

The effectiveness of the Karawang Cerdas Scholarship in enhancing FISIP Unsika students' motivation

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Abstract

The Karawang Cerdas Scholarship (Kacer) is a strategic policy of the Karawang Regency Government to expand access to higher education for students from low-income families. This study evaluates the targeting accuracy of the Kacer Scholarship and its impact on students' learning motivation at the Faculty of Social and Political Sciences (FISIP), Universitas Singaperbangsa Karawang (Unsika), using Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model. The study employed a qualitative case study design. Data were collected through in-depth interviews and observation involving eight scholarship recipients from three study programs and one Vice Dean, selected through purposive sampling. The study analyzed data through data reduction, data display, and conclusion drawing. The findings indicate that, in terms of context, recipients clearly understood the scholarship's purpose as financial assistance for tuition fees and study-related needs. Regarding input, recipients generally perceived the selection criteria as fair, although they questioned the transparency of the selection process. In terms of process, implementation ran relatively smoothly, despite technical issues with the online registration system. Regarding the product, the scholarship significantly enhanced students' learning motivation and academic achievement, largely driven by the minimum 3.5 GPA requirement. The study recommends improving selection transparency, adjusting the amount of financial assistance, providing academic mentoring, and optimizing the registration system to enhance the program's future effectiveness.

Keywords: Scholarship, Learning Motivation, CIPP Evaluation Model, Targeting Accuracy, Higher Education

Introduction

Education is one of the most influential factors in improving the quality of a nation's human resources. As a fundamental component of national development, education enables individuals to achieve a better quality of life, and communities, governments, and societies

worldwide recognize its importance. However, access to education in Indonesia remains uneven, particularly for students from low-income families.

Data from the Ministry of Education, Culture, Research, and Technology indicate that during the 2022/2023 academic year, the number of students dropping out of school increased compared to the previous year. This phenomenon was largely caused by economic constraints faced by families from disadvantaged backgrounds, with dropout figures reaching 40,623 students at the elementary level, 13,716 at the junior secondary level, 10,091 at the senior secondary level, and 12,404 at the vocational secondary level (Putri, 2023). This shows that many Indonesian citizens still face significant barriers to accessing adequate education. Because completing formal education typically takes 12 to 16 years, the cumulative cost becomes a heavy burden, particularly for economically disadvantaged families (Ahmad, 2019).

In response, the Karawang Regency Government launched the Karawang Cerdas Scholarship Program (Beasiswa Kacer) as a strategic step to expand access to education and improve human resource quality. The program provides academic assistance to students across various education levels, from basic to higher education, to reduce educational disparities and improve access for underprivileged communities. Since its inception in 2018, the program has distributed scholarships through clear, transparent fund allocation. In 2022 alone, the program provided scholarships to 12,545 students with a total budget of IDR 20 billion (Lestari et al., 2024).

At Universitas Singaperbangsa Karawang (Unsika), particularly within the Faculty of Social and Political Sciences (FISIP), many students are residents of Karawang Regency and recipients of the Kacer Scholarship. This study evaluates how the targeting accuracy of the Kacer Scholarship influences students within this faculty, including how the scholarship supports students in achieving their academic goals and developing the motivation to continue performing well, in line with the educational objectives emphasized by the Karawang Regional Government.

This research employs the evaluation framework developed by Stufflebeam. According to Stufflebeam (Stufflebeam et al., 2000), program evaluation can be examined through four interrelated dimensions representing four types of decisions: Context, Input, Process, and Product (CIPP). This model was selected because it offers a systematic and comprehensive approach to evaluating educational programs. Through its four evaluative dimensions, the CIPP model enables an in-depth analysis of various aspects of the Karawang Cerdas Scholarship Program.

