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Implementation of Affirmative Scholarship Policy by Indonesia Endowment Fund for Education

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Abstract: In an era that shows the importance of competitiveness, the role of human resources is greatly needed to support economic activities. This condition has relevance to the importance of investment in education. Efforts to build high-quality human resources in the context of higher education levels of Strata-2 and Strata-3 are steps taken by the government. One of them is the implementation of affirmative scholarships by Indonesia Endowment Fund for Education or Lembaga Pengelola Dana Pendidikan (LPDP) in bahasa. This study aims to analyze the implementation of the affirmative scholarship policy by LPDP. This study uses the concept of policy implementation proposed by Grindle (1980) in order to make a comparison between what is implemented and what is planned. By using a qualitative approach, this study collected data through interviews and document studies which are then analyzed using illustrative method techniques. The results of the study show that the implementation of the affirmative scholarship policy by LPDP shows good things, only there are notes on technical issues when registering in the form of internet access constraints in affirmative areas, the achievement of language enrichment programs that are not optimal during study preparation, the occurrence of cases during the implementation of the study, and when completing the study shows that timely graduation and contribution programs are not optimal, as well as the problem of LPDP alumni who do not return to Indonesia after graduating from their studies.

Keyword: Policy Implementation, Affirmative Action, Scholarship

INTRODUCTION

In an era that shows the importance of competitiveness, the role of human resources is greatly needed to support economic activities (Jahanger et al., 2022; Rahim et al., 2021; Ahmed et al., 2020). Therefore, today, there are many ideas about high-quality human resources, especially in the context of globalization and international integration, when the economy is dominated by knowledge and human capital, because it plays an increasingly crucial role (Uoc & Nguyen, 2022; Mohamed et al., 2021). Human resources that have the potential to become sustainable competitive advantages must have high qualifications and high motivation. High-quality human resources are interpreted as human resources who have

a high level of education and technical experience, as well as excellent work skills and the capacity to adapt quickly to rapid changes (Tran, 2024).

The Indonesian government understands the essence of high-quality human resources. Therefore, improving the quality of Indonesian human resources is an issue that receives more attention from the government. Attention to efforts to increase the education of Indonesian human resources will be highly correlated with predictions from many studies about Indonesia's future in 2045, namely becoming the 5th largest country in the world economy (Masrom, Aziz, & Ismail, 2023; Negara & Ramayandi, 2020; Utama, Setiyadi, & Samad, 2024). This also provides the potential for a higher prediction than 2030 as explained earlier. The government itself has created a scenario that in 2045 Indonesia's GDP per capita could reach USD 23,199 (Ministry of PPN, 2019). Therefore, in order for these predictions and scenarios to be achieved, improving and equalizing the quality of education of Indonesian human resources is relevant.

Referring to the latest data from the 2022 National Labor Force Survey, the number of working-age population is dominated by people with a Junior High School or equivalent education level. The population with a Bachelor's degree or equivalent in the composition of the working-age population only shows a figure of 8.5%. If the standard is increased, then only around 0.8% and 0.05% of the working-age population have a Master's and Doctoral education level. Reflecting on this, the government considers investment in education important. Therefore, LPDP was formed to manage a large enough education fund to support the Master's and Doctoral education levels of Indonesian human resources.

In its implementation, more than 24,000 Indonesian citizens have signed contracts to study as LPDP scholarship recipients since the opening of the postgraduate scholarship program in 2012, most of which cover tuition fees and living expenses while pursuing postgraduate education in Indonesia and abroad without the obligation to return the money (Rachman, 2023). Each year, LPDP provides scholarships approximately three times the amount that Indonesian citizens usually receive from the European Union's Erasmus+ international student mobility scholarships (an average of 258 students per year between 2015 and 2019) and almost twice the allocation of the Japanese Government's MEXT Scholarship (893 students in 2019) (Rachman, 2023).

