

Benefits of Kalteng Berkah Scholarship, What's for and to Whom? (Evaluation of Scholarship Program Using a Transactional Model)

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Benefits of Kalteng Berkah Scholarship, What's for and to Whom? (Evaluation of Scholarship Program Using a Transactional Model)

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ABSTRACT

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Background: Based on the 2016-2021 Central Kalimantan Long Term Development Plan (RPJMD) contained in Regional Regulation Number 1 of 2017 (2), the vision of the Central Kalimantan provincial government is called Kalteng Berkah. "Kalteng Berkah" is an abbreviation for Central Kalimantan, which means dignified, graceful, religious, strong, fair, and harmonious. The Kalteng Berkah Program focuses on nine missions, including accelerating infrastructure development, increasing regional income, controlling inflation, alleviating poverty, and improving the quality of education and health. This mission gave birth to several programs, including the Central Kalimantan Berkah program in the field of education. **Aim:** Based on the technical guidelines for the Bidikmisi Kalteng Berkah program, this program aims to help the people of Central Kalimantan who need funding for their studies or to complete studies at universities. **Method:** This study used a transactional model program evaluation method. The paradigm was a mixed qualitative-quantitative paradigm. A qualitative approach was used to analyze the awardee's responses descriptively. **Results and Discussion:** the program has achieved the expected goals. In general, achieving objectives as perceived by the awardee indicates the program's success and may be used as consideration for policymaking to continue the program. **Conclusion:** By using the transactional evaluation model, we concluded that the Kalteng Berkah Scholarship program has been successfully implemented following the expected program objectives.

Keyword: Programe, Kalteng Berkah, Scholarship



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INTRODUCTION

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Central Kalimantan is the second largest province in Indonesia, after Papua province. With an area of about 153,564 km², this province is only inhabited by a population of 2,714,859 people, so the density level is also lower than most other provinces in Indonesia, which is around 17 people/km² (1). The large area and low-density level make the coverage of development programs become a challenge for the government. The main challenge is equitable development amidst a limited budget and infrastructure support. A way to overcome the challenges is to focus on program development in several key sectors.

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Based on the Central Kalimantan Long-Term Development Plan (RPJMD) 2016-2021 stipulated in Regional Regulation Number 1 of 2017 (2), the vision of the Central Kalimantan provincial government is called Kalteng BERKAH. "Kalteng BERKAH" stands for Central Kalimantan, Dignified, Elegant, Religious, Strong, Fair, and Harmonious. The program of Kalteng Berkah focuses on nine missions, including accelerating infrastructure development, increasing local revenue, controlling inflation, reducing poverty, and improving the quality of education and health. This mission gave birth to several programs, including Kalteng Berkah's program in the education field.

Since the first in 2016, Kalteng Berkah's program has statistically achieved significant progress. In the infrastructure sector, the number of roads built quantitatively has increased significantly. Regional income as a source of development funding has also increased sharply from Rp.3.5 T in 2016 to Rp4.98 T in 2019. The open unemployment rate and the poverty rate have

decreased. In education, health, and social welfare, the Human Development Index (HDI) has also increased, from 68.53 at the beginning of 2016 to 70.91 at the end of 2019 (1).

In the field of education, the program of Kalteng Berkah has five missions, namely (a) Improve the quality of educational infrastructure, (b) to improve the quality of teaching and education personnel, (c) to improve education services in remote areas, (d) Fostering character education with local wisdom-based, and (e) Providing a scholarship for underprivileged students in university (3). The fifth mission is additional and beyond the authority of the provincial government, as the management of higher education is under the central government's authority. This program has the purpose of increasing the Rough Participation Rate (APK) of the university in Central Kalimantan, which is currently in the range of 14.08% (4), while the national APK is 29.81% (5). In its implementation, the mission gave birth to the Bidikmisi Kalteng Berkah Scholarship Program.

Bidikmisi in this program differs from the abbreviation of the Bidikmisi programmed by the central government. Here, Bidikmisi stands for mission educational scholarships Kalteng Berkah (Education Scholarship Mission for Kalteng Berkah). Since its launch in the 2017 to 2019 budgeting year, the term is in use. However, in 2020, the term changed to social assistance for education (3). As of 2020, this program has provided scholarship assistance to 15,086 undergraduate (S1) students at universities in Central Kalimantan province, with a total funding of more than Rp. 46 M, whose funding comes from the Central Kalimantan Regional Budget. The details of the number of awardees are as follows:

Table 1.
Number of undergraduate students as the awardee of the Bidikmisi Kalteng Berkah Scholarship in Central Kalimantan Province

Year	Number of awardees
2017	2.500
2018	2.406
2019	5.180
2020	5.000
Amount	15.086

Source: Progress Report of the Kalteng Berkah Program in Education field in 2020 (6)

Based on the technical guidelines for the Bidikmisi Kalteng Berkah program, this program aims to help the people of Central Kalimantan who need funding for their studies or to complete studies at universities. Also, scholarships may motivate students to complete their studies immediately. Those will come to increase access to higher education services in Central Kalimantan province (3).

