

POLICY IMPLEMENTATION DISTRIBUTION OF FUNDS TO ASSIST STUDENT EDUCATION COSTS IN NORTH MOROWALI REGENCY

Telly Anggreani, Intam Kurnia, Munari

Program Studi Magister Administrasi Publik

Fakultas Ilmu Sosial Dan Ilmu Politik

Universitas Tadulako, Palu

Email: anggreanitelly@gmail.com

Received : 01 October 2025
Revised : 10 October 2025
Accepted : 15 November 2025

Published : 25 November 2025
DOI : <https://doi.org/10.54443/morfai.v5i6.4509>
Publish Link : <https://radjapublika.com/index.php/MORFAI/article/view/4509>

Abstract

Tuition assistance for students as a form of financial support from the Regional Government through the Kesra section of the Morut Regency Secretariat, to ease the burden of tuition fees, and improve the quality of Human Resources (HR). Problems faced in the implementation of the program policy, namely delays in disbursement of aid funds, lack of adequate socialization and information, and weak coordination between related parties. The research method used is a qualitative method, with data collection techniques namely observation, interviews, and documentation, and data analysis used is an interactive model. The results of the study, namely the communication aspect carried out by the Kesra section of the Morut Regency Secretariat has used various media to convey information, both manually and online, but currently many still use manual methods. In the aspect of Resources, the amount of assistance depends on the size of the APBD, the employees of the Kesra section and the Verification Team, already have good competence but the number of personnel is still minimal. In addition, the disposition aspect between related parties has been neutral, transparent, and accountable but there are limitations in the information system. The aspect of bureaucratic structure, still faces administrative and technical challenges that require serious attention. In conclusion, the implementation of the BBP program for students in Morut Regency has been effective in substance, but not yet fully efficient technically. Therefore, improvements to the funding mechanism are needed to ensure the program's speed, effectiveness, and sustainability.

Keywords: *Financial Assistance, Policy, Education*

INTRODUCTION

Education is a fundamental aspect in developing competitive and sustainable human resources. Both central and regional governments play a strategic role in ensuring equitable and quality access to education for all levels of society. Given the social and economic challenges still faced by some communities, particularly in remote or underdeveloped areas, educational assistance policies are a crucial instrument in ensuring the right to education for the younger generation. The intended guarantee of the right to education is the fulfillment of students' rights to experience opportunities and access higher education. Fulfilling students' rights is not only a legal obligation but also part of realizing social justice and inclusive education. All parties—the government, universities, and the community—must work together to ensure that every student can access higher education appropriately, safely, and with dignity.

Article 8 of Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education states that students have the right to receive educational services, access to infrastructure, academic freedom, and protection from violence and discrimination. However, this study focuses more on students' rights to receive educational services, namely tuition assistance. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, in Article 76 paragraph (2) part b has determined that the fulfillment of student rights is carried out by providing scholarships to high-achieving students, assistance or exemption from educational costs, and interest-free loans that must be repaid after graduation and/or obtaining employment. The definition of educational cost assistance itself according to the regulation, namely educational cost support provided to students to attend and/or complete higher education based on the main consideration, namely the limited economic capabilities of the students themselves.

Based on the explanation of the regulations above, the Central Government of the Republic of Indonesia has strived to fulfill the right to education for students. These efforts include providing scholarships, tuition assistance, and educational loans, all of which have been implemented to fulfill students' right to education. Specifically, educational loan assistance is currently under review and preparation by the Ministry of Education, Culture, Research, and Technology, in conjunction with the Ministry of Finance and the Coordinating Ministry for Human Development and Culture (PMK) since early 2024. Scholarships and educational assistance come in various forms and sources, from the government to the private sector. The goal is to ensure that no student drops out of college due to financial difficulties, while also encouraging improvements in the quality of higher education by rewarding outstanding students.

A scholarship is a form of award or financial support based on achievement or economic need, usually provided in a structured, long-term manner. Meanwhile, tuition assistance is short-term or specific financial support intended to address emergencies, financial crises, or other temporary obstacles. Both are essential components of government and institutional efforts to ensure equitable and inclusive access to higher education. Forms of scholarships in Indonesia include the Smart Indonesia Card (KIP) for College, the Excellence Scholarship, and Affirmation (ADIK) scholarships from the Ministry of Education, Culture, Research, and Technology, as well as the Education Fund Management Institute (LPDP) scholarship from the Ministry of Finance. In addition, there are Bank Indonesia scholarships from Indonesian banking institutions. Meanwhile, forms of Education Cost Assistance in Indonesia include the Single Tuition Fee Assistance (UKT)/Education Development Contribution (SPP), as assistance from the Ministry of Education, Culture, Research, and Technology or the Regional Government, and UKT Postponement/Relief, as assistance in the form of policies from the university, as well as Temporary Assistance (Emergency), which is intended for students who are victims of disasters/conflicts.

