

Analysis of The Effectiveness of KIP Scholarship Governance on Improving the Quality of Higher Education (Case Study of UIN North Sumatra Students)

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ABSTRACT

This study aims to determine the effectiveness of Kip scholarship governance at North Sumatra State Islamic University. The research method used is descriptive with a qualitative approach, the research was conducted at the Academic Bureau of UIN North Sumatra, the research sample was students who received Kip scholarships in 2019. Data analysis was carried out using the miles and huberman method which consists of data collection, data reduction, data presentation and conclusion drawing. The results showed that based on the effectiveness indicators, namely seen from the accuracy of the program targets that have been running effectively, the socialisation of the program has been declared appropriate, the supervision of the program has been said to be appropriate, but the indicators of achieving program objectives have not been fully effective. The effectiveness of governance in the implementation of the KIP scholarship programme at UIN North Sumatra is a policy implementation in supporting the government's commitment to provide access to higher education to people who have economic limitations. Therefore, further research is needed that focuses more on further supervision of the programme so that the objectives of the KIP programme can be achieved.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas tata kelola beasiswa Kip di Universitas Islam Negeri Sumatera Utara. Metode penelitian yang digunakan adalah deskriptif dengan pendekatan kualitatif, penelitian dilakukan di Biro Akademik UIN Sumatera Utara, Sampel penelitian merupakan mahasiswa penerima beasiswa Kip Tahun 2019. Analisis data dilakukan dengan menggunakan metode miles and huberman terdiri atas pengumpulan data, reduksi data, penyajian data serta penarikan kesimpulan. Hasil penelitian menunjukkan berdasarkan indikator efektivitas yaitu dilihat dari ketepatan sasaran program yang sudah berjalan dengan efektif, sosialisasi program sudah dinyatakan tepat, pemantauan program sudah di katakan tepat, Namun pada indikator pencapaian tujuan program belum sepenuhnya efektif. Efektivitas tata kelola dalam penyelenggaraan program beasiswa Kip di UIN Sumatera Utara merupakan sebagai pelaksanaan kebijakan dalam mendukung komitmen pemerintah untuk memberikan akses pendidikan tinggi kepada masyarakat yang memiliki keterbatasan ekonomi. Oleh karena itu diperlukan penelitian selanjutnya lebih fokus pada pemantauan program yang lebih lanjut agar tercapainya tujuan program Kip.

INTRODUCTION

According to article 5 of Law of the Republic of Indonesia Number 12 of 2012 concerning the Higher Education System, which states that the goal of higher education is "To

meet the national interest and increase the competitiveness of the nation", higher education is the most important component in producing professional and competitive resources in their fields so that they can compete globally. In other words, education is an investment in the country that will make it up-to-date and advanced. The government's focus on the quality of higher education will bring big players in improving the potential and quality of human resources to realize the growth and welfare of a nation. However, the reality is not in accordance with expectations. Equal access to higher education is one of the many issues facing higher education. This is shown by the Gross Participation Rate (APK), which is only 29.4%, and the low completion rate of higher education when compared to developing countries. As a result, many high school graduates, including those who have academic potential and those who come from economically disadvantaged families, are still unable to continue their higher education (Bidikmisi 2015 Tuition Fee Assistance Implementation Guidebook). The main factor affecting equitable access to higher education is the financial situation. This makes it expensive for economically disadvantaged people to attend higher education. The amount of tuition that every student has to pay forces those who cannot afford it to rely only on their aspirations to attend lectures. If education is expensive and inaccessible, how can the government achieve social welfare (Zainarti, 2020). Given the circumstances mentioned above, the government, which is tasked with enforcing good governance and acting as a policymaker, has tried to overcome problems in the field of education by enacting a number of policies, such as distributing national education fairly. This is in accordance with Law Number 20 of 2003, which establishes the national education system and stipulates that every citizen has the same right to receive high-quality education. Special education is even entitled to people with mental, emotional, physical, intellectual, and social disorders. In the same vein, indigenous peoples living in remote places and residents of undeveloped communities have the right to special services education.

