



UPH Universitas
Pelita
Harapan

INSTITUTIONAL RESEARCH REPORT

**ASSESSING THE SOCIAL IMPACT OF
THE ASSISTED STUDENTS PROGRAM AT
THE FACULTY OF NURSING
PELITA HARAPAN UNIVERSITY:
A QUANTITATIVE STUDY RELATED TO
THE SDGS**

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EXECUTIVE SUMMARY

This institutional research reports the evaluation of the assisted students program's effectiveness in improving student retention, graduation rates, and employment outcomes, while also assessing its alignment with Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities).

KEY FINDINGS

- The socio-economic background data revealed that ASP successfully attracts and supports students from diverse regions and economic strata across Indonesia. A significant proportion of students come from families with limited educational attainment and low-income status.
- Postgraduate employment data show that many ASP graduates remain employed in their initial hospital placements, indicating strong job placement and retention.
- Many students are first-generation college attendees, whose parents had only elementary or high school education, underscoring the transformative role of the ASP in breaking intergenerational cycles of poverty through education.
- ASP had a positive impact on respondents' education, health, and family life.

CONCLUSION

Assisted Students Program (ASP) serves as a model for inclusive and impactful educational program.

RECOMMENDATIONS

- 🏗️ Enhance Curriculum Alignment with Industry Needs
- 🏗️ Develop a Graduate Outcome Monitoring System
- 🏗️ Expand Partnerships with Designated Hospitals
- 🏗️ Longitudinal Impact Research

BACKGROUND

Access to quality higher education remains a significant challenge for students from low socioeconomic backgrounds, particularly in the field of nursing. Universitas Pelita Harapan (UPH) has implemented an assisted students' program (ASP) to support economically disadvantaged students in the Faculty of Nursing. However, the long-term impact of this initiative on student retention, graduation rates, and employment opportunities has yet to be thoroughly examined.

This study focused on analysing the socioeconomic backgrounds of students enrolled in UPH's assisted programs over the past five years and assessing how these factors influence their academic success and career prospects. Additionally, it aimed to evaluate the program's contributions to the Sustainable Development Goals (SDGs), specifically, SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities).

The urgency of this research lies in the need for a data-driven understanding of the program's effectiveness in supporting students from disadvantaged backgrounds.

The findings will provide valuable insights for UPH policymakers to enhance inclusive education strategies and contribute to more equitable higher education policies in Indonesia.

This study fills a gap in the literature by examining student socioeconomic status (SES) indicators within the ASP to support economically disadvantaged students in the Faculty of Nursing, as well as their potential correlations with relevant Sustainable Development Goals (SDGs), specifically SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities).

RESEARCH METHOD

This study employed a **quantitative approach**, utilizing survey data and secondary institutional data, to analyze the socioeconomic background of students, academic records, and post-graduation employment status from 2016 to 2020. **Ethical approval** for this study was obtained from the Faculty of Medicine Ethical Committee under letter number 169/K-LKJ/ETIK/IV/2025.

Sample of the study

Sample from secondary data consists of students in cohort 2016-2020 at the Faculty of Nursing, Universitas Pelita Harapan (FON-UPH), Tangerang. This study recruited 110 alumni from cohort 2016-2020.

Data Collection

The data source for this research comes from Universitas Pelita Harapan (UPH) institutional records and survey data, as can be seen in the following Table 1.

Table 1. Variables of Study

Category	Variable	Operational Definition	Measurement
Student Socioeconomic Background	City of origin	Location of students' hometown	Secondary data FoN
	Birth location	Location of the where student was born	Secondary data FoN
	Type of high school attended	High school type of the student either private or public	Secondary data FoN
	Parents' income	Father and/or mother revenues or receipts derived from business operations, labor, or invested capital.	Primary Data from the students (Survey)
	Parents' employment	Father and/or mother's engagement in an activity or service for wages or salary.	Primary Data from the students (Survey)