The main target of the scholarship program is undergraduate students studying at universities in Central Kalimantan province. The main requirement is active and high-achieving students, but the priority is for poor students from remote areas who are threatened with dropping out of college (7). Funding is from the Central Kalimantan Regional Budget (APBD), which is allocated through indirect spending on the education function of the Regional Finance and Asset Agency (7).

The scholarship begins with the determination of a quota by the provincial education office, which is then used as the basis for notifying the universities. Then, universities propose the prospective awardee following the predetermined requirements to the provincial Education Office. After that, the office does the file and administrative selections. Finally, the Education Office issued a decree of awardee signed by the governor (7).

Unfortunately, this scholarship program was not evaluated until the 4th year after its launch. Program evaluation is very important to determine the effectiveness and achievement of the program objectives. Several important questions need answers through this evaluation, including (a) Have the Bidikmisi Kalteng Berkah Scholarship program objectives been achieved? (b) Do the awardee students of the Bidikmisi Kalteng Berkah Scholarship program perceive the benefits of the program? (c) Are there any differences in the benefits perceived by students based on various factors?

The word evaluation means to assess or estimate. According to Widoyoko, evaluation is a process of providing information for consideration in finding the meaning of achieved goals, design, implementation, and impact on decision-making (8). Stufflebeam and Shinkfield define evaluation as a systematic assessment of several objects' price/size and value (9). In short, evaluation is a systematic effort to assess an activity's achievement based on certain criteria whose results are used as input and consideration in decision-making.

Due to a determined policy, the program may be defined as everything planned, orderly, and systematic. Arikunto and Jabar stated that the program is a unit or activity unit, which is the realization or implementation of a policy in a continuous process that occurs in an organization involving a group of people (10). Meanwhile, Sukardi defines the program into two important things: a plan and a unit of management activities (11). In short, program evaluation is an effort to collect and analyze information systematically about the effectiveness and impact of a program, determine its accountability, and identify the things that need any improvement.

Program evaluation is a systematic effort to assess the achievement of an activity unit implemented as policy implementation. The program evaluation results are used to see the program's feasibility so that policymakers can make decisions on its effectiveness and sustainability. The evaluation is made by comparing the program's objectives and certain criteria. Then, the program evaluation results were used as input and consideration in decision-making. Widoyoko defines program evaluation as a series of activities carried out deliberately and carefully to determine the level of success of a program by determining the effectiveness of each component, both on ongoing and ended programs (8).

The program evaluation must be carried out systematically. The steps must be carried out through certain procedures and rules. Appropriate procedures and rules will determine the evaluation results, aiming to obtain valuable conclusions as they are used as accurate input in decision-making, including program sustainability. Sukardi suggests two main requirements in evaluating programs: Honesty and objectivity. Evaluators must be honest in providing data and implementing and reporting program achievements. Second, the program evaluation procedure is carried out systematically according to stages (11). If the evaluator has determined to use a certain model in the evaluation, then attention must be paid to each component carefully, in detail, and in sequence.

The program evaluation process generally requires a detailed description of a program, focusing on what and how program participants and program implementation staff perceive the program. According to Patton, the program evaluation process is developing, descriptive, continuous, flexible, and inductive (12). Furthermore, Patton suggests two main abilities of an evaluator: the ability to understand and document the reality of the program and the ability to describe problems (12).

Program evaluation may be performed in a formative or summative manner. In a formative manner, the evaluation is performed during the ongoing program, while the summative is performed after the program has ended. The function of formative is used for improvement and development of ongoing activities, while the function of summative is used for accountability, giving information, selection, or follow-up. However, in essence, program evaluation should be carried out continuously from the start to the end of the program so that improvements can be made immediately toward the weaknesses. Also, when a discrepancy is found between the plans and objectives and the implementation and the results achieved, revisions toward the objectives and the program implementation process may be performed immediately.