Therefore, in order for its public role and accountability to be in accordance with the financial capacity it manages, one of the mandates given to LPDP is to help ensure that the quality of Indonesian human resources is evenly distributed throughout Indonesia, in this case the context is the Masters and Doctoral levels of education. In other words, LPDP scholarship recipients must also be able to target all elements of the country's citizens. This confirms various studies that explain the gap in access to education in Indonesia (Muttaqin, 2018; Harahap, Maipita, & Rahmadana, 2020; Fadhil & Sabic-El-Rayess, 2021; Riswari et al., 2022; Setyadi, 2022).

Whether we realize it or not, increasing access and opportunities to study in higher education is something that the government must do (Salmi, & D'Addio, 2021; De Wit & Altbach, 2021). For vulnerable groups in terms of geography, community economy, facilities and infrastructure, regional financial capacity, and so on, these vulnerable groups need to receive affirmative policies. Affirmative action theory states that to achieve true equality, proactive steps must be taken to increase opportunities for historically underrepresented groups in areas such as education and employment, by providing preferential treatment to individuals from those groups to counteract the effects of past discrimination and create a more diverse and equitable society (Holzer & Neumark, 2006; Mahajan, 2024). Essentially, this policy aims to level the playing field by providing benefits to those who have been systematically disadvantaged (Bacchi, 2004). Affirmative action is intended to eliminate social discrimination and distribute social resources equitably (Gururaj et al., 2021; Mujtaba, 2023).

In the context of the role of LPDP, the implementation of the affirmative scholarship program is one effort to overcome the gap in access to Masters and Doctoral levels of education. Affirmative scholarships aim to provide fair opportunities for citizens from disadvantaged economic backgrounds, disadvantaged areas, and minority groups to be able to access Masters and Doctoral education both at domestic and foreign universities. It is hoped that these community groups will be targeted by the scholarship program provided so that they can study in several scientific fields at the Masters and Doctoral levels.

There are four affirmative scholarship programs implemented by LPDP, namely the Affirmation Scholarship, Papuan Youth Scholarship, Pre-Prosperous People Scholarship, and Disability Scholarship. In the development of its implementation, there are adjustments to the policies that form the basis for the operationalization of the implementation of the affirmative scholarship. With the various policy adjustments that have occurred, in its implementation, up to Phase I in 2024, a total of 12,258 people have become awardee of affirmative scholarships since 2013. With a large number of awardee and funds that have been disbursed, the implementation of the LPDP affirmative scholarship policy has been in the spotlight. With this in mind, it is interesting to conduct a study with the aim of analyzing the implementation of the affirmative scholarship policy by LPDP.

METHOD

This study uses a qualitative approach. In accordance with the research objectives in this study, responses and views are needed from related parties who in the context of this study require qualitative data. This study uses a post-positivist paradigm. One aspect that characterizes the post-positivist paradigm is using theory as a reference for understanding research problems up to making operational definitions. Based on this perspective, there are several reasons why this study uses a post-positivist paradigm: (1) the depth of the data search process, which is achieved in this study by directly obtaining the perceptions and opinions of informants through interviews; and (2) in line with one of the characteristics of the post-positivist paradigm, which focuses on verifying theory, this study also presents theoretical references to observe the implementation of policies that are the object of research.

In-depth interviews and document studies are data collection techniques applied in this study. In-depth interviews were conducted to collect primary data. In-depth interviews were conducted with parties who have in-depth knowledge related to the research theme. Initial informants were selected purposively. Document studies were conducted to obtain secondary data. In this study, document studies were conducted by reading and studying a number of books, journals, papers, and so on that are related to the problems and discussions of the research.

This study is more oriented towards data analysis techniques in the form of illustrative methods. The selection of the illustrative method itself was carried out because its definition is relevant to the post-positivist paradigm used in this study. By definition, the illustrative method is a qualitative data analysis method that takes theoretical concepts and treats them as empty boxes to be filled with specific empirical examples and descriptions. This is in line with this study because it is necessary to answer the theoretical concepts that have been adopted in the operationalization of the formulated concepts.

