turnitin unesa1

267 Production

Project 10

Document Details

Submission ID
trn:oid:::3618:142100657

Submission Date
Jun 8, 2026, 12:09 PM GMT+7

Download Date
Jun 8, 2026, 12:18 PM GMT+7

File Name
similarity erta_10+Layout+Article+176.pdf

File Size
1.8 MB

20 Pages

9,984 Words

59,034 Characters

*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Journal of Current Studies in SDGs
Homepage : https://journal.i-ros.org/index.php/JOCSIS
Email : jocsis@i-ros.org

e-ISSN 3089-7564
Vol.2, No.3, August 2026

Evaluating the 'Gerbang Kembar' Program for Out-of-School Children: Lessons from Pasuruan Regency, Indonesia on Aligning SDG 4 and SDG 8

Mokhammad Syamsudin*, Warih Handayaningrum, Sri Setyowati

Universitas Negeri Surabaya, Surabaya, Indonesia

DOI : https://doi.org/10.63230/jocsis.2.3.267

Sections Info

Article history:
Submitted: March 21, 2026
Final Revised: June 3, 2026
Accepted: June 8, 2026
First Available Online: July 6, 2026
Publication Date: August 27, 2026

Keywords:
CIPP Evaluation Model;
Gerbang Kembar;
Human Development Index.

ABSTRACT

Objective: *To evaluate the strategy implemented by the Pasuruan Regency Education and Culture Office in addressing school dropouts to support the improvement of the Human Development Index (HDI) through the Gerbang Kembar Program.* ***Method:*** *This study employed a qualitative evaluative approach using the Context, Input, Process, and Product (CIPP) evaluation model. Data were collected through in-depth interviews, observations, documentation, and literature reviews. Data trustworthiness was ensured through source triangulation, technique triangulation, and member checking. The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification.* ***Results:*** *The findings indicate that, in the context dimension, the Gerbang Kembar Program was designed in accordance with community needs through a by name by address data-based approach, although it continues to face social, economic, and cultural challenges. In terms of input, the program is supported by adequate human resources, funding, infrastructure, and regulatory frameworks; however, limitations remain in staff competencies, disparities in educational facilities, and funding for direct interventions.* ***Novelty:*** *The novelty of this research lies in the comprehensive application of the CIPP evaluation model to assess the Gerbang Kembar Program as an evidence-based strategy for addressing Out-of-School Children (OSC) through a by-name, by-address approach. The study integrates policy implementation, program management, and socio-environmental factors to evaluate how the program contributes to expanding equitable access to education (SDG 4) while strengthening the foundation for future employability and inclusive economic participation (SDG 8) in Pasuruan Regency, Indonesia.*

INTRODUCTION

Education is widely recognized as a fundamental driver of human development and sustainable development because it enhances the quality of human resources, strengthens individual capabilities, shapes character, and promotes social and economic progress. In line with Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive, equitable, and quality education as a foundation for lifelong learning, educational development has become a strategic priority for governments worldwide. Moreover, education plays a critical role in achieving Sustainable Development Goal 8 (SDG 8), which promotes sustained, inclusive, and sustainable economic growth, productive employment, and decent work for all. By equipping individuals with knowledge, skills, and competencies, education strengthens employability, increases workforce productivity, and creates pathways for long-term economic participation, particularly for vulnerable groups such as Out-of-School Children (OSC). The success of educational development depends on governments' and educational institutions' ability to formulate and implement effective, adaptive, and sustainable management strategies (David, 2017; Wheelen & Hunger, 2012). Furthermore, educational strategy is understood not only as a formal planning process but also as a dynamic pattern of action that evolves through organizational learning and adaptation to changing environmental conditions (Mintzberg, 1994). Consequently, education has become a national development priority because of its significant contribution to improving human resource

quality, expanding opportunities for decent work and economic inclusion, and supporting sustainable human development (Suharti, 2025).

One of the most important indicators of educational development is the Human Development Index (HDI), particularly its education dimension, which is measured through Expected Years of Schooling (EYS) and Mean Years of Schooling (MYS). These indicators reflect not only educational participation but also the long-term capacity of a country to develop human capital and improve social welfare. However, Indonesia continues to face the persistent challenge of school dropouts, which undermines children's right to education and hinders efforts to improve human resource quality, reduce poverty, and promote inclusive social development (KPAI, 2024; Masykuri et al., 2025). School dropout is a multidimensional phenomenon influenced by various internal and external factors, including low learning motivation, economic hardship, limited educational access, unfavorable social conditions, and parents' limited awareness of the importance of education (Frisnoiry et al., 2024; Anpersya & Wirdanengsih, 2020). Therefore, reducing school dropout is not merely an educational objective but also a strategic requirement for strengthening human development and achieving sustainable educational outcomes.

At the national level, more than four million children aged 7–18 years remain out of school, including approximately 3.7 million actual school dropouts, indicating that school dropout has become a persistent structural challenge within Indonesia's education system (Masykuri et al., 2025). Children who fail to complete their education are more likely to experience unemployment, poverty, social exclusion, and limited opportunities to participate in economic and community development, thereby constraining long-term human development (UNESCO, 2017; United Nations Development Programme, 2020). In response to this challenge, the Indonesian Government has implemented various educational policies and intervention programs, including the Program Indonesia Pintar (PIP), School Operational Assistance (BOS), the 12-year compulsory education policy, equivalency education through Community Learning Activity Centers (PKBM), and mentoring initiatives for Out-of-School Children (OSC). Although these initiatives have expanded educational access, their implementation at the local government level continues to face significant challenges, including limited financial and human resources, weak inter-agency coordination, fragmented educational data, and insufficiently integrated intervention strategies (Nikmah et al., 2020; World Bank, 2018; Miftah et al., 2024). These conditions highlight the need for comprehensive policy evaluation to assess whether existing strategies have been implemented effectively and are capable of addressing the multidimensional causes of school dropout in different regional contexts.

