# Evaluation of the Effectiveness of the Kaltim Tuntas Scholarship Program in Samarinda

**Kresnina**
Public Administration, Universitas Mulawarman,
Samarinda, 75119, Indonesia
kresnina123@gmail.com

**Daryono Daryono \***
Public Administration, Universitas Mulawarman,
Samarinda, 75119, Indonesia
daryono@fisip.unmul.ac.id
*Corresponding author*

**Anwar Alaydrus**
Public Administration, Universitas Mulawarman,
Samarinda, 75119, Indonesia
anwar.alaydrus@fisip.unmul.ac.id

**Bambang Irawan**
Public Administration, Universitas Mulawarman,
Samarinda, 75119, Indonesia
bambang.irawan@fisip.unmul.ac.id

*Abstract*—This study evaluates the implementation of the "Kalimantan Timur Tuntas" Scholarship Program in Samarinda using William Dunn's program evaluation framework, which includes six key criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. The research applies a qualitative descriptive approach by collecting data through interviews with stakeholders, direct observations, and analysis of relevant secondary documents. The scholarship program, launched in 2019 and managed by the East Borneo Scholarship Management Agency, aims to provide equitable access to higher education and foster the development of competitive human resources in anticipation of the region's strategic role as the location of Indonesia's future capital, Nusantara. Findings indicate that the program has made significant progress in expanding educational opportunities, particularly for marginalized groups. However, several systemic challenges persist, including uneven distribution of benefits favoring urban areas, limited adaptability to economic fluctuations (such as inflation), and inadequate mechanisms for real-time feedback and program adjustment. Moreover, discrepancies in administrative execution and gaps in digital infrastructure have hindered accessibility for students in remote and underdeveloped regions. The study underscores the need for more inclusive and adaptive policy designs that account for regional disparities. Recommendations include adopting a dynamic and needs-based allocation model, enhancing inter-agency data integration, increasing transparency in the selection process, and establishing a participatory monitoring and evaluation system. The study concludes that while the program contributes to educational equity in Kalimantan Timur, further improvements are necessary to ensure long-term effectiveness and sustainability in achieving the broader goal of social mobility and human capital development.

## I. Introduction

Education plays a critical role in the development of human resources and serves as a cornerstone in realizing national development goals. In the context of Indonesia's shifting administrative landscape, particularly with the designation of East Borneo as the site of the new capital, *Ibu Kota Nusantara* (IKN), the need to develop a competent, inclusive, and competitive generation has become a strategic priority (Utami, 2021). To achieve this, the government of East Borneo has launched the *Kaltim Tuntas* Scholarship Program, a flagship initiative aimed at improving access to education and addressing educational inequality (Beasiswa Kaltim Tuntas, 2024).

The scholarship program is not merely a financial aid mechanism but a policy instrument intended to foster social mobility and regional equity. As such, its implementation and impact require rigorous evaluation to ensure that it aligns with the broader goals of national education and regional development (Sariri & Prabawati, 2024). According to the National Education System Law No. 20 of 2003, every citizen has the right to access quality education regardless of socio-economic background. Scholarships, in this regard, serve as a tool to bridge the gap between rights and reality (Undang-undang RI No. 20, 2003).

The *Kaltim Tuntas* Program has disbursed funds to tens of thousands of students, covering both underprivileged and high-achieving individuals. However, several challenges have been identified in its implementation, such as inequitable distribution, administrative inefficiencies, and inadequate responsiveness to socio-economic dynamics (Masduki et al., 2024; Erickson et al., 2021). These issues are critical, as they determine the extent to which the program contributes to the reduction of

educational disparities and the production of quality human capital (Kang et al., 2024).

In public administration, evaluating government programs is essential for ensuring that policies are both effective and accountable (Dunn, 2000). William Dunn's evaluation model, which includes criteria such as effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness, provides a comprehensive analytical framework for assessing public programs. Applying this model to the *Kaltim Tuntas* Scholarship allows for an in-depth understanding of the policy's performance in achieving its stated objectives.

