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The Influence of Government Policies and the Berani Cerdas Program of Central Sulawesi Province on the Competence of Scholarship Recipients at Tadulako University

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Abstract
This study aims to examine the influence of government policies and the Central Sulawesi Smart Brave Scholarship Program on student competence at Tadulako University. A quantitative survey approach was employed involving 370 scholarship recipients from the 2025/2026 academic year. Data were collected through a Likert-scale questionnaire and analyzed using descriptive statistics and multiple linear regression. The findings indicate that the implementation of government policies was perceived at a moderate level (mean = 74.07), while the Smart Brave Program was categorized as fairly effective (mean = 37.39). Student competence was found to be in the good category (mean = 46.46). Regression analysis revealed that government policies and the Smart Brave Program have a significant positive effect on student competence ($p < 0.05$). Furthermore, the coefficient of determination ($R^2 = 0.576$) shows that 57.6% of the variation in student competence can be explained by these two factors. These findings suggest that effective policy implementation and scholarship support play an important role in enhancing students' competencies and academic development in higher education.

Keywords:
Government policies; Intelligent courage program; Student competencies.

1. INTRODUCTION

Education is a strategic instrument in human resource development because it plays an important role in improving the quality of life of the community, the competitiveness of the nation, and sustainable economic growth. From the perspective of human capital, education is not only seen as a basic right of every citizen, but also as a long-term investment that is able to produce human resources that are competent, productive, and adaptive to social, economic, and technological changes (Hanushek & Woessmann, 2020; Reza & Widodo, 2013; Valero, 2021). Various studies show that improving the quality of education contributes significantly to economic growth, labor productivity, and strengthening the competitiveness of a country in the face of global challenges (Wirajing et al., 2023). In addition, equitable access to education is an important factor in reducing social disparities and creating more inclusive development opportunities (Herbaut & Geven, 2020). Therefore, equitable access and quality of education is one of the main priorities of development policies in various countries, including Indonesia.

In Indonesia, the right to education is constitutionally guaranteed in Article 31 of the 1945 Constitution of the Republic of Indonesia. In addition, the mandate to "educate the life of the nation" as stated in the Preamble to the 1945 Constitution emphasizes that education is the responsibility of the state in forming a society that is knowledgeable, characterful, creative, and competitive. This commitment is strengthened

through Law Number 20 of 2003 concerning the National Education System which mandates the allocation of the education budget at least 20 percent of the State Revenue and Expenditure Budget (APBN) and the Regional Revenue and Expenditure Budget (APBD). This policy shows that the government places education as a priority sector in an effort to improve the quality of human resources and reduce social inequality.

Technological developments, digitalization, and industrial transformation have changed the competency needs of human resources in the modern era. Universities are no longer only required to produce graduates who have academic knowledge, but also 21st-century competencies such as critical thinking, problem-solving, communication, collaboration, creativity, and adaptability to dynamic changes in the work environment (Merindol & Walther, 2017). This condition encourages the government to strengthen various education policies that are oriented towards improving access and quality of higher education to produce graduates who are competitive and ready to face global challenges (Marginson, 2019).

One of the policy instruments that is widely used to increase access to higher education is the scholarship program. This program is designed to reduce economic barriers that are often a barrier factor for people to continue their education to the university level. Studies have shown that educational aid and scholarships contribute positively to student study sustainability, academic achievement, learning motivation, and graduation opportunities (Denning et al., 2019; Herbaut & Geven, 2020). In addition, scholarship programs also play a role in improving the equitable distribution of access to education by providing greater opportunities for students from economically disadvantaged groups to obtain higher education and improve the quality of their human resources (Page et al., 2019).

In addition to increasing access to education, scholarship programs also have the potential to encourage the development of student competencies. Competencies not only include aspects of knowledge and skills, but also individual abilities, attitudes, values, and characteristics that support readiness to face academic and work demands (Mulder, 2016; Succi & Canovi, 2020). Competency development is becoming increasingly important in higher education because graduates are required to have the ability to adapt, think critically, communicate, and collaborate to face changes in a dynamic and competitive work environment. In higher education, competence is an important indicator because it reflects students' ability to adapt, innovate, and contribute to an increasingly competitive professional environment (Succi & Canovi, 2020; Tomlinson, 2018). Therefore, the effectiveness of the scholarship program is not only measured by improving access to education, but also by its ability to support the development of beneficiaries' competencies.