Addressing school dropout requires not only educational interventions but also effective strategic management that is comprehensive, collaborative, and evidence-based. Strategic management emphasizes that educational objectives can only be achieved through systematic planning, effective implementation, continuous monitoring, and ongoing evaluation while optimizing available organizational resources (David, 2017). Because school dropout is a multidimensional issue influenced by educational, economic, social, and cultural factors, sustainable interventions require strong collaboration among governments, educational institutions, families, communities, and other relevant stakeholders (Rumberger, 2011). In this context, a comprehensive evaluation framework is essential to assess whether policies and intervention programs have been appropriately designed, adequately supported, effectively implemented, and capable of achieving their intended outcomes. Therefore, the Context, Input, Process, and Product (CIPP) evaluation model provides an

appropriate analytical framework for examining program needs, resource readiness, implementation quality, and program outcomes, while simultaneously generating evidence-based recommendations for continuous policy and program improvement.

At the local level, Pasuruan Regency continues to face a substantial challenge in addressing Out-of-School Children (OSC). Government data recorded approximately 19,857 OSC in 2026, including children who had never attended school, had dropped out, or had not continued to higher levels of education. This situation has become a critical educational issue because it directly affects educational participation and constrains efforts to improve the Human Development Index (HDI). In 2026, Pasuruan Regency ranked 28th among 38 regencies/cities in East Java, with an HDI score of 73.02. Furthermore, a considerable proportion of the population has completed only primary education or has never attended school, indicating persistent disparities in educational access and human capital development (Government of Pasuruan Regency, 2026; Databoks, 2025). These conditions demonstrate that addressing school dropout in Pasuruan Regency requires not only expanding access to education but also strengthening educational governance through integrated, data-driven, and sustainable intervention strategies.

In response to these educational challenges, the Pasuruan Regency Government introduced the Gerbang Kembar (Reviving Learning Movement) Program as an integrated policy initiative to reduce the number of Out-of-School Children (OSC) and improve educational participation. The program strengthens access to equivalency education through Community Learning Activity Centers (PKBM), applies a by-name-by-address data management system to identify and monitor OSC, and promotes collaboration among local government agencies, educational institutions, village administrations, families, and communities (Government of Pasuruan Regency, 2025; 2026). This integrated approach reflects a shift from conventional educational interventions toward data-driven and collaborative educational governance, enabling more targeted, responsive, and sustainable services for vulnerable children. Although the Gerbang Kembar Program represents an innovative local policy, its effectiveness in reducing school dropout and contributing to improvements in educational quality and the Human Development Index (HDI) has not yet been comprehensively evaluated. Therefore, a systematic evaluation is essential to assess the strengths, limitations, and sustainability of the program as a basis for future educational policy improvement.

Previous studies have predominantly examined the determinants of school dropout, the effectiveness of educational assistance programs, or educational participation from socioeconomic and policy perspectives (Masykuri et al., 2025; Nikmah et al., 2020). However, limited research has comprehensively evaluated local government strategies using the Context, Input, Process, Product (CIPP) evaluation model while simultaneously integrating strategic educational management, collaborative governance, by-name-by-address data management, and human development perspectives within a single analytical framework. This gap is particularly evident in studies examining how local educational policies contribute to improving the Human Development Index (HDI) through systematic and evidence-based program evaluation. Therefore, the novelty of this study lies in the comprehensive application of the CIPP evaluation model to evaluate the Gerbang Kembar Program by integrating educational management, public policy, collaborative governance, and human development into a unified evaluation framework. Unlike previous studies, this research also highlights by-name-by-address data management as a governance innovation that strengthens policy implementation, stakeholder collaboration, and evidence-based

decision-making in addressing Out-of-School Children (OSC) (Masykuri et al., 2025; Nikmah et al., 2020). Accordingly, this study aims to evaluate the Gerbang Kembar Program using the CIPP evaluation model to generate strategic recommendations for strengthening educational governance, expanding educational access, and supporting sustainable improvements in the Human Development Index (HDI) in Pasuruan Regency.

This study is expected to contribute both theoretically and practically to the field of educational management. Theoretically, it extends the application of the Context, Input, Process, Product (CIPP) evaluation model by integrating strategic educational management, collaborative governance, and human development perspectives into the evaluation of local educational policies. Practically, the findings are expected to provide evidence-based recommendations for policymakers, educational institutions, and local governments to strengthen strategies for addressing Out-of-School Children (OSC), improve educational participation, and enhance the Human Development Index (HDI). Furthermore, this study provides empirical evidence supporting local educational governance in contributing to the achievement of Sustainable Development Goal 4 (SDG 4), particularly in ensuring inclusive, equitable, and quality education through sustainable and data-driven educational interventions.