	Parents' educational background	Father and/or mother's educational attainment or level of education of an individual.	Primary Data from the students (Survey)
Academic Records	Student retention rates in the program	The percentage of students to stay at FoN	Secondary data FoN
	Reasons for student dismissal (if applicable)	Causes of a student may be dismissed from FoN such as academic reasons and disciplinary reasons.	Secondary data FoN
	Graduation rates	The percentage of students graduate from FON	Secondary data FON
Post-Graduate Employment Tracking	Employment location of graduates	Hospital or working location where the students currently work	Primary Data from the students (Survey)
	Salary	Remuneration paid or benefits granted based on current employment	Primary Data from the students (Survey)
SDGs impact	Perception of alumni regarding the ASP for their health, education and life	Subjective opinion on the program's effectiveness in supporting physical and mental well-being, educational development, and overall life quality	Primary Data from the students (Survey)

Analysis Approach

The data were analyzed using IBM SPSS Statistics 30 with the following methods:

1) Descriptive Statistics

Summarizing socioeconomic indicators of assisted students.

2) Correlation Analysis

Identifying relationships between socioeconomic factors and student outcomes, such as employment and salary.

3) Trend Analysis

Observing patterns across different student cohorts from 2016 to 2020.

INFOGRAPHICS

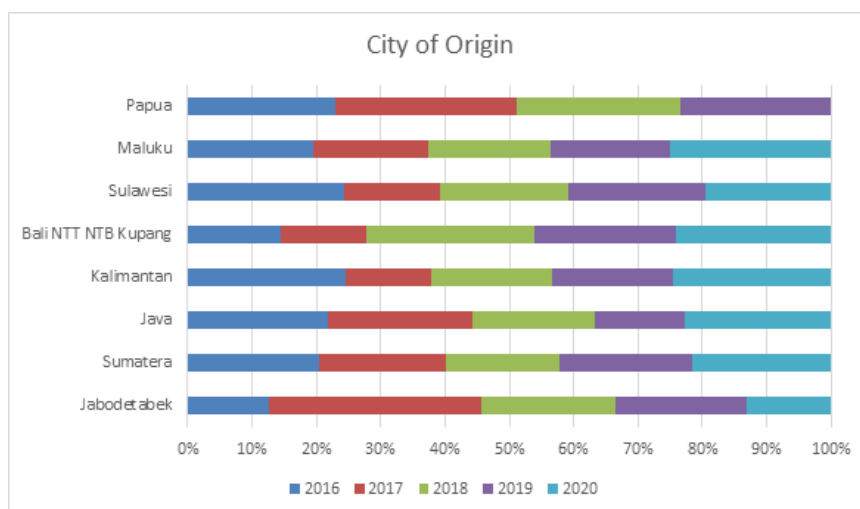


Figure 1. City of Origin Distributions of Alumni

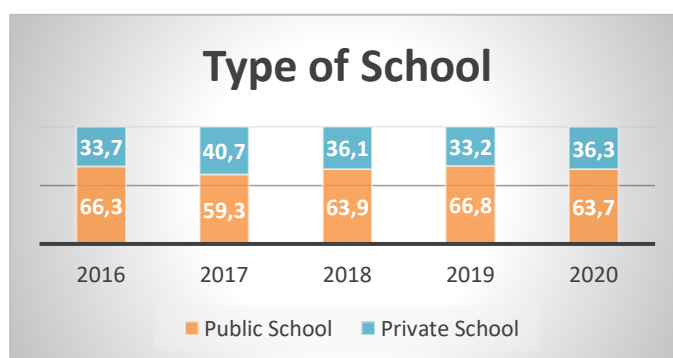


Figure 2. High School type of Alumni

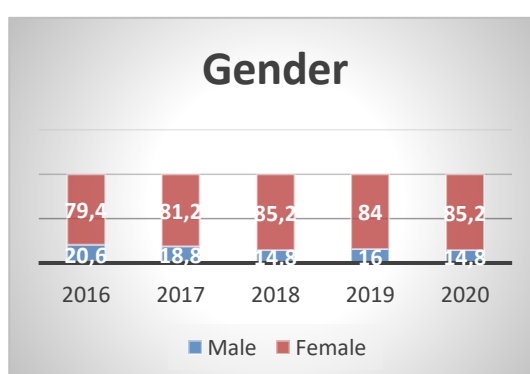


Figure 3. Gender of Alumni

INFOGRAPHICS

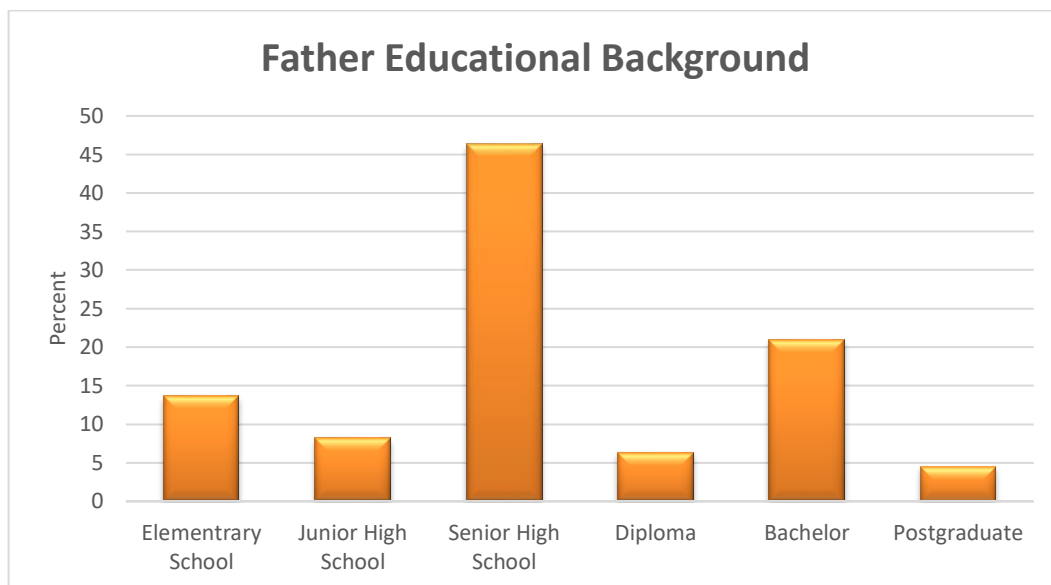


Figure 4. Father's Educational Background of Alumni

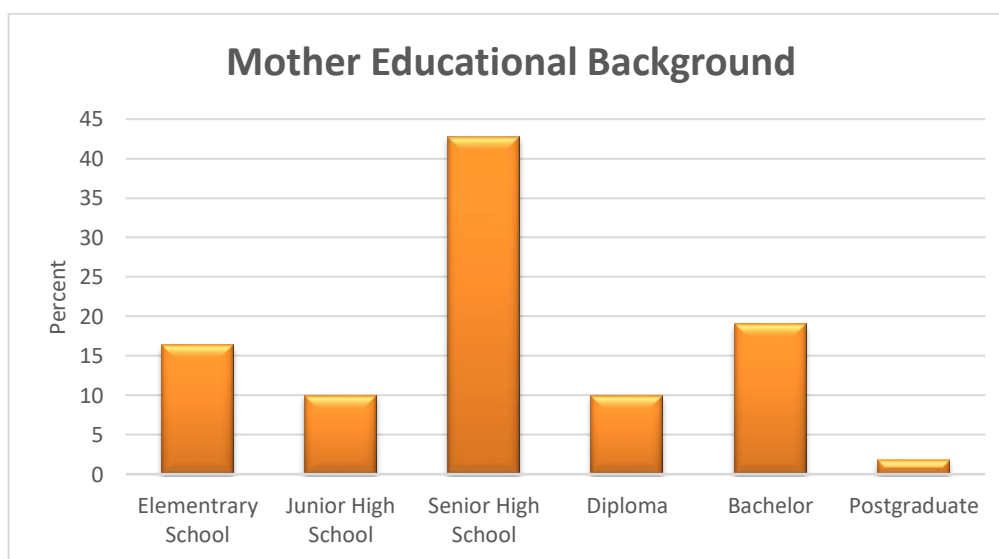


Figure 5. Mother's Educational Background of Alumni

INFOGRAPHICS

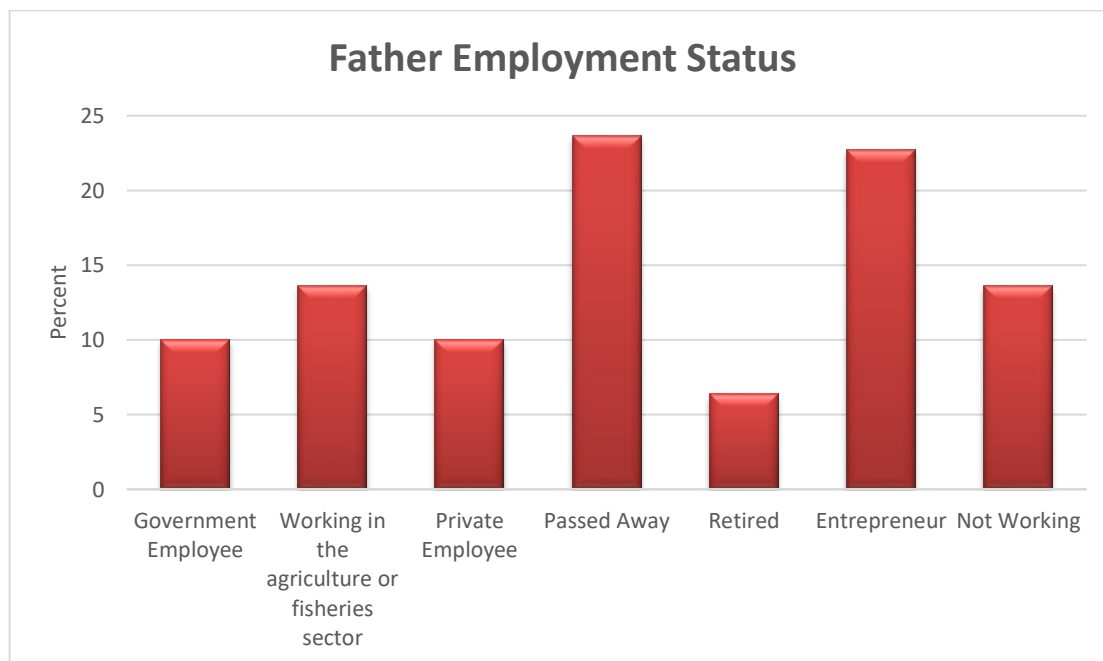


Figure 6. Father's Employment Status of Alumni

