

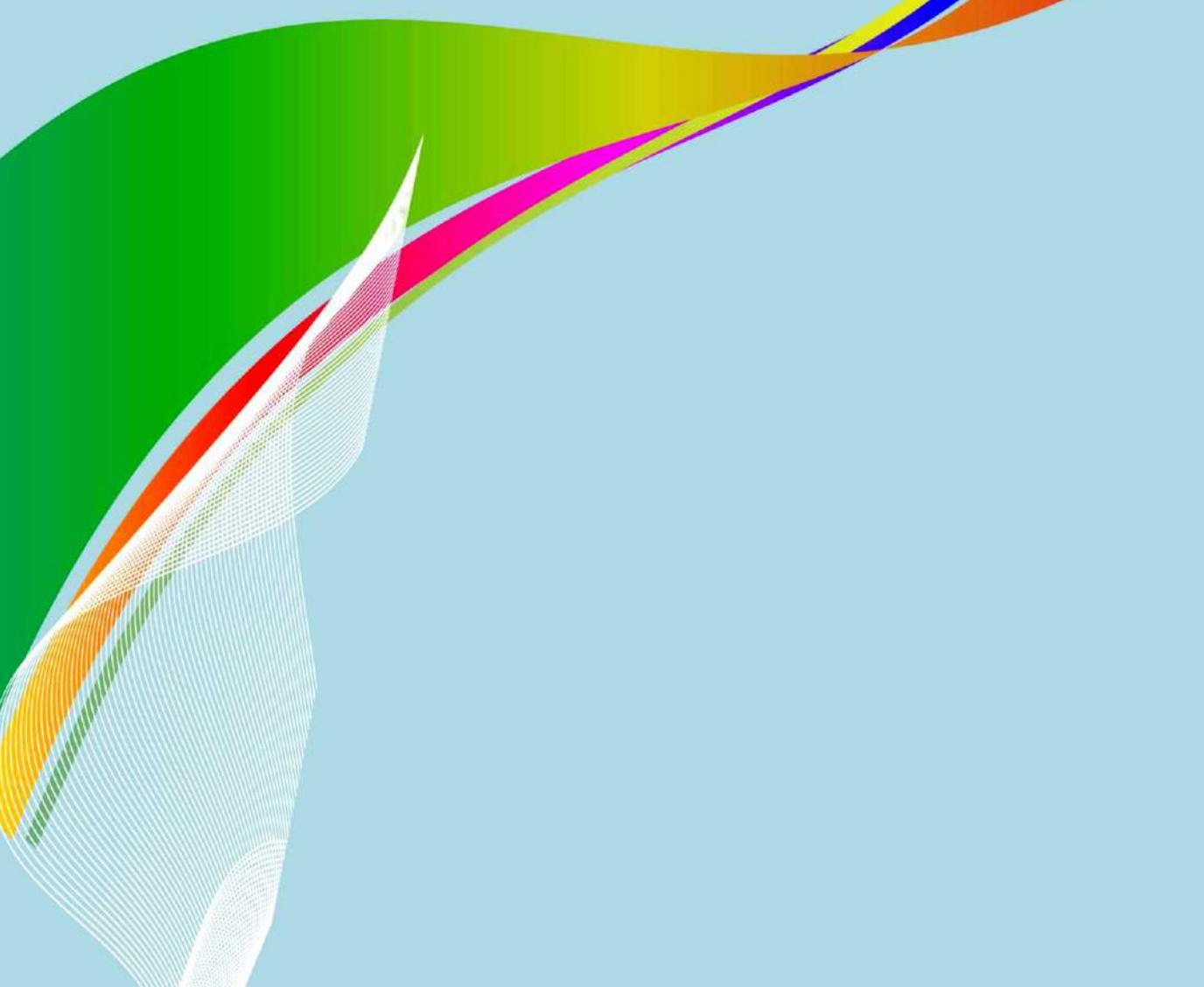
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**Analysis of Social Aspects and Educational Values
in Formulating Scholarship Policy: A Case Study in Aceh**

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ANALYSIS OF SOCIAL ASPECTS AND EDUCATIONAL VALUES IN FORMULATING SCHOLARSHIP POLICY: A CASE STUDY IN ACEH

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Abstract

This article analyzed the role of social aspects and educational values in scholarship policy formation, focusing on a case study of implementation in Aceh, Indonesia. The research aimed to understand the impact of integrating social and educational factors in scholarship policymaking and how this affects the effectiveness of the program in promoting educational access and equity. This study used a qualitative approach to collect data from various sources, including interviews with stakeholders, analyses of policy documents, and surveys of scholarship recipients. The focus was on how the Aceh Scholarship policy was designed to address the specific social challenges of the region, particularly the impact of post-conflict and natural disasters. The results showed that effective scholarship policies require an in-depth understanding of the social context and educational needs. The Aceh Scholarship, for example, successfully demonstrated how policies tailored to local social conditions could increase educational participation and positively impact social and economic recovery. This analysis provided important insights for policymakers, education practitioners, and donor agencies on the importance of considering social factors in designing scholarship programs.