In evaluating the targeting accuracy of Kacer Scholarship recipients within FISIP, the CIPP model supports the analysis as follows. The Context dimension examines whether the scholarship recipient criteria are appropriate and aligned with FISIP students' needs. The Input dimension assesses whether the selection process and recipient criteria are effective and fair. The Process dimension monitors how recipients distribute and use the scholarship and identifies obstacles that may arise during implementation. The Product dimension evaluates the program's effectiveness in enhancing learning motivation, academic achievement, and student satisfaction. This study contributes to the literature in several ways. While previous studies have extensively examined scholarship programs such as the Kartu Indonesia Pintar-Kuliah (KIP-K) and Bidikmisi

at various universities (Diah Larasati et al., 2022; Ayuni & Oktavia, 2022; Meiriza et al., 2023; Faikah et al., 2019; Nisa Alviyah et al., 2023; Rettang, 2024; Saputra, 2018; Misro et al., 2022), research specifically addressing a regionally funded scholarship such as Beasiswa Kacer, within the local context of Karawang Regency and using the CIPP evaluation model, remains limited. This study addresses that gap by focusing on the Karawang Cerdas Scholarship at FISIP Unsika, employing a case study approach grounded in Stufflebeam's evaluative theory to provide a comprehensive analysis of the program's targeting accuracy and its contribution to students' learning motivation.

The purpose of this study is to provide a comprehensive assessment of the effectiveness of the Karawang Cerdas Scholarship using the CIPP model. By considering these four dimensions, this evaluative study aims to present a comprehensive picture of the Kacer Scholarship Program's effectiveness in enhancing learning motivation and targeting accuracy among scholarship recipients, particularly within FISIP. The findings are expected to help policymakers in Karawang Regency improve and develop the program in the future. Specifically, this study seeks to: (1) analyze how students understand the goals and objectives of the Kacer Scholarship and assess the program's relevance to students' current needs and learning challenges; (2) examine the selection process and recipient criteria in terms of fairness and clarity, and assess whether the resources provided are adequate to support students' academic achievement; (3) identify students' experiences during the application and implementation process, and evaluate the efficiency of program management; and (4) analyze the impact of the Kacer Scholarship on students' learning motivation and academic achievement, including any significant changes experienced by recipients, both academically and non-academically.

Methods

This study uses a qualitative approach that focuses on understanding phenomena and events as they naturally occur. Qualitative research is fundamentally naturalistic and is often referred to as field research or naturalistic inquiry (Abdussamad, 2021). According to Bogdan and Taylor, as cited in Abdussamad (2021), qualitative research produces descriptive data from written or spoken words and observable behaviors, emphasizing understanding both the environment and the people within it.

The study also adopted a case study approach, as it allows for an extensive scientific investigation of a program, event, or activity at the level of an individual, group, institution, or organization (Rahardjo, 2017). A case generally refers to a current issue involving real-life events rather than past occurrences (Rahardjo, 2017). To examine the learning motivation of Kacer Scholarship recipients at FISIP Unsika and ensure data validity, the researchers conducted in-depth online and offline interviews with scholarship recipients and the Vice Dean of FISIP Unsika as research subjects. This approach aimed to explore, from students' perspectives, how the Kacer Scholarship influences learning motivation so the findings could provide a comprehensive picture of the program's effectiveness. After data collection, the data were synthesized into a descriptive format corresponding to the research questions, resulting in a comprehensive report.

Data Sources

This study uses two types of data sources. Primary data were collected directly from the research subjects, namely FISIP Unsika students who are recipients of the Kacer Scholarship, through in-depth interviews aimed at understanding the effectiveness of the scholarship in enhancing learning motivation. Secondary data, which support and complement the primary data, were obtained from various relevant sources not directly connected to the research subjects, including books, news articles, publications, journal articles, prior research, and reports related to the topic under study.

Data Collection Techniques

Data were collected using two main techniques. The first was interviewing, used to elicit information from research subjects clearly and concisely. This study employed structured interviews, in which a list of questions was prepared in advance for the informants. This approach aimed to ensure a methodical interview process and produce higher-quality data.

The second technique is observation, which involved an in-depth examination of specific conditions to observe and analyze how individuals and groups behave under those conditions. The researchers used overt observation to collect data on the effectiveness of the Karawang Cerdas Scholarship in enhancing FISIP students' motivation. Participants were informed in advance that they would be observed during the research process. This was intended to provide a clear picture of how students interact with their academic environment and how these interactions influence their learning motivation, while ensuring that all participants understood the study's purpose and process, thereby producing more transparent and trustworthy results.

Informant Determination Technique

This study employed purposive sampling, a judgmental, selective, and subjective sampling technique. Purposive sampling relies on the researcher's judgment in selecting units to study by identifying individuals who meet predetermined inclusion criteria (Firmansyah & Dede, 2022). Accordingly, this study selected several students who received the Karawang Cerdas Scholarship from three study programs within FISIP Unsika, namely Government Studies, Communication Studies, and International Relations. Table 1 presents the profile of the research informants.

