The Communication Analysis Among Stakeholders in Management of Children Education by the Poor Scholarship as Human Capital to Grow Quality Characteristics of Educational Basics

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The economic crisis in 1997-1998 increased poverty to 49.5 million, but in 2005 decreased to 35.10 million, then in 2006 increased 39.05 million. The worst communities were workers, dependent families, small farmers and fishermen, informal sector workers, low-level civil servants, and people affected by natural disasters. The research design was cross sectional; the research was in Pangkal Pinang City in January 2016. The data were summarized by interview, observation, documentation, and Focus Group Discussion. Data analyses were flow model, product moment, and Likert scale. The result of the research shows the correlation between how to obtain the poor scholarship and the criteria of obtaining the poor scholarship that is very tight which is 0.453. The relation between the criteria of obtaining the poor scholarship and the determination of the poor scholarship is quite close which is 0.218. The relationship between the determination of the scholarship for poor students and obtaining the poor scholarship is 0.395. The correlation between how to get the poor scholarship and the poor scholarship receiver is quite close that is 0.190. The relationship between the determination of the poor scholarship and the impact of the poor scholarship is quite close that is 0.171. The relationship between using of the poor scholarship and the poor scholarship receiver is very close that is 0.297. The relation between the poor receiver and the impact of poor the scholarship is 0.270.

Keywords: management, education, students, poor, human, capital, characteristics, quality

Introduction

Background

Many government programs prior to the crisis were very successful in suppressing the poverty prevalence

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from 1970 to 1996 as much as 70.0 million to 22.5 million reduced successfully. Consequently, various programs issued like the Joint Business Group Program of the Ministry of Social Affairs, Smallholders Income Improvement Program and Fishermen from Ministry of Agriculture, Poor Rice, Cash Advance Assistance.

The groups that are perceived to be affected by the economic crisis are the workers, dependent families, small farmers, fishermen, informal sector workers, low-level civil servants, and people affected by natural disasters. The families cannot afford to pay their children various educational that have been prepared by the government. In relation to the incapacity of the family, the government's policy launched the poor scholarship. The poor families can give their children to various types of education in their region (Maryono, 1999).

Before realization of the poor scholarship the communication to stakeholders was conducted. The communication to stakeholders was to build more clearly their involvement in revealing various problems for poor children. Education is essentially a process of transforming a biologic person into a social being (that is why education is also called socialization). So socialization is an effort to transform socio-cultural values from one generation to the next so it is expected to behave like the first generation (Wignjosoebroto, 1994).

Therefore education for poor children should be managed by education management. Education management according to Satori (1980) is defined as the whole process of cooperation by utilizing all available personnel and material resources to achieve the educational goals that have been set effectively and efficiently (https://akhmadsudrajat.wordpress.com).

The whole process of cooperation by utilizing all personnel sources is to involve of all stakeholders consisting of village heads, headmasters, classroom teachers, parents, and students. The village head should give appropriate information to the parents who are unable to financially to send their children to primary school, junior high school, and senior high school. The principal is responsible for providing the poor scholarship to children who deserve to receive them. Parents should give information honestly that they are really poor both seen from the criteria of the Central Statistics Agency (CBS) and the National Family Planning Coordinating Agency (NFPCA).

Research Questions

Based on the background, the research questions are: (1) Are there any communications among the headmaster and the village heads, parents, teachers, and students? (2) Why is the poor scholarship given to poor students? (3) How much is the cost in every school? (4) How does the management of scholarship from the process of acceptance, storage, expenditure, and retrieval? (5) What are the impacts of the poor scholarship on poor students?

Materials and Methods

The Research Design

The research design is cross sectional, and the research location is in Pangkal Pinang City Bangka Belitung Province. The research was conducted in January 2016.

The Data Types

The data required are primary and secondary data. The primary data were obtained from students, parents, teachers, headmasters, and village heads, and the secondary data were obtained from local government, education authorities, social services, and the Office of the National Family Planning Coordinating Agency.

Data Collection Technique

Data collection techniques in the research were:

(1) The observation that was direct observation in the field about the object to study.

(2) The interviews with students with questionnaires by asking questions of both closed and open questions.

(3) The focus group discussion, conducted on three different groups: They were headmaster groups, parent groups, and classroom teachers groups.

(4) The documentation, carried out from various sources. They were from source of the National Family Planning Coordinating Agency, the Central Bureau of Statistics, the source of the Education and Culture Office, the Social Service, and others.