Tuition assistance schemes, including the UKT (Student Tuition Fee) or SPP (School Fee) Assistance program in Central Sulawesi Province, have been in place for some time, including regional scholarships and the most recent, the Berani Cerdas (Smart Dare) Scholarship. The Berani Cerdas Scholarship, an educational assistance program established by the Central Sulawesi Provincial Government, assists economically disadvantaged students throughout Central Sulawesi. Regional scholarships are educational assistance provided by local governments (provinces, districts, or cities) to residents or students from those areas. Some regions that provide this assistance include Banggai, Sigi, and North Morowali Regencies, with varying program schemes. This research focuses on educational assistance, commonly known as regional scholarships, provided by the North Morowali Regency Government. North Morowali Regency, as a developing region in Central Sulawesi Province, demonstrates its commitment to improving the quality of human resources through various regional policies. One such policy is North Morowali Regency Regent Regulation (PERBUP) Number 29 of 2021 concerning the Provision of Educational Assistance Funds for Students. This policy aims to assist students from North Morowali with academic potential but facing financial constraints to continue and complete higher education without financial constraints.

Research by Nuryanuarifa, Maharani, and Lailin (2024) found that human resource limitations, particularly the limited number of employees responsible for verification and reporting, sometimes lead to miscommunication and misunderstandings, particularly related to slow responses from implementers. Consequently, this situation creates a visible lack of transparency regarding the procedures and amount of assistance, leading to delays and confusion for beneficiaries. Based on initial observations and field findings, several empirical issues emerged, such as delays in the disbursement of aid funds, which impacted the continuity of student recipients' studies. Furthermore, a lack of adequate outreach and information regarding the mechanisms and requirements for applying for aid resulted in many potential students being unaware of or failing to access the aid. Other issues included discrepancies between recipient data and actual conditions, with allegations that aid was not always provided to students most in need. Poor coordination between relevant agencies, such as the Morut Regency Secretariat's Social Welfare Division and universities, led to administrative obstacles in verifying and validating recipient data. This delay directly impacts the continuity of students' studies, particularly in paying the Single Tuition Fee (UKT), and undermines public trust in the effectiveness of public services in education. Therefore, it is crucial to identify and academically explain the various aspects that contribute to the delay in disbursement. One of the main causes of disbursement delays is a lengthy and poorly standardized administrative process. Procedures ranging from registration, data verification, selection, and granting recipient decrees (SK), to disbursement through the Regional Finance Agency, are often not carried out within a single, integrated system. Furthermore, the limited number of civil servants (ASN) handling educational assistance also slows down the service process. Educational assistance funds are sourced from the Regional Revenue and Expenditure Budget (APBD), which requires legislative deliberation and approval. Delays in APBD approval or budget revisions often result in funds not being available on time at the start of the academic year. This is exacerbated by budget realization not being synchronized with students' academic calendars. Inaccurate data

on students submitted as aid recipients. Many cases have been found of students who are no longer active or have graduated but are still registered as recipients. This demonstrates a weak data update and cross-verification mechanism between the Education Office, campuses, and Regional Finance Agencies. The lack of an online, real-time database system also slows down the selection and validation process. Delays in disbursement are also caused by weak coordination between relevant agencies. The Community Welfare (KESRA) section of the North Morowali Regency Secretariat, along with the Education Office as the responsible agency, often lacks fast and effective communication channels with universities, village governments, and legislative bodies. As a result, the process of collecting supporting documents and clarifying data takes longer. Technical constraints at the regional financial level, such as limited cash or changing budget priorities, also hamper the disbursement of education assistance funds. In certain situations, the disbursement of allocated funds can even be delayed due to the need to prioritize other, more urgent, expenditure items.

Students from remote or hard-to-reach areas often experience delays in obtaining information and submitting documents. This leads to discrepancies in disbursement schedules among recipients. In the context of equity, this situation creates disparities and potential social jealousy among students. Most information regarding educational assistance is only provided through social media, office announcements, or through village/sub-district offices. Students living outside the region or in remote areas struggle to access the latest information due to limited internet access and other communication channels. This leaves them unaware of registration schedules, required documents, or application procedures. The lack of leaflets, written guides, or technical instructions that are easily understood by the general public. The lack of official documents explaining the application mechanism, schedule, and requirements for assistance causes confusion among prospective recipients, especially those applying for assistance for the first time. Furthermore, many students from North Morowali Regency studying outside the regency do not receive direct information, as outreach is local or not conducted through campus networks. As a result, they often submit documents late or are unaware of the educational assistance opening.