In terms of educational management, the scholarship's success depends not only on the amount of funding but also on how well it is managed and targeted (Sedarmayanti, 2018). Misallocation or ineffective administration can perpetuate structural inequalities rather than resolve them (Suhana et al., 2019). Moreover, the role of digital infrastructure and data integration is increasingly critical, especially as applications and reporting systems move online (Yulia Pramesta, 2023).

Recent evaluations of similar scholarship programs have revealed mixed results. For instance, Tabuni et al. (2024) highlight the importance of aligning scholarship criteria with the socio-cultural context of recipients, while Sariri and Prabawati (2024) emphasize the need for regular feedback loops and adaptive mechanisms. Other studies show that scholarship programs often succeed in access but fail in retention or timely graduation (Suwartini, 2017; Kamarulzaman, 2021).

In East Borneo, disparities between urban and rural scholarship recipients reflect broader systemic issues in access to education and resource distribution. For instance, students in urban centers like Samarinda and Balikpapan tend to receive more support and demonstrate better graduation rates compared to those in remote areas such as Mahakam Ulu or Berau (Beasiswa Kaltim Tuntas, 2024). This urban bias could ultimately undermine the program's goal of inclusive development (Sandy, 2013).

From the perspective of public policy, such programs must undergo continuous monitoring and evaluation to remain relevant and effective (Mulyadi, 2015). According to Suwartini (2017), scholarship initiatives need to be part of an integrated educational policy that includes curriculum reform, teacher development, and infrastructure investment. Moreover, participatory governance, involving multiple stakeholders including students, educators, and community leaders, enhances transparency and accountability (Tangkilisan, 2005).

The significance of human capital development in a decentralized and democratizing Indonesia underscores the urgency of evaluating programs like *Kaltim Tuntas* (Yusuf Aditya et al., 2023). Effective evaluation not only assesses impact but also guides future improvements and ensures that the benefits of development are equitably shared (Miles et al., 2014; Wahyudi, 2014).

This research, therefore, aims to evaluate the implementation of the *Kaltim Tuntas* Scholarship Program in Samarinda using Dunn's model. It seeks to understand the program's effectiveness, identify constraints, and provide recommendations for policy improvement. By doing so, the study contributes to both academic knowledge and policy practice in the field of educational management and public administration.

## II. METHODS

This research employs a qualitative descriptive approach, which is most suitable for capturing complex, context-based insights, particularly regarding policy evaluation and public service programs. The qualitative paradigm allows researchers to explore the lived experiences, perspectives, and contextual understanding of scholarship recipients, policymakers, and implementing agents involved in the *Kaltim Tuntas* Scholarship Program. Qualitative research enables deeper investigation into how policies function in real-world settings, how stakeholders perceive program implementation, and what constraints arise in practice (Miles et al., 2014; Pasolong, 2012). Descriptive research, in this case, does not aim to test hypotheses but rather to provide a comprehensive and systematic description of the scholarship program's implementation and its challenges. According to Dunn (2000), a policy evaluation must be based on evidence derived from field data, interpreted within a framework that considers both normative objectives and real administrative conditions. The researcher used this perspective to explore the alignment between the policy's stated goals and actual implementation outcomes in Samarinda.

Given the multifaceted nature of educational policy and its implementation, especially within the decentralization era and the urgency of regional development in East Kalimantan, a robust evaluation of scholarship programs becomes indispensable. The Kaltim Tuntas Scholarship Program, as a key instrument for enhancing human capital in anticipation of Indonesia's future capital relocation, demands a critical lens not only to assess its effectiveness but also to ensure alignment with broader strategic goals. Therefore, this study focuses on evaluating the scholarship's implementation within Samarinda, considering that the city not only represents the province's educational hub but also embodies the intersection of policy aspirations and real-world execution.

### A. Research Focus and Evaluation Framework

The primary focus of this study is to evaluate the implementation of the "*Kaltim Tuntas*" Scholarship Program based on six evaluation criteria proposed by William N. Dunn, namely: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. Each of these dimensions is examined within the program's policy design, distribution mechanisms, stakeholder coordination, and feedback systems.