However, most research on scholarship programs still focuses on aspects of educational access, student retention, academic achievement, and graduation rates (Denning et al., 2019; Herbaut & Geven, 2020). Studies that specifically analyze the influence of scholarship programs on student competence are still relatively limited, especially in educational assistance programs organized by local governments. This research gap shows the need for an empirical study that links the implementation of education policies with the development of student competencies as one of the indicators of successful human resource investment.

To improve the quality of human resources, the Central Sulawesi Provincial Government has developed the Smart Courage Program as one of the regional priority programs in the field of education. The program, which is regulated through the Governor of Central Sulawesi Regulation Number 14 of 2025, aims to expand access to higher education through the provision of scholarships and tuition assistance for students. The Berani Cerdas program is expected to not only be able to reduce economic barriers in accessing higher education, but also contribute to improving student competencies so that they are able to answer the needs of regional development and the demands of an increasingly competitive world of work.

The Smart Courage Program has a legal basis through the Governor of Central Sulawesi Regulation Number 14 of 2025 concerning Procedures for Providing Scholarships and Tuition Fee Assistance. This program is a form of the local government's commitment to improving the quality of human resources through the provision of educational assistance to students who meet the requirements that have been set. The Central Sulawesi Provincial Government has allocated a budget of IDR 84 billion to support the implementation of the program as part of a sustainable human resource development strategy.

The implementation of the Smart Courage Program is very relevant considering that Central Sulawesi is experiencing quite rapid investment growth, especially in the industrial sector and natural resource processing. This condition creates an increasing need for a workforce that has competencies and skills that are in accordance with the demands of the world of work. Therefore, the educational assistance program is expected not only to be able to increase access to higher education, but also contribute to improving student competence so that they can actively participate in regional development.

Tadulako University as the largest public university in Central Sulawesi is one of the institutions that receive significant benefits from the Smart Courage Program. Based on local government data, as many as 10,768 Tadulako University students have been declared as recipients of the Smart Courage Program scholarship after going through a verification and validation process. The relatively large number of recipients shows that this program has a wide scope and has the potential to have a significant impact on human resource development in Central Sulawesi. However, until now, there has not been much research that empirically measures the extent to which government policies and the implementation of the Brave Smart Program are able to affect the competence of scholarship recipients.

Based on the perspective of public policy, the success of a policy can be analyzed through the theory put forward by (Cairney, 2019; Clemons & McBeth, 2020; Dye, 1972), which emphasizes that public policy is everything that the government chooses to do or not to do in solving public problems. In the context of education, the effectiveness of policies can be seen through the aspects of budget allocation, regulations, and the accuracy of the beneficiaries' targets (Dye, 1972; Howlett, 2023). Meanwhile, the effectiveness of program implementation can be analyzed using a (Simon & March, 2015) which includes the input, process, and output dimensions as indicators of the success of a program. In this study, the input dimension is represented through program socialization, the process dimension through the scholarship distribution mechanism, and the output dimension through the number of program beneficiaries. Furthermore, student competence is measured based on the concept of competence which includes knowledge, understanding, ability, values, attitudes, and interests as characteristics that affect individual performance in achieving certain goals (Mulder, 2016).

Based on this description, there are interesting research gaps to study. First, research on the influence of government policies on student competence is still relatively limited. Second, most previous research has highlighted the impact of scholarship programs on academic aspects rather than overall student competencies. Third, there has not been much research that integrates government policy variables and the effectiveness of scholarship programs in explaining the competence of students receiving educational assistance. Therefore, this research is important to obtain a more comprehensive understanding of the effectiveness of the Smart Courage Program as a policy instrument for human resource development in Central Sulawesi. This study aims to analyze the influence of government policies and the Smart Courage Program on the competence of scholarship recipients at Tadulako University. In particular, this study aims to examine the influence of government policies that include budget allocation, regulations, and target accuracy, as well as the influence of the Smart Courage Program which includes socialization, distribution, and the number of recipients on student competence. In addition, this study also aims to determine the magnitude of the influence of the two variables both partially and simultaneously on the competence of scholarship recipients.

This research is expected to make a theoretical and practical contribution. Theoretically, this research can enrich the study of public policy, the effectiveness of educational programs, and the development of student competencies. Practically, the results of the research can be evaluated for the Central Sulawesi Provincial Government in increasing the effectiveness of the Smart Courage Program and become a reference for other local governments in designing educational assistance policies that are oriented towards improving the quality of human resources.

