Innovative Tuition Fee Policies as a Catalyst for Human Resource Development: A Case Study of Sriwijaya University

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ABSTRACT

This study investigates the implementation of tuition fee distribution policies at Sriwijaya University, aimed at enhancing human resource development among lecturers and educational staff. Employing the Grindle policy implementation model—which includes policy content, implementation context, and policy outcomes—this qualitative research identifies key challenges and proposes actionable solutions. The findings highlight several obstacles in the policy's implementation, such as unclear communication regarding scholarship opportunities for lecturers and staff, inconsistencies in the annual disbursement of funds, and delays caused by administrative inefficiencies. Additionally, rigid bureaucratic policies and a multi-level hierarchical structure hinder effective scholarship management. To address these challenges, the study emphasizes the necessity of digital transformation, proposing the adoption of a digital platform to improve information dissemination and streamline administrative processes. Standardizing scholarship disbursement procedures and simplifying bureaucratic workflows are recommended to ensure timely and efficient policy implementation. Moreover, capacity building through staff training and regular monitoring and evaluation mechanisms is crucial for sustaining improvements and aligning the policy with the university's human resource development goals. These recommendations aim to optimize the policy's impact, fostering a more transparent, efficient, and supportive environment for academic staff development.

INTRODUCTION

In the rapidly evolving landscape of higher education, the performance and development of human resources (HR) are crucial to maintaining the competitive edge and academic excellence of institutions (Alfawaire & Atan, 2021). In recent years, the role of tuition fee policies has gained increasing importance as a strategic tool for enhancing human resource (HR) development in higher education institutions (Hang, 2021).

Globally, tuition fee policies play a crucial role in shaping access to education and supporting institutional development (Alam, 2022; Hang, 2021; Mohiuddin et al., 2022). In countries like Germany and Finland, where free or low-cost education is provided, the focus has been on ensuring equal access for all citizens (Becker‑Pestka, 2022; Martínez García et al., 2021; Muench et al., 2023). At the same time, in nations such as the United States, rising tuition costs have sparked debates on the need for comprehensive reform (Brennan & Naidoo, 2020). On an international level, the demand for highly skilled human resources in higher education has never been more critical (Ehlers, 2020). As universities worldwide seek to attract top talent and improve their global rankings, the development of internal HR has become a key strategic priority (Mason, 2020). The challenges faced by institutions in Southeast Asia, particularly those related to financial constraints and limited access to professional development opportunities, are mirrored in many parts of the world, especially in Africa and Latin America (Atmaja et al., 2022).

Sriwijaya University, recognizing the pivotal role that lecturers and education staff play in achieving its strategic goals, has implemented a targeted education fee distribution policy aimed at enhancing the skills, knowledge, and overall performance of its HR (Pandit, J. M., & Paul, B., 2023). This policy is designed to alleviate the financial burden of continuing education and professional development for staff, thereby incentivizing them to pursue advanced degrees, certifications, and training programs (García, E., & Weiss, E, 2019). By investing in the educational growth of its personnel, the university aims to foster a culture of continuous learning and improvement, which is expected to translate into higher-quality teaching, research, and administrative efficiency (Mason, G., 2020).

The rationale behind this initiative is supported by the theory that well-educated and continually developing staff are better equipped to adapt to new educational methodologies, technological advancements, and the evolving demands of students and the academic community (Bhaskar et al., 2021; Mian et al., 2020; Sysoieva & Protsenko, 2020). Moreover, by providing financial support for further education, the university seeks to enhance job satisfaction, motivation, and retention rates among its staff, creating a more stable and committed workforce (Bashir, B., & Gani, A., 2020).

Higher education has a very important role in the development of a country (Chankseliani & McCowan, 2021; Žalėnienė & Pereira, 2021). Universities can provide the knowledge and skills necessary to foster social, economic, and scientific development (Bayuo et al., 2020; Liesa-Orús et al., 2020; Morawska-Jancelewicz, 2022). However, to achieve good quality education, it is important to pay attention to and improve the performance of human resources (HR) involved in the educational process, especially lecturers and education staff (Budiharso & Tarman, 2020; Kooli & Abadli, 2022; Mahapatro, 2021). Education can be a forum in an effort to improve the quality of human resources (Indrawati & Kuncoro, 2021; Swanson, 2022). Getting an education is a right owned by all people and has been stated in Article 31 of the 1945 Constitution. The

