



## Policy on the Provision of Educational Funding for State and Private Higher Education Institutions

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### ABSTRACT:

The government policy on providing educational funding for state and private higher education institutions is the right decision. This reason is quite strong as this is a logical consequence for the government as they have an obligation to promote public welfare and educate the nation. In addition, providing higher education funding will positively impact Indonesia's Human Development Index (HDI). This paper discusses the policy of providing public and private higher education funding. This research is qualitative as data from the existing literature were collected, analyzed, and compared. The literature used is in the form of research articles, books, and official documents. We also interviewed participants and leaders of the higher education institutions that administer the program. This study found that the policy on providing educational funding is based on philosophical, juridical, and sociological basis. Second, implementing policies for providing higher education funding can manifest in various activities: the provision of funding, properties, and services. Third, the benefits of implementing the policy of providing higher education funding can positively impact students and universities organizing the program.

**Keywords:** Higher education funding, implementation, benefits

### Introduction

The government's policy of providing higher education funding is the right decision that must be addressed and responded to with enthusiasm by higher education institutions. The policy can be interpreted as a manifestation of the government's willingness to carry out its role and a logical consequence to promote public welfare and educate the nation (The 1945 Constitution of the Republic of Indonesia). Directly or indirectly, the policy of providing higher education funding is actually a decision that has a good impact on calculating Indonesia's Human Development Index (HDI). With the support of this funding, Indonesian citizens can get an adequate education. HDI is a long-term indicator that requires precision and accuracy in applying and interpreting it. HDI speed describes the efforts made to improve human development in a period. The HDI status describes the achievement level of human development in one period. The range of HDI status levels are HDI > 80 (Very High), 70 < HDI < 80 (High), 60 < HDI < 70 (Medium), HDI < 60 (Low) (Indonesian Central Bureau of Statistics, 2021).

Indonesia's HDI data in 2019 has increased from previous years. In detail can be seen in table 1 below.

Table 1

Indonesia's Human Development Index 2019

(Indonesian Central Bureau of Statistics, 2021)

No	HDI indicators	Increase Figures Before 2019										Increase in 2019
		'10	'11	'12	'13	'14	'15	'16	'17	'18	'19	
1	Health	69,81	70,01	70,20	70,40	70,59	70,78	70,90	71,06	71,20	71,34	0,20%
2	Education	11,29	11,44	11,68	12,10	12,39	12,55	12,72	12,85	12,91	12,95	0,31%
	Education	7,46	7,52	7,59	7,61	7,73	7,84	7,95	8,10	8,17	8,34	2,08%
3	Economy	9437	9647	9815	9858	9903	10150	10420	10664	11059	11299	2,17%
HDI increase		66,53	67,09	67,70	68,31	68,90	69,55	70,18	70,81	71,39	71,92	0,74%

The HDI calculation has four benefits: first, it can explain a measure of the success of developing the quality of life of the community/population. Second, it can direct the focus of the government's development targets where these development targets are discussed as macro assumptions in the Indonesia House of Parliament (DPR RI). Third, it helps determine of the national fund allocation. Fourth, it helps calculate regional incentive funds as DID calculations use HDI component indicators.

After examining the strategic position of HDI, the government's policy of providing higher education funding is a necessary thing that must continue. In our opinion, the policy of providing higher education funding has three strategic points. First, the government grants citizens' human rights to obtain adequate education to improve their welfare (The 1945 Constitution of the Republic of Indonesia). Second, for citizens who are willing to take advantage of the funding, it becomes a manifestation of being a good citizen who contributes to the success of achieving the 2030 Sustainable Development Goals (Ministry of National Development Planning, 2021). Third, in the eyes of world forums or the United Nations, Indonesia will be seen as providing education to its citizens. The world's positive response to Indonesia can increase the world's respect for Indonesia as well as increase Indonesia's bargaining power to the world.

For this reason, it is necessary to discuss the policy of providing funding to public and private higher education. In order to sharpen the urgency point of discussing this theme, we formulate the research questions as follows.

