

HUKUM ADMINISTRASI PUBLIK TERKAIT PENYALAHGUNAAN KIP-K

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ABSTRACT

The KIP-K scholarship, an enhancement of the BSM program, is a government effort meant to support students from underprivileged backgrounds in continuing their education. This initiative supports Indonesia's national objective to improve living standards through education. The government offers financial assistance to cover educational expenses, ensuring the funds are used properly as part of the compulsory 12-year education system. This study investigates the impact and consequences of improper use within the KIP-K program. Results indicate that while most scholarship money is spent appropriately, there remain numerous cases of misuse unrelated to educational goals. Factors such as environmental influences like spending on a hedonistic lifestyle, inaccurate beneficiary selection, and complex application and requirement processes contribute to these problems (Irene Dwi Ardianty et al., 2024).

Keywords: KIP-K Program, Misappropriation, Scholarships, Public Administration.

INTRODUCTION

The Kartu Indonesia Pintar Kuliah (KIP-K) Scholarship Program is an improvement on the Poor Student Assistance (BSM) program provided by the government to support underprivileged prospective students in continuing their education. This program aligns with Indonesia's national goal of enhancing the nation's intelligence. The government provides educational funding assistance to be used efficiently and effectively as part of the implementation of the 12-year compulsory education program. The Bidikmisi program, which started in 2010, was renamed KIP Kuliah in 2020. In the same year, the government launched the Indonesia Pintar (KIP) Program by providing assistance through the Kartu Indonesia Pintar Kuliah (KIP-K). The government targets around 818,000 students as the first recipients of this program. The legal basis for KIP Kuliah refers to the Regulation of the Minister of Education and Culture No. 10 of 2020. This research aims to determine the impact and influence of misuse in the implementation of the Kartu Indonesia Pintar Kuliah (KIP-K) program. The results show that scholarship funds are generally used according to their purpose, but there are still many cases of misuse that do not align with educational goals. Influencing factors include the use of funds for a hedonistic lifestyle, misdirected recipients, as well as complicated application procedures and requirements (Irene Dwi Ardianty et al., 2024).

RESEARCH AND DISCUSSION RESEARCH OBJECTIVES

This research aims to evaluate the impact and influence of misuse in the implementation of the Kartu Indonesia Pintar (KIP-K) program. The research results show that although scholarship funds are generally used correctly, there are still many cases of misuse violations that do not align with educational goals. Factors such as environmental influences that use funds for a hedonistic lifestyle, off-target recipients, as well as obstacles in fulfilling requirements and complicated application processes are the main causes of this problem.

DISCUSSION

KIP-K is a program providing educational cost assistance and pocket money for students at state universities (PTN) while pursuing studies until they graduate with a bachelor's degree. Unlike scholarships given as awards for achievements, KIP-K focuses on support for those who are economically disadvantaged. This aligns with Article 76 paragraph (1) of Law Number 12 of 2012 on higher education, which obliges the government, regional governments, and/or universities to fulfill the rights of disadvantaged students to complete their studies according to academic regulations. Nevertheless, the KIP-K achievement requirements ensure that recipients are those with potential and commitment to complete higher education (Arfian Suryasuciramdhan et al., 2024).

The Kartu Indonesia Pintar (KIP-K) is tangible evidence of the state's presence in guaranteeing citizens' rights to higher education. This program provides tuition fee waivers and monthly living cost assistance for students who meet economic and academic criteria. The Regulation of the Ministry of Education and Culture Number 10 of 2020 explains that this program is intended for students officially accepted at universities, including persons with disabilities, with priority for recipients from poor or vulnerable poor backgrounds, students with special conditions such as those affected by disasters, social conflicts, or those living in outermost, remote, or disadvantaged areas.

Thus, the government strives to ensure that young generations who are unfortunate in terms of economy, especially those with achievements, get the same opportunity to pursue higher education. The main objectives of KIP-K are:

1. Increasing the participation rate in higher education.
2. Improving student performance in academic and non-academic fields.
3. Expanding opportunities and access to learning at universities for financially disadvantaged students.
4. Ensuring the continuity of studies for students pursuing university studies in areas affected by natural disasters or social conflicts or living in outermost, remote, or disadvantaged areas.

