

# Promoting Equitable Scholarship Literacy through an Integrated Webinar Series on the Tatra Academy Digital Platform

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## Abstract

Unequal access to international scholarship information remains a significant barrier in Indonesia. This community service program aimed to promote equitable scholarship literacy through a digital mentoring approach via the Tatra Academy platform. The program followed four stages: needs identification via Instagram, resource planning, online implementation via Zoom and YouTube, and demographic evaluation. Analysis of 1,102 cleaned registrants revealed a broad nationwide reach, including participants from frontier and underdeveloped (3T) regions. The program demonstrated high inclusivity across generations, engaging 369 participants under age 20 and 34 participants over age 40, supporting lifelong learning. The initial session on Hungary and Poland scholarships recorded the highest enthusiasm, followed by the AAS/MANAKI series and technical guides for essays and CVs. Findings show that digital platform integration effectively overcomes geographic barriers, democratizes information access, and supports inclusive human resource development.

**keywords:** *webinar, digital literacy, scholarship, mentoring*

## 1. INTRODUCTION

Higher education is a strategic instrument for enhancing the quality of human resources (HR) and strengthening national competitiveness (Amadi et al., 2023). In the era of disruption, mastery of knowledge through advanced study has become a key factor enabling individuals to remain competitive and adaptive to global changes (Wirawan, 2019). However, the high cost of education continues to be a major barrier for both undergraduate and master's degree graduates in Indonesia who wish to pursue further studies (Prayogi et al., 2025). Although funding schemes such as LPDP, Fulbright, and DAAD scholarships are available, access to information regarding these opportunities remains uneven and tends to be concentrated among specific social groups in urban areas (Mar'an et al., 2025; Prayogi et al., 2025).

The profile of the target audience in Indonesia indicates a high level of interest in study abroad programs (Wiyanti & Irbayuni, 2023). Nevertheless, in practice, many individuals from diverse backgrounds—ranging from youth at the community level such as *Karang Taruna* to residents in border and underdeveloped regions (3T)—still lack adequate access to information regarding international qualification standards (Gloria et al., 2024; Mar'an et al., 2025). The absence of inclusive dissemination efforts has resulted in low levels of scholarship information literacy outside academic campus environments (Azis et al., 2025). Quantitatively, the need for such literacy is highly urgent, as reflected by strong public enthusiasm that is not matched by sufficient technical readiness, particularly in document preparation and language proficiency (Afriana et al., 2025; Alpiansah & Fitriyah, 2023). Indonesia's extensive digital infrastructure should serve as a primary modality to address these challenges; however, its utilization has not yet been optimized to overcome geographical and demographic barriers on a large scale (Gloria et al., 2024).

Concrete issues identified in previous scholarship education programs include information dissemination that is localized, fragmented, and insufficiently targeted toward diverse professional backgrounds (Afriana et al., 2025; Alpiansah & Fitriyah, 2023; Gloria et

al., 2024). Most initiatives focus primarily on student populations, despite the equally high demand for further education among practitioners and educators. Therefore, the central research question of this activity is: how effective is the integration of digital platforms in democratizing access to scholarship information for the general public with highly heterogeneous occupational backgrounds, age ranges, and regional origins?

This community service program represents the downstream implementation of educational management practices that position webinars as a modern interactive medium for improving the efficiency of long-distance information dissemination (Abilova & Begmanova, 2025). The use of online platforms has been proven to significantly enhance self-confidence and knowledge among participants from diverse backgrounds (Hoke et al., 2018; Rizki et al., 2024). Through collaboration with Tatra Academy, this initiative optimizes the digital ecosystem to attract mass audience participation compared to conventional outreach approaches. The success of this digital intervention is assessed based on the quality of its vital elements, including the platform's capacity to reach geographically dispersed populations (LUKE, 2024).

The primary objective of this community service program is to achieve equitable scholarship literacy through an integrated webinar program hosted on the Tatra Academy platform. The main focus is directed toward strengthening accessibility for the general public, transcending professional and age boundaries. Specifically, this program aims to evaluate the effectiveness of information dissemination equity through an analysis of participants' demographic profiles, including the mapping of regional distribution across Indonesia, diversity of employment status ranging from educators to professionals, and the breadth of participants' age ranges as a form of support for lifelong learning (Afriana et al., 2025; Gloria et al., 2024; Rizki et al., 2024).

## 2. METHOD

The implementation method of this community service program employed a digital-based educational mentoring approach, which was structured into four systematic stages shown in Figure 1:



Figure 1. Methodological Approach.