1. What is the policy basis for providing higher education funding for public and private universities?
2. How is the policy implemented at the state and private higher education institutions?
3. What are the benefits of the imposition of the policy on providing funding to higher education institutions?

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## Method

The current study is qualitative, especially a library research. Literature was collected from journal articles and books, then analyzing, comparing, and discussing them to obtain a common ground to get a complete understanding. The literature used is in the forms of published research articles, textbooks, manuals, and government regulations. In addition, we also interviewed participants and leaders of the higher education institutions who were involved in the program.

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## Policy Basis for Providing Higher Education Funding

According to the classical paradigm, education is a pillar as well as a social institution that carries out three functions. First, it prepares the younger generation to hold certain future social, national and statesman roles. Second, it transfers and teaches knowledge from educators to students in accordance with the context of related educational goals. Third, it teaches and internalizes values from educators to students to maintain the integrity and unity of society as a prerequisite for the survival of society and civilization (Giri, et al. 2021). It has become common sense that education is the key to the success and progress of a nation. Citizens who have a high level of education will have superior human resources. With superior human resources, it is more likely that they will carry out the mission to realize the nation's vision.

From this general view, contextualization can be found that there are three basic policies for providing higher education funding to public and private universities by the government: philosophical, juridical, and sociological. First, the philosophical basis illustrates that the policies involve a view of life, awareness, and humanitarian ideals that surround the spiritual atmosphere and philosophy of the Indonesian people, originating from Pancasila and the 1945 Constitution of the Republic of Indonesia. From this philosophical basis, especially Pancasila, philosophical meanings can be found in the policy of providing higher education funding by the government to public and private universities.

Table 2

Contextualization of the Philosophical Meaning of Pancasila in Educational Funding

No	Pancasila	Philosophical meaning
1	Belief in the one and only God	<ul style="list-style-type: none"> <li>▪ Educational funding helps strengthen internal values of faith and devotion to students.</li> <li>▪ Educational funding significantly influences the welfare and education of citizens' lives.</li> <li>▪ God is the only source of awareness and trustful leadership orientation in administering the Indonesian government.</li> </ul>
2	Just and civilized humanity	<ul style="list-style-type: none"> <li>▪ Educational funding is given to all citizens regardless of racial differences.</li> <li>▪ Educational funding has implications for the process of increasing the intellectuality, competence and noble character of the recipients of the educational funding.</li> <li>▪ Educational funding must help elevate citizens to civilized beings who must be recognized and treated according to their dignity and status.</li> <li>▪ Educational funding must increase and develop every citizen's creativity, taste, initiative, and work.</li> </ul>
3	The unity of Indonesia	<ul style="list-style-type: none"> <li>▪ Educational funding is momentum for realizing a sense of kinship and cooperation in overcoming limited educational costs.</li> </ul>

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4	Democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives	<ul style="list-style-type: none"> <li>▪ Educational funding allows every citizen to meet on one university to interact, socialize, understand each other's culture and habits, and finally develop a stronger feeling as one Indonesia.</li> <li>▪ Educational funding makes people aware that the government and citizens can give and receive each other materially and financially, as well as in achievements and reputations.</li> </ul>
5	Social justice for the whole of the people of Indonesia	<ul style="list-style-type: none"> <li>▪ Educational funding indicates the government's wise attitude to solving educational problems.</li> <li>▪ Educational funding is the result of government deliberations which are decided and carried out jointly with full responsibility</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Educational funding is a way out of the problem of social inequality that occurs in society.</li> <li>▪ Education funding can lighten the burden of education costs for citizens.</li> <li>▪ Educational funding can ease the burden of the cost of building and developing learning infrastructure and facilities so that each student can use it as a source of learning.</li> </ul>

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Besides being able to find the philosophical meaning of Pancasila, the contextualization of philosophical meaning can also be found in the 1945 Constitution of the Unitary State of the Republic of Indonesia, including educational funding is in line with the objectives of administering the Indonesian Government as stated in the Opening chapter, and educational funding is a form of realization of the articles contained therein.