government is obliged to provide learning opportunities and provide all needs in terms of scholarships (Jay, 2023; Mintz, 2021; Salmi & D'Addio, 2021). Education is the key to preparing the nation's future to be able to compete with other nations (Alesina et al., 2021; Kumar et al., 2021). Therefore, the world of education is required to respond carefully to changes in society (Burbules et al., 2020; Maryanti et al., 2020). Reforms in the field of education have a mission, namely so that the value of education can be carried out successfully and successfully in the success of the mission and goals of national education that have been planned before (Lall, 2021; Zajda, 2020). This is stated in Law Number 20 of 2003, which talks about the National Education System, Law Number 9 of 2009 concerning Education Legal Entities, and Law Number 14 of 2005, concerning Improving the Quality of Educators. These various regulations open access to the widest range of education for the nation with the aim of forming a quality golden generation (Aljawarneh, 2020).

As an effort to improve the competence of Indonesian human resources, the government, through the Directorate General of Higher Education, Ministry of Education and Culture (Kemenristekdikiti), launched a scholarship policy program (Pramana et al., 2021; Rachman, 2023). Sriwijaya University is an institution under the Ministry of Education and Culture based on the Decree of the Minister of Research, Technology and Higher Education Number 12 of 2015 concerning the Organization and Work Procedures of Sriwijaya University, and the Decree of the Minister of Finance Number 190/ KMK.05/2009 concerning the Determination of Sriwijaya University as a Government Agency that Implements Financial Management of Public Service Agencies, then Sriwijaya University based on the Decree of the Rector of Sriwijaya University Number 0057/UN9/SK. BUK. KU/2020 concerning Tuition Fee Assistance for Sriwijaya University Lecturers and Education Staff In terms of the number of human resources, the number of lecturers and education staff in December 2019 amounted to 2,474 people consisting of 1,297 lecturers and 1,177 education staff. In December 2019, Sriwijaya University had 1,297 permanent lecturers. Based on the type of work bond, it consists of 1,048 civil servant lecturers (80.80%), 130 CPNS lecturers (10.02%), and 119 non-civil servant permanent lecturers (9.18%). Permanent educators of civil servants/CPNS with S3 qualifications totaled 404 lecturers consisting of 401 civil servants and 3 CPNS. The education level of S3-qualified lecturers has increased by 5.96% compared to 2018 (386 lecturers).

Table. 1 Number of Lecturers

No.	Fakultas	2018							2019						
		S1		S2/Sp1		S3/Sp2		Jml	S1		S2/Sp1		S3/Sp2		Jml
		PNS/CPNS	Non PNS	PNS/CPNS	Non PNS	PNS/CPNS	Non PNS		PNS/CPNS	Non PNS	PNS/CPNS	Non PNS	PNS/CPNS	Non PNS	
1	Ekonomi	3	0	64	13	29	1	110	0	0	73	10	33	1	117
2	Hukum	0	0	38	4	18	0	60	0	0	42	2	18	0	62
3	Teknik	0	0	114	17	68	4	207	0	0	127	11	69	5	212
4	Kedokteran	16	0	92	23	19	1	151	14	0	101	19	18	2	154
5	Pertanian	0	0	63	6	100	5	174	0	0	60	6	102	4	172
6	KIP	4	0	120	33	61	3	221	0	0	136	26	75	4	241
7	MIPA	0	0	82	6	57	1	146	0	0	86	3	58	1	148
8	ISIP	0	0	35	4	21	0	60	0	0	52	3	22	0	77
9	ILKOM	0	0	36	22	7	2	67	0	0	49	15	7	2	73
10	FKM	1	0	17	9	6	0	33	0	0	28	5	7	0	33
	Jumlah	24	0	661	137	386	17	1.225	14	0	755	100	409	19	1.297

Sumber data: BUK Unsri (2019)

In December 2019, Sriwijaya University's education staff consisted of 1,177 employees, 551 civil servants (46.81%) and 626 non-civil servant BLU employees (53.19%). These education personnel are administrative staff, laboratories, archivists, and technicians spread across the Administrative Head Office, Faculties, Postgraduate Programs, Institutions, Bureaus, and Technical Implementation Units within Sriwijaya University.