Keywords: Scholarship; Social; Education; Aceh; Policy.



A. Introduction

Education, as one of the fundamental pillars of human development and social progress, plays a catalytic role in lifting individuals and communities from various constraints caused by poverty, inequality, and socioeconomic limitations (Badaru & Adu, 2021). It is particularly relevant in regions such as Aceh, Indonesia, where access to quality education is often hindered by various factors, from geographical to economic. In such situations, scholarship programs emerge as an essential mechanism that reduces these barriers, ensuring that individuals, regardless of background, have a fair opportunity to learn and develop themselves (Tatang Muttaqin, 2018).

The education gap is related to the unequal allocation of special funds for education channeled to each region, hindering the equitable development of access to education. Research by Shao et al., (2019) states that education funding affects education inequality. Cahyaningsih & Fitriady (2019) said that one of the causes of the education gap is that the funds allocated to each region vary greatly. The uneven allocation of education funds causes uneven educational development in each region. We can use equitable budget allocations to construct educational infrastructure in both rural and urban areas.

In this case, the Triple Helix is a model of the relationship between government, industry, and universities in the pursuit of knowledge, innovation, and economic development. The government's role in the triple helix is to be responsible for policies, laws, and information networks. It also acts to increase research investment and strengthen funding for education. The government also serves to enhance cooperation between industry and universities (Wu et al., 2018).

Education is the key to economic growth and nation-building. The government must provide funds for the education sector to build educational facilities and infrastructure and invest in the formation of human capital. Human capital is an investment that generates benefits for humans that include knowledge, skills, abilities, and ideas (Todaro & Smith, 2011). In addition to the technical-economic function, investment in education has



many other purposes, such as socio-humanitarian, political, cultural, and educational functions. In the technical economic function, education is associated with economic growth (human capital theory). People who have a higher level of education, as measured by the amount of time they spend in school, will have higher employment and wages compared to people who have a lower level of education. Since wages reflect productivity, the more people who have higher levels of education, the higher the productivity and national economic output (Adri & Harli, 2022).

Human Resources Development Agency (HRDA) Aceh, which was formed based on Aceh Qanun (Local regulations) Number 13 of 2016, has been active in initiating scholarship programs both at home and abroad for various levels of education, ranging from D1 to S-3 and specialists. From 2005 to 2011, the Aceh government awarded scholarships to 2,114 people: 1.330 recipients in 2017, 1.031 in 2018, and 1.472 recipients in 2019 and 2020 (Rizkiah et al., 2023). It shows the strong commitment of the Government of Aceh to supporting the development of education and human resources in its region.

In the context of Aceh and the rest of Indonesia, strategically designed and effectively implemented scholarship programs can serve as a significant transformation tool. Not only does the scholarship program open access to education for those who need it, but it also plays a role in strengthening local capacity, fostering social progress, and laying a stronger foundation for sustainable development (Wakkee et al., 2019). This study examines the case of Aceh, a region with a unique background covering the impact of prolonged conflict and natural disasters, to analyze the integration of social aspects and educational values in scholarship policies.

The implementation of the Aceh scholarship faces extensive challenges, including limited access to information, technical difficulties in online registration, bias in selection, delays in announcing and disbursing funds, and shortcomings in monitoring and evaluation systems (Armalia et al., 2023). A more inclusive and efficient approach is needed, including improved access to information, fair selection processes, effective disbursement of funds, and better reporting systems. Integrating social



aspects and educational values in scholarship policies is crucial to creating an equitable and meaningful distribution, ensuring scholarships support academic achievement, developing recipients' character and social awareness (Marginson, 2016b; Munir, M & Zumrotun, 2023), and supporting inclusive and sustainable social development in Aceh.