Second, the juridical basis is a legal basis derived from government regulations or legislation. The juridical basis that can be shown to support the policy of providing higher education funding to public and private tertiary institutions. First, Presidential Regulation of the Republic of Indonesia Number 12 of 1961 concerning the Assignment of Learning Assignments, Law Number 20 of 2003 regulates the National Education System. Second, the Presidential Regulation Number 2 2015 concerns the 2015-2019 National Medium-Term Development Plan. The third basis is the Decree of the Minister of Religion of the Republic of Indonesia Number 586 of 2017 concerning the 5000 Doctorate Program. From the juridical basis above, several guidelines and technical instructions for the implementation have been derived, for example, General Guidelines for Scholarships and Education Cost Funding for Increasing Academic Achievement (BPP-PPA), Technical Instructions for Funding for Student Organizations for Islamic Religious Higher Education (Islamic higher education institutions) Year 2015, and Guidelines for 5000 Doctoral Program Scholarships, Directorate of Islamic Religious Higher Education, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, 2019.

The third basis is the sociological basis, which is the rationale that describes that the policies decided are to meet the needs of society in multi-aspects. First, the policy fulfills the need for equal distribution of quality education between Java and other provinces in Indonesia. Second, it fulfills the need for equal access to education services. Third, it meets the needs of education costs which are still limited for students/students. Fourth, it meets the needs of appropriate and adequate learning infrastructure and facilities. Fifth, the policy fulfills the need to improve the qualifications and competence of lecturers and education staff. Also, implementing the policy fulfills decent and sufficient welfare needs and the need for self-actualization as a human being full of creativity, taste, initiative, and work.

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### **The Implementation of Higher Education Funding Policy**

One of the beneficiaries of government funding is universities. The Ministry of Education and Culture of the Republic of Indonesia stated that one of the recipients of funding from the Ministry is an educational institutions organized by the central government, a regional government, or a community (Ministry of Education and Culture of the Republic of Indonesia, 2020). The objectives of providing the funding are:

1. Building the capacities of individuals and community groups, cultural communities, social organizations, and educational units organized by the government or community in the field of education and culture;
2. Empowering the field of education and culture in order to increase the ability and capacity of individuals and community groups, cultural communities, organizations, and educational institutions organized by the government and community to be able to meet education and culture needs;
3. Expanding access and improving the quality of education and culture;
4. Increasing the quality of cultural preservation and strengthening cultural communities;
5. Improving the quality of learning through the awarding of professional allowances for educators and education staff in educational institutions organized by the government and community;
6. Improving education and cultural services in the event of natural disasters, non-natural disasters, and social disasters.

The Ministry of Education and Culture of the Republic of Indonesia provides education funding in the form of money, properties and services. The activities that can receive funding from the Ministry of Education and Culture are

1. The organisation of seminars, training, upgrading, outreach, dissemination, and workshops in the field of education and culture;
2. The organisation of sports, youth, scouting, arts and culture, film, student leadership and student affairs activities;
3. The organisation of qualification competence improvement and career development for educators or educational staff, as well as education and culture actors;
4. Administering professional certification for graduates of vocational high schools;
5. Organizing the certification of teachers and education personnel;
6. Subject/field of assignment teacher association funding;
7. Organizing activities in the field of culture by educational units and universities;
8. Provision of compensation for cultural heritage findings;
9. Facilitation of cultural communities and facilitation of historical communities;
10. Funding for research in the field of education and culture;
11. implementation of services in the field of education and culture in the event of natural disasters, non-natural disasters, and social disasters, and so on. (Ministry of Education and Culture of the Republic of Indonesia, 2020).

After examining the various types of activities that can receive funding from the Ministry, the author will describe the implementation of the policy of providing public and private higher education funding in one category relevant to the aim of this study – scholarship funding. The category of scholarship funding can be further classified into three parts, namely: lecturer scholarship funding, student scholarship funding, and educational staff scholarship funding. The category of learning facility funding can be divided into two parts: learning facility funding and infrastructure funding.