RESULT AND DISCUSSION

Analysis of Implementation of Affirmative Scholarship Policy in Selection Stage

At the affirmative scholarship selection stage, LPDP first enforces a policy for applicants to register online on the LPDP Scholarship Registration site via the link <https://beasiswalpdp.kemenkeu.go.id/>. On the site, applicants are asked to complete and upload all documents required in the registration application. In addition, participants are

asked to ensure that they submit the registration application to get a registration/registration code.

LPDP imposes quite strict requirements for the four affirmative scholarship categories. In the Affirmation Scholarship category, there are around 17 documents that need to be prepared and completed by applicants. Then, in the Papuan Youth Scholarship category, there are around 14 documents that need to be prepared and completed. In the Disability Scholarship category, there are around 15 documents and for the Pre-Prosperous People Scholarship category, there are around 15 documents that need to be prepared and completed. Documents that are required for registration need to be uploaded to the registration site either in the form of an online form or document upload.

Furthermore, after applicants have registered online, LPDP implements a selection policy consisting of administrative selection, scholastic talent selection, and substance selection (see Table 1). LPDP conducts administrative selection in order to filter and ensure that applicants meet the various document requirements and forms that have been collected through the online site. Then, applicants who pass the administrative selection will take part in the scholastic talent selection to measure intelligence and cognitive abilities, as well as identifying the applicant's talents and interests. In this scholastic talent selection, verbal, numerical, and problem reasoning tests are carried out. For applicants who pass the administrative and scholastic talent selections, the applicants will take part in the final selection in the form of a substance selection carried out through the interview method. In the affirmative scholarship program, the four scholarship categories that exist apply these three types of selection, except for scholarship recipients with disabilities who only take part in the administrative selection and substance selection.

Table 1. Affirmative scholarship selection stage

Scholarship Category	Administrative Selection	Scholastic Talent Selection	Substance Selection
Affirmation Scholarship	✓	✓	✓
Papuan Youth Scholarship	✓	✓	✓
Disability Scholarship	✓	X	✓
Pre-Prosperous People Scholarship	✓	✓	✓

With the selection stages that have been passed, there are participants who do not pass for each selection carried out (see Table 2). In 2023, for example, out of 6,224 applicants, 4,883 people passed the administrative selection. It turns out that out of 4,883 people who passed the administrative selection, 4,350 people took part in the scholastic talent selection and 8,964 people took part in the substance selection. Only 3,627 participants passed the scholastic talent selection and only 2,513 people passed the overall selection followed by the substance selection. Likewise, in 2024, out of 14,248 applicants, 12,888 people passed the administrative selection. Of those who passed the administrative selection, 12,016 participants took part in the scholastic talent selection and 8,964 participants took part in the substance selection. Only 8,092 participants passed the scholastic talent selection and only 2,626 people passed the overall selection plus the substance selection.

Table 2. Number of Participants and Passing Each Selection Stage

Year	Number of Applicants	Number of Administrative Selection Passes	Number of participants in scholastic talent selection	Number of scholastic talent selection passes	Number of participants in substance selection	Number of substances selection passes
2023	6.224	4.883	4.350	3.627	4.160	2.513
2024	14.248	12.888	12.016	8.092	8.964	2.626

In the data held by LPDP, since the opening of the affirmative scholarship program, there has been an increasing trend in the number of applicants for affirmative scholarships from year to year. There is a gap between the number of applicants and the number of graduates, except at the beginning of the scholarship program, namely in 2013 and 2014, where the graduation rate was 100%. In 2015 and after, the percentage of the number of applicants who passed compared to those who registered showed a varying percentage with the highest being around 40%. If detailed, in 2015, the number of graduates compared to those who applied showed a percentage of 39.37%, which means 60.63% did not pass. Then, in 2016 the percentage of those who passed was 29.16%, in 2017 it was 18.35%, in 2018 it was 20.37%, in 2019 it was 37.73%, in 2020 there was no acceptance, in 2021 it was 39.31%, in 2022 it was 29.85%, in 2023 it was 40.35%, and in 2024 it was 18.41%.

Analysis of Implementation of Affirmative Scholarship Policy in Study Preparation

The analysis of the implementation of the LPDP affirmative scholarship recipient study preparation policy explains three things, namely the implementation of the language enrichment program policy, affirmative provision, and departure preparation program.