The government's efforts are in the form of financial support for the implementation of higher education levels and education quality assurance. The Tuition Fee Assistance Program, which was introduced in 2010 for prospective students who are economically disadvantaged and have good academic potential, provides tuition assistance for those who want to pursue higher education in superior study programs until they graduate on time. The funding assistance is a form of social policy to alleviate social problems, especially in access to government education through the Directorate General of Learning and Student Affairs of the Ministry of Research, Technology, and Higher Education.

One of the government's initiatives to overcome Indonesia's education problems is the Smart Indonesia Card (KIP). In contrast to scholarships that prioritize giving awards or financial assistance to those who excel, the Smart Indonesia Card (KIP) targets those who have limited financial capabilities. Article 76 of Law 26 RI No. 12 of 2012 concerning the determination of the Higher Education System also refers to the obligation of the Regional Government or Higher Education to uphold academic norms that allow economically disadvantaged students to complete their studies. In order for the winners of the Kip scholarship to experience high-quality services and for the program objectives to be met, the implementation of the program must be based on the 3T concept (*Right on target, right quantity, and on time*).

According to statistics from the National Socio-Economic Survey (Susenas, 2019), 2.71% of PIP beneficiaries dropped out of school, while 97.29% of recipients were still in school. When compared to students who did not get a PIP, up to 88.5% chose to continue their education, while up to 11.5% chose to drop out of school. Then, according to the same survey data from 2021, 11.28% of students who did not get PIP dropped out of school at a higher rate. The dropout rate of PIP grant recipients was found to be 2.92%. Through KIP Lecture, the government will extend its scholarship program to support 818,000 students in higher education, including Bidikmisi On Going scholarship recipients, until the end of their study

period. This initiative is carried out by the Ministry of Education and Culture. The government plans to enroll an additional 400,000 people at KIP College by 2020. Furthermore, there will be an increase in access to vocational education through KIP lectures compared to the previous year.

Nevertheless, despite the provision of financial aid for the Kip scholarship program, additional evidence suggests that the implementation of the program has a number of problems. According to information found in online newspapers, up to 329 recipients of the Bidikmisi University of Sebelas Maret (UNS) missed the graduation deadline. According to Vice Chancellor III Darsono UNS, 371 students of the class of 2011 and 73 students of the class of 2010 are among the students who missed their study time. According to him, the problems faced by bidikmisi students are quite complicated (www.republika.co.id). In line with this, the problem with other scholarships is the poor scholarship monitoring system that opens the door to fraud. According to an article in an online publication, Universitas Jendral Soedirman has so far only used information submitted by prospective scholarship candidates. Ideally, a comprehensive field survey should be conducted first to ensure that the data submitted by the applicant is indeed accurate and prevent fraud in the scholarship implementation process. For a scholarship to be considered effective, the scholarship must be used appropriately. According to www.beritaunsoed.com, this is not the only problem with government-provided scholarships; There are also problems with how funds have been allocated, such as when they have been misused for non-academic purposes such as splurging on splurges, buying new phones, and other fashion-related expenses that have nothing to do with the academic process. In addition, the apathy of Kip scholarship recipients is what causes a decline in student achievement. Indeed, the government has made it clear that the funds available through the Smart Indonesia Card must be used for educational purposes. In order to find out the extent to which the Governance of the KIP Scholarship is Effective in Improving the Quality of Higher Education at the State Islamic University of North Sumatra, the researcher will measure and examine the effectiveness of the implementation and management of the program by examining the achievement of program objectives, which include equal access to education, on-time graduation, increased efficiency, competitiveness, and high-quality human resources.

Similar problems also occur in several universities and have been extensively researched. For example, Andriadi et al. (2018) conducted a study on the effectiveness of the implementation of the Bidikmisi scholarship program at Ganesha Education University and found that the implementation of the Bidikmisi scholarship program has not been fully effective because it does not follow the 3T principle (Right on Target). The right time). The obstacles encountered by the informants were a lack of understanding of the scholarship program, lack of communication skills, and others. Baskoro (2016) also conducted a similar study on the effectiveness of the Bidikmisi Scholarship Program UNY, which concluded that the ineffective implementation of the Bidikmisi Scholarship was caused by disincentives including lack of commitment and the importance of participation. Bidikmis Scholarship. Students to fulfill their obligations. Rahmawati (2016) found that Bidikmi students carried out consumption behavior when using Bidikmisi tools, but the correlation was low. This pattern of behavior contributes to the decline in academic achievement of Bidikmis students, because funds are misused for purposes other than the basic needs of students.

