

Evaluation of Bidikmisi scholarship program at state Islamic universities in Indonesia

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ABSTRACT

This study raised the theme of evaluating the Bidikmisi scholarship program at State Islamic Universities in Indonesia with the CIPP Model approach. The Bidikmisi scholarship program is the government's flagship program for outstanding students who are less able to meet the costs of higher education. This research is evaluation research focusing on four areas: context, input, process, and product evaluation. The research subjects were one managing director, three universities within the Ministry of Religion of the Republic of Indonesia, and 15 student informants who received the Bidikmisi scholarship. The results of the research on the evaluation of the Bidikmisi scholarship program show that (1) the context of the program is carried out in accordance with the technical instructions issued by the directorate of Islamic higher education related to the evaluation of the Bidikmisi scholarship program. (2) Evaluation of inputs is carried out by meeting the criteria considering starting from setting evaluation goals to the results of program evaluation, and program targets are high school graduates who have academic and non-academic achievements. (3) In the current process, the Bidikmisi scholarship program has been running for ten years with satisfactory results, and the selection is made openly and transparently. (4) The product of this program evaluation is policy improvement and service improvement to prospective scholarship recipients. The program manager must maintain its performance by improving program quality, achievement process, and control. Programs should focus on increasing resources by strengthening program recipients' academic skills and knowledge.

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INTRODUCTION

Entering the 20th century, education in Indonesia is not only focused on primary, secondary and higher education which in the national education system of the country is responsible for providing education for 12 years. Various steps have been taken by the government by providing educational assistance through school operational assistance and Smart Indonesia Cards that are valid for primary, secondary and higher education. In addition, local governments also carry out the mandate of the law to allocate education funds of at least 20% of the regional revenue and expenditure budget.

In 2018 the average graduate from senior high school ranged from 1.2 to 1.3 million high school graduates in Indonesia. Average graduates from public, vocational and religious schools. From higher education data, it is noted that prospective new students are 1.4 to 1.5 million students at public and private universities. Of the 1.5 million students, the government disbursed funds for educational assistance of more than three trillion for 130 thousand students who received poor achievement scholarships (Aliyyah et al., 2019).

Bidikmisi is higher education assistance to students who have a weak economy but have achievements. Bidikmisi is the government's flagship program in addition to scholarships pro-

vided by the Education Fund Management Institute which is led by the ministry of finance. Bidikmisi started in 2010 during the government of Susilo Bambang Yudiyono and has been continued by President Joko Widodo until now. Bidikmisi is the government's flagship program under the Ministry of Research and Technology (Aliyyah et al., 2019).

The Bidikmisi program aims to provide access to education for all high school graduates to be able to receive education at both public and private universities, improve academic achievement, produce independent graduates, and have social awareness so that they play a role in breaking the poverty chain and empowering the wider community. This scholarship is a scholarship that contributes a lot to the development of education, especially for underprivileged people who have achievements to continue to higher education.

The plan is in line with the Indonesian government's Nawacita plan to increase people's productivity and competitiveness in the international market. Education is carried out by strengthening diversity and the social awakening of the Indonesian nation, thereby changing the character of the nation, developing special incentives to introduce and enhance local culture, and improving the process of cultural exchange to shape diversity as a cultural strength of the country. Therefore, graduates of the Bidikmisi program are expected to be able to meet the needs of Indonesia's human resources, and be ready to compete in the era of the *Economic Community of ASEAN* (MEA) which has been approved and implemented at this time. The Bidikmisi scholarship program is a subsidized education fee for prospective students from poor families who can pursue higher education in advanced academic/curriculum, co-curricular and extracurricular subjects, until graduating on time (Aliyyah et al., 2019).

Entering the 10th year regarding the implementation of the Bidikmisi program, many things have happened. Not only is access to higher education open, but also chaotic and the lack of public information about the granting of this Bidikmisi scholarship. In various areas, this Bidikmisi has ups and downs so that it becomes a problem that continues to occur. Not to mention that this bidikmisi program in several universities has just been implemented. For example, in the state Islamic universities under the auspices of the Directorate of Islamic Higher Education within the Ministry of Religion.