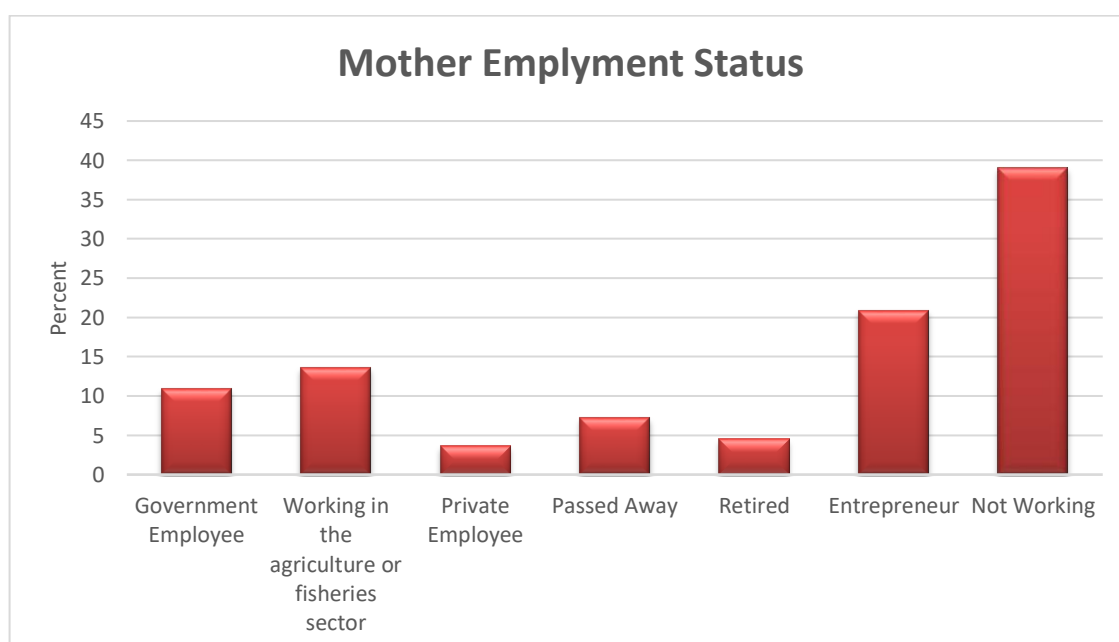


Figure 7. Mother's Employment Status of Alumni

INFOGRAPHICS

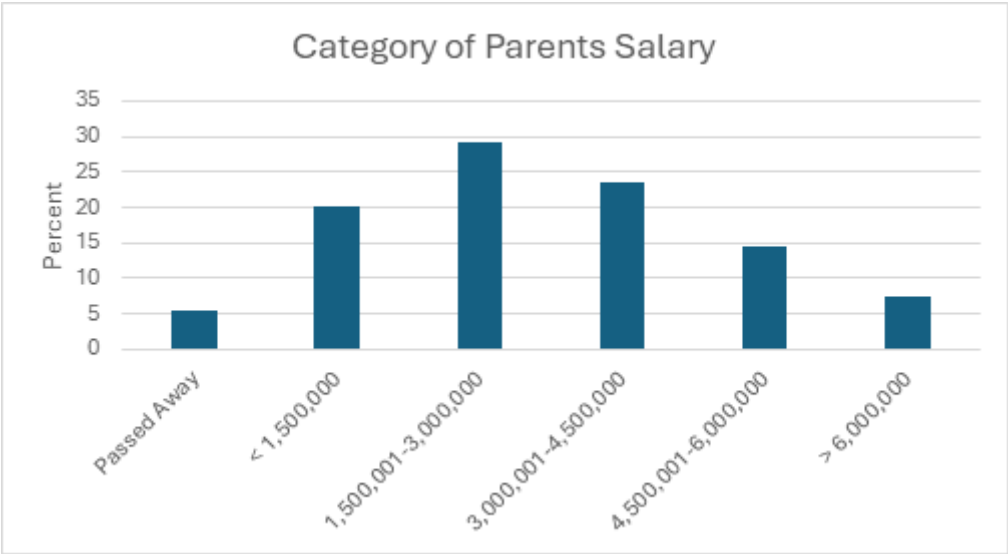


Figure 8. Parents' Income

Table 2. Student Retention Rates

ETP	Year 1	Year 2 Student Retention Rates n (%)	Leaving Students n (%)	Reasons
2016	513	510(99.4%)	3(0.6%)	Nonacademic reasons
2017	443	441(99.54%)	2(0.46%)	Nonacademic reasons
2018	351	350(99.7%)	1(0.3)	Nonacademic reasons
2019	339	336(99.1%)	3(0.9%)	Academic and Nonacademic reasons
2020	248	248(100%)	0	NA

Table 3. Graduation Rates

ETP	Year 1	Graduate of Profession	Graduate Rates n (%)
2016	513	458	89.27%
2017	443	430	97.06%
2018	351	329	93.73%
2019	339	321	94.69%
2020	248	209	84.27%