- 1) Needs assessment and interest identification  
The initial stage involved conducting a preference survey through Tatra Academy's Instagram platform to capture public aspirations regarding the most preferred types of scholarships and destination countries, with the results serving as the basis for selecting webinar themes to ensure relevance and responsiveness to public needs.
- 2) Resource planning and management  
Based on the survey results, the team developed the curriculum and recruited competent speakers (scholarship recipients/experts) and moderators; this stage also

included technical planning, the creation of a registration form via Google Forms, and the establishment of a WhatsApp group as an intensive communication channel and discussion forum for participants before and after the event.

3) Program implementation

The activity was conducted online using the Zoom Meeting platform and live-streamed via Tatra Academy's YouTube channel. The use of YouTube enabled asynchronous access to the materials for members of the public who were unable to attend the live sessions. The webinar series covered the following themes:

- a. Middle East Scholarships (Al-Azhar University, Cairo, Egypt).
- b. Australia and Pacific Scholarships (Australia Awards Scholarships and MANAKI).
- c. Asian Scholarships (ADB-Japan Scholarship and Taiwan Scholarship).
- d. European Scholarships (Poland, Hungary, and the Swedish Institute Scholarship for Global Professionals).
- e. Technical Training (*Step-by-step guidance on writing scholarship essays and curricula vitae*).

4) Evaluation of audience demographics and outreach

The evaluation stage was conducted by analyzing registration data collected through the registration system. The analysis focused on demographic mapping—including age, regional origin, and occupation—to assess the extent to which the integration of the partner digital platform succeeded in achieving nationwide equity in scholarship literacy.

### 3. RESULT DAN DISCUSSION

The community service program, conducted in partnership with Tatra Academy, demonstrates that integrating digital platforms is a highly effective solution for addressing the unequal distribution of educational information in Indonesia. Based on the processed registration data from a cleaned dataset of 1,102 participants, the program achieved a significant national reach.

A. Geographic Distribution and Information Democratization

The data reflects a broad geographic spread, successfully overcoming the physical barriers that often limit conventional outreach. Figure 2 visualizes this reach, showing that while the majority of participants were based in Java (38.4%), there was a remarkably high participation rate from Bali and Nusa Tenggara (11.7%), particularly from the partner's focal areas in Lombok and Sumbawa. Furthermore, the program successfully engaged residents from Sumatra (10.0%), Sulawesi (4.2%), and even the Maluku-Papua region (1.1%). The inclusion of participants from remote areas such as Timika and Manokwari is a critical indicator of information democratization. This confirms that utilizing social media and live streaming can effectively penetrate frontier, outermost, and underdeveloped regions (3T), fulfilling the vision of equitable educational rights for all citizens.