The obstacle that arises in the field is the lack of socialization of this scholarship in the community, especially in religious schools and also Islamic boarding schools. The contradiction occurs where the program's goal is to eradicate poverty through increased education for the poor, hampered by the lack of in-depth information for the community. This scholarship program is known in schools that are already developed and have good internet access. On the other hand, religious schools and Islamic boarding schools are still having problems with this (Gorry, 2008).

The realization of the Bidikmisi program at the Ministry of Religion began in 2010 where the first recipients were 1,370 who came from 28 universities of the Ministry of Religion. Scholarship for freshmen and running (*on-going*) in universities under the auspices of the Ministry of Religion of the Republic of Indonesia. The Bidikmisi program is expected to be able to encourage students to complete their studies with the assistance of educational funds given to students who have academic potential, but are economically disadvantaged. The Bidikmisi program within the Ministry of Religion was started simultaneously in 2013 with the addition of the quota to 2,220 recipients in 52 religious universities. Bidikmisi management under the ministry of religion began in 2012 following a policy from the ministry of education and culture (Ministry of Religion, 2013).

Ten years of this program running, of course there needs to be an evaluation. The evaluation was carried out to find out to what extent the Bidikmisi scholarship program was effectively implemented and to find out what needed to be improved from the program. Evaluation is carried out as a control for the program and is carried out as a re-planning (Sadikin et al., 2020). The Bidikmisi scholarship is a prestigious government program that needs continuous improvement.

Program evaluation in terms is a series of activities carried out intentionally to measure the level of program success (Unsal, 2019). In the dictionary it has been explained that the meaning of the program is a plan or activity that is carried out carefully. The implementation of program evaluation activities is intended to determine how high the level of success of the planned activities is (Tulung, 2014). Furthermore, program evaluation according to Cronbach and Stufflebeam as in Arikunto (2009), is an attempt to prepare information for policy makers or decision makers.

In management, evaluation is a function rather than supervision. G. Terry suggests that monitoring or evaluation is the fourth most important function after planning, organization and movement. Evaluation can be interpreted as an audit action on the components of activities that have been carried out and media for repair and re-planning (Al-Shanawani, 2019). A good evaluation will have an impact on improving the work quality of organizational work outcomes (Thatcher & Yeow, 2016).

Evaluation in the view of experts can be understood as the key to organizational success. In the government, evaluation should be used as a benchmark for the success of the program that has been implemented (Duncan, 2005). Evaluation must be carried out taking into account the most recent, relevant, objective and credible time. Ideally the evaluation should present the findings and conclusions clearly and balanced for reliability rather than the evaluation itself (Csiernik et al., 2012).

Evaluation is a part of the management system, namely planning, organizing, implementing, monitoring and evaluating management (Misra et al., 2021). This program is also designed from the planning, organizing to implementation stages, and final monitoring and evaluation (Thomas, 2018). Without evaluation, you will not know the design, implementation, and results of the program (Wolf et al., 2009). An understanding of the basis of assessment can help course developers design appropriate assessments for related theoretical research (Pinnington et al., 2015).

Evaluation has a cycle process consisting of an evaluation framework, evaluation studies and decision making on findings. The evaluation *framework* is the basic framework in determining the evaluation. This framework includes the objectives and processes and instruments used in the evaluation. The second is an evaluation study, where it is necessary to have an approach used in evaluation. The approach is taken so that the evaluation can run and have clear indicators so that the evaluation can be carried out with academic considerations. The last is decision making on the findings of the evaluation. It is very strategic that in the evaluation there is a need for decision-making actions as a follow-up to the evaluation carried out. Decision making includes improvement and re-planning of programs that have been implemented (Csiernik et al., 2012).