LITERATURE REVIEW

Strategic management

Strategic management is an integrated process that encompasses planning, organizing, directing, implementing, and controlling organizational activities to achieve goals effectively and efficiently while responding to internal and external environmental changes (Robbins & Coulter, 2022). In this context, strategy refers to a set of long-term decisions and actions designed to achieve organizational objectives through the optimal allocation of resources, organizational capabilities, and adaptation to dynamic environmental conditions (David, 2017).

Beyond formal planning, strategic management emphasizes the creation of sustainable organizational value through competitive advantage, effective resource utilization, and continuous organizational improvement (Porter, 1996). Contemporary perspectives further recognize that successful strategies do not solely emerge from deliberate planning but also evolve through organizational learning, adaptive decision-making, and continuous responses to changing environmental conditions (Mintzberg, 1994). Consequently, the effectiveness of strategic management depends not only on strategy formulation but also on successful implementation, leadership commitment, stakeholder collaboration, efficient resource allocation, and continuous evaluation to ensure that organizational objectives are achieved (Wheelen & Hunger, 2012).

Within the context of educational management, strategic management provides a systematic framework for designing, implementing, monitoring, and evaluating educational policies and programs to improve organizational performance and educational outcomes. Therefore, comprehensive evaluation becomes an integral component of strategic management because it provides evidence for policy refinement and continuous organizational learning. In this regard, the Context, Input, Process, and Product (CIPP) evaluation model offers a comprehensive approach for assessing educational programs throughout their planning, implementation, and outcome stages, thereby supporting evidence-based decision-making and sustainable policy improvement (Stufflebeam & Shinkfield, 2007).

The strategy for Addressing Dropout Rates (APS)

The strategy for addressing school dropout is a systematic and integrated effort aimed at reducing dropout rates by expanding equitable access to education, providing educational and financial support, strengthening institutional capacity, and promoting active participation among families, communities, and other stakeholders (Bryson, 2018). Effective dropout prevention requires not only policy interventions but also strategic educational management capable of identifying educational risks, implementing targeted support, and ensuring students' continued participation throughout the education process.

School dropout is a multidimensional phenomenon influenced by a combination of economic conditions, school quality, social environment, low learning motivation, limited family support, and other contextual factors. Consequently, reducing school dropout requires comprehensive and sustainable interventions that address both individual and systemic barriers to educational participation (Rumberger, 2011; Rumberger & Lim, 2008).

In Indonesia, national strategies for reducing school dropout include the Smart Indonesia Program (Program Indonesia Pintar/PIP), School Operational Assistance (BOS), the 12-year compulsory education policy, non-formal education through Community Learning Activity Centers (PKBM), and data-based interventions targeting Out-of-School Children (OSC) (Kemendikbudristek, 2022). These initiatives reflect the government's commitment to expanding educational access and promoting educational equity. However, the effectiveness of these strategies depends largely on strong collaboration among governments, schools, families, communities, and the private sector, supported by accurate educational data, integrated policy implementation, and continuous evaluation using indicators such as the School Participation Rate (APS) and school dropout rates (BPS, 2023; UNESCO, 2017; Todaro & Smith, 2015; Rumberger, 2011).

The Human Development Index (HDI)

The Human Development Index (HDI) is a composite indicator that measures human development through the dimensions of health, education, and standard of living, providing a broader assessment of quality of life than economic indicators alone (UNDP, 2020). The concept is grounded in the capability approach, which defines human development as the expansion of people's opportunities and capabilities to lead productive, meaningful, and fulfilling lives (Sen, 1999). Consequently, HDI has become one of the most widely used indicators for assessing development outcomes and evaluating public policies related to human welfare.

Within the context of regional development, education represents a fundamental component of HDI because it directly influences human capital formation and long-term socioeconomic development. Educational achievement, particularly Expected Years of Schooling (EYS) and Mean Years of Schooling (MYS), serves as the primary indicator of the education dimension within HDI. High school dropout rates reduce educational attainment, limit the accumulation of human capital, and consequently slow improvements in HDI (Todaro & Smith, 2015; UNESCO, 2017). Therefore, expanding equitable access to education, improving learning quality, and implementing effective strategies to reduce school dropout are essential for strengthening human development and promoting sustainable development (Ministry of Education and Culture, 2020; Sen, 1999).

The twin gate program (reviving learning movement)

The Gerbang Kembar (Reviving Learning Movement) Program is a local educational policy innovation initiated by the Pasuruan Regency Government to improve educational access, equity, and quality while reducing school dropout rates through integrated and sustainable interventions (Pasuruan Regency Government, 2022). The program is implemented through collaboration among the Education Office, schools, village governments, and local communities, reflecting a collaborative governance approach that promotes shared responsibility in addressing educational challenges. In addition to expanding educational participation, the program seeks to strengthen public awareness of education as a long-term investment in human resource development (Pasuruan Regency Education Office, 2023).

The program adopts a data-driven approach by utilizing Out-of-School Children (OSC) data to identify intervention priorities, complemented by educational assistance, mentoring, and family empowerment to address the multidimensional causes of school dropout (Rumberger, 2011). Its implementation is further strengthened through cross-sector collaboration and evidence-based policy practices, enabling more targeted educational interventions. To ensure continuous program improvement, the Gerbang Kembar Program is evaluated using the Context, Input, Process, and Product (CIPP) evaluation model, which comprehensively assesses program planning, resource readiness, implementation processes, and program outcomes. Through this approach, the program is expected to improve educational participation, increase years of schooling, and ultimately contribute to enhancing the Human Development Index (HDI) (Stufflebeam, 2003; Stufflebeam & Shinkfield, 2007; Ministry of Education and Culture, 2020; UNESCO, 2017; Todaro & Smith, 2015; Pasuruan Regency Government, 2022).