BITTER REALITY BEHIND KIP-K DISTRIBUTION

Although the requirements for obtaining KIP-K assistance are quite strict, problems with off-target distribution still often occur. According to data from the Education Financing Service Center (Puslapdik), in 2023, around one million students registered, but only 161,000 met the requirements. This strict selection process creates disappointment for students who truly need funds but do not receive assistance. The Indonesian Education Monitoring Network (JPPI) states that this problem is not only occurring in one institution but has become a national issue. They mention that the main causes are a lack of transparency and accountability in the KIP-K selection process (Britya dan Ghania Staf Bidang Jurnalistik LK2 FHUI, 2025). Research by Anggun Putri Ady Tryas and team shows that some KIP-K recipients misuse scholarship funds for non-academic needs. It was found that some recipients actually have good financial conditions, such as owning cars, houses, even family land, and some use the funds for personal interests. This misuse has become an open secret even though it is rarely officially revealed. Many recipients of assistance come from middle to upper-class backgrounds who exploit the program for inappropriate purposes. The two main factors causing off-target KIP-K distribution are the selection process conducted internally and closed by the campus, as well as a lack of transparency. Participants only register and wait for results without clear information. This situation opens opportunities for "entrustment" or bribery practices, where students' parents give money to verifiers so their children are accepted.

Continuing JPPI's opinion, research on a KIP-K recipient student at a Jakarta university (Student A) shows that the selection process only involves registration and waiting for announcements. Information regarding quotas per campus and file criteria is not available in detail. Students are only asked to collect documents without interviews or direct home verification. In addition, the lack of accountability also creates serious problems. Research on Student B who applied for KIP-K at the same university revealed that RT and RW have a role in providing the Certificate of Inability to Pay (SKTM), an important registration requirement for KIP-K. However, RT and RW often provide SKTM without verification, even to those who are actually capable, usually because they receive bribes, false reports, or lack of investigation into applicants' economic conditions. They often issue SKTM without serious consideration. According to Puslapdik, the KIP-K budget for 2024 comes from the State Revenue and Expenditure Budget (APBN) of around Rp 13.9 trillion. With such a large amount of funds, the selection process should not be conducted in a closed manner. The public has the right to know the mechanism for selecting assistance funded by the APBN. Based on Law Number 30 of 2014 on Government Administration (Government Administration Law), a good government must implement the principle of openness. If Puslapdik manages the selection transparently while maintaining the confidentiality of applicants' personal data, the public can monitor the criteria and oversee any deviations. The public that finds irregularities has the right to demand accountability from the government. In this way, KIP-K distribution can be more open and accountable (Britya dan Ghania Staf Bidang Jurnalistik LK2 FHUI, 2025). Below are some examples of KIP-K scholarship acceptances that are not on target.

1. Manipulable Requirements

Sometimes, some people manipulate the data they have to achieve personal goals. The same situation occurs when some individuals alter the established requirements. There are individuals who can change data in DTKS or requirements submitted on the KIP-K website so that they appear financially incapable. On the other hand, often people are not actually registered in DTKS, whereas this is a primary requirement to receive the KIP-K scholarship. This problem needs to be addressed by the system at both central and regional levels.

2. Lack of Clarity in Information Provided to Campus Organizers for KIP-K Scholarship Recipients

The KIP-K scholarship is a program eagerly awaited by various circles at State and Private Universities. This program motivates universities to help underprivileged students contribute to the campus. Although fundamentally this system is under the Ministry of Education, this program is also part of the education sector. In general, every student receiving the KIP-K scholarship gets various facilities, such as UKT exemption and pocket money every semester. Therefore, universities must apply the 3T principle (Right Target, Right Time, and Right Amount) in every scholarship acceptance process. However, in practice, there are some discrepancies, where KIP-K recipient students are found living a glamorous lifestyle that is not aligned with the program's goals.