Table 1. Research Informants

No.	Name	Position
1	A	Vice Dean I for Academic and Student Affairs
2	B	Student of Government Studies, 5th Semester
3	C	Student of Communication Studies, 7th Semester
4	D	Student of Government Studies, 7th Semester
5	E	Student of Communication Studies, 5th Semester
6	F	Student of Communication Studies, 5th Semester
7	G	Student of Communication Studies, 5th Semester

No.	Name	Position
8	H	Student of International Relations, 5th Semester
9	I	Student of Government Studies, 5th Semester

Data Analysis Technique

Data analysis is a critical step in turning collected data into usable information to answer research questions. According to Schutt (2011), as cited in Hartono (2018), qualitative analysis of textual material is generally inductive and requires researchers to determine the steps needed to interpret the data. Miles, Huberman, and Saldana (2013) recommend three steps in the analysis process following data collection: data reduction, data display, and conclusion drawing and verification (Hartono, 2018).

Data reduction refers to selecting, focusing, simplifying, abstracting, and transforming data that appear in field notes or written transcripts (Hartono, 2018). In this study, data reduction involved selecting and condensing information from interviews with Kacer Scholarship recipients. Data irrelevant to the analysis of learning motivation were removed, while data related to the topic were retained, allowing the analysis to focus more specifically on the scholarship's effectiveness.

In the data display stage, the results of data reduction, such as matrices, graphs, charts, and networks, are used to present data in a more structured manner (Miles et al., 2013, as cited in Hartono, 2018). Following data reduction, interview data from Kacer Scholarship recipients were organized into a more structured format, including tables, charts, or narrative descriptions. This stage aimed to identify patterns and relationships between FISIP Unsika students' learning motivation and the Karawang Cerdas Scholarship.

In the final stage, the researchers conducted content and thematic analysis, both commonly used in research (Hartono, 2018). The researchers identified the main themes related to learning motivation through thematic analysis of the interview data, from which they drew conclusions. The authors confirmed these conclusions by comparing results and ensuring data consistency to answer the research questions about the effectiveness of the Karawang Cerdas Scholarship.

Findings and Discussion

Findings

Context: Understanding of the Goals and Objectives of the Kacer Scholarship

The Karawang Cerdas Scholarship reflects the Karawang Regency Government's effort to help students, particularly those from economically disadvantaged backgrounds, cover their educational costs. In this regard, students' understanding of the scholarship's goals and objectives is essential, as such understanding shapes how the program motivates and supports their studies.

Most informants stated that the primary purpose of the Kacer Scholarship is to help finance tuition fees (Uang Kuliah Tunggal/UKT), which vary considerably from one student to another. Several informants noted that the program targets students whose parents struggle to

pay tuition or school fees, particularly through the economically disadvantaged family (KETM) pathway, with the regional government using a selective distribution process to ensure funds reach the intended recipients. Other informants emphasized that, given the relatively high tuition fees at Unsika and the fact that most students do not yet have an independent income, the scholarship plays a crucial role in covering tuition payments and daily living expenses. From the Vice Dean's perspective, the scholarship's objectives are also highly relevant to FISIP students' learning, as reflected in the increasing number of applicants, which suggests the scholarship has motivated students to achieve better academic results to qualify.

Overall, the interview results indicate that students understand the Kacer Scholarship's primary purpose as easing the burden of tuition costs. Because education costs differ across students, the scholarship is also understood as a way to cover supplementary educational expenses during their studies. This suggests that students recognize the scholarship's strong relevance to the financial realities they face.

However, despite the assistance many students received, some informants expressed differing views. For students with relatively high tuition fees, the scholarship amount was sometimes insufficient to fully cover educational costs. One informant noted that the scholarship amount of IDR 6,000,000 per year did not align with their actual tuition fee of IDR 5,300,000 per semester, leaving an insufficient amount for the following semester. Another informant acknowledged that while the scholarship covered approximately 50% of their annual tuition fee, students needed to adjust their expectations accordingly rather than rely solely on the scholarship to meet all financial needs.

