant obstacles that impact the accuracy of scholarship distribution. Recommendations for strengthening are directed at improving the quality of communication and HR training, simplifying bureaucratic procedures, and integrating a continuous monitoring and evaluation system to support the successful implementation of the program. By strengthening the four main variables of the Edwards III model, it is hoped that the KIP Kuliah program at Palu PTS will become more effective in expanding access to higher education.

Keywords: Policy Implementation, Smart Indonesia Card for College, Private Universities, Palu City.

Abstrak

Penelitian ini berfokus pada implementasi Program Kartu Indonesia Pintar Kuliah (KIP Kuliah) di perguruan tinggi swasta (PTS) Kota Palu, dengan tujuan utama mengidentifikasi faktor-faktor yang mempengaruhi efektivitas kebijakan berdasarkan Model Implementasi Kebijakan George C. Edwards III. Studi dilakukan dengan pendekatan kualitatif melalui Literature Review dan Field research. Proses pengumpulan data primer yaitu melakukan Wawancara dengan Pihak LLDIKTI Wilayah XVI serta pengelola KIP di PTS Palu. Hasil riset menemukan bahwa program KIP Kuliah memberikan dampak nyata dalam meningkatkan akses pendidikan tinggi untuk kelompok ekonomi kurang mampu, namun masih dihadapkan pada sejumlah persoalan utama: kurang optimalnya komunikasi kebijakan kepada penerima, keterbatasan infrastruktur dan kapasitas SDM pengelola, variasi disposisi pelaksana, serta birokrasi administrasi yang belum efisien dan terkoordinasi. Permasalahan validasi data penerima dan sosialisasi program juga menjadi hambatan signifikan yang berdampak pada akurasi penyaluran beasiswa. Rekomendasi penguatan diarahkan pada peningkatan kualitas komunikasi dan pelatihan SDM, penyederhanaan prosedur birokrasi, serta integrasi sistem monitoring evaluasi yang berkesinambungan untuk mendukung keberhasilan implementasi program. Dengan penguatan keempat variabel utama model Edwards III, diharapkan KIP Kuliah di PTS Kota Palu semakin efektif memperluas akses pendidikan tinggi.

Keywords: Implementasi Kebijakan, KIP Kuliah, Perguruan Tinggi Swasta, Kota Palu.

INTRODUCTION

The implementation of the Smart Indonesia College Card (KIP Kuliah) is a real manifestation of the government's commitment to realizing equal access to higher education. This program is here as a solution to overcome the educational gap that still occurs in society, especially for lower-middle economic groups who have academic potential but are constrained by costs. Before the KIP Kuliah program, many high school/vocational school graduates in Palu City were unable to continue their education to tertiary level even though they had good academic achievements. This condition not only harms the individual concerned but also has an impact on the development of human resources in the region as a whole. Private universities, which have a significant role in providing higher education services in Palu City, are strategic partners of the government in implementing this program. Through KIP Kuliah, the government seeks to open the door of opportunity as widely as possible for the young generation of Palu City to pursue higher education. This program not only includes exemption from tuition fees but also provides living expenses that greatly assist students in undergoing their education process. Thus, the implementation of KIP Kuliah is expected to be a catalyst in improving the quality of human resources and supporting the sustainable development of the Palu City region.

In the process of implementing the Smart Indonesia College Card (KIP Kuliah) in private universities in Palu City, there are several problems that are challenges in its implementation. These problems need serious attention to ensure the effectiveness of the program in achieving its goals (Kemendikbudristek, 2021). The first problem that is seen in the implementation process of KIP Kuliah in Indonesia is the obstacle in the verification and validation process of KIP Kuliah recipient data. There is often a discrepancy between the data submitted and the real conditions in the field. This is due to the lack of an integrated verification system and limited resources to carry out direct checks in the field (Wahyudi & Suaedi, 2020). As a result, errors occur in determining aid recipients which have the potential to reduce the accuracy of program targets. In addition, the problem of coordination between private universities and related agencies is still an obstacle. According to Pratiwi's research (2022), these limited communication and coordination result in delays in the disbursement of funds, unclear information, and other administrative obstacles. This has an impact on the smooth learning process of KIP Kuliah recipient students.