The Government of Aceh can work with industry and universities in the province to prioritize areas of study and research to be funded by scholarships. This ensures that investments in education and research are in line with economic and social needs. Prananta & Pramono (2022) suggest that by integrating scholarship policies within the Triple Helix framework, a more skilled workforce, industry-relevant innovations, and positive social impacts can be generated, all of which contribute to economic growth and community welfare.

This research holds significance in several critical dimensions, especially in integrating social aspects and educational values into scholarship policy, focusing on Aceh's post-conflict and natural disaster context. It offers critical insights into character and community building through education, highlighting how scholarship can support rehabilitation and socioeconomic development in affected communities. This study is important for policymakers and practitioners, identifies best practices and challenges in scholarship policy implementation, and fills in the literature gap on the dynamics between scholarship policy and social and educational dimensions. Through the case of Aceh, the study underscores the role of education as a catalyst for social change, showing how education and scholarship policies can contribute to broader social goals such as equality, justice, and sustainable development.

B. Method

This research adopts a qualitative approach to understand in depth how social aspects and educational values are integrated in formulating scholarship policies in Aceh. This approach was chosen for its ability to explore perceptions, experiences, and social contexts that influence the



implementation of scholarship policies (Creswell & Creswell, 2018). Qualitative studies allow researchers to gain rich insights and nuances from the collected data, which are impossible to achieve through quantitative methods, as can be seen in Figure 1.



Figure 1. Research concept and focus

Figure 1 evaluates the impact of scholarships on recipients' academic and professional progress and their contribution to the social and economic development of the community. Focus is also being laid on the role of program implementers, from policymakers to administrators, in ensuring program continuity through financing, management, and adaptation to changing needs. Furthermore, this study examines the potential of the Aceh scholarship program as a model of social and economic development that can be adopted globally to increase the effectiveness and impact of the scholarship program.

This study employs various methodological techniques, such as detailed interviews, analysis of documents, and observational participation. The study involved 300 participants from various groups, including 60 members from local communities, 60 individuals who have received scholarships, 60 policymakers, 60 educators, and 60 individuals who administer the program, as can be seen in Table 1. They were involved in semi-structured interviews to explore individual experiences, perceptions of the program, and factors influencing policy effectiveness. In addition, analysis of program-related documents, such as scholarship policies,



program reports, and other publications, is conducted to collect data on the scholarship program's design, goals, and tangible outcomes.

In this study, thematic analysis was used to process data. Next, coding is organized into main themes and subthemes based on similarities. Then, a report is prepared to present in-depth and significant insights from the analyzed data (Huyler & McGill, 2019).

C. Result and Discussion

This study focuses on analyzing scholarship policies in Aceh, which aim not only to improve access to education but also to promote social and educational values integral to the holistic development of scholarship recipients. In the context of Aceh, which has faced various challenges such as prolonged conflict and natural disasters, scholarship policies play a crucial role in facilitating social and economic recovery. This research employs a qualitative approach to collect data from various sources, including interviews with stakeholders, policy document analysis, and surveys of scholarship recipients. Through this approach, the study seeks to understand the extent to which social aspects and educational values are integrated into scholarship policy formulation and how this affects the program's effectiveness in enhancing educational access and equity.

1. Result

Scholarship programs are one of the most crucial policies for improving access to and quality of education, especially in areas facing economic and social challenges. In Aceh, the government and various institutions have implemented scholarship programs with the main objective of providing wider educational opportunities to the community, especially to those who are economically disadvantaged. The importance of these programs lies not only in increasing educational enrollment rates but also in the long-term impact they can have, both individually and collectively.



a. Survey Results

The survey results show that the scholarship program in Aceh has positively impacted access to education by encouraging the integration of educational values, ensuring equity and inclusivity, and supporting social development. While there are areas for improvement, especially in inclusivity and program adaptation, scholarship has become an effective tool for individual and community empowerment, with lessons that can be picked up and applied globally. The findings emphasize that the effectiveness of scholarship programs is measured by academic achievement and their social impact. They provide recommendations for designing more effective and inclusive scholarship programs, which can be adopted globally to empower individuals and communities.