Village governments often act as information conduits, but not all village officials have a sufficient understanding of aid policies and procedures. This results in inaccurate or incomplete information being disseminated to the public. This problem is structural and systemic, so its resolution requires a planned, structured, and inclusive public communication strategy. Inconsistencies in recipient data are one of the problems with the implementation of this policy. It is suspected that some students receiving aid actually come from families of civil servants, village officials, or local entrepreneurs who are not classified as economically poor. This creates the impression that the aid program favors those close to those in power over those truly in need. Supporting documents used in the selection process, such as a certificate of poverty (SKTM), parents' pay slips, and the Smart Indonesia Card (KIP), are often formalities and do not reflect the actual economic conditions. The absence of field verification means that the submitted data cannot be proven to be true. The parties involved in the student education cost assistance policy in North Morowali Regency are the Regent as the policy maker, the Education Office (previous technical implementation)/Social Welfare Section of the North Morowali Regency Secretariat, the North Morowali Regency Secretary (leading sector/current technical implementation), and the North Morowali Regency Regional Financial Management Agency (BPKD) as the institution that disburses the budget for the assistance, as well as Universities as the institutions to which the education cost assistance is distributed and Students as the beneficiaries.

The number of recipients of the Student Tuition Assistance Fund in North Morowali Regency has fluctuated over the past four years. At the beginning of the program in 2021, there were approximately 3,247 students receiving assistance at a cost of 2 million Rupiah per person. In 2022, the number of recipients dropped to 2,393 students, but the amount of the assistance decreased to only 1.5 million Rupiah per person. In 2023/2024, the number of recipients dropped again to 1,909 students, but the amount of the assistance increased drastically to 4 million Rupiah per person. In 2024/2025, the number of recipients increased drastically to 2,149 students, with the amount of the assistance being 4 million Rupiah per person, (Source: Social Welfare Section of the Morut Regency Regional Secretariat, Morut Regional Secretariat, 2025).

Based on the preliminary findings above, both the number of recipients and the amount of aid funds fluctuate annually. This situation raises questions about the educational aid management, especially in 2024, as both the number of recipients and the amount of aid funds are quite large. Furthermore, data on aid recipients in 2024 by education level shows that there were 69 D3 recipients, 17 D4 recipients, 1,982 S1 recipients, and 81 S2 recipients. From 2021 to 2023, the party responsible for the educational aid funds was the North Morowali Regency Education and Culture Office. However, from 2024 to 2025, it is the responsibility of the People's Welfare (KESRA) section of the North Morowali Regency Regional Secretariat. North Morowali Regency Regent Regulation (PERBUP) Number 29 of 2021 refines and strengthens the previous Regent Regulation (PERBUP) Number 28 of 2017 concerning the provision of educational assistance funds for students. The goal is to ensure fairness, transparency, and accountability

in the provision of educational assistance funds for students in North Morowali, in line with the growing need for professional and measurable assistance governance. The provisions in the new Regent's Regulation (Perbup) do not specify detailed recipient criteria, lack transparency, lack clarity on funding sources, and even lack a maximum recipient limit. Essentially, as long as the regulation remains merely a guideline without implementation mechanisms, monitoring, and clarity on funding sources, the risk of inaccurate targeting is very high. These issues indicate a gap between the normative objectives of the policy and its implementation in the field, necessitating a systematic analysis. Theoretically, this research is closely related to the study of policy implementation, specifically how established policies can be translated into concrete actions that are well-executed and, of course, in accordance with established regulations. One relevant theoretical framework used in this research is the policy implementation model by Edward III (1980) as cited in Nugroho (2021:526), which emphasizes that policy implementation is heavily influenced by various factors, such as communication, resources, disposition, and organizational structure.

Communication regarding educational assistance tends to be informal, such as through personal social media or verbal announcements from village officials. There is no structured and consistent official communication channel, so information often varies depending on who delivers it. Furthermore, information is not distributed evenly to all student recipients, and feedback and clarification from the parties involved are also weak. The relatively small number of human resources, coupled with a lack of training and technical competence, has led to a lack of understanding among employees regarding the criteria and procedures for tuition assistance. Furthermore, budget constraints are also a problem, as tuition assistance relies entirely on allocations from the Regional Budget (APBD). Another issue is the lack of a single database containing data on active North Morowali students, including their economic status, academic achievement, and university of origin. This complicates an objective and transparent selection process.