Community empowerment

Community empowerment is the process of enhancing the capacity of individuals and communities to make independent decisions and address problems affecting their well-being, including school dropout issues (Rappaport, 1987). In education, empowerment strengthens the ability of children, families, and communities to sustain educational participation through increased responsibility and local involvement.

Empowerment also promotes critical awareness, active participation, and collaborative action. Educational empowerment encourages communities to recognize the importance of education and actively participate in data collection, mentoring, and supervision (Freire, 1970; Chambers, 1995). From a development perspective, empowerment is reinforced through expanded access to resources, stakeholder collaboration, and continuous evaluation, supported by the capability approach and the CIPP evaluation framework (Zimmerman, 1995; Sen, 1999; Bryson, 2018; Stufflebeam & Shinkfield, 2007; Rumberger, 2011).

The CIPP (Context, Input, Process, Product)

The CIPP (Context, Input, Process, Product) evaluation model, developed by Stufflebeam, is a comprehensive framework designed to support decision-making throughout program planning, implementation, and improvement (Stufflebeam, 2003). Rather than focusing solely on final outcomes, the model evaluates the entire program cycle by examining needs, available resources, implementation quality, and achieved results (Stufflebeam & Shinkfield, 2007).

The context component identifies program needs and objectives, while the input component evaluates the adequacy of resources, strategies, budgets, and infrastructure

required for implementation (Widoyoko, 2014; Arikunto & Jabar, 2018). Process evaluation monitors implementation and provides feedback for improvement, whereas product evaluation measures program outcomes, impacts, and sustainability, making the CIPP model widely applied in educational program evaluation and continuous quality improvement (Stufflebeam, 2003; Stufflebeam & Shinkfield, 2007; Widoyoko, 2014; Arikunto & Jabar, 2018).

RESEARCH METHOD

This research uses a qualitative approach with a case study research type to understand in depth the strategy of the Pasuruan Regency Education Office in handling school dropouts in order to improve the Human Development Index (Creswell, 2018; Yin, 1984; Sugiyono, 2022). In qualitative research, the researcher acts as the main instrument who is present directly in the field to collect, analyze, interpret data, and compile research results objectively so that their presence is a crucial factor in the success of the research (Moleong, 1999). The research was conducted at the Pasuruan Regency Education Office and educational institutions under its auspices for eight months, namely September 2025 to April 2026, as the location for the collection, processing, and analysis of research data. The research data sources were obtained through informants selected purposively and developed with snowball sampling, and supported by relevant documents until data saturation was reached (Lincoln & Guba, 1985). Data collection techniques in this study were conducted through semi-structured interviews, passive participant observation, and documentation to obtain valid, in-depth, and complementary data through a triangulation process (Sugiyono, 2022). Data analysis was conducted interactively and continuously through the stages of data collection, reduction/condensation, presentation, and drawing and verifying conclusions to produce systematic and meaningful findings in accordance with the research focus (Miles, Huberman, & Saldaña, 2014). The validity of the findings was checked by applying trustworthiness criteria, including credibility, transferability, dependability, and certainty, to ensure that the results of qualitative research can be scientifically accounted for (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

A contextual evaluation

A contextual evaluation shows that the strategies for addressing out-of-school children (ATS) in Pasuruan Regency are relevant to local educational challenges and support improvements in the Human Development Index (HDI).

1. The twin gate program as a strategy for addressing ats

The Twin Gate Program (Reviving Learning Movement) is an innovation of the Pasuruan Regency Government to reduce the number of out-of-school children by returning them to formal and non-formal education. The program applies a name-by-address approach to identify each child's condition and provide targeted interventions through home visits, mentoring, educational assistance, early detection, and cross-sector collaboration. According to the Head of the Education Office, “The Twin Gate Program is interpreted as a joint movement to rekindle the learning spirit of children who have been disconnected from education.” With 19,857 ATS recorded in 2026, interventions prioritize areas with the highest ATS rates through counseling, educational assistance, and referral to equivalency education (Packages A, B, and C).

2. Objectives of the twin gate program

The program aims to reduce the number of ATS, increase the average years of schooling, and improve Pasuruan Regency's HDI. It also seeks to expand educational access for children

from poor and vulnerable families through integrated educational assistance and community schools. The Head of the Education Office explained that the program focuses on improving educational participation while accelerating regional human development through collaboration among government agencies, villages, and educational institutions.

3. Targets of the twin gate program

The program targets children who have never attended school, dropped out, or failed to continue to higher education, particularly those from poor and vulnerable families. Based on 2026 data, interventions focus on 19,857 ATS across eight priority sub-districts. The Head of BPK, Iswahyuni, S.Pd., M.Pd., stated, "The biggest challenge lies in the family's economic situation, which forces children to return to work even though they have been provided with school facilities." Therefore, the program combines data collection, home visits, school enrollment assistance, and community involvement to sustain children's education.

4. Cultural environment of pasuruan regency

Pasuruan Regency's religious, agrarian, and industrial characteristics influence educational participation, as many children choose to work rather than continue schooling. Through the Twin Gate Program, the government collaborates with religious leaders, Islamic boarding schools, village governments, and community organizations to strengthen educational awareness. While early employment remains a challenge, strong community solidarity and local leadership provide important support for expanding educational access.