Another equally important problem is that the program's socialization has not been optimal, causing many prospective students who actually meet the requirements to be unable to access this program. The results of a study by Rahmawati et al. (2021) show that the lack of information about the registration mechanism, requirements, and procedures for submitting the KIP Kuliah has prevented several groups of people in need from taking advantage of this program properly. There are problems in the program's monitoring and evaluation system. Research by Sutrisno & Haryanto (2023) revealed that the absence of a systematic and sustainable monitoring mechanism makes it difficult to measure the effectiveness of the program and identify areas that need improvement. This also has an impact on the lack of accurate data on the impact of the program on increasing access to higher education in Palu City. In addition to what has been explained above, the most crucial problem is the limited quota and program budget which are separate obstacles. Data from the Higher Education Service Institute (LLDIKTI) Region IX (2022) shows that the number of KIP Kuliah recipients that can be accommodated is still limited compared to the number of prospective students in need. This creates tight competition and has the potential to cause disappointment for those who are not included in this program even though they meet the criteria. There are also problems in the technical aspects of program implementation, such as the online registration

system which sometimes experiences disruptions, delays in data updates, and obstacles in the reporting process (Nugroho & Astuti, 2021). This adds complexity to program implementation and has the potential to hinder the achievement of program objectives. These problems require comprehensive and coordinated handling from various related parties. Continuous evaluation and system improvements are needed to optimize the implementation of KIP Kuliah in private universities in Palu City, so that this program can provide maximum benefits to people in need (Kemendikbudristek, 2023). The novelty of this study lies in its contextual analysis of the implementation of the KIP Kuliah Program in private universities in Palu City using George C. Edwards III's policy implementation model, an approach that has rarely been applied in previous studies on this program.

Based on the LLDIKTI Region XVI report (2023), there are several problems in the implementation of KIP Kuliah in its working area:

1. There is a digital divide in several areas which makes it difficult to access the KIP Kuliah online registration system. Many prospective students in remote areas have difficulty accessing the registration portal due to limited internet infrastructure.
2. The lack of understanding of private universities regarding the KIP Kuliah fund disbursement mechanism causes delays in the distribution of assistance to recipient students. This has an impact on the delay in payment of student tuition fees and operational costs.
3. The limited number of trained human resources in private universities to manage the KIP Kuliah program results in slow administration and reporting processes. As a result, there are delays in updating data and submitting reports to the center.
4. Cases of invalid data submissions from several private universities are still found, which indicates the need to strengthen the verification and supervision system in program implementation.

Coordination between LLDIKTI Region XVI and private universities in monitoring and evaluating the program is not yet optimal, making it difficult to measure the effectiveness of program implementation as a whole.

LITERATURE REVIEW

Policy

Policy is a series of concepts and principles that serve as guidelines and the basis for plans in implementing a job, leadership, and how to act. Policy can be a decision taken by the government or organization to address a particular problem or achieve a particular goal. Carl Friedrich (in Agustino, 2016:16) states that policy is a series of actions proposed by a person, group, or government in a particular environment by showing the obstacles and opportunities for implementing the proposed policy in order to achieve a particular goal. Thomas R. Dye (2008) explains that public policy is whatever the government chooses to do or not to do. Furthermore, James E. Anderson (1984) states that policy is a direction of action that has a purpose set by an actor or a number of actors in addressing a problem or issue. Public policy is a series of interrelated choices made by government agencies or officials in areas related to government duties (Dunn, 2003).

Policy Implementation

Policy implementation is a crucial stage in the public policy process. Policy implementation is an activity that is seen after a legitimate directive is issued from a policy that includes efforts to manage input to produce output or outcomes for the community. In the implementation of the policy itself, there are Policy Implementation Models put forward by several experts, including :

George C. Edwards III (1980)

This model emphasizes that policy implementation is influenced by four interrelated variables:

1. Communication: Successful policy implementation requires that the implementer knows what to do. Policy goals and objectives must be transmitted to target groups to reduce implementation distortion.
2. Resources: Policy implementation requires support from resources, both human and non-human resources.
3. Disposition: The nature and characteristics of the implementer, such as commitment, honesty, and democratic nature.
4. Bureaucratic Structure: SOPs that regulate the flow of work and policy implementation.

Donald Van Meter dan Carl Van Horn (1975)

This model emphasizes that policy implementation runs linearly from public policy, implementers, and public policy performance. Several variables that influence public policy:

1. Policy standards and targets

Clarity of policy standards and targets is a crucial factor in public policy implementation. According to Edward III (1980), standards must be specific and measurable so that implementing actors understand what needs to be achieved. Unclear standards and targets can lead to multiple interpretations, resulting in implementation that does not proceed as expected (Van Meter & Van Horn 1975).

2. Resources (human, funds and time)

Resources are crucial elements, including people, funds, and time. Without adequate resource support, policy implementation is hampered. Insufficient resources can lead to inefficient policy implementation or even failure (Edward III, 1980; Grindle, 1980).