The disposition aspect, namely the problems that arose when implementing parties at the Morut Regency Secretariat's Social Welfare Division, related agencies, or villages, failed to demonstrate full commitment to the verification, mentoring, and information dissemination processes. They tended to view the assistance program as an administrative routine, rather than a form of public service that directly impacted improving community education. Observations suggesting that aid was provided to students with personal or family ties to implementing officials, or close ties to certain parties (e.g., village leaders, civil servants, or members of the legislature), reflect a non-neutral and non-objective attitude. This indicates a disposition on the part of implementers that is not oriented toward the principles of social justice. A less objective, closed, or inconsistent attitude greatly affects the effectiveness and credibility of the education cost assistance policy program.

The implementation of educational assistance in North Morowali Regency remains seriously hampered by several issues within the bureaucratic structure. These include overlapping authority, slow workflow, weak cross-agency coordination, and the absence of standard operating procedures (SOPs) that are consistently implemented. Although North Morowali Regent Regulation No. 29 of 2021 stipulates general guidelines for educational assistance, in practice, the division of duties between the Education Office, the Regional Finance Agency, the Public Welfare Division (Kesra), village officials, and universities often overlaps. This unclear role leads to shifting responsibilities, particularly when administrative issues or delays in disbursement arise. The process of collecting files, verifying data, determining recipients, and disbursing funds is often carried out based on annual customary practices (*ad hoc*), rather than based on written and standardized SOPs. Each stage takes a long time because it has to go through many work units, for example from the Village to the Sub-district, then to the relevant Service, then to the Finance section, and finally to the recipient's account. The bureaucratic structure is not yet equipped with a monitoring system or evaluation unit to systematically monitor aid implementation. Consequently, there are no benchmarks for implementer performance and no data-driven improvements from year to year. The aim of this study is to determine the implementation of the policy for the program providing educational assistance funds for students in North Morowali Regency.

LITERATURE REVIEW

Previous research Anggraini, Hanani, and Suwitri, (2024) Titled "Implementation of the Higher Education Achievement Scholarship Policy in Rembang Regency," the implementation of the Higher Education Achievement Scholarship policy still has many shortcomings. This is due to the continued presence of inhibiting factors, including limited financial resources, underutilized time, and the economic environment within the Rembang Regency Government, which has the potential to fall short of regional revenue targets. The similarity between previous research and the author's research is that all research discusses the implementation of educational assistance or scholarship policies in their respective regions, both achievement-based and economic. Focusing on Public Policy Implementation, all four studies used a public policy implementation perspective as their analytical approach. They

highlighted the extent to which policies were implemented in accordance with established regulations or objectives. Furthermore, all studies identified constraints or obstacles, although the types and intensity of these obstacles varied, such as resource capacity issues (financial, time, human), ineffective communication, or non-conformity with procedures. The differences between these four previous studies and the author's research lie in the regional context, type of assistance, and level of implementation success. Furthermore, the target groups used as informants also differed, and the research locations varied.

1. Public Policy

Public policy is a series of purposeful actions followed by an actor or group of actors in addressing a problem or issue of concern. Public policy is heavily influenced and constrained by the structures, processes, and rules within formal government institutions (Anderson, 2011: 5). Public policy is whatever the government chooses to do or not to do. Public policy includes all concrete actions (action) taken by the government, whether in the form of regulations, laws, decisions or programs. In addition, the decision not to act is also public policy if it is a conscious choice of the government. The main focus of public policy is the deliberate actions and inactions of government institutions in dealing with public issues (Dye, 2010: 2). Public policy is a long series of many or few activities that are interconnected and have consequences for stakeholders as different decisions (Rose, 1969 in Winarno, 2012: 20). Public policy is a series of action choices made by the government (including the choice not to act) to answer challenges concerning people's lives (Dunn, in Wibawa, 2011: 35).

Public policy is when the government makes public policy, at that time the government allocates value-values to society, because every policy contains a set of values in it, (Easton, 1965 in Agustino, 2016: 31). Based on Easton's public policy theory, public policy is viewed as what the government says and does regarding a perceived problem. It involves goal-oriented behavior followed by an individual or group of actors in addressing a problem or matter of concern. Public policy is a decision by a government authority to address a specific issue, aimed at collective governance. Public policy objectives can be distinguished from resource allocation or resource absorption, namely, public policies aimed at distributing state resources and those aimed at absorbing state resources (Nugroho, 2021: 138).

