

Implementation of the "Beasiswa Berbudaya" Policy in Kediri Regency Based on the Van Meter & Van Horn Model

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ABSTRACT

Objective: The purpose of this study is to examine the implementation process of the Cultural Scholarship Policy based on the Van Meter & Van Horn model. **Method:** This study uses a Qualitative Deductive method, where data is obtained through observation, interviews, and documentation. **Results:** The implementation of the Kediri cultural scholarship is based on the 6 Van Meter & Van Horn implementation models, namely having Policy Standards and Targets, Resources (5M), Inter-Organizational Communication and Policy Implementation Measurement, Characteristics of the implementing organization, Implementer attitude, and Social, Economic, and Political Conditions which shows that this policy has the same implementation concept as the Van Meter & Van Horn model. **Novelty:** This research presents novel aspects in terms of research theory, research location, and research method. In previous years, no research similar to Van Meter & Van Horn's theory had been conducted within the Kediri Regency Education Office through a qualitative perspective.

INTRODUCTION

The provision of education is a state effort and endeavor to develop superior human resources for the future of the nation, which will have competent and competitive human resources for all citizens. To achieve this, the government, through Law Number 20 of 2003 concerning the National Education System, Chapter IV, Part One, Article 5, paragraph (1), states that all citizens have the same right to receive a quality education [1].

Achieving quality education is inseparable from long-term investment, especially in the economic sector of individual students. In this regard, the provision of education needs to be present through a mandate to serve directly and pay closer attention to the student community. In this regard, the government, through Law Number 20 of 2003 concerning the National Education System, Chapter IV, Part Four, Articles (10), (11), and Article 12 Number (1) Letter C, states that the Central Government and Regional Governments can direct, assist, and supervise the implementation of education, provide services and facilities as well as ensure quality education without discrimination, guarantee the availability of funds for the implementation of education, and provide scholarships for those whose parents cannot afford it. This means that the Central Government and Regional Governments need to pay attention to aspects of implementation, including funding and scholarship assistance.

Scholarship programs essentially function not only as financial assistance but also as a public policy instrument to expand access to education and encourage equal learning opportunities. Various studies have shown that scholarship programs can reduce

economic barriers that often cause low educational participation, especially for low-poverty families. One such study on the Karawang Cerdas Scholarship Program shows that educational assistance contributes to improving students' access to and quality of education [2]. Evidence from student-aid research also indicates that financial assistance can improve educational participation and completion [3].

In an effort to support improving the quality of regional education, the Kediri Regency/City Government is implementing the Kediri Cultural Scholarship program as a manifestation of the local government's commitment to the sustainability of community education. This program is expected to assist students in meeting their educational needs, thereby increasing their opportunities to obtain a better and more equitable education.

Although the Cultural Scholarship program has been running in Kediri Regency, scientific studies specifically analyzing its implementation process are still very limited. Most studies fail to fully explain how implementation mechanisms operate in the field. However, policy implementation needs to be measured concretely to identify models and gaps in implementation, and to what extent the implementation process is proceeding according to established standards and objectives. Therefore, this study aims to fill this gap by implementing the Van Meter and Van Horn approach model, which encompasses six dimensions: policy standards and objectives, resources (5M), inter-organizational communication and implementing attitudes, characteristics of implementing organizations, and social, economic, and political conditions [4], [5], [6], [7], [8], [9], [10].

RESEARCH METHOD

In this research, the method used was Qualitative Deductive, as concepts or theories were used to answer the problem formulation and generate hypotheses. The hypotheses were then tested for their suitability with data obtained directly from the field, including documents, field notes, and respondents' statements. This was then followed by qualitative descriptive analysis to answer the hypothesis or research focus [11].

The data collection technique employed the concept of triangulation, combining observation, in-depth interviews, and documentation from documents or secondary sources. After data collection, data analysis was conducted using the Miles and Huberman model: Data Reduction, Data Display, and Conclusions/Figures [11], [12].