Scholarship funding is the provision of educational funds given to individuals in accordance with applicable regulations, with the intention of being used to complete a certain level of education. Scholarship funding for lecturers and education staff includes 5,000 doctoral programs scholarships, educational completion or final project completion scholarships, and *sandwich* scholarships (a non-degree overseas study).

Scholarship funding for students includes scholarships and tuition funding to increase academic achievement (BPP-PPA), educational cost funding for poor achieving students (Bidikmisi), a scholarship program for outstanding students (PBSB), and a scholarship program for madrasah *diniyah* Pemprov East Java. Funding with learning facilities is the provision of funding in the form of facilities needed by beneficiaries to support and directly support the learning process of academics so that it runs smoothly and efficiently.

### 1. 5000 Doctoral Program Scholarship

The 5000 doctoral program has a general and specific objective. The 5000 doctoral scholarship program aims to improve the quality and professionalism of lecturers and educational staff within the Directorate General of Islamic Education. It aims to improve the quality, relevance, and competitiveness of Islamic higher education, which is the goal of government policy in national education (Directorate General of Islamic Religious Higher Education, 2019).

The specific objectives of the 5000 Doctoral scholarship program, first, to expand access for lecturers, librarians, and Islamic higher education institutions laboratory assistants to be able to take part in postgraduate education to fulfill academic qualifications as teaching staff in tertiary level institutions. Second, it aims to improve the academic mutuality of lecturers and the performance of education staff in carrying out the *tri dharma* of higher education within the Islamic higher education institutions environment. Third, the program aims to assist Islamic higher education institutions in fulfilling the need for quality teaching staff and academic staff according to the requirements of quality and national standards of tertiary-level educational institutions. Fourth, it is expected that the program can encourage the implementation of learning at Islamic higher education institutions so that it is of high quality and competitive.

#### *Scholarship Types*

The 5000 doctoral program is classified into two types, namely domestic and overseas study. The domestic 5000 doctoral program is a program that provides doctoral scholarships at a domestic university in Indonesia (PTDN). Meanwhile, the 5000 overseas doctoral program is a scholarship funding program for participants to attend overseas universities (PTLN).

#### *Eligible participants*

The target of the domestic 5000 doctoral program is first, full-time lecturers (civil servants and full-time lecturers at private universities) who work at an Islamic university, both public and private. It is available for permanent lecturers (civil servants and full-time lecturers at private universities) who teach Islamic Education courses at public and private tertiary institutions. Permanent lecturers who are not civil servants at a state Islamic university are also eligible for the program. In addition, civil servant education staff at a state Islamic university and civil servants at the Directorate General of Islamic Education at the Ministry of Religion are also eligible for the program (Directorate General of Islamic Religious Higher Education, 2019).

The target of the 5000 foreign doctoral programs are lecturers, non-lecturers, alumni of a domestic Islamic university, civil servant lecturers, non private lecturers at an Islamic university who have a National Lecturer Identification Number (NIDN) issued by the Ministry of Research, Technology and Higher Education of the Republic of Indonesia as evidenced by uploading an NIDN card. Non-lecturer participants are PNS and non-PNS education staff at an Islamic university, civil servants at the Echelon Unit of the Central Ministry of Religion, Masters alumni from foreign universities in Islamic Studies funding.

#### *Partnering universities*

There are 37 domestic partnering universities of the 5000 doctoral program, consisting of private Islamic universities, state Islamic universities, private universities, and state universities. Meanwhile, overseas partner universities are spread across 11 countries, including United Kingdom, Canada, Germany, Australia, the Netherlands, Egypt, Saudi Arabia, Morocco, Sudan, Jordan, and Tunisia.

## **2. Islamic School Teachers Quality Improvement Program Scholarship**

The Islamic School (Madrasah Diniyah, Madin) teacher quality improvement program scholarship is a bachelor's and master's degree scholarship program provided by the East Java Provincial Government in collaboration with partner universities in East Java. The objectives of this scholarship program are to provide opportunities for Madin teachers at Madin institutions who have not had undergraduate or masters academic qualifications; The program also aims to increase the capacity, capability, and academic qualifications for Madin teachers in East Java.

