

ANALYSIS OF THE SMART INDONESIA PROGRAM ON INCREASING STUDENTS' LEARNING MOTIVATION

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ABSTRACT:

The Smart Indonesia Program is one solution in the process of equalizing education in Indonesia, especially as a result of disparities and weaknesses in the economic aspects of society which impact opportunities for learning. The most important thing in this case is to build students' learning motivation, especially in economically weak communities, to continue learning until they reach further education. Based on this, this research focuses on analyzing the Smart Indonesia Program process to increase students' learning motivation. Based on the study of the implementation and distribution process of the Smart Indonesia Program, implementation is essentially carried out in accordance with government policy through various devices and systems. However, the weaknesses that occur are mostly due to other conditions among students' parents, in the use of the budget there are still those who are forced to go beyond the established provisions. Overall, based on the analysis, it can be stated that the Smart Indonesia Program generally has a positive impact, especially in increasing students' learning motivation positively, facilitating the learning process and learning opportunities, as well as building hopes and aspirations for the future.

Keywords: Smart Indonesia Program, PIP, Learning Motivation

I. INTRODUCTION

The implementation of the education system, at every level of education in Indonesia, essentially has the same target concept, namely achieving quality education based on national education standards. And the quality of performance in all school managerial elements essentially seeks to optimize the achievement of optimal educational quality. Regarding the quality of education, essentially and ultimately it will boil down to the quality of the learning and learning process carried out by students through learning management carried out by teachers as educators.

According to Hari Sudrajat (2005). States that: quality education is education that is able to create graduates who have abilities or competencies, both academic and vocational competencies, which are based on personal and social competencies, as well as noble moral values, all of which are life skills, education that is capable of producing complete humans (complete humans) or humans with integral personalities (integrated personalities), those who can integrate faith, knowledge and charity.

Achieving the quality of graduates in accordance with Indonesian national education standards will essentially also depend on the quality of the learning process carried out by teachers and students. Based on the demands of teacher competence as educators, teachers have the obligation and challenge to develop various media, techniques, methods, strategies and learning models that generate quality interactions, activities and student learning motivation. So as to produce the expected quality of graduates. The quality concept put forward by Edward Sallis (1993), states that: from these concepts it can be seen that quality is not an end goal, but rather a measuring tool for the final product of a determined standard. Definition of quality according to Nanang Fatah (2000). is the capability possessed by a product or service that can meet needs and expectations.

Behind the efforts to achieve quality as described above, there are several things that determine the quality of the student learning process, including the element of student learning motivation, namely the internal drive that arises from the student to take the best action, which can be generated from internal elements. or external

elements of the student's own self. Based on the results of the initial study of the targets of this research, it can be stated that 74.78% of teachers stated that the most difficult thing in managing a learning class is building learning motivation. This is in accordance with the results of Sunarti Rahman's research. (2021), regarding the importance of learning motivation in improving learning outcomes, who concluded that learning motivation has a significant contribution to learning outcomes at a very influential level (86.12%). This shows that learning motivation is very important in the learning process.

The problem of student learning motivation, based on the results of Desy Destiani's (2024) research on student learning motivation and is also in accordance with the research results of Neni Elvira Z. et al. (2023). Regarding the literature study: students' learning motivation in learning, the main sources of obstacles to students' learning motivation include: (1) family economic problems; (2) psychological aspect disorders; (3) the negative influence of community environmental conditions. These three sources of problems have a very big influence on hampering students' learning motivation.

It is clear that family economic problems can have an impact on children's lifestyles, limited learning facilities, health problems, irregular living, and the erosion of ideals and hopes for future living conditions. Conditions like this are more likely to occur in areas with weak economic conditions. Apart from that, the disruption of family economic problems also results in the source of problems in terms of psychological disorders and bad environmental conditions, thereby allowing motivation to learn to decline or the danger of frustration in children.

Furthermore, according to research (Agusman, 2019) the low level of educational participation in Indonesia is influenced by several factors: (1) students have difficulty in accessing educational facilities, (2) limited costs, and (3) high dropout due to family funds being prioritized to meet consumer needs. first. Poverty is one of the factors contributing to unequal education in Indonesia. Family economic problems are a factor that influences the low education participation rate.

