

**ALLOCATION OF BIDIKMISI SCHOLARSHIPS AND LEARNING  
INDEPENDENCE TOWARDS LEARNING ACHIEVEMENT OF  
BIDIKMISI STUDENTS IN JAKARTA STATE UNIVERSITY 2018**

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**Abstract**

*This study aims to determine the effect of Bidikmisi scholarship and learning independence on student achievement. The method used is the quantitative method. The population in this study were students who received in the 2018 State University Bidikmisi scholarship. The sampling technique used the proportional random technique as many as 233 people. Data collection using documentation and questionnaire methods. The data analysis technique used descriptive statistics, multiple linear regression test, normality test, linearity test, t test, F test, and the coefficient of determination processed with SPSS version 25. Tests from the analysis showed that the allocator of the Bidikmisi scholarship and learning independence partially and simultaneously had a positive and significant effect on student academic achievement.*

Keywords: *Bidikmisi Scholarship, Learning Independence, Learning Achievement*

**1. INTRODUCTION**

Education is one of numerous factors that contribute significantly to the development of a nation. Developed nations have excellent educational systems. The economic climate of a nation also influences the sustainability of education (Septian & Ahmad, 2020). Education can develop superior Human Resources (HR); with superior HR, the Indonesian economy will improve. Article 31 (1) of the 1945 Constitution declares, "Every citizen has the right to an education."

Due to poverty and the high cost of school, there are still many Indonesians who have not been able to receive an education. In March 2020, there were 26,42 million (9.78%) poor people in Indonesia, an increase of around 1,63 million (0.56%) compared to September 2019 (BPS, 2020). Due to financial constraints, this circumstance drives people to choose to work after completing secondary school rather than continue their education. In 2019/2020, the number of elementary school students who dropped out of public and private schools reached 59.443 students, junior high school students reached 38.464 students, and senior/vocational high school students reached 63.518 students (BPS, 2020).

The Bidikmisi Scholarship Program is a program from the Directorate General of Higher Education of the Ministry of Education and Culture in the form of tuition assistance since 2010, for students with adequate academic/curricular, co-curricular and extracurricular potential but economic limitations (Dikjen Dikti, 2012). With the aim of providing learning opportunities for students who are economically disadvantaged but excel, ensure continuity of study, produce graduates who are independent, productive, and have social concerns so that they are able to play a role in breaking the poverty chain and empowering society.

Learning achievement influenced by internal and external factors (Dalyono, 2012). According to Afida et al. (2018), external factors come from outside the individual for example socio-economic aspects. Scholarships are one of the external factors that affect learning achievement which is included in the socio-economic aspect. As highlighted by Murniasih (2010), by giving a scholarship, it is the same as giving an award to someone to continue their education to a higher level. Hence, bidikmisi is considered to provide achievement motivation for students, because it provides opportunities for those who have a low economy.

Sneyers (2016) stated that scholarship acceptance has a relatively large positive effect on student performance. Further, Faikah et al. (2019) stated that 75% of the bidikmisi scholarship funds were used to support his learning achievement and 25% of the funds were used for purposes outside of his studies. The impact of the Bidikmisi scholarship on student achievement is indicated by the percentage of the highest GPA of 35%, the average GPA of 60%, and the lowest GPA of 5%. Likewise, bidikmisi scholarship has a significant effect on student achievement (Takriyuddin et al., 2016).

Furthermore, other factors also influence student achievement which refers to internal factors. In the research conducted by Sylvana & Alwi (2016) independent learning becomes one of the internal factors that affect learning achievement. Learning independence is a learning activity that is driven by one's own volition, self-responsibility and does not depend on others (Uno, 2016).

According to Desmita (2017) characteristics of independent learning include: 1) self-determination; 2) creative and initiative; 4) regulate behavior; 5) be responsible; 6) able to restrain oneself; 7) make their own decisions; and 8) able to solve problems without the influence of others. In addition, indicators of learning independence as stated by Jannati (2016) including: 1) Not dependent on others; 2) Confident; 3) Discipline; 4) Responsible; 5) Initiative; and 6) Self control.

