Article

The Impact of the KIP-K Scholarship Program and Learning Motivation on Academic Performance of Economics Education Students

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Abstract: This study aims to analyze the influence of the KIP-K scholarship program policy and learning motivation on the academic achievement of students in the Economics Education Department at Gorontalo State University. The study applies a quantitative approach using survey techniques for data collection. Data processing was carried out using multiple linear regression analysis with the help of statistical software. Information was collected directly from KIP-K scholarship recipients through questionnaires distributed at Gorontalo State University. The partial results show that there is a positive influence of the KIP-K Scholarship Program Policy (X1) on Academic Achievement (Y), with a t-value of 2.626 > 1.687 and significance level of 0.012 < 0.005. Learning Motivation (X2) also has an influence with a t-value of 4.067 > 1.687 and significance level of 0.000 < 0.005. Simultaneously, the KIP-K scholarship program policy and learning motivation significantly contribute to students' academic achievement, with an F-value of 11.581 > 2.859 and a significance level of 0.000 < 0.005. However, there are also other factors influencing academic achievement that were not the focus of this study, such as family support and environmental conditions, which account for 58.5% of the influence.

Keywords: Academic Achievement, KIP-K Scholarship Program Policy, Learning Motivation.

1. Introduction

Education is the process of transferring skills, knowledge, and habits within a group of people from one generation to the next through training, research, or teaching. Quality education helps to produce a generation of intelligent and competent individuals in their respective fields. Global competition among countries is not only measured by the number of people pursuing education but also by how effective that education is. One way to assess the success of education is through academic achievement. Academic achievement can be defined as a reflection of the mastery of skills or knowledge developed through coursework, usually represented in the form of grades (Vandini, 2016). Academic achievement is measured periodically to determine the extent of individual improvement in mastering the material taught. This measurement can be made by setting a minimum success threshold—if an individual meets or exceeds this threshold, they are considered to have mastered the material.

Academic achievement may take the form of numerical or descriptive grades, but numerical grades are more commonly used. At the university level, learning outcomes are typically represented by the Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). The GPA represents a student's academic result for a single semester, while the CGPA reflects their overall academic performance throughout all semesters. For example, Udayana University uses the GPA to determine the number of semester credit units (SKS) that students can take in the following semester. A higher GPA allows students to take more SKS, which can improve graduation rates—a key indicator of educational quality in Indonesia. In an effort to improve education quality, the government provides scholarships (Axell, 2020).

Scholarship assistance through the KIP-K program can increase student motivation to achieve good academic performance by easing tuition and educational expenses. However, the impact of the KIP-K scholarship on students' learning motivation may differ from one individual to another. Some students may feel burdened by the obligations and expectations associated with receiving a scholarship, while others may feel inspired and driven by the financial support. A study by Takriyuddin (2016) found a significant effect of Bidikmisi scholarship support on students' academic achievement. This was evident from the CGPA of students from the 2012 to 2015 cohorts, which were above the minimum required score of 2.75. Although their CGPAs did not always improve, these students were able to maintain scores above the minimum threshold (Sabrina Fitri Jasmine, 2023).

Learning motivation is a person's desire to actively engage in the learning process. It fosters academic achievement and encourages students to improve their learning outcomes. Academic achievement refers to what students accomplish during the learning process or throughout their university education. It can be measured through high grades or other academic awards. Motivation to learn acts as a driving force for KIP-K scholarship recipients at UIN Sunan Kalijaga Yogyakarta to achieve strong academic results, such as semester GPA. Students who are motivated to remain scholarship recipients are likely to work harder to improve or maintain their GPA from previous semesters. Academic performance is a crucial indicator for measuring a student's success in higher education. Factors influencing academic achievement include learning motivation and financial support. The KIP-K scholarship program, provided by the government, is aimed at outstanding students from underprivileged families to help them pursue and complete higher education without being hindered by financial constraints. Learning motivation, meanwhile, serves as an internal or external driving force influencing interest, enthusiasm, persistence, and consistency in learning.

This study focuses on KIP-K scholarship recipients from the 2021 and 2022 cohorts in the Economics Education Department at Gorontalo State University. These students were selected because they have received the KIP-K scholarship for between six and eight semesters, allowing the researcher to analyze the medium- to long-term effects of the scholarship. The KIP-K scholarship is expected to positively impact recipients' academic achievement by easing their financial burden and allowing them to focus more on their education. However, financial aid alone is not enough—students also need strong learning motivation. High motivation encourages students to strive for optimal academic performance. This study is important to examine whether the KIP-K scholarship and learning motivation influence the academic achievement of its recipients. This is crucial for evaluating and improving the program to increase its effectiveness. Moreover, the findings are expected to provide input for faculty and university policymakers in developing strategies that support increased student motivation and academic performance among KIP-K recipients (Khoirun Nisa, 2024).