LITERATURE REVIEW

Effectiveness

Effectiveness comes from the term effective, which in the United Kingdom denotes an achievement or work done well. According to Istiana Hermawati, et al. (2011:24), a program is considered effective if it can achieve the desired results and has a beneficial influence on the

goal. A similar view is voiced by Edi Suharto (2011:42), who stated that social policies and programs are effective when the anticipated results are in line with the goals of the initiative. To determine whether a program has a positive effect on the community, whether the impact can improve the welfare of the community, and whether the program is able to achieve its goals.

Effectiveness, according to Mardiasmo (2017: 134), is a measure of how well an organization performs in relation to its goals. An organization has operated efficiently if its objectives are met. The breadth of the effects and output results of the program in achieving the program objectives is explained by the effectiveness indicators. The more successful the work process of an organizational unit, the more its outputs contribute to the achievement of the stated goals or objectives.

Conceptual Framework

To provide a summary of the topic you want to study, the conceptual framework considers the relationships between different concepts. Therefore, the researcher provides an explanation of the main points of discussion so that it is easy to understand in assessing the Effectiveness of KIP Scholarship Governance at UIN North Sumatra, then what can be explained is: The Effectiveness of KIP Scholarship Governance on Improving the Quality of Higher Education at UIN North Sumatra. Effectiveness is a measure to achieve a predetermined goal or a goal that must be achieved. Where the higher the target achievement, the more effective it can be said. The effectiveness approach in this study is reviewed from the Goal Approach.

Effectiveness Indicators

According to Budiani, the following factors can be used to measure the efficacy of a program:

1. The correctness of the program objectives, especially the extent to which the program participants meet the goals that have been set previously.
2. The capacity to socialize a program is known as program socialization. This allows information about program implementation to be shared with the wider community and with program target participants specifically.
3. Achievement of program objectives, namely the level of alignment between the results of program implementation and program objectives that have been determined.
4. Program monitoring refers to the actions taken to provide attention to participants after the program has been put into effect.

Definition of Governance

The definition of governance is the application of political, economic, and administrative authority in the management of social or national issues through the participation of all sectors, especially the public, private, and third sectors, or civil society. In a system of interaction known as governance, all players and stakeholders are involved in a democratic, accountable, and participatory political, economic, and administrative process (Asaduzzaman, 2020).

Kaufmann et al. (2000) stated that governance can be viewed from three angles: (1) the method by which the government is elected, established, supervised, accounted for, and replaced; (2) the ability to manage resources effectively, make and implement laws and regulations; and (3) public areas where people can access services and take part in development initiatives. In practical terms, governance is the process of making decisions and deciding whether to implement them or not (United Nations E-Government, 2014).

A governance system that combines processes, mechanisms, and procedures for the exercise of political, economic, and administrative authority based on the values and metrics of accountability, transparency, efficiency, effectiveness, and integrity is referred to as good governance (Pacific, 2000). There are eight measures of effective governance, which consist of: These include: (1) obeying the law (rule of law); (2) be responsible; (3) transparent; (4) inclusive and fair; (5) participatory; (6) making decisions based on consensus; (7) responsive; and (8) to be efficient and effective. The following is a description of eight indicators of good governance.

While managing refers to operating, organizing, organizing, and managing, management also refers to management actions, techniques, or processes. Organizing resources within an organization so that they can be used for the benefit of the organization is known as management. Definition of management in <https://kbbi.web.id/kelola> and this one can be used interchangeably. The definition of management is a collection of procedures that include organizing, planning, mobilizing, and regulating in order to use resources, including human resources, to set and meet institutional or organizational goals (Das et al., 2018).

Smart Indonesia Card

One of the government's initiatives to address Indonesia's education problem is the Indonesia Smart Card, which is aimed primarily at low-income or disadvantaged families who are unable to bring their children to school so that they can take advantage and get free education again. Poor Student Assistance (BSM) data is used in the process of distributing the Smart Indonesia Card (KIP).