5. Evaluation of the strategy for addressing ATS through the twin gate program

The high number of ATS (19,857 children in 2026) demonstrates the need for strategic interventions to improve educational access and the regional HDI. According to the Head of the Education Office, "Twin Gateway helps connect education services, but the biggest challenge lies in accurately identifying community needs on the ground." In addition, the Secretary of the Education Office emphasized that "cross-sector coordination, such as with villages and social services, is already underway, but still needs to be improved to be more effective." These findings indicate that the program has addressed local educational problems but requires stronger data mapping and cross-sector collaboration to achieve sustainable results.

Input evaluation

1. Human resources

The implementation of the Twin Gateway Program is supported by the involvement of various implementing elements, including the Education and Culture Office, school supervisors, principals, teachers, Dapodik operators, village governments, and social workers, in the data collection, verification, and support of out-of-school children (ATS). This demonstrates the availability of adequate human resources. However, competency quality still needs to be improved, particularly in ATS data management and cross-sector coordination. This is in line with a statement by Maria Ulfa, Secretary of the Pasuruan Regency Education and Culture Office, who stated that "in some schools, Dapodik operator duties are still concurrently performed by teachers or administrative staff, resulting in suboptimal data collection." Therefore, technical training, mentoring, and strengthened coordination are ongoing to ensure the Twin Gateway implementation is more effective in reaching and returning ATS to education services.

2. Infrastructure and supporting policies

The availability of educational facilities, a name-by-address data collection system, technological equipment, and budget support are crucial factors in supporting the

implementation of the Twin Gateway Program as part of the Infrastructure and Supporting Policies. Pasuruan Regency already has an extensive network of educational units and continues to build and rehabilitate facilities through education budget allocations, although disparities in facilities remain in some areas. This is reinforced by the statement by Ms. Iswahyuni, S.Pd., M.Pd., Head of the Audit Board (BPK) Division of the Pasuruan Regency Education Office, who stated that some schools still have limited classroom space, technological equipment, and internet access, resulting in suboptimal ATS data collection and digital-based education services. Therefore, equitable distribution of facilities and strengthening of educational infrastructure remain priorities to support the success of the Twin Gateway Program.

3. Budget

The funding presentation indicates that local government support is available to support the implementation of the Out-of-School Children (ATS) program, although the allocation remains limited compared to the size of the region and the complexity of the problems faced. These funds are used to support educational services, assistance for underprivileged communities, improve educational facilities, and implement various activities within the Twin Gateway Program, making the budget a crucial component of the program's sustainability.

In Fiscal Year 2025, there will be an adjustment to the spending structure, with operational expenditures reduced, but accompanied by a significant increase in capital expenditures for the construction and rehabilitation of educational facilities. Meanwhile, in 2026, operational expenditures will still dominate, particularly for personnel expenses, with capital expenditures allocated to maintain and strengthen educational facilities. This is in line with the statement by Ms. Iswahyuni, Head of the Audit Board (BPK) Division of the Pasuruan Regency Education Office, who stated that "In Fiscal Year 2026, the Education Office's budget structure will still be dominated by operational expenses, particularly personnel expenses, which are the largest component."

In the field, fund utilization still faces challenges, as the majority is used for routine needs, limiting funding for direct community interventions. This situation is also influenced by the high number of ATS (Academic Supervisory Agency) and the vast area of Pasuruan Regency, which require greater costs for assistance and data validation. Maria Ulfa, Secretary of the Education Office, emphasized that "The success of the Twin Gateway program is not only determined by the size of the budget, but also by the effectiveness of its distribution and the accuracy of its use."

Funding distribution is also not entirely equitable, particularly in districts with high numbers of ATS (non-formal education students), such as Lekok, Nguling, Pasrepan, and Kejayan, which still experience limitations in facilities, non-formal education services, and support staff compared to urban areas. This situation highlights the need to align budget allocations based on the level of educational vulnerability in each region so that the implementation of the Twin Gateway Program can be more equitable, more targeted, and improve access to education for children at risk of dropping out of school.

Process evaluation

1. Program implementation and stakeholder coordination in the twin gate program

The implementation of interventions for Out-of-School Children (OSC) in Pasuruan Regency is carried out through the Twin Gate Program using an integrated and data-driven approach based on a by-name-by-address system. This approach enables the government to

identify each child's educational status and determine appropriate interventions according to their needs. As explained by Ms. Devi Ika Irawati, Head of the Junior High School Division, "the supporting policies are already in place; however, the primary challenge is ensuring their effective implementation in practice."

The program involves close collaboration among the Department of Education and Culture, the Social Affairs Office, the Ministry of Religious Affairs, village governments, sub-district administrations, schools, Islamic boarding schools (pesantren), and community organizations. Their coordination includes data validation, family assistance, home visits, and the provision of educational support or equivalency education. Ms. Tri Krisni Astuti, Head of the Pasuruan Regency Department of Education, stated that when children leave school because of economic hardship, "the assistance team conducts discussions with their families while facilitating educational support and appropriate alternative learning services."

Although the program has strengthened cross-sectoral coordination and expanded access to education, several implementation challenges remain, including limited field facilitators, unequal educational facilities, inadequate internet access, and weak digital data management. These findings indicate that strengthening human resources, improving infrastructure, and enhancing monitoring systems are essential to ensure the sustainability and effectiveness of the Twin Gate Program.

