



## Analysis of the Full Undergraduate Scholarship Program in Improving Higher Education Access for the Community of Citangkil District, Cilegon City

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### ABSTRACT

*The Full Undergraduate Scholarship Program represents the Cilegon City Government's commitment to expanding access to higher education for low-income communities, particularly in Citangkil Subdistrict, as part of an effort to improve the Human Development Index (HDI). This study aims to analyze the implementation and evaluation of the Full Undergraduate Scholarship Program in improving access to higher education based on William N. Dunn's six policy evaluation criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. The study employs a qualitative, descriptive approach. Data were collected through in-depth interviews, observations, and documentation from the Public Welfare Division of the Cilegon City Regional Secretariat, the Education and Culture Office, the Citangkil Subdistrict Secretary, and scholarship recipients. The results indicate that the program has effectively expanded access to higher education and is managed efficiently. However, several challenges remain, including financial assistance that does not fully meet educational needs, differing perceptions regarding quotas, suboptimal verification of SKTMs, uneven dissemination of information, and delays in fund disbursement. The Full Undergraduate Scholarship Program has made a positive contribution to expanding access to higher education in Citangkil Subdistrict. The study recommends strengthening data verification, expanding outreach efforts, improving interagency coordination, and refining the fund disbursement system to ensure that the program's implementation is more effective, targeted, and sustainable.*

**Keywords:** Policy Evaluation; Full Undergraduate Scholarship Program; Access to Higher Education; William N. Dunn.

## INTRODUCTION

Higher education plays a strategic role in improving human capital, expanding social mobility, and reducing socioeconomic inequality. Access to university education provides individuals with opportunities to acquire knowledge, professional competencies, and qualifications that can improve their employment prospects and socioeconomic conditions. However, access to higher education is not determined solely by academic ability. Economic circumstances, family background, parental education, availability of information, and social support also influence an individual's opportunity to enter and complete higher education. Recent evidence from Indonesia indicates that access to higher education remains strongly associated with socioeconomic background, meaning that young people from economically disadvantaged families continue to face greater barriers than those from more advantaged households (Fadhil & Sabic-El-Rayess, 2021; Wanti et al., 2023). A recent study using Indonesian socioeconomic data further confirms that family background remains an important factor shaping young people's opportunities to pursue higher education (2026).

The unequal distribution of higher education opportunities is particularly important in the context of urban poverty. Poverty does not only restrict household consumption but can also influence educational decisions and the capacity of families to finance long-term investments in human capital. In urban communities, higher education expenses may include tuition, transportation, accommodation, learning materials, internet access, and other academic needs. When household income is limited, these expenses may become a significant barrier to university participation. Research on urban poverty and higher education participation in Indonesia indicates that socioeconomic conditions remain closely related to participation in higher education (Utami et al., 2024). Therefore, policies designed to reduce the financial burden of higher education are important instruments for promoting educational equity and creating greater opportunities for low-income communities.

Government scholarship programs represent one of the most important policy instruments for reducing financial barriers to higher education. Scholarships can function as a form of social protection as well as an investment in human capital because they provide economically disadvantaged students with resources to continue their education. In Indonesia, the Kartu Indonesia Pintar Kuliah (KIP-K) provides an important example of a national policy designed to expand access to higher education for students from economically disadvantaged backgrounds. Studies have shown that targeted scholarship programs can have positive effects beyond initial enrollment. Mulyaningsih et al. (2022), for example, found that the Indonesian targeted scholarship program was associated with improved academic performance, with the strongest effects occurring among students from the lowest-income groups. This finding suggests that educational assistance can contribute not only to access but also to students' ability to remain academically engaged after entering higher education.

Nevertheless, providing financial assistance does not automatically guarantee equitable access. The effectiveness of scholarship policies depends on the quality of targeting, administrative procedures, information dissemination, verification mechanisms, institutional coordination, and the adequacy of financial support. Fadhil and Sabic-El-Rayess (2021) found that efforts to promote equitable access to higher education in Indonesia faced challenges associated with insufficient budgets, inadequate implementation mechanisms, and limited allocation of financial assistance. These findings demonstrate that the policy design and implementation process are equally important. A policy may have an appropriate objective, but weaknesses in implementation can prevent the intended beneficiaries from receiving the expected benefits.