2. RESEARCH METHOD

This study aims to analyze the influence of Government Policies and the Smart Courage Program on the competence of scholarship recipients at Tadulako University. A quantitative approach with an explanatory survey design was employed to examine the causal relationships between Government Policy (X_1), the Smart Courage Program (X_2), and Student Competence (Y). This approach was selected because it enables the objective measurement of relationships among variables and hypothesis testing through statistical analysis (Creswell & Creswell, 2018; Collis & Hussey, 2021). The population consisted of 10,768 students who received the Smart Courage Scholarship at Tadulako University during the 2025/2026 academic year. A sample of 370 respondents was determined using probability sampling, specifically simple random sampling, whereby each scholarship recipient had an equal chance of being selected. The sampling process was conducted using the scholarship recipient database provided by the university, and respondents were randomly selected to ensure representativeness and reduce sampling bias (Etikan & Bala, 2017). Data were collected using a structured questionnaire developed based on the indicators of each research variable. The instrument consisted of 48 statements measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to data collection, the questionnaire underwent validity and reliability testing. Construct validity was assessed using Pearson Product-Moment correlation, with item validity determined at a significance level of 0.05. Reliability was evaluated using Cronbach's Alpha coefficient, where values above 0.70 indicated acceptable internal consistency (Hair et al., 2019). Data analysis was performed using IBM SPSS Statistics Version 27. Descriptive statistics were used to describe respondent characteristics and variable distributions. Prior to hypothesis testing, classical assumption tests, including normality and multicollinearity tests, were conducted to ensure the suitability of the regression model. Multiple linear regression analysis was then employed to examine the effects of Government Policies and the Smart Courage Program on Student Competence. Hypothesis testing was conducted using t-tests to assess partial effects, F-tests to examine simultaneous effects, and the coefficient of determination (R^2) to evaluate the proportion of variance in student competence explained by the independent variables. The level of significance was set at $\alpha = 0.05$ (Field, 2024; Chapman, 2018).

3. RESULTS AND DISCUSSION

3.1. Descriptive Analysis of Research Respondent Characteristics

This analysis will explain the descriptive analysis of respondents specifically and focus on the demographic analysis of respondents. The characteristics of the respondents will be classified by gender, age, semester, faculty, origin of district/city, and the period of the scholarship recipient. The object of this research is a student who received a smart brave scholarship at Tadulako University. The following is a complete description of the respondents who are the research samples.

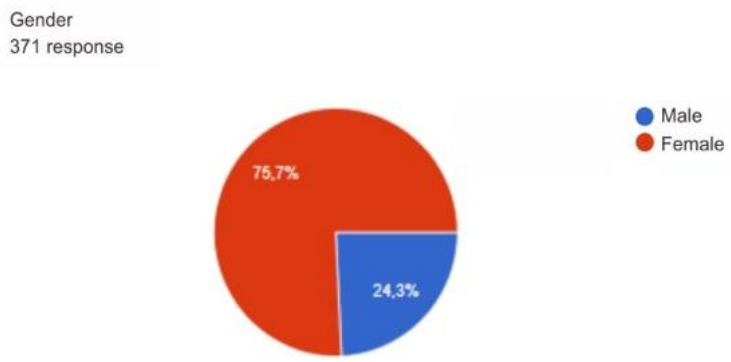

Figure 1. Respondent Gender (Sumber: Hasil Pengolahan Kuisioner, 2026)

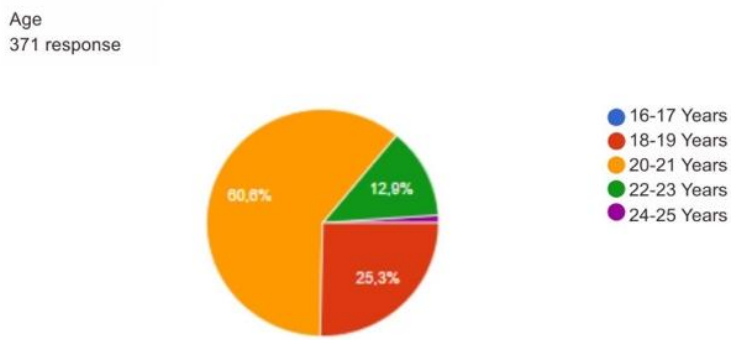

Figure 2. Respondent Age (Sumber: Hasil Pengolahan Kuisioner, 2026)