3. Characteristics of implementing organizations

The characteristics of the implementing organization, such as bureaucratic structure, capacity, and organizational culture, influence the implementation process. Organizations that are bureaucratic, rigid, or lacking coordination will hinder policy implementation. Grindle (1980) highlighted the importance of bureaucratic competence and organizational adaptability to change.

4. Attitudes of implementers

The attitude of the implementer is also crucial, such as commitment, motivation, and perception of the policy being implemented. If the implementer supports the policy, implementation will be effective. If resistance occurs, policy implementation will be hampered (based on research by Edward III, 1980).

5. Communication between related organizations and implementation activities

Effective communication between related organizations and activity implementers is crucial to avoid ambiguity and ensure alignment of goals. Van Meter & Van Horn (1975) emphasize the importance of information flow between policy makers, implementing organizations, and beneficiaries in supporting successful implementation.

6. Social, economic and political environment

The social, economic, and political environment influences policy implementation. Community conditions, political stability, stakeholder support, and the economic situation can be supporting or inhibiting factors. Grindle (1980) highlights that the external environment is crucial in determining the success or failure of policy implementation.

Mazmanian dan Sabatier (1983)

This model classifies the policy implementation process into three variables:

1. Problem Characteristics

a) Level of technical difficulty of the problem

The technical difficulty of a problem refers to the complexity associated with the required solution, both in terms of scientific knowledge and technical application in the field. The greater the technical challenge, the more difficult policy implementation will typically be. Sabatier and Mazmanian (1980) stated that policies addressing highly technical issues require more resources, expertise, and a more mature formulation process to be implemented effectively.

b) Level of diversity of target groups

Target group diversity refers to the variation in social, economic, cultural, or geographic characteristics of the community targeted by the policy. According to Grindle (1980), the more heterogeneous the target group, the more complex the adjustments required in policy implementation, thus increasing the risk of resistance and implementation failure.

c) Proportion of target groups to total population

The proportion of the target group is the size of the group the policy targets compared to the total population. Mazmanian and Sabatier (1983) explain that policies targeting a large proportion of groups require a broader and more comprehensive approach, whereas if the proportion is small, the challenge can lie in justifying resource allocation.

d) Scope of expected behavioral change

Policies that aim to change public behavior tend to be more difficult than purely structural or administrative changes. Pressman and Wildavsky (1973) stated that if behavioral change is central to a policy's success, then strategies of socialization and community empowerment are crucial.

2. Policy Characteristics

a) Clarity of policy content

Clarity of objectives, indicators, and policy procedures is crucial for implementers to understand the policy's intent and direction. According to Van Meter and Van Horn (1975), the clearer the policy content, the less likely it is to be misinterpreted during the planning and implementation stages.

b) How far the policy has theoretical support

Policies based on a strong theoretical foundation and empirical research have a greater chance of success. Grindle (1980) asserted that a theoretical basis strengthens the legitimacy and accuracy of policy-designed interventions.

c) Size of financial resource allocation

Adequate budget allocation is a key factor in determining the success of a policy. Hogwood and Gunn (1984) demonstrated that a lack of financial resources will hamper the process, from socialization to monitoring policy implementation.

d) How much linkage and support there is between various implementing institutions

Public policies often involve multiple agencies and require synergistic coordination. O'Toole (2000) wrote that the level of support and cooperation between implementing agencies has a significant impact on the operational effectiveness of a policy.

e) Clarity and consistency of rules in the implementing agency

Implementing agencies need firm, clear, and consistent guidelines and regulations. According to Sabatier and Mazmanian (1980), this is necessary to avoid conflicts of interest, overlapping implementation, and to ensure standards in decision-making.

f) Level of commitment of officials to policy objectives

The commitment of implementing officials at every level of the bureaucracy is crucial to the success of a policy. Van Meter and Van Horn (1975) emphasized that without commitment, implementation will be half-hearted and even potentially fail.

3. Policy Environment

a) Socio-economic conditions of the community and level of technological progress

Socio-economic and technological conditions significantly influence a society's response and adaptability to new policies. Grindle (1980) stated that economically stable and technologically advanced environments tend to support faster and more effective implementation.

b) Public support for a policy

The level of public acceptance or resistance can speed up or slow down policy implementation. Pressman and Wildavsky (1973) argue that public support, whether through opinion or direct participation, is a vital aspect in realizing policy objectives.

c) Attitude of the voter group

The attitudes of voter groups toward a particular policy, whether positive or negative, impact political support and the sustainability of that policy. Grindle (1980) suggests that positive attitudes strengthen legitimacy, while resistance can be a hindrance.

d) Level of commitment and skills of officials and implementers

Human factors, in the form of the skills and commitment of implementing officials, play a central role in determining policy outcomes. Sabatier and Mazmanian (1980) emphasized that skilled and highly dedicated implementers will encourage effective implementation and be responsive to field dynamics.