2. Monitoring and evaluation mechanisms in supporting human development index improvement in Pasuruan Regency

The Twin Gate Program applies a multi-level monitoring system involving schools, villages, sub-districts, and the regency government. Monitoring is supported by the by-name-by-address database, allowing each OSC case to be tracked through administrative reporting, field verification, and direct assistance to children and their families. This system enables the government to monitor program implementation more accurately and provide timely interventions.

Program evaluation is conducted using educational indicators such as the number of OSC, School Participation Rate, Expected Years of Schooling, and Mean Years of Schooling to measure contributions to Human Development Index (HDI) improvement. Evaluation results are used to determine follow-up actions, including school reintegration, equivalency education, and educational assistance. According to Ms. Tri Krisni Astuti, "the program has been implemented according to plan; however, the diverse conditions of the community require field approaches to be adapted accordingly."

Monitoring is also supported through the Government Agency Performance Accountability Report (LAKIP), although its implementation is still constrained by limited personnel, heavy workloads, and incomplete data synchronization. Ms. Maria Ulfa, Secretary of the Pasuruan Regency Department of Education, explained that "monitoring has been carried out, but it has not yet been conducted routinely and comprehensively due to limitations in personnel and time." Therefore, improvements in data management, information technology, and cross-sectoral coordination remain necessary to strengthen future program evaluation and support sustainable HDI improvement.

Product evaluation

The implementation of the Twin Gate Program has shown quite positive results in supporting the handling of out-of-school children in Pasuruan Regency through strengthening the data collection system based on name by address, expanding access to formal and non-formal education, as well as cross-sector collaboration. This approach makes

it easier for the government to set intervention targets more precisely so that the handling of Out-of-School Children (ATS) becomes more focused. Mrs. Devi Ika Irawati, S.E., M.AP as Head of the Middle School Division explained that formal, non-formal and equality education services are starting to be integrated as an alternative for children who experience economic and social obstacles.

Progress in program implementation can also be seen from the reduction in the number of sub-districts with ATS above 1,000 children, from eight sub-districts in February 2026 to six sub-districts in May 2026. Education policy support through increasing the construction of school facilities and operational financing also strengthens education services. On the other hand, Pasuruan Regency's Human Development Index (HDI) achievement of 73.02 in 2026 shows the program's contribution to increasing access to education, although the impact still needs time to be reflected more significantly in education indicators.

Despite showing progress, program results still face various challenges. Mrs. Tri Krisni Astuti, S.Sos., M.M as Head of the Education Office said that the decline in the number of children dropping out of school has begun to be seen, but is not yet significant because it is still influenced by various factors in the field. In line with that, Mrs. Maria Ulfa, S.Pd., M.M as Secretary of the Service explained that the program's contribution to increasing HDI cannot be seen in a short time because education indicators require a continuous process.

The evaluation results also show that the success of the program is not only determined by the number of children returning to school, but also by their ability to persist and complete their education. There are still family economic constraints, disparities between regions, and social factors that cause some children to not be able to maintain the continuity of their education. Therefore, strengthening mentoring, equal distribution of educational services, and synergy with other development programs are still needed so that the results of the Twin Gate Program can have a more optimal impact on improving the quality of human resources and the Pasuruan Regency Human Development Index.

Discussion

The findings indicate that the Twin Gate Program is an innovative policy of the Pasuruan Regency Government for addressing Out-of-School Children (OSC) through a collaborative, preventive, and data-driven approach. The program not only focuses on returning children to formal and non-formal education but also seeks to prevent new dropout cases through by-name-by-address data collection, family assistance, school involvement, village governments, Islamic boarding schools, and other stakeholders. This reflects a shift in educational governance from an administrative approach toward a more responsive public service model. The use of by-name-by-address data also enables more accurate identification of children's characteristics, socio-economic conditions, and causes of school dropout, allowing interventions to be prioritized in the most vulnerable sub-districts. However, differences in local socio-economic and geographical conditions indicate that implementation strategies still need to be adapted to local needs.

The socio-cultural context of Pasuruan Regency strongly influences program implementation. Economic hardship, early employment, and the preference for Islamic boarding school education contribute to the persistence of OSC. Therefore, involving religious leaders, pesantren, village governments, and communities is essential to strengthening awareness of the importance of education. From the Context perspective of the CIPP model, the program is consistent with the region's educational needs, particularly in addressing high OSC rates, low average years of schooling, and Human Development

Index (HDI) challenges. Nevertheless, data validation, changing community conditions, and accurate beneficiary identification remain major challenges, supporting the view of Stufflebeam and Shinkfield (2007) that context evaluation ensures that program strategies are aligned with actual needs.

From the Input perspective, Pasuruan Regency has relatively adequate educational resources, including teachers, school supervisors, Dapodik operators, and administrative staff. However, competencies in educational social data management and community assistance still require improvement. Guidance and Counseling teachers, homeroom teachers, and school operators play important roles in identifying students at risk of dropping out, yet limited training, heavy workloads, and underutilization of OSC data reduce their effectiveness. In addition, disparities in educational facilities, technology access, and resource distribution between urban and priority areas indicate that resource adequacy remains a challenge, consistent with Stufflebeam and Shinkfield (2007), who emphasize the importance of sufficient resources and strategic support for successful program implementation.