Policy objectives involve three components: policy objectives, implementation activities, and outcomes. It is the task of the implementer to enable the policy objectives to be realized as a result of government activities. The entire policy process can only begin once the general objectives of the policy have been established, an implementation program has been created, and funds have been allocated to achieve the policy objectives (Grindle, 1980 in Subarsono, 2019: 92). The policy analysis process is a series of intellectual activities carried out within a process that is essentially political in nature. This political activity is described as a policy-making process and actualized as a series of interconnected stages according to the chronological order of agenda setting, policy formulation, policy adoption, policy implementation, and policy evaluation (Dunn, 2003 in Tahir, 2018: 15). Based on the various definitions of public policy described above, a policy involves a series of stages that must be completed, including the initial stages, process, and output. One of these stages, as discussed in this research, is policy implementation. Therefore, public policy is closely related to state administration, as public actors coordinate all activities related to their duties in order to meet the various needs of society through various public/general policies to meet the needs of society and the state.

2. Policy Implementation

Implementation is the stage in the policy process that lies between the establishment of a policy and its consequences for the communities it affects. In this concept, policy implementation is viewed through the Direct and Indirect Impact on Implementation approach, which refers to two distinct types of influence on the implementation of a policy or program. Direct impact is the immediate, visible and measurable impact resulting from policy implementation. Meanwhile, indirect impact is the indirect, often more hidden or requiring time to become apparent, impact also caused by the policy's implementation (Edwards III, 1980 in Nugroho, 2021: 526). Based on the definition of policy implementation put forward by Edward III above, it can be interpreted that public policy is not only in the form of regulations or laws, but also encompasses concrete actions and government reactions to an issue. Public policy is a series of rational and planned actions aimed at resolving a specific problem. This policy emerges from a political process involving various actors and institutions, both formal and informal. Policy implementation is defined as actions undertaken by individuals or groups in the government or private sector aimed at achieving the objectives set out in previous policy decisions. These actions include efforts to transform decisions into operational actions within a specific timeframe as well as continuing efforts to achieve major and minor changes established by policy decisions (Van Meter and Van Horn, 1975 in Handoyo, 2012: 95). Policy implementation is the process of linking policy expectations with policy outcomes. This process involves translating policy objectives into operational actions

and delivering services, resources, or regulations to target populations (Grindle, 1980 in Maulana & Nugroho, 2019: 96). Policy implementation is a mechanism carried out by related parties, so that the objectives of the policy can be realized through the organizational structure, procedures and operational methods that have been decided previously, (Tachjan, 2011: 55). Policy implementers are the parties who carry out policies, which consist of determining organizational goals and objectives, analyzing and formulating organizational policies and strategies, making decisions, planning, programming, organizing, mobilizing people, implementing operations, monitoring, and evaluating them. These parties include the bureaucracy, legislative bodies, judicial bodies, and mass organizations (Dimock and Dimock in Satispi and Mufidayaiti, 2019: 218).

Policy implementation is the transformation of policy decisions into operational actions in the field. This means that all decisions made by policymakers must be transformed into concrete actions that can be applied in everyday life, whether through government programs, regulations, or other administrative mechanisms. The primary focus of policy implementation is understanding what actually happens after a program or policy is enacted. This encompasses the various activities that occur after the policy is enacted, both in the form of administrative efforts and the real impacts felt by the community (Mazmanian and Sabatier, 1979 in Iriawan, 2024: 126).

Policy implementation is essentially a practical activity, unlike policy formulation, which is essentially a theoretical activity. Due to the practical nature of the policy implementation process, it is natural that this implementation is related to political and administrative processes. This is because it is related to the objectives of the policy (policy goals). And when viewed from the context of policy implementation, this will be related to the power, interests, and strategies of policy actors, in addition to the characteristics of institutions and regimes, as well as permits for implementation and responses to policies. Thus, the context of policy implementation will only be seen after the policy is implemented. This shows that the process of policy implementation is one of the important stages and momentum in the subsequent policy formulation process, because the success or failure of a policy in achieving its objectives is determined by its implementation. A formulated policy that has been made will have no meaning if it is not implemented. Therefore, the benchmark for the success of a policy lies in the implementation process (Dunn, 2003 in Tahir, 2018: 67).