Unfortunately, the phenomenon that occurs today is that many students and students are not able to be independent in studying because of negative habits, such as studying only when the exam comes, truant, cheating during exams, and looking for leaked exam questions (Hidayat et al., 2020). Pratiwi & Laksmiwati (2016) reveal that when entering education to a higher level, these habits can cause mental disorders. Efforts to be independent in learning if supported by good interest or motivation to learn can help students to achieve optimal learning achievement (Ina Ledun et al., 2020).

Likewise, Septiyaningsih (2017), also shows that there is a positive and significant influence of learning independence on learning achievement is learning independence. Meanwhile, Sylvana & Alwi (2016) shows that learning motivation and learning independence together have a positive effect on learning achievement. This independence of learning is very necessary because with the independence of learning in students, the success and achievement of students will be easily obtained (Pratama & Rusdarti, 2019).

Afida et al. (2018) reveal that bidikmisi and learning independence had a positive and significant influence on student learning achievement. From this research, the Bidikmisi scholarship and learning independence are factors that influence students' academic or academic achievement. Taking a look at some of the previous research, the aim of this research is to determine the impact that providing bidikmisi scholarships and independent learning has on the student achievement in the State University of Jakarta of 2018 class.

## 2. RESEARCH METHOD

The method developed in this study is a quantitative method. The population in this study were all 2018 class of UNJ Bidikmisi students, totaling 698 students. The sampling technique in this study, using probability sampling withdrawal. Based on Isaac and Michael's table, the number of samples with an error rate of 5% is 233 respondents from the total population (Sugiyono, 2013). The sample distribution table is as follows:

**Table 1** Sampling Technique

Faculty	Number of Students	Calculation	Sample
Faculty of Educational Psychology	16	(16/698)233	5
faculty of Science Education	136	(136/698)233	45
faculty of Language and Art	117	(117/698)233	39
Faculty of Mathematics and Science	83	(83/698)233	28
Faculty of Social Science	144	(114/698)233	48
Faculty of Engineering	83	(83/698)233	28
Faculty of Sports Science	45	(45/698)233	15
faculty of Economics	74	(74/698)233	25
<b>Total</b>	<b>698</b>	<b>(698/698)233</b>	<b>233</b>

Source: Data processed by researchers

The variables in this study consisted of two independent variables, namely the Bidikmisi Scholarship (X1) and Learning Independence (X2) with one dependent variable being Learning Achievement (Y). The validity and reliability test technique in this study was used to measure a questionnaire as a data collection tool, while to test the hypothesis was to use multiple regression analysis. Furthermore, the processed data is processed using IBM SPSS software version 25.0.

## 3. RESULT AND DISCUSSION

### 3.1. Research Results

#### 3.1.1. Multiple Regression Analysis

**Table 2** Multiple Regression Analysis Result  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1(Constant)	.897	.603		1.488	.138
Bidikmisi Scholarship	.020	.010	.136	2010	.046
Independent Learning	.017	.004	.265	3.932	.000

a. Dependent Variable: Learning Achievement

Source: SPSS V25.

The results obtained are multiple regression equations, namely:

$$Y = 0.897 + 0.020X_1 + 0.017X_2.$$

The results in the table show a constant value ( $\alpha$ ) of 0.897, this result means that learning achievement will be worth 45.376 when the Bidikmisi scholarship and learning independence are worth 0. Then the regression coefficient value of Bidikmisi scholarship ( $b_1$ ) is 0.020, meaning that if there is an increase in one value for the Bidikmisi scholarship variable, it will add a value of 0.020 for learning achievement. Meanwhile, the value of the learning independence regression coefficient ( $b_2$ ) is 0.017, meaning that if there is an increase in one value for the learning independence variable, it will add a value of 0.017 for learning achievement.

**Table 3** Normality Test Result  
**One-Sample Kolmogorov-Smirnov Test**

			Unstandardized Residual
N			207
Normal Parameters, b	mean		.0000000
	Std. Deviation		.34005665
Most Extreme Differences	Absolute		.055
	Positive		.040
	negative		-.055
Test Statistics			.055
asympt. Sig. (2-tailed)			.200c,d

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: SPSS V25.