The objectives of program evaluation according to Mulyatiningsih (2014) are as follows. (1) Showing program assistance towards achieving organizational goals; obtaining this evaluation is very important as the development of further programs elsewhere. (2) Determining decisions for the sustainability of a program, whether a program should be continued, repaired or discontinued. The goal is to realize the condition of an activity, so that program evaluation can be interpreted as a form of evaluative research. Therefore, the implementer of the program evaluation will think about how to carry out research aimed at the evaluation of the program.

Evaluation research has a *decision oriented* characteristic, namely research that aims to take information/data needs as a guide in determining decisions/policy formulation. Evaluation research is carried out based on information needs to formulate policies, program development needs, and assess the implications of policies and programs. In addition, this can be referred to as the process of determining the value (*worth and merit*) of something. One of them is an effort to achieve certain goals by obtaining information that will be used in determining the value decisions of a product, program, and procedure (Aksakal et al., 2013).

Evaluation also has characteristics where these characteristics describe the extent to which evaluation is important. Characteristics are defined as certain characteristics possessed by a particular activity. Characteristics can also be regarded as indicators of the evaluation program. Some evaluation characteristics such as evaluation objectives are clear and rational, functional, and also have clear goals based on predetermined indicators. The characteristics of evaluation allow us to take an action based on the needs of the organization (Stufflebeam, 2003).

Table 1. Details of Evaluation Research Characteristics

No.	Characteristics	Evaluation Research
1.	Aim	Mission fulfilled
2.	Results	Certain decisions
3.	Score	Determination of social benefits and benefits
4.	Motive	Needs/goals
5.	Conceptual Base	Process, tool/method, goal
6.	Main event	Assessment of achievement of goals
7.	Discipline	Program planning and management
8.	Criteria	Isomorphism: fit and credibility
9.	Functional Type	Formative-summative Process-product

The details of the characteristics of evaluation research according to the Cronbach and Stufflebeam analytical technique are elaborated in Table 1 (Stufflebeam, 2003). According to Stufflebeam, evaluation can be divided into proactive evaluation to make decisions and retro-active evaluation to see the program accountability. In addition, Scriven divides evaluation into two types: formative evaluation (for program improvement) and summative evaluation to assess program effectiveness. The purpose of formative evaluation is to evaluate during or during the process of the program. Evaluation will be carried out every time a unit or subtopic is completed (Stufflebeam, 2003). The goal is to understand the composition of the “achievement level” in accordance with the goals of the scholarship program that has been set. Summative evaluation is an evaluation that is carried out after a set of program plans is given. In other words, the assessment is carried out after all program units. The main purpose of this summative assessment is to determine the value that represents the success of the scholarship program after following the action plan for a certain period of time (Al-Shanawani, 2019).

One of the most frequently used evaluation models is CIPP model. CIPP evaluation model is one of several existing program evaluation techniques (Agustina & Mukhtaruddin, 2019). This model was developed by one of the evaluation experts, Stufflebeam which was developed in 1971 based on four dimensions, namely the context dimension, the input dimension, the process dimension, and the product dimension (Irawan & Prasetyo, 2020). The evaluation of this model intends to compare the performance of various dimensions of the program with a number of certain criteria, to finally arrive at a description and judgment about the strengths and weaknesses of the program being evaluated (Aziz et al., 2018).

Bidikmisi scholarship within state Islamic universities is one of the scholarships provided by the government. This scholarship is an excellent scholarship in improving professional resources and having social sensitivity so that they are willing to be involved in the development of the nation and state. The purpose of this research on the Evaluation of Poor Achievement Scholarships (Bidikmisi) at state Islamic religious colleges/universities (*Perguruan Tinggi Keagamaan Islam Negeri* or PTKIN) managed under the Ministry of Religion of the Republic of Indonesia is to find out how far this program is effective and what needs to be improved. Although we know that the Bidikmisi program has changed its name to *Kartu Indonesia Pintar-Kuliab* or *KIP-Kuliab*, the essence of this scholarship is exactly the same as the previous program.