The implementation of KIP-K and similar scholarship programs has also revealed recurring administrative challenges. Larasati et al. (2022) identified limited transparency of information, inconsistent fund disbursement, and complex bureaucratic procedures in the implementation of KIP-K at Universitas Diponegoro. Similar concerns have been identified in other higher education institutions, particularly regarding communication, verification, administrative procedures, and the availability of resources (Rohmah & Kasmawanto, 2022; Saprianto et al., 2023). Research at Universitas Palangka Raya, for example, reported that the program was generally useful for economically disadvantaged students but still encountered problems related to application requirements and the accessibility of information.

More recent studies reinforce the argument that scholarship implementation requires continuous evaluation. Novitasari et al. (2025) found that KIP-K significantly reduced financial barriers for disadvantaged students, but challenges remained in policy communication, resource availability, and administrative implementation. Research at Universitas Negeri Surabaya likewise evaluated KIP-K using dimensions of effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness and demonstrated the importance of evaluating scholarship programs from multiple dimensions rather than measuring success solely through the number of beneficiaries. Similarly, Layantara et al. (2025) found that KIP-K contributed to higher education participation and human development outcomes in Bengkulu, but problems remained in information dissemination, beneficiary-data verification, and the adequacy of living-cost assistance.

These findings are consistent with other recent research. Novitasari et al. (2025) emphasize that communication between implementing institutions and scholarship administrators is important for ensuring that eligible students receive accurate information. Research by Putri et al. (2025) on KIP Kuliah Merdeka at Universitas Udayana found that the program made a significant contribution to educational equity, while studies of KIP-K implementation at other universities have identified challenges involving quotas, administrative requirements, verification, and fund disbursement (Putri et al., 2025; Sinulingga et al., 2025). A recent study in Papua also demonstrates that implementation quality remains dependent on institutional capacity, administrative procedures, and direct experiences of scholarship recipients (Indrayani & Basri, 2025).

The issue is also relevant in the context of Banten Province. Research concerning KIP-K implementation in South Tangerang shows that scholarship policies can expand higher education access for students from economically disadvantaged families, but limitations in quotas and budgets, administrative obstacles, delays in fund disbursement, and inadequate communication can still affect implementation outcomes (Utama et al., 2026). These findings are particularly relevant because Cilegon City is also an urban area in Banten where local government intervention can play an important role in complementing national educational assistance policies.

Within this context, the Full Undergraduate Scholarship Program of the Cilegon City Government represents an important local policy initiative. The program reflects the local government's commitment to expanding access to higher education for residents who face economic barriers. Its relevance becomes increasingly significant when viewed from the perspective of human development. Improving access to undergraduate education can strengthen the educational dimension of human development by increasing opportunities for young people to acquire higher qualifications and develop productive capacities. Therefore, the Full Undergraduate Scholarship Program should not be viewed merely as a financial assistance mechanism but as a strategic public policy instrument aimed at reducing educational inequality and strengthening local human capital.

Citangkil Subdistrict provides an important empirical setting for evaluating this policy. The program is expected to provide opportunities for residents from low-income households to pursue undergraduate education without being excessively constrained by financial considerations. However, the achievement of this objective depends on whether eligible beneficiaries can access information, meet administrative requirements, pass the verification process, receive appropriate financial assistance, and obtain the funds within the required period. Differences in perceptions regarding quotas, weaknesses in the verification of Certificates of Economic Disadvantage (SKTM), uneven dissemination of program information, and delays in fund disbursement can potentially influence the overall performance of the policy.

These issues indicate the need for a comprehensive policy evaluation framework. William N. Dunn's policy evaluation framework provides an appropriate analytical instrument because it evaluates public policies through six interconnected criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. Effectiveness concerns whether the policy achieves its intended objectives. Efficiency examines the relationship between resources and results. Adequacy assesses whether the level of achievement is sufficient to address the underlying problem. Equity focuses on the fair distribution of policy benefits among different groups. Responsiveness examines whether policy outcomes correspond to the needs, preferences, and values of beneficiaries. Appropriateness assesses whether the policy objectives and instruments are suitable for addressing the problem being targeted. The six criteria have also been applied in recent Indonesian policy-evaluation studies, demonstrating their usefulness for examining not only policy outcomes but also implementation weaknesses and institutional responses.