Table 1. Demographics of the research subjects

Subject Demographics	N	Percentage
Gender:		
Male	190	63
Female	110	37
Education:		
Bachelor	180	60
Master	70	23
Doctor	50	17
Age (years):		
20-25	90	30
26-45	90	30
46-55	50	17
56-70	70	23
Subject Representative:		
Local communities	110	37
Scholarship recipients	110	37
Policymakers	35	12
Educators	35	12
Program Administrators	10	3

Source: Primary data 2024

Table 1 presents the demographics of research subjects related to social aspects and educational values in scholarship policy in Aceh, based on primary data in 2024. Of a total of 300 respondents, 63% were men and



37% were women. Most (60%) have a bachelor’s degree, followed by a master’s (23%) and a doctorate (17%). The dominant age groups are 20–25 and 26–45 years (30%, respectively), with 46–55 years (17%) and 56–70 years (23%). Local communities and scholarship recipients accounted for 37% of respondents, policymakers and educators 12% each, and program administrators 3%.

b. Variabel Question and Validity

The calibration results displayed in the following table demonstrate the survey’s readiness to be distributed to respondents, supporting data collection for formulating and implementing scholarship policies focused on educational and social development in Aceh.

Table 2. Validity and reliability of the main study variables

Variables Study	Key Research Questions	N	Pearson Correlation	Cronbach’s Alpha Reliability
Socioeconomic Impact and Access to Education	How do socioeconomic conditions in Aceh affect access to education for individuals and communities, and how can scholarship programs be a solution to overcome these barriers?	300	0.81	0.91
Integration of Educational Values	How does the scholarship program integrate educational values, such as holistic learning and character development, to support the overall development of scholarship recipients and prepare them as individuals who contribute positively to society?	300	0.71	0.92
Fairness and Inclusivity of the Scholarship Program	How does the scholarship program strategy ensure equity and inclusivity, especially for marginalized and disadvantaged groups, and what are the potential areas for improvement?	300	0.81	0.86



Variables Study	Key Research Questions	N	Pearson Correlation	Cronbach's Alpha Reliability
Impact of Scholarship Beneficiaries and Community	What impact do scholarships have on recipients' academic and professional progress, as well as their contribution to the social and economic development of their communities?	300	0.95	0.98
Role of Implementation and Continuity of Programmes	What is the role of scholarship program implementers, from policymakers to administrators, in ensuring the program's sustainability, including financing, management, and adaptation to changing needs?	300	0.78	0.88
Contribution to Social Development and Global Lessons	How can the scholarship program in Aceh be considered a model for social and economic development, and what lessons can be taken and applied globally to increase the effectiveness and impact of scholarship programs worldwide?	300	0.95	0.95

Source: Primary data 2024

Table 2 outlines the calibration results of research questions screened and calibrated to ensure validity and reliability in measuring certain aspects. Cronbach's Alpha score, which ranges from 0.81 to 0.98, indicates a high level of internal consistency on these questions, which is valid for evaluating social aspects and educational values in the context of scholarship policy in Aceh. This high-reliability value ensures that the questions are practical for collecting reliable qualitative data, providing a solid basis for further analysis. The calibration results indicate the survey's readiness to be disseminated to respondents, promising data collection supporting the formulation and implementation of scholarship policies for educational and social development in Aceh.



c. Themes of Research

This finding strengthens the analysis of research variables used as a reference in this study. Respondents' engagement percentage reflects the proportion of respondents who expressed views or experiences that matched the research findings in each variable. This could be interpreted as an indicator of agreement or prevalence of experience among respondents. This table provides a comprehensive overview of how various aspects of the scholarship program in Aceh have been examined, including socioeconomic impact, educational value, and contribution to social development. Table 3 reports survey research findings and recommendations.

Findings from this study affirm the importance of scholarship programs in addressing educational and social challenges. At the same time, the recommendations presented offer concrete steps to improve the effectiveness and inclusivity of scholarship programs in the future. The percentage of respondent engagement indicates the importance and relevance of each variable from the respondent's perspective, providing important insights for policymakers and education practitioners.

Table 3. Research findings and recommendations

Research Variables	Research Findings	Survey Results	Recommendations
Socioeconomic Impact and Access to Education	Scholarships increase access to education significantly.	Most respondents (85%) reported that their previous socioeconomic conditions limited access to higher education. Scholarships were identified by 90% of these respondents as the main factor enabling them to continue their education, demonstrating the critical role scholarships play in overcoming economic barriers.	Develop policies that target broader financial support.
Integration of Educational Values	The scholarship supports the holistic development	About 75% of scholarship recipients feel that the scholarship program supports them financially and promotes holistic	Include value-building programs in the scholarship policy.



