

Implementation of The Poverty Reduction Acceleration Policy in Karawang Regency, Indonesia

Author:

Mu'min Ma'ruf¹

Affiliation:

Institut Pemerintahan Dalam Negeri, Jl. Raya Bandung-Sumedang KM. 20, Jatinangor, Sumedang 45363, Indonesia¹

e-Mail:

mumin@ipdn.ac.id

*Corresponding author

Mu'min Ma'ruf

Institut Pemerintahan Dalam Negeri (IPDN)

Email: mumin@ipdn.ac.id

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Abstract

Poverty is a serious problem that needs to be urgently overcome because its vulnerability does not only impact the environment but can also affect the resilience of the nation and state. The need to eradicate poverty led to the implementation of Regional Regulation No. 2 of 2014 concerning poverty alleviation acceleration by the Karawang Regency Government. Therefore, this research aims to describe and analyze these policies to boost the economy. Data were collected through observation, documentation, and in-depth interviews with 23 respondents consisting of 3 regulators, 8 implementers, and 12 locals. The results showed that the impact of implementing the policy is in accordance with the addition of educational infrastructure, expansion of access to education, quality education, increase in school participation rates, rise in the expected length of schooling, and increase in literacy rates. The change level in policy implementation includes a decrease in the number of elementary and junior high school teachers with a high school or associate degree and the number of dropouts, an increase in students' participation rates, and a reduction in the poor population. In conclusion, the policy implementation to accelerate poverty reduction in education positively impacts the rate of change and acceptance of the poor community. However, some implementers are less sympathetic in carrying out their duties. Finally, the optimal policy implementation model for accelerating poverty reduction in the education sector can be constructed by looking at the configuration and collaboration between regulatory actors, implementers, and beneficiaries.

Keywords: Poverty Alleviation; Policy; Implementation

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Abstrak

Kemiskinan merupakan persoalan serius dan mendesak untuk ditanggulangi. Kerentanan yang ditimbulkan akibat kemiskinan tidak hanya berdampak pada lingkungan, namun dapat meluas mempengaruhi ketahanan bangsa dan negara. Untuk itu Pemerintahan Kabupaten Karawang membuat kebijakan yang tertuang dalam Perda Nomor 2 Tahun 2014 tentang percepatan penanggulangan kemiskinan. Studi ini bertujuan untuk mendeskripsikan dan menganalisis bagaimana implementasi kebijakan percepatan penanggulangan kemiskinan bidang pendidikan di Kabupaten Karawang. Penulis mengumpulkan data melalui observasi, dokumentasi dan wawancara secara mendalam terhadap 23 orang responden yang terdiri dari regulator 3 orang, implementor 8 orang, dan masyarakat 12 orang. Hasil penelitian menunjukkan bahwa dampak implementasi kebijakan adalah penambahan sarana prasarana pendidikan, perluasan/pemerataan akses pendidikan, peningkatan mutu pendidikan, peningkatan angka partisipasi sekolah, peningkatan angka harapan lama sekolah/rata-rata lama sekolah dan peningkatan angka melek huruf. Adapun tingkat perubahan dalam implementasi kebijakan meliputi penurunan jumlah guru SD dan SMP, terjadi peningkatan angka partisipasi sekolah, masih adanya jumlah anak yang putus sekolah, dan terjadi penurunan jumlah penduduk miskin. Penulis menyimpulkan bahwa implementasi kebijakan percepatan penanggulangan kemiskinan bidang pendidikan mempunyai dampak, tingkat perubahan dan penerimaan masyarakat miskin yang baik, meskipun masih adanya oknum implementor yang kurang simpatik dalam menjalankan tugasnya. Adapun model Implementasi kebijakan yang optimal dalam percepatan penanggulangan kemiskinan bidang pendidikan dapat dikonstruksi dengan melihat konfigurasi dan kolaborasi antar aktor regulator, implementor dan penerima manfaat.

Kata Kunci: Penanggulangan Kemiskinan; Kebijakan; Implementasi

INTRODUCTION

Poverty is a serious problem that needs to be urgently overcome (Adeyeye et al., 2021; Guhl & Ramírez, 2021; Kurniawan et al., 2021). The vulnerability caused by this issue not only impacts the environment but also affects the resilience of the nation and state. Failure to overcome poverty can threaten the integrity and independence of a country, thereby causing it to depend on other nations (Abdiansyah, 2021).