Table 2. Number of Education Personnel

Pegawai BLU	Pendidikan			Golongan			
	S0	S1	S2	I	II	III	IV
PNS	313	190	48	15	174	322	40
NON PNS	582	44	0	34	548	44	0
Jumlah	895	234	48	47	722	366	40
Total	1.177			1.177			

Sumber data: BUK Unsri (2018, 2019)

Efforts to improve the qualifications of lecturers at Sriwijaya University continue to be carried out by encouraging lecturers with S2 qualifications to continue their studies both at home and abroad, among others by providing assistance for lecturers who continue their studies to the S3 level. In 2019, there were 140 civil servant lecturers who continued their studies to the S3 level. Thus, it can be expected that after 2019, Sriwijaya University will have more lecturers with S3 degrees. The majority of Sriwijaya University lecturers continue their S3 studies in the country, which is 98 people (70%). This generally happens because of the limitations lecturers have in mastering foreign languages. To improve the quality of human resources in the academic field (Holbeche, 2022).

The results of research conducted by Ajeng Diah Larasati, et al 2020 on Policy Analysis of the Smart Indonesia Card Scholarship Program at the University of Ponogoro. The implementation of the scholarship program for the distribution of education fees for lecturers and education staff in order to improve the performance of human resources at Sriwijaya University is regulated based on the Decree of the Rector of Sriwijaya University Number 0057 / UN9 / SK. BUK. KU/2020 concerning Tuition Fee Assistance for Sriwijaya University Lecturers and Education Staff which the Rector of Sriwijaya University has determined.

Problems in the policy of implementing the scholarship program for the distribution of education fees for lecturers and education staff in order to improve the performance of human resources at the university include:

1. The source of information provided to campus organizers regarding scholarship recipients for lecturers and education staff is unclear.

2. Inconsistencies in the disbursement of scholarship funds for lecturers and education staff per year.

3. Delay in the requirements of campus files to scholarship recipients for lecturers and staff

4. Rigid scholarship administration bureaucracy and multi-level hierarchical structure

Based on the above problems, it is important to analyze the Implementation of the Education Fee Distribution Policy for Lecturers and Education Staff in order to Improve Human Resources Performance (Jacob et al., 2021; Mustafa et al., 2021) at Sriwijaya University.

The implementation of the education fee distribution policy for lecturers and education staff is expected to improve the quality of human resources at Sriwijaya University. Lecturers and education personnel who have access to further education and quality training will be able to develop their knowledge and skills, increase competitiveness, and contribute significantly to

the development of education and research at the university (Abbas, 2020; Biggs et al., 2022).

Although the global higher education sector has increasingly adopted policies aimed at reducing the financial burden on both students and staff, recognizing that well-supported personnel is essential for maintaining academic excellence (Abdulmumini, 2021; Bettini et al., 2020; Musah et al., 2023). While many universities have implemented general financial support programs for students, few have developed targeted tuition fee policies specifically aimed at advancing the education and training of their staff (Alexander, 2020; Balzer, 2020; Gallagher, 2022; Ortagus et al., 2020;). Institutions in developed countries like the United States and the United Kingdom have long offered funding for professional development, but this remains a relatively novel approach in developing countries (Fisk et al., 2020; Gaston, 2023; Sims & Fletcher-Wood, 2021). Sriwijaya University's tuition fee assistance for lecturers and educational staff represents a pioneering initiative in the Indonesian context, designed to support continuous learning and foster a highly skilled workforce.

Despite the increasing global emphasis on HR development in higher education, there remains a gap in understanding how specific financial policies, such as tuition fee assistance, directly impact the performance of lecturers and educational staff (Díez et al., 2020; Sutoro, 2021). Previous studies have focused on the relationship between tuition fees and student outcomes, leaving the effects on HR largely underexplored (Mumper, 2019). Additionally, research on similar policies in Indonesia is sparse, particularly in terms of how they address local economic conditions and institutional challenges (Ayob, 2021; Kobayashi, 2020; Marchand & Weber, 2020). This study seeks to bridge this gap by providing a comprehensive analysis of Sriwijaya University's innovative tuition fee policies and their effect on HR development, with a particular focus on improving qualifications, job satisfaction, and retention rates among staff.

