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### AN ANALYSIS OF THE MANAGEMENT OF POOR STUDENT ASSISTANCE TO IMPROVING LEARNING ACHIEVEMENT

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#### Abstract

Poor students in Indonesia receive financial assistance. This financial assistance is called poor student assistance (PSA). The assistance is intended to keep children learning at school, not drop out, and can improve learning achievement. Unfortunately in some areas, this assistance has been mismanaged. Such as not on target who get help and not used for the benefit of improving learning. This study aims to analyze the management of poor student assistance towards improving the quality of learning. The study used a descriptive method with a survey approach. The study population was students who obtained PSA at various school levels in the city of Bengkulu, Bengkulu province, Indonesia. Samples were taken randomly, based on school and class strata. Data collection techniques with closed and open questionnaires, and documentation studies. Data were analyzed with descriptive and inferential statistics. The results showed that PSA management was not yet fully effective. But in general the PSA program is very positive for students to be able to stay in school. There are still poor management components of PSA, such as planning, coordination, implementation, monitoring and evaluation, and follow-up is still not good. The PSA program has a positive impact on students who get, but it is less positive on improving student learning achievement. Suggestions to the government that the PSA program can be managed effectively, it requires coordination with the school.

#### Introduction

Poor children is an incorrect terminology. All children in the world are born in the same condition, that is, they both have nothing (both are poor). The terminology is quite psychologically disturbing for the child himself and his family. No child in this world has hopes of being poor. Poor children are not because of fate, but because of fate born. They are born and live from poor families. His parents do not have. His parents are less able to meet basic needs such as clothing (clothing), food, shelter (shelter / house). Other basic needs such as education and health are also ignored. They live less decent and less dignified [1].

Poor families have many terms [2] [3]. In general, poor families are a condition of the inability of parents to meet basic needs, such as food, clothing, housing, education, and health properly. Parents are twisted from poverty due to various reasons. These causes include heredity (poor parents), no work, no livelihood, geographical location (remote), lazy and less creative, do not have an entrepreneurial spirit, have physical conditions and diseases that cannot do work activities, not getting help, socio-economic and political conditions that are less conducive, dependence on moneylenders, life filled with extortion and suffering, lack of education, low skills, and so on [1]. According to Budiana, poverty is a social phenomenon [1]. Even so, but this is a danger for the nation and state. Poverty can cause the State not to obtain taxes from its citizens, so it does not finance the management of the State. Such conditions the government took the policy by breaking the poverty chain through the provision of education in schools. The nation's children from both rich and poor families all have access to education. The government provides funds of School Operational Assistance, so that school children do not need to pay Educational Development Donations. The government also has empathy for children from poor families by providing PSA (Poor Student Assistance) [2].



## INTERNATIONAL JOURNAL OF RESEARCH SCIENCE & MANAGEMENT

PSA is a government program that aims to increase access to poor children in school. In addition to this, the PSA program is intended for poor children to get access to proper education services, prevent dropping out of school, attract poor children to go back to school, help children meet their needs in learning activities, support compulsory education programs, and help smooth school programs. The PSA program has a goal so that school-age children from poor households / families can continue to go to school, and not drop out of school. In the future they are expected to break the chain of poverty experienced by their parents. The PSA program supports the government's commitment to increase education participation rates in poor and remote districts / cities and in marginalized groups. PSA is a direct assistance to students based on students' economic conditions and not based on achievements such as scholarships [2] [3].

Amount of acquisition of PSA fund for elementary school children is IDR 225,000 per semester or IDR 450,000 per year. PSA for Junior High School children is Rp. 375,000 per semester or Rp. 750,000 per year. PSA for Senior High School / Vocational School students is Rp. 500,000 per semester or Rp. 1,000,000 per year. PSA funds are used to (1) purchase student equipment such as textbooks, stationery, shoes and bags; (2) the cost of transporting students to school; (3) pocket money for school students. PSA funds can be canceled if PSA recipient students drop out of school, receive scholarships from other institutions / sources, have been charged and proven to have committed criminal acts of resignation and are no longer included in the criteria of poor students [3] [4]. Poor children who get PSA in schools have a number of problems [5]. Based on previous studies show that poor children get PSA is not as easy as expected. PSA management is very complicated. The process of identifying categories of poor children is sometimes not well targeted. For example there are children of poor parents who do not get PSA. There are also children from non-affluent families who get PSA. This is the question of principals and teachers. In addition to this, the opening of a bank account or post office also does not run smoothly, parents do not understand, and when PSA is not looking for more than three months the account is not filled and has problems. Even after being disbursed, there were also problems such as deductions for administration, purchase of uniforms in schools, misuse of the use of PSA not for the benefit of children's schools. Not to mention the problem of the impact of PSA on learning achievement, allegedly only able to increase children's enthusiasm because they get money, without any increase in learning achievement [3] [5].