Learning motivation does not always arise spontaneously from within an individual. According to Surdiman (in Widianita, 2023), several internal and external factors influence learning motivation, such as the level of a person's learning motivation, learning needs, personal interest, and individual traits. These four factors are interrelated and mutually supportive, helping to generate a strong desire in students to engage in learning activities and achieve their educational goals.

Achievement motivation is expected to enable economically disadvantaged students to compete and pursue higher education. This can be observed through the learning process, which involves various factors influencing academic performance. In higher education, students are individuals striving for academic success to secure a better future. A primary benchmark of student achievement is their GPA. The CGPA is the cumulative indicator of a student's academic progress from the first to the most recent semester (Rachmawati, 2024).

2. Literature Review

Learning Achievement

Learning achievement is the formulation of a student's final score, given by the instructor as a reflection of the student's progress after going through a learning process over a certain period. According to Muhibbin (2018), learning achievement is a student's success in studying academic material at school, which is then expressed in the form of scores or grades from exams on specific subjects. Based on the definitions above, it can be concluded that learning achievement is the final result obtained by students after completing the learning

and evaluation process, which can be expressed in letters or numbers. According to Rachmayani (2015), academic achievement is expressed numerically or in quantitative form, specifically prepared for the evaluation process, such as course grades and exam scores. Indicators of academic achievement include :

1. Attendance and participation in lectures
2. Analytical ability in assignments
3. Cumulative Grade Point Average (GPA)
4. Skill development

KIP Scholarship Program Policy

A scholarship is financial assistance provided by the government, private institutions, or foundations to individuals who meet certain requirements. Scholarships are a form of reward given to someone to enable them to access higher education. Scholarships may come in the form of institutional access or financial support. With the existence of scholarships, it is expected that more young people will be able to pursue higher education, which in turn will contribute to the creation of excellent human resources who can compete in the era of globalization (Saputra, 2023). The KIP-K scholarship program policy includes:

1. The existence of the KIP-K scholarship program
2. The selection process for KIP-K scholarship recipients
3. The amount of scholarship provided
4. Timely distribution of the scholarship

Learning Motivation

According to Axell (2020), learning motivation is the total driving force within an individual that directs, activates, and moves attitudes and behaviors toward learning. Learning motivation significantly influences academic achievement. It helps provide encouragement to individuals in carrying out learning activities and plays a role in giving students the strength to remain persistent in learning. Motivation is a process that provides direction, enthusiasm, and persistence in behavior. In other words, motivated behavior is behavior that is goal-oriented, energetic, and long-lasting. When determining actions to achieve desired outcomes, motivation plays a crucial role because it gives internal strength and affects endurance and perseverance in learning. Students who have strong learning motivation will show enjoyment and enthusiasm in learning. Motivation also plays a strategic role in a person's learning activity. No one learns without motivation; without motivation, learning activities do not occur. To optimize the role of motivation, its principles must not only be understood but also applied in daily learning activities (Prihartanta, 2015), such as :

1. The desire to achieve academic goals
2. Satisfaction with academic achievement
3. Participation in learning activities

3. Proposed Method

This research was conducted within the Faculty of Economics, Department of Economic Education, to determine the extent of the influence of the KIP-K Scholarship on KIP-K Scholarship recipients in the Department of Economic Education, taking into account the influencing factors. The study focuses on the influence of the KIP-K Scholarship Program Policy and Learning Motivation on the Learning Achievement of students in the Department of Economic Education. In addition, the research site was selected by the researcher because it aligns with the objectives of the study, and the required data is sufficiently available and easily accessible in terms of time and distance. Based on the predetermined objectives, namely to obtain answers to the research problems, this study is classified as explanatory research, which analyzes the influence of the KIP-K scholarship program policy (X1) and learning motivation (X2) on learning achievement (Y) based on a reference group. In its implementation, this explanatory research employs a survey method. The survey method is carried out using questionnaires as the primary data source.

