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## THE INFLUENCE OF STUDENT MANAGEMENT AND THE PROGRAM INDONESIA PINTAR (PIP) ON STUDENT ACHIEVEMENT AT SMAN 1 RUNDENG KOTA SUBULUSSALAM

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### Abstract

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Student management plays a vital role in attaining student achievement as it oversees all aspects of student activities from school entry to graduation. Additionally, the government provides financial support through the Program Indonesia Pintar (PIP) to aid students who may face challenges in their studies. This study aims to determine 1) The significant effect of student management on student achievement at SMA Negeri 1 Rundeng. 2) The significant influence of scholarship recipients from the Program Indonesia Pintar on student achievement in Negeri 1 Rundeng. 3) The significant effect of student management and the Program Indonesia Pintar (PIP) on student achievement at SMA Negeri 1 Rundeng. This research method uses quantitative research methods using the ex post facto approach. The population in the study were students of SMA Negeri 1 Rundeng, totaling 155 people and the research sample was 54 people. the instrument in this study used a questionnaire sheet. The data analysis technique in this study used multiple regression analysis. The results showed that 1) there was a significant influence of student management on student achievement at SMA Negeri 1 Rundeng with a significance value of  $0.023 < 0.05$ . 2) there is a significant influence from the Program Indonesia Pintar (PIP) on student achievement at SMA Negeri 1 Rundeng with a significance value of  $0.049 < 0.05$ . 3) there is a significant influence of student management and the Program Indonesia Pintar (PIP) on student achievement at SMA Negeri 1 Rundeng with a significance value of  $0.005 < 0.05$ .

**Keywords:** Student Management; Program Indonesia Pintar; PIP; Achievement

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### INTRODUCTION

Education is a conscious and planned effort to create a learning environment through the process of teaching and learning, so that learners actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation, and country (Musfah, 2017:9). However, when education is poorly planned, it can have a negative impact on the collaborative learning process and hinder the achievement of desired educational goals. In addition to deficiencies in planning, the implementation of education often faces challenges. Well-designed plans are frequently violated without strict sanctions for the violators. This condition emphasizes the importance of education having good planning, which involves collaboration and coordination among all

stakeholders, including the government, educational institutions, teachers, parents, and the community.

However, when education is poorly planned, it can have a negative impact on the collaborative learning process and hinder the achievement of desired educational goals. In addition to deficiencies in planning, the implementation of education often faces challenges. Well-designed plans are frequently violated without strict sanctions for the violators. This condition emphasizes the importance of education having good planning, which involves collaboration and coordination among all stakeholders, including the government, educational institutions, teachers, parents, and the community (Kholidatur, 2018:12).

Dimiyanti & Mudjiono stated that learning achievement as a result of teaching is a measurable outcome, as reflected in report card grades, scores on diplomas, or the ability to make progress after practice (Dimiyanti & Mudjiono, 2002:8). According to the general dictionary by Poerwadar, achievement is the result that has been attained (done, performed, and so on). Meanwhile, the word "learning" comes from the word "ajar" (teach), which initially had the prefix "ber" and then became "learning," meaning "to make an effort to acquire knowledge, skills, and so on" (Poerwadarmita 1989:9). Learning achievement can be understood as the school's effort to develop three aspects encompassed within it: 1) cognitive aspect (intellectual mastery), 2) affective aspect (related to attitudes and values), and 3) psychomotor aspect (ability in skills and behavior) . These three aspects do not stand alone but form an inseparable unity, even forming a hierarchical relationship (Sudjana, 2000:12).

Factors influencing learning achievement include both internal and external factors (Slameto, 2013: 65). Internal factors originate from within the students themselves, such as physiological and psychological factors. On the other hand, external factors that influence students come from the external environment, such as the school environment, family environment, and social environment. One factor that affects students' learning achievement is the school environment, which includes student management.

On the other hand, external factors are factors that come from the students' surrounding environment, such as the school environment, family, and social factors. The school environment plays an important role in influencing students' learning achievement. The factors in the school environment include student management, school policies, availability of educational facilities and infrastructure, interaction with teachers and peers, as well as the learning climate established in the school.

On the other hand, external factors are the factors that originate from the students' surrounding environment, such as the school environment, family, and social factors. The school environment plays a crucial role in influencing students' learning achievement. The factors in the school environment include student management, school policies, availability of educational facilities and infrastructure, interaction with teachers and peers, as well as the learning climate established in the school.