Fresh points as a form of solution, as stated by Nurul Sufni. (2024) in analyzing the success of the Indonesian smart card program in increasing access to education in Indonesia, namely the

existence of programs carried out by the government, including: the emergence of the Smart Indonesia Card Program launched in 2014 by President Joko Widodo. This program provides educational assistance for children aged 6-21 years from underprivileged families to study at elementary, middle school, high school and vocational school levels. This educational assistance can be used for educational costs such as school entry requirements, book costs, and other costs.

The aspect of financial availability is a common problem in people's lives. Through the Smart Indonesia Program, it is an enhanced government support program for Poor Student Assistance. It is hoped that the Smart Indonesia Program can help economically disadvantaged students and ease the burden on underprivileged families, as well as attract students who have dropped out of school due to arrears in fees. (Ratna Indah Cahyaningsih. 2018).

Based on the problems mentioned above, in this research study, it is intended to explore scientifically through analysis of real data in the field, regarding the extent to which the contribution of the Smart Indonesia program can support, improve and build students' learning motivation. This study is considered important, apart from the objectives of the Smart Indonesia program, conceptually, stated by Morgan, (1986: 151) defines motivation as "a force that controls and moves a person to carry out actions or behavior directed at certain goals". Robbin (1999: 153) further states that motivation is the willingness to exert great effort towards achieving one's goals, which is conditioned by the ability of that effort to satisfy a number of individual needs.

II. RESEARCH METHOD

The qualitative approach used in this research was developed by Sugiyono (2017), with the following steps: (1) focus on potential and problems; (2) data collection; (3) data reduction and analysis; (4) product design; (4) design validation; (5) design improvements. Meanwhile, data sources were obtained from primary and secondary sources. According to Sugiyono (2017: 63): in qualitative research data collection is usually carried out in natural settings, the data source is primary data, and data collection techniques mostly use participant observation, in-depth interviews.) and documentation.

Meanwhile, the data analysis stage consists of several steps, namely: data collection, data reduction, data display, and conclusion drawing (Maleong, 2018: 335). Meanwhile, the pattern of discussing research data is through induction, typology, conceptualization and interpretation. Validity or validity of data findings obtained in the field is carried out by: (a) extending the researcher's presence; (b) Deeper observations; and (c) Triangulation. The data sources in this research are all competent and related elements, which were taken by purposive sampling, in order to find optimal information about the expected target or data source.

III. RESULTS AND DISCUSSION

Results

To optimize the study of the contribution of the Indonesia Pintar program in increasing students' learning motivation, in this study, the focus is on the following sub-studies: (1) the process of implementing the Indonesia Pintar program for the continuity of the learning process, for students who are poor or from economically weak groups to have motivation Study; and (2) the impact of receiving Smart Indonesia program allowances on increasing students' learning motivation.

1. Implementation Process of the Smart Indonesia Program

The Smart Indonesia Program (PIP) policy through the Smart Indonesia Card was launched by the government under the auspices of the Ministry of Education and Culture (Kemendikbud) through the National Team for the Acceleration of Poverty Reduction. The aim of the program is to help poor students to obtain a decent education, prevent children from dropping out of school, and to meet their school needs. It is hoped that this assistance will be used by students to meet school needs such as transportation costs for students to go to school, costs for school supplies, and pocket money.

With the Smart Indonesia Card, it is hoped that no more students will drop out of school due to lack of funds. The Smart Indonesia Card funds are given to underprivileged students from elementary school to high school. One of the phenomena that occurs is that the distribution of education and the accuracy of the targets of the Smart Indonesia Program policy through the Smart Indonesia Card are not yet completely on target. This is proven by the fact that there are still

students who come from well-off families who are registered as recipients of Smart Indonesia Card funds and there are still students who are classified as poor who are not registered as recipients of Smart Indonesia Card funds.

Implementation of the Smart Indonesia Card Policy through Smart Indonesia Card recipients who are students who come from families where educational funding is still at a level that is not met. With the existence of the Smart Indonesia Card, it is hoped that students will be able to improve their welfare so that they can develop. The allocation of Smart Indonesia Card funds is aimed at financing the education of children from poor or underprivileged families so that they are able to go to school properly like other children. The funds are used to buy school uniforms, stationery, pocket money and transportation for students to school.