First, the implementation of the language enrichment program policy. This program is carried out for LPDP affirmative scholarship recipients whose TOEFL/IELTS scores have not met the LOA standard or have not even received an LOA. This policy is carried out or organized for affirmative scholarship recipients to improve their English or foreign language skills. There are indicators so that the quality and language skills of affirmative scholarship recipients, especially English, can be guaranteed to be mastered to the standard. This is especially for affirmative scholarship recipients who choose universities abroad as a place to continue their studies.

This language enrichment is carried out as an effort to maintain the standards of LPDP scholarship recipients, including in the affirmative program. Although there is a relaxation in the selection requirements, affirmative scholarship recipients are also expected to have relatively the same standards as targeted and general scholarship recipients in terms of language.

In its implementation, the language enrichment program is carried out at various domestic universities that collaborate with LPDP. Several partner institutions of LPDP in this language enrichment program are LBI FIB UI, INLINGUA, FIB UGM, P2B UIN SUKA, and P2B UNS. One of the interviewees in this study was the International Language Institute, Faculty of Cultural Sciences, University of Indonesia (LBI FIB UI). The implementation of this language enrichment is adjusted to the needs of the language certificate required. Generally, IELTS or TOEFL iBT for overseas purposes and TOEFL ITP for domestic purposes. The duration of the program varies from 3 (three) to 6 (six) months according to the needs to adjust the standards that need to be achieved by prospective scholarship recipients to register for the target university.

The implementation of language enrichment classes is handed over to LPDP partner institutions such as LBI FIB UI. In its implementation, there are mechanisms that are carried out according to the implementation that occurs at partner institutions. Although technically the class is handed over to the partner institution, LPDP provides guidance or technical instructions to partner institutions such as the duration and what competencies need to be possessed by affirmative scholarship recipients.

When participating in this language enrichment program, challenges were identified in the form of uneven language skills of affirmative scholarship recipients, so that the language enrichment program became more dynamic, especially for taking IELTS classes and tests. What is described as a challenge is reflected in the documented results of language enrichment achievements. For example, in the 2024 Batch I language enrichment, of the total

participants who participated in the IELTS program language enrichment program of 265 participants, only 64% had achieved status (see Table 3). In other words, on average, there were 35% of participants whose status was not achieved after participating in the language enrichment program. When viewed according to scholarship category, for the Papuan Youth Scholarship category, out of 54 participants who participated, it even showed a figure of not being achieved as much as 69%. The highest achieved status was shown by the Pre-Prosperous People Scholarship category with a figure of 81% of the 53 participants who participated. Meanwhile, participants in the Disability Scholarship category showed an achievement status of 73% of the 15 participants who participated, while participants in the Affirmation Scholarship category achieved a status of 69% of the 143 participants who participated in the language enrichment program.

Table 3. IELTS Achievements in the 2024 Batch I Language Enrichment Program

Table 3: IELTS Removals in the 2024 Batch - Language Enrollment Program								
No.	Scholarship Category	Status						Total
		Achieved		Not Achieved		No Confirm		
		Amount	%	Amount	%	Amount	%	
1.	Papuan Youth Scholarship	17	31%	37	69%	0	0%	54
2.	Pre-Prosperous People Scholarship	43	81%	9	17%	1	2%	53
3.	Disability Scholarship	11	73%	3	20%	1	7%	15
4.	Affirmation Scholarship	99	69%	44	31%	0	0%	143
TOTAL		170	64%	93	35%	2	1%	265

Not only in the case of IELTS, challenges also occur in the language enrichment of the TOEFL ITP program. For example, in the language enrichment Batch I of 2024 for the TOEFL ITP program, participants who did not achieve the standard were on average 49% of the total 496 participants (see Table 4). The participants who did not achieve the TOEFL ITP standard the most came from the Papuan Putra Putri Scholarship category at 89% of the 56 participants who participated. As for other categories, the Affirmation Scholarship showed an unattainable status of 48% of 214 participants, the unattainable TOEFL IPT standard for the Pre-Prosperous People Scholarship was 40% of 218 participants, and the Disability Scholarship, although the lowest, had a fairly high unattainable figure at 38% of 8 participants.