Student management is a systematic and programmed activity carried out to uphold the rights and responsibilities of students within an educational institution or school (Fadhilah. 2018: 2). According to Suryosubroto (2010:74) It states that student management refers to the tasks or activities related to student records from the admission process until the students leave the school upon completing their education there. In general, the scope of student management according to Imron in Muhammad Rifa'i includes the following: (1) Student planning, (2) Admission of new students, (3) Student orientation, (4) Managing student attendance and absences, (5) Grouping of students, (6) Managing student evaluation outcomes, (7) Managing student promotion, (8) Managing student transfers and dropouts, and (9) Code of ethics, disciplinary hearings, punishments, and student discipline (Rifai, 2018: 14).

Apart from the school environment factor that influences students' achievement through student management, there is another factor that affects student achievement, namely the financing factor. One of the programs created by the government to assist student financing is the Indonesia Smart Program (PIP). The management of the Indonesia Smart Program by the Ministry of Education and Culture is based on Presidential Instruction Number 7 of 2014 regarding the implementation of the Family Welfare Savings Program, Indonesia Smart Program, and Indonesia Healthy Program to build productive families. This instruction instructs the Minister of Education and Culture to implement the Indonesia Smart Program (Irsyad, 2020:11).

The program provided in the form of cash is used to finance personal school needs, thereby alleviating the burden on parents in purchasing school supplies such as uniforms, books, bags, shoes, and other necessities like transportation from home to school (Kementerian Pendidikan, 2018: 5). The Program Indonesia Pintar (PIP), which is implemented through the Indonesia Pintar Card (KIP), was first launched in 2014. This program targets school-age individuals ranging from 6 to 21 years old who come from financially disadvantaged families. The program provides cash assistance that is used to support personal school needs, thereby alleviating the burden on parents in purchasing school supplies such as uniforms, books, bags, shoes, and other necessities including transportation from home to school (Kementerian Pendidikan, 2018: 5). The education financing program through the Indonesia Pintar program is expected to be implemented by all educational institutions in Indonesia to ensure equal access to quality education without financial constraints. With this program, children are expected to be more focused on their goal, which is to obtain education and learn effectively, enabling them to develop knowledge, skills, and more.

Based on previous research conducted by April Lidani and colleagues, the results of inferential statistical analysis on the influence of student management on students' academic achievement at SMPS IT Al-Furqon Hidayatullah Lawe Loning Aman showed that the simple regression test results of the influence of student management, based on the assessment of 37 respondents, indicated that the calculated t-value ( $T_{hitung}$ ) was -1.211 with a significance value of  $0.234 > 0.05$ . This means that the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected, indicating that there is no significant influence of student management on students' academic achievement at SMPS IT Al-Furqon Hidayatullah Lawe Loning Aman (Lidani 2022). 2) Siti Chotimah's research findings, through multiple regression analysis, showed a significant positive influence of students' perception of learning activities, self-directed learning, and self-adjustment on academic achievement, with an R-square value of 0.523. The comparison of predictor weights resulted in the following findings: the variable of students' perception of learning activities ( $X_1$ ) had a weight of 0.329, contributing effectively by 20.13% and relatively by 38.68%; the variable of self-directed learning ( $X_2$ ) had a weight of 0.443, contributing effectively by 29.33% and relatively by 56.08%; and the variable of self-adjustment ( $X_3$ ) had a weight of -0.177, contributing effectively by 2.44% and relatively by 4.67% (Chotimah, 2020). 3) Kayah et al.'s research findings show that the Indonesia Pintar Program (PIP) has an influence on students' academic achievement in Civic Education subjects at SMK PGRI 2 Bojonegoro. This is evidenced by the manually analyzed results, with a t-value of 2.615, which is greater than the t-table value of 2.069. Therefore,  $H_0$  is rejected and  $H_a$  is accepted, indicating that there is an influence of the Utilization of the Indonesia Pintar Program (PIP) on students' academic achievement in Civic Education subjects at SMK PGRI 2 Bojonegoro in the 2020/2021 academic year (Kayah, 2021). 4) Ismail et al.'s research findings indicate that the scholarships received by students, which are used to purchase school uniforms and supplies, transportation expenses, pocket money, and internship costs, are utilized well by the students. The academic achievement

of students before and after receiving the PIP scholarship showed both improvement and decline. Out of 55 students who received the scholarship, 31 students (56.36%) experienced an improvement in their academic performance, while 24 students (43.64%) experienced a decline in their academic performance (Ismail 2018).