The effectiveness dimension is particularly important in this study because the primary objective of the Full Undergraduate Scholarship Program is to expand higher education opportunities for low-income residents. However, effectiveness alone is insufficient. A program can successfully increase the number of students entering university while still being inefficient because of complicated administrative procedures. It may also be inadequate if the financial assistance does not cover the actual educational needs of beneficiaries. Likewise, a program cannot be considered fully successful if scholarship opportunities are distributed unequally or if eligible residents do not receive sufficient information about the program. Therefore, the Dunn framework allows the evaluation to move beyond a simple question of whether the program works toward a broader assessment of how well the program addresses the multidimensional barriers to higher education access.

The equity dimension is especially important because the central justification for scholarship programs is the reduction of inequality. A scholarship program intended for low-income communities must ensure that selection mechanisms do not unintentionally exclude qualified beneficiaries because of information gaps, administrative barriers, or inaccurate socioeconomic data. Recent studies of KIP-K have demonstrated that verification and targeting remain important challenges in scholarship implementation (Chrisdayanti & Izzatusholekha, 2026; Halizah & Kartikasari, 2024). The accuracy of beneficiary data is therefore essential to ensuring that limited public resources are directed toward those who need them most.

The adequacy and responsiveness dimensions are also critical because students' educational needs may extend beyond tuition fees. Financial assistance that is formally sufficient according to administrative standards may not necessarily be sufficient from the perspective of recipients. Transportation, digital connectivity, books, accommodation, food, and academic activities may create additional financial pressures. Research on scholarship recipients in Indonesia has shown that students perceive financial assistance as important for sustaining their educational participation, while inadequate support or uncertainty concerning disbursement can create additional difficulties (Yusuf & Sari, 2022; Misro'i et al., 2022).

The existing literature demonstrates substantial interest in national scholarship programs, particularly KIP-K, and has examined their implementation in universities and different regions. However, a research gap remains. First, many previous studies focus on national scholarship programs or implementation at individual universities, whereas fewer studies examine locally initiated scholarship policies administered by municipal governments. Second, several studies concentrate primarily on implementation factors, such as communication, resources, and bureaucratic structures, rather than evaluating the policy simultaneously through Dunn's six criteria. Third, limited empirical attention has been given to how local scholarship programs operate at the subdistrict level and how government administrators and recipients perceive the adequacy, equity, and responsiveness of the assistance. Fourth, the specific context of Citangkil Subdistrict in Cilegon City has not been sufficiently explored as an empirical setting for understanding how local educational assistance contributes to higher education access.

This study addresses these gaps by evaluating the Full Undergraduate Scholarship Program in Citangkil Subdistrict, Cilegon City, through William N. Dunn's six policy evaluation criteria. The study combines the perspectives of government institutions and scholarship recipients to examine both administrative implementation and the experiences of beneficiaries. This approach provides a more comprehensive understanding of the relationship between policy objectives, implementation processes, and actual outcomes. The study therefore contributes to the literature by shifting attention from scholarship provision as a purely financial intervention toward scholarship evaluation as a multidimensional public policy process.

Accordingly, this study aims to analyze the Full Undergraduate Scholarship Program in improving access to higher education for the community of Citangkil Subdistrict, Cilegon City. Specifically, it examines the program's effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. The study also identifies implementation challenges related to beneficiary verification, quota distribution, information dissemination, interagency coordination, and fund disbursement. By identifying these dimensions, the research is expected to provide an empirical basis for strengthening the implementation of local scholarship policy. The findings are expected to contribute to the development of more targeted, equitable, responsive, and sustainable educational assistance policies and to support the Cilegon City Government in improving higher education access as part of its broader human development agenda.

## **METHOD**

This study employed a qualitative descriptive approach to analyze the implementation of the Full Undergraduate Scholarship Program in improving access to higher education in Citangkil Subdistrict, Cilegon City. The study used William N. Dunn's six policy evaluation criteria, namely effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness, as the analytical framework. Data were collected through in-depth interviews, observation, and documentation. The research informants consisted of representatives of the Public Welfare Division of the Cilegon City Regional Secretariat, the Cilegon City Education and Culture Office, the Citangkil Subdistrict Government, and scholarship recipients. Informants were selected using purposive sampling based on their direct involvement in the implementation of the scholarship program or their experience as beneficiaries. The interview process focused on the achievement of program objectives, administrative efficiency, adequacy of financial assistance, fairness in beneficiary selection and quota distribution, government responsiveness, and the appropriateness of the program in addressing barriers to higher education. Observations were conducted to examine administrative processes and the implementation of the scholarship program in the field, while documentation was used to obtain supporting evidence such as program guidelines, beneficiary records, verification documents, and relevant