The Sampling Techniques

The sampling techniques in the research are two or more stepwise cluster:

(a) Because the research is on city, the first population is five sub districts that are Taman Sari Sub District, Cabek Sub District, Rangkui Sub District, Bukit Intan Sub District, and Pangkal Balam Sub District.

(b) The first samples (five sub districts) were used as the second population, consisting of 11 selected schools taken randomly which were the second samples. They were State Elementary School 51, State Elementary School 6, State Junior High School 2, Muhammadiyah Junior High School, State Madrasah Tsanawiah, State Vocational Secondary School 2, State Vocational High School 4, State Madrasah Ibtidaiyah 1, Tunas Harapan Bangsa Senior High School, State Senior High School 3, Madrasah Aliyah Darussalam.

(c) Subsequently the second samples (11 schools) were designated as the third population, consisting of selected students. Then all the students were recorded identity in the selected school. The third sample element would be investigated as a research element schematically. The steps according to Palte (1978) are described as follows:
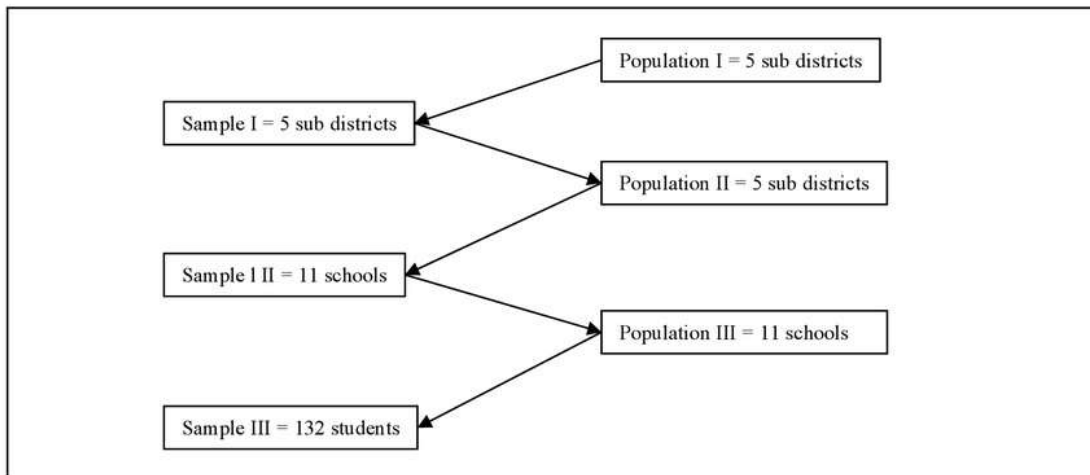
The samples in the research are 132 samples distributed in every school conducted proportionally (Proportional Stratified Random Sampling), to obtained samples from every school. Based on the theory of sampling that if all possible random samples of size n are taken without recovery from a finite population of size N having a mean and standard deviation value then the sampling distribution for the mean will be

approached the normal distribution with the mean and standard deviation (Walpole, 1995).

The theorem can be close to the truth if the measurement results indicated by independent variables close to normal. The importance of the theorem is primarily to make conclusions about the estimator of a sample which, according to the proposition of the center, follows or approaches the normal function, if the sample is large enough that if n goes infinity. This theorem is in practice if n > 30, because in such circumstances the value of Table t for a certain alpha would be close to the value of the normal table (Supranto, 2000). So, the total samples are 132 people that are investigated as the unit of analysis.

The Data Analysis

The data analyses in the research are flow model analysis, correlational analysis, and stakeholder's perception analysis.

The flow model design of data analysis components. The design of the flow model of the components of data analyses were used descriptive-qualitative analysis by applying content analysis techniques through data reduction, display data, and conclusion/verification simultaneously (Huberman & dan Miles, 1992). The qualitative analysis is called flow model analysis. Data reduction is defined as the selection process, focusing on simplification, abstraction, and rough data transformation arising from the field notes, then which dimensions and indicators are coded, which are discarded, which are used, which are compiled, and which are summarized, so the final conclusion could be drawn and verified to give a possible conclusion. The presentation of data used in the form of narrative text as the core analysis in the research, which is supported by the presentations in the form of tables and drawings.