From the Process perspective, the Twin Gate Program has strengthened cross-sector collaboration among the Education Office, Social Service, Ministry of Religious Affairs, village governments, schools, and community organizations. This collaboration demonstrates that addressing OSC requires integrated efforts because the problem is multidimensional. However, monitoring and evaluation are still constrained by limited human resource capacity, unequal information technology infrastructure, administrative burdens, and the limited use of evaluation findings for policy improvement. These findings support the Process evaluation framework of Stufflebeam and Shinkfield (2007) and align with Patton (2008), who argues that evaluation contributes to program effectiveness only when its results are actively used in decision-making.

From the Product perspective, the program has improved the OSC identification system, strengthened inter-agency coordination, and expanded access to formal and non-formal education. Integrated data systems have enabled more accurate targeting and more measurable interventions. Nevertheless, reductions in dropout rates and improvements in HDI remain limited because poverty, early employment, and low educational awareness continue to influence participation. These findings are consistent with Stufflebeam and Shinkfield (2007), who argue that program success should be measured by sustainable outcomes and tangible benefits, and they also align with the Ministry of Primary and Secondary Education's policy emphasizing integrated data systems, dropout prevention, expanded educational access, and cross-sector collaboration.

The findings further support Becker's Human Capital Theory, which views education as an investment in improving human resources. By increasing educational access, returning OSC to learning, and strengthening stakeholder collaboration, the Twin Gate Program has the potential to improve average years of schooling, labor productivity, and ultimately the Human Development Index of Pasuruan Regency. To ensure long-term sustainability, the program should strengthen data validation, enhance human resource capacity, improve the equitable distribution of educational facilities, optimize monitoring and evaluation systems, and prioritize policies that address the specific needs of vulnerable areas.

The findings also demonstrate that the Twin Gate Program contributes to the achievement of Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). By expanding equitable access to formal and non-formal education, preventing school dropout, and reintegrating Out-of-School Children

(OSC) into learning, the program supports the realization of inclusive and quality education for all. At the same time, improving educational attainment through the program strengthens the foundation for future employability, workforce productivity, and inclusive economic participation, which are central objectives of SDG 8. These findings suggest that integrated, data-driven educational policies such as the Twin Gate Program can serve as a practical model for aligning educational interventions with broader sustainable development agendas at the local government level.

CONCLUSION

Fundamental Finding: This study demonstrates that the implementation of the Gerbang Kembar Program has strengthened the governance of out-of-school children (ATS) management in Pasuruan Regency through a by name by address data-based approach, cross-sector collaboration, and systematic program implementation. Based on the CIPP evaluation model, the program has shown positive performance in terms of context, input, process, and product. The program has improved ATS data management, expanded access to education, strengthened stakeholder coordination, and contributed to improving educational indicators of the Human Development Index (HDI), particularly Expected Years of Schooling (HLS) and Mean Years of Schooling (RLS). However, the reduction in school dropout rates remains constrained by persistent economic, social, and cultural factors, as well as limitations in human resource capacity, educational facilities, and monitoring systems. **Implication**: The findings reinforce the relevance of the CIPP evaluation model as a comprehensive framework for evaluating educational intervention programs and support the perspectives of Human Capital Theory, Human Development, and collaborative educational governance. Practically, the study highlights the importance of integrated by-name-by-address data systems, strengthened cross-sector coordination, capacity building for human resources, and technology-based monitoring and evaluation to improve the effectiveness and sustainability of Out-of-School Children (OSC) interventions. The findings further suggest that educational policies should be integrated with social protection, poverty alleviation, and workforce development initiatives to expand equitable access to quality education (SDG 4) while strengthening pathways toward future employability, productive employment, and inclusive economic growth (SDG 8). This integrated approach provides practical guidance for local governments seeking to align educational policies with the broader Sustainable Development Goals. **Limitation**: This study is limited to the evaluation of the Gerbang Kembar Program implemented in Pasuruan Regency and relies primarily on qualitative data obtained from interviews, observations, and document analysis. Consequently, the findings may not fully represent ATS management practices in other regions with different demographic, institutional, and socio-economic characteristics. **Future Research:** Future studies are recommended to investigate ATS management programs in broader regional contexts using quantitative or mixed-methods approaches to measure program effectiveness more comprehensively. Further research may also examine the long-term impact of integrated data systems, digital monitoring and evaluation, and cross-sector policy integration on reducing school dropout rates and improving educational outcomes as well as the Human Development Index.

AUTHOR CONTRIBUTIONS

Mokhammad Syamsudin contributed to the conceptualization of the study, research design, and data collection. **Warih Handayaningrum** contributed to the data analysis, and interpretation of findings. **Sri Setyowati** contributed to the drafting of the manuscript.

CONFLICT OF INTEREST STATEMENT

The authors state that no financial or personal conflicts of interest exist that may have affected the content or findings of this research.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors declare that no artificial intelligence (AI) tools or other digital writing assistants were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data analysis, interpretation, and manuscript writing, were conducted solely by the authors. The authors take full responsibility for the originality, accuracy, and integrity of the content presented in this article.

REFERENCES

Anpersya, A., & Wirdanengsih, W. (2020). Faktor-faktor penyebab anak putus sekolah pada jenjang pendidikan dasar. *Jurnal Perspektif Pendidikan dan Keguruan, 11*(2), 87–96.

Arikunto, S., & Jabar, C. S. A. (2018). *Evaluasi program pendidikan: Pedoman teoretis praktis bagi mahasiswa dan praktisi pendidikan*. Bumi Aksara.

Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis*. University of Chicago Press.