Merilee S. Grindle (1980)

This model is determined by the content of the policy and the context of its implementation:

1. Policy Content:

- a) Interests affected
- b) Type of benefits
- c) Degree of desired change
- d) Location of decision-making
- e) Program implementers
- f) Resources involved

2. Implementation Context:

- a. Power, interests, and strategies of actors involved
- b. Characteristics of institutions and authorities
- c. Compliance and responsiveness.

RESEARCH METHOD

The method used in this research was a qualitative one. To conduct the research related to the Smart Indonesia Card (KIP) policy at private universities in Palu City, the researchers carried out several stages.

1. Literature Review

According to Sukaesih and Winoto (2020), a literature review is the activity of searching for written sources, including books, archives, magazines, journals, and other documents related to the topic being researched. A literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing written works and the ideas of researchers or practitioners (Ulhaq & Rahmayanti, 2020). Generally, a literature review is structured using the method of reviewing, summarizing, and summarizing the author's thoughts on several sources of literature related to the problem and topic being discussed (Nihayati, 2021).

This literature review is very helpful in identifying ideas and objectives to provide an overview of the topic being researched. With this in mind, this study will first classify scientific articles by determining several criteria:

- 1) Using academic databases (Google Scholar, DOAJ, Garuda Portal)
- 2) Determining search keywords: "KIP Kuliah", "KIP Kuliah Implementation", "Palu City"
- 3) Determining the location of the articles to be conducted only in Palu City
- 4) Determining the research period from 2021 to 2024

2. Field Research

According to Dedy Mulyana (2004), field research is a type of research that studies phenomena in their natural environment. Therefore, the primary data comes from the field. This ensures that the data obtained truly reflects the reality of the phenomena at the research location. Therefore, the researcher uses field research to gather detailed data in the field by observing everything from the smallest phenomenon that serves as a reference point for the problem, to observing the largest phenomenon and seeking solutions for the common good.

The data sources in this study are classified into two categories: primary and secondary data.

- 1) Primary data in this study are the results of interviews conducted by the researcher with several parties, including:
 - a) The LLDIKTI Region XVI, which is responsible for managing the distribution of KIP recipient quotas at private universities in Palu City.
 - b) Leaders of private universities or private universities that manage student KIP applications to LLDIKTI Region XVI.
- 2) Secondary data in this study were obtained from several sources, namely:
 - a) Literature review results.
 - b) Supporting documents obtained from LLDIKTI Region XVI.

At this stage, the researcher will also conduct interviews with parties relevant to the research. With this in mind, the researcher aims to examine the implementation of the Smart Indonesia Card (KIP) at private universities in Palu City using Edward III's (1980) Policy Implementation Model, which focuses on four aspects: Communication, Resources, Disposition, and Bureaucratic Structure.

RESULTS AND DISCUSSION

Results

Literature Review

Research Tren

Referring to the previously determined criteria, the researcher saw that research on KIP Kuliah with a research locus in Palu City amounted to 7 articles, which were classified from 2021 to 2024. However, it can be seen that in 2024 there was no research on KIP Kuliah in Palu City at all.