The correlation analysis design. The correlation analysis can be interpreted as a relationship, which aims to see the pattern and closeness of the relationship between two or more variables. The direction of the relationship between two variables can be distinguished into: (1) Direct correlation (positive correlation) is a change in one variable followed by another variable regularly with the same direction of movement; (2) Inverse correlation (negative correlation) is a change in one variable followed by another variable regularly with the direction of the opposite movement; (3) Nil correlation is the direction of the relationship between the two irregular variables (Pratisto, 2004). Based on them, the product moment correlation technique can be used in this study with the formula:

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{n\sum x_i^2 - (\sum x_i)^2\right\}\left\{n\sum y_i^2 - (\sum y_i)^2\right\}}} \tag{1}$$

where:

r_{xy}: Correlation coefficient

n: Number of samples

x_i: Score item

y_i: Total score

$(\sum x)^2$: Squares the number of item scores

$\sum x^2$: The sum of squares scores items

$\sum y^2$: The sum of squares of the total score

$(\sum y)^2$: Squares the total number of scores

The stakeholder perception analysis design. Concerning questions about stakeholders' perceptions,

Likert scale is used with intervals 1-5. Because of the scoring criteria using Likert scale (Muller, 1992) then we used the formula:

$$\boxed{\frac{The\ Biggest\ Score - The\ Smallest\ Score}{Total\ score}} \quad (2)$$

$$5\text{-}1/5 = 4/5 = 0.8$$

From Likert scale, scoring criteria is formulated value and scoring criteria is as in Table 1.

Table 1

Rating for Questionnaire

Value	Scoring criteria	Information
4.3-5	Very helpful	A
3.5-4.2	Helpful	B
2.7-3.4	Neutral	C
1.9-2.6	Unhelpful	D
1-1.8	Very unhelpful	E

Further, analyzed by Weight Mein Score analysis technique (WMS), with the formula

$$M = \frac{\sum f(x)}{n} \quad (3)$$

where:

M = Obtaining interpretation numbers (media/numbers)

f = Frequency of answer

x = Weighting

$\sum$ = Total

n = Number of respondents

Results

Communication to Stakeholders in Decision Making

Communicative is an integral part of human life since they were born, therefore communication is a process to exchange among individuals (Guhardja, Puspitawatim, Hartoyo, Hastuti, & Martiantp, 1992). In relation to the poor scholarship to get the right target as the recipient of the poor scholarship is the identification of children who are not able to economically.

That is way the communications among stakeholders are needed: classroom teachers, headmasters, village heads, and parents. After obtaining the data from teachers = classroom teachers about students who cannot afford, then class teachers report to the headmaster about the number of students who are not economically able. Furthermore, the headmaster went to the Village Head/Head of the Kelurahan to know the truth of the parents of the economically incapable students. Further communications among the stakeholders are needed to talk to give scholarship poor. The decision making becomes very important to give the poor scholarship to the right.

The communication built is interpersonal communication within the school environment and outside. The

communication structure will cause a strong anticipation of the future student needs. Communication structure is a communication network among stakeholders in maintaining the closeness and connectivity among stakeholders in order to reach agreement to the students needed to obtain scholarship planned becomes real.

Type of analysis of communication relationships used to determine the relationships of communication among stakeholders is the communication of several individuals who merge into a system. Communication relationships at the system level used two indexes as structural variables. They are system connectedness and system openness; system connectivity is the degree of members of a system related to each other which can be calculated from the amount of current interpersonal information flow, while the openness of the system is the degree to which a member the system exchanged information with the system outside. The index of communication connectedness can be calculated on both systems. Therefore members in the system become the unit of analysis (Setiawan & Muntaha, 2000).

Decision-making can be defined as the selection of certain alternative activities of two or more alternatives (Malayu, 1990). Correlation to the poor scholarship, decision-making is a rational, collective act in determining the rightness so as not to harm others. Therefore, it is necessary to identify the decision making of poor students to poor children whether the decision-making is collective, or based on authority. Details can be seen in the table.

Table 2

Student Assignment as Poor Student Recipient

No.	Determination	Answer	
		n	%
1	Decision from the principal	34	25.8
2	Decisions from school committee meetings	20	15.2
3	Decisions from headmasters and teachers	66	50.0
4	Others (with students who cannot afford)	2	1.5
5	Do not know	10	7.5
	Total	132	100

Table 2 shows that more decision-making is taken by headmasters and teachers, when compared to other elements.