INFOGRAPHICS

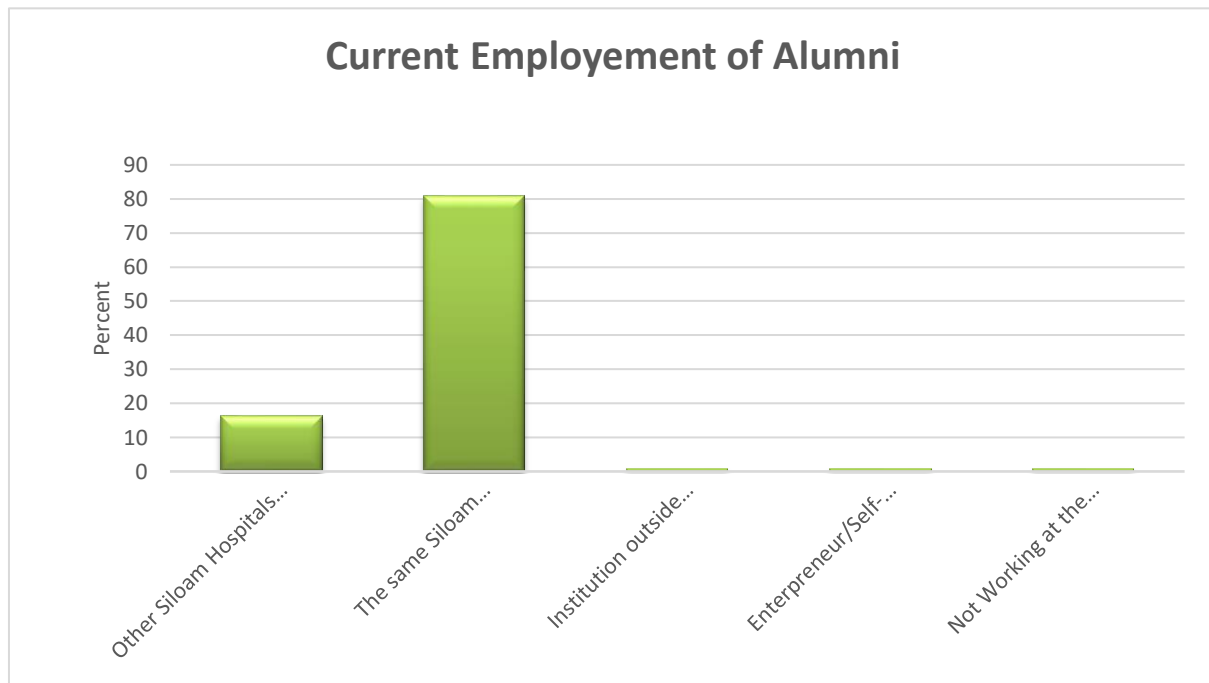


Figure 9. Current Employment Status of Alumni

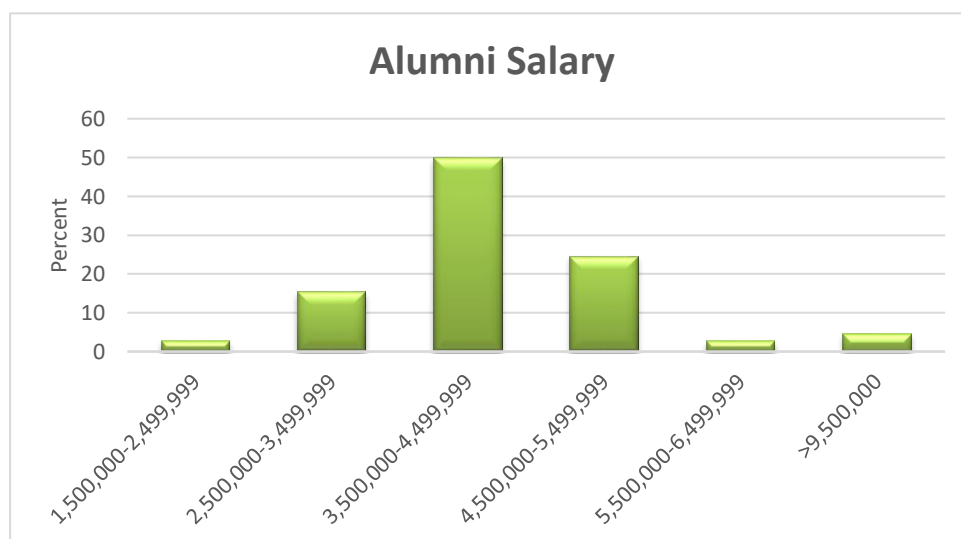


Figure 10. Current Income of Alumni

INFOGRAPHICS



Figure 11. Main Themes of Open-ended Questions in Survey

Table 4. The Relationships between Alumni profile and their current condition

(N=110)

Category		Current Employment		p-value	Current Salary		p-value
		Designated Hospital	Others		Below 4,500,000 Rp	4,500,000 Rp and above	
Cohort	2016	18(58.1)	13(41.9)	0.005*	17(54.8)	14(45.2)	0.236
	2017	14(87.5)	2(12.5)		11(68.8)	5(31.3)	
	2018	20(87)	3(13)		15(65.2)	8(34.8)	
	2019	13(92.9)	1(7.1)		12(85.7)	2(14.3)	
	2020	24(92.3)	2(4.8)		20(76.9)	6(23.1)	
Mother Education Background	School Graduate	60(78.9)	16(21.1)	0.603	49(64.5)	27(35.5)	0.304
	University Graduate	29(85.3)	5(14.7)		26(76.5)	8(23.5)	
Father Education Background	School Graduate	63(84)	12(16)	0.344	51(68)	24(32)	1
	University Graduate	26(74.3)	9(25.7)		24(68.6)	11(31.4)	
Mother Employment	Working	23(74.2)	8(25.8)	0.283	20(64.5)	11(35.5)	0.875
	Entrepreneur	21(91.3)	2(8.7)		16(69.6)	7(30.4)	
	Not Working	45(80.4)	11(19.6)		39(69.6)	17(30.4)	
Father Employment	Working	30(81.1)	7(18.9)	0.883	27(73)	10(27)	0.557
	Entrepreneur	21(84)	4(16)		15(60)	10(40)	
	Not Working	38(79.2)	10(20.8)		33(68.8)	15(31.3)	
Parents Income	Below 4,500,000 Rp	70(81.4)	16(18.6)	0.775	58(67.4)	28(32.6)	0.946
	4,500,000 Rp and above	19(79.2)	5(20.8)		17(70.8)	7(29.2)	

Note: *significant <0.05

RESULTS AND DISCUSSION