One of the most important factors in human resource development is education. The government's new initiative in the field of education is compulsory schools for 12 years. The State Budget has allocated funds for a number of types of education assistance (APBN). One example of a program funded by the State Budget is the Smart Indonesia Card (KIP). Direct government assistance to the community is seen as very beneficial considering the rapid population growth. Students receive direct government assistance in the form of Smart Indonesia Cards. Under the Smart Indonesia Program, children who are really in need are mentioned.

As we all know, there is still a significant prevalence of poverty in Indonesia, and the program regulated by law in Presidential Instruction number 7 of 2014 concerning the Smart Indonesia Program will affect the education of school-age children. The poverty that afflicts our society still affects many generations, especially in underdeveloped or isolated locations. For example, school-age children may choose not to participate in compulsory learning, drop out of school due to difficulties in their families, or leave school as a result of natural disasters that hinder education. As a result, the government launched the final poor student assistance program (BSM) in an effort to overcome this.

However, the Smart Indonesia Scholarship Program is the name that the government is now using for it. KIP is an enhancement of the Poor Student Assistance Program (BSM), which helps school-age children meet their education costs and complete their education. All school-age children who belong to families that have a Prosperous Family Card (KKS) or who meet the requirements are eligible to participate in the KIP program. To guarantee and ensure that children get assistance from the Indonesia Smart Program Scholarship whether they apply to formal or non-formal educational institutions, this Smart Indonesia Card is provided as identification. Schools and madrassas are examples of formal education, while cottages, community learning centers, courses, and other settings are examples of non-formal education. The Ministry of Education and Culture (Kemendikbut) and the Ministry of Religion (Kemenag) are tasked with organizing the Smart Indonesia initiative.

The Concept of Education Quality

The goal of Indonesia's national education program is to improve the quality of the country's human resources and help it achieve the status and dignity of a highly developed country. The creation and implementation of comprehensive policies through the implementation of contemporary management systems results in a national education system, which is run by experts who focus on quality and adhere to the standards set by all parties involved in education.

"The main customers are students who receive services directly, the second customer is the parents, and the third customer is the party who has an important role even though it is not indirect, such as the government and society as a whole," said Sallis (2012:68) regarding the three types of customers in education. Students are still students. If educational activities are not handled with the right management system, educational goals cannot be achieved successfully and efficiently. The application of management ideas, concepts, and principles in educational fields and activities is known as educational management. The study program is really run efficiently with the implementation of quality-oriented and goal-oriented educational administration. As a result, everyone should support the need for quality improvement and make it a major concern in education management.

According to Sallis (2012:24), quality is everything that goes beyond what the customer wants and satisfies; As a result, the quality is dynamic as decided by them. "Quality is something that is able to meet the wants or needs of customers (meeting customer needs)," according to Gasspersz (2001:1). The quality of educational inputs, procedures, and outputs is included in the definition of quality in the context of education. Everything that must be provided so that the process takes place is educational input. By incorporating the input of the study program, the educational process aims to transform something into something else that can truly empower students, foster motivation and interest in learning, and create a fun learning environment. The quality, efficacy, productivity, efficiency, inventiveness, and work ethic of educational outcomes can all be measured.

It is clear from the understanding of education quality that educational development must give equal weight to the variables of the educational process other than the educational input component (Aisyah, et al., 2021). While educational input is a requirement within certain limits, it does not ensure that education will improve automatically (school resources are necessary but not sufficient conditions to improve student achievement). The idea of quality is closely related to quality management, which is a dynamic process that can be achieved with periodic efforts, well planned through careful planning, highly committed participation from all parties, the application of clear measurement standards, the utilization of all available resources, and the implementation of control measures throughout the implementation process agenda.

Conversations about client happiness, quality of learning, quality of educational services, and finally quality of educational outcomes are all correlated with certainty in education. Relative benchmarks work well to measure quality achievement. If the goods or services produced meet the set standards or requirements, they will have a better caliber. Quality is defined as a set of parameters. Thus, according to Gasperrsz (2006:5), quality basically has two basic meanings: 1) something that is free from defects or damages, and 2) various product features, both direct and attractive features that meet customer desires and achieve satisfaction in the use of the product.

