

MENTORING TRAINING 'CONTINUE TO STUDY WITH SCHOLARSHIPS' IN SUPPORTING THE IMPROVEMENT OF THE COMPETITIVENESS OF THE PEOPLE OF LAMPUNG

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ABSTRAK

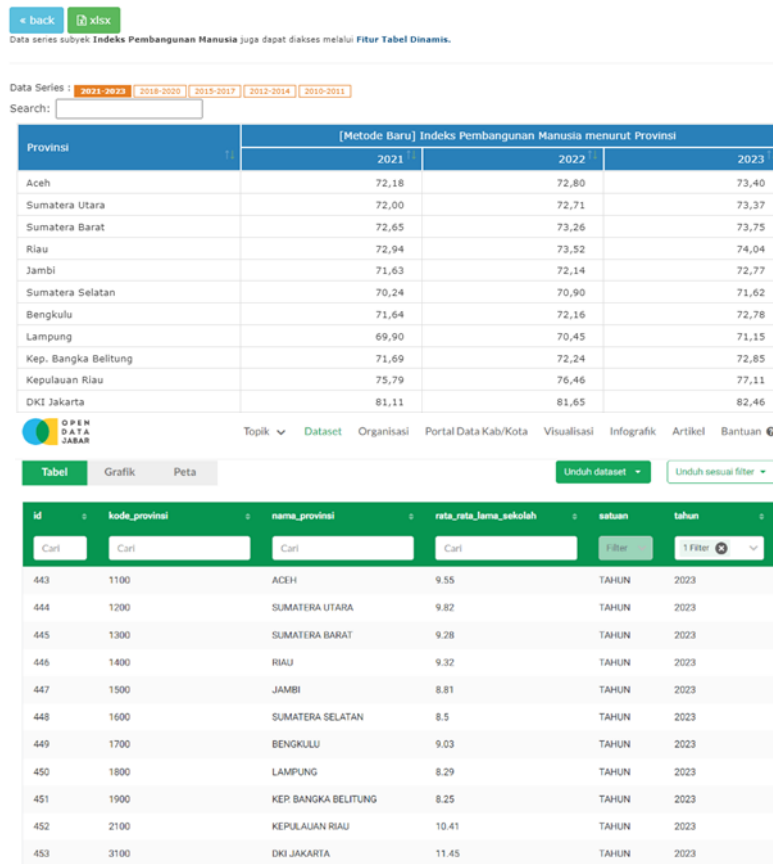
The Human Development Index (HDI) in Lampung Province has increased from 70.45 in 2022 to 71.15 in 2023. However, Lampung's HDI is still the lowest in Sumatra. One of the factors causing this is the low Average Length of School (RLS) which is only 8.29 years, the second lowest in Sumatra. The low RLS is due to the low public interest in higher education. Economic factors and lack of understanding of the importance of higher education are the main causes. The Service Team from the Department of Communication Sciences then provides education, motivation, and mentoring to parents and high school students in Lampung to increase their interest in higher education with scholarships. Effective persuasive communication strategies are used to change people's perceptions of the cost of higher education and open up their insights into available scholarship opportunities. Before the training began, a pre-test was conducted to measure the level of participants' initial understanding of higher education and scholarships. The results of the pre-test showed that most participants had a limited understanding of higher education opportunities and accessible scholarship resources. After a series of training sessions that included educational, motivational, and mentoring sessions with a persuasive communication approach, a post-test was conducted to measure the impact of the activity. The results of the post-test showed a significant improvement. In addition to increasing knowledge, the participants also revealed a change in attitudes towards higher education. Parents, who had previously been worried about the cost of education, showed greater interest in supporting their children to pursue higher education through the scholarship pathway. The students who took part in the training also showed greater enthusiasm and motivation to continue their education. Overall, this service activity has proven successful in achieving its goal, which is to increase public awareness and interest, especially in Lampung Province, to continue higher education through scholarships.

SITUATION ANALYSIS

At the end of last year, the Central Statistics Agency of Lampung Province released a report on the Human Development Index (HDI) in Lampung in 2023. In the report, it was recorded that the HDI score in Lampung increased by 0.7 points from the previous score of 70.45 in 2022, to 71.15 in 2023. This is certainly encouraging news, because it is an indication that human development in Lampung continues to progress. HDI itself explains how residents can access development results in obtaining income, health, education, and so on. However, despite the increase, when compared to other provinces in the Sumatra Region, the HDI score of Lampung Province is still the lowest.