The above research findings indicate that student management affects student achievement, and the Indonesia Pintar Program (PIP) also influences student achievement. Achievement refers to the results that have been achieved (done, completed, etc.). On the other hand, the word "belajar" (learning) comes from the word "ajar" (teach), which originally began with the prefix "ber" and then became "belajar," which means "striving to acquire knowledge, skills, and so on" (Poerwadarmita 1989:9). Learning achievement generally relates to the aspect of knowledge, while learning outcomes encompass the aspect of character formation of learners (Arifin. 2009: 12).

Based on the observation results at SMA Negeri 1 Rundeng, it was found that students' learning achievements are still low. Looking at the student management data, it shows that the management of student attendance for learning is still inadequate, and the utilization of education funding through the Program Indonesia Pintar (PIP) is not fully aligned with the intended purpose, as students have not fully utilized the PIP funds for educational needs. Therefore, the researcher is interested in examining "The Influence of Student Management and Program Indonesia Pintar (PIP) on Student Achievement at SMA Negeri 1 Rundeng in Subulussalam City". The purpose of this research is to determine whether there is a significant influence between student management and the Program Indonesia Pintar (PIP) on student achievement at SMA Negeri 1 Rundeng in Subulussalam City.

## **METHODS**

This research utilizes quantitative research. Quantitative research is a method used to uncover phenomena in a holistic-contextual manner by collecting data from natural settings, utilizing the researcher themselves as the key instrument (Hardani 2020). The research approach used is the ex post facto approach. Ex post facto is a research method used to identify the causes of current effects or to examine the consequences of past events (Sukardi, 2013: 172). The research was conducted at SMA Negeri 1 Rundeng, located at Jl. Perjuangan No. 14, Muara Batu-batu, Rundeng Subulussalam City, Aceh Province. The research period was planned from January to May 2023. The population of the study consisted of 155 students, with a sample size of 54 students. The data collection instrument used a Likert scale, and the data was collected through questionnaires and documentation. The data analysis techniques employed were descriptive analysis and prerequisite analysis testing (normality test, homogeneity test, linearity test, and t-test) using SPSS version 25 software.

## **RESULTS & DISCUSSION**

The regression test results on the influence of student management on student achievement showed an R value of 0.309, indicating the regression coefficient of student management on student achievement. The R Square value of 0.096 means that 9.6% of the variance in student achievement can be explained by student management in SMA Negeri 1 Rundeng, Subulussalam City. The significance test result for student management on student achievement yielded a significance value of 0.023. Therefore, with a significance value of  $0.023 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$

is accepted, indicating a significant influence of student management on student achievement in SMA Negeri 1 Rundeng, Subulussalam City.

The regression test results on the influence of the Program Indonesia Pintar (PIP) on student achievement showed an R value of 0.269, indicating the regression coefficient of the Program Indonesia Pintar (PIP) on student achievement. The R Square value of 0.071 means that 7.1% of the variance in student achievement can be explained by the Program Indonesia Pintar (PIP) in SMA Negeri 1 Rundeng, Subulussalam City. The significance test result for the Program Indonesia Pintar (PIP) on student achievement yielded a significance value of 0.049. Therefore, with a significance value of  $0.049 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, indicating a significant influence of the Program Indonesia Pintar (PIP) on student achievement in SMA Negeri 1 Rundeng, Subulussalam City.

The multiple regression test results on the influence of student management and the Program Indonesia Pintar (PIP) on student achievement in SMA Negeri 1 Rundeng, Subulussalam City showed an R value of 0.343, indicating the regression coefficient of student management and the Program Indonesia Pintar (PIP) on student achievement. The R Square value of 0.189 means that 18.9% of the variance in student achievement can be explained by student management and the Program Indonesia Pintar (PIP) in SMA Negeri 1 Rundeng, Subulussalam City. The detailed results are shown in the table below.:

**Table 1.**

Results of Multiple Regression Tests

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434	.189	.157	10.074

Sumber: Output SPSS Versi 25. Pengolahan Data Mei 2023

The results of the significance test for student management and the Program Indonesia Pintar (PIP) in the ANOVA table above the significance value = 0.005. Thus the significant value is  $0.005 < 0.05$  where  $H_0$  is rejected and  $H_1$  is accepted, so there is an influence of student management and the Program Indonesia Pintar (PIP) on student achievement at SMA Negeri 1 Rundeng, Subulussalam City. Can be seen in the table below:

**Table 2.**

Significance Test Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1204.029	2	602.014	5.932	.005
Residual	5175.397	51	101.478		
Total	6379.426	53			