RESEARCH METHOD

This research is an evaluation research with CIPP model approach (Context, Input, Process, and Product) employing qualitative description (Irawan & Prasetyo, 2020). The purpose of program evaluation research is to find out how far the program is running by looking at facts and data. Sources of data were obtained from observations, interviews and documentation (Sukmadinata, 2009). The research subject was one employee of the Ministry or managing director, three Islamic universities as the manager of the Bidikmisi program. Besides, the object of research is the Bidikmisi scholarship program at PTKIN. Scholarship recipient informants were chosen with three distributions: prospective scholarship recipients; scholarship recipients (ongoing); and alumni of scholarship recipients. Research analysis was done using the Miles approach starting from data collection, data reduction, data analysis, and drawing conclusions. Data were then validated with the source triangulation technique (Sugiyono, 2017).

FINDINGS AND DISCUSSION

The evaluation of scholarship programs at Islamic universities in this study was conducted with the CIPP model approach (context, input, process, and product evaluation) (Hakan & Seval, 2011). The CIPP Model describes (1) the context of the scholarship program that has been carried out by the ministry, (2) input or input in the form of policies, rules and procedures for scholarship selection, (3) the process of implementing the scholarship program starting from socialization activities, filing, and determining nominees, and (4) the products resulting from evaluation activities are program improvements, activity progress reports and further policy determination (Stufflebeam, 2003).

One of the topics the research team raised in the program evaluation was what was the purpose of the Bidikmisi program evaluation at PTKIN Ministry of Religion. We know that every activity has a concrete goal to be achieved. Goals are goals expected by all parties to be realized. Goal setting in program evaluation is the main indicator (Csiernik et al., 2012). The purpose of the evaluation is to assess how far the program can run and what improvements are needed so that the activity is much better than before. One of the evaluations of the Bidikmisi program at the Ministry of Religion was explained by one of the subjects as follows:

“As a measure of the success of the distribution process for the poor achievement scholarship program (Bidikmisi). In addition, this objective also provides an assessment of the extent to which the Bidikmisi program can provide opportunities for students with a weak economy. Evaluation is also intended to improve policies in the management of Bidikmisi in each faculty. The achievement of the objective of this evaluation is that the distribution of the poor achievement scholarship program (bidikmisi) that has been in accordance with applicable procedures must be maintained and continuously improved. However, if it is not appropriate, it must pay attention to the directions and records of the results of the evaluation of the Inspector General of the Ministry of Religion of the Republic of Indonesia and the BPK of the Ministry of Finance.” (SD, 2020)

From the aforementioned opinion, it is known that the aim of evaluating the Bidikmisi program is as a measure of the success of the scholarship program for poor achievers. Then this is also seen from the other side where this program is right on target, meaning that it is given to students who excel but are economically weak, and finally the evaluation of this program is intended to improve policies in program management. This evaluation is a derivative of the Ministry of Religion, especially the Directorate of Higher Education dealing with Islamic affairs, which has been included in the technical guidelines.

Program evaluation cannot be separated from evaluation findings. The evaluation findings are the results of a simple audit of the program that has been implemented (Stufflebeam, 2003). We know that evaluation findings can provide an overview of how far the program is

going, any conformity or deviation and projected achievements. Through program evaluation, the findings are expected to provide improvements to the long-term plan.

Several questions were raised by the researchers to informants about how program evaluation resulted in evaluation findings. Some of the opinions of the informants are directly quoted as follows.

“For 2019, reporting is still manual, not yet in the form of an electronic report (report in pdf format). In addition, there is none because the data we provide is complete according to SPI directions and has been checked so that it meets the requirements for accountable reporting.” (NY, 2020)

The opinion of the informants can be understood that the findings in the program evaluation are that program reports are still conventional in nature where reports are made in manual form and are not yet electronic. Reports should also be available online. However, administratively, the Ministry of Religion, activities or programs have complied with technical instructions. Reporting so far has been in accordance with the direction of Internal Supervisory Unit (*Satuan Pengawas Internal* or SPI) as the organization's internal auditor.

