

THE ROLE OF SCHOLARSHIPS ON LEARNING MOTIVATION

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ABSTRACT

Scholarships in the field of education serve as financial assistance to help students pursue education according to their talents and interests. This research aims to explore the impact of scholarships on students' academic achievement through increased learning motivation. Using a qualitative method, we surveyed 25 scholarship recipients from five study programs. The results show that scholarships play a significant role in enhancing students' learning motivation, ultimately improving their Cumulative Grade Point Average (CGPA) each semester while receiving the scholarship. This financial support enables students to focus on their studies without the distraction of tuition fees. Additionally, scholarships are also seen as motivators for students to excel academically. However, being a scholarship recipient also brings mental burden due to societal perceptions associating scholarships with high academic ability.

Keywords: Scholarship, Learning Motivation, Cumulative Grade Point Average

INTRODUCTION

Education is a fundamental right for every human being. Article 31, paragraph 1 of the Constitution of the Republic of Indonesia states that "every citizen has the right to education." This has been a concern of the government and various stakeholders who are aware of the importance of education in shaping competent and high-quality human resources, which are cultivated, among other things, by higher education institutions. The high cost of education at the university level is a consideration for the public to pursue higher education. Scholarships offer financial assistance to students who meet the requirements set by scholarship providers, whether governmental, private, or continuous foundations, so that students receiving scholarships should responsibly focus on studying and influence academic achievement in the form of cumulative grade point average (CGPA). This research aims to examine whether scholarships play a role in learning motivation and their impact on students' Cumulative Grade Point Average (CGPA). Motivation is an important factor because it is the condition that drives someone to engage in the learning process (Emda, 2018)

Based on the above title, a qualitative descriptive research is conducted. According to (Sugiyono, 2019) qualitative descriptive method is a research method based on post-positivist philosophy used to examine natural object conditions (as opposed to experiments). The research is conducted due to different results from previous studies

that vary, so the researcher aims to obtain a similar topic overview but with different types of scholarships and research objects to be examined by the researcher.

Some relevant studies include (Irmasita et al., 2018) titled "Learning Motivation of Bidikmisi Students Reviewed from Cumulative Grade Point Average (A Study on Students of FKIP Universitas Syiah Kuala Class of 2016)," stating that Bidikmisi students with GPAs above 3.00 have a lower average motivation score than Bidikmisi students with GPAs below 3.00, although significant differences in motivation are only obtained between the GPA groups of 2.50-2.99 and 3.00-3.49.

(Said, 2022) "The Effect of Bank Indonesia Scholarships on Motivation for Student Achievement from the Perspective of Islamic Economics, the Faculty of Islamic Economics and Business, UIN Raden Intan Lampung," states that the provision of Bank Indonesia scholarships has a positive impact with an original sample value = 0.665. And significantly affects with a p-value <0.05.

(Noviandini, 2020), "The Influence of Bidikmisi Scholarships on Learning Motivation and Academic Achievement of Bidikmisi Students in the Economics Education Department Class of 2015-2017, Universitas Negeri Yogyakarta," The research results indicate that there is no significant influence between Bidikmisi scholarships and academic achievement. Bidikmisi scholarships affect learning motivation by 39.9% and affect academic achievement by only 3.1%.

(Hapsari & Nugroho, 2018), "The Effect of PPA Scholarships and Study Habits on Academic Achievement of FKIP UNS Students who Received PPA Scholarships for the Period of January-June 2017." The results of this study indicate that there is a positive and significant influence between PPA scholarships and study habits on the academic achievement of FKIP UNS students who received PPA scholarships for the period of January-June 2017.

In contrast to the above research is from (Kapitan et al., 2021), "The Relationship between Learning Motivation and Academic Achievement of Medical Faculty Students in East Nusa Tenggara," the research concludes that there is no significant relationship between learning motivation and academic achievement. Academic achievement of students is not only influenced by learning motivation alone. This is considered consistent with (Mahmudah et al., 2021), which states that the researchers suspect that there are more dominant factors influencing someone's academic achievement, so in their research, they conclude that there is no relationship between learning motivation and academic achievement.

LITERATURE REVIEW

(Fryer Jr, 2011) conducted a study to show the impact of grants, financial aid and scholarships on student success and well-being in college. The study evaluated student success in achieving good grade points and then scholarships on the basis of grade points. The focus of the study was to establish appropriate policies for academics to have better access to education and educational resources compared to the poor student success through scholarships and financial aid. In this study the researcher adopted statistical techniques to examine students' self-esteem control variables. Need-based scholarships provide fees to students that help them in managing the cost of education and reduce the financial burden of families to educate their children. With the help of scholarships, students can easily engage in university funding. Scholarships provide students with financial assistance to further their education. Scholarships are availed by students for the fulfillment of various purposes. Scholarships encourage poor students to pursue educational courses that they cannot afford. academic achievement educational process is measured by teachers. Many factors affect the academic performance of students. Economic status plays an important role in a student's learning environment. Families tend to have a higher economic status

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their education. Scholarships are obtained by students for the fulfillment of various purposes. scholarships stimulate poor students to pursue educational courses that they cannot afford.

