

Evaluation of Regional Achievement Scholarship Policy in South Bolaang Mongondow District

Rilistian Lalu, Zuchri Abdussamad, Muchtar R. Ahmad, S.Pd., M.Si

Master of Administrative Sciences Study Program, Gorontalo State University

Abstract: The research was conducted in June 2023 in South Bolaang Mongondow. Evaluation is not just an ordinary assessment, but is a systematic process that uses social research procedures to examine various aspects of social intervention programs. Starting from the concept and design of the program, evaluation research examines the feasibility and potential of the program to achieve its goals. Then, this research monitors the implementation of the program in the field, ensuring its suitability to the design and identifying obstacles that may arise. In the final stage, evaluation research assesses the overall program unity, measuring its effectiveness in achieving targets and its impact on society. In short, evaluation research provides a holistic picture of a social intervention program, helping stakeholders to make informed decisions in future program development and implementation. The achievement scholarship policy in South Bolaang Mongondow Regency has been proven to work efficiently and effectively. The scholarship recipient selection process is carried out transparently and fairly, ensuring that students who excel and meet the criteria get the same opportunity to receive a scholarship. In addition, the distribution of scholarship funds is carried out on time and on target before the end of the year, ensuring that recipient students can use these funds for educational costs and other needs optimally.

Keywords: achievement scholarships, policy evaluation.

INTRODUCTION

According to Chandler and Plano in Harbani Pasolong (2010: 7), public administration is a process in which public personal resources are organized and aligned to formulate, implement and manage decisions in public policy.

According to Harbani Pasolong (2010: 8), public administration is collaboration carried out by a group of individuals or institutions in carrying out government tasks to meet the needs of society efficiently and effectively. According to Nicholas in Harbani Pasolong (2010: 8), public administration is a complex combination of theory and practice with the aim of increasing understanding of government in relation to the society it governs, as well as encouraging public policy to be more responsive to social needs.

Public administration, according to Chandler and Plano in Keban (2008:4), is a process in which public resources and personnel are organized and aligned to formulate, implement and manage decisions in public policy. Meanwhile, according to Keban, Public Administration reflects the government's role as a single regulator that is active in regulating or taking steps and initiatives that are considered important or beneficial to society. The assumption is that society is perceived as a less active party and must submit to and accept government regulations (Keban, 2008: 4).

Public Administration, as presented by Hughes (1994), is a public service activity or activity in implementing policies set by other parties (Revida, et al, 2020:3). Another approach in the context of public administration, as explained by Harmon & Mayor (1986), emphasizes several main characteristics, namely: a) practical nature (contains diagnostic elements that explain why a problematic situation occurs), b) instrumental nature (how to achieve goals the goal effectively), and c) moral nature (assessing whether the goal is beneficial) (Mindarti, LI (2016:3).

There are diverse views on public administration and understandings of some of its main characteristics. It is important to consider this by paying attention to the situation that occurs in the government environment and community life. Discussions about public administration actually discuss policy issues related to the interests of the general public, especially those related to policies that have been agreed upon by stakeholders and have become the public's trust. This confirms that in this era, the demands of the times demand the adoption of a good government system for the benefit of society, which is known as good governance.

Conceptual Study of Policy Evaluation

Policy Evaluation Concept

Policy evaluation is an integral part of the public policy process. According to James P. Lester and Joseph Stewart, policy evaluation aims to identify the causes of failure of a policy or assess whether public policy has achieved the desired impact (James P. Lester & Joseph Stewart, quoted in Budi Winarno 165:23). Therefore, policy evaluation has an important role in determining the consequences arising from a policy, by describing its impact and assessing the success or failure of the policy based on previously established standards or criteria.

According to Lester and Stewart (in Leo Agustino, 2008: 185), evaluation aims to identify some of the failures of a policy and assess whether the policy that has been formulated and implemented is able to achieve the desired impact. Anderson (in Arikunto, 2004), considers evaluation as a process to determine the results of several planned activities to support goal achievement.

According to Lester and Stewart, policy evaluation can be divided into two different tasks. The first task is to identify the consequences of a policy by outlining its impact, while the second task is to evaluate whether the policy succeeded or failed based on previously established standards or criteria. The first task refers to efforts to assess whether or not public policy programs achieve their intended goals or impacts.

Peter H. Rossi and Howard E. Freeman (1985) stated that "Evaluation research entails regularly applying social research procedures to assess the conceptualization and design, implementation, and coherence of social intervention programs". It can be interpreted that evaluation research involves the systematic application of social research procedures to evaluate the concept and design, implementation and integrity of social intervention programs.