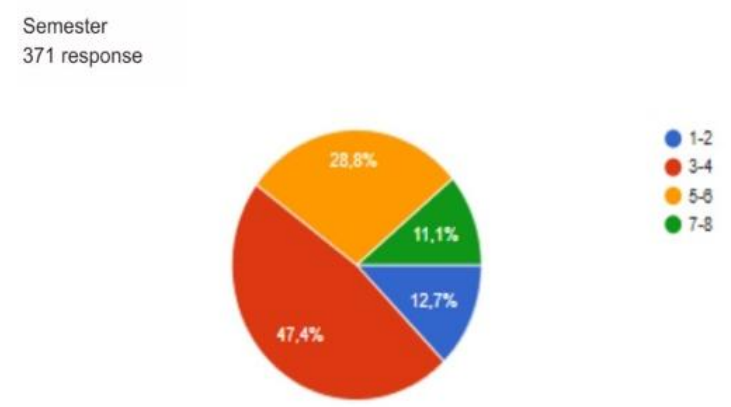

Figure 3. Semester Respondents (Sumber: Hasil Pengolahan Kuisioner, 2026)

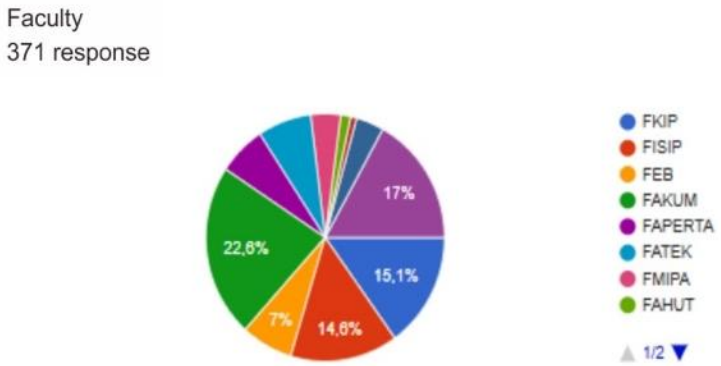

Figure 4. Faculty Respondents (Sumber: Hasil Pengolahan Kuisioner, 2026)

Based on the characteristics of the respondents totaling 371 students, it is known that most respondents are female at 75.7%, while men are only 24.3%. Based on age, most of the respondents were in the age range of 20–21 years old at 60.4%, followed by 18–19 years old at 25.3%, 22-23 years old at 12.9%, and 24-25 years old at 1.3%. In terms of semesters, respondents were dominated by students in semesters 3–4 by 47.4%, then semesters 5–6 by 28.6%, semesters 1–2 by 12.7%, and semesters 7–8 by 11.3%. Meanwhile, based on faculties, respondents came from various faculties with the largest proportion coming from the Faculty of Law at 22.6%, followed by the Faculty of Public Health at 17%, the Faculty of Teacher Training and Education at 15.1%, and the Faculty of Social and Political Sciences at 14.6%. These findings show that the study respondents are dominated by female students who are in the early adult phase and most of them are at the middle semester level, so they are considered to have sufficient academic experience to provide relevant information related to the variables studied. To obtain a more comprehensive picture of the characteristics of the respondents, the next analysis was focused on the origin of the student's district/city and the period of receipt of the Berani Cerdas Scholarship. Both characteristics can provide information about the scope of the scholarship program and the respondent's experience in receiving program benefits. The distribution of respondents based on district/city origin and scholarship acceptance period can be seen in Figure 5 and Figure 6.

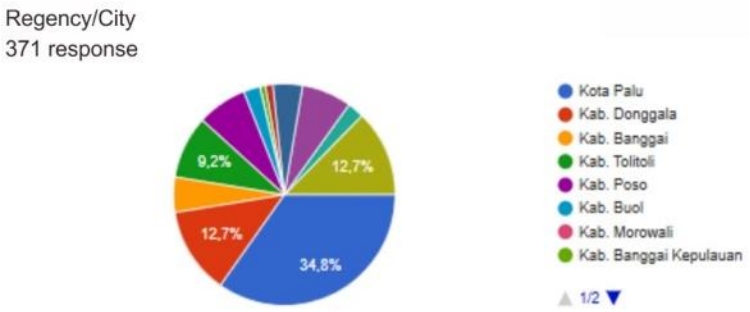

Figure 5. Respondent's Origin/Regency/City (Sumber: Hasil Pengolahan Kuisioner, 2026)

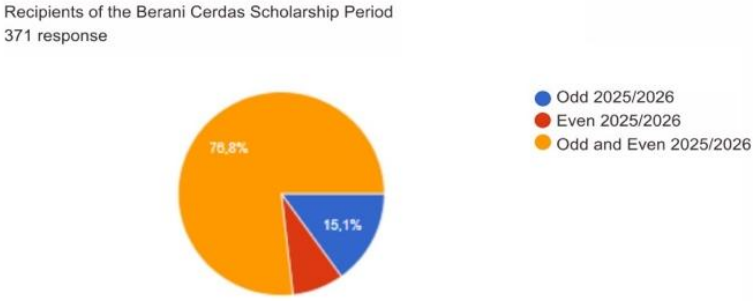

Figure 6. Smart Brave Scholarship Recipient Period (Sumber: Hasil Pengolahan Kuisioner, 2026)