**TreeMap of Regional Distribution**

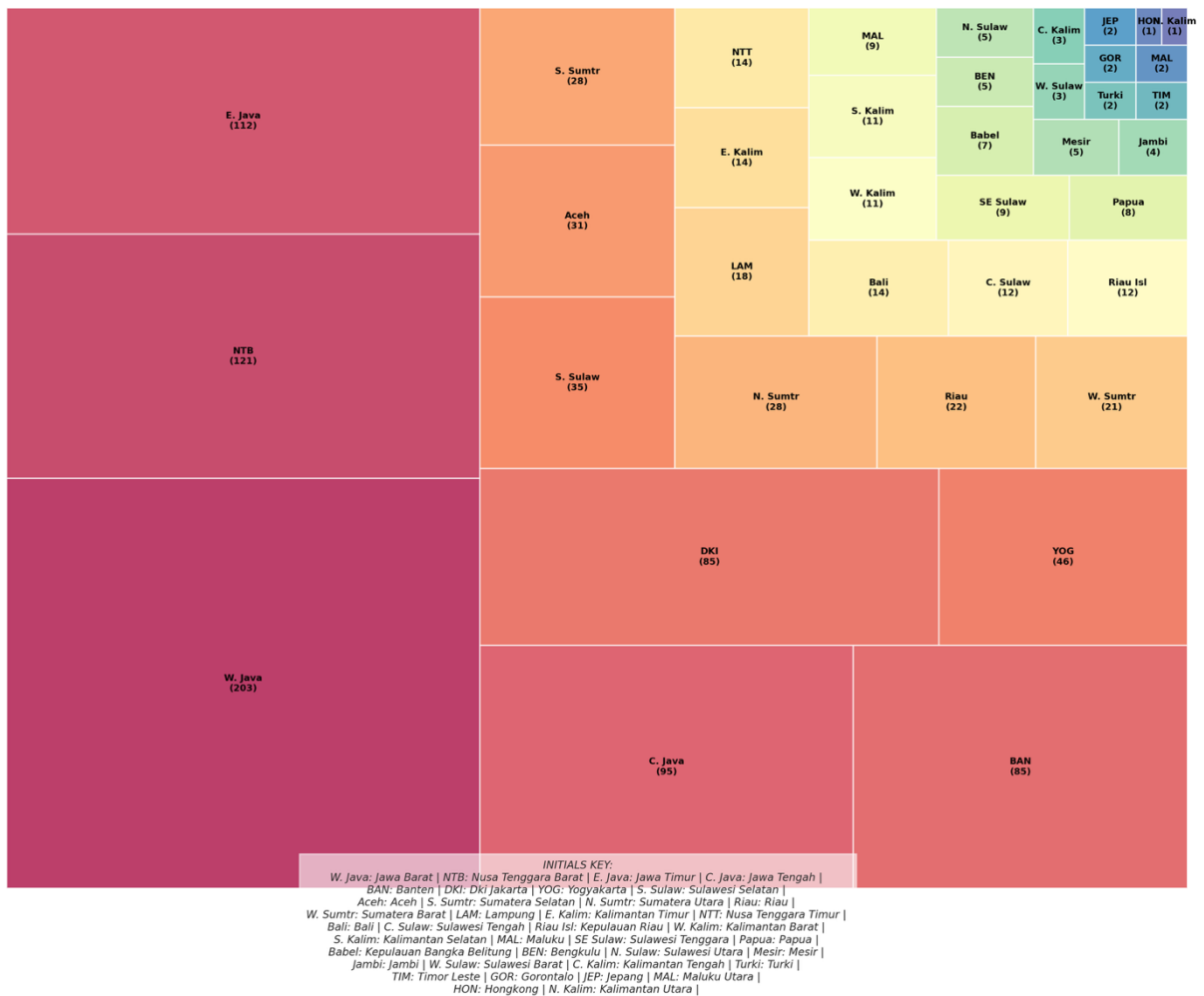


Figure 2. Regional Distribution.

**B. Age Demographics: Supporting Lifelong Learning**

The program’s success in fostering an inclusive learning environment is most evident in its age diversity, as illustrated in Figure 3. A significant portion of the audience belonged to the younger generation, with 369 participants aged under 20. This high engagement among school-aged youth and early-year university students indicates an early awareness of global competition and a proactive attitude toward future academic planning. Equally important is the participation of 34 individuals aged over 40. While smaller in number, the presence of these "senior" participants proves that the digital platform provided by Tatra Academy is accessible and welcoming across generations. This data supports the concept of lifelong learning, showing that professionals and mature learners remain eager to pursue advanced education when provided with the right digital infrastructure and mentoring.