This situation may reduce the scholarship's effectiveness in fully meeting students' educational needs because of a gap between expectations and reality. Nevertheless, the scholarship was widely regarded as highly effective in enhancing students' learning motivation, particularly among FISIP Unsika students. Several informants noted that the Faculty of Social and Political Sciences' requirement of a minimum semester GPA of 3.5 served as a strong motivator, as failing to meet it risks disqualification from future selection processes. Other informants considered the scholarship highly well-targeted, noting that many FISIP applicants received assistance and that the program was particularly motivating for applicants pursuing the academic achievement pathway, encouraging them to improve and maintain their GPA to remain eligible in subsequent years.

Input: Selection Process and Recipient Criteria

This study focused on the selection process and criteria for Kacer Scholarship recipients. The interview results reveal diverse student perspectives on the fairness and clarity of the selection process.

Several informants considered the selection process fair, citing multiple application pathways that accommodate students with varying profiles, including those who may not have sufficiently high academic scores in each semester. Alternative pathways, such as non-academic achievement and Qur'an memorization (tahfidz), allow students who do not qualify through the academic pathway to still be considered, which informants viewed as evidence of an inclusive and

fair system. Other informants noted that the selection criteria are relatively strict, with eligibility limited to applicants born in Karawang and who completed elementary, junior secondary, and senior secondary education within the regency. According to these informants, the criteria were considered fair and clear, particularly because the administrative selection process verifies whether applicants genuinely come from economically disadvantaged families.

Overall, most informants considered the Kacer Scholarship criteria fairly clear and equitable. Multiple application pathways covering both academic and non-academic dimensions, alongside economic considerations, enable students from diverse backgrounds to participate. This is particularly important, as students with varying levels of academic ability may possess significant potential in other areas.

On the other hand, several informants highlighted concerns regarding the lack of transparency in the selection process. One informant expressed confusion about how the selection committee evaluates applicants through the academic pathway, noting that while the tahfidz pathway involves a clear testing process conducted directly by the committee, the evaluation criteria for other pathways, including the academic pathway, were not made public, leaving applicants uncertain about how decisions are made. Another informant observed that although information about the scholarship was generally well disseminated, the transparency of the selection process itself remained unclear, particularly given cases where students with high GPAs did not receive the scholarship, raising questions about whether supporting documents or other factors played a role. A further informant suggested that greater clarity on both recipient identity and the criteria used would be a valuable improvement for the organizers.

These concerns indicate that, despite the wide dissemination of information about the scholarship, ambiguity persists regarding the selection standards and decision-making process. Many students reported meeting the academic requirements yet remained uncertain about their actual chances of receiving the scholarship. To strengthen students' trust in the program, organizers should improve transparency and communication about the selection process, as the lack of clear publication on recipient criteria and the selection procedure contributes to this uncertainty.

Regarding access to information and administrative support, several informants expressed satisfaction with the assistance provided by the faculty and student organizations (Ormawa FISIP). The faculty's administrative support, in particular, was found to help students meet the scholarship's documentation requirements significantly. One informant noted that the Department of Academic and Student Welfare Affairs (Adkesma) played an important role in helping students obtain required documents, such as academic transcripts (KHS), particularly given the difficulty of accessing busy faculty members for signatures. Other informants reported that information about the Kacer Scholarship was widely available through FISIP's social media channels and the Karawang Regency Government's social media accounts, providing broad access to relevant information. According to the Vice Dean, student organizations such as Hima (departmental student associations) and BEM (student executive body) responded quickly to information from the regional government regarding Karawang Cerdas, given Unsika's status as a public university operating under a Public Service Agency (BLU) scheme in cooperation with

the regional government, which facilitated rapid coordination of essential requirements such as KHS signatures.

Other informants noted that information about the scholarship could be accessed through multiple channels, including the official Karawang Cerdas website, the social media accounts of the regional social welfare office (Kesra), and Telegram groups. However, they observed that dissemination specifically by FISIP through its Instagram account or WhatsApp groups remained limited. Nevertheless, peer-to-peer communication within shared groups was reported to be quite informative, as students could ask questions and exchange information with peers who were also applying for the scholarship, even without direct communication with the organizers.

