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An Evaluative Study of an Education Scholarship Program (BidikMisi) for Students in Indonesia

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Abstract. The scholarship program for students is not economically capable but achievers namely BidikMisi (BM), provides an opportunity for educational expansion for social, economic equality in low-achieving middle-class society in Indonesia. The purpose of this study was to determine the performance and outcome of the BM program for students that can contribute to fulfilling the needs of human resources in Indonesia who are ready to compete in Era MEA. The approach used in this study is evaluative with the Discrepancy Evaluation Model (DEM) and took one last stage of the four stages of the model used in research, namely the product stage. Some indicators to measure the performance of the program results such as: (1) the absorptive power of graduates, (2) the relevance of absorption of graduates, (3) the contribution of graduates in community empowerment. Finding from this study stated that the alumni of the BM scholarship program contributed significantly to the fulfilment of human resources in Indonesia, especially in Java. The graduates of BM work well in government and private institutions, professions that are studied by the background of study programs and have religious, social activities by following their scientific capacity. The outcome of BM is a booster in improving the productivity and competitiveness of Indonesian human resources. The upgrading happens because the government through the University provides special coaching programs to enhance intellectual, spiritual and emotional abilities well when they are in college. So that the alumni of BM can revolutionise the character of the Indonesian nation and promote local culture such as religious culture, simple, disciplined and broad-minded. The originality of this study is the vision of the university can be a derivative in embodying every government program. So in the outcome of the program illustrated the results of the approach by the idea of the institution.

1. Introduction

Education is also considered an essential factor for human beings because of the relationship between literacy and human productive capacity. Thus the higher the knowledge level of an individual, the probability of a higher quality of life. This is the meaning of years of schooling and expected years of education [1]. Indonesian human resources will always be encouraged to improve the quality of education in his life to advance his country. Through reliable Indonesian human resources, a mature education concept will be formed which impacts a good HDI. Thus, Indonesia needs to improve the quality of its education so that its Human Development Index also increases. This is consistent with the results of research which states that there are two indications that Indonesia needs to improve its education quality. The first is the Human Development Index (HDI), which is still at the medium level, and the second is the enrollment rate in higher education, which is also at the low level. [2] According to UNDP, Indonesia's HDI in 2014 was 0.684 (UNDP, 2015). This can be categorised as a moderate HDI. In comparison, the top 50 and highest countries have an HDI score of not less than 0.789 (UNDP, 2015). The Human Development Index (HDI)



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was first published in the Human Development Report (HDR) in 1990. It was created to be more realistic regarding composing social dimensions. It: Long and Healthy Life (LHL), Access to Knowledge (ATK) and the Decent Standard of Living (DSL). Since its creation, the index is the most widely used as a benchmark for developing countries. According to UNDP (2016), the Human Development Index (HDI) is a summary measure of achievements in critical dimensions of human development [3].

That education is a constitutional right of every citizen that must be granted to everyone on equal terms [4]. States play a very active role in funding education. [5]. Increasing constraints placed on race-based school diversification have shifted attention to socioeconomic desegregation [6]. Educational adequacy consists of two components: absolute standards of adequacy and relative standards of competence. Absolute measures of fitness concern the overall level of financial support for public schooling associated with the whole scale of desired outcomes of public education. Relative standards concern the differences in costs of achieving results for children with different educational needs or children learning in different educational contexts [7].

The lack of enthusiasm to continue their studies at tertiary institutions has made the government of the Republic of Indonesia provide educational assistance to the economically disadvantaged but have good achievements to obtain higher education. This is done considering that all Indonesian citizens with various educational backgrounds and low social status also have the right to get an education. The right to education is stated in the 1945 Constitution of the Republic of Indonesia article 31 paragraph 2 which says that every citizen has the right to school [8]. The Government of the Republic of Indonesia through the Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education began in 2010 to launch the Bidikmisi Education Cost Assistance program, namely the assistance of tuition fees for prospective students who are not economically capable and have excellent academic potential to study in college excellent study program until graduating on time. This program is in line with the GoI's Nawacita to increase people's productivity and competitiveness in the international market. Revolutionizing the nation's character, through education by strengthening diversity and strengthening Indonesia's social restoration. Develop special incentives to introduce and elevate local culture. Improving the process of cultural exchange to build pluralism as a nation's cultural strength. For this reason, graduates of the Bidikmisi program are expected to be able to fill Indonesia's human resource needs that are ready to compete in the era of the Asean Economic Community (AEC) which has been ratified and implemented today [9]. Bidikmisi scholarship program is an education cost assistance for prospective students from families who are economically underprivileged and achieving, both in the academic/curricular, co-curricular and extracurricular fields to study at tertiary institutions in excellent study programs until graduating on time [10].

The provision of scholarship programs for needy students with achievements is also given to some countries as a form of developing the quality of human resources. The Tennessee government provides educational scholarship programs for students from weak economies but has good academic achievements under the name Tennessee Education Lottery Scholarship (TELS). The awarding of TELS scholarships to Tennessee countries makes a significant contribution to students who have excellent academic and talent abilities to be able to continue with private universities that have excellent accreditation. Institutions in Tennessee from 2005-2014. The researchers hypothesized that the portion-based portion of the TELS was a talented contributing factor to retaining, first-year, undergraduate, Tennessee students at private, accredited, higher education institutions in Tennessee [11].