Evaluation is not just an ordinary assessment, but is a systematic process that uses social research procedures to examine various aspects of social intervention programs. Starting from the concept and design of the program, evaluation research examines the feasibility and potential of the program to achieve its goals. Then, this research monitors the implementation of the program in the field, ensuring its suitability to the design and identifying obstacles that may arise. In the final stage, evaluation research assesses the overall program unity, measuring its effectiveness in achieving targets and its impact on society. In short, evaluation research provides a holistic picture of a social intervention program, helping stakeholders to make informed decisions in future program development and implementation.

Briant & White (in Samodra Wibawa, 1994: 63) state that policy evaluation must basically be able to reveal the extent to which public policies and their implementation achieve the stated goals. The concept of policy evaluation according to Briant & White directs that evaluation

assessments can be carried out at the implementation stage, where the impact and consequences of the policy can be assessed. Meanwhile, Rossi & Freeman's views on evaluation include:

Evaluations are carried out to address a range of questions related to the three focal points of evaluation research: program conceptualization and design, program implementation (monitoring and accountability), and program utility (impact and efficiency assessments). It can be interpreted that Evaluation is carried out to answer various questions related to the three focus points of evaluation research: program conceptualization and design, program implementation (monitoring and accountability), and program usability (impact assessment and efficiency).

First, the evaluation examines the conceptualization and design of the program, including the accuracy and clarity of program objectives, the suitability of the program to the needs and target context, as well as the effectiveness of the program design in achieving its objectives. Second, evaluation examines program implementation, including the level of program implementation according to plan, program monitoring and accountability, as well as identifying obstacles and constraints in program implementation. Third, evaluation assesses the usefulness of the program, which includes the impact of the program on targets, the efficiency of the program in using resources, and the sustainability of the program after completion. By answering key questions in these three research focuses, program evaluation can provide valuable information for decision making, program improvement, and increasing program effectiveness in the future.

RESEARCH METHODS

This research uses the evaluation method as its approach. According to Weiss as quoted in Sugiyono (2013: 741), evaluation research is a research method that systematically identifies the effectiveness of a program, action, policy or other object being researched in comparison with predetermined goals or standards.

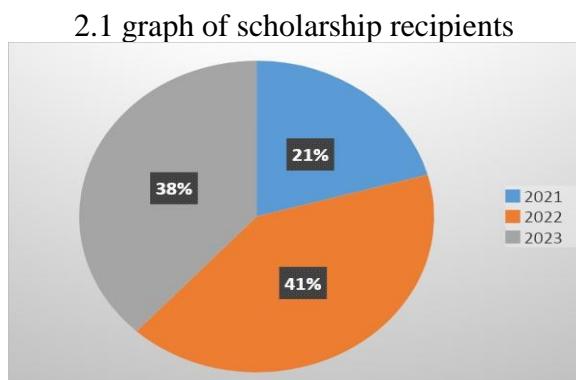
According to Bogdan and Taylor (cited in Moleong, 2007), qualitative methodology includes research procedures that produce descriptive data, both in the form of written and spoken words, from people's narratives and observed behavior. Qualitative research is carried out in natural conditions and is discovery in nature. In this context, researchers act as the main instrument, which requires theoretical understanding and deep insight in order to be able to ask the right questions, analyze and construct research objects clearly. This research places more emphasis on understanding meaning and attachment to values.

Data analysis is a critical stage in research that involves investigation and interpretation of the information that has been collected. The data analysis process aims to identify patterns, trends and relationships that can provide a deep understanding of the phenomenon being studied.

DISCUSSION

1. Criteria for evaluating regional achievement scholarship policies in South Bolaang Mongondow Regency

a. Policy Effectiveness



Data source: Decision of the South Bolaang Mongondow Regional Secretary for 2021 to 2023

The data above shows that the number of scholarship recipients has fluctuated in recent years. In 2021, as many as 104 people successfully received scholarships, showing the commitment of the government or scholarship provider institutions to support education for outstanding students. However, there will be a significant increase in 2022, where the number of scholarship recipients will increase to 207 people. This may be due to increased funding allocations for scholarships, expanded admissions criteria, or more effective promotional strategies. However, there will be a decline in 2023, where only 192 people managed to get a scholarship. Factors such as policy changes, adjustments to admissions criteria, or changes in economic conditions may contribute to these fluctuations. In this context, it is important for relevant parties to continue to monitor and evaluate scholarship programs to ensure fair and sustainable access for students in need.

b. Efficiency in implementing policies

The achievement scholarship policy in South Bolaang Mongondow Regency has been proven to work efficiently and effectively. The selection process for scholarship recipients is carried out transparently and fairly, ensuring that students who excel and meet the criteria get the same opportunity to receive a scholarship. In addition, the distribution of scholarship funds is carried out on time and on target before the end of the year, ensuring that recipient students can use these funds for educational costs and other needs optimally. Thus, this achievement scholarship policy not only supports access to higher education for outstanding students, but also creates an environment that supports and encourages their academic progress.