In the context of this research (Implementation of the "Cultural Scholarship" Policy in Kediri Regency Based on the Van Meter & Van Horn Model), Van Meter & Van Horn's policy implementation theory will serve as the foundation and be used to examine the working hypothesis, namely that policy implementation is proceeding according to the theoretical model, which consists of six separate and complementary stages for implementation: Policy Standards and Objectives, Resources, Inter-Organizational Communication, Organizational Ties, Implementer Dispositions, and Social, Economic, and Political Conditions [4].

In terms of data collection techniques for this research, observation data was obtained to directly observe field conditions, in-depth interviews structured based on

instruments developed through theory, and documentation from relevant documents or secondary sources. After data collection, data analysis will be conducted using the Miles and Huberman model. Data reduction involves selecting important and relevant interview and documentation data, creating categories based on the reference theory, presenting data according to patterns through related sub-chapters, and conclusions/verification in the discussion [12], [13].

RESULTS AND DISCUSSION

Results

Policy Standards and Targets

Based on findings from primary sources, including interviews with the Division Secretary, Mr. Supriyono, and secondary sources, including the website (beasiswa.kediri.kab.go.id), the Cultural Scholarship policy targets active students in Kediri Regency at the elementary/Islamic elementary school (SD/MI), junior high/Islamic junior high school (SMP/MTs), and senior high school (SMA/Equivalent), early childhood education (PAUD) teachers, and undergraduate/diploma-level (S1/D4/D3) students. In this case, early childhood education (PAUD) teachers are targeted outside of students and students due to the inadequate salary standards for PAUD teachers in Kediri Regency. According to the Decree (SK) of the Head of the Kediri Regency Office, this scholarship is intended to encourage improvements in human resource quality, equalize educational opportunities, and improve access and quality of education for underprivileged, high-achieving, and disabled communities in Kediri Regency through scholarship facilities based on regional financial capacity. This policy aligns with Law Number 20 of 2003 concerning the National Education System, Chapter IV, Part Four, Articles (11) and (12), which stipulates providing services and facilities, ensuring the implementation of quality education, ensuring the availability of funds for education, and ensuring the right of students to receive scholarships, especially those who excel and whose parents cannot afford them. According to Mr. Supriyono, in addition to these objectives, the rationale for this policy is to provide financial assistance to students and early childhood education teachers, especially students. The expected measurable output, especially for students, is the realization of one graduate per family in Kediri Regency, which is also in line with the Kediri Baznas program [1], [14].

Meanwhile, according to Mr. Supriyono, the standards for this Cultural Scholarship Policy for organizers are that aid funds can be reached accurately based on the selection of policy targets, and also the level of usefulness or budget absorption of this scholarship policy reaches 99%. For policy targets, the policy standards are outlined in the scholarship objectives in the Decree, namely for citizens who are underprivileged, high achievers, and/or disabled. For residents who are unable to afford it, it is proven by a Certificate of Inability (SKTM) from the village/sub-district stating the decile level in the National Social and Economic Single Data (DTSEN) deciles 1-5. For those with disabilities, a Disability Certificate is required from a medical professional/psychologist or from the head of the educational unit for applicants with disabilities/parents with

disabilities. And for students, the GPA standard is considered, namely a minimum of 3.0 or at least have academic/non-academic achievements that can be proven.

Resources (5 Ms)

1. Human Resources (Quality and Quantity of Human Resources)

Based on findings from observations and primary sources, including interviews with the Head of Division, Mr. Supriyono, this Policy is implemented with attention to Human Resources for the organizing committee members. According to Mr. Supriyono, organizers need basic competencies, including Microsoft Office skills such as Word for compiling reports and writing letters, Excel for calculating recipient and budget data, and PowerPoint for creating presentations to convey policy-related information. Furthermore, competencies such as monitoring and field surveys are needed to ensure the Policy's implementation.