The Provision of the Poor Scholarship to the Poor Students

The provision of the poor scholarship to the poor students is based on consideration of the family's economic condition by referring to the poverty criteria of the National Family Planning Coordinating Agency using the economic indicators:

(a) Eat < 2 times per day;

(b) The floor of the house is mostly from the ground;

(c) No different clothes;

(d) Eat meat/eggs/fish < 1 x/week;

(e) Buy new clothes < once a year;

(f) House floor space averaged < 8 m^2/family member.

Some of the weaknesses in determining poverty according to the National Family Planning Coordinating Agency are: (1) The amount of data and information to be collected requires a high level of understanding, but not every person is able to master the problem, because among them there have different abilities. For example,

the variable performing the worship is very subjective and difficult to judge because the question is very individual or subjective, and the minimum variable consumes animal food (meat/egg/fish) when viewed in terms of unbalanced elasticity, because eggs have cheaper prices, so all families can consume them, while the meat is more expensive, so only some families who can consume it. (2) The nepotism system that promotes family often makes the person often reduce or add data according to the program to be done, for example JPS (social safety net) program, poor rice, scholarship, and free medical service. (3) The variables of getting news from newspapers/radio /TV/magazines are classified into the Prosperous Family III, whereas almost all families have access to radio and TV which are not secondary needs today. Excess of criteria of the National Family Planning Coordinating Agency is able to provide a direct measure of poor families at national and lower levels (village) and at the household level. The data were collected through household data using economic and non-economic indicators (Rambe, 2005).

Based on the criteria of the National Family Planning Coordinating Agency, the school specifies a number of requirements to be fulfilled by the family and is given to the school to be studied whether or not it deserves the poor scholarship.

Table 3
Family Requirements to Get the Poor Scholarship

No.	Requirements to get the poor scholarship	Answer	
		n	%
1	Submit a candidate card for the poor scholarship receiver	18	13.6
2	Submit a copy of Hope Family Program card	7	5.3
3	Submit a copy of the social protection card	28	21.2
4	Make a letter of poverty from head village	2	1.5
5	Make a certificate of orphan	72	54.5
6	Poor rice recipients	4	3.0
7	Do not know	1	0.8
	Total	132	100

The Amount Costs Launched Every School

The amount of the poor government scholarship launched by the government every year the poor students as listed in Table 4.

Table 4
The Amount of the Poor Student Scholarship in 2014/2015

No.	Funds received every student	Answer	
		n	%
1	275,000	25	18.9
2	280,000	31	23.5
3	360,000	32	24.2
4	500,000	31	23.5
5	550,000	29	22.0
6	575,000	32	24.2
	Total	132	100

Table 4 shows the poor scholarship provided to every school for students is various. The students who occupy the first grade of elementary school are higher if compared with students who occupy Grade 2 to Grade 6 of elementary school. Similarly, students who occupy Grade 1 of Junior High School or High School are higher if compared with students who occupy 2nd and 3rd grade of Junior High School and Senior High School.

Management of the Poor Scholarship

Management of the poor scholarship to students starts from the financial management stage as follows:

Goal setting. Basically, the determinations of the objectives of the poor scholarship receivers are made to (a) maintain the continuity of the student study and (b) avoid the dropout of the student study.

The poor scholarship financial plan. The preparation of the poor scholarship financial plan varies from year to year. They are 2011/2012, 2012/2013, and 2013/2014. The amount of the poor scholarship funds in 2011/2012 is as in the following table.

Table 5

The Amount of the Poor Scholarship Year in 2011/2012

No.	Funds received every student	Answer	
		n	%
1	1,200,000	2	5.6
2	360,000	11	30.6
3	365,000	3	8.3
4	550,000	3	8.3
5	560,000	3	8.3
6	600,000	1	2.8
7	650,000	1	2.8
8	780,000	1	2.8
9	900,000	11	30.6
	Total	36	100.0
	Missing system	96	72.7
	Total	132	100

Table 5 shows that in 2011/2012 as many as 36 students got the poor scholarship while 96 students did not get the poor scholarship because they had finished school. In 2012/2013 students obtained the poor scholarship as many as 84 students while as many as 48 students did not get the poor scholarship because they had finished school. The students who got the poor scholarship are in the table.