Furthermore, the education scholarship assistance program for students was also given by the British government by showing the results that financial assistance was focused on providing scholarships to poor children (with a merit system). Comparative analysis of financial support mechanisms and engagement patterns with groups underrepresented in higher education shows a marked deterioration in the levels of cash support available and more focused on the brightest poor students (in the form of merit aid) at the expense of the generality of poorer students since the new support program came into place [12]. In the government in England, there is also a national scholarship program namely The National Scholarship Program (NSP) is a form of financial support that is a tool to safeguard access to higher education (HE)

amidst increasing university tuition fees in England. It resembles an award or grant that includes incoming students who meet national and institutional eligibility criteria[13].

Because education is a human right, getting an education for everyone is inevitable. It is also by the knowledge for all concept which states that is the significant social and economic inequalities act as powerful obstacles to progress in education. Those left behind are the most marginalised and vulnerable. Moving forward, better opportunities for schooling must be available to 17 children and youth, regardless of family background, gender, or disability [14]. Goal 3 asked countries to ensure equal access to learning and life skills for youth and adults [15]. The right to receive education for all societies is no exception to those who have excellent academic achievement but come from among the underprivileged is also a fundamental right that must be given by the government. Human rights are defined as the principles of justice and equality that are perceived as general or global rights derived from human existence about equality of rights. Naturally, human rights 11 derive from human dignity and desire, universally, equality for all is a characteristic of human rights. Human rights education includes activities and practices to develop 11 knowledge, skills, understanding, behaviours and concerns needed to promote, safeguard and assist fundamental rights and freedoms to build a universal human rights culture[16].

2. Methodology

The approach used in this study is evaluative with the Discrepancy Evaluation Model (DEM) and takes the final stage of the four stages of the model used in the study, namely the product stage [17]. Provus developed this model to be used when the new program was designed and implemented by determining whether program performance met the program standards received. Provus conceptualises the program's three-step evaluation process: (a) defines program standards, (b) identifies whether there are differences between some aspects of program performance and rules that govern program aspects, and (c) uses nonconformity information either to change performance or modify program standards [18]. Evaluators are involved in program design and criteria for assessment, in consultation with stakeholders from each stage of the program consisting of design, installation, processes and products by comparing measures with performance. Comparisons often show differences between standards and performance (i.e., expected and actual), this difference is called nonconformity [19]. Non-conformity information is provided to program staff, to provide them with a rational basis for making adjustments in their programs [20]. The indicators used to measure the performance of program results at the product or product terminal stage in this study are: (1) the absorption capacity of graduates, (2) the relevance of the absorption of graduates, (3) the contribution of graduates in community empowerment. DEM design and operation as shown 1.

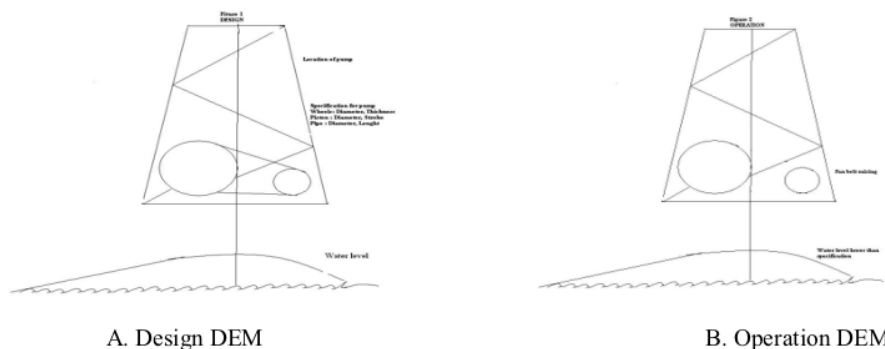


Figure 1. Design and Operation [21] The

The research was conducted at UN 13 A Bogor which is one of the universities in Kopertis region IV and has received BM for five years from the Directorate General of Learning and Student Affairs Ministry of

Research, Technology and Higher Education [16] this study was conducted in 6 faculties, namely: Faculty of Agriculture, Faculty of Halal Food Science, Faculty of Economics, Faculty of Law, Faculty of Social and Political Sciences, Teacher Training and Education Faculty. In completing the research phase of this product, researchers took data from BM alumni who were spread [18] seven study programs and declared to have graduated from UNIDA Bogor as many as 49 people. The purpose of this study is to determine the performance and results of the BM program in meeting the needs of Indonesian human resources which are ready to compete in the MEA Era. Data collection was carried out through interviews, field notes, questionnaires, and documentation. While data validity refers to 4 criteria of level of credibility, transferability, dependability, and confirmability [22]. The data analysis procedure in this study uses the concept of data reduction, data presentation and verification/conclusion [23]

3. Results and Discussion

3.1 Result

BM graduates in 2013 received an average GPA of 3.39 from 49 students with details of the study program as shown in Figure 2.