The purpose of this study is to analyze the impact of Sriwijaya University's tuition fee assistance policies on the development of human resources within the institution. Specifically, the research aims to assess how these policies contribute to the professional growth of lecturers and educational staff and how this, in turn, enhances the overall academic performance and administrative efficiency of the university. By investigating the challenges and opportunities presented by these policies, this study seeks to provide actionable insights for policymakers in higher education, particularly in developing countries. Moreover, this research will offer recommendations for improving the implementation of such financial policies to maximize their effectiveness in HR development.

METHOD

This study applied a qualitative descriptive approach to gain an in-depth understanding Of the implementation of the education fee distribution policy for lecturers and education staff at Sriwijaya University and its impact on human resource performance. The qualitative descriptive method was selected because it allows the researcher to capture detailed and rich descriptions of the phenomenon being studied within its real-life context (Savin-Baden & Major, 2023). This approach is particularly useful for examining policy implementation processes, as it focuses on understanding experiences, behaviors, and perspectives directly from participants (Creswell, 2013).

Three primary data collection techniques were employed: in-depth interviews, observations, and document analysis (Lareau, 2021). In-depth interviews were conducted with key stakeholders (Knott et al., 2022), including university lecturers, administrative staff, and policymakers involved in the distribution of educational fees. This technique provided direct insights into how the policy impacted the work performance of lecturers and staff (Patton, 2015). Observations Lareau (2021) were conducted in the university environment to gather contextual data on how the policy was applied in practice. Additionally, document analysis was performed on institutional reports, policy guidelines, and other relevant documentation to support the findings from interviews and observations (Creswell, 2013).

The data analysis in this study followed the interactive model proposed by Miles, Huberman, and Saldaña (2014). This model was selected for its iterative and cyclical approach, which allows for continuous reflection and refinement of data throughout the research process. The interactive model is particularly well-suited for qualitative research (Darlington & Scott, 2020). It provides a structured yet flexible framework for analyzing complex data from various sources, such as interviews, observations, and documents (Li & Zhang, 2022; Vanover et al., 2021).

The interactive model of data analysis consists of four key stages: data collection, data condensation, data display, and conclusion drawing/verification. These stages do not occur in a linear sequence but interact continuously throughout the research process. This iterative nature ensures that the researcher can refine data collection and analysis as patterns and themes emerge (Miles, Huberman, & Saldaña, 2014).

1. Data Collection: The first stage involved gathering qualitative data through in-depth interviews, observations, and document analysis. These three methods allowed the researcher to collect rich, detailed data on the implementation of tuition fee policies at Sriwijaya University. The data was systematically recorded through audio recordings of interviews, observational notes, and document summaries, providing a comprehensive data set for analysis (Creswell, 2013).

2. Data Condensation: Following data collection, the researcher engaged in data condensation, which involves the process of selecting, simplifying, and organizing the raw data into manageable chunks (Miles et al., 2014). The data was coded thematically, with key themes related to the policy's impact on human resource development emerging from the interview transcripts, observational notes, and documents. This stage was crucial for reducing the vast amount of data into core themes and patterns that could be further analyzed.

3. Data Display: The condensed data was then organized and displayed visually in the form of tables, matrices, and charts. These displays helped the researcher to identify relationships and trends within the data, providing a clearer understanding of how the tuition fee policies influenced staff performance at Sriwijaya University. Data display is an essential step in qualitative research as it allows the researcher to synthesize large amounts of information into more accessible formats for interpretation (Patton, 2015).

4. Conclusion Drawing/Verification: The final stage of the interactive model involved drawing conclusions from the data and verifying these conclusions through continuous comparison and reflection. As themes and patterns emerged from the data display, the researcher developed insights into the effectiveness

of the tuition fee policies in enhancing human resource development. Conclusions were verified by revisiting the original data to ensure that they were grounded in the evidence collected, enhancing the validity and reliability of the findings (Miles et al., 2014).
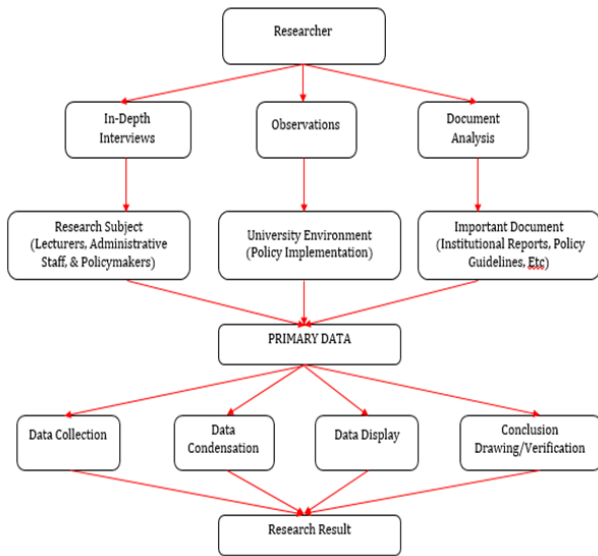
Grafik 1. Research Process
Source: Processed by Researcher