Table 6

The Amount of the Poor Scholarship in 2012/2013

No.	Funds received every student	Answer	
		n	%
1	1,000,000	7	8.3
2	280,000	3	3.6
3	360,000	12	14.3
4	365,000	3	3.6
5	500,000	1	1.2
6	550,000	4	4.8

(Table 6 continued)

7	600,000	4	4.8
8	650,000	1	1.2
9	750,000	4	4.8
10	760,000	2	2.4
11	780,000	29	34.5
12	900,000	14	16.7
	Total	84	100
	Missing system	48	36.4
	Total	132	100

Meanwhile, the students who received the poor scholarship in 2013/2014 were 38 students, but 94 people did not get scholarship, because they had finished school. From the poor scholarship financial plan, the status of schools receiving the poor scholarship is elementary school, Junior High School, Madrasah Tsanawiyah, Vocational High School and Madrasah Aliyah, which are in Table 7.

Table 7

The Amount of the Poor Scholarship of 2013/2014

No.	Funds received every student	Answer	
		n	%
1	275,000	1	2.6
2	280,000	1	2.6
3	360,000	12	31.6
4	500,000	1	2.6
5	550,000	11	28.9
6	575,000	12	31.6
	Total	38	100
	Missing system	94	71.2
	Total	132	100

Nine years elementary school must be able to realize the critical mass of human resources mastering the basic knowledge and skills and the characteristics of instrumental qualities that are accompanied by faith, piety, and morals are solid, and the higher education development program must arise to a critical mass of human resources capable of mastering and developing high-level science and technology related to the dimension of reason (Syarif, 1997).

For school status, the number of students who received the poor scholarship based on gender of school type and school status as depicted in Table 8. In the table it shows that Primary School and Vocational High Schools were more likely to get the poor scholarship if compared with other types of schools. Similarly, the table also shows that more state schools earn the poor scholarship than private schools.

Table 8 shows how important the education for children is in the future, because education on the one hand is as human capital every person to develop him. So education is human capital. Human capital by Sulaiman (2018) is the unity of ability and skills to enter the world of work (https://ashofsulaiman77. wordpress.com). Furthermore, according to Fadel (2018), human capital is a skill or special ability that people have. A comprehensive human capital development approach requires the development of holistic human resources, resulting in human resources, one of which is education. Therefore, when talking about education it

cannot be separated from the problem of creating quality human beings.

Table 8

Type and Status of Schools Obtaining the Poor Scholarship

Type of school	School status							
	state				Private			
	Men		Women		Men		Women	
	n	%	n	%	n	%	n	%
Primary school	13	26	10	22.2	-	-	-	-
Madrasah Ibtidaiyah	6	12	6	13.3	-	-	-	-
Junior high school	5	10	7	15.6	3	21.4	9	39.1
Madrasah Tsanawiyah	5	10	7	15.6	-	-	-	-
Senior high school	2	4	10	22.2	9	64.3	4	17.4
Vocational high School	19	38	5	11.1	-	-	-	-
Madrasah Aliyah	-	-	-	-	2	14.3	10	43.5
Total	50	100	45	100	14	100	23	100

According to Susanto (2001) who is said to be a qualified human being is person who: productive (thinking power, work), energetic (endurance, creativity), dare to risk (fighting power, competitiveness), dare to uphold the truth (filter power, self-control), brave consequence (reasoning power, rationalization), broadmindedness (power of thought, self-awareness), dare to give recognition to the rights of others, dare to express opinion (imagination power).

So, human quality is a combine characteristic that determines the degree of excellence. The quality of human resources thus according to Syarif (1997) can be defined as a combination of the characteristics of all the resources that exist in human, including physical characteristics, intellect, heart that determines the degree of human reliability both as individual creatures and as social creatures.

Physical quality is reflected by health and physical endurance that enable a person to live healthy, active, productive, and long-lived. The quality of reason is reflected by the power of intellectual thought or intellect. The integration of the work of mind and heart strengthens the power of thought that cleans faith and worship and awakens the belief that every creation of God has benefits for life and humanity.

The combination of the work of mind and heart also cultivates the human consciousness of identity as a creature of God that not only functions as an individual creature but also as a social creature. The awareness evokes sensitivity, solidarity, and social responsibility. The quality of lust is reflected by the ability to control desire, ambition, emotion, and passion. The power of the mind-controlled desire and the heart will arise to the degree of emotional intelligence.