Figure 1: Human Development Index 2021-2023 and RLS 2023

Source : BPS and West Java Open data, 2024



On the other hand, the Average Length of School in Lampung Province, which is one of the indicators in the calculation of the Human Development Index (HDI), only reached 8.29. This value makes Lampung the second lowest ranking in Sumatra, only slightly above the Bangka Belitung Islands which has a figure of 8.25. This figure shows that, on average, the population in Lampung Province only completes education up to the junior high school level. This condition is certainly very concerning because the low level of education in society can be a big obstacle in competition in the economic, social, and political fields. In a global context, skills and knowledge are urgently needed to get a decent job and improve the quality of life. Low-educated people tend to have limited skills and insights, making it difficult to keep up with the times and take advantage of the opportunities. As a result, they are vulnerable to falling behind in competition and being trapped in a cycle of poverty.

On the other hand, countries with a highly educated workforce tend to be more successful in the job market (Calderon, 2017) because higher education is able to produce competent workers (Ebel, 2019). Furthermore, graduate-level graduates usually become experts who are able to create a competitive, open, and competitive work environment to develop skills in the midst of fierce competition (Hung, 2018). However, based on data from the Organization for Economic Co-operation and Development (OECD), only 16% of Indonesia's population aged 25-64 years are pursuing higher education (OECD, 2019). This condition not only has an impact on Indonesia's competitiveness in the global arena, but also becomes one of the factors hindering the development of the business world (World Economic Forum, 2018).

From the perspective of the community, there are several factors that cause low interest in higher education, including economic factors and lack of understanding of the importance of higher education (Nurhidayah, Ati, and Abidin, 2018). Higher education fees

are considered expensive, especially because funding sources generally come from parents or personal expenses (HSBC Holdings Ltd., 2017). In fact, there are many scholarship opportunities that can be utilized, both from the government, state-owned enterprises, and the private sector, both at home and abroad. Unfortunately, this interest is often hindered by a lack of knowledge regarding strategies and procedures for obtaining higher education or scholarships.

Departing from this problem, it is important for the Service Team, which consists of lecturers from the Department of Communication Sciences, to use effective persuasive communication strategies. Support must be given to the community in Lampung, especially parents and high school students or equivalent. This team can provide motivation, knowledge, and mentoring so that students are more motivated to continue their education to a higher level through scholarships. An understanding of various scholarship opportunities from the government, state-owned enterprises, and the private sector, both domestically and abroad, can also be conveyed to eliminate economic concerns that are often the main barrier.

With this approach, the Service Team can help parents and students to see the importance of higher education as a means of improving the future. In addition to providing motivation, the team can also guide students in the scholarship preparation process, such as how to meet the requirements, understand the application procedure, and increase the chances of being accepted. This effort not only opens up wider access to education, but also contributes to improving the welfare of the community through improving the quality of human resources in the region.

From the results of the situation analysis that has been described, the problems faced based on the results of the analysis of interviews and observations of the community in Lampung, there are several main factors that hinder students from continuing their education to a higher level. First, economic factors, where the high cost of education makes many families prefer their children to work to help the family economy. Second, social and cultural factors, where some people do not understand the importance of higher education, as well as the traditional view that girls are expected to get married and take care of the household after graduating from high school. A less supportive social environment also makes things worse. Third, academic factors, where low achievement, lack of motivation, and interest in learning are the reasons why students are reluctant to continue their education to a higher level.

This service activity has several goals, namely to help the people of Lampung increase access to higher education through motivation, knowledge, and mentoring. The Community Service Team aims to motivate parents and children to continue their education, increase awareness of the importance of higher education, and encourage them to achieve their goals. In addition, the team also provides knowledge about higher education opportunities and assists in choosing the right course of study. Through mentoring, the Service Team assists students in preparing for college entrance tests and scholarships, as well as improving their academic and non-academic abilities.

This community service activity has a number of benefits, namely:

- a) Parents will have a better understanding of the different higher education options available to their children.
- b) Children will be more motivated to learn and achieve high grades in school.
- c) Children will be better prepared to take college entrance tests and get scholarships.
- d) More children than in Lampung will continue their education to higher education.
- e) Lampung will have more people who are educated and have the skills needed for decent jobs.