RESULTS AND DISCUSSION

Based on the findings gathered from interviews, observations, and documentation, it has been established that the implementation of the Education Fee Distribution Policy for Lecturers and Education Staff at Sriwijaya University, aimed at enhancing human resource performance, follows Grindle's Policy Implementation Model (2017). This model is composed of three primary dimensions:

Policy Body Dimension

The policy content is a critical aspect in determining whether the implementation aligns with the policy's established objectives. In the case of the Education Fee Distribution Policy for Lecturers and Education Staff at Sriwijaya University, aimed at improving human resource performance, several indicators are used to assess its content: (a) affected interests, (b) benefits, (c) degree of expected change, (d) decision-making location, (e) implementation mechanism, and (f) resources involved.

Regarding the **affected interests**, this variable pertains to the various stakeholders whose interests either support or hinder the policy's implementation, and the extent to which the policy accommodates the target group's interests. This indicator emphasizes that the successful execution of a policy often depends on how well it balances the interests of multiple stakeholders. In the case of Sriwijaya University's policy, it is essential to involve and address the interests of lecturers and education staff. The study revealed that to enhance the academic capabilities and foster a scientific atmosphere among lecturers and staff, the university must offer incentives for academic qualification improvement, which directly aligns with their interests.

The **benefits** indicator examines the tangible positive impacts that a policy generates for its stakeholders. Policies that provide real, substantive benefits, rather than merely symbolic or procedural ones, are generally easier to implement. The findings show that the Education Fee Distribution Policy at Sriwijaya

University is expected to yield substantial benefits by enhancing the human resource performance of lecturers and staff. This is achieved by facilitating their pursuit of further studies, both domestically and internationally, in line with the university's regulations regarding financial assistance for academic advancement.

In terms of the **degree of expected change**, every policy is designed to achieve specific outcomes or transformations. The scale of change anticipated by a policy is crucial, as more significant changes in behavior or attitudes are generally more difficult to implement. Policies targeting long-term goals also tend to face greater challenges compared to those with immediate, direct benefits. The study found that the degree of change targeted by Sriwijaya University's Education Fee Distribution Policy involves raising the educational qualifications of its lecturers and education staff, which is central to improving overall human resource performance.

This structured approach to assessing policy content underscores the importance of clear, measurable goals and the active involvement of affected stakeholders, ensuring the policy achieves its intended outcomes.

In December 2021, Sriwijaya University had 1,269 permanent lecturers, consisting of 1,122 civil servant lecturers and 147 non-civil servant permanent lecturers. S3 qualified lecturers are 34.12% (433 lecturers), S2 qualified lecturers are 62.41% (792 lecturers), Specialist 1 qualified lecturers are 2.68% (34 lecturers), lecturers with Specialist 2 qualifications are 0.47% (6 lecturers) and S1 qualified lecturers are 0.32% (4 lecturers). Based on the level of education, the qualifications of lecturers are in accordance with national standards (Sriwijaya Thaun University Performance Report 2021). Furthermore, Sriwijaya University continues to strive to improve the educational qualifications of educational personnel from high school education qualifications to undergraduate and undergraduate to postgraduate.

Another critical factor in policy implementation is the Site of Decision-Making, which refers to where key decisions about the policy are made. Decision-making plays a pivotal role in shaping how a policy is executed. A decision is essentially the selection of an option from two or more alternatives, and in policy implementation, it holds substantial importance. The study reveals that, for the implementation of the Education Fee Distribution Policy for Lecturers and Education Staff at Sriwijaya University, the Rector is the primary decision-maker. This authority is formalized through a regulation issued by the Rector, specifically concerning tuition fee assistance for lecturers and staff. The regulation is aimed at enhancing the academic capabilities and fostering a more scholarly environment for the university's personnel by providing financial support for their academic qualification improvement efforts.