Based on the explanation, Syarif (1997) formulated the quality characteristics of human resources into two categories: (1) basic quality characteristics, and (2) instrumental quality characteristics. Characteristics of basic quality are universal that must be owned by every person such as: physical health, faith and piety, achlak, honesty, discipline, and others, while the characteristic of instrumental quality is relative primarily related to the dimensions of reason, for example managerial and technological low to high level.

Development of human resources thus according to Syarif (1997) is often interpreted as limited to efforts to improve human capabilities in a production process or an institution for economic purposes. Similarly human investment through education and training is often interpreted as a limited effort to support economic growth the success indicators are also dominated by economic measures.

Our criticism is that human resource development aims to build people in totality, including their souls and bodies, as it is echoed in our national anthem "bangunlah jiwanya bangunlah badannya" (get up their souls and get up their body) and this will produce qualified human resources.

In the context of human resource development, what must be pursued is to build cubes of basic quality characteristics and pyramids of instrumental quality characteristics. For example: Education in the next is to create a human resource that has a competitive and competitive appeal in the global marketplace; a curriculum of the "Community College" (Rahardjo, 2000) argues that the core concept of education is the enhancement of knowledge, skills, attitudes, exercises and counseling that respond to economic and business needs. If the people want to develop agribusiness, then the institution or schools have to really mix the curriculum and agribusiness syllabus, and even more specifically for example, horticulture. Thus, the manager of education with his staff must arrange the local curriculum content that is really directed.

The poor scholarship deposit. The poor scholarship deposit is in Bank BNI 46 and Post Office through the students' accounts bank. They are kept by the school. At the time, to take the poor scholarship together the classroom teachers to Bank BNI or Post Office take and distribute to every student. It is intended that students are not free to take the poor scholarship.

Liquidation of funds. The poor scholarship liquidation is variously. It is not liquidation at the same time every month. Table 9 shows that the highest month of liquidation was in October, but the lowest month of liquidation in November. The table also shows that from January to April there are no liquidations of funds. Detail can be seen in Table 10.

Table 9

Collection of the Poor Scholarship

No.	Place of acquisition	Answer	
		n	%
1	Shared to the students	4	3.0
2	Taken at the Post Office	32	24.2
3	Taken at Bank BNI for transfer to Student Account Bank	38	28.8
4	Taken collectively by teachers at Bank/Post Office	55	41.7
5	Others mention	1	0.8
6	Do not know	2	1.5
	Total	132	100

Table 10

Month Liquidation of Poor Student Funds

No.	Month reception	Answer	
		n	%
1	7 not know	4	3.0
2	Received in May	29	22.0
3	Received in June	14	10.6
4	Received in July	5	3.8
5	Received in August	29	22.0
6	Received in September	3	2.3
7	Received in August October	33	25.0
8	Received in August November	1	0.8
9	The others (Received in January)	14 132	10.6
	Total		100

Using the poor scholarship. Using the poor scholarship also is very various in using. The research shows that using is more to purchase books and other stationeries. Using the poor scholarship is for pocket money, for private and family purposes. This means that the poor scholarship is not 100 percent for the students' needs but the money is still used for family needs.

Thus it can be said that the poor scholarship is not effectively used by students. Detail can be seen in the following Table 11.

Table 11

Use of Poor Student Funds

No.	Use of funds	Answer	
		n	%
1	To pay school dues	4	3.0
2	To buy books and stationeries	76	57.6
3	To buy clothing (shoes and bags)	41	31.1
4	For transportation costs to schools	8	6.1
5	For an allowance to school	1	0.8
6	For course fee/les supplement	1	0.8
7	For additional family needs	1	0.8
8	Others mention	-	-
	Total	132	100

Student's view of the poor scholarship adequacy level. Student's view of the adequacy of the poor scholarship by using the Likert scale (Muller, 1992) ranges from very sufficient to very inadequate. Detail can be seen on Likert scale below.

No.	Alternatif Jawaban	f	(x)	f (x)	$M = \dfrac{\Sigma f(x)}{n}$
1	Very enough	13	5	65	359/132
2	Enough	57	4	228	
3	Neutral	-	3	0	2.7
4	Not enough	4	2	8	
5	Very not enough	58	1	58	
	Total	132		359	

Based on the formula above, the number 2.7 can be interpreted as a number that indicates not helping students or in category D. But on the other hand when asked about the accuracy of the acceptance of scholarship poor it can be seen also on the Likert scale below.