Based on the normality test with the Kolmogorov-Smirnov test, the Asymp value can be known. Sig (2-tailed) Unstandardized Residual of  $0.200 > 0.05$ . These results indicate that the data on Bidikmisi scholarship, learning independence and learning achievement are normally distributed.

**Table 4** Bidikmisi Scholarship Linearity Test on Learning Achievement

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual	Between Groups	(Combined) linearity	1,724	18	.096	.444	.976
		linearity	.000	1	.000	.000	1,000
*Unstandardized Predicted Value		Deviation from Linearity	1,724	17	.101	.470	.963
	Within Groups		40,528	188	.216		
Total			42,252	206			

Source: SPSS V25.

From the test results, the significance value of Deviation from Linearity is 0.963 more than 0.05. This proves that there is a linear relationship between the Bidikmisi Scholarship variable and Learning Achievement.

**Table 5** Linearity Test of Learning Independence on Learning Achievement

			ANOVA				
			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual	Between *Groups	(Combined) linearity	4048	37	.109	.484	.995
Unstandardized Predicted Value		Deviation from Linearity	.000	1	.000	.000	1,000
			4048	36	.112	.497	.992
	Within Groups		38.225	169	.226		
	Total		42,273	206			

Source: SPSS V25.

From the results of the linearity test in the ANNOVA table above, it can be seen that the significance level for deviation from linearity is  $0.992 > 0.05$  and the significance level for linearity is  $0.000 < 0.05$ . This proves that there is a linear relationship between the variables of Learning Independence and Learning Achievement.

**Table 6** T-Test Result

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	.897	.603		1.488	.138
Bidikmisi Scholarship	.020	.010	.136	2.010	.046
Independent Learning	.017	.004	.265	3.932	.000

a. Dependent Variable: Learning Achievement

Source: SPSS V25.

Based on the t-test for the Bidikmisi scholarship variable, the t-statistic value is 2.010 more than the t-table, which is 1.972, which means that  $H_0$  is rejected, indicating that the Bidikmisi scholarship affects learning achievement partially. Then the t-test for the learning independence variable obtained a t-statistic value of 3.932 more than the t-table, which is 1.972, which means  $H_0$  is rejected, indicating that learning independence affects learning achievement significantly partially.

**Table 7** F-Test Result

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4,805	2	2.403	11.365	.000b
Residual	42,913	203	.211		
Total	47,719	205			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Independent Learning, Bidikmisi Scholarship

Source: SPSS V25.

Based on the F test, the f-statistic value is 11.365 more than the f-table of 3.05. It is concluded that in this study  $H_0$  is rejected and  $H_a$  is accepted, meaning that simultaneously there is an effect of Bidikmisi scholarship and learning independence on learning achievement.

**Table 8** Coefficient of Determination Test Result

Model Summary			
Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317a	.101	.45978

a. Predictors: (Constant), Independent Learning, Bidikmisi Scholarship  
Source: SPSS V25.

The value of this test is shown in the form of a percentage. R Square value shows a value of 0.101, meaning that the influence of the Bidikmisi scholarship variable and learning independence simultaneously on the learning achievement variable is 10.1% while others can be influenced by other factors.

## 3.2. Discussion

### 3.2.1. The Effect of Bidikmisi Scholarship on Learning Achievement

The results of the partial significance test or t test in this study indicate that the bidikmisi scholarship variable is obtained t-statistic of 2.010 from t table of 1.972 with a significance of 0.046 less than 0.05, which means  $H_0$  is rejected, indicating that the bidikmisi scholarship affects learning achievement partially.

According to Azzahri et al. (2018), the effectiveness of scholarships has a significant effect on student academic achievement. Hence, the higher the effectiveness of the scholarship utilization will be followed by an increase in academic achievement. Moreover, Muniroh & Rahman (2020) stated that Bidikmisi is positive and significant in encouraging the achievement of GPA as student performance. Bidikmisi reduces tuition fees, is enthusiastic about achieving a minimum GPA of 3.00, and is punctual in submitting assignments.

