

Pengaruh Program Indonesia Pintar (PIP) terhadap Partisipasi Sekolah di Kalangan Siswa dengan Disabilitas = The Influence of the Indonesia Smart Program (PIP) on School Participation among Students with Disabilities

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Abstrak

Penyandang disabilitas masih menghadapi berbagai tantangan dalam mengakses pendidikan formal di Indonesia. Program Indonesia Pintar (PIP) hadir sebagai bentuk bantuan tunai bersyarat untuk mengurangi hambatan ekonomi, namun belum banyak penelitian yang secara spesifik mengevaluasi dampaknya terhadap anak-anak dengan disabilitas. Penelitian ini bertujuan untuk menganalisis pengaruh PIP terhadap partisipasi sekolah anak penyandang disabilitas usia 6–24 tahun, dengan menggunakan data SUSENAS KOR Maret 2023. Metode regresi probit digunakan untuk mengukur pengaruh program terhadap probabilitas anak disabilitas untuk tetap bersekolah. Hasil penelitian menunjukkan bahwa penyandang disabilitas penerima PIP memiliki kemungkinan lebih tinggi untuk berpartisipasi dalam pendidikan dibandingkan non-penerima. Selain itu, tingkat keparahan disabilitas memiliki hubungan negatif dengan partisipasi sekolah, di mana anak dengan disabilitas berat cenderung memiliki kemungkinan lebih rendah untuk bersekolah. Penelitian ini menunjukkan pentingnya memperkuat cakupan dan efektivitas program bantuan pendidikan bagi kelompok disabilitas, terutama mereka yang menghadapi hambatan lebih kompleks. Temuan ini diharapkan dapat menjadi masukan bagi perumusan kebijakan pendidikan yang lebih inklusif dan responsif terhadap kebutuhan kelompok rentan.

.....Children with disabilities in Indonesia still face numerous barriers to accessing formal education, including financial difficulties, limited school facilities, and social stigma. To overcome these challenges, the government introduced the Indonesia Smart Program (Program Indonesia Pintar/PIP), a conditional cash transfer aimed at easing the financial burden of education. However, limited research has focused specifically on how this program affects school participation among children with disabilities. This study explores how PIP affects school attendance for children with disabilities aged 6–24, using data from the March 2023 National Socioeconomic Survey (SUSENAS). A probit regression model is used to estimate the likelihood of school participation among PIP recipients compared to non-recipients. The results show that children with disabilities who receive PIP are significantly more likely to attend school. The study also finds that the severity of a child's disability is negatively associated with school participation; those with more severe disabilities are less likely to attend school. These findings emphasize the importance of improving both the reach and the effectiveness of educational assistance programs like PIP, especially for children facing multiple and complex barriers. It is expected that this study can contribute to the design of more inclusive and responsive education policies that ensure every child, regardless of ability, has a fair opportunity to learn and thrive.