Table 4. TOEFL Achievements in the 2024 Batch I Language Enrichment Program

Table A: 2021-22 Promotions in the 2021 Batch 1 Language Enhancement Program								
No.	Scholarship Category	Status						Total
		Achieved		Not Achieved		No Confirm		
		Amount	%	Amount	%	Amount	%	
1.	Papuan Youth Scholarship	6	11%	50	89%	0	0%	56
2.	Pre-Prosperous People Scholarship	100	46%	88	40%	30	14%	218
3.	Disability Scholarship	4	50%	3	38%	1	13%	8
4.	Affirmation Scholarship	84	39%	103	48%	27	13%	214
TOTAL		170	194	39%	244	49%	58	12%

Second, the implementation of the affirmative provision program policy. Affirmative provision is a provision activity specifically designed for LPDP scholarship recipients from the Sons and Daughters of Papua and Affirmative Regions. There are three objectives, namely (1) instilling the values of nationalism and integrity through providing a more positive Indonesian experience and encouraging the strengthening of the vision of Indonesian

development, (2) providing strengthening of mindsets and practical skills related to independence and personal capacity development through seminars and basic-skills workshops that are useful for the success of studies and increasing the competitive advantage of participants in working in the future, and 3 instilling good values that are expected to exist in every LPDP awardee from the Papuan Youth Scholarship and Affirmation Scholarship to then return to build their region, through increasing self-esteem/self-confidence/self-worth.

Third, the implementation of the departure preparation program policy. The departure preparation program is a provision program for Prospective Scholarship Recipients or Scholarship Recipients in order to provide strengthening of mindsets, improvement of soft skills, instilling noble values of the Indonesian nation and nationalism, and internalization of national values and culture. During the implementation of departure preparation, there is a curriculum that is organized to meet the seven expected competencies, namely (1) building integrity and quality personality, (2) strengthening national insight and nationalism, (3) challenges of human resources in the global era, (4) formation of transformative leadership, (5) building participant bonding, social sensitivity and networking, (6) entrepreneurship, and (7) LPDP-ness and improvement of soft skills.

Analysis of Implementation of Affirmative Scholarship Policy in Study Implementation

With its capacity, the implementation of policies organized by LPDP during the study period of affirmative scholarship recipients is to ensure that education funds and supporting funds are realized properly. In this context, LPDP has implemented its policies in accordance with applicable rules and regulations. In 2023, it was recorded that education funds and supporting funds implemented by LPDP reached around Rp. 1,054,288,994,754.17. In 2024, this figure increased to Rp. 1,923,690,332,682.13. Almost all scholarship components, except emergency funds, increased in 2024 compared to 2023 (see Table 5). The main reason is that the number of affirmative scholarship recipients studying in 2024 is greater than in 2023. It was recorded that there were 2,626 affirmative scholarship recipients studying in 2024, while in 2023 there were 2,534 recipients.

In order to assist and direct scholarship recipients to graduate on time or even faster, monitoring and evaluation conducted by LPDP is also important. Therefore, LPDP monitors scholarship recipients, one of which is the obligation for scholarship recipients to make a study progress report to LPDP which is submitted every six months (per semester).

The dynamics in the field that occur show cases that accompany the implementation of policies related to the implementation of LPDP affirmative scholarship recipient studies (see Table 5). In its implementation, there are cases such as affirmative scholarship recipients who fail their studies, resign, falsify documents, incorrect information, criminal acts, double funding, health problems, and even death.

