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### INCREASING SCHOLARSHIP OPPORTUNITIES IN TAIWAN: TIPS AND TRICKS

MENINGKATKAN PELUANG BEASISWA DI TAIWAN: TIPS DAN TRIK

**Scope:**  
Applied Sciences

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#### ABSTRACT

**Background:** COVID-19 has significantly impacted education, resulting in low acceptance rates at universities in Taiwan and Indonesia. These low acceptance rates contribute to a shortage of human resources, which could have far-reaching consequences for the economy, education, health, and political stability. Nations with limited human capital may become dependent on foreign labor to meet their workforce needs, leading to local unemployment and heightened competition between local and foreign workers. Therefore, investing heavily in education and training is crucial. **Objective:** To address this issue, community services have been conducted in Indonesia to provide students with information on scholarships and technical strategies. **Method:** The community services were organized in several steps, including preparation, planning, implementation, and evaluation. **Results:** The effectiveness of the event was assessed through pre-test and post-test questionnaires. **Conclusion:** Through a series of scholarship webinars, it was observed that knowledge and awareness about scholarships increased, providing students with greater opportunities for securing scholarships.

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#### ABSTRAK

**Latar belakang:** COVID-19 berdampak signifikan terhadap pendidikan, menyebabkan rendahnya tingkat penerimaan di universitas-universitas di Taiwan dan Indonesia. Rendahnya tingkat penerimaan ini menyebabkan kekurangan sumber daya manusia, yang dapat berdampak pada perekonomian, pendidikan, kesehatan, dan stabilitas politik. Negara-negara dengan sumber daya manusia yang terbatas mungkin akan bergantung pada tenaga kerja asing untuk memenuhi kebutuhan tenaga kerja mereka, sehingga mengakibatkan pengangguran lokal dan persaingan yang ketat antara tenaga kerja lokal dan asing. Oleh karena itu, penting bagi suatu negara untuk berinvestasi besar-besaran dalam pendidikan dan pelatihan. **Tujuan:** Kegiatan pengabdian masyarakat ini bertujuan untuk mengatasi masalah ini, pengabdian masyarakat telah dilakukan di Indonesia untuk memberikan informasi mengenai beasiswa dan strategi teknis kepada siswa. **Metode:** Pengabdian kepada masyarakat diselenggarakan melalui beberapa tahap meliputi persiapan, perencanaan, pelaksanaan, dan evaluasi. **Hasil:** Keberhasilan acara dievaluasi melalui kuesioner pre-test dan post-test. **Kesimpulan:** Melalui serangkaian webinar beasiswa, diketahui bahwa pengetahuan dan kesadaran mengenai beasiswa meningkat. Hal ini memungkinkan siswa mendapatkan peluang beasiswa yang lebih tinggi.

**Kata kunci:**  
Beasiswa; Pendidikan;  
Keberlanjutan; Sumber Daya  
Manusia

## BACKGROUND

COVID-19 has had a significant impact on our lives, particularly in the field of education. It has compelled traditional learning environments to transition to remote learning. This transformation presents both opportunities and challenges for students. An optimistic student can use it to their advantage by exploring educational resources online. On the other hand, a less fortunate student may face a higher risk of failure during the admission process due to a lack of important information on how to create a good curriculum vitae, registration timing, scholarship opportunities, and so forth.

The acceptance rates in Indonesia and Taiwan are relatively low. Only 39% of all applicants were accepted at National Taiwan University. According to News (2019), Taiwan is experiencing its lowest student acceptance rate in sixteen years. A similar situation exists in Indonesia, where only 38% of all Senior High School applicants are accepted into postsecondary institutions. Additionally, only 4.46% of all undergraduates pursue master's degrees, and 0.61% of all bachelor's degree recipients pursue doctoral degrees (Kementerian Pendidikan dan Kebudayaan, 2020; Laajaj *et al.*, 2022). The limited educational opportunities result in only a few people having the ability to work in higher education.

In 2017, approximately 16 percent of Indonesian youth had completed tertiary education, a significantly lower figure compared to the average (38% of young people) for G20 countries. This statistic ranks Indonesia in the 42nd position out of 44 nations (OECD, 2023; Ramoglou and Gartner, 2023). Failure to promptly address these statistics may result in Indonesia's human resources being undervalued in the future labor market.