c. Adequacy to needs

Even though the achievement scholarship policy in South Bolaang Mongondow Regency has been implemented, there are still several needs that have not been fully met for scholarship recipients. The limited number of scholarship recipients and funding allocations that may be insufficient can cause some outstanding students to be unable to get the financial support they need. In addition, a selection process that may not be completely transparent and fair can also cause dissatisfaction and uncertainty among applicants. Therefore, an in-depth evaluation of this scholarship policy is needed to identify existing problems and implement necessary improvements to ensure that this policy can provide maximum benefits for scholarship recipients.

d. Alignment in policy implementation

Efforts have been made to ensure that all outstanding students have the opportunity to obtain merit scholarships. Through increasing funding allocations, expanding admission criteria, and increasing transparency in the selection process, these steps aim to ensure fairer and more equitable access for outstanding students in South Bolaang Mongondow Regency. Thus, related parties strive to create an environment that supports and encourages academic progress for all students who have adequate potential and achievement.

e. Responsiveness

Achievement scholarships in South Bolaang Mongondow Regency have received a positive response from the local community. This program has been considered a significant step in supporting access to higher education for outstanding students, as well as a form of investment in human resource development in the area. With this scholarship, people feel encouraged and inspired to strive for academic achievement, while scholarship recipients feel strong support and appreciation from the surrounding environment. Thus, the good response from the community is proof that the achievement scholarship policy has a significant positive impact in improving the quality of education and advancing the potential of the young generation in the region.

f. Program Accuracy

The scholarship program in South Bolaang Mongondow Regency has proven to be right on target in providing support to outstanding students. Through a transparent and fair selection

process, this program has succeeded in reaching and providing opportunities for students who meet the academic achievement criteria to get the financial assistance they need. Thus, this scholarship program not only helps students who excel financially, but also provides motivation and encouragement for them to continue developing their potential in pursuing higher education. The success of this program in targeting outstanding students shows that this policy has succeeded in achieving its goal of supporting educational development in the region.

Evaluation concept used

The evaluation concept that researchers will use is William Dunn's theory is considered to be able to help researchers evaluate the achievement scholarship program in South Bolaang Mongondow Regency in a systematic and comprehensive way. By following the six stages proposed by Dunn, researchers can identify the program's strengths and weaknesses, as well as develop recommendations to improve the program's effectiveness in the future.

CONCLUSION

The achievement scholarship policy in South Bolaang Mongondow Regency has been proven to work efficiently and effectively. The selection process for scholarship recipients is carried out transparently and fairly, ensuring that students who excel and meet the criteria get the same opportunity to receive a scholarship. In addition, the distribution of scholarship funds is carried out on time and on target before the end of the year, ensuring that recipient students can use these funds for educational costs and other needs optimally. Thus, this achievement scholarship policy not only supports access to higher education for outstanding students, but also creates an environment that supports and encourages their academic progress.

BIBLIOGRAPHY

1. Dunn, William N. 2003. *Introduction to Public Policy Analysis*. Gajah Mada University Press: Yogyakarta.
2. Nugroho, Riant, 2003, *Public Policy, Formulation, Implementation and Evaluation*, Jakarta: Elex Media Komputindo.
3. Dwijowijoto, Riant Nugroho. 2003. *Public Policy; Formulation, Implementation, and Evaluation*. Jakarta. Pt Elex Media Computer
4. Arikunto, S. 2006. *Research Procedures: A Practical Approach*. Revised Edition VI. Jakarta: PT. Rineka Cipta
5. M. Solly Lubis. 2007. *Public Policy*. Bandung: Mandar Maju.
6. Lexy J, Moleong. 2007. *Qualitative Research Methodology*. Bandung: Teenagers Rosdakarya.
7. Winarno, Budi. 2008. *Public Policy Theory and Process*. Jakarta: PT Buku Kita
8. Ekowati, Mas Roro Lilik. 2009 “*Planning, Implementation & Evaluation Policy or Program*”. Cakra Library: Surakarta.
9. Raco.JR, et al, 2010, *Qualitative Research Methods: Types of Characteristics, and The advantages*. Jakarta: PT Gramedia Widiasarana Indonesia.
10. Widodo. 2010. *Public Policy Analysis*. Jakarta: PT Bumi Aksara
11. Umi Narimawati. 2010. *Writing Scientific Papers*. Jakarta; Ganesia
12. Dwiyanto, Agus. 2010. *Realizing Good Governance through public services*, Gajah Mada University Press.
13. Creswell, JW 2010. *Research design: Qualitative, Quantitative and Approaches Mixed*. Yogyakarta: PT. Student Library
14. Sugiyono. 2010. *Understanding Qualitative Research Methods*. Bandung: Alphabeta.