Implementation of the Smart Indonesia Card Policy in an effort to equalize education where students who are selected from schools based on ownership of a Social Protection Card are given priority to receive Smart Indonesia Card assistance. At this stage, usually only students who have Smart Indonesia Card are proposed to receive Smart Indonesia Card. The recipients of the Smart Indonesia Card assistance can be said to be worthy of receiving it, because based on the research results from the researchers, the working conditions of their parents and the place where they live are still less than prosperous. Their residence, which can be said to be far from home to school, also indicates that Smart Indonesia Card assistance is right on target. Supporting factors Information from the department regularly to schools and online, Dapodik is used by the government as an indicator for determining targets for Smart Indonesia Card recipients, there is a sense of mutual trust between the school, students and parents regarding the use of Smart Indonesia Card funds, students become more active because of school equipment can be fulfilled. Inhibiting factors: Evaluation of the Smart Indonesia Card program carried out in each program period causes changes, especially in the mechanism, misappropriation of Smart Indonesia Card funds, difficulty in collecting receipts or proof of use of Smart Indonesia Card funds.

Educational development is very important to boost a country's progress, because of its significant role in achieving progress in various aspects of life, such as; economic, social, political

and cultural. Therefore, the Indonesian Government provides human rights to every Indonesian citizen, the right to obtain quality education in accordance with their interests and talents regardless of social status, economic status, ethnicity, ethnicity, religion, culture and gender.

The aim of national education in Indonesia is stated in the preamble to the 1945 Constitution in paragraph 4, namely to make the life of the nation intelligent. Furthermore, article 31 of the 1945 Constitution mandates that every citizen has the right to receive education facilitated by the government as the organizer of the national education system. Based on this mandate, the government issued Law Number 2 of 1989 which was later amended to become Law Number 20 of 2003 concerning the National Education System which is currently used as a guideline in determining the direction of education policy in Indonesia.

In accordance with the Indonesian Education System Law Number 20 of 2003 Chapter IV Article 5 that every citizen has the same right to obtain quality education. One of the factors that does not support education is the problem of poverty which prevents people from reaching education. The implementation of the compulsory education program still encounters obstacles, namely that there are students who have dropped out of school or are vulnerable to dropping out of school.

Factors that cause students to drop out of school or are vulnerable to dropping out of school are students whose families are economically disadvantaged, so that parents are unable to pay for their children's education, children are forced to work to meet their family's needs, and there is also the desire of the child himself not to go to school. To make this happen, the government launched assistance programs in education which are expected to expand access to education, while several educational assistance programs include School Operational Assistance and Poor Student Assistance for students with disadvantaged socio-economic conditions, hereinafter In 2014, Presidential Instruction Number 7 of 2014 was issued regarding the Implementation of the Prosperous Family Savings Program, Smart Indonesia Program, and Healthy Indonesia Program to build productive families. This Presidential Instruction was strengthened by Minister of Education and Culture Regulation

Number 12 of 2015 concerning the Smart Indonesia Program, and updated to become Minister of Education and Culture Regulation Number 10 of 2020 concerning the Smart Indonesia Program. In order to overcome unequal education, one of the efforts made by the Central Government is to issue a policy, namely the Smart Indonesia Program, where people who receive assistance from the Smart Indonesia Program have a Smart Indonesia Card.

The objectives of the Smart Indonesia program include: Eliminating economic barriers for children (school age) to participate in school so that they have access to better educational services at the primary and secondary levels; Prevent children/students from dropping out of school due to economic difficulties; Encourage children/students who have dropped out of school to return to school; Helping underprivileged children/students in meeting their learning activity needs; and Supporting the completion of the Nine Years Compulsory Primary Education (9) and Universal Secondary Education (12 years Compulsory Education). Utilization of Smart Indonesia Program funds The Smart Indonesia Program program is intended to help students with their personal costs so they can continue their education until they complete secondary education. Based on the 2020 Smart Indonesia Program technical guidelines, Smart Indonesia Program is in the form of cash assistance of IDR 450,000.00 per year which is directly given to elementary school students according to predetermined criteria.