Based on regional origin, the respondents who received the Smart Berani Scholarship came from various districts and cities in Central Sulawesi Province, which shows that this program has reached students from various regions. Most of the respondents came from Palu City with 129 students (34.8%), followed by Parigi Moutong Regency and Donggala Regency with 47 students each (12.7%), Tolitoli Regency with 34

students (9.2%), and Sigi Regency and Poso Regency with 27 students each (7.3%). The distribution of respondents from various regions shows that the Smart Courage Program has a wide scope in supporting access to higher education for students in Central Sulawesi. Meanwhile, based on the scholarship acceptance period, the majority of respondents are recipients of the Smart Berani Scholarship in the odd and even semesters of the 2025/2026 academic year as many as 285 students (76.8%), followed by 56 odd semester 2025/2026 recipients (15.1%), and 30 students (8.1%) even semester recipients of 2025/2026 These findings indicate that most respondents have received the benefits of the program on an ongoing basis during the academic year, thus having more adequate experience in assessing program implementation and its impact on student competencies.

3.2. Descriptive Statistical Analysis

3.2.1. Variable X1 (Government Policy)

In this study, government policy variables are measured based on three main indicators, namely budget allocation, regulations and targets. To obtain an overview of government policies based on respondents' perceptions, all indicators were analyzed descriptively using the Score achievement rate table, as presented in Table 1.

Table 1. Results of descriptive analysis of variable X1 (Government Policy)

Statistics		
Government Policy		
N	Valid	370
	Missing	0
Mean		74,07
Median		74,00
Mode		73
Std. Deviation		7,269
Minimum		52
Maximum		90

Source: By Data Using SPSS 27

Based on Table 1, it shows data on government policy variables with a total of 370 respondents. The mean value was 74.07 and the median was 74.00. The minimum score is 52 and the maximum score is 90. Furthermore, data on government policy variables was categorized to find out government policies according to respondents' perceptions.

Table 2. Variable Category Scale X1 (Government Policy)

Interval	Frequency	Percentage	Category
52 - 59	10	2,70 %	Very Bad
60 - 67	51	13,78 %	Not Good
68 - 75	158	42,70 %	Enough
76 - 83	112	30,27 %	Good
84 - 91	39	10,54 %	Very good
Total	370	100%	

Based on Table 2, it can be concluded that government policies have a mean value of 74.07 which is in the interval of 68-75 and is included in the sufficient category. This shows that in general, government policies have increased the competence of scholarship recipients.

3.2.2. Variable X2 (Intelligent Brave Program)

In this study, the variables of the smart courage program were measured based on three main indicators, namely socialization, selection and the number of recipients. To obtain an overview of the smart courage program based on respondents' perceptions, all indicators are analyzed descriptively using the Score achievement rate table, as presented in Table 3.

Table 3. Results of descriptive analysis of variable X2 (Smart Courage Program)

Statistics		
Brave Smart Program		
N	Valid	370
	Missing	0
Mean		37,39
Median		37,00
Mode		36
Std. Deviation		4,081
Minimum		28
Maximum		45

Source: By Data Using SPSS 27

Based on Table 3, the data on government policy variables with the number of respondents is 370. The mean value was 37.39 and the median was 37.00. The minimum score is 28 and the maximum score is 45. Furthermore, data on government policy variables was categorized to find out government policies according to respondents' perceptions.

Table 4. Variable Category Scale X2 (Smart Brave Program)

Interval	Frequency	Percentage	Category
28 - 31	25	6,7 %	Very Bad
32 – 35	90	24,3 %	Not Good
36 – 39	140	37,8 %	Enough
40 - 43	90	24,3 %	Good
44 - 45	25	6,7 %	Very good
Total	370	100%	

Based on Table 4, it can be concluded that the smart courage program has a mean value of 37.39 which is in the 36-39 interval and is included in the sufficient category. This shows that in general, the brave smart program has improved the competence of scholarship recipients.

3.2.3. Variable Y (Student Competency)

In this study, the competency variables of students were measured based on six main indicators, namely knowledge, experience, ability, values, attitudes, and interests. To obtain an overview of student competencies based on respondents' perceptions, all indicators are analyzed descriptively using the Score achievement rate table, as presented in Table 5.