2. Money (Budget)

In implementing the Scholarship Policy, the budget is obtained from the Regional Revenue and Expenditure Budget (APBD) based on the current fiscal year. According to a report from a primary source, Mr. Supriyono, the policy budget exceeded 30 billion rupiah in 2024, with an absorption rate of over 99%. This figure is relatively based on Article (21) paragraph 1 of the Decree of the Head of Chapter VIII of the Kediri Regency Education Office, which stipulates a relative quota based on the Budget Ceiling available in the Budget Implementation Document (DPA) of the Kediri Regency Education Office and the Priority of Regional Needs. This means that the budget availability for this policy is based on the Budget Ceiling capacity derived from the Regional Budget (APBD).

3. Machine (Facilities and Infrastructure)

In the context of the Implementation of the Cultural Scholarship Policy, Facilities and Infrastructure focuses on Reporting Tools related to the Scholarship. Based on observations and interviews, this policy has the following Facilities and Infrastructure for its implementation: 1 Administration Room, 7 Computers, Internet, and a website, beasiswa.kedirikab.go.id, for managing information access for students and the general public, as well as registration.

4. Material (Materials and/or Documents)

In the context of the Implementation of the Cultural Scholarship Policy, the Policy has a Decree (SK) from the Head of the Kediri Regency Education Office concerning Technical Guidelines for the Management of the Cultural Education Scholarship. This document outlines the Policy Direction, Budget Arrangements, and Application Letter Format. In addition, the Policy also includes a Decree (SK) from the Kediri Regent concerning the Implementation Team for the Kediri Cultural Education Scholarship.

5. Method (Standard Operations)

In implementing this Policy, the Primary Source, Mr. Supriyono, stated that the Standard Operations are referenced in the Decree of the Head of the Kediri Regency Education Office concerning Technical Guidelines for the Management of Cultural Education Scholarships. For Policy implementation, specifically regarding Selection, Determination, and Announcement, details are found in Chapter VI, "Selection, Determination, Announcement, and Distribution Stages." Specifically, for Selection tasks,

Article (11), paragraph 2, parts (a) and (b) outlines the selection process. Selection is divided into two stages: (a) Administrative Selection and (b) Factual Selection and Field Verification.

In part (a), Administrative Selection, the Organizer is required to verify the general and specific required documents according to the scholarship type and is required to automatically disqualify applicants who do not meet the administrative requirements.

In section (b) of the Factual Selection and Field Verification, the Team is required to conduct a field survey to verify policies targeting underprivileged applicants, and the team is required to conduct factual verification of championship certificates or competency skills targeting applicants through the Achievement and Vocational pathways. Paragraph (3) states that selection results must be included in the Verification and Validation Procedure for the proposed determination of prospective recipients. The determination is contained in Article (12), the decision of which is made by the Head of the Kediri Regency Education Office. Specifically, announcements and distribution are contained in Articles (13) and (14). Selection results must be announced publicly through the official website or social media of the Kediri Regency Education Office. Scholarship distribution is carried out with the principles of Targeted, Amount, and Timely, and is non-cash and disbursed in stages in accordance with the decision of the Head of the Education Office.

Inter-Organizational Communication and Policy Implementation Measurement

In implementing the Cultural Scholarship Policy, a team was formed consisting of executive and organizational personnel, namely the Education Office, with a Director, Chair, Secretary, and members.

The organization overseeing this team is the Education Office, and is directly directed by the Executive, namely the Regent, Deputy Regent of Kediri, and the Regional Secretary of Kediri Regency. The team leader is the Head of the Kediri Regency Education Office, who determines the recipient decisions and distribution scheme. The Secretary is the Head of the Early Childhood Education, Non-Formal Education, Youth, and Sports Division at the Kediri Regency Education Office. Members are divided into two groups: the Data Collection Team and the Reporting and Complaints Service Team. The team's communication flow is as follows:

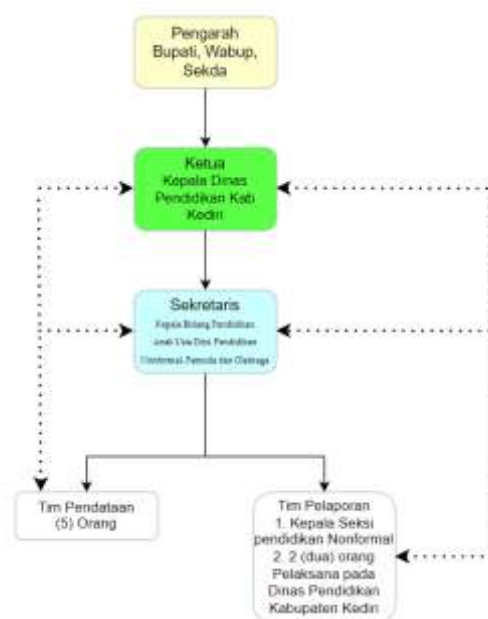


Figure 1. Communication Between Organizational Divisions

In the picture above, the Director, namely the Regent, has the authority through issuing (SK) to establish a team implementing the Kediri Regency education scholarship activities. The Chairperson, namely the Head of the Kediri Regency Education Office, has the authority through issuing (SK) of the Head of the Kediri Regency Education Office regarding Technical Instructions for the Management of Cultural Education Scholarships and also makes Decisions on Recipients and Distribution Schemes in coordination with the Director in terms of reporting scholarship distribution. The Secretary, namely the Head of Early Childhood Education, Non-formal Education, Youth and Sports of the Kediri Regency Education Office, has the authority to coordinate the Data Collection and Reporting team and sign the Minutes of Verification and Validation of Prospective Scholarship Recipients in coordination with the Chairperson. The Data Collection Team consists of 5 people whose duties are to conduct socialization, conduct administrative, factual selection, and field verification with partners, and formulate/propose prospective recipients to the Head of the Education Office or the chairperson for follow-up. And the reporting team serves complaints regarding alleged irregularities, data discrepancies, or indications of fraud in the selection and distribution process of scholarships, these findings are coordinated by the reporting team to the Chairperson for follow-up.

In the data above, communication is more instructional and vertical in nature, while horizontal communication, specifically with the community and target groups, occurs through socialization, social media, and the website. The communication is led by the Secretary and the team [15].

Regarding the measurement of policy implementation, Mr. Supriyono stated that the measurability of the Cultural Scholarship Policy is based on the budget absorption rate of up to 99%. If the budget is properly absorbed and reaches the recipients, implementation has been achieved.