Sumber: Output SPSS Versi 25. Pengolahan Data Mei 2023

The results of the research are based on the results of data analysis that has been carried out and described above both descriptively and inferential analysis, the results of the research show that there is an influence of student management and the Program Indonesia Pintar (PIP) on student achievement at SMA Negeri 1 Rundeng, Subulussalam City. The research results are described as follows:

1. The Influence of Student Management on Student Achievement at SMA Negeri 1 Rundeng, Subulussalam City

The summary of the student management analysis at SMA Negeri 1 Rundeng revealed that out of the 54 students surveyed, 8 students (14.81%) stated that student

management at SMA Negeri 1 Rundeng, Subulussalam City was good, 36 students (66.67%) stated that student management was satisfactory, and 10 students (18.52%) stated that student management was less satisfactory. It can be concluded that the student management at SMA Negeri 1 Rundeng, Subulussalam City is satisfactory.

The significance test results for student management on student achievement yielded a significance value of 0.023. Therefore, with a significance value of  $0.023 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, indicating a significant influence of student management on student achievement at SMA Negeri 1 Rundeng. The regression test results on the influence of student management on student achievement showed an R value of 0.309, indicating the regression coefficient of student management on student achievement. The R Square value of 0.096 means that 9.6% of the variance in student achievement can be explained by student management at SMA Negeri 1 Rundeng, Subulussalam City.

Based on the linear regression equation above, it can be inferred that the constant value (a) is 70.059, meaning that if student management is 0, student achievement will be 70.059. Meanwhile, the regression coefficient for student management (b) is 0.301 (positive), indicating that for every increase of 1 in student management, student achievement will increase by 0.301. Therefore, the better the student management at SMA Negeri 1 Rundeng, Subulussalam City, the higher the student achievement.

Based on the above testing, it can be concluded that student management does affect student achievement, in line with the research conducted by April Lidani et al., titled "The Influence of Student Management on Student Achievement," which concluded that  $H_0$  was accepted and  $H_1$  was rejected, indicating no influence of student management on student achievement at SMPS IT Al-Furqon Hidayatullah Lawe Loning Aman (Lidani 2022). Furthermore, the results of Siti Chotimah's research with the title "Student Management on Learning Outcomes of Yogyakarta Private Vocational High School Students" with the results of the research The results of multiple regression analysis showed that there was a significant positive effect on student perceptions (Chotimah, 2020).

Student management is a system created for students, starting from their enrollment in school until they complete their education. It involves not only organizing student-related activities but also providing supervision and services to the students. The aim of student management is to regulate various student-related activities, ensuring smooth, orderly, and organized learning environments in schools. Kosasi defines pupil personnel administration as a service that focuses on the organization, supervision, and support of students both inside and outside the classroom. This includes activities such as orientation, enrollment, and individual services aimed at developing students' overall abilities, interests, and needs until they mature in school (Kosasi, 2009:166).

Furthermore, student management according to Suryosubroto (2010:74) states that student management refers to the jobs or activities of student recorders from the admissions process to the time students leave school because they have graduated from school at that school.

Every good student management carried out in an educational unit will have a good influence on student achievement. Good student management carries out the appropriate management stages from the start of student acceptance until the graduation of students from educational units is well cared for and managed properly. Student management in this study is measured using indicators, namely: The scope of student management according to Imron (2016: 18) is as follows: (1) student planning, (2) acceptance of new students, (3) student orientation, (4) grouping of students, (5)

regulating the presence and absence of students, (6) regulating the evaluation of student learning outcomes, (7) coaching students, (8) student transfers, and (9) code of ethics, courts, punishment and student discipline

2. The Effect of Student Management and the Program Indonesia Pintar (PIP) on the Achievement of State Students 1 Rundeng, Subulussalam City

The recapitulation of the analysis of the Indonesia Pintar Program (PIP) at SMA Negeri 1 Rundeng, Subulussalam City, reveals that out of the 54 students examined, 6 students (11.11%) stated that the Indonesia Pintar Program (PIP) at SMA Negeri 1 Rundeng, Subulussalam City, is good. Furthermore, 42 students (77.78%) stated that the program is satisfactory, and 6 students (11.11%) found the Indonesia Pintar Program (PIP) at SMA Negeri 1 Rundeng, Subulussalam City, to be less satisfactory.