Research Variables	Research Findings	Survey Results	Recommendations
Fairness and Inclusivity of the Scholarship Program	of values and character. The majority program is fair but needs to be more inclusive.	development, including educational values such as integrity, cooperation, and leadership. Of the respondents, 80% agreed that the scholarship selection process was transparent and fair, targeting those most in need. However, 20% feel there is room to increase inclusivity, particularly in remote communities.	Design a more inclusive selection process.
Impact of Scholarship on Beneficiaries and Community	Scholarships have a positive impact on individuals and communities.	Almost all scholarship recipients (95%) reported significant improvements in academic achievement. In addition, 88% stated that the scholarship has allowed them to contribute to their community through volunteering or educational initiatives.	Increase scholarship post-admission support.
Role of Implementation and Continuity of Programmes	Continuity depends on the active role of the executor.	Most program administrators (70%) believe that current scholarship programs have a strong foundation for long-term sustainability. However, they also stress the importance of continuous adaptation and innovation to meet changing needs.	Develop long-term financing and management strategies.
Contribution to Social Development and Global Lessons	Scholarships contribute to social development.	Respondents widely acknowledged (90%) that the scholarship program has contributed significantly to social development in Aceh, particularly in increasing literacy rates and employment opportunities. Furthermore, 85% think that lessons learned from implementing the scholarship program in	Share Aceh's best practices for global information.



Research Variables	Research Findings	Survey Results	Recommendations
		Aceh can be applied globally to improve the effectiveness of similar programs.	

Source: Primary data 2024

1) Socioeconomic Impact and Access to Education

The study shows that the difficult socio-economic conditions in Aceh are a major barrier to access to higher education. Their opportunities to pursue higher education are very limited, according to 85 % of those who responded. This shows that economic factors are a major barrier to access to higher education and how important it is to take economic action to address educational inequalities. The study also shows that scholarship programs play an important role in addressing this issue. Scholarships were recognized by 90% of the people who responded as the main factor that enabled them to pursue higher education. This shows that scholarships serve not only as financial assistance but also as an empowerment tool that provides equal educational opportunities to everyone, especially those from economically disadvantaged backgrounds.

Based on these findings, it is recommended that scholarship policies be designed with more focus and increased scope to reach more individuals from disadvantaged socioeconomic backgrounds. This approach will overcome educational and financial barriers and pave the way toward establishing a more inclusive and equitable society. As such, this research offers valuable insights for developing effective, inclusive, and sustainable scholarship policies that address educational challenges and empower individuals and communities in Aceh and the global context.

2) Integration of Educational Values

Based on the data collected, approximately three-quarters (75% of scholarship recipients) stated that the program's support goes beyond financial aid and also encompasses the promotion of holistic development, which includes internalizing fundamental educational values like honesty,



cooperation, and leadership. According to these results, scholarship initiatives in Aceh are thought to be more than just financial aid schemes that make higher education more accessible. Furthermore, the scholarship scheme is viewed as a platform that aids in the beneficiaries' social competency and character development. As a result, scholarship molds people into successful academics who possess the morals and abilities needed to take on prominent leadership and teamwork roles in society.

The findings of this study confirm the significance of the scholarship program's non-financial aspects in supporting the recipients' holistic development. Through the promotion of values such as integrity, cooperation, and leadership, scholarship programs expand access to higher education and prepare individuals to make positive and meaningful contributions to social and economic development.

3) Fairness and Inclusivity of the Scholarship Programs

The study found that the vast majority of respondents, 80%, gave a positive assessment of the transparency and fairness of the scholarship selection process. This assessment signifies that the selection mechanism has successfully identified and targeted individuals who are economically in greatest need of assistance, reflecting a strong commitment to the principle of equitable and equitable distribution of resources in awarding scholarships. However, the study also revealed a significant gap in program inclusivity, with 20% of respondents indicating opportunities to improve scholarship outreach, particularly in remote communities. Difficulties in accessing these groups are often associated with various barriers, including geographical constraints, limited access to information, and inadequate supporting infrastructure.

These findings highlight the need for a more inclusive and holistic outreach strategy that not only focuses on academic merit but also considers geographic and socioeconomic factors in scholarship recipient selection. Therefore, it is recommended that scholarship program organizers adopt a more dynamic and innovative approach to expanding program accessibility, including information technology to facilitate



communication and registration for prospective scholarship recipients in remote areas.

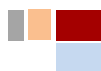
4) Impact of Scholarship on Beneficiaries and Community

Empirical data shows that almost all scholarship recipients, with a percentage reaching 95%, experience a significant increase in academic achievement. This signifies that scholarships serve as financial support and a catalyst for improving the quality of individual education. Furthermore, the findings also confirm that scholarship programs have a broad social impact, with 88% of scholarship recipients indicating that the scholarship has given them a platform to contribute to their community.