Table 5. Cases of LPDP Affirmative Scholarship Recipients

Cases	Affirmation Scholarship	Pre-Prosperous People Scholarship	Disability Scholarship	Papuan Youth Scholarship	Total
Failed Study	73	15	2	1	91
Resign	18	6	1	1	26
Document Forgery	8	11	1	4	24
Incorrect Information	6	2	0	0	8
Criminal Act	2	0	0	0	2
Double Funding	0	4	0	0	4
Health Problem	6	2	0	2	10
Code of Ethics/Academic Violations	0	0	0	0	0
Die	11	7	0	0	18
TOTAL	124	47	4	8	183

Referring to Table 5, in fact, there are quite a lot of affirmative scholarship recipients who failed their studies in 2024, which is 91 people. Scholarship recipients who resigned are also quite a lot, which is 26 people. Not to mention, there are problems such as cases of document falsification committed by 24 people, providing incorrect information by 8 people, committing crimes by 2 people, and double funding by 4 people. In addition, the dynamics faced by LPDP are in the form of 10 scholarship recipients experiencing health problems and 18 people dying. Another thing that LPDP does during the study period is briefing related to career preparation. In this case, LPDP organizes the Leaders Enrichment, Attachment, & Development Program (LEAD) as a form of briefing activity related to career preparation and national insight for awardees who will graduate (in 6 months) with the aim of building comprehensive leadership and knowledge, especially related to employability skills. In 2024, LEAD was implemented 4 (four) times, namely online LEAD for domestic scholarship recipients, as well as offline LEAD in East Java, Yogyakarta, and England.

Analysis of Implementation of Affirmative Scholarship Policy in Completion of Study

In the analysis of the implementation of the LPDP affirmative scholarship recipient study completion policy, three main things are explained, namely timely graduation, the domicile of the scholarship recipient after graduation, and the contribution of the scholarship recipient after graduation.

First, related to timely graduation, this is an important indicator of the implementation of the LPDP affirmative scholarship policy. This is because, increasing the study period or late graduation can cause an increase in the budget spent. Of course, the output of the study completion policy is that all LPDP affirmative scholarship recipients need to have the status of graduating on time. However, in addition to graduating on time, in its implementation there are affirmative scholarship recipients who are late, dismissed, and in the evaluation process. According to the most recent data, LPDP affirmative scholarship recipients who have graduated status are 4,404 people, graduated late as many as 2,336 people, dismissed as many as 9 people, and in the evaluation process as many as 218 people (see Table 6). As for those who are still in the status of studying and preparing, there are 4,235 people.

Table 6. Affirmative Scholarship Recipient Graduation Data

Status	Amount
Graduate on time	4.404
Delayed	2.336
Dismissed	9
In evaluation process	218
Currently studying and preparing	4.235

The percentage of LPDP affirmative scholarship recipients who graduated on time was 63.21%. Meanwhile, LPDP affirmative scholarship recipients who graduated late were in the range of 33.53%. LPDP affirmative scholarship recipients who were dismissed were around 0.13%. Meanwhile, LPDP affirmative scholarship recipients whose status was in the evaluation process were around 3.13%. In the Risk Register at LPDP, there are at least several reasons why scholarship recipients do not graduate on time, namely scholarship recipients have constraints on data collection for research, constraints on implementing guidance with promoters, constraints on research publications, constraints on thesis writing stages, and implementation of monitoring and evaluation that has not collaborated optimally with Universities. Second, related to the domicile of scholarship recipients after graduation, in the existing provisions there is a clause that alumni must be in Indonesia no later than ninety calendar days after the scholarship recipient's graduation date based on official

graduation documents from the destination university, unless otherwise specified by the scholarship recipient's institution of origin that provides study assignments. The time period for returning to Indonesia can be excluded for scholarship recipients who apply for a postponement of return for reasons approved by the Director in charge of scholarships.

The results of the Tracer Study conducted, related to this domicile, there were 152 respondents who lived abroad after graduating. The LPDP graduates are spread across various countries with the UK and the United States being the countries where the most LPDP graduates live. Furthermore, several countries were identified as being the distribution of LPDP graduates' residences such as Australia, the Netherlands, Japan, Singapore, Sweden, China, and Turkey.