### Age Distribution Analysis (5-Year Intervals)

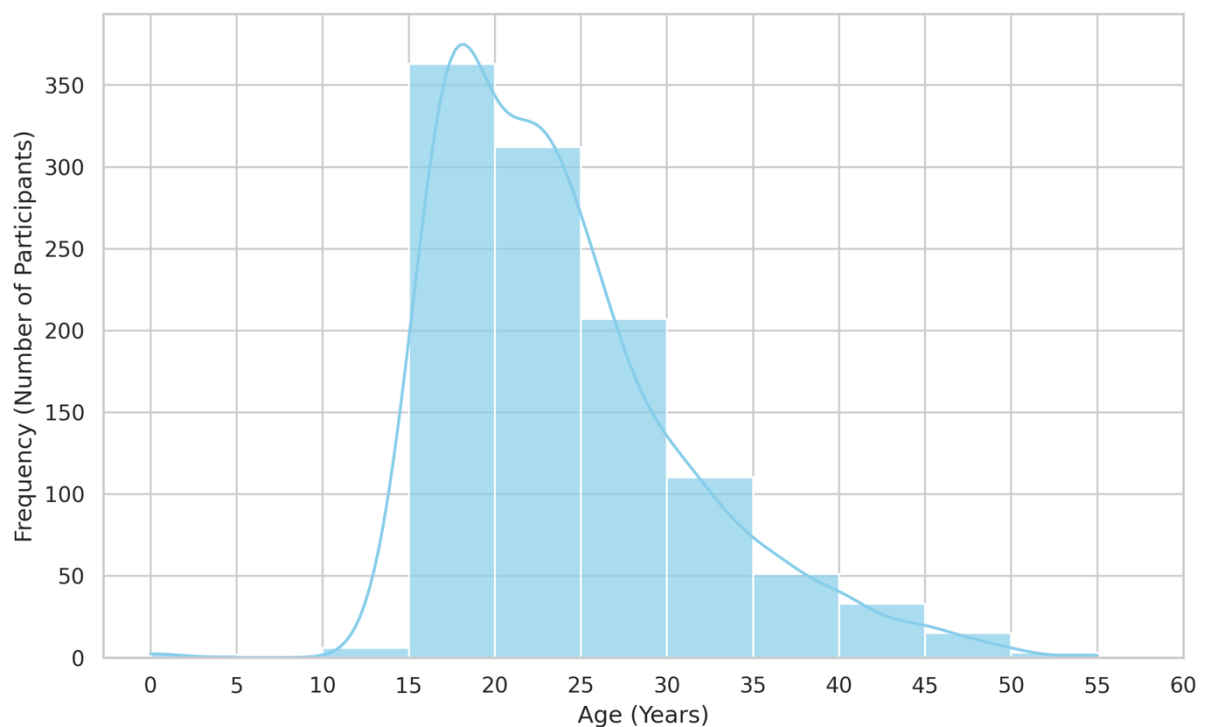


Figure 3. Age Distribution on Participants.

#### C. Occupational Diversity and Inclusivity

As shown in Figure 4, the participant profile was highly heterogeneous. Contrary to the common assumption that scholarship programs only target active students, this initiative was dominated by the public and professionals (42.7%). This shift indicates that international education is increasingly seen as a vital tool for career escalation among the workforces. Furthermore, the participation of educators and teachers (10.0%) highlights a specific need for advanced studies among teaching professionals to improve national education quality. The remaining participants consisted of students and job seekers, reinforcing the program's role as an inclusive bridge for various social strata.

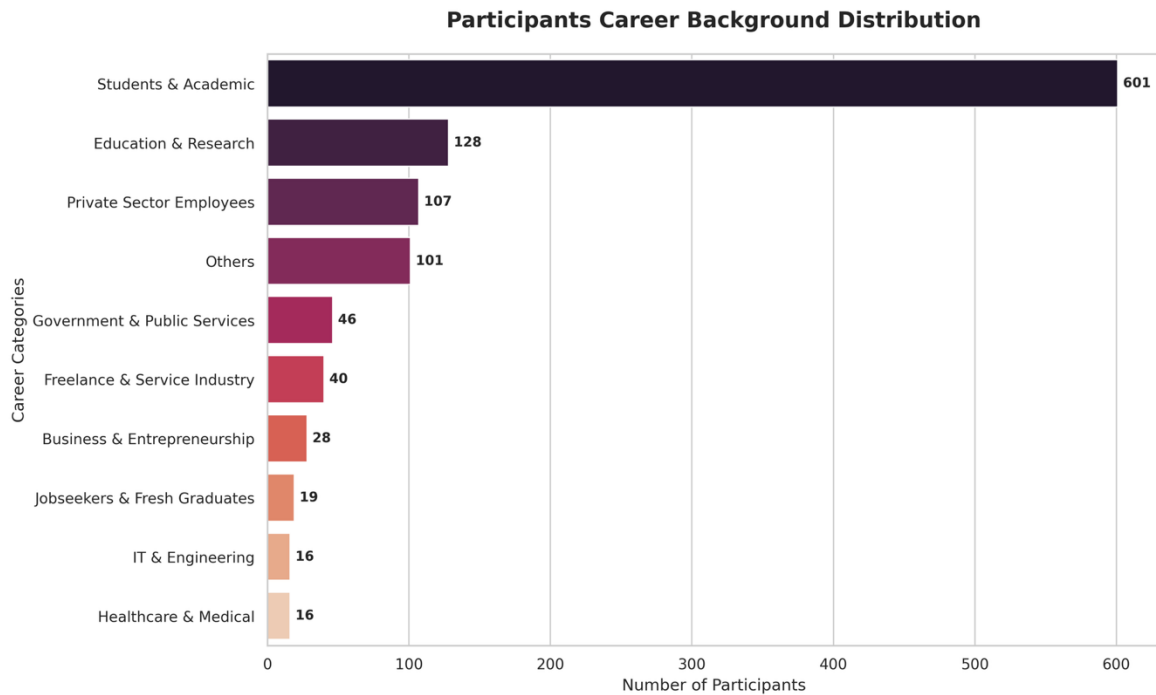


Figure 4. Participants Career Background Distribution.