Effectiveness examines the extent to which the scholarship achieves its intended objectives, especially in promoting access to higher education for underserved communities. Efficiency analyzes the utilization of resources such as budget, time, and manpower, and whether these have been deployed optimally to reach the most significant number of beneficiaries. Adequacy

considers whether the scale and scope of the program meet the needs of the targeted population, particularly in areas with limited educational infrastructure (Dunn, 2000; Mulyadi, 2015).

Equity focuses on the fairness of distribution across socioeconomic groups and geographic areas. Responsiveness refers to how well the program adapts to societal needs and feedback from stakeholders, while appropriateness relates to the suitability of program policies within the local sociocultural context (Tabuni et al., 2024; Sariri & Prabawati, 2024).

## B. Location and Setting of the Research

The research was conducted in Samarinda, the capital city of East Borneo, where the *Kaltim Tuntas* Scholarship Program is intensively implemented. Samarinda was selected due to its strategic role in education policy development in the province and its relatively high concentration of scholarship recipients. Moreover, as one of the most urbanized areas in Borneo, Samarinda serves as a benchmark to evaluate how effectively the program reaches marginalized groups within both urban and suburban settings (Beasiswa Kaltim Tuntas, 2024).

## C. Data Sources and Informants

The data used in this research were collected from both primary and secondary sources. Primary data were obtained through in-depth interviews with key informants, including officials from the East Borneo Scholarship Management Agency, scholarship recipients, education policy experts, and university administrators.
Secondary data were gathered from government reports, policy documents, previous academic studies, and statistical databases regarding scholarship distributions from 2019 to 2024. The combination of data sources ensured triangulation, enhancing the validity and reliability of findings (Miles et al., 2014; Suhana et al., 2019).

## D. Data Collection Techniques

The primary method for data collection was semi-structured interviews, which allowed for both consistency across subjects and flexibility to explore emerging themes. Interview guides were developed based on Dunn's evaluation criteria, and informants were selected through purposive sampling to represent various stakeholder perspectives (Sariri & Prabawati, 2024).

In addition, direct observation was conducted during program-related public events, community meetings, and field visits to scholarship outreach offices. This enabled the researcher to capture real-time interactions and informal discourses that often elude documentation. Finally, the researcher conducted a document analysis of relevant policy regulations, budget allocations, and implementation reports (Masduki et al., 2024; Kang et al., 2024).

## E. Data Analysis Technique

The collected data were analyzed using the interactive model of qualitative data analysis developed by Miles, Huberman, and Saldana (2014). The model consists of

three concurrent steps: data condensation, data display, and conclusion drawing/verification. Data condensation involves selecting, simplifying, and transforming data into themes aligned with Dunn's evaluation criteria. These were then displayed in the form of matrices and narrative charts to identify emerging patterns. Table 1 is an explain of a data display matrix used in the analysis process.

Table 1. Analytical Matrix Based on Dunn's Evaluation Criteria

| Criteria | Findings from Field | Implications |
|---|---|---|
| Effectiveness | Access to higher education increased, especially in urban areas | Program objectives partially achieved; rural gaps remain |
| Efficiency | Online application system functioning but staff overwhelmed | Requires system automation and capacity building |
| Adequacy | Scholarship value not adjusted to inflation | Insufficient support for cost of living; needs policy adjustment |
| Equity | Dominance in Samarinda and Balikpapan | Disparities in 3T (left behind, foremost, outermost) areas remain |
| Responsiveness | Feedback channels lacking | Implementation unresponsive to beneficiary needs |
| Appropriateness | Program aligns with regional education goals | Strong policy legitimacy, weak operational fit in marginalized communities |

These findings were validated through member checking and peer debriefing with academic supervisors and fellow researchers. The analysis was conducted iteratively, with emerging insights discussed in light of existing literature and policy frameworks (Yusuf Aditya et al., 2023; Wahyudi, 2014).

## F. Data Validity and Triangulation

To ensure data validity, the researcher adopted several strategies including source triangulation, method triangulation, and member validation. Interview transcripts were cross-checked with field notes and compared with existing documentation. Observations were used to validate the claims made during interviews. Member checking allowed participants to confirm the accuracy of their statements and provide further clarification if needed (Miles et al., 2014).