Overall, FISIP students found it relatively easy to access information about the Kacer Scholarship, supported by various communication channels. Adkesma played a significant role in assisting students with documentation requirements, particularly by facilitating processes that could otherwise be time-consuming, such as obtaining signatures from study program heads. FISIP also made scholarship information widely available through its social media and regional government channels, making it easier for students to access necessary information. Additionally, student organizations such as Hima and BEM facilitated rapid communication about scholarship requirements. Nonetheless, FISIP still has room to improve its own information dissemination, particularly through platforms such as Instagram and WhatsApp. Overall, social media groups enabled students to ask questions and share information, creating a reasonably informative environment for the application process, even when direct engagement with the organizers was limited.

Regarding resources, students generally regarded the Kacer Scholarship as adequate in supporting their academic achievement. Many reported that the scholarship helped cover educational costs and daily expenses, allowing them to focus more on their studies. However, some students felt that, despite the adequacy of financial assistance, additional support in the form of academic mentoring would further improve their learning experience.

Process: Experience in the Implementation of the Kacer Scholarship

Students' experiences during the application and implementation of the Kacer Scholarship reflect both successes and ongoing challenges. Several informants described the application process as relatively easy to understand, although others encountered technical issues, including website errors, unresponsive committee members, and minor administrative problems.

One informant noted that the scholarship website occasionally experienced sudden errors, likely due to high traffic, resulting in delays and slow validation processes. Another informant who had received the scholarship across three application periods in the third semester (2022), the fifth semester (2023), and the seventh semester (2024) reported that the first two application periods proceeded smoothly without any obstacles. However, the most recent application encountered several issues, including frequent website errors and a lack of responsiveness within the Kacer information group.

Regarding administrative documents, one informant explained that although the faculty typically processes required letters within three days, some students experienced delays exceeding this timeframe, despite improvements in the organization of the faculty's administrative office (TU FISIP). Another informant described the overall application experience as smooth, citing a clear selection process, an easy-to-understand application procedure, and a selection timeline that followed the announced schedule. However, other informants noted that contact persons or administrators sometimes responded slowly to inquiries, creating minor obstacles when students sought clarification on announcements or the application process. One informant reported no significant obstacles overall but observed that the process from application to fund disbursement was somewhat complex and time-consuming. Another informant noted minor miscommunication during document collection, although it was not considered a major issue.

From the institutional perspective, the Vice Dean acknowledged that delays in processing administrative requirements were sometimes attributable to limited academic administrative staff (*Tenaga Kependidikan/Tendik*) within the faculty, which extended the time required to process scholarship-related documentation.

These findings indicate that although individual students generally navigated the process successfully, certain factors hindered the program's overall implementation. Many students reported that the Kacer Scholarship was well managed, particularly regarding the timeliness of fund disbursement, which several informants confirmed was conducted on schedule and in accordance with regulations. However, informants also highlighted the need to improve the efficiency of registration and administrative processes, particularly regarding the use of technology.

Several informants offered additional perspectives on the program's overall management. One informant described management as reasonably organized, though not highly systematic in record-keeping. Another informant described the selection and management process as generally very good, noting that some peers received the scholarship. In contrast, others did not, often because unsuccessful applicants did not prepare the required documents. A further informant acknowledged that fund distribution facilitated through the regional government's partner bank proceeded smoothly without notable issues, but identified persistent technical problems with the registration system, including frequent errors and the requirement to repeatedly update accounts for each new application cycle, particularly given the large number of applicants across all education levels in Karawang. Other informants described the scholarship's management as efficient overall, from registration through fund disbursement, following standard procedures without major obstacles, although the large number of recipients occasionally caused backlogs during disbursement; recipients did not consider this problematic.

Overall, students' experiences with implementing the Kacer Scholarship suggest that, despite certain challenges, the program continues to provide substantial benefits. Improving management efficiency and using more reliable systems could reduce existing obstacles and ensure more students can fully benefit from the scholarship.

Product: The Impact of the Kacer Scholarship on Motivation and Academic Achievement

The Kacer Scholarship was found to affect students' learning motivation and academic achievement significantly. Students at FISIP Unsika reported that receiving the scholarship had increased their motivation to continue studying diligently.