It is evident from the above that quality is the absence of defects and damages. Every step is taken to meet consumer demands and ensure their enjoyment. in accordance with this. According to Satori (2002:23), quality has the following attributes:

1. Compatibility for use
2. Fulfillment of prerequisites
3. Meet expectations

4. It is a fundamental essence with a trait or quality that sets something apart from another.

Every procedure used to implement the overall education implementation plan contributes to its quality. In order to meet the performance criteria comprehensively and comprehensively, each component of education is responsible for the processes carried out in the implementation of education in line with its main responsibilities and functions. As an educational component, the professional performance of lecturers is reflected in the caliber of the process and the results of learning implementation activities. When aiming for quality, it is not enough to have a professor as the only member of the education team who is directly involved with students; Other members of the education team must also be involved and relied on.

The interests of the community and the quality of education are related. The quality of lecturers' abilities, the quality of learning planning, the quality of the learning process, the quality of student learning outcomes, and the capacity of graduates to think critically and solve problems are factors that are closely related to the quality of education management. As a result, the definition of educational excellence is broader.

RESEARCH METHOD

Descriptive studies using qualitative methodologies are the methodologies used. Creating a methodical, thorough, and accurate depiction of the facts and relationships between the phenomena under investigation is the goal of descriptive research. Based on this, the author provides a methodical and accurate description, supported by field data and books or papers related to the implementation of the KIP scholarship program. The State Islamic University of North Sumatra is where the researcher conducted his research. The reason behind the selection of Uin North Sumatra is because this university is the university that further manages the Kip Scholarship Program as a kind of social assistance in the higher education sector, allowing those who are classified as economically disadvantaged to continue higher education. The research was conducted at the Academic Bureau of Uin North Sumatra for one month. Information is presented in the form of statements and facts that can help scholars understand current issues. The disbanding party is the key informant, who is the one who oversees the KIP scholarship program. These people include staff members of the academic and student affairs bureaus. The supporting informant in this study is the KIP scholarship holder who has received a scholarship since 2019. As a result, the researcher serves as a tool to ensure that fields that include the Academic Bureau, Student Affairs, and students who receive Kip scholarships are ready to conduct research. Primary data is information contained at the research site collected directly from respondents during interviews and observations of the administration and implementation of the Kip scholarship program at Uin North Sumatra. Staff in charge of student relations at the academic bureau of Uin North Sumatra and Kip scholarship recipients were interviewed. Written information found in books, scientific magazines, archives, personal papers, official records, research findings such as theses and dissertations, journals, and so on are referred to as secondary data.

RESULTS AND DISCUSSION

Description of Research Data Results

Data describing the effectiveness of the governance of the KIP Scholarship Program at the State Islamic University of North Sumatra are provided below.

The Effectiveness of KIP Scholarship Governance at UIN Sumatera Utara

Tabel 1. KIP Scholarship Recipients Class of 2019

Faculty	Number of kip recipients
FDK	26
FEBI	51
FIS	21
FITK	87
FSH	39
FST	36
FUSI	20
FKM	21
Amount	301

Source: Academic and Student Affairs Bureau of AAKK UIN SU Medan

The names of KIP Scholarship recipients are determined, so the next process is the process of distributing funds to KIP scholarship recipients. The distribution of funds for the KIP lecture program is carried out per semester given/transferred through a bank account by name by address or a distributing bank. KIP Lecture recipients will get as much as Rp. 6,600,000, per semester for 4 years. As Mr. Supriadi said;

"For the disbursement process, KIP Lecture recipients will open an account and get Rp 6,600,000 per semester which goes directly to their account. This assistance is given for 4 years, on the condition that they must maintain their GPA and do not violate the rules set" (Results of an interview with Mr. Supardi as the Head of the Academic and Student Affairs Bureau of UIN North Sumatra).

Based on the explanation of the interview above, the disbursement process is carried out every semester with an amount of Rp. 6,600,000 per semester which will go into the account of each recipient. The funds were then used to support the education of KIP Lecture scholarship recipients. To measure the level of effectiveness of the Governance of the Smart Indonesia Card Scholarship (KIP) at UIN North Sumatra, the researcher used the following effectiveness indicators:

Accuracy of Program Goals

For prospective students who have economic limitations and have strong intellectual talents, the KIP Lecture scholarship program provides tuition assistance so that they can enroll in the university's best study programs and complete their degrees on schedule. The results related to the implementation of the KIP Lecture education assistance program at UIN North Sumatra are elements that can support the implementation of the program. Students in the implementation of the KIP Lecture program are the most important element.