Apart from the criteria above, cash assistance/funds through the Smart Indonesia Card. Assistance funds are given directly to students at schools/SKB/PKBM/LKP or other non-formal education units, for the following uses: Buying books and stationery; Buy school/practice uniforms and school supplies (shoes, bags, or the like); pay for students' transportation to school; Student pocket money; Costs of additional courses/lessons for formal education students; and/or Additional practical fees and internship/work placement fees. PIP recipients are not permitted to use Smart Indonesia Program funds for purposes that are not related to educational activities.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 9 of 2018 concerning Amendments to the Regulation of the Minister of

Education and Culture Number 19 of 2016 concerning Technical Instructions for the Smart Indonesia Program, hereinafter referred to as Smart Indonesia Program, is assistance in the form of cash from the government given to students whose parents are not or less able to finance their education, as a continuation and expansion of the targets of the Poor Student Assistance Program.

The main priority for recipients of Smart Indonesia Card benefits are those in difficult economic categories such as (Siahaan, 2018): (1). Students from families who receive the Family Hope Program (2). Students from families who receive Prosperous Family Cards (3). School age children from economically disadvantaged family backgrounds. (4). School-aged children who are threatened with dropping out of school due to sudden economic difficulties caused by disaster, natural disasters or people with disabilities. (5). School age children living in social institutions or orphanages. (6). School age children who drop out of school due to limited education costs. (7). Participating members in course institutions and other non-formal education units in this smart Indonesian card program emerged with various broad hopes regarding alleviating education problems in Indonesia. There is hope that all the nation's children will be able to receive a decent education in this country.

2. Analysis of the Impact of the Smart Indonesia Program on Increasing Student Learning Motivation

Based on the analysis of studies in this research, it shows that there are several positive impacts of implementing the Smart Indonesia program on students' learning motivation, including:

- a. Contribution to the students' parents. Among them are: (1) Parents feel they have been helped by a solution to the difficulty of paying for their child's education; (2) Encouragement for parents to have high hopes for their child's educational process; (3) Parents encourage their children to study better; (4) Encouragement for parents to increase attention to their children's educational process;
- b. Contribution to students. Among them are: (1) Students feel cared for by the solutions they receive as Smart Indonesia participants; (2) Students are encouraged to learn and are not hampered by educational costs; (3) Students

feel that they have the same rights as Indonesian citizens in the learning process; (4) Students are encouraged to build hopes and aspirations like others.

- c. Contribution to the government. The Smart Indonesia Program through the Smart Indonesia Card is a national program which aims to: (1). Increasing primary and secondary education enrollment rates; (2). Increasing the rate of educational sustainability, which is characterized by reducing the dropout rate and continuation rate; (3). Reducing educational gaps between community groups, especially between the rich and the less fortunate, between men and women, between urban areas and rural areas and between regions; (4). Increasing the readiness of secondary education students to enter the job market or continue to higher education.

The importance of the Smart Indonesia Program scholarship does not only lie in the economic aspect, but also in shaping student character. PIP scholarship recipients often demonstrate a high sense of responsibility and commitment to education, because they realize that the scholarship is a valuable opportunity to change their future. Scholarship requirements, such as maintaining grades and attendance, help shape students' learning discipline, creating a conducive academic environment.

Student learning motivation also has a close correlation with the use of the Smart Indonesia Program scholarship. The Smart Indonesia Program scholarship is the main driver for students to achieve higher academic achievements. With financial support from scholarships, students can focus fully on education without having to feel burdened by economic needs. This creates a conducive learning environment, where students can allocate their time and energy to improve their understanding of the lessons. Success in achieving a Smart Indonesia Program scholarship can also have a positive impact on students' self-confidence, which in turn increases their motivation to continue to excel. This data is also in accordance with the results of the study by Arie Surya Gutama et al. (2021, that the Smart Indonesia Card Program emerged with various broad hopes related to alleviating education problems in Indonesia. There is hope that all the nation's children will be able to receive a decent education in this country.

It was found that students who received scholarships tended to be more motivated to achieve better academic achievements. This is reflected in their active involvement in learning activities, participation in class discussions, and improvement in the quality of their work. In addition, Smart Indonesia Program scholarships also help reduce the financial burden on students' families, allowing them to focus fully on their education without being distracted by financial problems. The implications of these findings indicate that scholarship programs such as Smart Indonesia Program have a significant positive impact on students' learning motivation, which in turn can improve their academic achievement.

Learning motivation is a form of encouragement that comes from within and outside the individual to be able to arouse a person's enthusiasm for learning so that they are interested and can play an active role in the learning process so that they are able to achieve the desired learning goals. However, on the other hand, there are still obstacles that occur, especially in terms of the use of Smart Indonesia Program funds, by parents/guardians of students, who are used not for the allocated portion, but for needs that do not support the students' learning process directly, so that it does not directly build learning motivation in students. learners. This is also in accordance with the results of a research study conducted by Verto Septiandika (2017), regarding the results of the evaluation of the implementation of the Smart Indonesia program distribution.