The requirements for recipients of the Madin teacher quality improvement program scholarship are:

1. Being a native East Javanese as evidenced by a national ID card;
2. Not older than 45 years at the time of registration;
3. Having a bachelor degree;
4. Having an Letter of Assignment from the institution
5. Having served for 3 years at the institution
6. Having a recommendation from the leader of the foundation/Islamic boarding school that oversees it
7. Having passed the internal exam (Academic Potential Test, Arabic and English tests);
8. Having passed the test to read the Book of Fathul Mu'in which was held by the Early Education Development Institute (LPPD) of East Java Province;
9. If the grantees are not able to finish the study, they are obliged to return all the tuition fees that have been granted.

#### *Partnering universities*

The partnering universities of the scholarship program to improve the quality of Madin S1 teachers are divided into two categories: *ma'had ali* and universities. There are 17 Ma'had Aly and 17 universities. As for the partnering universities in the scholarship program to improve the quality of Madin Masters teachers, there are 16 universities.

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## **Policy Benefits of Providing Higher Education Funding**

The policy of providing higher education funding provides many significant benefits for improving the quality of education delivery in public and private tertiary education institutions. In presenting the content of policy benefits, the authors take two examples of scholarship programs: the 5000 doctoral program scholarships and the Madin teacher quality improvement program scholarships.

Providing scholarships through the 5000 Doctoral program is very beneficial, as it increases the quality and professionalism of lecturers and education staff within the Islamic higher education institutions. The quality and professionalism of the lecturers and academic staff allows Islamic higher education institutions to create a conducive academic climate which in the end is able to produce graduates who are competitive in the world of work. On the other hand, the scholarship program helps lecturers and education staff who experience difficulties in financing education to a higher level and encourages their enthusiasm for learning.

In addition, Suprpto (2019) and Munawiroh (2020) also said in their research that the implementation of the 5000 Doctoral program organized by the PTIQ Jakarta Institute was in accordance with the provisions contained in the MoU. There are two benefits that are felt from the 5000 Doctoral programs. First, there is an increase in the quality and professionalism of lecturers and education staff who have contributed to ensuring quality processes within the Islamic higher education institutions environment. Second, from the perspective of the university organizing the program, there is an increasing commitment by the university, with its distinctive uniqueness and excellence, to integrate and internalize its knowledge to students. From here, the university gets its own space in the hearts of scholarship recipient students as a dialectic partner in getting proper and adequate education. This also means that the university also produces qualified lecturers and education staff, especially in the Islamic higher education institutions environment. Third, cooperation in the 5000 Doctoral program has added value that can benefit the university implementing the program, namely for the development of the

academic community. More specifically, university scholarship grants can be managed properly and maximally utilized for organizing activities according to their designation.

Regarding the 5000 Doctoral program's benefits, the author interviewed directly alumni who received the 5000 Doctoral program scholarships. Muhammad Syafi'i said that the scholarship program was managed very well so that students could complete their studies on time. The results were very useful in increasing the capacity and competence of lecturers in the Islamic higher education institutions environment. Yahya Ashari added that the 5000 Doctoral scholarship helped finance further studies as well as a trigger and booster for scholarship recipients to be enthusiastic about learning and completing studies on time. Dhikrul Hakim confirmed that being a recipient of the 5000 Doctoral scholarship was very impressive (good impression), and the scholarship was very beneficial. The benefits felt include having experience in continuing doctoral studies at notable universities and meeting competent and reliable professors in their respective scientific fields. In addition, they have experience in going through the process of becoming intellectual and professional. Third, have a stronger spirit in talabul 'ilmi (seeking knowledge). Fourth, increased capacity and competence as lecturers so that it is easier to spread benefits to the students being taught and to other people in general.