Table 5. Results of Descriptive Analysis of Variable Y (Student Competency)

Statistics		
Student Competencies		
N	Valid	370
	Missing	0
Mean		46,46
Median		45,00
Mode		44
Std. Deviation		5,283
Minimum		28
Maximum		55

Source: By Data Using SPSS 27

Table 5 shows the variable data of student competencies with a total of 370 respondents. The mean value was 46.46 and the median was 45.00. The minimum score is 28 and the maximum score is 55. Furthermore, data on government policy variables was categorized to find out government policies according to respondents' perceptions.

Table 6. Variable Y Category Scale (Student Competency)

Interval	Frequency	Percentage	Category
28 - 33	5	1,35 %	Very Bad
34 – 39	30	8,11 %	Not Good
40 – 45	140	37,84 %	Enough
46 - 51	155	41,89 %	Good
52 - 57	40	10,81 %	Very good
Total	370	100%	

Based on Table 6, it can be concluded that student competence has a mean score of 46.46 which is in the interval of 46-51 and is included in the good category. This shows that in general, student competence is in accordance with research indicators.

3.3. Inferential Statistical Analysis

3.3.1. Normality Test

The data normality test was carried out with the Kolmogorov-Smirnov test. A data is declared to be normally distributed if the value of the Asymp Sig (2-tailed) of the Kolmogorov-Smirnov calculation is greater than α (0.05). The formula used is; Normal distribution = Asymp Sig (2-tailed) > α (0.05).

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			370
Normal Parameters[a,b]	Mean		0,0000000
	Std. Deviation		3,43813859
Most Extreme Differences	Absolute		0,031
	Positive		0,031
	Negative		-0,028
Test Statistic			0,031
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		0,524
	99% Confidence Interval	Lower Bound	0,511
		Upper Bound	0,537

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: Data Processing Using SPSS 27

Table 7 of the normality test results obtained the significance value of Asymp.Sig. (2-tailed) = 0.200 > 0.05. This shows that the residual data is disbursed normally.

3.3.2. Multicollinearity Test

The commonly used value to indicate the existence of multicollinearity is by means of a tolerance value of < 0.10 or with a VIF value of > 10, then there is multicollinearity. Conversely, if the VIF < 10, then there is no multicollinearity. The formula used is Tolerance value < 0.10 or VIF value > 10 = There is Multicollinearity and VIF tolerance value < 10, = No Multicollinearity.

Table 8. Multicollinearity Test Results

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,947	1,911		2,066	0,040		
	Government Policy	0,371	0,034	0,511	10,856	0,000	0,521	1,919
	Brave Smart Program	0,401	0,061	0,310	6,587	0,000	0,521	1,919

a. Dependent Variable: Mahaiswa Competence

Source: Data Processing Using SPSS 27

Based on Table 8 of the Government Policy, the Tolerance Value of 0.521 is greater than 0.10 and the VIF Value of 1.919 is greater than 10.00, while in the Smart Courage Program, the Tolerance Value of 0.521 is greater than 0.10 and the VIF Value of 1.919 is less than 10.00. The Tolerance value for both independent variables is above 0.10 and the VIF value is below 10.00. It can be concluded that there are no symptoms of multicollinearity between independent variables in this regression model, so the model is feasible to use.

3.3.3. Heterokedasticity Test

The heteroscedasticity test using a scatterplot graph was assessed based on the pattern of scattering of the dots (residual): No heteroscedasticity: If the dots are randomly scattered above and below the number 0

on the Y axis, and do not form a specific pattern. If it is the other way around, then there is heteroscedasticity.

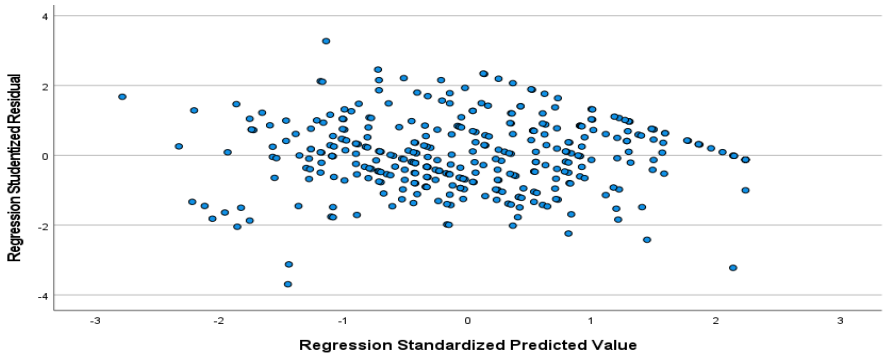

Figure 7. Heterokedasticity Test Results (Source: Data Processing Using SPSS 27)

Based on Graph 7 of the Heteroscedasticity Test using a scatterplot graph, the distribution of points (residual) can be seen. These points are randomly spread above and below the number 0 on the Y axis, and do not form a specific pattern, so it can be concluded that the regression model for the dependent variable of Student Competence has a constant residual variance. This model is suitable for future prediction analysis because it meets the requirements of classical assumptions.