In 2019, as many as 301 students who were actively authorized and entrusted to the Rector of UIN North Sumatra as recipients of KIP Lecture scholarships. The amount received by each recipient is Rp.6,600,000 per semester. One of the principles in the implementation of the KIP Lecture program is to provide targeted educational assistance to students in underprivileged universities. Based on the results of the research, the acceptance of KIP

Lecture scholarships at UIN North Sumatra in 2019 is on target based on existing regulations. This is as stated by Mr. Hendri:

"KIP Lecture is a national program to help the younger generation from middle-to-lower economic families who excel academically. In 2019 UIN North Sumatra received a quota of 301 students for this program. All applicants are strictly processed and the committee conducts a direct survey to ensure the eligibility of KIP Lecture recipients" (Results of an interview with Mr. Hendri as the Rector of UIN North Sumatra).

Based on the explanation above, it can be concluded that the effectiveness of the governance of KIP scholarships for lectures at UIN North Sumatra has been in accordance with the provisions by conducting a survey directly to the homes of the scholarship recipients. KIP Lecture is a program launched to overcome problems that occur among children of underprivileged/economically weak families. As stated by Sofia as a recipient of the KIP scholarship to study at UIN North Sumatra:

"Alhamdulillah, the KIP Lecture scholarship program is very helpful for those of us who are economically disadvantaged, especially to pay UKT per semester" (Results of Interviews with KIP Lecture Recipients).

This was also expressed by Andri Ardiansyah who is also a recipient of the KIP Scholarship to study at UIN North Sumatra:

"In my opinion, the distribution of KIP Lecture scholarships at UINSU has been effective. As a person from an underprivileged family, this scholarship really helped ease my college needs." (Results of Interview with Andri as a KIP recipient of the lecture).

Program Socialization

Socialization is one of the strategies that needs to be implemented by KIP program organizers to optimize their success. To achieve the right and equitable distribution of the goals of the KIP lecture program throughout Indonesia, socialization must be carried out. The form of socialization carried out by UIN North Sumatra in socializing the KIP Lecture program is by socializing the KIP program in the admission of new students of UIN North Sumatra and also disseminating information to UIN North Sumatra students through the WhatsApp Group. This is as stated by Mr. Adi as a student affairs staff as follows.

"For the socialization of the KIP Lecture program, we socialize it to new students at PBAK (Introduction to Campus Academic Culture) and we also provide information on scholarships at UINSU, one of which is the KIP scholarship" (Results of an interview with Mr. Adi as a student affairs staff of UIN North Sumatra).

This was also revealed by Putri Handayani who is also a recipient of the KIP Scholarship to study at UIN North Sumatra:

"Yes, if for information about this KIP Lecture scholarship, I have been with socialization, but if I myself get this information disseminated through the freshman group" (Results of Interview with Putri Handayani as a KIP Lecture recipient).

From the explanation above, the socialization of KIP lectures is carried out to support the effectiveness of KIP Lecture scholarships. The socialization of KIP lectures was carried out during PBAK and was also disseminated through WhatsApp group messages.

Achievement of Program Objectives

Naturally, a program as a solution should have broad and specific goals. According to respondents who benefited from the KIP program's tuition assistance, the purpose of the program is to help the families of students who are financially disadvantaged so that family members can continue to receive quality education and families can exercise their right to education that is comparable to that of a better family. As Mr. Adi said:

"Since 2015, UIN North Sumatra has implemented the KIP Lecture Program, which helps students in education costs so that they can get higher education" (Results of an interview with Mr. Adi as a student affairs staff of UIN North Sumatra).

The same thing was also conveyed by Mr. Hendri:

"The purpose of the KIP Lecture program from the Ministry of Education and Culture is to help students who have financial difficulties so that they can continue their higher education. Therefore, we must ensure that the selection is carried out well" (Results of an interview with Mr. Hendri as the Rector of UIN North Sumatra).