Furthermore, regarding the benefits of the scholarship program for improving the quality of Madin teachers, the authors can present the results of interviews with the Dean of the Faculty of Islamic Religion, Unipdu Jombang, who has signed the MoU eight times as the organizer of the Madin teacher quality improvement program for S1. Madin's teacher quality improvement program has many benefits for students and the faculty as program administrators. The benefits for students include increasing the quality of Madin teacher human resources with undergraduate academic qualifications. Second, there is an increase in the quality of teaching and learning activities in madrasah diniyah in East Java. Third, there is equity and justice for non-formal/Madin teachers in getting the opportunity to get a proper education. Fourth, it has implications for improving the management of madrasah *diniyah* broadly by Government Regulation Number 55 of 2007 concerning Religious and Religious Education and Regulation of the Minister of Religion Number 13 of 2014 concerning Islamic Religious Education.

While the benefits for the tertiary institutions implementing the program are: first, there is an expansion of cooperation in the field of Madin teacher human resource development. Second, implementing the tri dharma of higher education directly contributes to increasing the ranking of institutions, for example, webometrics, accreditation, and so on. Third, increasing access to promotion for institutions is not limited by formal education alone.

In addition, the author also conducted interviews with the Head of the Islamic Education Management Study Program, Postgraduate Program, Unipdu Jombang. The Islamic Education Management Study Program for the Postgraduate Program of Unipdu Jombang has had two opportunities to become a partner university for the East Java Provincial Government as the Madin teacher quality improvement program organizer, namely in 2019 and 2020. From this collaboration, the Unipdu Jombang Postgraduate Program can provide notes on the benefits of collaboration Madin teacher quality improvement program in East Java.

The benefits for students include: first, there is an increase in academic qualifications from undergraduate to a higher level, namely a master's degree. This has a value of benefits for students who can apply to become a lecturer and a teacher. Second, there is an increase in science. Students can deepen the knowledge and knowledge that they have obtained from their bachelor's degree so that they can optimize their dedication to their home institution. Third, the most significant is that it is very helpful for students to study Master's for free without being charged.

While the benefits for tertiary institutions include: first, getting an injection of funds from the Government of East Java Province which can be managed to develop academic activities according to their designation; second, the student recruitment process is selective to add value to accreditation. Third, the community is increasingly enthusiastic about the Unipdu Jombang Postgraduate Program. Fourth, promotions can run more smoothly because of the "lure" of scholarships. This also has a positive effect on the regular line.

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## Results and Discussion

In this sub-chapter, the author raises case examples of two scholarship programs: the 5000 doctoral scholarship program and the Madin teacher quality improvement program scholarship in East Java Province. After conducting a literature review of the results of previous research on the 5000 Doctoral scholarship program of the Ministry of Religion of the Republic of Indonesia, it is an interesting and important matter to study. For this reason, the authors took two examples of cases of implementing the 5000 DN Doctoral scholarship program with the tertiary institutions administering the program, namely the Indonesian University of Education (UPI) Bandung, West Java, and the PTIQ Jakarta Institute.

From the study of the case studies above, according to the author, there are still a number of things that need to be discussed to obtain solutions urgently needed to strengthen the implementation of the 5000 Doctoral scholarship program. Suprpto's research found weaknesses in implementing the 5000 Doctoral programs with case studies at UPI Bandung. The weaknesses referred to include the following: first, it was promised that students with the best GPA of three people in each batch could participate in the sandwich program; in fact there needed to be a follow-up. Second, there are differences in funding for DN and LN scholarships. For LN scholarships, full funding includes tuition fees, living expenses, book fees, research fees, dissertation writing costs. Meanwhile, the DN scholarship has tuition fees and living expenses only. Third, there are difficulties in providing guidance to students of the 5000 Doctoral program because the MoU between the Directorate of Higher Education of the Ministry of Religion and students receiving scholarships is not submitted to the program organizers. Fourth, the progress of the 5000 Doctoral program students online does not yet exist, in the sense that the Directorate of Higher Education of the Ministry of Religion has not yet opened a portal for reports on the progress of studies of students in this program.