3.3.4. Multiple Linear Regression Test

The independent variables in this study are Government Policy (X1), Smart Courage Program (X2). The bound variable is Student Competency (Y).

Table 9. Multiple Linear Regression Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759[a]	0,576	0,574	3,44749

a. Predictors: (Constant), Smart Courage Program, Government Policy
b. Dependent Variable: Mahaiswa Competencies

Source: Data Processing Using SPSS 27

Based on Table 9 of the Multiple Linear Regression Test or Model Summary. Table 9 showing an R (Correlation Coefficient) of 0.759 and the determination coefficient test is known to have an Adjusted R Square value of 0.574 or 57.4% and R Square (Determination Coefficient) of 0.576 or 57.6%, so it is concluded that the contribution of the influence of Independent Variables (X1 and X2) on Dependent Variables (Y) simultaneously (together) is 57.6%. The remaining 42.4% was influenced by other factors outside the research model. It can also be seen in the table 10.

Table 10. Category Influence Level

Interval Coefficient	Relationship Level (Category)
0,81 – 1,00	Very influential
0,61 – 0,80	Influential
0,41 – 0,60	Quite Influential
0,21 – 0,40	Less Influential
0,00 – 0,20	No effect

Based on table 10, the R Square Value (0.576) or 57.6% is included in the Fairly Influential category and the Adjusted R Square Value (0.574) or 57.4% is also included in the Fairly Influential category. Overall, these government programs and policies have a fairly influential level of influence in improving student competence.

3.4. Uji Hypothesis

3.4.1. Partial T-Test

If the value of the sig < 0.05 then there is an influence of the variable X on Y and if the value of the sig value is > 0.05 then there is no influence of the variable X on the variable Y.

Table 11. Partial T Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,947	1,911		2,066	0,040
	Government Policy	0,371	0,034	0,511	10,856	0,001
	Brave Smart Program	0,401	0,061	0,310	6,587	0,001

a. Dependent Variable: Student Competencies

Source: Data Processing Using SPSS 27

Table 11 Partial T Test Results, the regression coefficient of the Government Policy variable (X1) of 0.001 < is less than 0.05, then there is an influence of Government Policy (X1) on Student Competency (Y) and in the variable of the Brave Smart Program (X2) of 0.001 < less than 0.05, there is an effect of the Brave Smart Program Variable (X2) on Student Competency (Y).

Based on Table 5.16 above, it shows that the coefficient value is constant 3.947 with a t-value of 2.066 and a significance of 0.040, while the variable coefficient of Government Policy (X1) is 0.371 with t of 10.856 and a significance of < 0.001. And the variable coefficient of the Smart Brave Program (X2) is 0.401 with t count 6.587 and significance < 0.001. Thus, the following multiple linear regression equations are obtained:

$$Y = 3,947 + 0,371\ (X1) + 0,401\ (X2)$$

Based on the multiple linear regression equation, it can be interpreted 1) The constant value obtained is 3.947, then it can be interpreted that if the independent variable is 0 (constant) then the student competency variable (Y) is worth 3.947; 2) The value of the Regression Coefficient of the Government Policy Variable (X1) is a positive value of 0.371, then it can be interpreted that if the Government Policy variable (X1) increases, the Student Competency Variable (Y) will also increase, and vice versa; and 3) The value of the Regression Coefficient of the Variable of the Brave Smart Program (X2) has a positive value of 0.401, so it can be interpreted that if the variable of the Brave Smart Program (X2) increases, the Student Competency Variable (Y) will also increase, and vice versa.

3.4.2. Simultaneous F Test

If the value of sig < 0.05, then simultaneously there is an influence of variable X on Y and if the value of sig > 0.05, then simultaneously there is no influence of variable X on variable Y.