Problems as above, need to be examined in more detail through descriptive methods with a survey approach, in the context of the City of Bengkulu. It is suspected that PSA management experienced many similar problems and did not contribute to learning achievement and school quality.

The formulation of the problem of this research is "how is the analysis of the management of poor student assistance towards improving learning achievement?". These problems are further divided into sub-problems, namely: (1) how is the perception of PSA management? (2) is the use of PSA funds by poor children right on target? how is the impact of PSA on improving learning achievement ?, and (5) what is the real problem in the PSA management field?

This study aims to analyze PSA management towards improving student learning achievement. The benefit of this research is that it can be used as a reference for improving PSA management policies, increasing learning achievement of children who obtain PSA, and school management. Keempat, dampak program PSA terhadap peningkatan prestasi belajar. Program PSA kurang

### Methods

This research uses descriptive method with survey approach [6]. This approach is used to analyze PSA management on the improvement of learning achievement which is carried out quantitatively, and the data analysis is done statistically descriptive and inferential [6]. The research procedure is carried out by steps: compiling the research design, compiling and validating research instruments, collecting data in the field, analyzing and giving meaning to the research outcomes, conclusions and suggestions.



## INTERNATIONAL JOURNAL OF RESEARCH SCIENCE & MANAGEMENT

The study population consisted of principals, teachers, and students, elementary, junior high, senior high school, and state vocational schools in the city of Bengkulu, Bengkulu province, Indonesia. The sample selection is done by stratified random sampling technique [6] [7]. The total sample of 235 people consisted of: (1) 51 principals, (2) 92 teachers, and (3) 92 students.

Data collection was carried out using open and closed questionnaire techniques and documentation studies [7]. Open and closed questionnaires are used to collect data on sample perceptions of PSA management, effectiveness of using PSA funds, the impact of PSA granting on poor children and improvement in learning achievement, and real problems in the PSA management field. Documentation studies are used to explore improvements in learning achievement.

Data analysis was performed using descriptive statistical techniques and inferential statistics [6]. To analyze sample perceptions of PSA management the percentage calculation, effectiveness analysis of the use of PSA funds using a percentage calculation, analysis of the impact of PSA giving to poor children and improvement in learning achievement is used an average calculation, and analysis of real problems in the field about PSA management is used to calculate the percentage. The statistical analysis results are then given an interpretation according to the provisions of the research methodology precisely [6] [7].

## Results and Discussion

### Results

In general, the results of the study showed that the PSA program was very positive for students to remain in school. But in terms of management, PSA has not been fully effective. There is still a poor management component. Like planning students who will be given funds, the implementation of granting less coordination with the school, giving funds is not well targeted to students who are really poor, the use of funds by parents who are not right, and other problems. Besides this, the provision of PSA funds does not have a positive impact on improving student achievement. Specifically the results of the study can be stated as follows.

First, the perception of principals, teachers, and students of PSA management. Principals, teachers, and students' perceptions are generally good for PSA ideas. But in terms of management, the perception is not good. Then the data can be displayed in the table as follows.

*Table 1. Perceptions of PSA management*

No	PSA Management Component	Percentage (%)		
		Good	Enough	Lacking
1	PSA idea	94	6	0
2	PSA Planning	56	24	20
3	Coordination	26	32	42
4	Implementation	36	64	0
5	Monitoring and Evaluation	38	62	0
6	Follow-up	24	62	14

N= 235

Based on the data as the table above, it can be interpreted as follows. The idea of the PSA program tends to be perceived well by almost all samples (94%), the remainder is quite 6%. Almost all samples have positive perceptions of PSA. In terms of PSA planning, including determining the target of students and the number of recipients, it is perceived as good as 56%, quite 24%, and less than 20%. For coordination that includes coordination with the school, it tends to be perceived as less as 42%, 32% enough, and 26% good. In terms of implementation, namely in the form of disbursement of funds to students, perceived as good as 36%, and quite as



## INTERNATIONAL JOURNAL OF RESEARCH SCIENCE & MANAGEMENT

much as 64%. In terms of monitoring and evaluating the PSA program, it tends to be perceived as 62% and 38% good. For the follow-up to the PSA program, 62% were perceived as good, 24% good, and 14% less.

