

ABSTRAK

Latar Belakang: Literasi jaminan sosial, terutama Jaminan Kesehatan Nasional (JKN), merupakan elemen fundamental dalam menjaga keberlanjutan sistem jaminan sosial di Indonesia. Pada konteks pendidikan, guru jenjang pendidikan menengah atas menempati posisi strategis sebagai perantara literasi kebijakan publik bagi peserta didik. Namun, temuan awal menunjukkan bahwa pemahaman guru terhadap jaminan sosial masih relatif rendah dan tidak merata. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh sosialisasi muatan jaminan sosial terhadap peningkatan tingkat pengetahuan jaminan sosial pada guru jenjang pendidikan menengah atas.

Metode: Penelitian ini menerapkan pendekatan kuantitatif dengan desain one group pre-test dan post-test terhadap 225 guru dari SMA, SMK, dan MA yang mengikuti sosialisasi di 11 lokasi. Pengumpulan data dilakukan menggunakan instrumen tes pengetahuan sebelum dan sesudah sosialisasi. Uji normalitas Shapiro–Wilk dilakukan sebagai dasar penentuan metode analisis inferensial, dengan menggunakan Repeated Measures ANOVA. Analisis regresi linear digunakan untuk mengidentifikasi faktor-faktor yang berperan terhadap peningkatan tingkat pengetahuan.

Hasil: Hasil penelitian menunjukkan bahwa sosialisasi muatan jaminan sosial secara signifikan meningkatkan pengetahuan guru, ditunjukkan oleh perbedaan yang sangat bermakna antara skor pre-test dan post-test ($F = 1.285,78$; $p < 0,001$; $\eta^2p = 0,852$). Pengetahuan guru tentang Jaminan Kesehatan Nasional (JKN) dan Jaminan Sosial Ketenagakerjaan sama-sama meningkat signifikan setelah sosialisasi, dengan peningkatan yang lebih besar pada muatan JKN (Δ mean = +51,06 poin) dibandingkan Jamsos Ketenagakerjaan (Δ mean = +45,25 poin). Peningkatan tersebut terjadi secara konsisten baik di wilayah Jawa maupun luar Jawa, sehingga efektivitas sosialisasi tidak dipengaruhi oleh lokasi pelaksanaan.

Kesimpulan: Sosialisasi muatan jaminan sosial terbukti berpengaruh dalam meningkatkan pengetahuan guru tentang jaminan sosial, sehingga integrasi materi jaminan sosial ke dalam program pengembangan kapasitas guru secara berkelanjutan perlu dipertimbangkan. Penelitian selanjutnya disarankan untuk menelaah dampak jangka panjang sosialisasi serta perannya dalam proses transfer literasi kepada peserta didik.

Kata kunci: jaminan sosial, Jaminan Kesehatan Nasional, sosialisasi, pengetahuan guru, literasi kebijakan.

ABSTRACT

Background: Social security literacy, particularly regarding the National Health Insurance (Jaminan Kesehatan Nasional/JKN), is a fundamental element in ensuring the sustainability of Indonesia's social security system. In the educational context, upper secondary school teachers occupy a strategic position as intermediaries of public policy literacy for students. However, preliminary findings indicate that teachers' understanding of social security remains relatively low and uneven. Therefore, this study aims to analyze the effect of social security content socialization on improving social security knowledge among upper secondary school teachers.

Methods: This study employed a quantitative approach using a one-group pre-test and post-test design involving 225 teachers from senior high schools (SMA), vocational high schools (SMK), and Islamic senior high schools (MA) who participated in socialization activities across 11 locations. Data were collected using a knowledge test administered before and after the socialization. The Shapiro–Wilk normality test was conducted as a basis for selecting the appropriate inferential analysis, with Repeated Measures ANOVA applied to examine changes in knowledge levels. In addition, linear regression analysis was used to identify factors associated with improvements in teachers' knowledge.

Results: The results show that the social security content socialization significantly increased teachers' knowledge, as indicated by a highly significant difference between pre-test and post-test scores ($F = 1.285,78$; $p < 0.001$; $\eta^2p = 0.852$). Knowledge of both the National Health Insurance (JKN) and Employment Social Security increased significantly after the intervention, with a larger gain observed for JKN (Δ mean = +51,06 points) compared to Employment Social Security (Δ mean = +45.25 points). These improvements were consistent across regions (Java and non-Java), indicating that the effectiveness of the socialization was not influenced by the location of implementation.

Conclusion: Socialization of social security content has a significant effect on improving teachers' knowledge of social security. Accordingly, integrating social security materials into continuous teacher capacity building programs should be considered. Future research is recommended to examine the long term impacts of socialization and its role in facilitating the transfer of social security literacy to students.

Keywords: social security, National Health Insurance, socialization, teacher knowledge, policy literacy.