When the value of human resources is low, it can have repercussions on various aspects including the economy, education, health, and political stability, among others (Nandini *et al.*, 2023b). A country's lack of human resources can hinder its economic expansion. Inadequate skills and knowledge lead to reduced work productivity, which in turn impedes economic development (Farah and Barack, 2019; Komala and Febriani, 2023; The World Bank, 2018). Furthermore, inadequate human resources contribute to poverty and inequality as individuals may struggle to secure well-paying jobs if there are insufficient skilled workers (Le and Wartschinski, 2018; Nandini *et al.*, 2023a). Additionally, countries with limited human capital may become dependent on foreign labor to meet their workforce demands, resulting in issues such as local unemployment and intense

competition between local and foreign workers. Insufficient human resources can also lead to deteriorating conditions, such as limited access to accurate information. This lack of access can give rise to more serious issues (Anderson, 2021; Jensen, 2021; Olan *et al.*, 2024). Consequently, it is essential for a nation to invest heavily in education and training.

Due to the urgency of addressing this education problem, we conducted community services to provide information on scholarships and technical strategies to students in Indonesia. We proceeded through several stages in this service, including preparation, design, implementation, and evaluation. We utilized a pre-test and post-test evaluation with a questionnaire to assess the efficacy of our event. We will now present our event analysis, followed by a discussion for future scholarship webinars.

## METHOD

This research aims to assess the influence of transfer knowledge on the Indonesian Student Association in Taiwan online webinar. The study utilized a pre-test and post-test design method (Komala and Febriani, 2023). In carrying out this community service, the scholarship webinar was held at vocational high schools in Bogor, West Java. The counseling methods included lectures, discussions, and audiovisuals, with the audiovisual component taking the form of an online seminar providing suggestions for obtaining a Taiwanese scholarship. The entire series of community service events was carried out in stages, namely preparation, design, execution, and evaluation. The preparation phase involved conducting a preliminary study to identify actual problems, drafting activity proposals, and securing permits. The planning phase included creating minutes, preparing necessary tools and materials, and conducting Zoom trials and simulations. The focus of community service activities was 138 12th-grade students attending vocational high schools in the Bogor Vocational School area. The implementation took place for one day at the Indonesian Student Association's online Zoom meeting in Tainan. Prior to and following the seminar, students were administered a pre-test and post-test using the survey method and a scholarship knowledge questionnaire instrument. Before the presentation of the material, participants were given a pre-test consisting of five scholarship and filing-related questions. The webinar, held on February 28, began with the presentation of material and a question-and-answer session lasting 45 minutes (09:00-09:45 WIB), followed

by another 45-minute scholarship presentation (09:45-10:00 WIB). Participants were then given a post-test containing the same number and types of questions to assess their knowledge.

## RESULT AND DISCUSSION

The community service is conducted through four stages, including the preparatory stage, the planning stage, the implementation stage, and evaluation.

### 1. Preparation Stage

The preparatory stage precedes the implementation of community service activities. At this stage, an initial survey was conducted to identify health problems by interviewing one of the administrators of a vocational high school in Bogor, Central Java. The interview results led to the selection of proposals on the topic of scholarships for the vocational high school, considering the high interest in further studies among vocational high school students. Subsequently, preparations were made by creating proposals and obtaining permits to conduct webinar activities.

### 2. Planning Stage

Following the identification of existing problems and determination of interventions, plans were made for the implementation process. This involved contacting competent presenters, creating educational materials and leaflets, and developing agendas to facilitate the implementation process. Discussions were held with the ranks of vocational high school officers responsible for the advanced study program, providing explanations regarding the material to be presented, the flow of activities, the expected number of participants, and the activity implementation plan.

### 3. Implementation Stage

During this stage, counseling methods such as lectures and collaborative discussions were employed. Participants were given pre- and post-tests, each consisting of five scholarship- and registration-related questions, to assess their comprehension of the material presented. Prior to counseling, participants in the community service were administered a pre-test, revealing data indicating that some individuals did not fully grasp scholarship concepts (Skoy et al., 2022).