One informant explained that knowing the scholarship carries substantial evaluative weight encourages students to take their studies more seriously, to be more active in class, and to improve their grades continuously. Another informant stated that they had consistently worked to improve their academic performance, recognizing a greater sense of responsibility toward the government in return for the support received, which motivated them to study harder. A further informant described the scholarship's impact as substantial, recalling a difficult period when they struggled to afford tuition payments; receiving the scholarship through the academic achievement pathway motivated them to work harder to maintain and improve their grades, thereby securing continued eligibility for the Karawang Cerdas Scholarship. Another informant noted that the scholarship helped them maintain their academic performance, as the financial assistance and accompanying sense of recognition reduced stress and improved their academic performance.

Other informants emphasized the scholarship's GPA requirement as a motivator, explaining that it encouraged them to study harder, both to qualify for the scholarship and to support their families. Several informants also reported feeling strongly motivated to maintain both academic and non-academic achievements, viewing the scholarship as an incentive to either improve or sustain their existing performance.

Several informants also reported measurable improvements in their academic performance after receiving the scholarship. One informant acknowledged that, before applying for the Kacer Scholarship, they had occasionally been less diligent, at times missing classes, but after receiving the scholarship, they felt compelled to improve their performance and maintain a stable GPA each semester. Another informant described how the scholarship had a substantial impact on their academic engagement: despite acknowledging gaps in their understanding, they became more actively engaged in class discussions, and after experiencing a decline in their GPA in the fourth semester, they worked to improve their performance, ultimately achieving a perfect GPA of 4.0 in the fifth semester, an outcome they attributed directly to increased motivation. A further informant reported feeling more enthusiastic about attending classes, completing assignments, and improving examination results after receiving the scholarship. Another informant explained that, prior to learning about the Kacer Scholarship, they studied as a typical student would; however, upon learning about the opportunity, they became more motivated to study harder, and after receiving the scholarship, they felt further motivated to maintain their grades in order to remain eligible to reapply in subsequent years.

Based on the interview results, students also reported significant changes in how they perceive education. They reported feeling valued and motivated to improve because of the scholarship, which they viewed as recognition of their efforts and potential as students, beyond its financial value.

The Vice Dean of FISIP Unsika affirmed that the Karawang Cerdas Scholarship has substantially contributed to building students' learning motivation. According to the Vice Dean,

although the program's impact may not be dramatically transformative for every recipient, it has been generally successful. From a financial standpoint, the scholarship provided in the form of direct cash assistance used primarily for tuition payments is expected to psychologically relieve students of financial burdens, thereby allowing them to focus on their studies without the added stress of tuition concerns. Furthermore, some students reported feeling a sense of accountability and expressed reluctance to perform poorly academically after receiving the scholarship, an observation the Vice Dean noted as consistent with accounts shared directly by several students.

Taken together, these findings demonstrate that the Kacer Scholarship has proven effective in enhancing students' learning motivation and academic achievement. Through the financial support provided, students reported feeling more motivated to study and to perform well, supported by the financial relief the scholarship provides. Ultimately, this contributes to improvements in the overall quality of education among recipients.

Discussion

The findings of this study can be interpreted through the lens of Stufflebeam's CIPP evaluation model, which provides a comprehensive framework for examining a program from its planning stage (Context), through its implementation (Input and Process), to its outcomes (Product) (Suryadin et al., 2022).

From the Context perspective, the evaluation assesses the overall status of a program, identifies its strengths and weaknesses, diagnoses problems, and examines whether its goals and priorities align with actual needs (Stufflebeam & Shinkfield, 1985, as cited in Suryadin et al., 2022). The findings show that FISIP students generally understand the Kacer Scholarship's objective: alleviating the burden of tuition and study-related costs. This understanding aligns with the program's legal foundation under Karawang Regent Regulation No. 66 of 2018 and Regulation No. 45 of 2022, which establish the Karawang Cerdas Program's mandate to provide educational assistance for students from basic to higher education levels, to improve welfare, independence, and character (Zamzami et al., 2022; Giri et al., 2024). However, the finding that some students with high tuition fees consider the scholarship amount insufficient reveals a partial mismatch between the program's intended context and the financial reality experienced by certain recipients, suggesting that while the program's broad objectives are appropriate, the adequacy of the assistance amount may not be uniformly aligned with actual student needs.