In terms of the Implementation Mechanism, effective policy execution requires that those responsible for implementing the program are both competent and well-qualified. According to the study, the mechanism for distributing education fees to lecturers and staff at Sriwijaya University involves clear eligibility criteria. These criteria stipulate that the recipients must be lecturers or education staff with either civil servant status or non-civil servant permanent staff status at Sriwijaya University. The tuition fee assistance is awarded to those who have been accepted for advanced studies at either the Master's (S2) or Doctoral (S3) level, as demonstrated by an official acceptance letter from their prospective university. The criteria for eligible institutions include:

All study programs at Sriwijaya University; Indonesian public universities with an "A" accreditation for both the study program and institution; Recognized, reputable foreign universities acknowledged by the Ministry of Education; A formal permission and approval letter from Sriwijaya University.

Regarding the Resources Committed, the successful implementation of any policy requires adequate resources. The study indicates that the funding for tuition fee assistance at Sriwijaya University comes from the university's DIPA Fund and other designated financial sources. The assistance provided covers several costs, including:

1. **Single Tuition Fee (UKT)**: The actual cost of tuition at the recipient's university, with a maximum of IDR 25,000,000 per semester;
2. **Initial College Preparation Costs**: IDR 10,000,000 for domestic studies and IDR 20,000,000 for studies abroad;
3. **Research and Thesis Writing Assistance**: IDR 10,000,000 for Master's (S2) students in their third semester, and IDR 15,000,000 for Doctoral (S3) students in their fourth semester;
4. **Final Examination Assistance**: IDR 5,000,000 for Master's thesis defense and IDR 10,000,000 for Doctoral dissertation defense.

This comprehensive approach ensures that the policy not only has clear decision-making processes and mechanisms but also allocates sufficient resources to support the academic advancement of lecturers and education staff at Sriwijaya University.

Implementation Context

The context of implementation as a factor influencing implementation activities according to Grindle characterizes the interaction between policy makers, policy implementers and policy users in an interactive model that is influenced by policy environment variables. In this case, the context of implementation in the Education Fee Distribution Policy for Lecturers and Education Personnel in order to Improve Human Resource Performance at Sriwijaya University is analyzed through indicators, including: a) Power, Interests and Strategies of the actors involved; b) Characteristics of Institutions & Authorities; and c) Compliance and Responsiveness.

In terms of the power, interests, and strategies of the actors involved, these elements must be considered in any policy to ensure successful implementation. The power dynamics, interests, and strategies employed by stakeholders are crucial in facilitating the policy's execution. The study reveals that, as part of the government's initiative to enhance the competence of Indonesia's human resources, the Directorate General of Higher Education under the Ministry of Education and Culture (Kemenristekdikti) launched a scholarship program. Sriwijaya University, being under the Ministry of Education and Culture, operates based on the Ministerial Decree of Research, Technology, and Higher Education No. 12 of 2015 regarding the Organization and Work Procedures of Sriwijaya University, as well as the Ministerial Decree of Finance No. 190/KMK.05/2009, which designates Sriwijaya University as a government agency authorized to manage financial matters as a Public Service Agency.

The university, in accordance with the Rector's Decree No. 0057/UN9/SK.BUK.KU/2020 concerning Tuition Fee Assistance for Lecturers and Education Staff, has adopted strategies to improve the qualifications of its academic staff. These strategies include encouraging lecturers holding Master's degrees (S2) to

pursue further studies, both domestically and internationally, with financial assistance provided to those continuing to the doctoral (S3) level. In 2019, 140 lecturers from Sriwijaya University who are civil servants continued their doctoral studies. As a result, the number of lecturers with S3 qualifications is expected to increase beyond 2019.

The study also highlights that a significant portion of Sriwijaya University's lecturers, 98 individuals or 70%, chose to pursue their doctoral degrees domestically. This trend is largely due to language barriers that limit opportunities for studying abroad. Therefore, improving the quality of human resources, particularly in the academic field, remains a priority for the university, with the goal of equipping more lecturers with advanced qualifications.