Economic phenomena are used by some experts as an understanding of poverty. The discourse on the issue of poverty and economic disparities between regions has given birth to the growth poles theory and the Harrod Domar Theory. Poverty can be seen from several perspectives, including the magical perspective that poverty is a destiny, the naive perspective that poverty occurs due to internal factors, and the critical perspective that poor people occur because of being impoverished by

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the system (Rupelu, 2005). Poverty is often defined as lacking the financial resources to meet a defined set of needs (Wolff, 2020). Hagenars called that poverty is "the situation of those people who are poor"(Hagenars, 1986). Poverty is defined as the inability to meet the needs of a minimum standard of living (Kuncoro, 1997). Poor here means lacking most or all of these assets and capabilities, material assets, bodily health, bodily integrity, emotional integrity, respect and dignity, social belonging, cultural identity, imagination, information and education, organization capacity, political representation and accountability (Narayan and Petesch, 2007).

Indonesia has implemented several development models related to poverty (Anggraeni, 2022). The first one, which focuses on the GNP (Gross National Product) growth, was implemented in the 50s (Pangestuty & Prasetyia, 2021). Gross National Product is used to monitor a country's development performance (Siregar et al., 2021). The second model, which emphasizes the direction of development to equalize and fulfil basic needs, was implemented in the 70s. It was designed by combining the poverty line and income distribution developed in 1973. Meanwhile, in the 90s, UNDP introduced the Human Development Index and several variants, such as the Human Poverty and Gender Development indices (Pangestuty & Prasetyia, 2021).

Irrespective of this, the poverty measurement approach both GNP and Human Development still has certain weaknesses. The concept views poverty as an individual problem and pays less attention to the structural dimension. The measurement system focused on the negative outcome of the indicators and failed to measure the strength and dynamics of poverty(Suharto, 2013).

The government has implemented diverse poverty alleviation initiatives. For example, in 1993, Presidential Instruction No. 5 of 1993 concerning Instructions for Underdeveloped Villages was enacted (TAMBUWUN et al., 2022). In 1998, the Social Safety Net program was implemented to deal with the economic crisis (Timmerman et al., 2021). In 2010, the government issued another policy, Presidential Regulation No. 15, concerning the Acceleration of Poverty Reduction. This program focused on family and community-based social assistance and management, including poverty reduction based on the empowerment of micro and small economic enterprises (Alfisyahrin, 2021; Andriany, 2022; Sugiyana et al., 2022).

This research compares the average percentage of the poor in Karawang Regency and West Java Province. In Karawang Regency, 10.07%, 10.25%, 8.06%, and 7.39% were obtained in 2016, 2017, 2018, and 2019, respectively. Meanwhile,

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in West Java Province 8.95 %, 8.71 %, 7.45 %, and 6.91 % were realized in 2016, 2017, 2018, and 2019, respectively. Considering the School Participation Rate (APS), an increase was recorded in the number of Elementary and Junior High School students who dropped out from 2016 to 2019. The local government of the Karawang Regency implemented Regional Regulation No. 2 of 2014 concerning the Acceleration of Poverty Reduction.

The present research was inspired by several previous reports on implementing policies to accelerate poverty reduction. Sutomo (1995) conducted a research on poverty and regional economic development. Rupelu (2005) investigated the influence of socio-economic factors on the poverty rate in Buru Regency, Maluku Province through public accessibility. Azhara (2016), reviewed the strategic policies implemented to accelerate poverty reduction in Tasikmalaya Regency. Furthermore, Diatmika (2017) studied poverty alleviation strategies in Klungkung Regency, Bali Province. Djonet (2017) conducted research entitled Transient Poverty Handling: Agenda Setting Discourse in the Poverty Reduction Policy Formulation Process. This research was also inspired by several related studies carried out in regions outside Indonesia, including the analysis of the evaluation of poverty alleviation strategies in a developing country (Singh & Chudasama, 2020), the research on China's poverty

alleviation over the past 40 years, its successes and challenges (M. Liu et al., 2020), and A comparative study of community perceptions regarding the role of roads as a poverty alleviation strategy in rural areas (Sewell et al., 2019). Additionally, Y. Liu et al. (2017) conducted several analyses related to the Spatio-temporal patterns of poverty alleviation strategies employed in rural communities in China.