Table 12. Simultaneous F Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5935,934	2	2967,967	249,719	.001[b]
	Residual	4361,874	367	11,885		
	Total	10297,808	369			

a. Dependent Variable: Mahaiswa Competencies

b. Predictors: (Constant), Smart Courage Program, Government Policy

Source: Data Processing Using SPSS 27

Table 12 Results of the Simultaneous F Test, the Government Policy variable (X1) is 0.001 < is smaller than 0.05, so simultaneously there is an Influence of Government Policy Variables (X1) and Smart Brave Program Variables (X2) on Student Competency Variables (Y). Based on decision-making, the T Test and the F Test both partially and simultaneously Variables of Government Policies and the Smart Courage Program Influence Student Competence.

Based on the results of the Partial T Test, the regression coefficient of the Government Policy variable (X1) of 0.001 < is less than 0.05, so there is an influence of Government Policy (X1) on Student Competency (Y). Furthermore, the value of the coefficient constant is 3,947 with a tipule of t calculated of 2.066 and a significance of 0.040, while the variable coefficient of Government Policy (X1) is 0.371 with t of 10.856 and a significance of < 0.001. Therefore, it can be concluded that Government Policies have a significant effect on student competence.

Government policy is a strategic step in the development of a region, it can be related to welfare or equal distribution of education, there are several dimensions that must be seen, namely related to Budget Allocation, Regulations and Targets (Cairney, 2019; Clemons & McBeth, 2020; Dye, 1972; Mulder, 2016). This opinion is in line with the Central Sulawesi Provincial Government's policy based on the mandate of the constitution and the commitment of regional heads to advance the education sector and refers to the 1945 Constitution which requires the state to ensure access to education for every citizen. Thus, the results of this

analysis indicate that the implementation of government policies significantly contributes to character development and improvement of the competence of Tadulako University students.

Based on the results of the Partial T Test, the regression coefficient of the Smart Brave Program (X2) variable of 0.000 < is less than 0.05, then there is an influence of the Smart Brave Program (X2) Variable on Student Competency (Y), then it can be seen from the value of the coefficient of the Smart Brave Program (X2) variable of 0.401 with t count 6.587 and a significance of < 0.001. Therefore, it can be concluded that the Smart Courage Program has a significant effect on student competence.

From the theoretical study to measure the extent to which the program achieves its goals through the indicators of Input (Socialization), Process (Distribution) and Output (number of recipients), this will certainly achieve the expected goals (Denning et al., 2019; Marginson, 2019; Succi & Canovi, 2020; Tomlinson, 2018). This opinion is in line with the Central Sulawesi Government's Priority Program through the Smart Courage Program will reduce the dropout rate that is a challenge for the region, so that this program is here to break poverty and human resource development by providing scholarships and educational facilities for students. Thus, the results of this analysis show that students in Central Sulawesi, especially those studying at Tadulako University, really need this smart courage program to be able to increase their knowledge in higher education. And can improve student competence

Based on the results of the Simultaneous F Test, the Government Policy variable (X1) of 0.001 < is smaller than 0.05, then simultaneously there is an Influence of Government Policy Variables (X1) and Smart Courage Program Variables (X2) on Student Competency Variables (Y). Decision Making for the T Test and F Test Both Partially and Simultaneously Government Policy Variables and Courageous Smart Programs Affect Student Competence.

4. CONCLUSION

Based on the findings of this study, it can be concluded that Government Policies and the Smart Courage Program have a positive and significant effect on the competence of scholarship recipients at Tadulako University, both partially and simultaneously. Government policies reflected in budget allocation, regulatory support, and target accuracy contribute significantly to enhancing student competence. Likewise, the Smart Courage Program, through its socialization process, scholarship distribution mechanisms, and beneficiary coverage, plays an important role in improving students' knowledge, understanding, skills, values, attitudes, and interests. The coefficient of determination indicates that 57.6% of the variation in student competence can be explained by Government Policies and the Smart Courage Program, while the remaining 42.4% is influenced by other factors not examined in this study. These findings confirm that educational policies and scholarship programs are strategic instruments for strengthening human resource development and improving the quality of higher education outcomes. From a practical perspective, the results suggest that the Provincial Government of Central Sulawesi and higher education institutions should continue to strengthen policy implementation, improve scholarship management systems, and ensure that scholarship programs are aligned with students' academic and professional development needs. Effective monitoring and evaluation mechanisms are also necessary to maximize the program's impact on student competence. For future research, it is recommended to investigate additional factors that may influence student competence, such as learning motivation, academic support services, family socioeconomic background, digital literacy, and learning environments. Future studies may also employ mixed-methods or longitudinal approaches to provide a more comprehensive understanding of the long-term impact of scholarship programs on student development and career readiness.

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