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THE EFFECTIVENESS OF THE SWEET THUMBS INNOVATION SERVICE REGARDING ELECTRONIC ID CARD OWNERSHIP IN CENTRAL AMUNTAI DISTRICT, NORTH HULU SUNGAI REGENCY (CASE STUDY OF STATE VOCATIONAL HIGH SCHOOL 1 AMUNTAI AND STATE VOCATIONAL HIGH SCHOOL 2 AMUNTAI)

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Abstract
The Jempol Manis program, an innovative mobile E-KTP recording service at vocational schools in rural Kalimantan Selatan, faces an accessibility paradox: bringing civil registry services closer to productive-age students while hindered by low participation due to weak coordination and technical constraints. This qualitative case study aims to describe service effectiveness at two Amuntai Tengah vocational high schools and identify supporting-inhibiting factors from participants' experiential perspectives. Through triangulation of in-depth interviews, participatory observation, and document analysis with 13 informants (students, teachers, Dukcapil officers), data were thematically analyzed following the Miles & Huberman model using Campbell J.P.'s effectiveness theory lens. Findings reveal "moderately effective" performance characterized by simple procedures and school schedule compatibility strengths, but limited by absent formal SOPs, VPN network disruptions, and students' minimal administrative awareness. Participants' narratives highlight effectiveness as a social construction of operational trust among stakeholders rather than mere infrastructure. Theoretically, the study enriches rural public service understanding through qualitative perspectives; practically recommends detailed SOPs, quarterly scheduling, and curricular socialization opening further exploration into digital identity literacy among rural Generation Z in Indonesia.
Keyword: service effectiveness, Jempol Manis, E-KTP

I. INTRODUCTION

Amidst the Indonesian government's efforts to accelerate E-KTP ownership for productive-age citizens, vocational high school students in Amuntai Tengah District, Hulu Sungai Utara Regency, are experiencing difficulties accessing population data recording services. For 10th and 11th grade students of SMKN 1 Amuntai and SMKN 2 Amuntai aged 16-17, the low participation (only 22.80% in SMKN 1 out of 302 students and 13% in SMKN 2 out of 284 students in 2025) reflects a social phenomenon where official identity documents are hampered by limited school time, minimal awareness of administrative rights, and reliance on informal coordination between schools and the Population and Civil Registration Office (Dukcapil). The researcher's initial observations revealed narratives from students who felt the "Jempol Manis" (Sweet Thumb) process, an outreach innovation, was often disrupted by a flexible schedule without a fixed calendar, resulting in the neglect of document preparation such as photocopies of the Family Card (KK) or Child Identification Card (KIA), while exploratory interviews with informants described frustration due to VPN network disruptions that canceled the biometric process.

This context urgently needs to be examined in 2026 as it supports President Prabowo Subianto's Asta Cita on strengthening human resources through population administration (Law

No. 24/2013), where the national target of 99.4% e-KTP registration has not been achieved in rural areas of South Kalimantan. Globally, similar challenges are seen in identity digitization in developing countries, but the local scale of Central Amuntai highlights the disparity in access for vocational students who are vulnerable to losing timely administrative rights, potentially hindering their social mobility.

A recent literature review (2021-2025) shows that studies such as Puji Syamuni's (2024) on the effectiveness of the e-KTP in Balangan emphasize targeted targeting, while Nur Savika's (2024) in Pinrang praises the outreach program. Both use quantitative effectiveness indicators without delving into student perceptions. Other studies, such as Syamuni's, focus on administrative procedures, ignoring social process dimensions such as low participation due to technical glitches and weak coordination. This gap lies in the lack of in-depth qualitative exploration of students' experiences as an impacted group, particularly narratives of operational barriers to the Jempol Manis innovation in the vocational school context.

This study aims to describe the effectiveness of the Jempol Manis innovation service on E-KTP ownership at SMK Negeri 1 and 2 Amuntai Tengah and identify the supporting and inhibiting factors through a descriptive qualitative case study approach. The scope focuses on student perceptions, the social process of participation, and Campbell J.P. effectiveness indicators (appropriateness of plans, targets, satisfaction, input-output, overall objectives). Theoretically, this study enriches the framework of public service effectiveness with participant perspectives; practically, the results offer recommendations for Dukcapil HSU such as detailed SOPs, quarterly schedules, and intensive socialization for program optimization.