Second, the use of PSA funds. Utilization of PSA funds tends to be right on target as much as 68%, and the remaining 32% lacks the perceived lack of target. PSA funds are considered right on target, because they are used to: (1) buy learning equipment, such as buying notebooks, supporting books, pens, pencils, and erasers; (2) buying school uniforms, shoes and bags; and (3) buy credit to take part in online learning. As for the wrong target includes the misuse of the use of PSA funds to: (1) buy rice and other food, (2) buy mobile phones, (3) buy motorcycle gasoline, (4) buy clothes not in school uniforms, (5) pay debts, etc.

**Table 2. Evaluation of PSA fund utilization**

No	Evaluation of the use of PSA funds	Percentage (%)
1	Right on target	68
2.	Not on target	32

N= 235

Third, the impact of PSA funding on poor children. Principals, teachers, and students who receive PSA funding generally have the same assessment, namely that the PSA program has a positive impact on poor children. Those who rated positively were 94%, and those who rated negatively slightly were 6%. PSA funds have positive impacts such as: (1) children who get PSA funds become enthusiastic and enthusiastic to go to school, (2) children stay in school and do not drop out (none of the children who get PSA funds drop out), (3) students become diligent in learning, (4) PSA funds as income or support learning activities for children every month, and (5) ease the burden on parents. For those who think negatively, because the provision of PSA funds can result in children being dependent on the government, making a beggar mentality, and has no impact on improving learning. Visually can be described in the following table.

**Table 3. Impact of PSA funding on students**

No	Impact on students	Percentage (%)
1	Positive	94
2.	Negative	6

N= 235

Fourth, the impact of the PSA program on improving learning achievement. The PSA program lacks a positive impact on improving children's learning achievement. Children tend to have normal learning achievement, do not have significant improvement. The real data from the results of the study are as follows.

**Table 4. Impact of the PSA funding program on improving learning achievement**

No	Impact on improving learning achievement	Percentage (%)
1	Positive	22
2.	Negative	78

N= 235

Based on the table above shows that the provision of PSA funds less has a positive impact on improving learning achievement by 78%, and the remaining 22% has a positive impact. The negative impacts include: (1) when compared to other students who did not get PSA, their learning achievements differed, children who received PSA were lower than those who did not; (2) did not experience an increase in learning achievement, ie when compared to previous achievements, it did not experience a significant increase; (3) almost in all subjects, the achievements of children who get PSA funds are less prominent; and (4) extra-curricular activities, such as scouts, sports and arts activities, and religious activities also lack significant achievements. For those who have a positive impact, children who get PSA funds have increased learning achievement in certain subjects.



## INTERNATIONAL JOURNAL OF RESEARCH SCIENCE & MANAGEMENT

Fifth, the real problems in the field are related to PSA management. PSA management problems vary greatly, such as: (1) parents have difficulty opening new accounts and the threat of exposure to dolmen, because they are inactive for three months, as much as 88%; (2) the term PSA changed to Smart Indonesia Program (PIP), without explanation to the school, as much as 88%; (3) the disbursement of PSA funds is not regular, it is difficult to ascertain when the funds are disbursed, as much as 82%; (4) PSA funds have less influence on increasing children's learning achievement and less positive contribution to the increase in learning achievement, as much as 78%; (5) 64% lack of coordination with schools; (6) not all children from poor families get PSA, it depends on the proposal and proximity to the village head / lurah / village apparatus, 42%; (7) 32% of misused PSA funds are not used for the purposes of purchasing children's learning equipment, 32%; (8) and others 12%. The data is visualized in the following table.

*Table 5. The real problem of PSA management.*

No	PSA management problems	Percentage (%)
1	Trouble opening a bank account	88
2.	Changing the term PSA to PIP	88
3	Disbursement of funds is not routine	82
4	Less positive impact on learning achievement	78
5	Coordination is lacking	64
6	Not all poor children get PSA	42
7	Misused PSA funds	32
8	Etc	12

N= 235

### Discussion

The perception of principals, teachers, and students on PSA management varies greatly. Their perception of the PSA program idea was very positive (94%). But in terms of PSA management, the perception is not good. These results are the same as those of Azka, Barualogi, and Hamdan [4], Azzahro [3]; Sasongko [8]; Sasongko [9]; Rahmat [5]; Santoso, Sarjono and Wafroturahmah [10]; and Sinulingga [11] who conducted research around poor children who received PSA. The results of research on these researchers indicate that children from poor families get PSA is a form of solution so that they can take and complete studies at certain levels. The results of Djafar, Anwar, and Suparman's research [2], show that PSA is something that children and parents have been waiting for, even though it is not on time. The PSA idea is a noble and very good program. However, from a managerial perspective, PSA management is not in accordance with applicable regulations [10].