(Ali et al., 2013) said that academic achievement is the extent to which a student achieves their children largely increase learning opportunities for their bright children. Educational goals are of course influenced by the economic situation of students. For economically disadvantaged students, scholarships are considered a great blessing as they provide them with a smooth path in achieving their educational goals of successfully completing certain learning tasks after the completion of certain training. In and scholarships and their interlined relationships. Regression, propensity score matching, panel data analysis and instrumental variable techniques were used to evaluate the results.

(Tomul & Polat, 2013) argue that economically poor parents do not have the ability to do so provide students' educational expenditure at a higher level. Family financial conditions related to parental employment and scholarship educational achievement have an impact on students' academic achievement.

Types of Scholarships: There are two types of scholarships: full scholarships (also known as full school scholarships) and partial scholarships (also known as partial scholarships). For full scholarships, the sponsor will only provide money for living expenses, and the rest will be covered by the scholarship recipient (Ramadhon et al., n.d.) There are two different types of scholarships based on their source: a. Indonesian Government Scholarships: The Indonesian government provides scholarships such as Bidikmisi, PPA (Peningkatan Prestasi Akademik) and LPDP. b. Scholarships from NGOs, Private Companies, and National and International Companies: Usually, these scholarships are part of the company's CSR (Corporate Social Responsibility) program. One example is the Sampoerna Foundation Scholarship, A&A Rachnat given by many private banks, and many more. A so that students are motivated to learn and achieve good academic performance. Good learning facilities will help students learn effectively (Noviyanti & Arwin Dermawan, 2022).

In addition to the literature mentioned in "How College Works" (Chambliss, D.F., & Takacs, 2014) offers an in-depth perspective on the dynamics of interactions between students, faculty, and educational institutions. The book highlights that scholarships affect not only the financial aspect, but also the social and academic interactions on campus. Thus, scholarships can be an incentive for students to participate more actively in academic and extracurricular activities, which in turn increases learning motivation and academic achievement.

Meanwhile, "Student Debt: The Rhetoric and Realities of Higher Education Financing" by (Heller, 2014) provides an overview of the narrative and reality of higher education funding. In his book, Heller reminds us that while scholarships can reduce the financial burden, the challenge of higher education funding is far from over. Therefore, a more holistic and integrated strategy is needed to address this issue, including a data-driven and evidence-based approach to improve the effectiveness of scholarship programs.

Finally, (Dwyer, R.E., & McCloud, 2016) "Student Loans and the Dynamics of Debt" highlights the psychological impact of educational debt. Although not its main focus, the book teaches us the importance of scholarships in reducing the financial pressure and mental stress that students often experience. By reducing the burden of debt, scholarships can give students the freedom and confidence to focus on their studies, which in turn will increase their motivation to learn and academic performance.

METHODOLOGY

In this research, the method used is qualitative descriptive. (Sugiyono, 2019) defines qualitative descriptive method as a research approach based on post-positivism philosophy. This method focuses on analyzing the natural condition of the object, unlike the more structural experimental approach. The researcher, in this case, serves as the main instrument in the data collection and analysis process, using combined triangulation to ensure data accuracy and validity. Data analysis is conducted inductively or qualitatively, with an emphasis on interpreting the meaning of the obtained data, rather than mere generalization.

The aim of this research is to provide a comprehensive overview, explanation, and understanding of the role of scholarships in learning motivation, thus illustrating their influence on the academic achievement of students receiving scholarships from the Yayasan Pelayanan Kasih A&A Rachmat (YPKAR) at the Universitas Komputer Indonesia.

In data collection, this research uses two types of data sources: primary and secondary data. Primary data is obtained through direct interviews with 25 students receiving scholarships from the Yayasan Pelayanan Kasih A&A Rachmat (YPKAR) who come from the Faculty of Engineering and Computer Science programs at Universitas Komputer Indonesia. In addition, in-depth interviews are also conducted with representatives from the Scholarship Team at Universitas Komputer Indonesia to gain further insights into the impact of scholarships on the Cumulative Grade Point Average (CGPA) of students receiving scholarships from the A&A Rachmat Charity Service Foundation.

The primary informants in this research are students who receive scholarships from YPKAR with specific criteria to ensure varied representation. These students come from families with marginal or low income, are active students with a minimum of semester 3 and a GPA of 3.00. These students are interviewed by the researcher, and notes are made regarding aspects such as biodata, family background, education, social environment, learning environment, and their academic achievements since starting their studies until now. Additionally, informants are also asked to provide brief explanations to obtain deeper insights into their experiences and perceptions of scholarships.