METHOD

Methods and Stages in Community Activities with observation, survey and literature study activities so that further college training materials with scholarships and targets for the implementation of this service are 30 high school students or alumni who receive the Ministry of Social Affairs' family hope program.

Working procedures to support the realization of the offered methods:

The first step, the pre-activity stage is to conduct a survey and literature analysis to find out the initial condition of the problems faced by students in continuing their studies.

The second step, the Activity Process.

The third step is to hold *FGDs* and expose activities.

The fourth step is to conduct a post test with questions to test the comprehension of the material or content of the lecture being conducted. The questions have been made in the form of multiple choice.

The first and second mentoring steps were carried out with observation and interviews.

IMPLEMENTATION AND RESULTS

Overview of the Let's Go to College Movement

The Let's Go to College Movement (GAK) is an innovation program designed by the Human Resources (HR) of the Lampung Province Family Hope Program (PKH) since 2017. This program was inspired by the Letter of the Director General of Social Security of the Ministry of Social Affairs of the Republic of Indonesia Number: 135/LJS. JSK/01/01/2017 which discusses the opportunities of the Bidikmisi Program for PKH participants. Since its launch on June 27, 2017, GAK has provided guidance to children from outstanding PKH Beneficiary Families (KPM) so that they can continue their education to the university level. Until 2024, more than 650 children from KPM PKH have successfully fostered and continued their education to higher education through this program.

GAK has a main focus on underprivileged children from KPM PKH, because these families generally face various limitations such as economic, educational, and health problems. This program consists of a series of activities that include mapping data of grade XII students from KPM PKH who have the potential to continue their education, education and motivation so that they are excited to continue their studies, as well as advocacy to help them enter state or religious universities with scholarships such as KIP Lecture, UKT waivers, or other scholarships. The program aims to provide comprehensive support for children from underprivileged families so that they have better access to higher education.

In line with the goal stated in the 1945 Constitution, which is to educate the nation's life, GAK also supports the government's vision to create "Superior Human Resources, Advanced Indonesia." This innovation is expected to make a positive contribution to national development by helping underprivileged families become more independent through improving the quality of their children's education. By providing access to higher education, this program is expected to break the chain of intergenerational poverty, as well as help Indonesia achieve the Sustainable Development Goals (SDGs) which are the foundation of national development today.

According to data obtained from the Lampung Provincial PKH Implementer, in 2022 there are 168,412 KPM PKH students who are at the high school/vocational level throughout Lampung. Of these, around 56 thousand grade XII students have the potential to graduate and continue their education to higher education. However, every year only a few of them succeed in continuing to higher education. Therefore, collaborative efforts between various parties are needed to increase the number of KPM PKH students who continue their studies. The Let's Go to College Movement program was initiated by Slamet Riyadi, S.IP., M.IP.,

who is the Regional Coordinator of the Lampung Province Family Hope Program, as one of the solutions to help increase access to education for the underprivileged in Lampung.

Activity Realization

a. Time and Place Of Activity

The implementation of the activity was carried out offline on July 14, 2024 at the Reading Community Cafe in Bataranila, Hajimena, South Lampung. This training was attended by 30 participants. The event began with an opening and remarks delivered by PkM team member Dr. Feri Firdaus, M.A. Furthermore, in the session of delivering material about motivation to continue studying with scholarships, preparations that must be made, and strategies to get scholarships from within and outside the country The speakers were the Founder of the Let's Go to College Movement, Slamet Riyadi, M.IP and PkM Team member Andi Windah, S.I.Kom., Mcomm&MediaSt.

In this training, pretest and post test were held to measure the cognitive knowledge of participants and their improvement. This is done so that the PKM team knows the extent of effectiveness in delivering material and the right method in delivering PKM material to participants. The pretest and post test consisted of 8 statements with 4 multiple choices made in a google form and distributed to participants filled out for 5 minutes.



