

# Indonesian government' s LPDP international scholarship program and technocratic legacy in the country

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### 論 文 審 査 の 結 果 の 要 旨

This dissertation studies Indonesia's government-sponsored scholarship programs organized by the Indonesia Endowment Fund for Education (Lembaga Pengelola Dana Pendidikan; LPDP). Among the awardees, this is the study focusing on its international scholarship program. With a unique funding mechanism and operational expenses rivaling major public universities in Indonesia, the LPDP scholarship is an exceptionally generous and competitive scholarship that represents the government's commitment to developing its people through foreign education.

The main research question of the dissertation is "How does the government scholarship program under the LPDP scheme serve as an instrument for human resource/capital development in Indonesia concerning the country's effort to catch up with the world economy?" The Dissertation argues that the government trying to manage the scholarship awardees as a set of "transnational actors" for national development. The key for this to succeed was to utilize a solid bureaucratic legacy in the scholarship. This legacy was built through its various selection sessions with the applicants and also in its operation phase. On those occasions, the program intended to nurture factors like patriotism and the intrinsic motivation to contribute to its own country.

The dissertation highlights this relatively loose, non-binding mechanism of LPDP. While LPDP is Indonesia's prime national scholarship program, the puzzle lies in why it could be managed loose. This dissertation made a comprehensive analysis to come to the above argument by looking into both economic development theories and education studies while also engaging with the migration studies. The dissertation is inarguably both new and unique, and it challenges the conventional understanding of scholarship programs in developing countries to be particularly keen to bind the awardees on the topic they study and the career they pursue afterward.

The five committee members conducted a thorough evaluation and raised the most critical question on the dissertation, such as it's

1. Methodology: TFP factor analysis and the rationale for the online interview session.
2. The scope of analysis: the difference between policy analysis and political analysis.
3. Theoretical framing: on its engagement with class analysis on the scholarship awardees and its relevance to migration studies, particularly on student migration studies.
4. Comparative insights: specifically to explain the difference in why the case in Indonesia is of significant difference compared to practices in China and other countries.
5. Academic contribution: on the rationale of how to argue a study on a case of a relatively small number of students, such as LPDP, in bringing a significant impact onto the study of education and economic development, while other previous scholarship focusing on primary to higher education where number of students is substantial.

The author has addressed this question in the dissertation with sound logic, fact, and in a straightforward manner. Especially the dissertation challenged the conventional educational policy analysis as too narrow and he expanded with the education&development theories. Bringing two findings into the scholarship, which is that first, the awardee was allowed to work in a private company after graduation, and second, yet, the bureaucratic legacy and activities have successfully held the groups together.

This brings to the conclusion that The dissertation is original and new in its field and a promising one in the coming future. Therefore, it is recognized as worthy of the degree of Doctor of Philosophy.