The findings of this study provide compelling evidence of the positive social impact of the Assisted Students Program (ASP) at the Faculty of Nursing, Universitas Pelita Harapan (FoN UPH), particularly in relation to SDG 4 (Quality Education), SDG 3 (Good Health and Well-being), and SDG 10 (Reduced Inequalities).



01 — Socioeconomic Background

Based on the city of origin data, the financial aid program of the Faculty of Nursing at Universitas Pelita Harapan has successfully reached students from various regions across Indonesia, including remote and disadvantaged areas (3T regions: frontier, outermost, and underdeveloped) such as Papua, Maluku, and East Nusa Tenggara. The consistent geographic distribution of students each year reflects the institution's strong commitment to promoting equitable access to higher education, particularly for individuals from low socio-economic backgrounds. Most respondents in this study were female, indicating that nursing continues to be a career predominantly chosen by women. The socio-economic background data reveal that ASP successfully attracts and supports students from diverse regions and economic strata across Indonesia. Many students are first-generation college attendees, whose parents had only elementary or high school education.



02 — Alumni Employment

Postgraduate employment data show that 80% of ASP graduates remain employed in their initial hospital placements, indicating strong job placement and retention. The majority earn between IDR 3,500,000 and IDR 4,499,999, representing a significant increase compared to their family income prior to entering the program. This economic uplift reflects the program's contribution to SDG 3 (Good Health and Well-being), as stable employment in healthcare contributes to both personal and public health outcomes.