This research is new and differs from previous analyses because it focuses on the object and the policies implemented to accelerate poverty reduction in the educational sector. It is also a follow-up of the district government's policies stated in the Regional Regulation of Karawang Regency No. 2 of 2014 concerning the Acceleration of Poverty Reduction. The present research employed the Grindle model as an analytical tool to accelerate poverty reduction in this field. This is in accordance with the argument that the success of policy implementation is determined by its content and the context of enactment. Based on this background, the present research aims to describe and analyze the Implemented Policy to monitor the Poverty Reduction Acceleration in the Educational Sector at Karawang Regency.

METHOD

This qualitative research adopted a descriptive method, and the delivery process was carried out in a selective and detailed manner.

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Observations were made using the five senses, including sight and hearing. The purposive technique was used to select the informants as well as the set goals or criteria (Moleong, 2019). Additionally, the snowball technique was used to determine a few samples or informants who were asked to select or appoint friends for this research (Sugiyono, 2013). Data collection technique includes interviews, observation, and documentation (Sugiyono, 2013). In-depth interview sessions were held with 23 informants comprised of three regulators, eight implementers, and 12 community members. Data analysis was conducted using a reduction procedure adapted to the case study model, the selected methodology (Creswell, 2018).

RESULT AND DISCUSSION

This research employed the indicators proposed by Grindle (1980: 9) that its content and context of enactment determine the success of policy implementation.

A. Policy Contents

a.) *Interest affected.* The policy implemented to accelerate poverty reduction in the educational sector in Karawang Regency comprises the poor as beneficiaries, the Youth and Sports Education Office as the implementer, and the Regent as well as the Regional House of Representatives as the regulators. The interviews result showed that the interests of the poor

communities are educational needs with easy access, equity and a fair system. These people are only interested in how their children can go to school like the others, such as the rich ones. Poor communities hope that the local government waives the entrance fees, especially at the Kindergarten, Private Junior High School (SMP) and Private High School (SMA) levels, and initiate free education financing as long as their children attend learning institutions.

The Department of Education, Youth and Sports interests as policy implementers are greatly realized through its programs. The results and achievements refer to the three pillars of the National Policy, namely expansion and equal distribution of access, improved quality, relevance, and competitiveness, and strengthening this sector's accountability governance and public image. At the same time, the Regent and Regional House of Representatives, as regulators, are concerned about reducing the poverty level in this regency through the integrated and coordinated steps employed by the relevant actors in formulating and implementing poverty reduction policies. This is accomplished through improved efforts such as target setting, program design and integration, monitoring and evaluation, budget effectiveness, and strengthening institutions responsible for handling poverty alleviation initiatives.

According to the various informants, the government is less focused on the relationship between the institutions' structure and the substance of public policies and the development of cordial relations with all stakeholders. Public policies are occasionally explained but rarely analyzed. The relationship between structure and public policy is not studied in depth. For example, certain people often misuse scholarship schemes and other benefits. Therefore, in this case, political values are used to satisfy the interests of diverse groups.

b.) Types of Benefits. For poor communities, the benefits of the implemented policies in the educational field significantly reduce costs. This is because the School Operational Assistance (SOA) and the Smart Indonesia Card cover certain needs such as school fees, purchasing books and stationery, uniforms and supplies, transportation, learning practice, and tutoring fees. The benefits enjoyed by the Local Governments due to the achievements of the Karawang Regency Medium Term Development Plan in the next five years. These include increased educational participation for both gross and pure enrolment rates, literacy, reduced number of elementary and junior high school teachers who possess a high school or Associate degree, and an increased number of early childhood institutions.

c.) Extent of Changed Envisioned. The expected changes include

improvements, additional facilities and infrastructure, expansion and equal access, improved quality, increased school enrolment rates and average duration of schooling, as well as increased literacy rates. The Regional Government of Karawang Regency has taken care of the improvement and additional facilities and infrastructure. However, they failed to pay attention to the environment or location of elementary and junior high schools. For example, many elementary and junior high school buildings are erected in public cemeteries. The indigenes often exhibit this habit, especially those who reside in the north coast area, where the cemetery is situated far from the village. This has a psychological impact on the teaching and learning process. When viewed in terms of access to education, the children are highly motivated to participate in the learning process. In the expansion and equity of access to education, there have been significant changes, such as providing learning spaces for early childhood and additional study rooms. In 2016, 2017, 2018 and 2019, there were 20, 3, 22, and 12 additional rooms, respectively, as shown in Table 4.23. The number of elementary school classroom unit construction and rehabilitation increased by 150, 234, 143 and 425 units in 2016, 2017, 2018 and 2019, respectively. The number of school unit construction and SMP classroom rehabilitation was 50, 84, 83 and 143 units in 2016, 2017, 2018, and 2019,