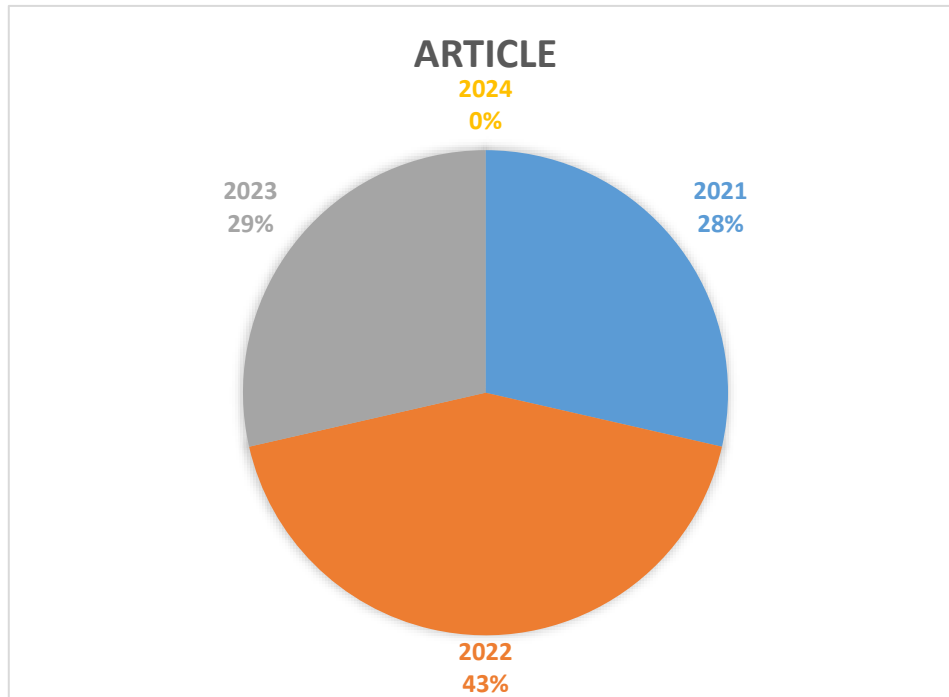


Figure 1. Number of Smart Indonesia Card-College research in Palu City

From the figure 1 above, it can be seen that there are 7 articles of research on KIP Kuliah with the locus of Palu City, which are classified into 2 articles in 2021, 3 articles in 2022, 2 articles in 2023 and in 2024 there were no publications at all.

Classification of articles based on year of publication

Referring to previous research trends, it is known that the 7 articles have been classified based on the year of publication. For further explanation, see the following table 1:

Table 1. Articles by year of publication

Year	Article Title and Author	Journal
2021	Pratiwi, D.R., et al. (2021). Evaluasi Pelaksanaan Program KIP Kuliah pada Perguruan Tinggi di Kota Palu [Evaluation of the Implementation of the KIP Kuliah Program at Universities in Palu City]	Jurnal Kebijakan dan Manajemen Publik
	Arifin, Z. & Mahmud, R. (2021). Tantangan dan Strategi Implementasi KIP Kuliah dalam Perspektif Stakeholders di Kota Palu	Jurnal Governance

	[Challenges and Implementation Strategies of the KIP Kuliah Program from a Stakeholder Perspective in Palu City]	
2022	Suryani, N. & Masrifa, A. (2022). Implementasi Program Kartu Indonesia Pintar Kuliah dalam Meningkatkan Akses Pendidikan Tinggi di Kota Palu [Implementation of the Indonesia Smart Card for College (KIP Kuliah) Program in Enhancing Access to Higher Education in Palu City]	Jurnal Administrasi Publik
	Hasanuddin, M. & Putri, L.A. (2022). Dampak Program KIP Kuliah Terhadap Peningkatan Angka Partisipasi Pendidikan Tinggi di Kota Palu [The Impact of the KIP Kuliah Program on Increasing Higher Education Participation Rates in Palu City]	Jurnal Pendidikan dan Kebijakan
	Nugroho, B.A. & Safitri, Y. (2022). Monitoring dan Evaluasi Program KIP Kuliah: Kajian di Kota Palu [Monitoring and Evaluation of the KIP Kuliah Program: A Study in Palu City]	Jurnal Studi Pembangunan
2023	Rahman, A. & Nurdin, S. (2023). Analisis Faktor-Faktor yang Mempengaruhi Efektivitas Program KIP Kuliah: Studi Kasus di Kota Palu [Analysis of Factors Influencing the Effectiveness of the KIP Kuliah Program: A Case Study in Palu City]	Jurnal Administrasi Negara
	Widyastuti, R. & Hamid, A. (2023). Koordinasi Antar Lembaga dalam Implementasi Program KIP Kuliah di Kota Palu [Inter-Agency Coordination in the Implementation of the KIP Kuliah Program in Palu City]	Jurnal Kebijakan Publik

Field Research

There are 19 private higher education institutions in Palu City, comprising universities, institutes, and colleges. Data from LLDIKTI Region XVI shows that the number of students receiving KIP varies among these 18 private universities in Palu.