Evaluation of the Bidikmisi program is expected to provide benefits or use values. The benefits of this evaluation can be in the form of practical benefits or also academic benefits to improve programs that will be taken in the future. Program evaluation itself is useful for all parties, including the program organizers, recipients, and managers themselves (Csiernik et al., 2012). The characteristics of these benefits were also asked by the researchers to the informants how far the benefits of the evaluation of the Bidikmisi program at PTKIN were. The following is a direct quote with the informant's initials SD.

“The benefits that can be taken are efforts to improve the results of the evaluation so that in the future the implementation of the process starting from selection, determination and even reporting can be as expected and meet the standards set out in the technical manual for the implementation of the distribution of the poor achievement scholarship program (Bidikmisi) and technical instructions. financial reporting.” (SD, 2020)

According to SD, the benefit or use value of the evaluation of the Bidikmisi program at PTKIN is as a means of improving the results of the evaluation, thus, the implementation of this program can be better starting from determining criteria at the time of selection, determining acceptance, even reporting, all of which are expected to meet the standards stipulated in the technical instructions for program implementation. Program evaluation also looks at whether there is a need to measure program success. It means that this evaluation is expected to provide input in the form of improvements to the research findings (Bowes et al., 2016). In addition, the program is expected to be successful with the expected achievement indicators. Program evaluation is a necessity so that this evaluation has an impact on improving program implementation, especially for managers so that aspects of accuracy, targeting and prudence become the priorities and commitments of program managers (Bowes et al., 2016). All are expected to be in accordance with the technical instructions for the implementation of program distribution and it is important that financial reporting be carried out according to the technical instructions.

The purpose of the evaluation of the Bidikmisi program is as a measure of the success of the scholarship program for poor achievers. Then this is also seen from the other side where this program is right on target, meaning that it is given to outstanding students but is economically weak, and finally the evaluation of this program is intended to improve policies in program management (Aliyyah et al., 2019). This evaluation is a derivative of the Ministry of Religion, especially the Directorate of Higher Education dealing with Islamic affairs, which has been included in the technical guidelines. However, in general, each university has a technical evaluation guide signed by the chancellor. The following is an excerpt from an interview with S.DA as follows:

“As a measure of the success of the distribution process for the poor achievement scholarship program (Bidikmisi). In addition, this objective also provides an assessment of the extent to which the Bidikmisi program can provide opportunities for students with a weak economy. The evaluation is also intended to improve policies in the management of Bidikmisi in each faculty”. The achievement of the objective of this evaluation is that the distribution of the poor achievement scholarship program (Bidikmisi) that has been in accordance with applicable procedures must be maintained and continuously improved. However, if it is not appropriate, you must pay attention to the directions and records of the results of the evaluation of the Inspector General of the Ministry of Religion of the Republic of Indonesia and the BPK of the Ministry of Finance.” (S.DA, 2020)

The evaluation findings are the results of a simple audit of the program that has been implemented. We know that evaluation findings can provide an overview of the extent to which the program is running, any conformity or deviation as well as projected achievements (Mahfoozi et al., 2018). Through program evaluation, these findings are expected to provide improvements to the long-term plan. Program evaluation is where program reports are still conventional where reports are made in manual form and are not electronic (Webber et al., 2019). Reports should also be available online. However, administratively, the Ministry of Religion, activities or programs have complied with technical instructions.

“Actually, the Bidikmisi program is a derivative of the Ministry of Religion to UIN so actually if we haven't carried out an evaluation so far, yes there is actually an evaluation but we go directly to the Ministry of Religion, for example the Ministry of Religion asks for data, we give it because we don't go directly to the students, the evaluation is down from the Ministry of Religion to us, Ex: he asked if this year the quota will decrease or not? So we carry out evaluations by: 1) New student admissions; we will give them knowledge about the technical guidelines that we have made, they must comply with the technical technical regulations at UIN Jakarta, the technical guidance is also derived from the Ministry of Religion and from the Tendis, with this technical guidance we usually hold meetings with the Wadek 3 who are in charge of student affairs and cooperation as well as alumni, later in one of the technical guidelines there will be?, although in the technical technical guidance of the Ministry of Religion or km, there is no determination of the GPA, but we include it in our technical guidelines, why? because if we don't include the student's GPA, it will be arbitrary, so we limit it to IP”. (YN, 2020)