administrative reports. The combination of these techniques enabled the researcher to obtain information from different perspectives and compare policy implementation with the experiences of scholarship recipients. Data analysis followed an interactive qualitative model involving data reduction, data display, and conclusion drawing and verification. Interview, observation, and documentary data were first organized and categorized according to Dunn's six evaluation criteria. The researcher then identified recurring patterns, similarities, differences, and implementation problems across the data sources. Data credibility was strengthened through source and technique triangulation, by comparing information from government officials and scholarship recipients and cross-checking interview findings with observations and documents. The analysis was used to determine the extent to which the Full Undergraduate Scholarship Program had expanded higher education access and to identify weaknesses related to beneficiary verification, information dissemination, quota distribution, institutional coordination, adequacy of assistance, and fund disbursement.

## **RESULTS AND DISCUSSION**

### **Effectiveness of the Full Undergraduate Scholarship Program**

The findings indicate that the Full Undergraduate Scholarship Program has generally been effective in expanding access to higher education for low-income communities in Citangkil Subdistrict, Cilegon City. The program has provided financial support that enables students from economically disadvantaged households to continue their studies at higher education institutions. Before receiving the scholarship, financial limitations were identified as one of the major barriers to continuing higher education, particularly for families whose income was insufficient to cover tuition fees, living expenses, transportation, learning materials, and other educational costs. The scholarship therefore functions not only as financial assistance but also as an instrument of social intervention designed to reduce economic barriers to higher education. This finding is consistent with Mulyaningsih et al. (2022), who found that targeted scholarships in Indonesia can reach students from poor families and contribute positively to their academic outcomes. Their study also demonstrated that the benefits were particularly strong among students from the lowest-income households.

The effectiveness of the program can also be observed from its contribution to increasing opportunities for students to enter and remain in higher education. In the context of Citangkil Subdistrict, the program provides an important mechanism for translating the local government's commitment to educational development into concrete assistance for disadvantaged residents. The program is particularly relevant because access to higher education remains socially unequal, with students from higher socioeconomic backgrounds generally having greater opportunities to enter higher education. Fadhil and Sabic-El-Rayess (2021) emphasize that expanding access to higher education in Indonesia requires policies that specifically address socioeconomic inequality because financial barriers continue to restrict participation among disadvantaged groups. Thus, the positive findings in Citangkil demonstrate that local scholarship policies can complement broader national efforts to promote educational equity.

### **Efficiency of Program Implementation**

From the efficiency perspective, the findings show that the program has been managed relatively well in terms of utilizing government resources to support students' educational needs. The involvement of several government institutions, including the Public Welfare Division of the Cilegon City Regional Secretariat and the Education and Culture Office, demonstrates an institutional division of responsibilities in the administration of the program. Coordination between government agencies is important because

scholarship implementation involves several stages, including beneficiary identification, document verification, determination of recipients, administration, and fund disbursement. Efficient management allows available public resources to be converted into educational benefits for the intended beneficiaries. Recent studies of higher education scholarship programs similarly indicate that institutional coordination and administrative management strongly influence the effectiveness and efficiency of scholarship implementation (Fitriani et al., 2025).

Nevertheless, efficiency cannot be assessed solely from the existence of institutional procedures. The findings reveal that delays in fund disbursement remain one of the weaknesses of the program. Although the scholarship provides important financial support, delays can temporarily reduce the practical value of the assistance for students who depend on the funds to pay educational and living expenses. This finding demonstrates that administrative efficiency should include not only the amount of resources allocated but also the timeliness of service delivery. Research on higher education assistance programs in Indonesia has identified delayed disbursement as a recurring implementation problem, together with administrative complexity and weak coordination. Therefore, improving the disbursement mechanism is necessary to ensure that financial assistance reaches students when their educational expenses must be paid (Fitriani et al., 2025).

### **Adequacy of Financial Assistance**

The adequacy criterion produces a more critical finding. Although the scholarship has helped students access higher education, the amount of financial assistance does not always fully correspond to the actual educational needs of beneficiaries. Higher education expenditure extends beyond tuition fees and may include transportation, accommodation, food, books, internet access, academic equipment, and other study-related expenses. Consequently, the existence of scholarship assistance does not automatically mean that all financial barriers experienced by low-income students have been eliminated. This finding reinforces the argument that policy evaluation should examine whether the scale of intervention is sufficient to solve the problem addressed by the policy rather than merely determining whether a program exists. Recent research on scholarship programs in Indonesia has similarly identified adequacy of financial support as an important issue affecting the sustainability of access to higher education (Mulyaningsih et al., 2022; Martins & Toletina, 2024).