#### D. Thematic Interest and Series Enthusiasm

The series structure of the webinars played a crucial role in maintaining public engagement. Observations from the registration trends revealed that the highest level of enthusiasm was recorded during the inaugural session, which focused on “Scholarships to Hungary and Poland”. As the first event in the series, it benefited from high initial curiosity and massive promotion across Tatra Academy’s social media. Following this peak, the “Australia Awards Scholarships (AAS) and MANAKI” session maintained strong momentum, ranking as the second most attended topic. This reflects the consistent popularity of Australia as a primary study destination for Indonesians. The third highest interest was directed toward the “Step-by-Step Guide to Writing Scholarship Essays and CVs.” This particular ranking is significant because it highlights a transition from general information-seeking to a demand for practical, technical skills. It confirms that once participants are motivated by specific destination countries, their next priority is mastering the “how-to” of the application process

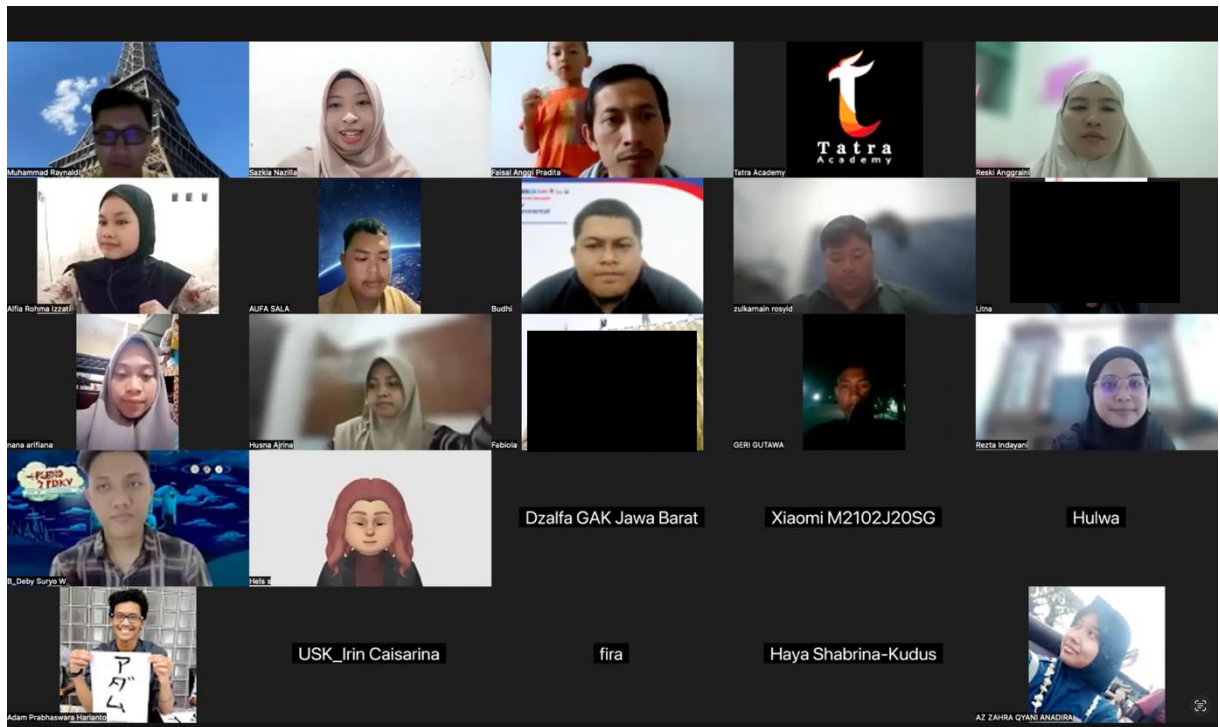


Figure 5. Program Documentation.

#### 4. CONCLUSION

This community service program, in collaboration with Tatra Academy, has successfully achieved its goal of promoting equitable access to international scholarship information. By engaging 1,102 registrants nationwide, the program demonstrated that digital infrastructure can transcend geographic and demographic boundaries. The inclusion of 369 participants under the age of 20 and 34 participants over the age of 40 serves as strong evidence of the program's ability to foster early academic aspirations and support lifelong learning for professionals.

The thematic analysis revealed that while destination-specific sessions—particularly for Hungary, Poland, and Australia—generated the highest initial enthusiasm, there is a consistent and vital demand for technical guidance in document preparation (Essays and CVs). These findings recommend the adoption of integrated, data-driven digital mentoring models as a standard for inclusive and sustainable human resource development in Indonesia. Future initiatives should continue to leverage social media ecosystems to ensure that high-quality educational information reaches even the most remote areas of the archipelago.

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