3. Bureaucracy and Resource Limitations in KIP-K Scholarship Management

The tiered system causes a lack of efficiency needed in managing this program. The Student Welfare Team handling the program often feels burdened due to the large number of recipient students. In the Student Affairs field, there are also limitations, so surveys to verify the recipients' conditions that should be conducted become ineffective and the results are not optimal.

The Principle of Justice According to John Rawls

In developing principles of justice, Rawls uses two main concepts, namely "original position" and "veil of ignorance." The original position describes Rawls' effort to place

every individual in an equal state in society, without anyone being higher or lower, so that rights and obligations are balanced. Meanwhile, the veil of ignorance means Rawls' effort to view every individual from an unbiased perspective, removing all known information about them, so there is no tendency to take sides. With these two concepts, his theory is known as "justice as fairness." According to Rawls, the principle of justice must be based on rights, not on benefits. If benefits become the main focus, then the aspect of fair procedures will be neglected. If the final result that benefits many people is prioritized, then the applicable procedures must respect the rights of every individual. This principle is Rawls' criticism of utilitarianism (Gholib, 2025), (Khairunnisa et al., 2024)

Rawls explains that to achieve justice, at least it is necessary to refer to two main principles of justice, namely the principle of equal basic liberties and the principle of difference and equality, namely:

1. Principle of Equal Basic Liberties

This principle affirms that every individual has the right to equal and equivalent freedom in terms of freedom. This freedom is in accordance with legal and constitutional limits, thus containing rights and responsibilities regulated by general rules. Rawls emphasizes that freedom is not something absolute, but a system that is interconnected, where one's freedom should not reduce or interfere with another's freedom.

2. Principle of Difference and Equality

This principle regulates the distribution of resources in the social and economic fields. Rawls acknowledges the existence of inequality in distribution, but this inequality must meet two main requirements: (1) equal access for all individuals to positions and power positions, and (2) priority of benefits for the weakest or most unfortunate groups in society. This principle consists of two complementary parts for distributive justice, namely:

- a. Principle of equal opportunity

This principle requires everyone to get the same opportunities. This principle considers the desires, needs, and skills of individuals. Thus, differences arising from these variations are considered fair.

- b. Principle of difference

This principle accepts justifiable inequalities if they benefit the weakest or most unfortunate groups. Rawls prioritizes the first principle over the second to build a just society. He places freedom higher than positional equality, where inequalities are accepted as long as they provide maximum benefits for the disadvantaged (Admin Stih Adhyaksa, 2023), (Vidya Prahassicitta, 2018).

Distribution of KIP-K in the Review of John Rawls' Principle of Justice

According to Rawls, justice is the most crucial element in social life. Justice becomes the core value underlying the formation and sustainability of social institutions so that they are recognized as legitimate and function optimally. Institutions such as government, law, and social organizations depend on justice for legitimacy and fair service to society.

The government and social institutions are obliged to prioritize justice in their regulations. Rawls' theory of justice emphasizes that fair laws must be based on the principle of rights, not just benefits. In the context of KIP-K, the distribution of assistance must respect the recipients' rights through careful, fair, and not arbitrary procedures, thus producing positive impacts without violating anyone's rights.

Unfortunately, the current KIP-K distribution regulations are more oriented towards the principle of benefits, with emphasis on final results that benefit students, so the process is often chaotic and harms the rights of certain individuals. This system is still tainted by political or personal interests, sacrificing common interests. As a result, government rules tend to benefit a few parties while harming others, triggering injustice (Vidya Prahassicitta,

2018), (Khairunnisa et al., 2024).

Government Response to Improve KIP-K Regulations

Observing the KIP-K problems that seem to continue to emerge, Deputy Chairman of Commission X of the House of Representatives of the Republic of Indonesia (DPR RI), Dede Yusuf Macan Effendi, recommended regulatory improvements from the government and universities. He believes that annual evaluations of KIP-K recipient students need to be carried out, considering the possibility that students who previously received KIP-K assistance have experienced improvements in their family's economic conditions.