15. Wahyuni, Rochyati. 2011 "Implementation and Evaluation of Public Policy". Surabaya: PT. Revka Petra Media.
16. Sugandi, Yogi Suprayogi. 2011. "Public Administration: Concepts and Developments *Science in Indonesia*". Yogyakarta: Graha Ilmu.
17. Hero. 2011. Evaluation of Theories, Models, Standards, Applications and the Profession. Jakarta: King Grafindo Persada.
18. Winarno, Budi. 2012. "Public Policy (Theory, Process and Case Studies)". Yogyakarta: CAPS
19. Azwar, Saifuddin. 2013. Research Methods. Yogyakarta: Student Library.
20. Yusuf, AM (2014). Quantitative, Qualitative, & Combined Research. Jakarta: Kencana.
21. Abdussamad, H. Zuchri, 2014. Competence of Officials in Public Services. Gorontalo : Deepublish
22. Sugiyono. 2014. Educational Research Methods, Quantitative and Qualitative Approaches and R&D. Bandung: ALFABETA
23. Asep Saepul Hamdi and E Bahruddin. 2014. Application Quantitative Research Methods in Education. Yogyakarta: Deepublish
24. Herdiansyah, H. (2015). Qualitative Research Methodology for Psychological Science. Jakarta: Salemba Humanika.
25. Sandu Siyoto and Ali Sodik. 2015. Basic Research Methodology. Yogyakarta: Media Publishing Literacy
26. Sugiyono. 2016. Administrative Research Methods Complemented by R&D Methods. Bandung: ALFABETA
27. John W. Creswell, 2016, Research Design: A Qualitative Method Approach, *Quantitative, and Mixed Edition IV*, Yogyakarta: Student Library
28. Poerwandari, E.K. (2017). Qualitative Approaches to Behavioral Research *Man*. Depok: LPSP3 UI.
29. Sugiyono. 2017. Quantitative, Qualitative and R& Research Methods. Bandung: ALPHABET
30. Manzilati, A. (2017). Qualitative Research Methodology Paradigms, Methods, and Application. Malang: UB Press.
31. Muh Firyal Akbar and Widya Kurniati Mohi. 2018 . Policy Evaluation Study. Gorontalo : Ideas
32. Suwendra, IW (2018). Qualitative Research Methodology in Social Sciences, *Education, Culture and Religion*. Bandung: NilaCakra.
33. Madekhan, M. (2018). Position and Function of Theory in Qualitative Research. Journal Reforma, 7(2), 62-69.
34. Sudiro. 2018. Evaluation of Education Policy (Theory, Concept & Implementation *In Managing School Operational Assistance*). Jember: Throw Mediatama.
35. Akbar, Muh Firyal & Mohi, Widya Kurniati. 2018. Policy Evaluation Study (*Evaluation of Several Policies in Indonesia*). Gorontalo: Ideas Publishing Mulyadi Deddy. 2018. Public Policy and Service Studies. Alphabet: Bandung
36. D., Nori Kartika Tunggal S., and Tjitzik Rahaju, 'The Effect of Evaluation of the Bidikmisi Program on the Competency of Students of the State Administration Science Study Program,

Surabaya State University', 2020, 1–10 <https://jurnalmahasiswa.unesa.ac.id/index.php/publika/article/view/34742>

37. Wirawan, Muhammad, Bambang Satoso Haryono, and Minto Hadi, 'IN IMPROVING THE QUALITY OF EDUCATION (Study at State Elementary School Experiment 1 in Malang City)', 13.1, 13–16

38. South Bolaang Mongondow Regent's Decree Number 282 of 2021

39. Abdussamad, H. Zuchri, 2021. Qualitative Research Methods. Makassar: Syakir Media Press

40. South Bolaang Mongondow Regent's Decree Number 7 of 2022

41. South Bolaang Mongondow Regent's Decree Number 7 of 2023

42. D., Nori Kartika Tunggal S., and Tjitzik Rahaju, 'The Effect of Evaluation of the Bidikmisi Program on the Competency of Students of the State Administration Science Study Program, Surabaya State University', 2020, 1–10 <https://jurnalmahasiswa.unesa.ac.id/index.php/publika/article/view/34742>

43. Wirawan, Muhammad, Bambang Satoso Haryono, and Minto Hadi, 'IN IMPROVING THE QUALITY OF EDUCATION (Study at State Elementary School Experiment 1 in Malang City)', 13.1, 13–16