Figure 2. Disdik.Kedirikab.go.id Website

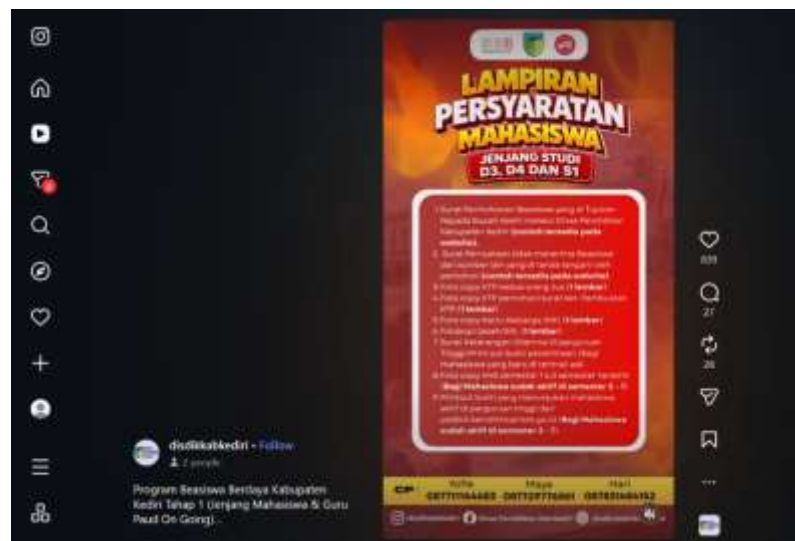


Figure 3. Instagram Social Media Account @disdikkabkediri

Characteristics of the Implementing Organization

Based on observations and interviews with Mr. Supriyono and Ms. Tantri, as well as the Decree (SK) from the Head of the Kediri Regency Education Office, the implementing organization for the Berdaya Scholarship policy has a structure consisting of a Director (Regent, Deputy Regent, and Regional Secretary of Kediri Regency), a Chairperson (Head of the Kediri Regency Education Office), a Secretary (Head of Early Childhood Education, Non-Formal Education, Youth and Sports), and two technical teams: a five-person Data Collection Team and a Reporting and Complaints Service Team.

In terms of human resource competencies, the organizers are required to be proficient in Microsoft Office (Word, Excel, PowerPoint) for preparing reports, managing recipient and budget data, and disseminating policy information. Furthermore, field monitoring and survey skills are also part of the competency standards required for team members.

In terms of institutional facilities and infrastructure, the implementing organization is supported by one administration room, seven computers, internet

connection, and the official website beasiswa.kedirikab.go.id, which serves as a public information channel and registration portal. All organizational work mechanisms refer to the Decree of the Head of the Kediri Regency Education Office concerning Technical Guidelines for the Management of the Cultural Education Scholarship as a Standard Operating Procedure (SOP) binding on all members of the implementation team.

Implementer Attitude

Based on in-depth interviews with Mr. Supriyono and Mrs. Tantri, as policy implementers, the organizers of the Cultural Scholarship demonstrated a strong understanding of the policy's objectives and a strong commitment to its implementation. Mr. Supriyono stated that the program is viewed as a concrete instrument for achieving equal access to education, not simply a routine administrative program.

This commitment is evident in the team's consistency in carrying out selection procedures, including administrative verification and field surveys, as well as their openness in publicly announcing selection results through the official website and social media channels of the Kediri Regency Education Office. Furthermore, the presence of a Reporting and Complaints Service Team, which handles alleged data irregularities and discrepancies, reflects the implementers' focus on accountability in the implementation process. The budget absorption rate of over 99%, as reported by Mr. Supriyono, also serves as a concrete indicator that the implementers not only understand the policy's objectives normatively but also actively promote the achievement of substantive targets in the field.

Social, Economic, and Political Conditions

Interview results and data from the Ministry of Primary and Secondary Education (Kemendikdasen) indicate that some areas of Kediri Regency fall into the red zone category with a relatively high rate of out-of-school children (ATS). According to Mr. Supriyono, the problem of out-of-school children in Kediri Regency is not solely caused by economic hardship. A number of social factors contribute to this, including: low motivation to learn, the perception that elementary school education is sufficient, children's desire to enter the workforce early, and cases of out-of-wedlock pregnancies leading to school dropout. These conditions demonstrate that the issue of access to education in Kediri Regency is multidimensional.

From an economic perspective, financial hardship remains a significant factor for some residents, as evidenced by the requirement for a National Education Standards Certificate (SKTM) based on deciles 1–5 as a selection process. The limited welfare of early childhood education (PAUD) teachers, who do not receive adequate salaries, also underpins the inclusion of this group as a policy target.

From a political perspective, the scholarship program, including the Empowerment Scholarship, is a priority program of the Kediri Regency Government, aligning with the regional goal of achieving one graduate per family. Political support from the Regent and Deputy Regent who play a direct role as directors in the implementing structure strengthens the legitimacy and sustainability of program funding through the APBD.

Discussion

Understanding Van Meter & Van Horn's Policy Implementation Theory

Policy implementation is one part of a comprehensive four-step framework that serves as a lens through which policy is formed. Implementation itself is a process that will be undertaken and has gone through two processes: Agenda Setting and Policy Formulation. Implementation itself is defined by Van Meter and Van Horn [4] as an individual or group action directed toward achieving a specific goal in a more operational manner. This means that policy implementation is the concrete effort undertaken by policy implementers to translate established decisions or rules into concrete actions so that policy objectives can be realized in practice.