Responding to the view from the Deputy Chairman of Commission X DPR RI, on May 7 last, Puslapdik through their official website, released new rules as a step to improve regulations deemed problematic by JPIL. Regarding students who experience financial increases, their KIP-K can be stopped and transferred to those who need it more.

Puslapdik is committed to improving regulations by conducting routine financial and academic verification every semester for students receiving KIP-K. In addition, Puslapdik also plays a role in reporting abnormalities and the possibility of off-target KIP-K. Actually, the off-target KIP-K problem does not only come from one cause. This problem arises due to many parties deliberately taking the rights of others who need it more, RT and RW falsifying SKTM documents, universities conducting unclear and less accountable verification, and the government being unresponsive to this issue. In the KIP-K selection process, it should take place more transparently, related to university quotas, registration methods, to the verification process, so that the public can monitor the potential for off-target KIP-K.

The government needs to evaluate regulations and the verification process for KIP-K recipients, because loose regulations and less careful verification processes give opportunities for irresponsible students to falsify documents. With the new regulations from Puslapdik, it is hoped that the community can participate in overseeing the implementation of KIP-K so that no party is harmed in the future. The government should also review existing regulations, because similar incidents have not only occurred recently (Britya dan Ghania Staf Bidang Jurnalistik LK2 FHUI, 2025).

From a legal perspective in the regulation, there are three types of legal norms: commands, prohibitions, and permissions. Article 6 of the Regulation of the Minister of Education and Culture Number 10 of 2020 contains norms of permission and command that allow the cancellation of the rights of Kartu Indonesia Pintar recipients if they die, drop out, refuse KIP, are convicted, violate Pancasila and the Constitution, or do not meet the recipient categories in Articles 4 and 5.

However, we can also analyze through the legal aspects in the regulation. From the content side, there are three types of legal norms, namely norms containing commands, prohibitions, and also permissions. For example, in Article 6 of the Regulation of the Minister of Education and Culture Number 10 of 2020 there are norms of permission and command that the rights of Kartu Indonesia Pintar recipients can be canceled if they die, do not continue education, refuse to receive KIP, are convicted, perform actions contrary to Pancasila and the Constitution, and do not meet the provisions in the recipient categories of the program in Articles 4 and 5 of the Regulation of the Minister of Education and Culture Number 10 of 2020 regarding the Indonesia Pintar Program (Dzulfian Syafrian, 2025).

The Regulation of the Secretary General of Education and Culture NO 8 of 2020 explains the purpose of this program assistance, where the budget must be used to buy books, stationery, school/practice uniforms, equipment such as shoes and bags, transportation, pocket money, courses/lessons, as well as additional practice/internship. Both regulations have not explicitly regulated the prohibition on misuse of Kartu Indonesia

Pintar, including a clear definition of what constitutes misuse.

In the Implementing Regulation of the Indonesia Pintar Program, namely the Regulation of the Secretary General of Education and Culture No 8 of 2020, it is also outlined about the purpose of assistance from this Program, which states that the funds received are used to buy books and stationery, as well as buy school/practice uniforms and school equipment (shoes, bags, or similar), transportation money, pocket money, course/lesson money and additional practice/internship/placement money. Both regulations still do not clearly regulate regarding the prohibition on misuse of Kartu Indonesia Pintar, and there is also no explanation regarding matters included in the category of "misuse". In addition to the lack of prohibitions and classifications, this regulation does not include sanctions for misuse that can be a preventive effort against irresponsible actions, because without sanctions, this can create inconsistency in the application of law in various institutions, for example, in similar cases that have different resolutions (Dzulfian Syafrian, 2025).

Therefore, the application of administrative sanctions for KIP-K misuse violators is very important in this context. Administrative sanctions are crucial because they can be applied directly without going through a court process, thus making the implementation of sanctions more efficient. It is very unfortunate that this program, which should be good, is often misused, but there are no regulations that specifically regulate clear limits regarding what is meant by misuse and appropriate sanctions for violators.