4. Results and Discussion

Validity Test

The results of the instrument validity test are briefly presented in Table 1. below:

Table 1. Validity Test

No.	Item	r count X1	r count X2	r table	Criteria
1	Item1	0.669	0.704		Valid
2	Item2	0.552	0.672		Valid
3	Item3	0.848	0.515		Valid
4	Item4	0.514	0.618		Valid
5	Item5	0.586	0.528		Valid
6	Item6	0.562	0.590		Valid
7	Item7	0.511	0.771		Valid
8	Item8	0.882	0.626	0,412	Valid
9	Item9	0.530	0.807		Valid
10	Item10	0.521	0.703		Valid
11	Item11	0.571	0.543		Valid
12	Item12	0.713	0.873		Valid
13	Item13	0.835			Valid
14	Item14	0.552			Valid
15	Item15	0.582			Valid
16	Item16	0.802			Valid

The results of the Pearson correlation test show that each item in the questionnaire for both variables has a correlation coefficient greater than 0.412. Thus, the researcher concludes that the questionnaire used is valid.

Reliability Test

Table 2. Reliability Test

Variable	Cronbach Alpha	r-table	Criteria
KIP-K Scholarship Program Policy	0.905	0.6	Reliable
Learning Motivation	0.879		Reliable

The results of the Cronbach's Alpha test show that all items in the questionnaire for each variable have a coefficient greater than 0.6. Therefore, the researcher concludes that the questionnaire is reliable.

Normality Test

In this study, learning achievement is the endogenous variable. Thus, the residuals must be normally distributed to meet the requirements for regression testing. The normality test was performed using SPSS software version 20.0.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test	
Kolmogorof-Smirnov	1.272
Test Statistic	0.078
a. Test distribution is Normal.	
b. Calculated from data.	

Based on Table 3., the result of the Kolmogorov-Smirnov normality test for the regression equation of learning achievement shows an Asymp. Sig. (2-tailed) of 0.078, which is greater than the significance level of 0.05. This means that the residuals from the learning achievement regression equation are normally distributed. Since the normality assumption has been met, regression analysis can be conducted.

Regresion Analysis

The regression analysis was conducted to determine the effect of the KIP-K Scholarship Program Policy and Learning Motivation on Learning Achievement, both partially and simultaneously. The analysis used SPSS version 20.0, and the results are as follows :

1) Hypothesis 1: The KIP-K Scholarship Program Policy has a Positive Effect on Learning Achievement

The partial effect of the KIP-K scholarship program policy on learning achievement was tested using linear regression analysis with the aid of SPSS for Windows Release 20.0. Before determining the magnitude of the effect, the strength of the relationship between the two variables was analyzed.

Table 4. Partial Regression Test Results for the KIP-K Scholarship Program Policy Variable

Variabel	B (Unstandardized Coefficients)	Std. Error	Beta (Standardized Coefficients)	t	Sig.
(Konstanta)	72.416	4.621	-	15.670	0.000
Kebijakan Program Beasiswa KIP-K	0.109	0.041	0.339	2.626	0.012

Based on the regression coefficient output in Table 4.8, the regression equation is:

$$Y = 72.416 + 0.109X1$$

Each increase in the KIP-K scholarship policy variable is predicted to increase learning achievement by 0.109, and the coefficient is positive. This indicates that the better the KIP-K scholarship policy, the higher the learning achievement. The model is significant with a t-count of 2.626, which is greater than the t-table value of 1.687 at a 0.05 significance level (df = 37). This result indicates a positive and significant effect of the KIP-K scholarship program policy on learning achievement.

2) Hypothesis 2: Learning Motivation has a Positive Effect on Learning Achievement

The partial effect of learning motivation on learning achievement was also tested using linear regression analysis with SPSS for Windows Release 20.0. The relationship between the two variables was first examined.

Table 5. Partial Regression Test Results for the Learning Motivation Variable

Variabel	B (Unstandardized Coefficients)	Std. Error	Beta (Standardized Co-efficients)	t	Sig.
(Konstanta)	72.416	4.621	-	15.670	0.000
Motivasi Belajar	0.255	0.063	0.524	4.067	0.000

Based on the regression coefficient output in Table 4.9, the regression equation is :

$$Y = 72.416 + 0.255X2$$

Each increase in the learning motivation variable is predicted to increase learning achievement by 0.255, and the coefficient is positive. This shows that the higher the learning motivation, the higher the learning achievement. The model is significant with a t-count of 4.067, which is greater than the t-table value of 1.687 at a 0.05 significance level (df = 37). This indicates that learning motivation has a positive and significant effect on learning achievement.

3) Hypothesis 3: The KIP-K Scholarship Program Policy and Learning Motivation have a Positive Effect on Learning Achievement

The simultaneous effect of the KIP-K scholarship program policy and learning motivation on learning achievement was tested using linear regression analysis with SPSS for Windows Release 20.0.