From the perspective of Institution and Regime Characteristics, the environment in which a policy is implemented significantly impacts its success. The effectiveness of policy implementation is largely determined by the collaborative synergy between the policy actors—those responsible for making and implementing the policies—and those affected by the policies. The study indicates that the Decree of the Minister of Finance No. 190/KMK.05/2009, which designates Sriwijaya University as a government institution authorized to manage its finances as a Public Service Agency, grants the university greater flexibility in its financial management, including in the provision of tuition assistance for lecturers and education staff.

Regarding Compliance and Responsiveness, these elements pertain to how well policy implementers adhere to the established processes and their responsiveness to the policy's demands. In this case, compliance with the methods and processes for implementing the Education Fee Distribution Policy at Sriwijaya University, aimed at improving human resource performance, has faced several challenges. The study identifies obstacles such as unclear information being provided to campus administrators concerning scholarship recipients, inconsistencies in the annual disbursement of scholarship funds for lecturers and education staff, delays in fulfilling the required documentation by the university for scholarship recipients, and a rigid, hierarchical bureaucracy that hampers the efficient management of the scholarship program.

These institutional barriers highlight the need for improvements in communication, transparency, and administrative processes to enhance the effectiveness of the policy implementation at Sriwijaya University.

Policy Results Dimension,

The outcomes of a policy are periodically reviewed to provide feedback across all policy levels, with the aim of improving or refining the policy in question. The Implementation of the Education Fee Distribution Policy for Lecturers and Education Staff at Sriwijaya University highlights two key indicators of policy outcomes: a) Influence on Students and b) Changes and Community Acceptance.

Regarding the Influence of the Policy, after the implementation of the policy—which is shaped by both its content and the surrounding context—it is essential to assess whether it has met the expected outcomes and the extent to which it has been influenced by external factors. The study reveals that the implementation of this policy has had a positive impact on higher education at Sriwijaya University, particularly by improving the educational qualifications of lecturers and

education staff. In addition to enhancing their academic qualifications and functional positions, the university is also committed to increasing the number of certified educators. The attainment of an educator certificate signifies that educators have met the required qualifications. Therefore, Sriwijaya University is actively working to ensure that all of its educators obtain this certification.

In terms of Changes and Community Acceptance, larger, more significant changes are typically more challenging to implement. The scope of change can vary depending on factors such as the regional context and the extent of the impact, with larger changes often presenting greater challenges. Policy outcomes must satisfy two key elements: first, the policy must have a positive impact on individuals, groups, and society as a whole; and second, there must be observable change and acceptance of the program. These assessments should be based on the perspectives of the community, independent of the implementers' subjective views. The study shows that the implementation of the Education Fee Distribution Policy at Sriwijaya University is anticipated to contribute to societal progress and well-being, particularly by increasing the university's role in addressing social issues and promoting sustainable development.

CONCLUSION

This research explores the implementation of tuition fee distribution policies at Sriwijaya University, focusing on their role in enhancing human resource development among lecturers and educational staff. Utilizing the Grindle policy implementation model—which examines policy content, implementation context, and outcomes—this qualitative study identifies critical challenges and offers strategic recommendations. The findings reveal significant obstacles, including unclear communication regarding scholarship opportunities for lecturers and staff, inconsistencies in the annual disbursement of funds, and delays in administrative processes due to rigid bureaucratic structures and multi-level hierarchies.

To address these issues, the study highlights the importance of adopting a digital platform to facilitate real-time access to scholarship information, streamline administrative procedures, and reduce bottlenecks. Standardizing disbursement procedures and simplifying bureaucratic workflows are also crucial to ensuring efficient and timely policy implementation. Furthermore, enhancing administrative capacity through staff training and establishing regular monitoring and evaluation mechanisms are recommended to align the policy with institutional goals for human resource development.

However, this study has limitations. First, it focuses solely on Sriwijaya University, limiting the generalizability of the findings to other institutions with differing administrative frameworks and resource capabilities. Second, the qualitative approach, while providing in-depth insights, may not fully capture the broader quantitative impact of the policy. Finally, the study does not account for external factors, such as governmental regulations or economic conditions, that could influence policy implementation. Despite these limitations, the study provides actionable recommendations for improving tuition fee distribution policies to optimize their impact on human resource development. These insights can serve as a foundation for future research and policy-making in similar contexts, fostering a more effective and transparent approach to scholarship management in higher education.

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