With clear and firm sanctions, it is hoped that the potential for misuse will decrease, so that the KIP-K program can run according to its goals and provide maximum benefits for the community that really needs it. The importance of applying administrative sanctions is also based on the need to improve the supervision and accountability system in the implementation of social assistance programs. Existing regulations must be able to support fair and effective law enforcement, so there are no loopholes for misuse that harms the wider community.

To ensure the success of the KIP-K program and maintain the integrity of the social assistance system, the government must implement strict and proportionate administrative sanctions. This is not only to punish misuse violators, but also to give a strong signal that any form of deviation in social assistance will not be tolerated. It is hoped that the application of efficient administrative sanctions can support the creation of a sustainable and fair education program for all Indonesian society. Some solutions that can be implemented to prevent or overcome KIP-K misuse include:

1. Supervision

Strengthen supervision of KIP-K usage through audits, fund flow evaluations, and utilization reports.

2. Verification

Conduct more careful data verification, information updates, and eligibility checks for prospective recipients according to established criteria.

3. Education and Public Awareness

The government conducts intensive socialization and education to increase public understanding of the goals and benefits of KIP-K.

4. Training

Organize training for recipients to utilize KIP-K effectively according to its goals, including explanations of its benefits.

5. Punishment for Violators

Implement strict punishment for perpetrators of KIP-K fund misuse.

6. Increasing Transparency

The government is obliged to implement full openness in the management and use of KIP-K funds, through routine evaluations and increasing the effectiveness of social programs.

Several studies show that the campus environment triggers consumptive behavior and luxurious lifestyles due to surrounding currents (qurrotuaini et al., 2022). Research by Diniyati et al. (2023) states that KIP-K helps living and education costs if used wisely with study priorities. Afiefa et al. (2023) found that education allocation is on target, but recipients' living costs are not yet optimal. Rohmah and Kasmawanto (2022) noted communication problems and non-compliance with data procedures, while Fitriani et al. (2020) revealed recruitment fraud for KIP recipients (Irene Dwi Ardianty et al., 2024).

Public Administration Law Analysis and Policy Recommendations for the KIP-K Program

A. Principles of Public Administration Law in the Implementation of the KIP-K Program

In the framework of public administration law, the implementation of the Kartu Indonesia Pintar Kuliah (KIP-K) Program is the government's responsibility in providing educational services as a citizen's right. Based on Law Number 30 of 2020 on Government Administration (Government Administration Law), actions of officials in social policies must be guided by the General Principles of Good Governance (AUPB), including legal certainty, usefulness, impartiality, openness, proportionality, and accountability (Pemerintahan et al., 2014). In the implementation of social assistance programs like KIP-K, the principle of legal certainty is the main basis so that every administrative decision, for example, granting benefits to recipients, can be carried out legally, transparently, and accountably (Pemerintahan et al., 2014).

Article 10 paragraph (1) of the Government Administration Law requires every public administration decision to comply with laws and regulations and not violate the law, while Article 64 regulates the correction or cancellation of unlawful decisions if there is an error in determining recipients (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 10 of 2020 on the Indonesia Pintar Program, 2020). In addition, the principles of proportionality and accountability are also important for evaluating the use of KIP-K funds. Public officials must be able to balance the needs of assistance recipients and the interests of society as a whole. Providing educational assistance is not only part of distributive justice, but it is also mandatory for the state to ensure that public policies do not harm those who should be entitled.

B. Implementation of Accountability and Supervision in the Education Assistance Program

The KIP-K Program, funded from the State Revenue and Expenditure Budget (APBN), must comply with public accountability mechanisms in accordance with Law Number 17 of 2003 on State Finance (Minuchin, 2003) and Law Number 15 of 2004 on Examination of State Financial Management and Responsibility (DHendianto-Biro Hukum BPK-RI/10/16/2006 1, 2004). According to both laws, everything disbursed from the state treasury can be accounted for administratively and legally. Financial reports and the implementation of the KIP-K Program should be audited by the Financial Audit Agency (BPK) or related ministry inspectorates.