Furthermore, secondary data is collected through literature reviews from various sources such as books, journals, and previous relevant research. This is done to support and enrich the primary data analysis that has been obtained.

The main variables focused on in this research are scholarships, motivation, and academic achievement in the form of Cumulative Grade Point Average (CGPA). Other factors identified as supporting variables include family background, economic conditions, and learning environment. The sampling technique used is non-probability purposive sampling, with specific criteria considerations to ensure that the samples taken are the most representative.

Thus, this research aims to provide a comprehensive overview of the impact of scholarships on student motivation and academic achievement. Through an in-depth qualitative descriptive approach, this research is expected to provide valuable insights and recommendations for educational institutions and relevant parties in the development and provision of scholarships in the future.

DISCUSSION

This study adopts a qualitative method, which according to (Moleong & Edisi, 2004), is an approach to understanding phenomena in social contexts deeply through communication interactions. This method allows researchers to gain rich insights and nuances from the perspectives of scholarship recipients, A&A Rachmat, who are the subjects of the study. The primary data obtained through interviews, observations, and documentation enable in-depth analysis of students' experiences, perceptions, and challenges in pursuing their education.

Variability of Student Backgrounds: One of the key findings in this study is the variability of the economic backgrounds of scholarship recipients. Out of 25 students, 20 come from families with middle to lower economic conditions. Although they can meet their daily needs, they face difficulties in financing their education. This indicates that while education is considered important, financial challenges often pose significant barriers for students in achieving optimal academic performance.

Consequences of GPA Decrease and Learning Motivation: Awareness of the consequences of a GPA below 3.00 resulting in the termination of scholarship seems to be a driving factor for students to remain focused on learning. Financial support from scholarships provides additional incentive to maintain or improve academic performance. However, there is also a view that studying is a personal obligation not dependent on scholarship receipt. This suggests diversity in learning motivation among students.

Academic Achievement and Scholarship Support: Secondary data indicate that the majority of students have good academic performance with GPAs above 3.5. This indicates that scholarships play a crucial role in enhancing students' motivation and academic achievement. However, there is one significant GPA decrease leading to scholarship termination. This emphasizes the importance of continuous support and monitoring for students to prevent academic performance decline.

Consistency with Previous Research: The findings of this study are consistent with previous research indicating that scholarships play a significant role in enhancing students' learning motivation and academic achievement (Hapsari & Nugroho, 2018; Irmasita et al., 2018; Noviandini, 2020; Said, 2022). This suggests that financial support can be a key factor in students' academic success.

Implications and Recommendations: From these findings, there are several important implications for educational institutions and scholarship providers. First, there is a need for a more holistic approach to scholarship provision, encompassing both financial and non-financial support. Second, there is a need for mentoring and monitoring programs for scholarship recipients to keep them motivated and provide the support they need. Third, educational institutions and scholarship providers need to collaborate to ensure that scholarship eligibility criteria reflect the needs and challenges faced by students.

Thus, this study provides important contributions to our understanding of how scholarships influence students' learning motivation and academic achievement, as well as the challenges they face in their educational journey.

CONCLUSION AND RECOMMENDATION

From the research findings, it can be concluded that scholarships play a crucial role in enhancing students' motivation and academic performance. Beyond mere financial assistance, scholarships also provide emotional and psychological encouragement for students to excel. Students who receive scholarships tend to demonstrate higher levels of motivation, consistent attendance, and better academic achievements compared to those who do not receive scholarships. Due to the significant role of scholarships in the education sector, their support should be continuously enhanced and strengthened by educational institutions and the government. This includes increasing funding allocations for scholarships, improving the quality of selection processes for scholarship recipients, and enhancing mentoring programs for scholarship recipients. Transparency of information regarding scholarship programs, including eligibility criteria and selection processes, also needs to be improved. Clear information will help students and their parents or guardians better understand scholarship programs and increase their chances of obtaining scholarships. Furthermore, in-depth research on other factors influencing students' motivation and performance besides scholarships should be conducted. This will assist educational institutions in designing more effective strategies and programs to improve the quality of education in Indonesia.

As recommendations, the government, educational institutions, and relevant stakeholders should collaborate to enhance the quality and accessibility of scholarships. Scholarship programs should be carefully designed and sustainable, considering the needs and potentials of students as well as their socio-economic backgrounds. Overall, scholarships are not just a form of financial aid but also an investment in improving the quality of education and the future development of the nation. Therefore, commitment and cooperation from all parties are crucial to support and develop scholarship programs in enhancing students' motivation and academic performance in Indonesia.

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