No.	Alternative answers	f	(x)	f (x)	
1	Very precise	54	5	270	574/132
2	precise	74	4	296	
3	Neutral	-	3	0	
4	Unprecise	4	2	8	4.3
5	Very Unprecise	-	1	0	
	Total	132		574	

Based on the formula above, the number 4.3 can be interpreted as a number that shows very precisely the students take the poor scholarship in Bank or Post Office or are in category A.

Correlation Analysis of Some Dimensions of the Poor Scholarship

Several dimensions of the poor scholarship which are considered to have an impact on the sustainability of student studies can be seen in the results of analysis of product moment correlation below.

Dimensions	Analysis	Criteria receiver of scholarship	How to obtain the scholarship	Determination scholarship	Receiver scholarship	Use of scholarship	Impact of scholarship
			Correlations				
Criteria receiver of scholarship	Pearson correlation	1	0.453**	0.218*	0.039	0.068	0.026
	Sig. (2-tailed)		0.000	0.012	0.654	0.437	0.767
	N	132	132	132	132	132	132
How to obtain the scholarship	Pearson correlation	0.453**	1	0.395**	0.190*	-0.098	0.068
	Sig. (2-tailed)	0.000		0.000	0.029	0.263	0.437
	N	132	132	132	132	132	132
Determination scholarship	Pearson correlation	0.218*	0.395**	1	-0.043	0.142	0.171*
	Sig. (2-tailed)	0.012	0.000		0.623	0.104	0.050
	N	132	132	132	132	132	132
Receiver scholarship	Pearson correlation	0.039	0.190*	-.043	1	-0.297**	-0.270**
	Sig. (2-tailed)	0.654	0.029	0.623		0.001	0.002
	N	132	132	132	132	132	132
Use of scholarship	Pearson correlation	0.068	-0.098	0.142	-0.297**	1	0.101
	Sig. (2-tailed)	0.437	0.263	0.104	0.001		0.248
	N	132	132	132	132	132	132
Impact of scholarship	Pearson correlation	0.026	0.068	0.171*	-0.270**	0.101	1
	Sig. (2-tailed)	0.767	0.437	0.050	0.002	0.248	
	N	132	132	32	132	132	132

Notes. **. Correlation is significant at the 0.01 level (2-tailed); *. Correlation is significant at the 0.05 level (2-tailed).

From the output of product moment correlation it can be interpreted that the correlation coefficient number is 0.453, which means that the relation between how to get the poor scholarship and the criterion to get the poor scholarship is very close. The correlation coefficient marked positive (+), which means the relation of criteria to get the poor scholarship and obtaining the scholarship is uniform, if the criteria of obtaining the poor scholarship is fulfilled so the way to obtain the poor scholarship is greater.

The coefficient correlation is 0.218, which means that the relationship between the criteria of obtaining the poor scholarship and the determination of scholarship poor is enough closely. Coefficient of correlation marked positive (+), which means the relation of criteria to obtain the poor scholarship and the provision of uniforming the poor scholarship so that if the criteria of obtaining scholarship poor is fulfilled then the determination of the poor will be achieved.

The correlation coefficient number is 0.395, which means the relationship between the determination of the poor scholarship and obtaining the scholarship is very tight. The correlation coefficient is positive (+), which means the relationship between the determination of the poor scholarship and obtaining the uniform scholarship so that if the way to obtain the poor scholarship is fulfilled then the determination of the poor scholarship will be fulfilled.

The correlation coefficient is 0.190, which means that the relationship between how to obtain the poor scholarship and the poor scholarship receivers is quite closely. The correlation coefficient marked positive (+), which means the relationship between how to obtain scholarship with poor receivers of the poor scholarship so that if the way to obtain the poor scholarship is fulfilled then the receivers of the poor scholarship will be more.

The correlation coefficient is 0.171, which means that the relationship between the determination of the poor scholarship and the impact of the poor scholarship is quite close. The correlation coefficient is positive (+), which means the relationship between the determination of the poor scholarship and the impact of the poor scholarship so that if the method of determining the poor scholarship is filled then the impact of the poor scholarship will be felt positively.

The correlation coefficient is 0.297, which means the relationship between the use of the poor scholarship and the poor scholarship recipients is very close. The correlation coefficient is positive (+), which means the relationship between the poor scholarship recipients and the use of the poor scholarship is uniform, so if the receivers of the poor scholarship are fulfilled the use of the poor scholarship will be very useful.