## G. Research Ethics

The research followed ethical procedures including informed consent, confidentiality, and respect for participants' autonomy. Respondents were informed about the research purpose and assured that their identities would be kept anonymous in all publications. The study obtained ethical clearance from the postgraduate committee at the Faculty of Social and Political Sciences, Universitas Mulawarman.

## III. RESULTS AND DISCUSSION

This section presents the findings of the study regarding the implementation of the *Kalimantan Timur Tuntas*

(Kaltim Tuntas) Scholarship Program in Samarinda. The analysis is structured according to William Dunn's six policy evaluation criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. Each criterion is examined in depth, supported by qualitative data from interviews and document analysis, and contextualized through comparison with previous research and scholarship program benchmarks. The results are synthesized to provide insights into both achievements and shortcomings of the program implementation.

Before delving into each evaluation aspect, it is important to note that data were collected over a five-year period (2019–2024), during which the program experienced both expansion and administrative restructuring. These dynamics influenced both performance metrics and public perception of the program's impact. The following sub-sections elaborate on the findings for each of Dunn's criteria.

### A. Effectiveness of the Scholarship Program

Effectiveness in public policy evaluation refers to the extent to which a program achieves its stated goals. In the case of *Kaltim Tuntas*, the primary goal is to increase access to higher education, especially for underprivileged and marginalized populations in East Borneo.

The study found that the program has been moderately effective. According to data from the East Borneo Scholarship Management Agency, the program has reached over 214,000 beneficiaries between 2019 and 2023, with 25,358 categorized under "Tuntas" scholarships and 44,273 under "Stimulan" for university students (Beasiswa Kaltim Tuntas, 2024). These figures demonstrate the program's substantial reach, particularly in urban centers like Samarinda and Balikpapan.

However, interviews with program administrators revealed that a significant number of recipients from rural and remote districts such as Mahakam Ulu and Kutai Barat struggle to complete their studies due to challenges unrelated to tuition costs, such as housing, transport, and digital access. This indicates a partial disconnect between the program's financial design and actual student needs.

Comparative studies, such as those by Erickson et al. (2021), have shown that scholarship effectiveness increases significantly when accompanied by wraparound support services. In this context, *Kaltim Tuntas* is effective in enrollment but less so in ensuring graduation, particularly among 3T (left behind, foremost, outermost) communities.

### B. Efficiency of Program Implementation

Efficiency is concerned with the relationship between inputs (resources) and outputs (beneficiaries served). The *Kaltim Tuntas* program has seen consistent budget increases, culminating in a significant allocation of IDR 500 billion in 2023. Despite this financial commitment, several inefficiencies were identified.

Field observations and interviews with administrative staff revealed bottlenecks in application processing, particularly during peak registration periods. Although the application system is now digital, it has not been fully optimized to handle large data loads or automate

verification steps. Staff members reported spending considerable time on manual validation due to lack of integration between education databases and the BP-BKT system.

To illustrate, Table 2 below summarizes the resource allocation against scholarship disbursement for the past five years. Efficiency rating based on qualitative data from internal staff assessments.

Table 2. Resource Allocation and Beneficiary Growth (2019–2023)

| Year | Budget Allocated (IDR) | Beneficiaries Reached | Staff Efficiency Rating* |
|------|------------------------|-----------------------|--------------------------|
| 2019 | 165,157,948,672 | 35,000+ | Medium |
| 2020 | 163,276,324,000 | 40,000+ | Medium |
| 2021 | 163,121,008,627 | 42,500+ | Medium |
| 2022 | 304,826,500,000 | 48,000+ | Low |
| 2023 | 500,260,500,000 | 55,000+ | Low |

While the number of recipients has increased, staff efficiency ratings have declined, suggesting that rising funds are not matched by proportional investments in system improvement or human resources. Similar observations were made by Masduki et al. (2024) in their evaluation of a national fisheries scholarship program, where inefficiencies stemmed from fragmented administrative processes.