The findings of the study suggest that scholarships can serve as a strong source of incentive for their recipients. As the source revealed in part of the interview:

"I realize that the kip scholarship is a scholarship funded by the state, where the funds come from the contribution of the people of Indonesia. Students who receive this scholarship have a responsibility to give their best, and I feel embarrassed if I do not meet these expectations after getting this opportunity" (Interview results to KIP stambuk 2019 recipients)

Of course, while considering the means to achieve the program's goals, it is said that the program is maintainable. Graduating on time is one of the scholarship goals that may serve as a measure of how much the program's target reacts to the program. Of course, this is what all students aspire to, whether they are awarded a Kip scholarship or not. The maximum length of study of eight semesters for the S1 level must be achieved by all scholarship students without exception; It requires trust and dedication to make it happen. According to Mr. Suhendi, S.E., the majority of Kip scholarship recipients were able to complete their study period.

"Around 75% of scholarship participants successfully completed their studies on schedule. There is a significant difference between the number of those who graduate on time and those who do not. Therefore, it can be concluded that most scholarship participants are able to fulfill their obligations and commitments. Because students can only receive KIP scholarships for a maximum of 8 semesters, they strive to complete their studies on time".

This statement is further strengthened by the KIP manager's report on the graduation results of the 2019 scholarship recipients, which is shown in the following table:

Table 2. Graduation of KIP Scholarship Recipients Class of 2019

Faculty	Amount	Passed	Presentation	Not yet Graduated	Presentation (%)
FDK	26	21	80,76	5	19,23
FEBI	51	37	72,54	14	27,45
FIS	21	14	66,66	7	33,33
FITK	87	76	87,35	11	12,64
FSH	39	33	84,61	6	15,38
FST	36	25	69,44	11	30,55

FUSI	20	11	55	9	45
FKM	21	18	85,71	3	14,28
Amount	301	235	78,07%	66	21,92%

Source: Academic and Student Affairs Bureau of AAKK UIN SU Medan

The number of scholarship recipients in the class of 2019 who have graduated reached 235 students (78.07%), while 66 other students have not graduated. For the achievement of the goals of the KIP scholarship program According to the graduation standards set by the government, the graduation rate that must be achieved by universities is 80% of 100% at the S1 level to be said to be the achievement of effective program goals. Meanwhile, the achievement of the graduation goal obtained by KIP recipients at UIN North Sumatra is only 78.07% and it can be said that this indicator is not fully effective. The length of study time taken by KIP scholarship recipients is contained in the following table:

Table 3. Study Time for KIP Scholarship Recipients Class of 2019

No.	Faculty	Jumlah Lulus	Lowest GPA	Highest GPA	Fastest study period		Average study period	
					Year	Month	Year	Month
1.	FDK	21	3,48	3,82	3	8	3	10
2.	FEBI	37	3,53	3,88	3	9	4	1
3.	FIS	14	3,42	3,86	3	8	3	10
4.	FITK	76	3,37	3,82	3	9	4	0
5.	FSH	33	3,45	3,85	3	9	3	10
6.	FST	25	3,35	3,75	3	10	4	2
7.	FUSI	11	3,41	3,84	3	8	3	11
8.	FKM	18	3,5	3,87	3	7	3	10

Source: Academic and Student Affairs Bureau of AAKK UIN SU Medan

Program Monitoring

It is very important to understand how the KIP program is used to later determine how much impact the government lecture KIP program has on the KIP recipients' answers. UKT fund exemption assistance is given to all participants. In the implementation of the KIP Lecture program, monitoring must be held for the participants in using scholarship aid funds. At UIN North Sumatra, monitoring is carried out by the committee by emphasizing to recipients to make an accountability report on the use of funds that have been received. And the committee also monitors the development of recipients by always monitoring the recipient's GPA score. This is as conveyed by Mr. Adi as a student affairs staff:

"To monitor the implementation of the KIP Lecture program, we ask scholarship recipients to make reports and check their GPA periodically. If the GPA drops below 3.00, their scholarship can be revoked and given to applicants who have not passed." Results of an interview with Mr. Adi as a student affairs staff of UIN North Sumatra).

The above was emphasized by Reza, one of the recipients of the KIP Lecture in 2019:

"For the evaluation of the use of KIP funds, each recipient must make an accountability report and submit it to the faculty. In order for the scholarship to remain valid, students must maintain a GPA above 3.00; if the GPA drops below 3.00, the scholarship will be revoked" Results of an interview with Mr. Adi as a student affairs staff of UIN North Sumatra).