In the evaluation, many models are used. Each model has certain characteristics, advantages, and disadvantages and has a different degree of suitability for use in certain situations. According to Arikunto and Jabar, program evaluation models are grouped based on orientation, namely goal-oriented, decision-oriented, and transactional evaluation (10). The goal-oriented model is oriented towards achieving program objectives so that the program's success is measured based on certain criteria. The decision-oriented model provides accurate information so policies and decision-making can be taken. Purwanto and Suparman stated this evaluation model resulted in recommendations for policymakers (13). Meanwhile, the transactional evaluation model is based on the people's views, perceptions, and experiences in the program. The process and program outcomes are based on the perception of the people involved in the program. Sukardi states that transactional evaluation emphasizes the elaboration and enlightenment of processes and values from the perspective of key subjects (11).

The transactional model was selected to evaluate this scholarship program because it is more suitable for collecting direct information from its object. According to Lundberg (14), this model is results-oriented or program goal-oriented by referring to the client's feelings. In this context, awardees are actors in the program who know and feel the program's benefits. The evaluation stage adopts the stages developed by Lung et al. (15), namely (a). Identifying the objectives of the program, (b). Defining objectives and evaluation questions, (c). Designing evaluation designs and evaluator rules, (d). Determining criteria and data sources, (e). Developing instruments, (f). Collecting data, (g). Organizing the results, and (h). Reporting the evaluation results.

The keyword for the success of program evaluation depends on establishing the achievement criteria that are expected to occur in a program's planning, process, and outcome. These criteria are the standards or benchmarks used for comparison. Stufflebeam & Shinkfield state that the standard of program evaluation has many functions, including making the planning and implementation of evaluation systems more efficient and credible, increasing public trust in evaluation results, and providing an operational framework for evaluators (9). Establishing criteria requires an adequate theoretical study of the objectives and expected outcomes of the program.

Based on the theoretical analysis, the evaluation criteria for the Bidikmisi Kalteng Berkah Scholarship program were as follows:

Table 2.
Evaluation Criteria

Objectives	Expected benefits dimension	Criteria for program Success
Helping students for tuition fees	1. Pay the tuition fees 2. Reduce the cost of living	Have at least a 75% of the students perceived the benefit

Increase the students' motivation	<ol style="list-style-type: none"> 3. Ease the burden of parents. 1. Allow you to change your destiny 2. Increase the enthusiasm for learning 3. Spur achievement 4. Foster a sense of pride within yourself 5. Increase the learning interest 	Have at least 75% of the population perceived the benefit
Fostering the value of respect and social solidarity	<ol style="list-style-type: none"> 1. Reduce the responsibility of the parent 2. Reduce dependence 3. Foster a sense of pride in the family 4. Appreciate the help of others 5. Foster the empathy 6. Raise awareness about the importance of helping each other. 	Have at least 75% of the population perceive the benefit.
Increase APK (Rough Participation Rate)	<ol style="list-style-type: none"> 1. Allows studying 2. Allows continuing studying 3. Allow everyone to study at the university 4. Help to increase the Rough Participation Rate (APK) in the university 	Have at least 75% of the population perceive the benefit

Program achievement is measured in several ways. According to Purwanto and Suparman, program evaluation data may be collected through self-reports, questionnaires, observations, interviews, and tests (13). Questionnaires are generally used to measure opinions, experiences, and non-cognitive aspects achieved by the participants. Observation and interviews are used more directly to assess the program implementation process. The test is used to measure results in the cognitive domain. Sukardi argues that the technique must follow evaluation needs and meet the standards of validity, reliability, and applicability (11).

METHOD

This study used a transactional model program evaluation method. The paradigm was a mixed qualitative-quantitative paradigm. A qualitative approach was used to analyze the awardee's responses descriptively. Meanwhile, the quantitative approach was used to test the applicability of the sample responses to the awardee population. The population was 15,086 awardees of the Kalteng Berkah scholarship from 2017-2020, and 998 students were selected randomly as the sample. Data collection techniques used online questionnaire. Data analysis used qualitative descriptive analysis and quantitative analysis, which were proportion tests and discrimination tests using one-way analysis of variance.