### C. Adequacy of Scholarship Support

Adequacy evaluates whether the program's scale and design sufficiently address the problems it aims to solve. While the *Kaltim Tuntas* program has reached a large number of students, many interviewees—especially those from rural backgrounds—reported that the scholarship amount often does not cover full educational costs, particularly as inflation rises.

Students noted that while tuition is covered, living expenses such as food, books, transportation, and internet connectivity are often neglected. In inflation-adjusted terms, the scholarship value has declined. This mismatch is especially acute for those studying in Samarinda or outside East Kalimantan, where cost-of-living indices are higher.

According to Sariri and Prabawati (2024), the adequacy of scholarship programs must account not only for nominal values but also for evolving economic conditions and student demographics. Failure to adjust allocations to reflect these realities risks undermining the program's intended impact.

### D. Equity in Access and Distribution

Equity examines the fairness of access and distribution across different groups. The data show a clear urban bias. Approximately 29.2% of all scholarship recipients between 2019 and 2023 are from Samarinda, followed by 21.6% from Kutai Kartanegara, and only 0.4% from Mahakam Ulu (Beasiswa Kaltim Tuntas, 2024). This suggests that infrastructural and digital disparities continue to disadvantage students from rural and underdeveloped

regions. To support this, Figure 1 below visualizes the geographic distribution of recipients.
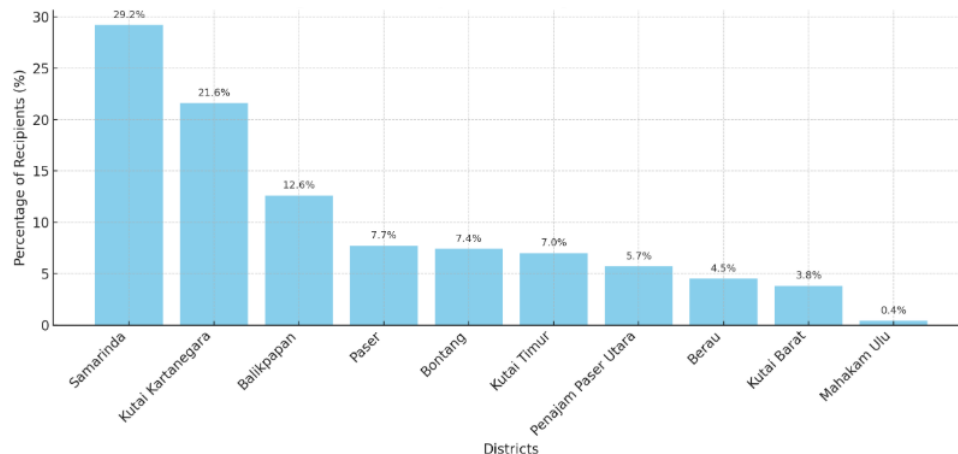


Figure 1. Scholarship Distribution by District (2019–2023)

The findings are consistent with those of Tabuni et al. (2024), who noted similar imbalances in Papua where most scholarship benefits were concentrated in areas with better education infrastructure. Interviews in this study revealed that students from underrepresented districts often lack access to information about scholarship opportunities due to limited internet access or weak school networks.

These findings underscore the need to develop inclusive outreach strategies and localized information dissemination platforms, particularly in indigenous and remote communities.

*E. Responsiveness to Stakeholder Needs*

Responsiveness measures how well the program adapts to evolving stakeholder needs. The study found limited mechanisms for feedback or grievance redressal. Interviews with students revealed that complaints or suggestions often go unanswered, and there is no dedicated hotline or formal evaluation system embedded within the program structure.

One student remarked: "Once we receive the scholarship, we are left on our own. If our situation changes or we need more help, there's no way to update or request support."

This lack of responsiveness leads to a sense of disengagement among beneficiaries. According to Kang et al. (2024), scholarship programs with responsive support mechanisms show better retention and satisfaction rates. Incorporating semester-based evaluations and feedback loops could help make the *Kaltim Tuntas* program more adaptive and student-centered.

