ABSTRACT

IMPLEMENTATION OF THE BACK-TO-SCHOOL MOVEMENT PROGRAM ENTITLED 'PAPPASIKOLAI ANAKTA' IN KATUMBANGAN VILLAGE AT CAMPALAGIAN DISTRICT OF POLEWALI MANDAR REGENCY

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*The phenomenon of out-of-school children (*Anak Tidak Sekolah *or* ATS*) in* Polewali Mandar *Regency has reached 11,187 children, posing a crucial challenge to the fulfillment of educational service standards. Responding to this issue, the Government of West* Sulawesi *Province intervened through the Back-To-School Movement Program (*Gerakan Kembali Bersekolah *or* GKB*) entitled '*Pappasikolai Anakta*'. This study aims to describe and analyze the effectiveness of the program implementation in targeting* ATS *issues directly at the grassroots level in* Katumbangan *Village.*

This study applied a descriptive qualitative approach. The data were collected through in-depth interviews with 18 key informants, open observation, and documentation studies. Data analysis evaluation referred to Merilee S. Grindle's policy implementation framework, which exmined the implementation of the program through the Content of Policy and Context of Implementation dimensions.

*The results of the study show that the program was implemented through three main stages: dashboard-based data mapping, door-to-door culturally persuasion, and facilitation of school re-enrollment, successfully returning 16 out of 30 children back into formal education. Based on Grindle's analysis, the program's implementation was driven by the Content of Policy dimension, which provided direct benefits (dual assistance) and decentralized discretion, as well as the Context of Implementation dimension, which was supported by synergy among local actors rooted in close social relationships. Inhibiting factors such as family economic dilemmas, age-related stigma, and the cultural practice of marriage were successfully mitigated through a humanistic approach and the flexibility offered by equivalency education programs (*PKBM*). As its novel contribution, this study proposes the Collaborative-Decentralized Hybrid (CDH) concept as an adaptive model for addressing the challenges of out-of-school children (*ATS*) in rural areas.*

Keywords: Out-of-School Children, Back-to-School Movement, Pappasikolai Anakta*, Policy Implementation, Merilee S. Grindle.*

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