Policy implementation is the application of what is mandated by a policy properly and correctly in order to achieve the objectives of the policy (Fatih, 2010: 21).

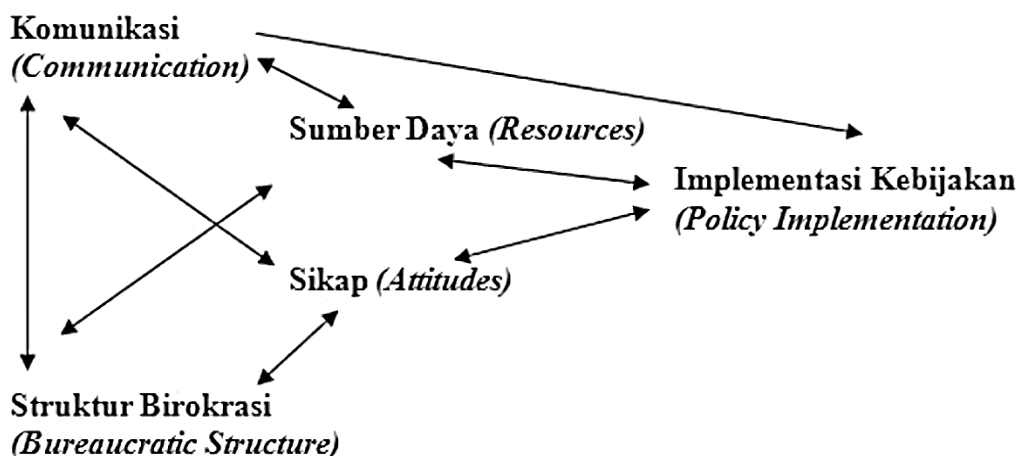
Based on the descriptions of several policy implementation theories above, no matter how well-formulated a policy is, if it isn't implemented, it remains merely a document. This way, it's clear whether it's running effectively or not.

3. Policy Implementation Model

The success of policy implementation depends on four essential variables, all of which must be optimized simultaneously for effective and efficient implementation. These four aspects include: Communication, Resources, Disposition (Implementer Attitude), and Bureaucratic Structure. The following is an overview of Edward's policy implementation model.III in Nugroho, (2021: 527), namely:

Figure 1.

Policy Implementation Model According to EdwardIII



(Source: EdwardIII, 1980 in Nugroho, 2021: 527)

1. Communication

Policies must be communicated clearly, precisely, and consistently to implementers in the field. Inappropriate communication (e.g., misinterpretation due to bureaucratic pyramids) can hinder or distort implementation. Emphasizing the transmission, clarity, and consistency of information from policymakers to implementers, the following explanation applies:

- a. Information transmission: Delivery of instructions from policy makers to implementers.
- b. Clarity of message: The content of the policy is easy to understand.
- c. Message consistency: Not changing or contradictory.

2. Resources

Implementation requires resource support to enable implementers to carry out their duties. This includes staff (number and competence), information, authority, and facilities (infrastructure and funding). The absence of any of these elements will result in suboptimal implementation.

3. Disposition (Attitude of the Implementer)

Focus on selecting bureaucratic personnel dedicated to policy and utilizing incentives. Dispositional incompatibilities, such as those who implement the policy not supporting it, can hinder implementation. This refers to the willingness, commitment, and integrity of policy implementers.

4. Bureaucratic Structure

Requires clear SOPs and adequate structural fragmentation (division of tasks between work units). A rigid or uncooperative structure can sabotage successful implementation. This includes a clear organizational structure, SOPs (Standard Operating Procedures), and coordination between units.

RESEARCH METHODS

This research method uses a qualitative approach with the aim of understanding in depth the implementation of the education cost assistance policy by the North Morowali Regency Government. A qualitative approach was chosen because it allows researchers to explore the meaning, perceptions, and direct experiences of policy implementers and beneficiaries in a natural context. The research object focuses on aspects of policy implementation, while the research subjects include the parties directly involved, namely the Head of the Social Welfare Section, aid management staff, and student recipients. The unit of analysis in this study is data related to recipients and the aid distribution process found in the Community Welfare Section (KESRA) of the North Morowali Regency Secretariat.

Data collection was conducted through field observations, structured interviews using purposive techniques, and documentation in the form of official documents and activity photographs. To analyze the data, this study employed the interactive analysis model of Miles, Huberman, and Saldana, which encompasses four interrelated components: data collection, data condensation, data presentation, and conclusion drawing/verification. Data were collected repeatedly until saturation was reached, then summarized and coded for easier analysis. The data were then presented in the form of field notes and interviews to facilitate the researcher in identifying patterns and relationships between components. This process concluded with the drawing of conclusions based on empirical findings verified through strong field evidence. Thus, this research method ensures that the analysis results are accurate, in-depth, and appropriate to the context of the policy implementation being studied.

