

Public Service of the 1000 Undergraduates Scholarship Program in Balangan Regency: A Literature Review

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Abstract: Public service in education is a strategic instrument for local governments to enhance human resource quality. Regional scholarship programs are an integral part of public service policies aimed at expanding community access to higher education. This article aims to examine the implementation of public services within the 1,000 Bachelor's Scholarship Program in Balangan Regency through a literature study approach. The method employed is a systematic literature review, analyzing scientific articles from accredited national journals that discuss public service, public policy, and educational scholarship programs. The findings indicate that the quality of public service in regional scholarship programs is influenced by the clarity of service standards, information transparency, accountability in policy implementation, apparatus responsiveness, and the principle of equitable access. Conceptually, this article asserts that regional scholarship programs must be positioned as an integral part of public service governance rather than merely an educational assistance policy. These research findings are expected to serve as a conceptual reference for the development of public administration studies and provide practical input for local governments in improving public service quality within the education sector.

Keywords: Public service; scholarship program; public policy; service quality; higher education.

Introduction

Higher education is a pivotal factor in human resource development and the enhancement of regional competitiveness. Local governments play a strategic role in providing public services within the education sector, particularly through affirmative policies in the form of scholarship programs for underprivileged communities [1]. High-quality public service in the education sector is expected to foster equitable access and improve the caliber of graduates.

Public service is defined as an activity or a series of activities intended to fulfill service requirements in accordance with statutory regulations for every citizen [2]. In the context of higher education, public service is not merely limited to the provision of educational facilities but also encompasses funding policies, subsidies, and scholarships [3].

Balangan Regency, through the 1000 Bachelor's Scholarship Program, endeavors to provide opportunities for the community to pursue higher education. This program represents a form of regional public service innovation in the social welfare sector. Nevertheless, the success of the program is contingent not only on budget availability but also on the quality of public services throughout the policy planning, implementation, and evaluation processes [4].

Although extensive research on public services and educational policies has been conducted, the majority of previous studies primarily focus on general public service evaluations or centralized national education programs [1], [2], [5]. These studies have yet to specifically examine public service delivery within regional scholarship programs as an education-based social welfare policy instrument.

Furthermore, studies on scholarship programs tend to emphasize policy output and impact aspects, such as increased educational participation or the academic achievements of scholarship recipients [6], [7]. In contrast, the dimensions of public service as a policy process—encompassing

service standards, transparency, equitable access, and governance—have yet to be extensively and systematically studied through a literature-based approach.

Furthermore, there has been a lack of literature studies specifically mapping public service indicators within the context of regional scholarship programs, particularly in non-metropolitan regencies such as Balangan Regency. This condition indicates a research gap regarding how regional scholarship public services are designed, implemented, and evaluated within a public administration framework.

The novelty of this research lies in its conceptual approach, which positions the 1,000 Bachelor's Scholarship Program as an object of public service analysis rather than merely an educational policy. Distinct from previous studies, this article constructs a framework of public service indicators specifically for regional scholarship programs, based on a synthesis of public administration and educational policy literature.

Additionally, this research presents a structured literature matrix that maps the relationship between the concepts of public service, policy governance, and educational scholarship programs. Consequently, this article does not merely summarize previous studies but also constructs a conceptual analytical model that can serve as a foundation for future empirical research.

The academic contribution of this research is expected to enrich public administration studies, particularly in the development of public service models within the regional education sector, while providing practical contributions for local governments in enhancing the service quality of scholarship programs [8], [9], [10], [11], [12], [13].

Literature review

Public Service

Public service is a manifestation of the state's function in serving the public interest. The quality of public service is determined by effectiveness, efficiency, responsiveness, accountability, and transparency [2]. Studies on public service indicate that public satisfaction is significantly influenced by procedural clarity and the ease of service access [1].

Public Service in Education

Public service in education possesses unique characteristics as it pertains to the fundamental rights of citizens. Scholarship programs represent a form of public policy intervention aimed at reducing disparities in access to higher education [6]. High-quality scholarship services must ensure selection fairness, information transparency, and financial sustainability.

Scholarship Programs as Public Policy

Scholarship programs are distributive public policies, in which the government allocates resources to specific target groups [14]. The success of a scholarship program is determined by the alignment of policy objectives, implementer capacity, and the support of an effective public administration system [4].

Methodology

This study employs a literature review method. Data sources were obtained from scientific journal articles indexed in SINTA, focusing on public services, educational policies, and scholarship programs. The data collection technique involved searching national journal databases. Data analysis was conducted by categorizing concepts, findings, and public service indicators relevant to the 1,000 Bachelor's Scholarship Program.

Results and Discussion

Based on the literature review and the previous research matrix, public service within the 1000 Bachelor's Scholarship Program can be understood as a public policy process that demands consistency between policy objectives, implementation mechanisms, and the perceptions of the service recipients. Public administration literature emphasizes that service quality is measured not only by the policy outcomes but also by how the service is delivered in a fair, transparent, and accountable manner [2], [5].