RESULTS AND DISCUSSION

Based on the qualitative descriptive analysis using the transactional model, the results were:

Table 3.
Test the Evaluation Criteria

Objectives	Expected benefits dimension	Percentage of sample	Percentage of hypothesis on population*)	Conclusion
Helping students with tuition fees	1. Pay the tuition fees	98%	95%	Benefits
	2. Reduce the cost of living	96%	90%	
	3. Ease the burden on parents.	99%	95%	
Increase the students' motivation	1. Allow you to change your destiny	88%	85%	Benefits
	2. Increase the enthusiasm for learning	99%	95%	
	3. Spur achievement	96%	95%	
	4. Foster a sense of pride within yourself	89%	85%	
	5. Increase the learning interest	99%	95%	
Fostering the value of respect and social solidarity	1. Reduce the responsibility of the parent	92%	90%	Benefits
	2. Reduce dependence			
	3. Foster a sense of pride in the family	97%	95%	
	4. Appreciate the help of others	94%	90%	
	5. Foster the empathy	100%	95%	
		99%	95%	

		6. Raise awareness about the importance of helping each other.	99%	95%	
Increase (Rough Participation Rate)	APK	1. Gives the opportunity to study	96%	95%	Benefits
		2. Gives the opportunity to continue studying	97%	95%	
		3. Allow everyone to study at the university			
		4. Help to increase the Rough Participation Rate in the university	99%	95%	
			94%	90%	

*) Calculated based on the Normal Z distribution table with a significance level of 0.05

Based on Table 3, more than 90% of the awardee population stated the scholarship has benefits in line with the program's objectives. This means, the criteria of the defined program evaluation have been achieved. The scholarships are used by students to help with tuition fees, increase motivation, foster social solidarity of value system, and provide opportunities for everyone to continue education at universities and increase the APK.

Then, the data were further tested using the one-way analysis of variance test and descriptive analysis, obtained conclusions as follows:

1. The population of PTS (Private universities) students perceived greater benefits than PTN (Public University) students, with a value of $F_{count} = 5.306$, significant at the 0.05 level
2. There were differences in the benefits of scholarships viewed from the students' areas, with $F_{count} = 3.878$, which was significant at the 0.05 level. The student population who live in the capital of regency perceive greater benefits than students who live in urban areas.
3. There was no significant difference in terms of benefits perceived by students who received the Kalteng Berkah scholarship program, viewed from the year they received the scholarship.

The benefits perceived by the awardee are evidence that the Kalteng Berkah Scholarship program has achieved the expected goals. In general, the achievement of objectives as perceived by the awardee is an indicator of the success of the program and may be used as consideration for policymaking to continue the program. According to Purwanto and Suparman, the results of transactional evaluations may provide feedback for program sustainability (13). The college dropout rate in Central Kalimantan also decreased to 2% in 2018, but private universities show a higher dropout rate compared to public universities (5). This fact is also a reason for students from private universities to perceive more benefits of the scholarship program than students from public universities. In reality, the tuition fees at private universities in Central Kalimantan are relatively low, in the range of Rp. 2,400,000, - to Rp. 3,500,000, - per semester, except for certain study programs such as the health education study program, which needs a higher tuition fee. Gradual and installable payments at private universities have become an option to ease the burden of students. This also creates a certain segmentation pattern in the choice of university. Arifin argues that the relationship between social mobility and universities in Indonesia is influenced by socioeconomic disparities and geographic disparities (16).

The study also found that students from the private universities who studied in the capital of the regency perceived more benefits than students who studied in the provincial capital. In Central Kalimantan province, all the universities in the regency's capital were private. This fact proves that geographic disparities, combined with socioeconomic structures, cause polarization in the choice of university types, as Arifin's thesis (16). Generally, students with good-economic status will choose to study in a different place, such as in the provincial capital or the island of Java. Meanwhile, students who study in regency capitals or towns are generally from underprivileged families. So, they perceived benefits of the scholarship program from the provincial government. Another finding stated that there was no significant difference in the benefits perceived by students who received the Kalteng Berkah scholarship program, based on the year they received the scholarship. The amount of the scholarship is always different on the nominal basis every year. In 2017, the nominal of the scholarship was Rp. 5,000,000, - per student, then reduced to Rp. 2,500,000, - per student for the following years. This proves that the nominality of the scholarship is not quite important for students, but the program is perceived psychologically by them.

CONCLUSION

Based on the discussion, it concluded that:

1. By using the transactional evaluation model, concluded that the Kalteng Berkah Scholarship program has been successfully implemented following the expected program objectives.
2. Students from private universities more perceive the benefits of the Kalteng Berkah scholarship program than students from public universities. Also, students who study in towns/capitals of regency experience greater benefits than those who study in big cities/provincial capitals.

3. There is no significant difference in the benefits perceived by students who receive the Kalteng Berkah scholarship program, viewed from the year they received the scholarship.

In line with the conclusions, this article recommended that the Central Kalimantan provincial government should continue the Kalteng Berkah scholarship program or similar programs by increasing the proportion of awardees in private universities and students who study in capitals of regency.

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