RESULTS AND DISCUSSION

This research refers to the Student Education Cost Assistance Program in North Morowali Regency and is analyzed based on the policy implementation model theory according to Edward III, (1980) in Nugroho, (2021: 527), which consists of four aspects: Resource Communication, Disposition (Implementer Attitude), and Bureaucratic Structure. The following are the results of interviews with selected informants and the analysis of each aspect, namely:

1. Communication

Communication is a crucial element in the success of any program, particularly in the delivery of information to the public. In this context, communication effectiveness is determined not only by the message itself, but also by the method, medium, and recipient of the message. Analysis of communication aspects aims to determine the extent to which the information delivery process is received, understood, and elicits the desired response from the public.

Communication is key to ensuring the public understands the objectives and mechanisms of the Tuition Assistance Program for Students in North Morowali Regency. Through effective communication, information regarding the program's requirements, procedures, and benefits can be clearly conveyed to potential recipients. Therefore, the analysis of the communication aspect focused on the outreach strategy, the media used, and the extent to which the program's messages were understood by students and the general public.

Based on research findings, students are still required to seek clarification in person and not through official

channels, indicating that the communication process within the BBP program is not yet standardized and well-facilitated. The absence of a formal complaint mechanism, such as an online complaint service, an official hotline, or a feedback form, has the potential to create information gaps between the organizers and beneficiaries.

The government's one-way communication with the public, lacking an effective feedback mechanism, slows down responses to challenges in the field. This situation can hinder transparency and accountability in program implementation. Therefore, to improve the effectiveness of the BBP Program in North Morowali Regency, a formal and centralized complaints system is needed, both offline (a suggestion box in the office) and online (via a website or app). Furthermore, there is a need to increase the dissemination and publication of official information through various communication media to make it more accessible to students. In fact, there should be a designated focal point/information center within the Social Welfare division to handle student questions and complaints.

2. Resource

In the implementation of the North Morowali Regency Education Assistance Program, resources play a crucial role in determining the smoothness and sustainability of the program. The availability of competent human resources, adequate budget allocation, and administrative support are key elements in ensuring that aid reaches its intended recipients.

The resource aspect is carried out to see how the Regional Government utilizes its potential in managing programs effectively and efficiently.

Based on interviews with various parties related to the implementation of the North Morowali Regency Education Cost Assistance (BBP) Program, it can be concluded that the program is running quite well and sustainably, although it still faces a number of structural challenges. In terms of budgeting, the local government has demonstrated a strong commitment to allocating funds routinely every year, but the amount fluctuates depending on fiscal conditions and regional development priorities. This fluctuation is a major factor causing delays in disbursement of funds, particularly when the Regional Budget (APBD) or Revised APBD has not been ratified or when regional cash is limited. Coordination efforts between the Social Welfare Division and the Regional Finance Agency, as well as transparent information dissemination to students, have proven crucial in minimizing the impact of these delays. In terms of human resources, the number of employees involved is relatively limited, both from the Social Welfare Division and the Verification and Validation Team, but their competency is sufficient to carry out administrative, verification, and cross-agency coordination tasks. Meanwhile, in terms of facilities and infrastructure, program implementation is still dominated by manual systems, although digital technology has begun to be utilized in the form of internal applications, Excel, and online communication media such as WhatsApp and email. Students appreciate the digital delivery of information, but acknowledge that the application and verification process remains burdensome due to the physical process, requiring additional time and costs. Overall, the BBP implementation is in a transitional phase toward full digitalization, and the development of an integrated online registration system is a strategic necessity to make services more efficient, accountable, and responsive to the needs of students in North Morowali Regency.

3. Disposition

The disposition aspect is a dimension that assesses the political and moral will of policy implementers in carrying out their responsibilities. In the context of the Tuition Assistance Program in North Morowali Regency, the implementer's disposition can be seen from their openness to the community, commitment to serving student recipients, and adherence to established procedures. Analysis of this aspect is important to identify the extent to which program implementers demonstrate proactivity and integrity in ensuring the program's objectives are effectively achieved.