The table with statistical information on the results of the study (GPA & credits) for the class of 2019 further corroborates this claim. The report's findings are shown in the following table:

Table 4. Distribution of GPA of KIP Scholarship Recipients Class of 2019

No.	Faculty	Amount	IPK 2.76- 3.00	Presentation (%)	IPK 3.01- 3.50	Presentation (%)	IPK < 3.50	Presentation (%)
1	FDK	26	2	7,69	3	11,54	21	80,77
2	FEBI	51	0	0	14	27,45	37	72,55
3	FIS	21	0	0	9	42,86	12	57,14
4	FITK	87	0	0	39	44,83	48	55,17
5	FSH	39	4	10,26	17	43,59	18	46,15
6	FST	36	0	0	15	41,67	21	58,33
7	FUSI	20	0	0	7	35	13	65
8	FKM	21	0	0	4	19,05	17	80,95
Total		301	6	1,99%	108	35,88%	187	62,13%

Source: Academic and Student Affairs Bureau of AAKK UIN SU Medan

The largest distribution, with 187 students (62.13%), was in the GPA category >3.50, which was based on five categories of GPA merit. Furthermore, with 108 students (35.88%), the category of 3.01 to 3.50 is ranked second. The GPA range of 2.76 to 3.00, with 6 students (1.99%), is next. When the three categories are combined, the percentage of KIP scholarship recipients in the class of 2019 who are included in each category exceeds 100%, which is undoubtedly a noteworthy achievement.

The ability of program organizers and aims to adapt well to all kinds of rules of the Kip scholarship program is an indication of the effectiveness of program governance at UIN North Sumatra. The comments of policy implementers who actively participate in the organization of the Kip scholarship program at UIN North Sumatra show the dedication of the organizers to this goal. The interviewee revealed this in the following clip from the interview:

"Of course, to achieve the goals of the KIP scholarship program, we as policy implementers need to take a proactive attitude. Regarding the response method, periodic monitoring or known as monitoring academic activities has been carried out. This is done in an attempt to foresee future problems or address current deck problems. In addition, we provide the infrastructure and facilities to scholarship recipients so that they can support their academic efforts and abilities. We as policy managers must actively play a role in achieving the goals of this scholarship program. Our responsiveness is seen in regular monitoring of student academic activities. This step aims to identify and address any issues that may arise. We also provide facilities that support academic activities and talent development for scholarship recipients." (Results of an interview with Mr. Suhendi's student affairs staff).

The governance of the KIP scholarship at UIN North Sumatra has been in accordance with the guidelines of the KIP Lecture program so that the program can help recipients to be able to obtain higher education. However, there are indicators that have not been fully implemented effectively, namely in the indicators of achieving program goals.

CONCLUSION

The author can draw the following conclusions from the results of the presentation mentioned above the effectiveness of the Kip Scholarship Governance on Improving the Quality of Higher Education at the State Islamic University of North Sumatra is shown by the

achievement of the goals of the Kip Scholarship program, which is seen from the indicators raised by Budiani, namely. The accuracy of the program's goal that the KIP Scholarship for studying at UIN North Sumatra is right on target and the socialization of the program carried out by the management team has also been carried out quite well. Program monitoring has been effective by making accountability reports and monitoring by each KIP scholarship recipient which is reported to the faculty every semester, then it will be handed over to the KIP Scholarship management team. The achievement of program objectives has a good impact on KIP Lecture scholarship recipients, but this indicator has not been fully effective due to the gap between the graduation standards issued by the government and the results of graduation achieved by UIN North Sumatra. Therefore, further research is needed to focus more on further program monitoring in order to achieve the Kip program.

Following the results of the study, the following recommendations are made so that the next research is better than this study, which is as follows: (1) To optimize the effectiveness of the KIP program at UIN North Sumatra, organizers must use the right approach, one of which is socialization. Socialization is carried out offline and maintained in accordance with the admission of each student. Furthermore, it must be carefully thought out for the monitoring and assessment of the KIP money disbursed. (2) The KIP manager at the State Islamic University of North Sumatra must hold a final evaluation after the scholarship distribution is carried out in order to further improve the effectiveness of the KIP scholarship distribution to study at UIN North Sumatra. (3) For KIP scholarship recipients to study at UIN North Sumatra, please use the assistance distributed as best as possible.

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