Table 2. Number of Students Receiving KIP at Private Universities in Palu City

No	Name of College	Distribution of Smart Indonesia Card College quota (2024)
1	Universitas Alkhairaat	190
2	Universitas Abdul Azis Lamadjido	42
3	Institut Teknologi Kesehatan dan Bisnis Graha Ananda	8
4	Sekolah Tinggi Ilmu Administrasi Pancamarga Palu	6
5	Sekolah Tinggi Ilmu Kesehatan Indonesia Jaya	18
6	STMIK Bina Mulia	8
7	Sekolah Tinggi Ilmu Administrasi Pembangunan Palu	11
8	STMIK Adhi Guna	20
9	Sekolah Tinggi Perikanan Dan Kelautan Palu	12

10	Universitas Widya Nusantara	59
11	Sekolah Tinggi Ilmu Farmasi Pelita Mas Palu	22
12	Sekolah Tinggi Ilmu Kesehatan Bala Keselamatan Palu	73
13	AMIK Tri Dharma Palu	12
14	Politeknik Cendrawasih Palu	15
15	Akademi Keperawatan Justitia	25
16	Akademi Farmasi Tadulako Farma	14
17	Akademi Farmasi Bina Farmasi	17
18	Politeknik Palu	55
19	Universitas Muhammadiyah Palu	148
Total		755

Table 2 show the 19 private universities applied for KIP Kuliah based on the quota allocated by LLDIKTI Region XVI. However, researchers also found that if the quota allocated in the previous year was not fully submitted, the quota allocated in the following year would be reduced and distributed to other private universities in the LLDIKTI Region XVI working area that needed a larger KIP quota.

Statements from several informants also suggested the same thing. For example, one from LLDIKTI Region XVI, which manages the distribution of KIP quotas in the LLDIKTI Region XVI working area, stated that "The quotas allocated to private universities in the LLDIKTI Region XVI working area, namely Central Sulawesi, North Sulawesi, and Gorontalo, will be distributed based on the needs of those universities. However, it should be noted that quotas not optimally utilized by private universities may be reduced next year, considering that there are still many other private universities in the LLDIKTI Region XVI working area that need them." On the other hand, the Private Universities in Palu City are also aware of this, because LLDIKTI Region XVI always urges that the KIP distribution process can be utilized as best as possible. Several private universities experienced an increase in quotas in 2024, the majority of which were universities in the category of colleges, academies, and polytechnics.

Discussion

The KIP distribution data for 2021-2023 showed a significant increase. This aligns with research conducted by Hasanuddin & Putri (2022), which revealed a 15-20% increase in higher education participation rates since the program's launch. This is reinforced by the findings of Pratiwi et al. (2021), who noted that aid distribution has reached more than 5,000 students from low-income families. Rahman & Nurdin (2023) also confirmed that this program has succeeded in significantly increasing access to higher education for low-income groups.

The same trend was also seen in 2024. In Palu City itself, the number of KIP recipients reached 755 students, spread across 19 private universities in the city. Referring to the Edward III Policy Implementation Model (1980), the implementation process for the KIP College Policy at private universities in Palu City is complex.

Communication

Edward III (1980) stated that communication refers to conveying the goals and objectives of a policy. Policy goals and objectives must be communicated to the target group to reduce implementation distortion. In this case, referring to the implementation process of the Smart Indonesia Card policy at private universities in Palu City, the communication aspect of policy implementation refers to the process of conveying information and socializing related to the program.

The research results show that the communication aspect in the implementation of the KIP Kuliah policy at Private Universities (PTS) in Palu City is a key factor in ensuring the program's smooth implementation. The KIP Kuliah program socialization process is carried out through various channels such as online media, campus flyers, and face-to-face meetings between campuses, students, and parents. These efforts aim to provide explanations regarding the requirements, procedures, and benefits of the KIP Kuliah program. However, not all students and prospective recipients receive information quickly and evenly. Some students reported receiving information early, while others only learned about it after the registration deadline was near. This occurs because there are differences in communication intensity between one PTS and another in Palu City, depending on the initiative of campus management. Furthermore, the use of language and technical terms in conveying information is sometimes not tailored to the characteristics of the target group, particularly new students from low-income families or remote areas. As a result, some students remain confused about the registration and disbursement mechanisms for KIP Kuliah funds.

Several leaders of private universities in Palu City also expressed similar concerns, stating that the universities themselves had to seek information regarding the quotas their campuses would accept. The head of Sekolah Tinggi Ilmu Administrasi Pembangunan Palu added that this issue had caused delays in providing information to students.

This is also confirmed by research by Arifin & Mahmud (2021) which found that the socialization program was not optimal, especially in remote areas. For optimal implementation, it is necessary to increase the capacity of campus staff in conveying information, develop simple and easy-to-understand outreach materials, and utilize communication technologies more effectively, such as official PTS social media groups. This way, all prospective recipients can receive clear and consistent information.