When compared to the total respondents in the Tracer Study conducted, around 6.73% of LPDP graduates have the opportunity to live abroad or not return to Indonesia. This provides an indication of a phenomenon that is also in line with what was studied by Robbani et al. (2023) about the large number of LPDP scholarship recipients who choose not to return to Indonesia. In the Risk Register at LPDP, three reasons have been identified for LPDP alumni not returning to Indonesia after completing their studies, namely (1) alumni getting jobs abroad, (2) lack of compliance with the applicable provisions regarding the period of service, and (3) the perception in the eyes of alumni/awardees that LPDP is not firm enough in taking action.

Third, regarding the contribution of scholarship recipients after graduating, the existing policy clause explains that scholarship recipients who have completed their studies are required to contribute in Indonesia with a contribution period of at least two times the study period. LPDP alumni generally return to their original position when they receive an LPDP scholarship. However, the terminology of being required to contribute in Indonesia with a contribution period of at least two times the study period is something that is discussed and questioned by LPDP scholarship recipients.

In LPDP's own view, the number of alumni contributing after studying is less than the target of 85%. According to LPDP, in its Risk Register, this is due to the soft skills of alumni, especially fresh graduates, not being in accordance with the requirements of the world of work. LPDP itself assesses the competency of LPDP alumni in the Tracer Study which is carried out by looking at four aspects of core competencies that can support work, namely leadership, self-awareness, creativity and innovativeness, and problem solving. The results showed that the average competency of alumni respondents who graduated in 2015, 2018, and 2023 showed that the highest aspect in competency mastery was the self-awareness aspect. The explanation of this competency adds to the existing challenges and this is acknowledged by LPDP. The challenge is that not all LPDP affirmative scholarship recipients after graduating can be immediately absorbed in the workforce.

Based on the explanation above, the results of the analysis show a problematic situation related to the implementation of the LPDP affirmative scholarship recipient study completion policy because there are still problems in terms of not a few scholarship recipients who do not graduate on time, the problem of not a few alumni who do not return to Indonesia after graduating, and there are still obstacles related to the contribution made by scholarship recipients after graduating.

CONCLUSION

From the results and discussions conducted, the conclusion shows that the implementation of the LPDP affirmative scholarship policy shows good things. From what was planned, LPDP has implemented the affirmative scholarship policy well. The implementation that is categorized as good is seen in the implementation of the policy during the selection stage, study preparation, study implementation, and completion of studies for LPDP affirmative scholarship recipients. However, there are notes or dynamics that occur in

the implementation of this LPDP affirmative scholarship policy such as (1) technical problems when registering in the form of internet access constraints in affirmative areas, (2) the achievement of language enrichment programs that are not optimal during study preparation, (3) the occurrence of cases during study implementation such as affirmative scholarship recipients who fail their studies, resign, falsify documents, incorrect information, criminal acts, to double funding, and (4) when completing studies shows that timely graduation and contribution programs are not optimal, as well as the problem of LPDP alumni who do not return to Indonesia after graduating.

From these conclusions, this study formulates the following recommendations. First, to overcome technical problems during registration in the form of internet access constraints in affirmative regions and Papua, LPDP needs to improve its cooperation not only with the vertical offices of the Ministry of Finance in the regions in facilitating internet to selection participants who need it, but also with other agencies, especially local governments. Second, to overcome the achievement of the language enrichment program that has not been maximized during study preparation, LPDP increases monitoring and evaluation of language enrichment participants, as well as educating and providing socialization to prospective applicants to enrich their English informally through various accessible media. Third, to anticipate cases during the implementation of studies such as affirmative scholarship recipients who fail their studies, resign, falsify documents, incorrect information, criminal acts, and double funding, LPDP needs to improve monitoring and evaluation of affirmative scholarship recipients and implement anticipatory steps to minimize these cases. Fourth, to overcome the less than optimal graduation on time, LPDP needs to identify as early as possible the development of the LPDP affirmative scholarship recipients' studies and if necessary LPDP can implement a reward and punishment system. Fifth, to optimize the contribution program, LPDP needs to improve coordination, cooperation, and joint ventures with local governments so that LPDP affirmative scholarship alumni can develop their regions. Sixth, to anticipate LPDP alumni who do not return to Indonesia after graduating, LPDP needs to continue to supervise so that they remain within the expected outcomes of the affirmative scholarship.

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