II. RESEARCH METHODOLOGY

This research uses a qualitative approach with a descriptive qualitative type through a case study strategy, chosen because the nature of the topic requires an in-depth exploration of the effectiveness of the Jempol Manis innovation from the perspective of student experiences and social processes in two specific schools. This approach is suitable for uncovering the meaning of low participation and inhibiting factors such as technical glitches, where the research objective describes the effectiveness of the service and its factors requires a contextual understanding rather than statistical generalization.

Participants were selected through purposive sampling of 13 informants, with inclusion criteria including HSU Civil Registration Officers, teachers of SMK Negeri 1 and 2 Amuntai, and grade X-XI students who participated in or were affected by the Jempol Manis recording in 2025. The study was conducted in Amuntai Tengah District, Hulu Sungai Utara Regency, South Kalimantan, focusing on the social context of two vocational vocational schools that were the main targets of the outreach innovation, where school-Dukcapil interactions shape the dynamics of student participation aged 16-17 years.

Data collection techniques included direct participant observation during the recording process, semi-structured in-depth interviews with guided questions about perceived effectiveness, and document analysis, including the 2025 Jempol Manis schedule, recording achievement data, and coordination reports. The procedure was carried out in stages: field

observation during activities, 30-45 minute face-to-face interviews per informant, audio-recorded with consent, and collection of primary documents from the Civil Registration Agency (Dukcapil) and schools, using tools such as a digital voice recorder and field notes.

Data analysis followed the Miles and Huberman model with three stages: data reduction (interview transcripts, initial coding of themes such as "low participation" and "VPN disruption"), data presentation (Campbell J.P.'s effectiveness theme matrix, informant quotation narratives), and conclusion drawing (cross-checking findings with observations). This iterative process was conducted manually with the aid of Microsoft Word for theme categorization, ensuring data saturation was achieved after 13 informants.

Data validity and legitimacy were maintained through source triangulation (interviews, observations, documents), member checks with informants to confirm transcripts, and an audit trail of the research process. Research ethics were implemented through written informed consent from all participants, maintaining student anonymity, data confidentiality, and institutional approval from the HSU Civil Registration Office and the school, in accordance with qualitative principles that respect subject autonomy.

III. THEORITICAL REVIEW

Campbell J.P.'s organizational effectiveness theory (1989, cited in Mutiarin & Arif 2014; applied in recent studies such as Rosyad et al., 2023 in the UNISMA Sinta 2 RPP Journal) serves as a primary lens for understanding how the Jempol Manis innovation shapes the social dynamics of student participation at Amuntai Vocational High School. This theory—with its five dimensions (program success, objectives, user satisfaction, input-output, and overall objectives)—explains that students' reluctance to participate stems not simply from a lack of awareness, but also from inconsistencies in program planning (lack of detailed SOPs) that trigger frustration when flexible schedules clash with learning routines, as well as the instability of technical inputs such as VPNs that undermine trust in the outreach process. In the context of vocational students aged 16-17, the user satisfaction dimension reflects their emotional narrative: simple procedures are appreciated, but the absence of classmates reinforces the perception of the program as "not mandatory," creating a social dynamic where participation becomes an individual choice rather than a group norm.

In comparison, Dwiyanto's (2021, UMA Sinta 3 Public Administration Journal) theory of responsive public service highlights the social process of inter-stakeholder coordination, where the emotions of supervisors emerge from the tedious, repetitive coordination between the Civil Registration Department (Dukcapil) and schools, hindering student document preparation and shaping the service's identity as "flexible but unreliable." This approach emphasizes bureaucratic structures over individual experiences, in contrast to Campbell's, which captures the meaning of student participation as a social process hampered by limited input (minimal staff). Meanwhile, the theory of public service innovation, "jemput bola" (pick-up ball) from HSU Regent Regulation No. 3/2023 (adapted in Syamuni, 2024, STIA Amuntai Sinta-prospek), describes the emotional motivations of officers who "pick-up ball" for accessibility, but fails to delve into the cultural barriers of rural students who prioritize school over administrative identity. The researcher chose Campbell J.P. as the primary lens because it

reflectively bridges participant experiences such as the student's quote "fast process but dead network" with broader social dynamics, allowing for in-depth qualitative interpretations compared to Dwiyanto's structural or descriptive approach of the Regent Regulation.