Discussion

The Smart Indonesia Program is one of the government's policies in an effort to equalize education. The government has made great efforts to promote the Smart Indonesia Program to fulfill the rights of every citizen in obtaining educational services, namely through the Smart Indonesia Card which was launched by the government under the auspices of the Ministry of Education and Culture as regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 9 of 2018 concerning Amendments to Regulation of the Minister of Education and Culture Number 19 of 2016 concerning Technical Instructions for the Smart Indonesia Program. The aim of this PIP is to help with school fees for underprivileged students from elementary school (SD) to high school (SMA). This was expressed by

N. Eni Rohaeni and Oyon Saryono. (2018). that the PIP policy through KIP issued by the government under the authority of the Ministry of Culture and Culture aims to provide special assistance for poor students so that they can continue their education, thus the target of this policy is to prevent children from dropping out of school.

Equal distribution of education includes two important aspects, namely Equality and Equity. Equality or equality means equal opportunities to obtain education, while equity means justice in obtaining the same educational opportunities among various groups in society. This is also in accordance with the results of Rini Septiani Astuti's study. (2016), regarding Smart Indonesia Program policy analysis. Equal access to education means that all school age residents have received educational opportunities, meanwhile access to education is fair if all groups can enjoy education equally. Coleman (2015) in his book Equality of educational opportunity conventionally puts forward the concept of equality, namely: active equality and passive equality.

Passive equality is equality that places greater emphasis on equality in obtaining the opportunity to enroll in school, while active equality means equality in providing opportunities for registered students to obtain the highest learning outcomes. In this understanding, educational equality has a broad meaning, not only equality in obtaining educational opportunities, but also after becoming a student, they must be treated equally in order to obtain education and develop their potential so that it can be realized optimally. (Ratna Indah Cahyaningsih. 2018).

Thus, the dimensions of educational equality include things namely equality of access, equality of survival, equality of output, and equality of outcome. If these dimensions become the basis for approaching the problem of educational equality, it can be seen how complicated and difficult it is to assess the educational equality achieved by a region, especially for countries that are developing so that funding constraints still appear to be quite dominant both from the perspective of quantity and effectiveness.

Apart from the Equality and Equity aspects, the quality aspect must also appear, because the quality aspect is essentially the ultimate goal in educational development. Schools play a very important role in encouraging students to become active and independent learners and in achieving

their full potential (Sari, Sunarno, & Sarwanto.2018). Strategies for developing student potential are a good way to learn. Human learning is part of life and lasts a lifetime, anytime, anywhere, inside and outside school, for an indeterminate period of time. Motivation is very important in the learning process. This is because people who are not motivated to learn cannot carry out learning activities (Prananda, & Hadiyanto. 2019); (Nissa, & Renoningtyas.2021). Learning motivation is one of the factors that influences a student's learning success. Motivation is one of the goals of learning. Without motivation, students cannot achieve their goals. Therefore, every individual must have the motivation to learn.

Learning must be motivated to achieve learning goals. Motivated students are highly motivated to engage in learning activities. Purwanto (2007:71) argues that learning motivation is a conscious effort to do something to achieve a certain result or goal". From the definition above, it can be concluded that learning motivation is the drive or energy within a person to learn which then changes his behavior in such a way that the learning goal is achieved. These changes affect the way individuals think about behavior and behavior. Successful learning activities are difficult to carry out if students are not motivated to learn.

IV. CONCLUSION

Several conclusions that can be expressed in this study include:

1. The process of implementing the Smart Indonesia program has basically been carried out according to the guidelines and technical guidelines as well as procedures that have been determined by the government, while the obstacles that occur are essentially personal errors on the part of recipients who are not appropriate in the use process, which is contrary to the government's objectives in the program this subsidy.
2. Implementation of the Smart Indonesia program has a positive contribution to improving the learning process of students, especially in building students' learning motivation. What is proven by the majority of Smart Indonesia Program recipients is that students are more active in studying, there is accountability for the assistance they receive with learning activities, it stimulates the hope

to continue learning, to be the best and there is great hope to continue their education to a higher level.

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