Meanwhile, Habiba & Liaqat (2022) shows that scholarships can create an inspiring competitive atmosphere to achieve student learning goals. The results of the research, scholarships encourage student achievement, students' attention to study, develop book reading habits, and time management habits. In this case, Sneyers (2016) shows that financial aid positively affects student performance and system completion in a statistically substantial manner. The results of this study indicate that scholarship acceptance has a positive and relatively large effect on student performance.

Faikah et al. (2019) revealed that 75% of the bidikmisi scholarship funds were used to support his learning achievement and 25% of the funds were used for purposes outside of his studies. The impact of the Bidikmisi scholarship on student achievement is indicated by the percentage of the highest GPA of 35%, the average GPA of 60%, and the lowest GPA of 5%. Bidikmisi scholarship has a significant effect on student learning achievement (Takriyuddin et al., 2016).

### **3.2.2. The Effect of Learning Independence on Learning Achievement**

The results of the partial significance test or t-test in this study indicate that the learning independence variable obtained t-statistic of 3.932 which is greater than the t-table of 1.972 with a significance of 0.000 less than 0.05, which means  $H_0$  is rejected, indicating that learning independence affects learning achievement partially. The results of this study are in line with research by Ergen & Kanadli (2017) which states that the SRL strategy has a strong influence on students' academic achievement.

Current finding is supported by Septiyaningsih (2017), which shows that there is a positive and significant influence of learning independence on learning achievement is learning independence. As noted by Sylvana & Alwi (2016), shows that learning motivation and learning independence together have a positive effect on learning achievement. This independence of learning is very necessary because with the independence of learning in students, the success and achievement of students will be easily obtained (Pratama & Rusdarti, 2019).

Further research by Uki & Ilham (2020) shows that student learning achievement is influenced by student learning independence. This means that every student who wants to have high learning achievement must create independence in learning. Likewise, Ejubović & Puška (2019) states that SRL has a positive effect on student satisfaction and academic achievement. To achieve satisfaction and good academic achievement, students need to apply environmental management, computer self-efficacy, social dimensions and metacognition strategies.

Ergen & Kanadli (2017) highlight that the SRL strategy had a strong influence on students' academic achievement. Manalu & Panjaitan (2020) stated that the relationship between learning independence and student achievement. The higher the learning independence, in this case, in being responsible for acting, being active and creative in learning, being able to solve learning problems, and continuing in learning that is owned by students, the higher the value of learning achievement to be achieved.

### **3.2.3. The Effect of Bidikmisi Scholarship and Learning Independence on Learning Achievement**

Based on the F test, the Fstatistic value of 11.365 is greater than Ftable of 3.05. It can be concluded in this study  $H_0$  is rejected and  $H_a$  is accepted, which means that it has a significant influence between the Bidikmisi scholarship variable and learning independence simultaneously on the student achievement variable. Furthermore, the coefficient of determination test ( $R^2$ ) obtained a result of 0.101, meaning that the influence of the Bidikmisi scholarship variable and learning independence simultaneously on the learning achievement variable was 10.1%. Meanwhile, the rest is influenced by other independent variables that are not examined.

In line with research conducted by Afida et al. (2018) which shows that there is a positive and significant influence between the Bidikmisi scholarship and learning independence on the learning achievement of Bidikmisi students. This is in accordance with what was stated by Dalyono (2012) that student achievement can be influenced by various factors, namely internal factors and external factors. Internal factors that affect learning achievement are psychological factors, in this case in the form of student learning independence. Meanwhile, external factors are socio-economic factors, understanding of

parents, teaching methods, curriculum, peer relations, advice and infrastructure. In this case the provision of scholarships that are included in socio-economic or educational financing.

#### 4. CONCLUSION

Based on the data and previous discussion, it can be stated that the Bidikmisi scholarship has a positive and significant relationship to student achievement. So that the use of good bidikmisi scholarships can improve student learning achievement. In addition, learning independence has a positive and significant relationship to student achievement. So that the better the learning independence possessed by students, the better student learning achievement. Beside that, the Bidikmisi scholarship and learning independence have a positive and significant relationship to student achievement. So that with the use of good bidikmisi scholarships and good learning independence, it can improve student learning achievement.

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