This research framework views the effectiveness of Jempol Manis as a social construction interpreted through the voices of participants, where the analytical orientation centers on how Campbell's dimensions reflect the meaning of low participation: the success of the program is seen as a narrative of weak coordination that shapes students' emotions of uncertainty, while the achievement of the overall goal becomes a theoretical position to read the social process as a bridge between identity rights (E-KTP) and the rural reality of Central Amuntai. Data will be interpreted conceptually through narrative triangulation informant quotes, observations of VPN disruptions, and achievement documents to reveal how individual experiences shape collective efficacy, resulting in a holistic understanding that brings to life the social dynamics of students as active agents in public innovation.

IV. RESULTS AND DISCUSSION

The dimensions of program success in Campbell J.P.'s theory of effectiveness serve as a qualitative lens to explore the social dynamics of the Jempol Manis innovation at SMK Amuntai Tengah. This theme reveals participants' narratives about how plans and achievements shape perceptions of the effectiveness of the e-KTP outreach service. Through triangulation of interviews, observations, and the 2025 schedule document, the findings highlight the tension between the innovation's design and the reality on the ground. Students aged 16-17, supervising teachers, and HSU Civil Registration and Civil Registration officers provided authentic voices about the social process of low participation (22.8%-13%).

Miles & Huberman's thematic analysis identified patterns reflecting the construction of effectiveness as a collective experience. Focusing on sub-indicators revealed a paradox: ease of access versus operational barriers in the rural context of South Kalimantan. These findings not only describe but interpret the meaning of the phenomenon from the perspective of directly impacted participants. Each sub-variable is linked to representative quotes, strengthening the validity of the qualitative narrative. Discussion of this theme builds a holistic understanding of effectiveness as a dynamic social process, rather than simply a quantitative metric. This framework prepares practical recommendations for optimizing population administration services at the local level.

1. Program Success

This sub-variable describes the extent to which the Jempol Manis innovation is successful in planning and achieving its goals, reflecting the dynamics of coordination between the HSU Civil Registration Office and the Amuntai Tengah Vocational School.

a)) the suitability of the program plan is less effective because there is no detailed SOP that regulates the coordination and scheduling of services.

A teacher at SMKN 1 Amuntai stated, "There are no clear written guidelines regarding when and how to coordinate with the Civil Registration Department (Dukcapil). It's often impromptu and flexible."

Reliance on informal communication makes it difficult for the school to prepare students, rooms, and documents in advance, hampering smooth operations.

b) The program objectives were achieved quite effectively with the realization of recording around 50% of students who attended on schedule.

A student at SMKN 2 Amuntai confirmed, "Of those present that day, quite a few were able to record, but many were absent due to scheduling conflicts."

Although the quantitative target was not optimal, the substantive goal of increasing e-KTP access for students was still partially achieved through an outreach approach.

2. It can be concluded that the overall program success was assessed as less than effective, with misalignment with plans being the main root cause affecting goal achievement. Informant narratives indicate that weak formal structures create operational uncertainty, although outreach innovation remains relevant in rural contexts.
3. **Target Success**

This sub-variable explores the extent to which the target of vocational high school students as the main target of the Jempol Manis innovation has been achieved, reflecting the dynamics of service inclusivity amidst low participation.

a) The achievement of program targets was quite effective even though there was participation from non-student communities during implementation at school.

HSU Civil Registration Officer: "The primary target of vocational high school students was partially reached, but parents and other residents also participated in the registration process because they came to school."

This phenomenon demonstrates the program's flexibility, but shifts the focus away from targeting students aged 16-17.

b) The target compliance was quite effective, although the achievement was far below the target (SMKN 1: 22.80% or 69/302 students; SMKN 2: 13% or 37/284 students).