Figure 2: Presentation of Materials

Source : Service team documentation, 2024

The results of this activity can be shown by increasing the pretest-post test score. This shows an increase and success in delivering the material taught by the resource persons to the participants. The following are the pre-test and post-test table values for Training and Mentoring "Continue Studying with Scholarships" in Supporting the Improvement of the Competitiveness of the Lampung Community:

b. Activity Evaluation

Pre Test and Post Test Results

The training was carried out with the following material content:

Pre-test and post test are carried out to quantitatively measure the knowledge and abilities of trainees so that the level of change can be seen from before the training and after the training. The results of the pre test and post test can be seen in table 1, as follows:

Table 1 Pretest and Posttest Results

Participants	PreTest Scores	Value PostTest	Percentage Increase
Participant 1	6,25	10	3,75
Participant 2	8,75	10	1,25

Participant 3	7,5	7,5	0
Participant 4	10	8,75	-1,25
Participant 5	10	10	0
Participants 6	8,75	10	1,25
Participants 7	8,75	8,75	0
Participants 8	6,25	8,75	2,5
Participants 9	6,25	10	3,75
Participant 10	5	10	5
Participant 11	5	10	5
Participant 12	7,5	8,75	1,25
Participants 13	8,75	8,75	0
Participants1 4	6,25	7,5	1,25
Participants: 15	7,5	8,75	1,25
Participants: 16	5	10	5
Participant 17	7,5	7,5	0
Participants 18	5	8,75	3,75
Participant 19	5	10	5
Participants: 20	7,5	7,5	0
Participant 21	5	10	5
Participant 22	5	10	5
Participant 23	8,75	10	1,25
Participants: 24	7,5	7,5	0
Participants: 25	8,75	8,75	0
Participant 26	6,25	7,5	1,25
Participants 27	6,25	7,5	1,25
Participants: 28	7,5	8,75	1,25
Participants: 29	7,5	8,75	1,25
30 participants	8,75	8,75	0
Average	6,98	8,64	1,66

From the results of the Pre Test and Post Test, it can be concluded that there is an increase in knowledge. The Total Pre Test score was 6.98 and the Post Test result was 8.64. There was an increase of 1.66. This figure still shows a significant increase in the cognitive growth of the trainees. This increase can be interpreted by the success of community service resource persons in delivering material on strategies for continuing college with scholarships.

In detail, it can be explained that out of 30 participants, it can be seen that the participants who got the correct scores of 4 and 5 were 7 and 6 people, respectively, or if combined by 46.7%. Participants who get scores of 6 and 7 are also obtained by 7 and 6 participants. Meanwhile, the participants who got a score of 8 were 2 people or 6.7%. There was 1 participant (participant 4) who experienced a decrease in value (-1.25). The results of the highest increase were obtained by participants 10, 11, 16, 21 and 22 with an increase of 5 points. This increase is very significant because the number of answers that were released during the pre-test was 4 questions while the post-test score jumped to 8 questions.

CONCLUSION

Based on *the* results and evaluation of the community service activities that have been carried out, it can be concluded that the implementation of training and mentoring activities for motivation to continue college with scholarships attended by 30 participants from families receiving the Family Hope program has run as expected. This is marked by an

increase in participants' cognitive knowledge. The training activities succeeded in increasing participants' knowledge about various aspects related to continuing their studies to higher education, especially regarding scholarships. This is evidenced by the increase in scores on the post-test compared to the pre-test. This increase in knowledge is very important to motivate participants to be more confident in pursuing higher education.

Through the material presented, question and answer sessions, and interactive activities, participants became more motivated to continue their studies to higher education. They get a clearer picture of the benefits of continuing their studies, as well as the various opportunities they can achieve through scholarships. In addition, the training material presented is very relevant to the conditions and needs of the participants, namely high school students and alumni from families receiving the family hope program. Materials on scholarships and financial management are very important for participants who come from underprivileged economic backgrounds. It is hoped that the increase in knowledge and motivation gained by participants during the training can have a positive impact on their decision to continue their studies to higher education. In addition, it is also hoped that participants can become agents of change in their environment, inspiring peers and family to attach more importance to education.

After this Community Service is implemented, there are several suggestions that can be made to ensure sustainability and increase the impact of the program. First, it is important to conduct periodic evaluations to measure the long-term impact of the training that has been provided. This can be done through surveys or interviews with participants a few months after the training is completed. Second, considering the importance of this activity, it is recommended to hold similar programs regularly, both with the same material and with themes that are tailored to the needs of the community. In addition, strengthening cooperation with schools, especially those with many students from underprivileged families, will go a long way in disseminating information and socializing programs to those in need. Finally, training materials should continue to be updated and adjusted to the latest information developments and the needs of participants so that they remain relevant and useful.

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