The inadequacy of assistance also has implications for the broader objective of improving the educational dimension of human development. If financial assistance only covers part of students' educational requirements, beneficiaries may continue to face economic pressure during their studies. In this situation, the scholarship remains effective in opening the door to higher education but is less effective in guaranteeing that students can complete their education without substantial financial difficulties. Therefore, future evaluation should distinguish between access, retention, and completion. A scholarship policy that succeeds in increasing initial enrollment but does not adequately support students throughout their studies may have a limited long-term impact. The evidence from Indonesian targeted scholarship programs indicates that sufficiently generous assistance can reduce financial constraints and produce better academic outcomes, particularly among the most economically disadvantaged students (Mulyaningsih et al., 2022).

### **Equity in Beneficiary Selection and Quota Distribution**

The equity dimension indicates that the program has attempted to prioritize economically disadvantaged communities, but several issues remain concerning quota distribution and beneficiary verification. Different perceptions regarding the number of available scholarship quotas indicate that the

allocation mechanism needs to be communicated more transparently to the community. Equity does not simply mean providing the same amount of assistance to all applicants; rather, it requires the government to ensure that those facing the greatest barriers have a fair opportunity to receive assistance. In this regard, accurate socioeconomic data and transparent selection criteria are essential. Previous research on Indonesian higher education access has shown that socioeconomic inequality remains a significant obstacle and that policy implementation can be weakened by inadequate mechanisms for identifying and supporting disadvantaged students (Fadhil & Sabic-El-Rayess, 2021).

The verification of Certificates of Economically Disadvantaged Families (SKTM) was also identified as not yet optimal. This condition creates the possibility of discrepancies between administrative documentation and the actual socioeconomic circumstances of applicants. The problem is important because inaccurate targeting can reduce the fairness and credibility of the scholarship program. Recent studies of KIP Kuliah have likewise identified targeting, verification, and administrative data as important challenges in ensuring that assistance reaches the intended beneficiaries (Fitriani et al., 2025). Therefore, the Cilegon City Government needs to strengthen the verification process through cross-checking administrative records, socioeconomic information, and field conditions. Digital data integration and periodic updating of beneficiary information could also improve targeting accuracy and reduce the risk of exclusion or inclusion errors.

### **Responsiveness to Beneficiary Needs**

The responsiveness dimension demonstrates that the program has addressed an important demand from the community, namely the need for financial support to enable children from low-income families to pursue higher education. The positive response of beneficiaries reflects the relevance of the scholarship to the socioeconomic conditions of the target population. However, responsiveness remains incomplete because several beneficiaries continue to experience difficulties related to information dissemination, adequacy of assistance, and delayed fund disbursement. A responsive policy should not only provide assistance but should also respond to complaints, changing needs, and implementation problems experienced by beneficiaries. Studies of KIP Kuliah implementation have found that communication and responsiveness to beneficiaries are important determinants of program quality because unclear information can create uncertainty about eligibility, requirements, schedules, and disbursement procedures (Putri et al., 2025).

Uneven dissemination of information suggests that communication between government institutions and prospective beneficiaries should be strengthened. Students and families need clear information concerning eligibility requirements, application procedures, documentation, selection mechanisms, quotas, and the timing of fund disbursement. Information should not depend exclusively on formal announcements because economically disadvantaged families may have limited access to institutional information channels. A more inclusive communication strategy could involve subdistrict and village governments, educational institutions, community organizations, social media, and direct outreach. This approach is consistent with recent evidence showing that weak socialization and communication remain among the recurring barriers in implementing higher education scholarship policies in Indonesia (Fitriani et al., 2025).

### **Appropriateness of the Program**

The appropriateness criterion indicates that the Full Undergraduate Scholarship Program is highly relevant to the educational and socioeconomic problems experienced by low-income communities in Citangkil Subdistrict. The program addresses a specific policy problem: limited access to higher education

caused by household financial constraints. Its orientation toward increasing educational participation is also consistent with the broader objective of improving human development through investment in education. From a policy perspective, the program is appropriate because it targets a structural barrier rather than merely providing short-term social assistance. Evidence from Indonesia demonstrates that targeted scholarship programs can produce meaningful educational benefits, including improved academic performance among disadvantaged students, thereby strengthening the argument for continued investment in targeted financial assistance (Mulyaningsih et al., 2022).