Based on research findings, the implementation of the Tuition Fee Assistance Program (BBP) in North Morowali Regency demonstrates a strong, consistent commitment and focus on improving the quality of regional human resources. Both the leadership and the technical team understand the importance of this program as a long-term investment, thus carrying out their duties professionally, objectively, and free from intervention. The selection process is based on criteria outlined in the guidelines and data verification, thus ensuring that decisions are deemed fair by both the implementers and the majority of students. Efforts to be transparent are also evident through open socialization, announcements of selection results, and the provision of opportunities for clarification. However, information dissemination is not entirely equitable, particularly for students from outside the region, and feedback mechanisms remain informal. Despite this, implementers remain open to criticism and suggestions, making them part of the evaluation process to improve program quality. Overall, interview findings confirm that the implementation of BBP has been carried out with integrity and prioritizes the principles of fairness, transparency, and responsibility,

although there is still room for improvement in the information system and handling of public input.

4. Bureaucratic Structure

In the implementation of the North Morowali Regency Education Cost Assistance Program (BPP), the bureaucratic structure has an important role in ensuring that the program runs according to established procedures and targets. The implementation of the Tuition Assistance Program (BBP) for students in North Morowali Regency shows that the organizational structure, work mechanisms, and inter-agency coordination have been running quite well and systematically. Based on interviews, the division of tasks between implementing elements—from the Social Welfare Section as the main coordinator, the Verification and Validation Team, the Inspectorate, sub-district/village officials, to universities—has been formally regulated through a Regent's Regulation so that all parties understand their roles and responsibilities. The existence of written SOPs serves as an important technical guideline for implementers, although these documents have not been widely disseminated to students, resulting in information gaps at the beneficiary level. The program's implementation procedures are considered quite clear, strict, and accountable, although they require time and precision because they involve the management of public funds. On the other hand, the process of disseminating information and disseminating information still faces constraints in reach, especially for students from outside the region. The availability of human resources and supporting facilities is also not fully optimal, although implementers demonstrate professionalism and integrity in their work. The budget sourced from the Regional Budget (APBD) runs routinely every year, but occasionally experiences delays in disbursement due to regional fiscal dynamics. Program implementers maintain transparency through complaint mechanisms, clarifications, and public input, although the process remains informal. Overall, the research findings indicate that BBP implementation has been quite effective, accountable, and justice-oriented. However, improvements are still needed, particularly in the publication of standard operating procedures (SOPs), the distribution of information, and the strengthening of technical systems and the digitization of services to ensure faster, more transparent, and more responsive student services.

CONCLUSION

Based on research results and interviews with informants, the Tuition Fee Assistance (BBP) program for students in North Morowali Regency is a concrete manifestation of the Regional Government's commitment to increasing access to higher education and equalizing learning opportunities for all. Therefore, it can be concluded that the implementation of the North Morowali Tuition Fee Assistance Program has been effective in substance, but not yet fully efficient technically. Regarding the communication aspect of the Tuition Fee Assistance (BBP) program for students in North Morowali Regency, the Regional Government, through the Social Welfare Section of the North Morowali Regency Secretariat, has utilized various media, both in person and digitally, to convey information regarding the assistance schedule, requirements, and procedures. However, information dissemination is not yet fully equitable, especially for students outside the region and in remote areas. Furthermore, the process is running in accordance with SOPs and the Regent's Decree. However, the still manual and hybrid administration system causes the verification process and disbursement of funds to take longer than if it were fully digital.

The resource aspect of the Education Cost Assistance (BBP) program, such as human resources, requires that program implementers possess high competence and dedication, but the number of personnel is limited compared to the annual workload that continues to increase as the number of recipients increases. The budget for the Education Cost Assistance (BBP) program, which is allocated from the North Morowali Regency Regional Budget (APBD), fluctuates annually depending on the region's fiscal capacity. This condition affects the timeliness of disbursement, although coordination between agencies has been carried out to minimize delays. The disposition aspect requires that program implementers demonstrate a commitment and attitude toward neutrality, transparency, and accountability. A complaint mechanism is also available, accessible to the public both in person and online. Regarding facilities and infrastructure, there are still limitations in the information system and digital infrastructure, which results in less than optimal efficiency and ease of service to student beneficiaries. From a bureaucratic perspective, the Tuition Fee Assistance (BBP) program for students in North Morowali Regency has been running well, in accordance with public policy principles such as fairness, transparency, accountability, and professionalism. However, its implementation still faces several administrative and technical challenges that require serious attention. Strengthening the digital system, increasing human resource capacity, and improving funding mechanisms are necessary to ensure the program's speed, effectiveness, and sustainability.

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C. Dokumen / Regulasi / Data Resmi

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