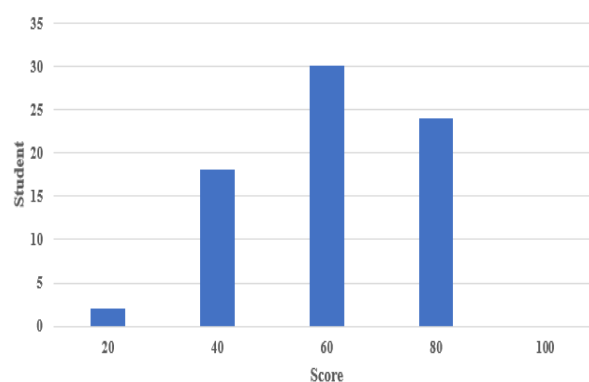


Figure 1. Pre-test Score Distribution

From Figure 1, the results demonstrate that two participants received a score of 20, 18 people received a score of 40, 30 people received a score of 60, 24 received a score of 80, and no participant received a score of 100. The average score of all participants was 2.7 with a standard deviation of 0.9. It can be concluded that students did not fully comprehend the scholarship before attending the seminar. The data indicates that limited exposure to information can result in low knowledge. Additionally, the standard deviation of 0.9 suggests that there is a difference in the level of scholarship understanding of almost one question for each participant.

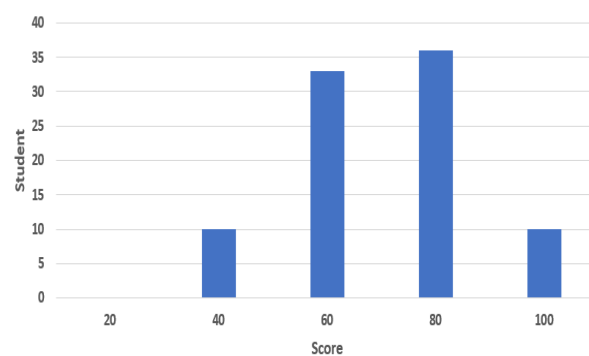


Figure 2. Post-test Score Distribution

Figure 2 shows that 10 students could answer all questions correctly, 36 students could answer 4 questions correctly, 33 students could answer 3 questions correctly, 10 students could answer 2 questions correctly, and no students could not answer correctly. The average posttest score is 3.2 with a standard deviation of 0.86. It can be concluded that there is an increase in students' abilities by 0.56. Additionally, it was found that there was a decrease in the standard deviation to 0.67, indicating a decrease in the degree of



differences in student understanding to only 0.86 questions for each student. We present a summary of the pre-test and post-test values in Table 1.

**Table 1.** Summary of pre-test and post-test score

	Means	Standard Deviation
Pre-Test Score	54.81482	18.05342
Post-Test Score	65.92592	17.37798
Increasing	11.2	-0.67544

#### 4. Evaluation Stage

The evaluation stage marks the culmination of this webinar event. We welcome criticism and suggestions aimed at enhancing the performance of future educational webinars.

A heightened understanding of scholarships can lead to increased awareness of scholarship opportunities. This is advantageous as it increases the likelihood of students actively seeking out scholarships and improves their chances of being accepted. Furthermore, heightened awareness of scholarships can also improve information retrieval skills (Herber, 2018; Literat et al., 2018).

Drawing from cognitive theory, it is evident that increased exposure to information can impact human cognition through processes such as attention, memory, and information processing. By providing vocational high school students with more scholarship information, we can enhance the quality of their applications for scholarships in Taiwan (Arthur et al., 2021; Schunk and DiBenedetto, 2020).

Furthermore, according to motivation theory, increased information can influence individual motivation and goals. In this context, relevant and useful information can boost individual motivation and aspirations, thereby improving the quality of life for vocational high school students (Urhahne and Wijnia, 2023).

#### CONCLUSION AND SUGGESTION

Through a series of completed scholarship webinars, it was determined that knowledge and awareness regarding scholarships had increased. This enhancement enables students to pursue higher scholarship opportunities. Additionally, cognitive and motivational theories are crucial in facilitating vocational high school students' access to scholarship opportunities in Taiwan (Urhahne and Wijnia, 2023).

It is envisaged that outreach activities for these scholarships can be sustained using diverse methods such as offline webinars, involvement of university officials in Taiwan, and establishment

of discussion groups for further scholarship deliberations. Furthermore, a curriculum vitae writing workshop can be conducted to further enhance students' application processes. As a result, this research is anticipated to have a positive impact on enhancing the overall educational attainment, particularly in the health sector, for vocational high school students (Rachman, 2023).

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