Beyond concrete actions, Van Meter & Van Horn created a basic model using six variables that can link policy and performance. This is not without reason. Policy implementation is viewed not only as the process of implementing established policies but also as a process influenced by various factors that determine the extent to which policy objectives are realized. In other words, successful implementation is not only determined by the presence or absence of a program, but also by how policy standards, resources, the characteristics of the implementing organization, communication, the disposition of the implementer, and environmental conditions interact to produce the desired program performance [5], [6], [7], [8], [9], [10].

In this case, these six variables, when included in the context of education, are Standards and Targets, Resources (5M), Inter-Organizational Communication and Policy Implementation Measurement, Characteristics of the Implementing Organization, Implementer Attitudes and Dispositions, Social, Economic, and Political Conditions. The following is a picture and explanation of each factor :

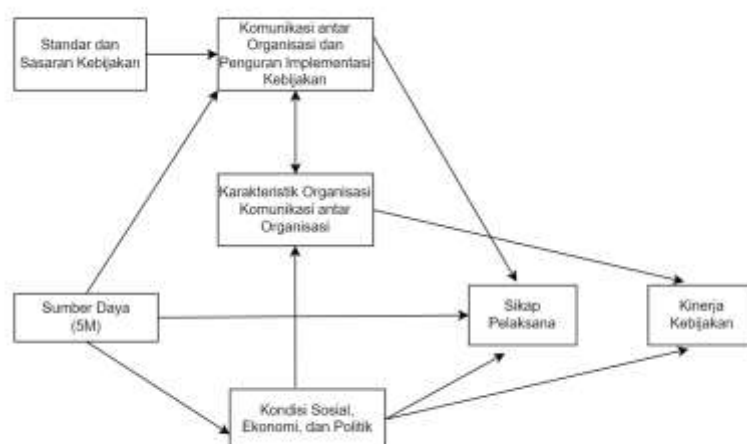


Figure 4. Van Meter and Van Horn Policy Implementation Model

Policy standards and objectives are the first variables in the Van Meter and Van Horn implementation model, serving as benchmarks for assessing the extent to which a policy has been successfully implemented. As both models emphasize, implementation cannot be declared successful or unsuccessful without objectives to guide it. Policy

standards refer to measures of how well implementation should be carried out, while policy objectives refer to the intended outcomes of the policy. Therefore, policy standards and objectives can be sourced from official documents such as regulations and program guidelines, statements by policymakers, conclusions of researchers, or perspectives of target groups. Ultimately, the choice of performance measures depends on the objectives of the research being conducted [4].

Policy resources are the second variable in the Van Meter and Van Horn implementation model, referring to the availability of all inputs that facilitate the effective implementation of a policy. Resources in this context are not limited to funds alone, but include various other incentives that can encourage smooth implementation in the field. In this study, the 5M approach was operationalized: man (human resources), money (budget), material (materials and/or documents), machine (facilities & infrastructure), and method (procedures or work methods) [6].

Inter-organizational communication and policy implementation measurement are the third variables in the Van Meter and Van Horn implementation model, which emphasizes that successful implementation is largely determined by the extent to which policy standards and objectives are clearly and consistently communicated to all parties involved in the implementation process. Effective communication between implementing organizations is key to ensuring that each actor understands what is expected of them, ensuring that actions taken in the field align with established policy objectives. In the context of this research, this variable only encompasses how policy instructions and information are transmitted between institutions and the stakeholder team [9], [10].

The characteristics of the implementing organization are the fourth variable in the Van Meter and Van Horn implementation model, referring to the internal conditions of the institution responsible for implementing the policy. These characteristics include organizational structure, institutional capacity, standard operating procedures, staff competency levels, and communication and coordination patterns within the implementing organization [7].