The correlation coefficient is 0.270, which means that the relation between the poor scholarship and the impact of the poor scholarship is very close. The correlation coefficient is positive (+), which means the relationship between the poor scholarship recipients and the impact of the poor scholarship is uniform, so if the receivers of the poor scholarship are fulfilled then the impact of the poor scholarship will be greatly felt.

In addition to quantitative analysis through product moment correlation, it is also explained qualitatively the impact of the poor scholarship. The full impact of the poor scholarship can be seen in the table.

Table 12

Impact of the Poor Scholarship

No.	Impact	Respondents answer	
		n	%
1	Increase learning achievement	4	3.0
2	Increase percentage of attendance in school	29	22.0
3	Reduce the drop out rate	10	7.6
4	Continuing studies to higher school	36	27.3
5	Lighten the burden on parents	19	14.4
6	Others (learning more diligently)	34	25.8
	Total	132	100

From Table 12 above it can be seen that the impact of the poor scholarship is even greater on the dimension of continuing studies to higher school if compared to other dimensions.

Discussion

Comparison of Previous Research With Current Research

Previous research conducted by Iskandar, Amri, and Pratidina (2012) showed that the use of the Hope Family Program is aimed at improving the quality of education, so that assistance will be more effective and directed, if the beneficiaries are mothers or adult women taking care of children on very poor households (grandmother, aunt/aunt, or elder sister). The participant card of Hope Family Program listed is the name of the mother/woman who takes care of the children, not the head of the household. Exceptions to the above

provisions may be made in certain circumstances, for example, if no adult female in the family is replaced by the head of the family.

While the research conducted by the researcher shows that the use of the program aid of Poor Student Program is aimed at improving the quality of education of children whose parents are not economically capable of such assistance which is more effective and directed, the beneficiaries are students and the assistance is managed by the school and kept in The Bank or Post Office and every student has bank account's book and when it is necessary that teachers with the students go to the Bank or Post office to collect it for the interest of the student concerned, these are the differences between previous researchers with research conducted by researchers today.

Generalization of Research Results

The research cannot be generalized because the sample is limited to the city of Pangkal Pinang Bangka Belitung Province, which is unlikely to be representative for Indonesia because Indonesia is a large country that has many large islands and tens of provinces and hundreds of districts.

Alternative Explanation

One of the public policies to overcome poverty is the launching of the Hope Family Program. The Hope Family Program is a government policy in this case the Indonesian Ministry of Social Affairs help the Very Poor House to get out of the poverty trap, since poverty itself will significantly affect quality human resources.

Very poor households are very low income families, making it difficult to access education and health facilities and infrastructure. In addition, very poor households also because of low income levels are not able to consume adequate nutrition, so the quality of human resources at the level of very poor household is to be low. Very low poor human resource quality is difficult to compete in the world of work and in the public world. Hence the empowerment of very poor household becomes very important (Iskandar, Amri, & Pratidina, 2012).

The Strong and the Weak Aspects of the Research

The strong aspect of the research is the level of authenticity that is designed through scientific methods both research design, population and sample, data types, data collection techniques, and data analysis techniques, while the weak aspect of the research is still that it has some limitations of research, among others time, cost, variable, and dimension.

Practical Application of Research Results

The practical implication of the research is that after analyzed by students who cannot through the criteria of National Family Planning Coordinating Agency, it is found that the prevention of students who are not economically able to continue the study should be handled through a public policy that is the program poor scholarship, so to prevent the drop out of economically disadvantaged children.

Advanced Research

It is realized that the research cannot be done holistically because of the limited time, energy, and cost; it is necessary to have further research by multiplying the variables and dimensions.

Research Recommendation

To measure the occurrence in Bangka Beliting Province in general and Pangkal Pinang City in particular, the recommendation given to be applied by the local government is to use the poor scholarship program as one of the policies in Bangka Blitung Province to address students who are unable to continue their studies.

Conclusion

The conclusions from the research are:

(1) Communication among stakeholders can be well established, so to obtain accurate data to be able to get the opportunity to continue the school through the poor scholarship program.

(2) The poor scholarship program was launched by the government really focusing on the best target of children who cannot afford economically.

(3) The poor scholarship is very various from the lowest to the highest, which are Rp. 365,000 to Rp. 1,200,000.

(4) The poor scholarship is managed by the school management that starts from the process of receiving, storing, spending, and taking.

(5) The impacts of the poor scholarship are the children who can continue school and do not drop out.

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