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respectively, as shown in Table 4.24. Regarding the development of non-formal educational programs, the number of students who participated in the National Elementary School Equivalency Examination was 520, 344, 536 and 914 candidates in 2016, 2017, 2018, and 2019, respectively. The number of students, who sat for the National Junior High School Equivalency Examination in 2016, 2017, 2018 and 2019, were 3,034, 2,156, 2,794, and 3,974, respectively. The number of candidates who sat for the National Senior High School Equivalency Examination in 2016, 2017, 2018 and 2019 was 6,172, 4,467, 13,090, and 8,208, respectively, as shown in Table 4.25. The number of Community Learning Activity Centers (PKBM) in 2016, 2017, 2018 and 2019 were 57, 40, 43, and 51, while the number of Training Course Institutions (LKP) was 70, 33, 33, and 33, respectively. One way to improve the quality of education is by recruiting a good number of qualified teachers with bachelor's degrees and the appropriate certification. The search results from the Office of the Department of Youth and Sports Education regarding the number of teachers in Karawang Regency who have enrolled in an undergraduate program and are certified do not match the required needs. A decrease was recorded in the number of elementary school teachers in 2016, 2017, 2018 and 2019, with 11,177, 10,123, 10,148 and 10,135 tutors, respectively. Similarly, in junior high school, there

were 4,860, 4,407, 4,517 and 4,359 teachers in 2016, 2017, 2018 and 2019, respectively. Incidentally, in 2016 16,037 elementary and junior high school teachers were recorded, and only 13,240 have bachelor's degrees, while the remaining 2,797 do not have this qualification. Of the 13,240, only 9,007 have teacher certification, while the remaining 4,661 do not possess such qualification. In 2017, 14,530 elementary and junior high school teachers were recorded, and only 13,665 have bachelor's degree qualifications, while the remaining 865 people are not yet undergraduates. Of the 13,665 tutors, only 7,242 have teacher certification, while the remaining 5,998 lacked this certification. In 2018, 14,665 elementary and junior high school teachers were recorded, and only 13,433 have a Bachelors' (S1) degree, while the remaining 1,232 are not yet undergraduates. Of the 13,433, only 6,315 people have teacher certification, while 8,118 lacked this qualification. In 2019, 14,494 elementary and junior high school teachers were recorded, and only 13,625 have a Bachelors' degree, while the remaining 869 are not yet undergraduates. Of the 13,625, only 6,254 have teacher certification, while the remaining 7,371 tutors lacked this qualification.

d.) **Site of Decision Making.** According to the Deputy Regent, the poverty alleviation policy in the educational sector was implemented due to the cooperation between the

Karawang Regency Legislature and the Regent as the Regional Head. Based on this statement, the Chairperson of the Regional House of Representatives stated that this policy was enacted to boost cooperation, not realizing the achievements of the legislature (Regional House of Representatives) or the Regent's inability as the Region Head to curb poverty. However, this was implemented as mandated by the regulations stated in Law Number 23 of 2014 concerning Regional Government, Law Number 15 of 2019 concerning amendments to Law Number 12 of 2011 concerning the Legislation Establishment, and derivatives from Government Regulations and the Minister of Home Affairs. The lowest derivative is the Regulation of the House of Representatives of Karawang Regency Number 1 of 2020 concerning the Order of the Regional People's Representative Council. Article 5 of the House of Representatives Regulations emphasized its function, which is to create a program with the help of the Regent, to either approve or disapprove the submitted draft Regional Regulation proposals. The policymakers are categorized in hierarchies based on each institution's major tasks and functions. This aids the leader in ensuring that the organization's activities align with its vision and mission. All organizations have job references following those outlined by the leadership. These hierarchies

make it possible to control virtually all the employees. It does not follow ideal conditions, especially in the Indonesian bureaucracy. The bureaucratic hierarchy creates an atmosphere where the subordinates depend highly on their superiors. This is because their performance is usually assessed. It is perceived as a prerequisite for promotion as stipulated in Government Regulation Number 10 of 1979. This is commonly known as the List of Job Implementation Assessment, which was changed to Employee Work Target (EWT) based on Government Regulation Number 30 of 2019 concerning Performance Assessment of Civil Servants.