The attitudes and dispositions of implementers are the fifth variables in the Van Meter and Van Horn implementation model, referring to the implementers' responses, commitment, and value orientations toward the policies they must implement. Implementer disposition encompasses the extent to which they understand, accept, and support the policy objectives, as misunderstanding or rejection of the policy can lead implementers to act inconsistently with the policymakers' intentions. Van Meter and Van Horn emphasize that even if an implementer possesses adequate technical capabilities, if their attitude is not aligned with the policy's objectives, implementation still risks distortion or even failure. Therefore, a positive attitude and disposition of implementers, namely commitment, honesty, and democratization in carrying out their duties, are essential prerequisites for effective and accountable implementation [8].

Social, economic, and political conditions are the sixth and final variables in Van Meter and Van Horn's implementation model, referring to the external environment in

which a policy is implemented. Social conditions encompass community characteristics, education levels, and public support for the policy; economic conditions encompass resource availability, welfare levels, and regional fiscal capacity; while political conditions encompass power dynamics, elite support, and government stability in the implementation area. Van Meter and Van Horn emphasize that this external environment can be both a supporting factor and a hindering factor in implementation, as the same policy can produce different outcomes when applied in different social, economic, and political contexts. Therefore, understanding environmental conditions is an integral part of a comprehensive analysis of policy implementation [5], [7].

Implementation of the Kediri Berbudaya Scholarship Policy from the Perspective of Six Indicators

The implementation of the scholarship policy is particularly important in helping students meet their financial needs. Based on the theory referred to in [4], the implementation of this policy is sufficiently standardized, resulting in the following model:

No.	Indicator	Indicator Characteristics	Implementation Suitability
1.	Policy Standards and Targets	Policy standards refer to measures of how well implementation should be carried out, while policy objectives refer to what and who the policy is intended to achieve.	The Kediri Cultural Scholarship Policy has specific Policy Standards that must meet the aspect of fund absorption by beneficiary groups, and recipients must meet specific standards outlined in the Scholarship Objectives. In terms of Policy Targets, this scholarship has clear targets: students, university students, and early childhood education teachers. This policy is also designed to realize the Improvement of Superior Human Resources in accordance with the mandate of the National Education Law and help realize the dream of 1 family 1

No.	Indicator	Indicator Characteristics	Implementation Suitability
			graduate from Baznas Kediri.
2.	Resources (5M)	Resources (5M) Includes various other incentives that can encourage smooth implementation in the field, which in this research are operationalized through the 5M approach, namely man (human resources), money (budget), material (materials and/or documents), machine (infrastructure), and method (procedures or work methods).	The Kediri Cultural Scholarship Policy has adequate resources (5M). Starting with Human Resources, the organizers must possess basic competencies, including Microsoft Office skills such as Word for compiling reports and writing letters, Excel for calculating recipient and budget data, and PowerPoint for creating presentations to convey policy-related information. Furthermore, competencies such as monitoring and field surveys are necessary to ensure the policy's implementation. The budget is obtained from the Regional Revenue and Expenditure Budget (APBD) based on the current fiscal year and the Budget Ceiling available in the Budget Implementation Document (DPA). The measure of budget availability for this policy is based on the

No.	Indicator	Indicator Characteristics	Implementation Suitability
			budget ceiling capacity derived from the APBD.
			This policy also has supporting materials (materials and/or documents), namely a Decree (SK) from the Head of the Kediri Regency Education Office concerning Technical Instructions for the Management of the Cultural Scholarship and a Decree (SK) from the Kediri Regent concerning the Kediri Cultural Scholarship Implementation Team.
			This policy also includes facilities and infrastructure, including one administration room, seven computers, internet access, and a website (beasiswa.kedirikab.go.id) for managing information access for students and the general public, as well as registration.
			Finally, this policy includes methods (procedures or work methods), specifically for selection, determination, and announcement.