Table 6. Simultaneous Regression Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	38.345	2	19.172	11.581	0.000
Residual	61.255	37	1.656		
Total	99.600	39			

Based on Table 4.10, the regression equation is :

$$\hat{Y} = 72.416 + 0.109X1 + 0.255X2$$

This result indicates that the learning achievement variable has a positive value and will change with each increase in the KIP-K scholarship program policy and learning motivation variables. The research findings also show a significant F-test result of 11.581, which is greater than the F-table value of 2.859 at a 0.05 significance level (df = 37). The computer output also shows a Sig value of 0.000, which is less than $\alpha = 0.05$. Therefore, the simultaneous regression model shows that the KIP-K scholarship program policy and learning motivation have a positive and significant effect on learning achievement.

5. Comparison

The results of this study indicate that both the KIP-K Scholarship Program Policy and learning motivation have a positive and significant effect on students' academic achievement, both partially and simultaneously. The validity and reliability tests show that the research instrument meets the requirements as a valid and reliable measuring tool. In addition, the residual data are normally distributed, thus fulfilling the assumptions for regression analysis. Partially, the KIP-K Scholarship Program Policy has a significant effect on students' academic achievement. A regression coefficient of 0.109 with a significance value of 0.012 indicates that the better the implementation of the scholarship program, the higher the students' academic achievement. This suggests that financial assistance from the government through the KIP-K scholarship provides greater opportunities for students to focus on their studies without being burdened by economic issues.

These results are consistent with the study conducted by Sari and Suparman (2020). Their research shows that the KIP-K scholarship has a significant effect on improving the academic performance of its recipients. The scholarship program is considered capable of providing financial support that allows students to concentrate more on academic activities without being distracted by economic concerns. With the scholarship, students can reduce part-time work obligations and allocate more time for studying. Furthermore, learning motivation has also been proven to have a positive and significant effect on students' academic achievement, with a regression coefficient of 0.255 and a significance value of 0.000. This means that students with high motivation tend to achieve better academic results. Motivated students are more disciplined, consistent in completing assignments, and actively engaged in the learning process.

This finding is supported by research by Wulandari and Nugroho (2021), who stated that learning motivation has a direct and significant impact on students' academic performance. Students with high motivation tend to have a strong desire to succeed, discipline in their studies, and the ability to manage time and academic responsibilities effectively. This shows that internal factors such as motivation are crucial for academic success. Simultaneously, both independent variables (scholarship policy and learning motivation) significantly contribute to students' academic achievement. This is evidenced by an F value of 11.581 and a significance value of 0.000, which is less than 0.05. This means that a combination of external policy support and students' internal factors plays a major role in improving their academic quality.

Thus, the results of this study reinforce previous findings that both scholarship policy and learning motivation are important factors that significantly influence students' academic achievement. This indicates that academic achievement improvement is influenced not only by financial aspects but also by the students' internal drive for continuous development. To improve the quality of higher education, it is essential for educational institutions and the government not only to provide financial aid but also to create a learning environment that fosters students' motivation in a sustainable manner.

6. Conclusions

Based on the results of the study and the analysis that has been conducted, it can be concluded that both the KIP-K Scholarship Program Policy and learning motivation have a positive and significant effect on students' academic achievement. The influence occurs both partially and simultaneously, indicating that each factor individually contributes to academic improvement, while their combination amplifies the overall effect. The findings show that the implementation of the KIP-K scholarship program plays an important role in supporting students financially, enabling them to focus more on their academic responsibilities. Likewise, learning motivation proves to be a crucial internal factor that drives students to be more disciplined, responsible, and goal-oriented in their academic pursuits.

These results are in line with previous studies, such as those by Sari and Suparman (2020), and Wulandari and Nugroho (2021), which emphasize the importance of both financial support and motivational factors in improving student performance. Therefore, enhancing academic achievement requires not only policies that reduce financial burdens but also efforts to build and maintain high levels of learning motivation.

In conclusion, to improve the quality of higher education, it is essential for universities and policymakers to ensure that scholarship programs are well-targeted and effectively implemented, while also fostering an academic environment that encourages internal motivation among students. This dual approach can significantly contribute to producing competent, resilient, and high-achieving graduates. This research provides valuable insights for educational institutions and government stakeholders in developing strategic interventions that enhance student performance. The results highlight the importance of strengthening scholarship programs and cultivating student motivation as key elements in achieving academic success. Practically, this study can serve as a reference for evaluating the effectiveness of scholarship policies and designing supportive academic environments that empower students both financially and psychologically.

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