*F. Appropriateness within Local and Cultural Contexts*

Appropriateness evaluates the alignment between the program's design and the sociocultural context in which it is implemented. In Samarinda, the program is widely perceived as legitimate and well-intentioned. However, in peripheral regions, local leaders expressed concern that the scholarship criteria are too rigid and do not accommodate traditional knowledge holders, vocational students, or those engaged in informal learning pathways.

For instance, interviewees from indigenous communities argued that academic achievement, as the primary eligibility criterion, excludes talented youth who may not fit into the formal education system. This concern echoes findings by Suhana et al. (2019), who suggested that scholarship design should include broader definitions of merit, especially in multicultural settings.

Aligning the program with local realities will require flexible policies that respect diverse educational backgrounds and include voices from marginalized groups in the planning process.

*G. Synthesis and Reflection*

In synthesizing the findings, it becomes evident that the *Kaltim Tuntas* Scholarship Program represents a meaningful attempt by the East Kalimantan government to democratize education and prepare a skilled workforce for future regional development. However, the program's success is uneven, particularly when viewed through the lenses of equity, adequacy, and responsiveness.

To enhance its impact, future reforms should focus on improving digital infrastructure, increasing rural outreach, indexing scholarship values to inflation, and incorporating stakeholder feedback mechanisms. In doing so, the program can evolve from a transactional grant scheme into a transformational policy instrument that truly uplifts East Kalimantan's human capital.

V. CONCLUSION

The evaluation of the *Kalimantan Timur Tuntas* Scholarship Program in Samarinda reveals a complex interplay between policy intentions, implementation realities, and systemic challenges. Using William Dunn's six criteria effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness this study provides a multidimensional assessment of the program's performance and its broader implications for educational equity and public policy in East Borneo.

The program has made notable strides in increasing access to higher education, particularly through substantial

financial investment and digitalized application systems. Its effectiveness is evidenced by the large number of beneficiaries reached over a five-year period, especially in major urban centers. However, the program's success is still constrained by operational inefficiencies and uneven access among students from remote and disadvantaged regions. These disparities suggest that while the policy has made education more accessible for many, it has not yet achieved its full potential in terms of inclusive reach and equitable outcomes.

From an efficiency perspective, the findings reveal a mismatch between increased funding and administrative capacity. Despite significant budget growth, systemic bottlenecks in processing and verification persist, indicating a need for better system automation and cross-sector data integration. The program also falls short in adequacy, as scholarship funds often fail to meet the comprehensive financial needs of recipients especially those living in high-cost urban areas or studying outside the province.

Equity remains a critical concern. The distribution of scholarships is heavily skewed toward urban districts such as Samarinda and Balikpapan, while students in 3T (outermost, underdeveloped, frontier) regions like Mahakam Ulu receive minimal support. This geographic imbalance reflects broader challenges in infrastructure, information access, and educational quality across the province.

Furthermore, the program exhibits limited responsiveness and lacks institutional mechanisms to adapt to student feedback or changing socioeconomic conditions. Most recipients do not have access to effective grievance or consultation channels, which weakens the program's ability to respond dynamically to emerging needs. This is compounded by rigid eligibility criteria that overlook sociocultural variations, limiting the program's appropriateness and acceptance among indigenous and non-traditional learners.

Based on these findings, it is evident that the *Kaltim Tuntas* Scholarship Program plays a vital role in supporting East Borneo's education sector. However, to maximize its transformative potential, several key reforms are necessary. These include refining scholarship allocation formulas based on regional living costs, strengthening digital infrastructure, implementing decentralized outreach strategies, and institutionalizing participatory feedback systems.

Ultimately, the program's future success depends on its ability to evolve from a transactional policy instrument into a responsive, inclusive, and context-sensitive mechanism that truly empowers the next generation of East Borneo's citizens. With the province poised to become the new administrative heart of Indonesia, investing in a more equitable and resilient scholarship system is not just a matter of social justice but also of national importance.

## REFERENCES

Beasiswa Kaltim Tuntas. (2024). *Portal Beasiswa Kaltim*. https://beasiswa.kaltimprov.go.id

Dunn, W. N. (2000). *Pengantar Analisis Kebijakan Publik*. Gadjah Mada University Press.