However, in the field, many universities do not yet have adequate internal reporting and supervision systems. The low internal control mechanisms cause discrepancies between fund allocation and its use by assistance recipients. Therefore, the principle of public transparency must be strengthened by providing an online information system that allows

the public to access KIP-K recipient data openly, as long as it does not violate personal data protection as regulated in Law Number 27 of 2022 on Personal Data Protection (Küzecİ, 2022).

C. Perspective of Public Administration Ethics and Policy Morality

In addition to applicable legal rules, the management of KIP-K must also be based on ethics in public services. Public service ethics emphasize the importance of moral responsibility of state employees in serving public interests honestly and transparently. In Indonesia, these public ethics values are also supported by Pancasila principles, especially the second and fifth precepts which discuss humanity and social justice. Ethics in public administration require officials and parties receiving benefits to maintain integrity and social responsibility.

The involvement of parties misusing educational assistance funds, whether by filling in false data or taking funds not according to their purpose, indicates a moral crisis in the public management system. This shows that lack of supervision and low awareness of ethics are the main causes of deviations in the distribution of educational assistance funds.

D. Implementation of Good Governance Principles in KIP-K Program Management

The principle of good governance or good government governance is an important part in implementing public policies, including in the Kartu Indonesia Pintar Kuliah (KIP-K) Program. Good governance requires clarity, responsibility, community participation, efficiency, and respect for the law in every government process. In the context of KIP-K implementation, the application of these principles is very important so that the program's goal, namely equitable access to higher education for low-income communities, can be achieved fairly and maximally.

The principle of transparency requires the government and educational institutions to provide information openly to the public regarding selection methods, recipient criteria, and the use of assistance funds. In accordance with Law Number 14 of 2008 on Public Information Openness, data related to educational assistance programs are included in the group of information that must be disclosed to the public. Therefore, campuses and institutions implementing the program must ensure that the public can obtain information around KIP-K implementation without heavy bureaucratic barriers (2008, شوكت).

The principle of accountability in KIP-K management includes the obligation to report fund usage and conduct periodic evaluations of program success. Based on Law Number 17 of 2003 on State Finance, every use of APBN funds must be accountable. Universities implementing the program must have internal and external audit mechanisms to prevent fund deviations. In addition, accountability also means moral responsibility from officials involved in the data collection and verification process of prospective recipients (Minuchin, 2003).

Community participation is also an important part of good governance.

In the context of KIP-K, participation can be realized through the involvement of students, student organizations, and the community in program evaluation. This involvement not only strengthens social supervision but also increases public trust in the efforts to organize educational assistance programs. This is in line with the principle of participatory democracy that gives an active role to citizens as beneficiaries and policy supervisors.

The principles of effectiveness and efficiency require the government to utilize available resources optimally so that policy results can achieve the best level. According to research by Sari and Indrawan (2023), the effectiveness of educational assistance programs increases if the government uses digital systems in the recipient verification process. Therefore, digitization of public administration becomes an important step to increase

efficiency and avoid fund leaks. The use of technology also accelerates the data validation process for recipients based on NIK, integrated with national population data. In addition, the principle of supremacy of law becomes the basis for KIP-K implementation to run within a clear legal framework and not violate laws and regulations.

Every administrative decision in determining recipients must follow the principle of legality as regulated in Article 10 paragraph (1) of Law Number 30 of 2014 on Government Administration. If there is a violation of this principle, state administrative disputes may arise that harm recipients or implementing institutions (Pemerintahan et al., 2014). By implementing good governance principles comprehensively, the implementation of KIP-K not only becomes a social program, but also reflects the level of professionalism of public administration.