Badan Pusat Statistik. (2023). *Indikator pendidikan Indonesia 2023*. BPS.

Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A Guide to strengthening and sustaining organizational achievement* (5th ed.). Wiley.

Chambers, R. (1995). *Poverty and livelihoods: Whose reality counts?* IDS Discussion Paper.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Databoks. (2025). *Persentase penduduk Kabupaten Pasuruan menurut jenjang pendidikan 2024*. Katadata.

David, F. R. (2017). *Strategic management: A competitive advantage approach, concepts and cases* (16th ed.). Pearson.

Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.

Frisnoiry, S., Sihotang, H., & Sitompul, H. (2024). Analisis faktor penyebab anak putus sekolah pada jenjang pendidikan menengah. *Jurnal Pendidikan dan Kebijakan Pendidikan, 9*(1), 45–56.

Pemerintah Kabupaten Pasuruan. (2025). *APBD Kabupaten Pasuruan 2025 difokuskan untuk pendidikan dan kesehatan.* Pemerintah Kabupaten Pasuruan.

Pemerintah Kabupaten Pasuruan. (2026). *Gerakan bangkit kembali belajar: Upaya Pemkab Pasuruan atasi anak putus sekolah dan naikkan IPM*. Pemerintah Kabupaten Pasuruan.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Profil pendidikan Indonesia tahun 2022*. Kemendikbudristek.

Komisi Perlindungan Anak Indonesia. (2024). *Laporan perlindungan anak di bidang pendidikan di Indonesia*. KPAI.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Masykuri, M., Sari, N. P., & Hidayat, A. (2025). Dampak anak putus sekolah terhadap pembangunan sumber daya manusia dan pembangunan sosial. *Jurnal Pendidikan dan Pembangunan, 13*(1), 15–27.

Miftah, M., Rahmawati, D., & Nugroho, R. (2024). Strategi pemerintah daerah dalam penanganan anak putus sekolah melalui kebijakan pendidikan inklusif. *Jurnal Administrasi Pendidikan, 11*(2), 101–112.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Mintzberg, H. (1994). What is strategic planning? *Harvard Business Review, 72*(1), 107–114.

Moleong, L. J. (1999). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Nikmah, K., Wibowo, A., & Prasetyo, B. (2020). Efektivitas program bantuan pendidikan dalam menekan angka anak putus sekolah di Indonesia. *Jurnal Kebijakan Pendidikan, 12*(1), 59–70.

Dinas Pendidikan Kabupaten Pasuruan. (2023). *Laporan program Gerbang Kembar*. Dinas Pendidikan Kabupaten Pasuruan.

Pemerintah Kabupaten Pasuruan. (2022). *Dokumen Program Pembangunan Pendidikan Daerah*. Pemerintah Kabupaten Pasuruan.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). SAGE Publications.

Porter, M. E. (1996). What is strategy? *Harvard Business Review, 74*(6), 61–78.

Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology, 15*(2), 121–148. https://doi.org/10.1007/BF00919275

Robbins, S. P., & Coulter, M. (2022). *Management* (15th ed.). Pearson.

Rumberger, R. W. (2011). *Dropping out: Why students drop out of high school and what can be done about it.* Harvard University Press.

Rumberger, R. W., & Lim, S. A. (2008). *Why students drop out of school: A review of 25 years of research.* California Dropout Research Project.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

Stufflebeam, D. L. (2003). The CIPP model for evaluation. In T. Kellaghan & D. L. Stufflebeam (Eds.), *International Handbook of Educational Evaluation*. Kluwer Academic Publishers.

Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models, and applications.* Jossey-Bass.

Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D* (Cet. 29). Alfabeta.

Suharti, J., & Haifaturrahmah. (2025). Pentingnya pendidikan sebagai fondasi pembangunan bangsa. *Jurnal Teknologi Pendidikan dan Pembelajaran, 3*(2), 593–596.

Todaro, M. P., & Smith, S. C. (2015). *Economic development* (12th ed.). Pearson.

UNESCO. (2017). *Reducing global poverty through universal primary and secondary education*. UNESCO Publishing.

United Nations Development Programme. (2020). *Human development report 2020*. United Nations Development Programme.

Wheelen, T. L., & Hunger, J. D. (2012). *Strategic management and business policy: Toward global sustainability* (13th ed.). Pearson.

Widoyoko, E. P. (2014). *Evaluasi program pembelajaran*. Pustaka Pelajar.

World Bank. (2018). *World development report 2018: Learning to realize education's promise*. World Bank.

Yin, R. K. (1984). *Case study research: Design and methods*. SAGE Publications.

Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology, 23*(5), 581–599. https://doi.org/10.1007/BF02506983

***Mokhammad Syamsudin (Corresponding Author)**
Faculty of Languages and Arts, Universitas Negeri Surabaya
Jl. Lidah Wetan, Lakarsantri District, Surabaya City, East Java 60213
Email: mokhammad.22006@mhs.unesa.ac.id

Warih Handayaningrum
Faculty of Languages and Arts, Universitas Negeri Surabaya
Jl. Lidah Wetan, Lakarsantri District, Surabaya City, East Java 60213
Email: warihhandayaningrum@unesa.ac.id

Sri Setyowati
Faculty of Languages and Arts, Universitas Negeri Surabaya
Jl. Lidah Wetan, Lakarsantri District, Surabaya City, East Java 60213
Email: srisetyowati@unesa.ac.id