Erickson, H. H., Mills, J. N., & Wolf, P. J. (2021). The effects of the Louisiana Scholarship Program on student achievement and college entrance. *Journal of Research on Educational Effectiveness, 14*(4), 861–899. https://doi.org/10.1080/19345747.2021.1938311

Kamarulzaman, K. (2021). Analisis strategi menghafal Al-Qur'an pada mahasiswa penerima program beasiswa hafiz di Universitas Muhammadiyah Yogyakarta tahun 2016–2017. *G-Couns: Jurnal Bimbingan dan Konseling*.

Kang, K., Kim, J., & Kwak, D. W. (2024). Satisfying national and individual interests: Impact evaluation of the KOICA master's degree scholarship program. *Journal of Contemporary East Asia Studies*, 1–29. https://doi.org/10.1080/24761028.2024.2445885

Masduki, E., Asmiyanti, R., Busthomi, M., Rosyari, F. R., & Rahayu, N. S. (2024). Evaluasi program beasiswa bagi anak pelaku utama tidak mampu (nelayan, pembudidaya ikan dan pengolah hasil perikanan) di Politeknik AUP Jakarta tahun 2021–2022. *Journal of Public Policy and Applied Administration*.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis* (3rd ed.). Sage Publications.

Mulyadi, D. (2015). *Studi Kebijakan Publik dan Pelayanan Publik*. Alfabeta.

Pasolong, H. (2012). *Metode Penelitian Administrasi Publik*. Alfabeta.

Sariri, F., & Prabawati, I. (2024). Evaluasi program Kartu Indonesia Pintar Kuliah (KIP-K) di Universitas Negeri Surabaya. *Publika*, *12*(1), 238–251. https://doi.org/10.26740/publika.v12n1.p238-251

Sedarmayanti, H. (2018). *Manajemen sumber daya manusia; Reformasi birokrasi dan manajemen pegawai negeri sipil*. Refika Aditama.

Suhana, Y., Azhar, A., & Kartikowati, R. S. (2019). Evaluasi program beasiswa komunitas adat terpencil di Dinas Pendidikan Kabupaten Bengkalis. *Jurnal Manajemen Pendidikan*.

Suwartini, S. (2017). Pendidikan karakter dan pembangunan sumber daya manusia keberlanjutan. *Trihayu: Jurnal Pendidikan Ke-SD-An, 4*(1), 220–234.

Tabuni, N., Satyawati, T., & Ismanto, B. (2024). Evaluasi program beasiswa bagi mahasiswa Kabupaten Pegunungan Bintang menggunakan model goal-oriented evaluation. *Kelola: Jurnal Manajemen Pendidikan*.

Tangkilisan, H. N. S. (2005). *Manajemen Publik*. Grasindo.

Utami, Y. P. (2021). Implementasi program pemberian beasiswa daerah untuk mahasiswa Kabupaten Lamandau. *JISPAR: Jurnal Ilmu Sosial, Politik dan Pemerintahan, 10*(1), 1–12. https://doi.org/10.37304/jispar.v10i1.2285

Wahyudi, F. (2014). Evaluasi program beasiswa pendidikan dalam upaya optimalisasi pendayagunaan

dana ZIS pada LAZNAS PKPU dan Bazis DKI Jakarta. *Jurnal Ekonomi dan Manajemen Islam*.

Yulia Pramesta, S. (2023). Pengalokasian beasiswa pendidikan guna meningkatkan prestasi siswa di SMA Antartika Sidoarjo. *Jurnal Pendidikan Sosial Humaniora, 2*(2), 2962–1135. https://doi.org/10.30640/dewantara.v2i2.1044

Yusuf Aditya, D., Nurmantoro, M. A., Saefullah Kamali, A., Saepul Mustakim, U., & Nur Indriani, A. (2023). Manajemen pendidikan dalam kajian epistemologi. *Metakognisi: Jurnal Kajian Pendidikan, 5*(1), 22–30. https://doi.org/10.57121/meta.v5i1.49