Based on these findings, it is recommended that future scholarship policies and programs be designed with a long-term impact on individuals and communities in mind. Strategies should include mechanisms to motivate and facilitate scholarship recipients in undertaking activities that provide social benefits, such as the construction of mentor programs for younger students or community education initiatives. This will strengthen the role of education as a key tool of social and economic development, inspiring future generations to invest in their communities (Djawas et al., 2022; Ahmad et al., 2024).

5) Role of Implementation and Continuity of Programs

As many as 70% of program administrators expressed confidence that the ongoing scholarship program has a strong foundation to ensure long-term sustainability. This belief reflects recognition of the structures and mechanisms built into the scholarship program, which are considered adequate to support the operations and objectives of the program over a long duration. However, the same insights also reveal a collective awareness of the need for adaptation and continuous innovation. The administrators emphasized that although the current scholarship program stands on a solid foundation, the ever-changing social, economic, and educational dynamics demand the program continue to adapt. They recognize that a flexible and responsive approach to new needs and



challenges is needed to maintain the relevance and effectiveness of scholarship programs in meeting academic and social goals.

These findings highlight that the sustainability of scholarship programs depends on the strength of existing foundations and the program's ability to innovate and adapt. In this regard, innovations can include the development of more inclusive scholarship recipient selection methods, the use of technology to increase program outreach and accessibility, and the integration of coaching and capacity-building programs that support the holistic development of scholarship recipients.

6) Contribution to Social Development and Global Lessons

The study reports that the scholarship program has substantially impacted social development in the region. Most respondents, 90%, affirm that the scholarship program has played an essential role in increasing literacy rates and expanding employment opportunities in Aceh. This contribution reflects not only the direct effect of financial aid on the individuals receiving the scholarship but also the broader secondary effects on the social and economic development of the community.

Furthermore, these findings also revealed that as many as 85% of respondents think that the lessons learned from the implementation of the scholarship program in Aceh have broad application potential and can even be adopted globally to increase the effectiveness of similar scholarship programs in various parts of the world. This indicates that the practices and strategies applied in the scholarship program in Aceh, including approaches in recipient selection, mentoring, and integration of educational values, can be a reference model for developing more effective and impactful scholarship programs.

The findings show that the scholarship program serves as a financing mechanism that supports access to education and as a development initiative that contributes to improving the quality of human resources and empowering communities. Scholarship programs strategically support inclusive and sustainable social development by



increasing literacy rates and creating employment opportunities. The four essential elements of the scholarship management and admission process, which show how the dynamic interaction between the selection process, scholarship recipients, management commitment, and scholarship recipients' academic activities contribute to building a supportive and inclusive education ecosystem, can be seen in Figure 2.



Figure 2. Selection process and activities of scholarship grantee. (A) Scholarship selection process, (B) scholarship recipients, (C) scholarship management commitments, (D) scholarship recipients' academic activities.

d. Relationship between Study Variables

Table 4 theoretically shows several variables in this study are interrelated and interact with each other. It indicates that some aspects, such as the integration of educational values and the impact of scholarship on social development, have a direct and significant relationship. Meanwhile, other elements, such as the fairness and inclusiveness of scholarship programs to the role of implementers, show a more indirect relationship but remain essential for the sustainability and effectiveness of the program as a whole.

Table 4. Analysis of the relationship between research variables

Research Variables	Relationships Between Variables	Relationship Score	Relationship Categories	Explanation
Socioeconomic Impact and Access to Education	Integration of Educational Values	High	Immediately	Better access to education enables a broader and deeper integration of educational values.
	Fairness and Inclusivity of the Scholarship Program	Moderate	Indirect	Better access is directly linked to the practice of fairness and inclusivity in scholarship selection.
Integration of Educational Values	Impact of Scholarship on Beneficiaries and Community	High	Immediately	Integrated educational values reinforce the positive impact of scholarship on individuals and communities.
Fairness and Inclusivity of the Scholarship Program	Role of Implementation and Continuity of Programs	Moderate	Indirect	Fairness and inclusivity influence how programs are designed and managed, contributing to their sustainability.
Impact of Scholarship on Beneficiaries and Community	Contribution to Social Development and Global Lessons	High	Immediately	The positive impact of scholarship on recipients and communities directly contributes to social development and global learning.
Role of Implementation and Continuity of Programs	Contribution to Social Development and Global	Moderate	Indirect	Program implementation and sustainability affect the



Lessons	effectiveness of program contributions to social development globally.
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Source: Primary data 2024: Correlation Score: Describes the intensity of interaction between two variables, rated from low to moderate. Relationship Category: Determines whether the relationship is "Direct" (where one variable directly affects another) or "Indirect" (where the effect is more of a long-term or broader consequence).