The principal of SMKN 1 explained: "The target of 100% enrollment of grades 10-11 was not achieved because many did not have complete Family Card (KK) or Child Identification Card (KIA) documents."

This discrepancy was exacerbated by limited document preparation and student awareness.

Based on this, it can be concluded that the overall success of the goals and targets is considered quite effective, with non-target inclusion as an adaptive strength but mismatched quantitative outcomes as a major weakness. Informant narratives illustrate that although the program reaches a broad community, the focus on vocational high school students has been suboptimal due to internal administrative barriers.

4. Satisfaction with the Program

This sub-variable describes the level of student and teacher satisfaction with the Jempol Manis innovation, highlighting the balance between ease of access and compatibility with school routines.

a) User satisfaction with the program is effective thanks to a simple procedure that prioritizes a proactive approach.

A student at SMKN 2 Amuntai exclaimed, "I really like it. Just tap your thumb and take a photo. It's hassle-free and fast, just what we expected."

This convenience creates a positive experience, despite external factors like network interference.

b) The program's user-friendliness is effective because the service system allows students to continue their learning activities without sacrificing school time.

A guidance counselor at SMKN 1 emphasized: "Students can record without missing class. We arrange their schedules so they can still participate in lessons."

This temporal flexibility is a major added value for student users.

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5. Input and Output Levels

This sub-variable analyzes the efficiency of resource allocation towards achieving the Jempol Manis innovation target, reflecting the balance between operational capacity and field realization at SMK Amuntai Tengah.

a) The use of resources was quite effective despite the limited number of staff.

A technical officer from the HSU Civil Registration and Civil Registration Department

stated: "The core team consists of only three people per school, but the vehicles and biometric devices are sufficient for basic services."

Supporting facilities such as laptops and biometric recording devices support operations, but limited personnel hamper handling the surge in participants.

b) The program's relatively effective target achievement was hampered by the absence of some students during the activity.

A student at SMKN 1 Amuntai complained: "Many of my friends didn't come because they forgot or had extracurricular activities, even though they really wanted to get their e-KTP."

External factors such as school schedules and weak coordination contributed to the gap between resource input and achieved output.

Overall, input and output were deemed quite effective, with adequate facility resources but limited by minimal personnel and student absences. Informant narratives revealed that operational efficiency was hampered by human factors and coordination, indicating the need to optimize resource allocation to increase the conversion of inputs into participatory outputs.

6. Achievement of Comprehensive Goals

This sub-variable summarizes the holistic effectiveness of the Jempol Manis innovation in achieving the strategic goal of E-KTP ownership, reflecting the integration of all previous dimensions in the social context of SMK Amuntai Tengah.

a) The overall program's performance was quite effective, with varying responses between schools and limited student understanding of the requirements.

The HSU Civil Registration and Civil Registration (Dukcapil) program coordinator explained: "SMKN 1 is more cooperative than SMKN 2, but many students lack understanding of the 17-year-old age requirement and supporting documents."

Heterogeneity in institutional responses and knowledge gaps are key factors in determining success.

b) The program's impact has been quite effective, as the registration rate has not yet reached the national target of 99.4%, despite improving access to identity cards in rural areas.

The Head of the HSU Civil Registration and Civil Registration Division emphasized: "The service has increased access to e-KTP (electronic ID cards) in rural areas, but it still falls short of the national target due to network constraints and student participation."

A positive impact was seen in increased administrative awareness, although the quantitative impact was suboptimal.

Achievement of the overall objectives was deemed quite effective, with varying responses and gaps in understanding as the main obstacles to strategic impact. Informant narratives described the program as a progressive step in rural population administration, but requiring increased socialization and standardization to maximize long-term contributions.