Evaluation of the Bidikmisi program is expected to provide benefits or use values. The benefits of this evaluation can be in the form of practical benefits or also academic benefits to improve programs that will be taken in the future (Tulung, 2014). Program evaluation itself is useful for all parties, both program organizers, recipients and managers themselves. evaluation of the Bidikmisi program at PTKIN is as a means of improving the results of the evaluation so that the implementation of this program can be better starting from determining criteria at the time of selection, determining acceptance, even reporting, all of which are expected to meet the standards set out in the technical instructions for program implementation.

Program evaluation also looks at whether there is a need to measure program success. This means that this evaluation is expected to provide input in the form of improvements to the research findings. In addition, the program is expected to be successful with the expected achievement indicators. Program evaluation is a necessity so that this evaluation has an impact on improving program implementation, especially for managers so that aspects of accuracy, targeting and prudence become a priority and commitment of program managers (Mahmudi, 2011). All are expected to be in accordance with the technical instructions for the implementation of program distribution and it is important that financial reporting be carried out according to the technical instructions.

In the evaluation of the Bidikmisi program at PTKIN, the technical evaluation is done by the program manager by considering the urgency aspect of the evaluation (Amygdalos et al., 2014). To see what techniques have been used so far, the researchers conducted interviews

with informants. There are three techniques used in the evaluation of the Bidikmisi program that has been carried out by PTKIN managers, the first is by submitting an accountability report on program implementation with supporting documents attached. Second, the evaluation is carried out directly by the Inspector General of the central Ministry of Religion; the results of the inspection become a reference for improvement and refinement of the evaluation. Finally, the evaluation from the Audit Board of Indonesia or *Badan Pemeriksa Keuangan* (BPK) of the Ministry of Finance which refers to the technical manual for the implementation of program distribution. The three techniques mentioned above are carried out according to the procedure. The method used is in accordance with the program's technical instructions. Here is an excerpt from an interview:

"There are three stages of evaluation, namely: First, the evaluation is submitted and explained by the Manager through an accountability report on the implementation of the distribution process for the poor achievement scholarship program (Bidikmisi) which is usually attached to the attachment of the report. The second evaluation is from the Inspector General of the Ministry of Religion of the Republic of Indonesia, the results of the examination are used as reference material for improvement and refinement of the report. The three evaluations from the BPK of the Ministry of Finance were examined by referring to the technical manual for the distribution of the scholarship program for poor achievers (Bidikmisi) and technical guidelines for financial reporting. Now, from the three evaluations, it can be concluded that the distribution of the scholarship program for poor achievement (Bidikmisi) is in accordance with the applicable procedures".

"It is very credible because the method used is appropriate because it refers to the technical manual for the distribution of the poor achievement scholarship program (Bidikmisi) and technical guidelines for financial reporting, referring to the RKAKL (Work Plans and Budgets-Ministries and Institutions) and SBM (Standard Input Fees). Meanwhile, the correlation and consistency in the determination of evaluation criteria so far have been in accordance with what has been regulated in the technical guidebook for the distribution of the scholarship program for poor achievers (Bidikmisi) and technical guidelines for financial reporting." (NY, 2020)

The next thing to consider is the suitability of the evaluation format where this becomes the standard that must be used by the team in conducting the program evaluation process. The evaluation format for the Bidikmisi scholarship program is based on technical guidelines and organizational frameworks (Csiernik et al., 2012). Usually it is done with caution and refers to the use of government funds. The manager also conducts program audits and submits reports to the audit team for evaluation.