The relationship between socioeconomic access to education and the integration of educational values is assessed highly and directly, suggesting that increased access to education facilitates deeper integration of educational values. While the relationship between socioeconomic impact and access to education with justice and inclusive scholarship programs is considered moderate and indirect, it indicates that better access to education correlates with the practice of equity and inclusivity in scholarship selection.

2. Discussion

In the era of globalization and rapid technological development, education has become one of the main determinants in improving the quality of life in society. Scholarship programs, as an effort to expand access to education, must be designed with attention to the principles of inclusivity, fairness, and transparency. This is particularly crucial for remote communities that are often marginalized in terms of access to education. This study underscores the pivotal role of inclusive strategies in scholarship programs, emphasizing fairness, transparency, and sensitivity to the needs of remote communities.

This study underscores the pivotal role of inclusive strategies in scholarship programs, emphasizing fairness, transparency, and sensitivity to the needs of remote communities. By continuously improving and adopting a more inclusive approach, scholarship programs can become powerful instruments of social empowerment, ensuring equitable access to higher education and contributing to a more just and inclusive society.



The socioeconomic benefits of improving education infrastructure and quality are immense. Free education offers everyone an equal chance to pursue education without financial constraints (Indrawati, 2021; Tabrani ZA et al., 2023). High-quality education enhances employability and skills, fostering personal growth and increasing worker productivity, which in turn boosts national economic expansion. Furthermore, enhancing the quality and accessibility of educational infrastructure, including school buildings, instructional materials, and other amenities, creates an ideal learning environment. This improvement is not merely an investment in physical assets but also in human capital, which is essential for the sustainable development of any nation.

Based on these findings, future scholarship programs should focus on two main aspects: first, increasing inclusivity and accessibility to reach broader groups, especially in remote or marginalized communities; and second, integrating professional skills and capacity development to ensure that scholarship recipients are not only academically successful but also ready to enter the job market and contribute productively to society. The value of education, therefore, emphasizes holistic development, focusing on academic achievement, character building, and social values such as empathy, integrity, and leadership (Wang et al., 2016). These elements are critical in shaping well-rounded individuals who can navigate the complexities of modern societies and contribute positively to their communities.

The necessity of equitable scholarship is supported by Rawls' (2017) theory of justice, which advocates for "justice as equality" and underscores the importance of providing equal opportunities for all individuals to realize their potential. In the context of scholarship programs, this means ensuring that selection is based on fair and objective criteria and providing adequate support to those with the greatest needs (Vincent & Chiwandire, 2019). This approach helps to level the playing field, giving every student, regardless of their background, an equal chance to succeed.

For people and communities to develop holistically, improved access to education is essential (Rieckmann, 2018). This research explores



how increased access to schooling facilitates a broader and deeper integration of educational values, drawing on empirical evidence and related literature. Bodner's (2016) theory of human capital highlights education as an investment to enhance individual productivity and economic growth (Bodner et al., 2016; Suryani et al., 2023). Integrating values such as cooperation, integrity, and leadership is crucial not only for academic advancement but also for character building (Lee & Li, 2015). These values are essential in nurturing responsible citizens who can contribute to the social and economic fabric of their communities.

Interviews with 110 scholarship recipients revealed that 80% would not have continued their education without scholarship assistance. This finding is corroborated by document analysis showing a year-on-year increase in scholarship recipients and participant observations noting a rise in student attendance. This data underscores the transformative impact of scholarships on individual lives and highlights the importance of sustaining and expanding these programs.

One of the primary goals of scholarship programs is to increase access to education, with equity and inclusivity being vital in the selection process (McCowan, 2016). This study examines how equity and inclusivity in scholarship selection affect broader access to education, emphasizing the importance of transparent and fair selection processes. Fairness in scholarship selection means having an objective, transparent, and merit-based process where all candidates are equally considered based on their qualifications (Wikström & Wikström, 2020; Putra, 2023). Beauchamp's (2023) research indicates that a fair selection process can enhance positive perceptions of scholarship programs and strengthen their legitimacy and social acceptance (Beauchamp & Baran, 2023; Hasan et al., 2023). This legitimacy is crucial for the long-term sustainability of scholarship programs as it fosters trust and support from the community and stakeholders.