The appropriateness of the program is further strengthened by its local character. Unlike nationally standardized scholarship programs, a city-level scholarship can potentially respond more directly to local socioeconomic conditions and administrative capacities. The Cilegon City Government can identify local barriers, adjust implementation procedures, and coordinate directly with subdistrict-level institutions. Nevertheless, the local character of the program also requires strong administrative capacity to maintain accurate beneficiary data and ensure consistent implementation. Recent evaluations of higher education scholarship programs demonstrate that policies can be substantively appropriate but still experience implementation problems when verification, communication, administrative procedures, and coordination are insufficient (Fitriani et al., 2025; Indrayani & Basri, 2025).

### **Synthesis of the Six Evaluation Criteria**

Overall, the evaluation using William N. Dunn's six criteria shows that the Full Undergraduate Scholarship Program has made a positive contribution to expanding higher education access in Citangkil Subdistrict. The strongest dimensions are effectiveness and appropriateness because the program directly addresses financial barriers to higher education and provides opportunities for low-income students to continue their studies. Efficiency is also relatively positive, although delayed disbursement demonstrates that administrative processes still need improvement. Meanwhile, adequacy, equity, and responsiveness require greater attention, particularly regarding the amount of assistance, beneficiary verification, quota transparency, information dissemination, and timeliness of fund distribution. This pattern is comparable to recent scholarship evaluations in Indonesia, which generally find that financial assistance improves access while implementation challenges remain in targeting, administration, communication, and adequacy (Martins & Toletina, 2024; Fitriani et al., 2025).

The findings imply that improving the Full Undergraduate Scholarship Program requires an integrated strategy rather than merely increasing the number of beneficiaries. First, socioeconomic verification should be strengthened to ensure that assistance reaches households with the greatest need. Second, information dissemination should be expanded through accessible and consistent communication channels. Third, interagency coordination should be improved to minimize administrative delays and clarify institutional responsibilities. Fourth, the government should periodically evaluate whether the value of assistance remains adequate in relation to actual educational costs. Finally, the fund disbursement system should be improved so that beneficiaries receive assistance according to the academic and financial schedule of their educational institutions. Such improvements would shift the program from merely providing financial assistance toward a more comprehensive policy instrument for educational equity and sustainable human development. This approach is supported by evidence that targeted and adequately designed scholarship interventions can reduce financial barriers and improve educational outcomes among disadvantaged students (Mulyaningsih et al., 2022; Fadhil & Sabic-El-Rayess, 2021).

In comparison with previous research, the contribution of this study lies in examining a locally initiated full undergraduate scholarship program at the subdistrict level through the six-dimensional policy evaluation framework of William N. Dunn. While previous studies have predominantly examined national scholarship schemes such as Bidikmisi and KIP Kuliah, this study demonstrates how a local government scholarship can function as a mechanism for reducing educational inequality within a specific urban community. The findings confirm that financial assistance can expand educational opportunity, but the sustainability of its impact depends on accurate targeting, adequate assistance, transparent communication, responsive administration, and timely disbursement. Consequently, the success of the program should be measured not only by the number of students receiving scholarships but also by whether the program meaningfully reduces economic barriers and enables disadvantaged students to participate continuously in higher education.

## CONCLUSION

The Full Undergraduate Scholarship Program implemented by the Cilegon City Government has made a positive contribution to improving access to higher education for low-income communities in Citangkil Subdistrict. Based on William N. Dunn's six policy evaluation criteria, the program is relatively effective and appropriate because it provides meaningful financial support and creates greater opportunities for disadvantaged students to pursue higher education. However, several aspects still require improvement, particularly the adequacy of financial assistance, transparency of quota allocation, accuracy of SKTM verification, equitable dissemination of program information, interagency coordination, and timeliness of fund disbursement. Therefore, strengthening beneficiary data verification, expanding public outreach, improving coordination among implementing agencies, and refining the disbursement mechanism are necessary to ensure that the program becomes more targeted, responsive, sustainable, and capable of contributing to broader educational equity and human development in Cilegon City.

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