From the Input perspective, evaluation focuses on determining how program objectives are to be achieved, including human resources, supporting facilities, funding, and procedural regulations (Stufflebeam & Shinkfield, 1985, as cited in Suryadin et al., 2022). The findings indicate that informants generally regarded the selection criteria incorporating academic, non-academic, economic (KETM), and tahfidz pathways as fair and inclusive, providing multiple avenues for students with diverse strengths to apply. This multi-pathway design reflects sound input planning, as it accommodates FISIP students' heterogeneous profiles. However, the persistent concerns regarding the transparency of the selection process, particularly the lack of publicly available information on how academic-pathway applicants are evaluated, represent a significant input-related weakness. This finding resonates with previous research on the KIP-K

scholarship at Universitas Diponegoro, which similarly identified a lack of information transparency as a key implementation challenge (Diah et al., 2022). The administrative support provided through Adkesma and student organizations (Hima and BEM) is a valuable input resource that mitigates some of the bureaucratic burden on students, a finding not extensively documented in prior scholarship and a contextual strength specific to FISIP Unsika's institutional environment.

From the Process perspective, evaluation involves checking the implementation of a plan or program, including collecting predetermined assessment data in practice (Stufflebeam & Shinkfield, 1985, as cited in Suryadin et al., 2022). The findings reveal a generally positive implementation experience, particularly regarding the timeliness of fund disbursement, which aligns with Rettang (2024), who found that direct financial assistance positively and significantly affects students' learning motivation. However, recurring technical issues, particularly website errors and slow responses from administrators, represent process-level weaknesses that could undermine the overall efficiency of the program. The Vice Dean's acknowledgment that limited administrative staffing contributes to processing delays further suggests that process-related challenges are not solely technological but also organizational, pointing to a need for institutional capacity-building alongside technical system improvements.

From the Product perspective, evaluation assesses the extent to which a program has met the needs and expectations of its target group, measuring, interpreting, and determining the achievement of outcomes (Stufflebeam & Shinkfield, 1985, as cited in Suryadin et al., 2022). The findings strongly indicate that the Kacer Scholarship has achieved its intended product outcome: enhanced learning motivation and academic achievement. This finding is consistent with a substantial body of prior research on scholarship programs in Indonesia. For instance, studies on the KIP-K scholarship at Universitas Pendidikan Indonesia found that minimum GPA requirements motivated recipients to maintain stable or improving academic performance (Nisa Alviyah et al., 2023), while research at Universitas Negeri Medan similarly found that KIP-K scholarships positively affected both intrinsic and extrinsic learning motivation (Meiriza et al., 2023). Likewise, the Bidikmisi scholarship at IAIN Curup was found to strongly motivate recipients to maintain a minimum GPA of 3.00 in order to retain their scholarship status (Saputra, 2018). The present study's finding regarding the 3.5 minimum GPA requirement at FISIP functioning as a powerful extrinsic motivator aligns closely with these prior findings, reinforcing the notion that GPA-contingent scholarship requirements are a robust mechanism for sustaining student motivation across different institutional contexts.

What distinguishes the present findings from prior research is the dual nature of motivation reported by informants: both intrinsic, in the form of a sense of gratitude and responsibility toward the government and one's family, and extrinsic, in the form of GPA requirements and the desire to remain eligible for future scholarship cycles. This dual motivational structure aligns with the principles of learning motivation outlined by Rahmah (2022), particularly the principle that motivation drives learning activity and that intrinsic motivation is generally more sustainable than extrinsic motivation alone. The finding that several students described feelings of shame or accountability when underperforming after receiving the

scholarship suggests that the program has succeeded in fostering an internalized sense of responsibility among recipients, an outcome that goes beyond the program's explicit financial objectives and represents a meaningful, if informal, psychological product of the intervention.

Taken together, the CIPP-based analysis suggests that the Karawang Cerdas Scholarship at FISIP Unsika is well-conceived at the context and product levels, demonstrating clear alignment between the program's goals and its observed outcomes in terms of student motivation. However, the input and process dimensions reveal areas needing attention, particularly selection transparency, the adequacy of the assistance amount relative to actual tuition costs, and the registration system's technical and administrative efficiency. These findings suggest that while the program is fundamentally sound and effective in achieving its core objective of enhancing learning motivation, targeted improvements to its operational components could further strengthen its overall effectiveness and perceived fairness.