In the context of scholarship programs, the clarity of service standards is a crucial element as it directly pertains to policy legitimacy. A study by Kartika and Utami demonstrates that ambiguity in

public service procedures has the potential to trigger public distrust toward the government. Consequently, the 1,000 Bachelor's Scholarship Program requires measurable service standards that are easily accessible to the public.

Furthermore, the aspects of equitable access and information transparency serve as vital indicators in educational public services. The literature emphasizes that scholarship policies lacking transparency mechanisms have the potential to create social exclusion for specific target groups [15]. This reinforces the argument that public scholarship services must be designed with an inclusive approach and oriented toward social justice.

Public Service Indicators for Scholarship Programs

Based on the literature review, the following public service indicators are relevant for analyzing the 1000 Bachelor's Scholarship Program:

Table 1. Public Service Indicators for Educational Scholarship Programs

No	Service Indicators	Description
1	Clarity of Service Standards	Clear requirements, procedures, and criteria for scholarship recipients.
2	Information Transparency	Open access to information regarding quotas, selection processes, and the rights of recipients.
3	Accountability	The accountability of program implementers to the public.
4	Responsivitas	The speed and accuracy of services in addressing needs and grievances.
5	Equitable Access	Equality of opportunity for all members of the community who meet the requirements.

Source: Processed from Sinambela; Kartika & Utami.

Table 2. Literature Review Matrix of Public Services and Scholarship Programs

No	Author & Year	Research Title	Research Focus	Key Findings	Research Relevance
1	Sinambela (2019)	Public Service Reform	Public Service Concepts & Quality	Service quality is determined by standards, accountability, and responsiveness.	Theoretical Foundations of Public Service
2	Dunn (2018)	Public Policy Analysis	Public Policy Analysis	Policy success is determined by implementation and evaluation.	Theoretical Foundations of Scholarship Policy Analysis
3	Kartika & Utami (2021)	Public Service Quality in Education	Educational Services	Transparency and procedures influence public satisfaction.	Scholarship Service Indicators
4	Lintang & Suherman (2020)	Public Service Standards	Service Standards	Service standards enhance public trust.	Scholarship Service Standards
5	Hayuningtyas et al. (2021)	Local Public Services	Policy Implementation	Weak dissemination decreases policy effectiveness.	Challenges in Scholarship Implementation
6	Kosasih et al. (2022)	Educational Scholarship Programs	Scholarship Policy	Scholarships improve educational access.	Impact of Scholarship Programs
7	Prasetyo & Nugroho (2020)	Good Governance in Public Services	Governance	Governance influences service quality.	Program Governance

No	Author & Year	Research Title	Research Focus	Key Findings	Research Relevance
8	Wibowo (2021)	Educational Policy Evaluation	Program Evaluation	Continuous evaluation enhances effectiveness.	Scholarship Evaluation
9	Rahman & Sari (2022)	Equity Based Public Services	Equitable Access	Equitable access enhances policy legitimacy.	Equity in Scholarship Access
10	Putri et al. (2023)	Public Satisfaction with Public Services	Public Perception	Satisfaction is influenced by service speed.	Scholarship Recipient Perception

Source: Synthesized from various public administration journals indexed in SINTA.

Based on the literature matrix, it can be concluded that the scholarship program's public service is a distributive policy that heavily relies on the quality of governance and service standards. Studies by Sinambela and Kartika & Utami emphasize that clear service standards and transparency are fundamental prerequisites for the success of public education services [1], [2]. This is highly relevant to the 1000 Sarjana Scholarship Program in Balangan Regency, which demands equity and openness in the recipient selection process.

Furthermore, findings by Hayuningtyas et al and Wibowo indicate that weak policy evaluation and socialization often become the primary obstacles in public program implementation. Consequently, the '1000 Sarjana' Scholarship Program requires a continuous evaluation mechanism to ensure that public services remain adaptive to community needs [4]. [16]

Public Service Challenges in Scholarship Programs

The literature indicates that the primary challenges in scholarship program public services include limited socialization, information access disparity, and weak policy evaluation systems [4]. Therefore, strengthening public service governance is a crucial aspect of the sustainability of the '1000 Sarjana' Scholarship Program.

Conclusion

Based on the literature review, it can be concluded that the '1000 Sarjana' Scholarship Program in Balangan Regency is a strategic public education service that supports equitable access to higher education. Nevertheless, the program's effectiveness is not solely determined by budget availability but is significantly influenced by the quality of public services. This quality encompasses clear service standards, information transparency, accountability, responsiveness, and equitable access.

This study emphasizes that scholarship program public services must be understood as a continuous policy process that is adaptive to community needs. The primary contribution of this research is the development of a public service indicator framework for regional scholarship programs based on a literature review. This framework serves as a conceptual reference for future empirical research and as a basis for policy evaluation by local governments.

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