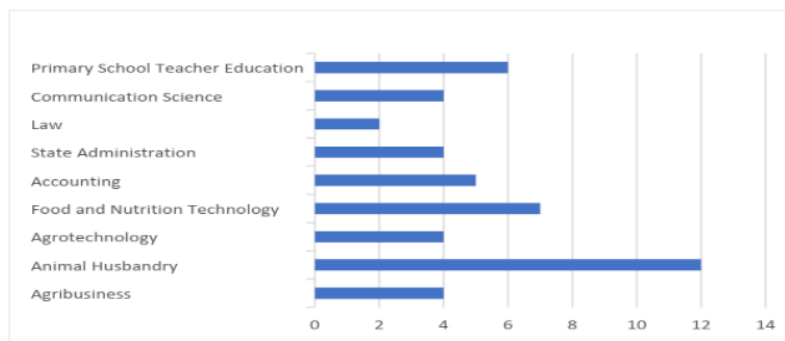


Figure 2. Number of BM graduates based on a study program

Research results stated (1) BM graduates work in government and private institutions, even graduates of the livestock study program open their businesses with the name CV. Animal Husbandry Badrupuyuh which has 24 employees with different educational backgrounds. BM graduates succeeded in reducing the number of unemployed in Indonesia. (2) 80% of the absorption capacity of graduates of BM works in institutions that are by the graduate study program. Graduates of the Primary School Teacher Education study program even open elementary schools in their home regions. This is a significant contribution to the country because it has succeeded in helping to provide access to education for the people of Indonesia. (3) The participation of the BM program graduates in community empowerment stated 92% of BM graduates devoted themselves to social and religious activities. Routine activities at the Majelis Taklim, cooperation clean the environment, open a learning park for children, provide counselling about labour-intensive to rural communities and preach to give explanations about religion and become Qori (reading the Qur'an) into their routine activities. This is not an awkward thing for BM graduates because they are accustomed to and provided with knowledge and experience when studying in college.

Analysis of BM graduate responses shows a positive response. Almost all BM graduates (98.3%) agreed that the program contributed to their academic and professional development. The next highest percentage of positive reactions is a statement about whether they will recommend the BM program to friends, relatives, etc. 80.5% responded positively. Positive responses from the faculty showed that 93.8% agreed with the statement that the BM program had a positive impact on education in Indonesia. Comments from both parties, namely universities and BM graduates to continue the BM program so that people from the economic community are weak but have achievements can continue their education at the tertiary level. Responses about prospective recipient requirements from BM 50% are appropriate. The BM requirements

become an agreement between the government and the university. The reaction to BM acceptance quota based on the choice of study program taken was 31.3% incorrect. The response mechanism for the selection of BM program admission is 50% good, the response of the device for determining BM program recipient candidates is 56.3% good, the reaction about student guidance activities recipients of the BM program is 68.8% good, the response about the freedom to choose the activities of the organization of student activities in the acceptance of BM programs 75% were satisfied, the reaction to the bidikmisi scholarship program socialization activities conducted by the campus was 62.5% good.

3.2. Discussion

The results of the study stated that the three indicators of the final products of the DEM product in the BM program contributed positively to building Indonesian people from the poor but had the good academic ability. Although there is a student perception that the study program given is not by the interests of students, it is used as a university right because of the limited quota was given by the government. This policy also occurs in several countries that provide the concept of educational scholarships for underprivileged but outstanding students from the United States, Australia and Canada as the National Scholarship Program (NSP) to adjust the choice of student study programs with a choice of study program quota according to local university policy, thus limiting the number of registrants that enter is in accordance with the student's interest [24].

BM requirements become a joint provision between the government and the private campus of BM managers. This is because the private campus has its authority in managing stakeholders. Australia as a country providing educational scholarships for underprivileged students who excel also makes its eligibility criteria in providing funding for education to students, even making specific criteria in student admission according to the local campus culture [24].

The BM Program is a means to prepare Indonesian human resources to be ready to compete in the MEA Era (Asian Economic Community). BM graduates and campus scholarship managers thank the government of the Republic of Indonesia for providing 4-year educational scholarships. Both parties agreed to recommend that the BM program be continued until Indonesian human resources were of high quality and Indonesian education was advanced.

4. Conclusion

The BM program fulfils its purpose of increasing access and learning opportunities in universities for students who are economically disadvantaged but have good academic potential, to provide tuition assistance for candidates who are eligible to complete the Diploma / Bachelor program until complete and appropriate time, increasing student achievement, both in curricular, co-curricular and extra-curricular, giving birth to graduates who are independent, productive and have social awareness, so that they can play a role in community empowerment. The gap between program goals and performance, as perceived by students is not so large that it does not hurt program implementation. A constant review of performance is needed to close the gap completely. Furthermore, this program will be improved if students and universities need it. This study adds to the literature on the effectiveness and completeness of the Provus difference evaluation model as a measured systemic approach to BM program evaluation.

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