Resources

Resource factors are important in the policy implementation process (Edward III, 1980), this refers to the availability of human resources as well as facilities and infrastructure in the policy implementation process, especially in the implementation of the Smart Indonesia Card (KIP) in private universities in Palu City.

Research results show that Human resource support within Palu City's private universities is generally considered adequate, as evidenced by the existence of a dedicated unit or team responsible for managing the KIP Kuliah program. They assist students with registration, data verification, and administrative reporting to the central government. However, limited infrastructure, such as computer access, academic information systems, and internet access, remains a challenge at some smaller universities. This slows down the administrative process, particularly during data recapitulation and routine reporting to the LLDIKTI Region XVI. Furthermore, some KIP Kuliah administrators have not received adequate training or technical guidance.

This is indeed the case for some small private universities. Several university leaders, such as the Head of the Palu College of Development Administration, the Head of Sekolah Tinggi Ilmu Administrasi Pembangunan Palu, the head of Sekolah Tinggi Ilmu Administrasi Pancamarga Palu, and the Head of STMIK Bina Mulia, stated that the main problem is a lack of administrative staff to handle matters related to the KIP. To make matters worse, the Vice Head for General Administration is usually responsible for handling administrative matters related to the KIP. In addition, several students at several small campuses in Palu City also stated that basically they have to go directly to the campus to find out information about KIP, there is no digital information that can be accessed directly by students on the official websites of private universities in Palu City

This explanation is in accordance with research conducted by Nugroho & Safitri (2022) which highlighted the problem of verifying aid recipient data which still needs to be improved. This results in inaccuracies in data checking, document archiving, and fund disbursement, which can lead to delays for student recipients. To address this, private universities are expected to increase investment in technology and allocate a dedicated training budget for KIP Kuliah administrators. Optimal human resource support is crucial for smooth administration and avoids impeding the rights of students receiving educational assistance.

Disposition

Edward III (1980) explained that the attitude of the policy implementer will significantly influence policy implementation. If the implementer has a positive attitude, they will be able to carry out the policy effectively as intended by the policy maker. Conversely, if their attitude is unfavorable, implementation will not be carried out effectively.

In the disposition aspect, researchers saw that the attitude of KIP Kuliah program implementers at private universities in Palu City was generally quite positive. Program managers demonstrate a high level of commitment and enthusiasm in helping underprivileged students gain access to scholarships. This is evident in the prompt service provided at the administration counter and the guidance provided during the scholarship application process. However, there is still variation in disposition between institutions. Some staff demonstrate concern and are responsive to student complaints, while others tend to be passive and less proactive.

This was expressed by several students that in reality some staff at private universities in Palu City sometimes do not pay attention to the comfort aspect of students who want to obtain information regarding the KIP. Factors such as personal preparedness, work experience, and workload contribute to these differences. There is also a tendency for implementers at the management level to prioritize achieving recipient target numbers while paying less attention to student satisfaction and understanding of their rights and obligations as KIP Kuliah recipients. This occasionally leads to misperceptions among students regarding the functions and restrictions of this assistance program. Soft skills training, increased motivation, and regular monitoring and evaluation of implementer dispositions are needed to continuously improve the quality of service for students. Optimal implementer attitudes will maintain student trust and program effectiveness.

Bureaucratic Structure

According to Edward III (1980), bureaucratic structure encompasses aspects such as bureaucratic structure, division of authority, relationships between organizational units, and so on. Bureaucratic structure is a crucial aspect that determines the successful implementation of the KIP Kuliah program in private universities, particularly in Palu. In this context, a sound bureaucratic structure can create procedural certainty, accountability, and increase the efficiency of program implementation. An effective bureaucracy not only supports the smooth distribution of funds to students but also ensures that the program runs according to its primary objective, namely supporting access to higher education for high-achieving students from low-income families (Kemdikbud, 2021).

Based on research, most private universities (PTS) in Palu City have clear Standard Operating Procedures (SOPs). These SOPs regulate everything from the selection process and document collection to the disbursement of funds to student accounts. With these SOPs, the bureaucratic flow of the KIP Kuliah program becomes more structured and easier to monitor. This aligns with the findings of Sari & Lestari

(2022), who stated that clear SOPs help minimize administrative errors and expedite the aid distribution process.

However, not all private universities in Palu City consistently implement SOPs. Some universities still implement different procedures, and some even lack adequate SOP documentation. This variation and irregularity often confuses students when processing KIP Kuliah administration. Consequently, delays in disbursement of funds often occur, impacting the continuity of students' studies (Putri & Haris, 2020). Furthermore, lengthy and multi-layered bureaucratic processes also contribute to slow data processing and fund disbursement. This is exacerbated by a lack of coordination between campus departments, particularly between student affairs, academic affairs, and finance. Research by Widyastuti & Hamid (2023) revealed that this coordination issue is crucial and often hinders the effectiveness of the KIP Kuliah program, both in terms of administration and information services to students.