Factors that influence the effectiveness of the Sweet Thumb Innovation Service are seen from the supporting factors, namely:

a. Budget availability: The allocated budget is sufficient for field operations, covering fuel for mobile vehicles, honorariums for additional officers, and school coordination costs. An HSU Civil Registration and Population Officer confirmed: "The quarterly availability of funds allows us to visit 26 high schools, including Central Amuntai, without financial constraints." This budget support ensures program continuity despite suboptimal participation rates.
b. Availability of facilities and infrastructure. Complete facilities including operational vehicles, biometric recording devices, laptops, and portable printers support effective outreach services. The coordinator of the observation program said, "The equipment is of national standard. We bring one complete unit per school so that the fingerprint and photo process runs smoothly except for network disruptions." The availability of physical infrastructure is the main foundation for sustainable innovation.
c. Coordination between stakeholders. Intensive collaboration between the Civil Registration Agency (Dukcapil), schools, and supervising teachers creates synergy in implementation. A teacher at SMKN 1 Amuntai said, "The WhatsApp group coordination with the Civil Registration Agency (Dukcapil) was responsive. We prepared the OSIS room and made announcements even though the schedule was still flexible." Personal relationships between agencies offset the absence of formal
d. SOPs.

Meanwhile, the inhibiting factors consist of:

a. Network quality and unstable VPN technical issues are major obstacles to real-time biometric data transmission. Technical staff reported: "The server crashed while uploading student data, causing the process to be canceled and having to restart the next day. Students were frustrated waiting for hours." Network instability significantly reduced recording conversions.
b. The lack of a formal agreement between parties resulted in weak scheduling

commitments. The principal of SMKN 2: "Without an official MoU, school priorities shift during exams, and the Civil Registration Department often postpones appointments due to other agendas." Reliance on verbal agreements creates chronic operational uncertainty.

c. Limited recording scheduling. Flexible schedules without an annual calendar make it difficult for students to prepare and manage documents. Students at SMKN 1 complained: "The announcement was only made a week before arrival, and many forgot to bring photocopies of their Family Cards (KK/KIA) or had extracurricular activities." The lack of quarterly/semester scheduling resulted in low participation (22.8% and 13%).

V. CONCLUSION

This study reveals that the effectiveness of the Jempol Manis innovation service at SMK Amuntai Tengah achieved a "fairly effective" level holistically, with strengths in simple procedures and school schedule compatibility. However, it was hampered by ad hoc coordination, VPN network disruptions, and low student participation (22.8%-13%). A core meaning pattern emerging from participant narratives is the accessibility paradox: the "jemput bola" (accessible door-to-door) innovation successfully brought e-KTP services closer to rural students, but failed to transform it into a social norm of participation due to weak formal structures.

New insights gained demonstrate effectiveness as a dynamic social construct, where Campbell J.P.'s dimensions are not merely administrative metrics but reflections of collective emotions—student frustration with network outages, teacher fatigue with repeated coordination, and officer optimism about the program's potential. This study enriches public service theory with a qualitative perspective that suggests that the success of innovation depends on "operational trust" among stakeholders, not solely on technical infrastructure.

Practical implications for Civil Registration and Civil Registration policymakers include establishing detailed SOPs and quarterly calendars to transform informal coordination into institutional commitment. For school administrators, integrating e-KTP socialization into the guidance and counseling curriculum can improve the administrative literacy of vocational students. Socially, the findings encourage interventions to improve the relationship between the Civil Registration Agency (Dukcapil) and schools through a formal MoU to address disparities in access to identity documents in South Kalimantan.

This study has limitations, including its narrow geographic focus on two vocational high schools in Central Amuntai and its homogeneous participant composition (13 purposive informants), which limits transferability to other high school contexts or different age groups. The depth of exploration is also limited by the short observation period, leaving room for longitudinal analysis of the long-term impact of e-KTP ownership on students' social mobility.

For further research, a mixed-methods approach is recommended, combining quantitative analysis of national outcomes with in-depth ethnography in multiple sub-

districts, expanding the population to include students with disabilities or dropouts, and exploring gender aspects of administrative participation. Comparative research across districts can uncover underexplored local cultural factors, enriching the research agenda on Indonesian population administration.

Suggestions were also given to the Civil Registration Office to add temporary technical personnel, prepare clear SOPs, conduct network trials and pre-activity outreach, conduct regular schedules per quarter/semester, and encourage student participation through regular announcements.

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