Finally, in program evaluation, there is a new evaluation product where evaluation can provide improvements to program implementation. It is also expected in running the scholarship program at the Ministry of Religion, especially at PTKIN where program evaluation can produce new products in program improvement (Gao et al., 2019). The new product of the evaluation is the record of the results of the audit and the exposure submitted by the Inspector General and the BPK of the Ministry of Finance. These notes can be evaluative or critical. PTKIN has shown a good process with authentic realization in line with accountable technical instructions. The resulting product is in the form of improvements to programs that have been running and documentation that becomes a reference for policy improvements.

"That is by looking at the final results of the evaluation carried out by the Inspector General of the Ministry of Religion of the Republic of Indonesia and the BPK of the Ministry of Finance, usually the results of the audit will be submitted to the exposure submitted by the audit party, both from the Inspector General of the Ministry of Religion of the Republic of Indonesia and the BPK of the Ministry of Finance. If there are no records, then the results of the management are good and successful. Because every inspection must be able to show evidence of processes and realizations that are authentic and can be accounted for." (S.D.A, 2020)

Thus, the evaluation of the Bidikmisi scholarship program at PTKIN is carried out in accordance with the technical instructions issued by the directorate of Islamic higher education related to the implementation and evaluation of the Bidikmisi scholarship program. Evaluation is carried out by meeting the criteria by considering starting from setting evaluation goals to the product evaluation results from the program according to the point of view described by Cronbach and Stufflebeam (Stufflebeam, 2003). At this time, the Bidikmisi scholarship program is highly expected by students who are less able to take higher education, especially at PTKIN. The Bidikmisi program has changed its name to KIP-Kuliah starting in 2020. Program improvements must involve higher education leaders so that in the future the implementation of the program will be much better than before.

The reciprocal evaluation of the program in this study will be visible and measurable on the level of success of the performance results carried out by the Scholarship Management Team in conducting the scholarship management and reporting process (Aliyyah et al., 2019). Second, as a result of evaluation and value as well as information material for further study materials that have an impact on policy making by the Central Government through the Ministry of Religion of the Republic of Indonesia and the Ministry of Finance in providing scholarship quotas for the following year. The three central government programs and the higher education program must be in line with the needs of education. The impact of the evaluation is expected to be the birth of policies that touch the root of the problem such as poverty alleviation through the education scholarship program. Scholarships can also be used as a basis to encourage the poor to take higher education so that they can break the chain of poverty.

CONCLUSION

The evaluation of Bidikmisi scholarship program at PTKIN is done based on the technical instructions issued by the Directorate of Islamic higher education related to the implementation and evaluation of the program. The evaluation is done by meeting the criteria by considering many things starting from the determination of the evaluation objectives to the product evaluation results in line with the Cronbach and Stufflebeam approach. At this time, Bidikmisi scholarship program is highly expected by students who are less able to pursue higher education, especially at PTKIN, which is currently changing its name to KIP-Kuliah.

The supporting factor for the evaluation is the examining team/audit team supported by business trip funds from the team institution, while the executors or committee members are given a budget to evaluate either programmatically or directly in the field. In addition, this program is very much supported by all parties, especially the leadership itself. Meanwhile, the inhibiting factor for evaluation is the absence of an accountability report in the form of e-report so the manager is asked by the audit team to scan the data contained in the report in pdf. form at the same time.

The reciprocal of program evaluation is the success rate of performance results done by the scholarship management team in conducting the scholarship management and reporting process. Then, as a result of evaluation and value as well as information material for further study materials that have an impact on policy making by the central government through the Ministry of Religion and the Ministry of Finance in providing scholarship quotas for the following year, to the central government, especially Directorate of Higher Education dealing with Islamic affairs, it is crucial to maintain the performance of the Bidikmisi scholarship program implementation and improve evaluation and monitoring so it can run better, especially to able to touch the needy. Thus, it can increase the number of recipients (priority) for people in remote and very remote areas. For program managers, it is important to maintain excellent achievements so far so the Bidikmisi program which changed its name in 2020 to KIP-Kuliah can run better and provide the widest opportunities for all prospective students in Indonesia, especially those who enter PTKIN spread throughout Indonesian territory.

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