In response, several leaders of private universities who participated in this study stated that their universities are committed to continuous improvement in the KIP Kuliah distribution bureaucracy. They recognize the importance of bureaucratic coordination and efficiency so that students can maximize the benefits of the KIP Kuliah. Going forward, they will continue to evaluate and implement a simpler, more transparent, and more accountable service system. This is expected to optimize the KIP Kuliah program, ensure it is more targeted, and improve the quality of higher education in Palu City.

The negative impacts of an inefficient bureaucracy and minimal coordination are undoubtedly felt most by KIP Kuliah recipients. Students are the ones who suffer the most, facing administrative complexities, funding delays, and a lack of necessary information. Therefore, evaluation and simplification of the bureaucratic structure at all private universities in Palu City are absolutely necessary to achieve the program's objectives (Rizal, 2022). Soft skills training, increased motivation, and regular monitoring and evaluation of the attitudes of implementers are necessary to continuously improve the quality of service for students. Optimal implementation will maintain student trust and the program's effectiveness.

Policy Implementation Analysis of the KIP Kuliah Program through the Edwards III Framework

In terms of program impact, Hasanuddin & Putri's (2022) research shows that KIP Kuliah has contributed positively to increasing higher education opportunities in Palu City. Rahman & Nurdin (2023) observed a reduction in socio-economic disparities as an indirect impact of this program. However, Arifin & Mahmud (2021) warned about the potential for community dependence on government assistance that needs to be anticipated. Regarding factors influencing program effectiveness, Rahman & Nurdin's (2023) research underlines the importance of local government commitment in making the program a success. Pratiwi et al. (2021) emphasizes the crucial role of support from local universities, while Nugroho & Safitri (2022) identify a structured monitoring system as a key factor in the program's success. For future program development, several important recommendations are proposed. Widyastuti & Hamid (2023) emphasize the need to strengthen coordination between institutions and optimize information technology. Nugroho & Safitri (2022) recommend improving the data verification system and strengthening monitoring and evaluation. Rahman & Nurdin (2023) propose diversifying funding sources to ensure the sustainability of the program

CONCLUSION

Based on the results of research and studies on the implementation of the KIP Kuliah policy at Private Universities (PTS) in Palu City, it can be concluded that this program has succeeded in increasing access to higher education for students from underprivileged families. The number of KIP recipients

continues to increase, supported by the achievement of distribution to 755 students in 19 PTS in 2024, in line with the findings of various studies that mention increased participation and reduced socio-economic disparities. The success of the KIP Kuliah implementation is greatly influenced by four main factors referring to the Edward III Policy Implementation Model (1980), namely: (1) communication aspects that still need to be improved to ensure that all prospective recipients receive clear and equitable information; (2) the availability of human resources is considered adequate, but still needs to be improved in infrastructure and training for program managers; (3) the attitude of implementers is generally positive, but it is important to continue to improve motivation, soft skills, and sensitivity to student needs; and (4) the bureaucratic structure that relatively already has SOPs, but requires evaluation, streamlining of flows, and increased coordination between sections to make services more efficient and accountable. In terms of impact, the KIP Kuliah program has been proven to expand higher education opportunities and help reduce socioeconomic disparities in Palu City. However, there are challenges in the form of potential community dependence on government assistance and differences in effectiveness between institutions. Several recommendations that need to be considered for future program development include: strengthening the coordination and monitoring system between institutions, optimizing the use of information technology, improving the recipient data verification system, increasing human resource capacity, and diversifying funding sources to ensure program sustainability. Therefore, the implementation of the KIP Kuliah program at private universities in Palu City can run optimally if supported by effective communication, adequate resources, responsive implementation attitudes, and an efficient bureaucratic structure, so that the main goal of equalizing access to higher education for underprivileged groups can be achieved optimally.

Several development recommendations that can be proposed include: increasing program socialization to target communities, strengthening the recipient database system, developing a more systematic monitoring and evaluation mechanism, increasing the capacity of program management human resources, and simplifying administrative procedures and requirements. For future research development, several agendas that can be carried out include evaluating the long-term impact of the program, analyzing the effectiveness of budget use, comparative studies of program implementation between regions, and developing a more effective implementation model. This is important to ensure the sustainability and improvement of the quality of the KIP Kuliah program in the future.

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