Inclusivity ensures that scholarship programs are accessible to traditionally underrepresented or disadvantaged groups, including



minorities, low-income communities, and remote areas (Kezar & Kitchen, 2019; Aziz et al., 2023). Cerna et al. (2021) assert that inclusivity in scholarship selection is crucial for achieving educational equality and ensuring that all societal levels benefit from education. Improved access to education, facilitated by fair and inclusive selection practices, significantly impacts individuals and communities (Razack et al., 2015; Mulawarman et al., 2024). Leal Filho et al. (2019) found that increased access to education enhances economic opportunities, health, and social welfare. Additionally, broader access to education strengthens social capital and promotes more inclusive and sustainable economic growth. These benefits extend beyond individual recipients, positively impacting their families and communities.

Scholarships designed with educational values in mind tend to produce recipients who are more motivated and committed to their educational and professional goals and more likely to engage in social and civic activities (Avery et al., 2019). Fairness and inclusivity are fundamental in designing and managing effective scholarship programs, influencing the sustainability and success of the programs (Wolff et al., 2017). By fostering a sense of fairness and inclusivity, scholarship programs can create a more supportive and productive educational environment.

This research also explores how equity and inclusivity affect the sustainability of scholarship programs. Fairness in scholarship programs involves providing equal opportunities to all candidates without discrimination based on socioeconomic background, race, ethnicity, or gender (Boliver et al., 2022; Musifuddin et al., 2024). Bennett's (2021) study shows that equity-focused scholarship programs can improve access to education for disadvantaged groups, encourage diversity, and enrich the educational experience for all participants. Inclusivity in scholarship program management involves deliberate efforts to include underrepresented groups in higher education (Gonzales et al., 2021; Mohd Yusoff et al., 2022). García-Peñalvo et al. (2021) found that inclusivity enhances access to education and helps build more cooperative and



supportive learning communities, boosting participants' academic and social success.

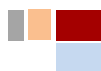
This study evaluates how the implementation and sustainability of scholarship programs affect their effectiveness in contributing to global social development, drawing on previous studies to support the analysis. Effective implementation of scholarship programs requires sound management, careful planning, efficient resource allocation, and effective monitoring (Ho, 2018). These elements ensure that scholarship programs are not only successful in the short term but also sustainable in the long term.

In conclusion, the findings from this study highlight the critical importance of developing and implementing inclusive scholarship strategies that emphasize fairness, transparency, and sensitivity to the needs of remote and marginalized communities. The integration of professional skills and capacity development components within scholarship programs is essential to ensuring that recipients are prepared for the job market and can contribute meaningfully to society. The principles of fairness and inclusivity, supported by theories of justice and human capital, are fundamental to the success and sustainability of scholarship programs. By focusing on these aspects, scholarship programs can significantly enhance access to education, promote social empowerment, and contribute to the development of a more equitable and inclusive society.

D. Conclusion

This study concludes that the principles of fairness and inclusivity in selecting scholarship recipients, along with the integration of educational values, are essential for ensuring the equitable and effective distribution of scholarships. These principles support access to education for marginalized groups and individuals from remote communities, thereby promoting social and economic development.

To address the observed inequalities, the Aceh government can implement several key recommendations. First, it is crucial to reduce inequality by increasing the budget allocation through special transfers for



education to each region. Studies have shown that larger educational funding transfers positively impact educational equity, ensuring every community can access quality education and improving human capital development. Developing a transparent mechanism for fund allocation is essential to ensure effective utilization.

Second, the government and schools must continue to develop infrastructure to support education. Improving educational facilities and resources can significantly impact the number of remote communities that receive a good education, thereby enhancing the quality of learning for students. As more children receive education, educational inequality will decrease, leading to a more balanced and equitable society. Regular monitoring and evaluation should accompany infrastructure development to ensure desired outcomes. Third, integrating professional skills and capacity development into scholarship programs ensures that recipients are not only academically successful but also equipped to enter the job market and contribute productively to society. Programs should include training in leadership, communication, and other soft skills crucial for personal and professional development.

Finally, implementing inclusive and fair scholarship programs, coupled with strategic investments in educational infrastructure and funding, is vital for addressing educational disparities. By focusing on these recommendations, the Aceh government can ensure equitable access to education for all, foster holistic development, and build a stronger foundation for sustainable social and economic growth. The lessons learned from this study can serve as a model for other regions, contributing to the global effort to achieve educational equity and inclusivity.

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