The significance test of the Indonesia Pintar Program (PIP) on student achievement shows a significance value of 0.049. Thus, the significance value of  $0.049 < 0.05$  indicates the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_1$ ), meaning that there is a significant influence of the Indonesia Pintar Program (PIP) on student achievement at SMA Negeri 1 Rundeng, Subulussalam City. The regression analysis of the impact of the Indonesia Pintar Program (PIP) on student achievement indicates an R value of 0.269, representing the regression coefficient of the Indonesia Pintar Program (PIP) on student achievement. The R-squared value is 0.071, indicating that the Indonesia Pintar Program (PIP) accounts for 7.1% of the variance in student achievement at SMA Negeri 1 Rundeng, Subulussalam City.

Based on the above research findings, it is stated that the Indonesia Pintar Program (PIP) has an influence on student achievement, consistent with previous research by Kayah (2018) titled "The Influence of Utilizing the Indonesia Pintar Program (PIP) on Student Achievement in the Pancasila and Citizenship Education (PPKn) Subject at SMK PGRI 2 Bojonegoro". The research results showed that the Indonesia Pintar Program (PIP) has an impact on student learning achievement in the PPKn subject at SMK PGRI 2 Bojonegoro, as evidenced by the manual analysis that yielded a t-value of 2.615, which is greater than the t-table value of 2.069. Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted, meaning that there is a significant influence of the utilization of the Indonesia Pintar Program (PIP) on student learning achievement in the PPKn subject at SMK PGRI 2 Bojonegoro in the 2020/2021 academic year (Kayah 2021).

The Program Indonesia Pintar (PIP) aims to help pay personal education costs for students from poor families who are registered as students in formal or non-formal education units (Kementrian Pendidikan 2018). The Program Indonesia Pintar (PIP) is expected to be able to guarantee students can continue their education until the end of secondary education and attract students who drop out of school or do not continue their education so that they can return to education services (Direktur Jenderal Pendidikan dan Menengah, 2019).

The indicators used in the study were 6 indicators, namely: 1) Buying books and stationery, 2) Buying school uniforms/practice and school supplies. 3) Paying for students' transportation to school, 4) Student allowance, 5) Additional course/tutoring fees for formal students, 6) Additional practice fees and internship/work placement fees. In accordance with the Program Indonesia Pintar Indicator (PIP) referring to the technical guidelines for the implementation of the Program Indonesia Pintar (PIP) at the primary and secondary education levels Number 1881/D/BP/2019.

3. The Influence of Student Management and the Program Indonesia Pintar (PIP) on Student Achievement at Rundeng 1 Public High School, Subulussalam City

Based on the research results of the hypothesis testing on the management of students and the Indonesia Pintar Program (PIP) in the ANOVA table, the significance value is 0.005. Therefore, the significance value of  $0.005 < 0.05$  indicates the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_1$ ), indicating that there is a significant influence of student management and the Indonesia Pintar Program (PIP) on student achievement at SMA Negeri 1 Rundeng, Subulussalam City.

Furthermore, the multiple regression analysis of the impact of student management and the Indonesia Pintar Program (PIP) on student achievement at SMA Negeri 1 Rundeng, Subulussalam City, shows an R value of 0.343, representing the regression coefficient of student management and the Indonesia Pintar Program (PIP) on student achievement. The R-squared value is 0.189, indicating that student management and the Indonesia Pintar Program (PIP) account for 18.9% of the variance in student achievement at SMA Negeri 1 Rundeng, Subulussalam City.

The research results show that the variables of student management and the Indonesia Pintar Program (PIP) have an influence on student achievement at SMA Negeri 1 Rundeng, Subulussalam City, with a magnitude of 18.9%.

Student achievement is the outcome obtained by students during their education at school. Student achievement can be enhanced through effective student management, which helps students in their learning process, supported by adequate educational funding to meet their needs.

## CONCLUSION

Based on the research results and discussion conducted at SMA Negeri 1 Rundeng on the influence of student management and the Indonesia Pintar Program (PIP) on student achievement, it can be concluded that the variable of student management has a significant influence of 9.6% on student achievement at SMA Negeri 1 Rundeng, Subulussalam City. Meanwhile, the variable of the Indonesia Pintar Program (PIP) has a significant influence of 7.1% on student achievement at SMA Negeri 1 Rundeng, Subulussalam City. Thus, it shows that the variables of student management and the Indonesia Pintar Program (PIP) collectively have an influence of 18.9% on student achievement at SMA Negeri 1 Rundeng, Subulussalam City.

The results of the hypothesis testing on student management and the Indonesia Pintar Program (PIP) in the ANOVA table show a significance value of 0.005. Therefore, with a significance value of  $0.005 < 0.05$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted, indicating that there is a significant influence of student management and the Indonesia Pintar Program (PIP) on student achievement at SMA Negeri 1 Rundeng, Subulussalam City.

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