e.) Program Implementation. As the leading implementer, the Department of Education, Youth, and Sports is assisted by other Regional Apparatus Organizations directly or indirectly associated with enacting poverty alleviation in the educational sector. As the program implementer, this unit refers to article 13 of Regional Regulation no. 2 of 2014 through the Operational Cost of Care and Facilities (OCCF) and the School Operational Assistance (SOA) initiatives. The OCCF program aims to strengthen SOA at the primary, secondary, non-formal and informal educational levels. It helps reduce operational costs at the primary and secondary school levels to obtain basic academic services until graduation after completing the nine-year compulsory course. Furthermore, a secondary education

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program, "Karawang Dropout Free", was initiated to increase enrolment rates, the average duration of schooling, and the educational index. This is a composite indicator supporting the Human Development Index in Karawang Regency. The targets or recipients of OCCF are Early Childhood Education, Elementary, and Junior High Schools, the Center for Community Learning Activities, and Non-formal as well as formal academic services organized by the community in this regency. Its main objective is to distribute and expand access to improved education. The Karawang Regency BOS Program is implemented to finance the Educational Unit Costs as reinforcement for the Central SOA for one year.

f.) Resources Committed. The Department of Education, Youth and

Sports apparatus comprises 6,949 people, 10,346, 2,814 and 3,779 civil servants in groups 1, II, III, and IV, respectively. The number of elementary and junior high school teachers with civil servant status is 5,104 and 1,249, respectively. The numbers of elementary and junior high school teachers with non-civil servants' status are 5,031 and 3,110, respectively. Furthermore, non-apparatus resources are in the form of budgets allocated to this sector and devoted to facilities and infrastructure, nine-year compulsory programs for basic education, non-formal, curriculum, educator capacity development initiatives, etc. The total budget of the Department of Education, Youth and Sports in Karawang Regency is greater than 20% of the APBD.

Table 1. Budget of the Department of Education, Youth and Sports, Karawang Regency Government

No	Fiscal Years	The Regional Revenue and Expenditure Budget (APBD)	Department of Education, Youth and Sports	Percentage (%)
1	2016	3,638,400,458,397,-	1,064,836,851,755,-	29.27
1	2017	4,292,365,679,885,-	1,027,463,908,237,-	23.93
2	2018	4,716,142,297,132,-	1,233,053,136,166,-	26.15
3	2019	4,977,674,429,183,-	1,374,936,660,668,-	27.62
4	2020	4,418,337,131,291,-	1,295,352,917,162,-	29.32

Source: Department of Education, Youth and Sports Karawang, 2021

B. Implementation Context

a.) Power, Interest, and Strategies of Actors Involved. Three actors are involved; The first is the Regional Heads and Regional House of Representatives, power source formal legal authority. They ensure policies to accelerate poverty

reduction in the educational sector run effectively and efficiently. The strategy is to enact certain regulations (Regional Regulation No. 2 of 2014), form a Regional Poverty Reduction Coordination Team, allocate funds, facilitate stakeholders' meetings, and coach

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activities. The second is Department of Education, Youth and Sports, power source formal legal authority. They are responsible for ensuring that implementing poverty alleviation policies in the educational sector runs effectively and efficiently. The strategies include establishing a strategic plan, forming an implementation team, spending funds according to the allocated resources, and accounting for its usage. The third is The Association of Teachers of the Republic of Indonesia and the Center for Community Learning Activities, power source non-formal legal authorities. They contribute to supervising the implemented policies and ensuring its adherence effectively and efficiently. The strategies used are socializing these policies in the educational sector, accommodating complaints or inputs from teachers, community learning activity centers and NGOs, as well as submitting these criticisms to the implementers.

b.) *Institution and Government Characteristics.* They are observed in the existing organizational culture, especially in the Department of Education, Youth and Sports. This is described as the value and belief system that interacts with its formal system to produce organizational norms. This unit believes that its organizational culture tends to greatly influence the successful implementation of poverty alleviation policies in the educational sector at Karawang Regency. There are still unscrupulous government

officials at the Education, Youth, and Sports Office, especially at the lowest level. These individuals cannot exhibit genuine efforts based on moral values and the work culture of responsible government officials. Therefore, it can be interpreted that the institutions and government characteristics in implementing policies to accelerate poverty reduction in the educational sector in Karawang Regency are distinguished by a lack of apparatus work culture. It causes the implementation process not to be optimal. For this reason, it is important to improve the work system of the Department of Education, Youth, and Sports, which is influenced by its culture, to improve the implementation procedure.

c.) *Compliance and Responsiveness.*

Compliance and responsiveness to a policy are assessed through five aspects. First, the activities specialization is related to the specification of individual tasks and work groups within the organization, as well as its unification into units. Second, the activities standardization is a procedure employed by organizations to ensure the implemented tasks are executed as planned. Standardization simply means to make uniform and consistent or standard requirements. Third, activities coordination, such as cooperating when carrying out assigned tasks to achieve set goals effectively. Fourth, centralization and decentralization refer to the power of decision-making. In a centralized

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organizational structure, decisions are made by top managers, whereas in a decentralized establishment, it is made by the middle and lower management level implementers. Fifth, the work unit size is depicted by the number of employees.