RESULTS AND DISCUSSION



03 — The ASP (Assisted Students Program) impact on SDGs

According to open-ended question in the survey, the alumni provided opinion on the impact of the ASP on their education, health and life. Four main themes revealed: 1) Educational Access and Achievement, 2) Financial Relief and Family Support, 3) Career Alignment and Professional Growth and 4) Holistic Health and Personal Development.

The ASP had a positive impact on respondents' education, health, and family life (SDG 3 Good Health and Well-being), SDG 4 Quality Education, and SDG 10 Reduced Inequalities). This self-reported data highlights the holistic benefits of the program, extending beyond academic achievement to include improved self-esteem, health literacy, and family well-being.



04 — Institutional Implications

The institutional implications drawn from the data suggest that recent improvements in curriculum, partnerships, or student support systems have positively influenced graduate employment outcomes, particularly in securing positions at designated hospitals. The significant difference in employment rates across cohorts indicates a need for targeted support for earlier graduates and a review of past educational strategies. Meanwhile, the lack of significant correlation between parental background and employment or salary outcomes reflects the institution's success in providing equitable opportunities regardless of socioeconomic status. However, salary levels remain modest across cohorts, highlighting the need for enhanced career development programs and employer engagement to improve graduate compensation. These insights should guide strategic planning, curriculum refinement, and alumni support initiatives to further strengthen institutional impact and graduate success.

CONCLUSION

This study demonstrates that **the Assisted Students Program (ASP)** at the Faculty of Nursing, Universitas Pelita Harapan, **has a significant and multifaceted social impact**. By supporting students from diverse socio-economic backgrounds, the program makes a meaningful contribution to the achievement of several Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 3 (Good Health and Well-being). Consistently high retention and graduation rates reflect the program's effectiveness in fostering academic success. Moreover, **the strong post-graduation employment outcomes** and increased income levels among alumni indicate that ASP not only enhances educational attainment but also facilitates economic empowerment and professional stability. Importantly, **most respondents reported that the program improved their education, health, and family life, emphasizing its broad implications**. These findings confirm the value of targeted student support initiatives in higher education, particularly in professional fields such as nursing, where graduates directly contribute to national health systems. Considering these outcomes, **ASP serves as a model for inclusive and impactful educational programming**. **Future research** should explore its longitudinal effects, conduct comparative studies with other faculties, and examine the program's scalability to other institutions. Strengthening such initiatives will be essential for advancing equitable access to education and fostering sustainable development in Indonesia and beyond.

RECOMMENDATIONS

Based on the findings, the following actions are recommended for educational institutions and policymakers:



01 — Enhance Curriculum Alignment with Industry Needs

Conduct a **curriculum audit** to identify successful changes and **institutionalize best practices** across nursing programs. This process should involve a comprehensive review of course content, teaching methodologies, clinical training, and assessment strategies to determine which elements have most effectively enhanced graduate competencies and employment outcomes.



02 — Develop a Graduate Outcome Monitoring System

Create a **centralized alumni database** to track employment status, salary, and career progression, enabling data-driven decision-making. This system will support continuous program evaluation, aid to identify trends in graduate outcomes, and inform strategic improvements in curriculum and student support services.



03 — Expand Partnerships with Designated Hospitals

Formalize and expand **MOUs with hospitals, inside and outside Indonesia**, including internship pipelines, joint training programs, and guaranteed placement schemes. Strengthening these partnerships will enhance clinical exposure, improve graduate employability, and support international collaboration in nursing education.



04 — Longitudinal Impact Research

Conduct further **longitudinal research** to explore how different aspects of the program contribute to long-term student success. This exploration will identify which interventions most effectively support academic achievement, career development, and well-being, strengthening the program's alignment with sustainable development goals.

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Research Team

Ni Gusti Ayu Eka Sulistiyaningtyas

gusti.eka@uph.edu

Marisa Junianti Manik

marisa.manik@uph.edu

Sergio Yudi Midu

sergio.midu@uph.edu

Santa Maya Pramusita

santa.pramusita@uph.edu