No.	Indicator	Indicator Characteristics	Implementation Suitability
			These are found in Chapter VI, "Stages of Selection, Determination, Announcement, and Distribution," Article 11, Sections 2 (a), and (b), Section 3, and Article 12. Announcement and Distribution are covered in Articles 13 and 14. The Kediri Cultural Scholarship Policy encompasses vertical and horizontal communication and instructions between the executive branch, with the regent acting as the director of the organization, which serves as the policy management team. This involves communicating with the public and target groups through face-to-face meetings, social media, and the website. Policy implementation is measured based on a budget absorption rate of up to 99%. If the budget is properly absorbed and reaches the recipients, implementation has been achieved.
3.	Inter-organizational Communication and Policy Implementation Measurement	The extent to which policy standards and objectives are clearly and consistently communicated to all parties involved in the implementation process. How policy instructions and information are transmitted between stakeholder teams and institutions.	Referring to field findings, the Kediri Regency Education Office exhibits quite
4.	Characteristics of the Implementing Organization	These characteristics include organizational structure, institutional capacity, standard	

No.	Indicator	Indicator Characteristics	Implementation Suitability
		operating procedures, staff competency levels, and communication and coordination patterns that apply within the implementing organization.	strong organizational characteristics. A clear hierarchical structure, from the director to the technical team, reflects an organized division of authority, ensuring that each actor has clear roles and responsibilities. This aligns with Van Meter and Van Horn's assertion that organizations with strong structures and well-organized work mechanisms are better able to translate policies into concrete actions on the ground.
5.	Implementer's Attitude	Refers to the implementers' responses, commitments, and value orientations toward the policies they must implement. Implementers' dispositions encompass the extent to which they understand, accept, and support the policy's objectives, as a misconception or rejection of the policy will lead implementers to act contrary to the policymaker's wishes.	In implementing the Berdaya Scholarship, the attitude of the implementers shows a positive condition. They understand the policy not merely as an administrative obligation, but as part of their responsibility to ensure the community's right to education is fulfilled. This deep understanding fosters consistency in carrying out all stages of implementation according to established standards.
6.	Social, Economic, and Political Conditions	Social conditions include community characteristics, education levels, and public	From the social aspect, findings in the field show that the problem of

No.	Indicator	Indicator Characteristics	Implementation Suitability
		support for policies; economic conditions include resource availability, welfare levels, and regional fiscal capacity; while political conditions include power dynamics, elite support, and government stability in the areas where implementation takes place.	children not going to school in Kediri Regency is multidimensional. Data from the Ministry of Education and Culture which places some areas in the ATS red zone shows the urgency of the scholarship program. From an economic aspect, the budget's ability to reach 30 billion rupiah shows the regional government's commitment to allocating resources for education. From a political aspect, direct support from the Regent and Deputy Regent of Kediri as directors in the implementing structure reflects strong political legitimacy.

CONCLUSION

Fundamental Finding: Based on the results of research and discussion on the implementation of the Empowerment Scholarship policy in Kediri Regency using the Van Meter and Van Horn implementation model, it can be concluded that overall, the six implementation variables show conditions that support the achievement of policy objectives. Policy standards and targets have been clearly defined with a budget absorption rate of more than 99% as an indicator of achievement. Resources (5M) are adequately available, both in terms of human resources, regional budgets, infrastructure, and standardized work procedures. Communication between organizations runs through an organized hierarchical structure with a clear coordination system between implementation teams. The characteristics of the implementing organizations show quite strong institutional capacity, supported by a clear structure, technical competence of human resources, and adequate supporting infrastructure. The attitudes and dispositions of implementers reflect commitment, integrity, and value orientations that align with policy objectives, as evidenced by the consistency of selection, transparency of results,

and the available complaint mechanisms. **Implication:** Social, economic, and political conditions in Kediri Regency create an environment that is both urgent and supportive for implementation. Strong political support from the local government and the program's status as a regional priority guarantee the sustainability of funding and the legitimacy of the policy. **Limitation:** However, the complexity of the multidimensional nature of the problem of out-of-school children emphasizes the limitations of relying on a single policy program to achieve educational equality in Kediri Regency as a whole. **Future Research:** Further research is needed to examine cross-program synergy and a more holistic intervention approach to address the multidimensional problem of out-of-school children.

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