The optimal policy implementation model for accelerating poverty reduction in the educational sector was formulated with a configuration and collaboration prototype comprised of relationships, interests, and processes. Policy actors include the Regional Head and House of Representatives as regulators, the Youth and Sports Education Office as implementers, and the poor communities as beneficiaries. The regulators are interested in reducing poverty levels through educational assistance; implementers are responsible for enacting poverty alleviation policies as contained in the Regional Regulation of Karawang Regency Number 2 of 2014, while the poor communities are interested in directly benefitting from the implemented regulations. Actor variables, relations, and interests were optimally configured and collaborated when packaged by an ideal and dynamic process. Therefore, there is a mutually beneficial relationship between actors, and the policy objectives.

The poverty alleviation policy enacted in the educational sector generally provides direction to both the regulator and the implementer during its execution. Sutomo (1995)

reported that the issue of poverty exists both in poor and rich areas. Therefore, policy implementers from the Department of Youth and Sports Education do not only need to focus much on poor areas in the five sub-districts, such as West Karawang, Rengasdengklok, Pedes, Batujaya, and Cilamaya Wetan Districts but also in industrial regions namely Teluk Jambe Barat, Teluk Jambe Timur, Klari, Kota Baru, and Cikampek Districts. Rupelu's findings stated that education has an influential impact on poverty. It also has a positive effect on limited access to facilities. For this reason, the Regional Head and House of Representatives, as well as the Youth and Sports Education Office, need to ensure a breakthrough. This can be realized by employing strategic efforts, which include target settings, design and integration, monitoring and evaluation, budget effectiveness, and strengthening policy implementing institutions (Rupelu, 2005). It is in line with preliminary studies that implementing poverty alleviation policy must involve the poor communities (Azhar, 2016; Diatmika, 2017; Djonet, 2017). This implies that regulators, such as Heads of Regions and Regional Houses of Representatives, should ensure the poor communities participate in enacting such regulations. This helps them to become aware of the directive of the policies, targets, programs, and executed activities. Similarly, the implementer, such as the

Department of Education, Youth, and Sports, must involve the poor communities because they are the beneficiaries.

This research focused on five sub-districts out of thirty sub-districts in Karawang Regency, namely West Karawang, Rengasdengklok, Pedes, Batujaya, and Cilamaya Wetan Districts. These research locations were determined due to the limitations in covering a broader area. Moreover, this study was carried out during the COVID-19 pandemic, where people were required to observe social distancing. As a result, certain limitations were encountered in collecting qualitative data process. Another limitation is that it failed to compare the poor condition of the educational sector in Karawang Regency, irrespective of the fact that geographically each sub-district is different, such as the urban, industrial, agricultural, and coastal areas in northern Java. The overall picture of the poverty alleviation policies in the educational sector was not clearly illustrated in this study.

CONCLUSION

The results of this research, which was carried out from 2016 to 2019, have a positive impact on poor communities. It includes additional facilities and infrastructure, such as elementary and junior high school buildings, classrooms, expansion, and equal distribution of access to education. This was realized by providing Early Childhood Education study rooms, reducing school fees,

erecting academic units, procuring National Elementary and High School Equivalency Examinations, providing community learning activity centres as well as training course institutions, quality education, curriculum development, capacity building for educators, excellent graduate results, increased enrolment rates, and average duration of schooling, including boosting literacy. The changes that occurred are a decrease in the number of elementary and junior high school teachers who possess a high school or associate degree and children who dropped out of school, increased enrolment rates, and a reduction in the number of poor communities. Generally, the poor communities' acceptance is good, although some implementers are less sympathetic in carrying out their duties.

The optimal policy implementation model can be formulated with a configuration and collaboration prototype comprising relationships, interests, and processes. As a follow-up of the results obtained, it was suggested that future research needs to be carried out at other locations.

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