Adding Suprpto, Munawiroh in the results of his research at the PTIQ Jakarta Institute also found several things that needed to be reviewed as well as good for improvement, namely: first, the scholarship funds given to students in the amount of four million per month were felt to be insufficient for

doctoral lectures which included accommodation and consumption costs. , the cost of procuring references, research costs, the cost of completing the dissertation along with the examination process. Second, the stipulated time is only 3 years, even though scholarships from other institutions for doctoral programs are given 4 years.

From several findings in the field, in the opinion of the author that: first the implementation of the 5000 Doctors program has been implemented right on target both in terms of the target group of scholarship recipients and in terms of program objectives. Second, the 5000 Doctoral program is very helpful in reducing the cost of continuing doctoral studies for the target group. Third, the 5000 Doctoral program is very strategic and concrete in its mission to accelerate the improvement of the quality of superior human resources for a developed Indonesia. Fourth, the problems or weaknesses that exist are still within tolerance limits that can be corrected, in the sense that in these weaknesses there are no fatal acts of fraud that undermine the foundations of life, both from the side of the Directorate of Higher Education, Ministry of Religion of the Republic of Indonesia, the university implementing the program, as well as the recipient students. scholarship.

Furthermore, the Madin teacher quality improvement program scholarship provides many benefits. However, the implementation also found shortcomings but also has advantages. The advantages noted from the Madin teacher quality improvement program for S1 are: first, there is an expansion in the distribution of post-higher education alumni. Second, in general, the religious skills or competence of Madin students are far better than regular students. Third, learning patterns are more humane and student-centered and support the development of practical competencies. In contrast, the deficiencies found in the Madin S1 program include: first, the age of Madin participants who psychologically require education for all learning approaches. Second, the educational background of Islamic boarding schools requires significant adjustments to the culture or culture of higher education, for example, discipline, digital literacy, IT skills, limited language skills, especially English, limited ability to receive, explain, analyze, including accessing modern educational reference sources/ contemporary. Third, the cost of completing Madin's bachelor's degree is far below the normal standard of Rp. 8,500,000 per student until graduation.

From the weaknesses found in the Madin S1 program, the tertiary institution administering the program provided inputs for improving the same program in the future. The inputs given are: first, there is an adjustment or increase in the funding for Madin S1 teacher studies in accordance with the operational standards of financing for each tertiary institution. Second, there is a need to increase supervision through an online system, especially by the Provincial Government for Madin undergraduate alumni for their commitment to return to their original Madin institution, including contributing to improving the governance of Madin institutions in East Java.

he advantages that can be noted from the Madin teacher quality improvement program for Masters, namely: first, the Madin institution of origin reaps the benefits of the Madin Masters program, where the original institution's human resources experience improvements in both their qualifications and competence. Second, for Unipdu Jombang, the presence of Madin Masters students brings its positive side, more coloring the course of lectures because on average Madin students are good at reading books, and several courses at MPI Masters are also book-based, for example Al-Quran Studies, Hadith Studies, etc. Madin students can get the most out of these subjects.

Meanwhile, the deficiencies found in the Madin Masters program include a lack of transparency in selection/recruitment. Several prospective students were declared unable to pass administration at the Provincial Government without explanation, causing "riots" among prospective new students. From the weaknesses found in the Madin S2 program, the tertiary institution administering the program provides inputs for improving the same program for the future. The inputs given are: first, more transparency in recruitment and selection of participants. Second, the number of student quotas will be increased from 20 to 30. Third, in the future, the selection will not be based solely on being able to read books because the MPI Masters program is not enough if it is based solely on reading books.

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## Conclusion

After reviewing the literature, reviewing the case findings and conducting discussions, the authors can write the following conclusions:

First, there are three basic policies for providing higher education funding by the Ministry to public and private universities, namely: 1) philosophical basis; 2) juridical basis; and 3) sociological basis.

Second, implementing the policy of providing higher education funding by the Ministry to public and private universities can manifest in various activities in the category of funding in the form of money, goods, and/or services.

Third, there are three benefits to the policy of providing higher education funding by the Ministry to public and private universities: 1) for students who receive funding/scholarships; 2) for university organizers of the program.

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