Recommendations

Based on findings from interviews with informants, the effectiveness of targeted scholarship programs such as the Karawang Cerdas Scholarship in enhancing student learning motivation can be evaluated through several factors, including the selection process, the use of funds, and the availability of psychological and academic support. To enhance the program's effectiveness, the following recommendations are proposed.

First, to improve selection process transparency, the committee should consider a more transparent process and take appropriate measures to strengthen students' trust in the fairness of the process, particularly by publishing clearer information on selection criteria and decision-making procedures for all application pathways.

Second, regarding adjusting the scholarship amount, the financial assistance provided should be evaluated and adjusted in light of the variation in tuition costs experienced by students. Allocating funds more closely to students' actual tuition expenses would improve the effectiveness of the financial support and allow recipients to focus more fully on their studies.

Third, concerning academic support and mentoring, pairing the scholarship with academic support mechanisms could further enhance learning motivation. This could be achieved by providing recipients with mentoring or tutoring programs to help them navigate academic challenges, as well as access to additional educational resources, such as workshops, to help students maximize the scholarship's benefits.

Fourth, regarding the targeted use of funds, scholarship management should be conducted transparently to ensure that funds are genuinely used to support education. This could be achieved through regular monitoring of how funds are used for items such as books, learning materials, and other educational expenses, as well as by encouraging recipients to allocate a portion of the funds toward their personal educational development.

Fifth, to optimize the registration process, the online registration system should be improved to enhance efficiency and responsiveness. Better use of technology could simplify the process by reducing the technical challenges students face. Additionally, the registration process

could be more efficient by using a single, persistent account rather than requiring applicants to create a new account for each application cycle.

Sixth, regarding rewards and recognition, the scholarship could also provide extrinsic motivation by recognizing high-achieving recipients. For example, certificates or internship opportunities could motivate recipients to improve their academic performance. Furthermore, encouraging participation in academic organizations or communities could support recipients' personal and professional development.

Seventh, to keep the scholarship relevant and effective, conduct periodic evaluations with feedback from recipients. It is recommended that regular surveys and interviews be conducted with scholarship recipients to assess the program's impact on learning motivation and academic success since the implementation of the Karawang Cerdas Scholarship.

Conclusion

This study evaluated the targeting accuracy of the Karawang Cerdas Scholarship (Beasiswa Kacer) and its impact on students' learning motivation at the Faculty of Social and Political Sciences (FISIP), Universitas Singaperbangsa Karawang, using Stufflebeam's CIPP evaluation model. Karawang Regency's vision and mission to improve its Human Development Index and promote sustainable access to education for its communities align well with the Karawang Cerdas Scholarship Program. The program has been thoughtfully designed and implemented to achieve its objectives, despite constraints such as limited resources.

The findings indicate that the scholarship significantly influences students' motivation and academic achievement. The requirement to maintain a minimum GPA of 3.5 shows that scholarship recipients feel more motivated to study, encouraging them to participate more actively in lectures, engage in discussions, and attend classes consistently. Many students reported that the scholarship not only provided financial assistance but also motivated them to achieve academic excellence.

With this financial support, students reported feeling less burdened by tuition costs, supplementary academic expenses, and daily living needs, allowing them to focus more on their studies. This is reflected in the improved grades and academic achievements many recipients reported after receiving the scholarship. Furthermore, the Kacer Scholarship was found to alleviate financial burdens on families, particularly for students from economically disadvantaged backgrounds, enabling them to continue their education without the added concern of educational costs, demonstrating the program's effectiveness in improving access to higher education.

Nevertheless, although the Karawang Cerdas Scholarship has demonstrated a positive impact, several areas still need improvement to enhance the program's overall effectiveness. Increasing transparency in the selection process would help students better understand existing criteria and procedures, thereby strengthening trust in the program. Additionally, adjusting the scholarship amount to better align with students' actual needs is important, given the variation in educational costs across recipients. Academic mentoring support and optimizing the

registration process are also recommended to address obstacles encountered during the application process.

Overall, the Kacer Scholarship has proven effective in enhancing students' learning motivation and academic achievement at FISIP Universitas Singaperbangsa Karawang. With appropriate improvements, the program has the potential to maximize its impact and further contribute to improving the quality of education in Karawang Regency.

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