Utilization of PSA funds tends to be right on target as much as 68%, and the remaining 32% lacks the perceived lack of target. Indeed, PSA funds are right on target, if used to: (1) buy learning equipment, such as buying notebooks, supporting books, pens, pencils, and erasers; (2) buying school uniforms, shoes and bags; and (3) buy credit to take part in online learning. The use of PSA funds that are misused by parents is actually not intentional. They regard it as a form of "patchwork", i.e. when they get good fortune, it is used for urgent needs, and promised to cover the use of money at another time. The results of Djafar, Anwar, and Suparman's research [2], illustrate that what is done in managing school operational assistance funds, there is always an inappropriate use. However, a small number utilize PSA according to the provisions [11].

The impact of PSA funding on poor children is generally very positive (94%). They assume that: children who get PSA funds become enthusiastic and excited to go to school, children continue to go to school and do not drop out (none of the children who get PSA funds drop out), students become diligent in studying, PSA funds as income or support learning activities for children every month, and lighten the burden on parents. This positive impact, according to Azka, Barualogi, and Hamdan [4]; Septarina and Sasongko [12] have increased self-confidence and strength, so they can support the formation of identity.



## INTERNATIONAL JOURNAL OF RESEARCH SCIENCE & MANAGEMENT

Provision of PSA funds less has a positive impact on improving learning achievement by 78%, and the remaining 22% has a positive impact. The negative impacts include: (1) when compared to other students who did not get PSA, their learning achievements differed, children who received PSA were lower than those who did not; (2) did not experience an increase in learning achievement, ie when compared to previous achievements, it did not experience a significant increase; (3) almost in all subjects, the achievements of children who get PSA funds are less prominent; and (4) extra-curricular activities, such as scouts, sports and arts activities, and religious activities also lack significant achievements. The impact of PSA as above is contrary to the results of other studies, such as Rahmat's research [5] [12] which states that PSA has a positive impact on learning achievement. Azka, Barualogi, and Hamdan's research [4] resulted that PSA was able to increase personal strength in poor students. However, this research supports that PSA is able to increase enthusiasm and study completion. But on the other hand Budiana [1] argues that poverty has no effect on education. This Budiana result seems to be inappropriate in this session [1] [13] [14].

PSA management experiences problems when implemented in schools. These problems include: parents have difficulty opening new accounts, the term PSA changes to the Smart Indonesia Program, disbursement of PSA funds is not regular, PSA funds have less influence on improving learning achievement, lack of coordination with the school, not all children from Poor families get PSA, misuse of PSA funds, and others. This problem refers to that policy always has problems in the field. This was also stated by Sasongko and Sahono [15]; Suprastowo [16]; Sasongko [7]; Sasongko, Manap, and Wachidi [17]; and Rose [18]; Bandur [19]; that in every policy there must be consequences for new problems. Their research suggests that educational policies carried out as well as anything, have problems and solutions need to be found. Thus, the PSA policy naturally has problems and needs to be addressed immediately [5].

### Conclusion

The conclusion of the research shows that the PSA program is very positive for students to be able to stay in school. Analysis from a management perspective, PSA has not been fully effective. There are still poor management components, such as planning, coordination, implementation, monitoring and evaluation, and follow-up is still not good. The PSA program has a positive impact on students who get, but it is less positive on improving student learning achievement. A number of problems were encountered in PSA management, such as difficulties in opening bank accounts, irregular disbursement of funds, lack of positive impact on improving learning achievement, lack of coordination with schools, not all poor children received financial assistance, misuse of funds, and etc.

Suggestions to the government and the education office are as follows: PSA funding should be based on correct data, needs to be checked by the school, and not only from the village / village administration; the use of PSA should cooperate with the school, so that it is not misused, the need for accountability from parents in using PSA, and funds should be disbursed in a timely manner.

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## INTERNATIONAL JOURNAL OF RESEARCH SCIENCE &amp; MANAGEMENT

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