Good governance helps create distributive justice, strengthen government legitimacy, and ensure higher education can be accessed equitably by all segments of society. Students receiving KIP-K are considered legal subjects who have certain rights in state administration. In the public service legal system, these rights must be protected so that educational assistance programs not only run technically, but can also create justice in procedures and service content. The state, as the organizer of public services, must ensure every citizen receives fair, transparent, and non-discriminatory services. The right to fair and transparent public services is part of citizens' administrative rights, as stated in Law No. 25 of 2009 on Public Services (Undang Undang Republik Indonesia, 2017).

In the context of KIP-K, students have the right to clear information regarding registration methods, selection processes, and fund disbursement. If there is an error in the administrative verification process, students have the right to file objections or appeals in accordance with Article 75 of Law No. 30 of 2014 on Government Administration (Pemerintahan et al., 2014). In addition, students also have the right to non-discriminatory treatment. Article 28D paragraph (1) of the 1945 Constitution guarantees everyone has the right to recognition, protection, and legal justice. Therefore, KIP-K organizers may not differentiate recipients based on social, economic, religious, or regional backgrounds. The principle of equality before the law is part of the principles of modern administrative law (BAPPENAS RI, 1945).

In addition to the above rights, students receiving KIP-K must also fulfill moral and legal obligations in the use of assistance funds. If funds are used incorrectly, this can be considered an administrative violation and can result in termination of assistance receipt, as regulated in the program implementation by the Ministry of Education, Culture, Research, and Technology. Sanctions given need to be a balanced approach, not only repressive, but also in the form of guidance and improvement. Thus, the guidance function remains the main priority.

The concept of student rights protection can also be seen from the theory of "citizens as clients" proposed by Frederickson (1997). This theory states that citizens have the right to affordable, appropriate, and dignified services from the government. In this context, students receiving KIP-K assistance are not only recipients of assistance, but also government partners in realizing social justice in the field of education. This means that public services are not only assessed from the service method, but also from the satisfaction and sense of fairness felt by the beneficiaries. To strengthen the protection of these rights, a public complaint mechanism that can be accessed online needs to be introduced.

This allows students to report errors or injustices directly. Incoming reports can be handled by the campus internal supervision team or the Ombudsman of the Republic of Indonesia, in accordance with their authority based on Law Number 37 of 2008 on the Ombudsman. External supervision is important so that organizers remain responsible and

responsive to public complaints (2008, شوكت). In addition, the application of Law Number 27 of 2022 on Personal Data Protection is also very important to maintain the confidentiality of KIP-K recipient student data. The government and campuses must ensure that recipients' personal data, including information about family economic conditions, are not used for irrelevant interests with the assistance program (Küzeci, 2022).

Thus, the protection of student rights as subjects in the government system not only ensures justice for individuals, but also strengthens the integrity of the public administration legal system as a whole. The state should not view assistance recipients only as policy objects, but conversely as legal subjects who have rights and powers, and are entitled to transparent, fair public services that align with public interests.

CONCLUSION

The Kartu Indonesia Pintar Kuliah (KIP-K) Program is a form of state responsibility in expanding access to higher education for low-income communities. However, in its implementation, there are many problems causing misuse, off-target recipients, as well as lack of supervision and transparency. Legally in government, the implementation of KIP-K has not fulfilled all principles of good governance, such as the principles of legal certainty, accountability, proportionality, and openness. This is evident from unclear selection processes, easy verification, and the absence of strict sanctions for violators. From the perspective of John Rawls' theory of justice, the distribution of KIP-K has not reflected true social justice because there is inequality in access—those who are more capable actually benefit more compared to those who truly need it. In addition, in terms of government ethics, the misuse of KIP-K funds reflects low morality and social responsibility at the level of recipients and organizers.

Internal supervision at universities is still lacking, and the fund expenditure reporting system is not fully accountable in accordance with the State Finance Law provisions. Therefore, the effectiveness of the KIP-K program still needs to be improved so that it can truly become a tool for educational equalization, not just symbolic policy. The application of good government governance principles is key to improving the public administration system in this program.

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