

## **How to Obtain an Australian Government Scholarship: A Community Service Presentation**

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### **Abstract**

*In this article, the author discusses a community service activity in the form of a presentation on strategies for obtaining an Australian Government scholarship offered annually on the website <https://www.australiaawardsindonesia.org>. The presentation covered strategies for navigating the administration process and scholarship interviews. This half-day activity, which utilized presentations and a question-and-answer discussion, was held at a renowned private university and attended by 50 lecturers and high school teachers in Malang City. Overall, the community service activity was positively received by the participants. The committee also distributed several digital documents to encourage participants to apply for the scholarship managed by the AusAID in the future.*

**Keywords** - AAS, AusAid, scholarship administration, scholarship interview, scholarship strategy

### **Abstrak**

*Di artikel kegiatan pengabdian masyarakat ini, penulis membahas sebuah presentasi tentang strategi dalam memperoleh beasiswa dari Pemerintah Australia yang ditawarkan setiap tahun di situs <https://www.australiaawardsindonesia.org/>. Presentasi makalah yang disampaikan meliputi strategi dalam menghadapi proses administrasi dan wawancara beasiswa. Kegiatan setengah hari yang menggunakan metode presentasi dan diskusi tanya jawab ini diselenggarakan di sebuah universitas swasta ternama dan dihadiri oleh 50 dosen dan guru sekolah menengah di lingkungan Kota Malang. Secara umum kegiatan pengabdian masyarakat ini dinilai positif oleh para peserta. Panitia juga membagikan beberapa dokumen digital untuk menambah semangat para peserta dalam melamar beasiswa yang dikelola oleh lembaga AusAid tersebut di masa mendatang.*

**Kata kunci** - AAS, AusAid, administrasi beasiswa, wawancara beasiswa, strategi beasiswa

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## INTRODUCTION

Globalization is a social order between nations that connects people in one country with people in other countries throughout the world, supported by information and communication technology. As is the case in other countries, globalization has a significant impact on the social order in Indonesia. In the field of education, policymakers are enthusiastic about implementing higher education more openly and establishing collaborations with universities in developed countries in the form of joint research/publications, guest lectures, internships/recruitment of workers, and the provision of overseas scholarships (Agung & Santosa, 2017; Masduqi, 2006; Masduqi, 2012).

Among academics who have successfully obtained scholarships and studied abroad, the positive things that are transmitted are a culture of global thinking, adapting to new things, being open to differences, being highly disciplined, and being eager to progress, which ultimately creates a more positive identity for Indonesian human resources on the world stage (Masduqi & Subiyanto, 2021; Politeknik Negeri Padang, 2024).

In relation to improving the quality of human resources in higher education, as previously described, this simple scientific article discusses a community service activity in the form of a presentation on strategies for obtaining scholarships from the Australian Government, offered annually on the website <https://www.australiaawardsindonesia.org/>. The presentation covers strategies for navigating the administration and interview process for these scholarships.

## METHOD

This community service activity, which discussed effective strategies for obtaining scholarships from the *Land of the Kangaroos*, utilized presentation and discussion methods (Kurniawan et al., 2023; Masduqi, 2024; Masduqi, 2025; Nuriadi, Verawati, & Jiwandono, 2023). The event was held in a hall at a renowned private university and attended by 50 lecturers and teachers from secondary schools in Malang City. By the 2026 agreement between the author, as guest lecturer, and the other researchers/presenters who hosted the event, the author was not permitted to provide detailed information about the participants, location, or time.

The presentation was delivered in a friendly manner to create a conducive atmosphere for the participants. Each session began with an anecdote to capture the participants' attention, followed by the presentation and discussion. Jokes based on cross-cultural understanding between foreign and Indonesian cultures were also included to avoid boredom. The details of the presentation activities are outlined in the table below.

**Table 1.**  
Order of Activities

Session	Title	Method	Time
First	Strategies in Scholarship Administration	presentation and group discussion	20 minutes
Second	Strategies in Scholarship Interview	presentation and group discussion	20 minutes
Third	Q & A	question and answer discussion	20 minutes

## RESULTS AND DISCUSSION

In this community service activity, the author presents materials based on a combination of personal experiences and the experiences of other awardees in obtaining scholarships managed by the Australian Aid (the Australian Agency for International Development), now popularly known as AAS or Australia Awards Scholarships (AAS Indonesia, 2026; Masduqi, 2026). In accordance with the agreement with the other researchers/presenters, the author only includes one photo of the presentation activity, as shown below.



**Figure 1.**  
Presentation Activity

In the Strategy in Scholarship Administration session, the author states that, as is common with postgraduate scholarships in other developed countries, the AAS scholarship also applies a strict administrative process. All AAS scholarship applicants are required to complete the application form and upload all supporting documents online (including photocopies of diplomas/transcripts, IELTS certificates, proposals, and letters of recommendation). All documents must be translated into English before being uploaded to the AAS online system. Here, the author emphasizes the importance of extra patience and careful planning for participants when applying for this Australian Government scholarship.

The author states that he prepared all these documents within two months by setting priorities. Regarding the legalization of transcripts and diplomas and obtaining the LoA (Letter of Acceptance) from an Australian university, he sought assistance from staff at IDP Education Malang. Previously, he obtained letters of recommendation from his superiors and academic advisors.

He then explained that the most challenging challenges were writing the proposal, completing the application form, and achieving a qualifying IELTS score (6.5). To address the first and second challenges, he sought advice from several fellow lecturers who had successfully obtained AAS scholarships. In writing the proposal and completing the application form, he received extensive input from professors and senior lecturers at the Islamic University of Malang and the State University of Malang. Advice and Input from education experts are crucial because some of the questions in the scholarship application require strategic answers and keyword use. The author believes that only those who have received an AAS scholarship know how to navigate the ins and outs of applying for this sought-after scholarship.

The author then addressed the next challenge: achieving the required IELTS score for the AAS scholarship. The first time he took a practice IELTS test at an Australian education exhibition in Surabaya, he failed miserably. He then took a second practice test at an Australian education exhibition in Malang. This time, with more thorough preparation, he studied several books discussing IELTS test strategies. Unfortunately, his results on this second test were also disappointing. Unwilling to give up, he was determined to take a third IELTS test (the real test) in Surabaya and ultimately achieved a score of 7. *Alhamdulillah!*

In the Scholarship Interview Strategy session, the author shares how, after fulfilling all the administrative requirements for the AAS scholarship online, two months later, he received an invitation letter to attend the interview, the second stage of the selection process in Surabaya. The author again consulted with several senior lecturers with experience in dealing with an Australian scholarship interview. In addition to consulting, the author also downloaded interview tips and tricks from several

AAS awardees on some scholarship websites. He also emphasized that it is equally important to undergo a spiritual process in accordance with one's religion and beliefs.

During the interview, he attended a face-to-face meeting with two professors from Australia and Indonesia. For this stage, he emphasized the simple strategy: avoid being nervous, act politely, and remain natural. He answered all questions honestly and candidly, and made eye contact with both professors throughout the interview. Furthermore, he had previously memorized the proposal and all the answers on the application form (including the reasons for choosing the study program, university, and state, as well as general knowledge about survival skills in Australia). This memorization strategy proved very useful. Almost all of the interview questions were not too far from the main points in the proposal and scholarship application form. There were only a few slightly unexpected questions, such as the past foreign relations between the Indonesian and Australian governments and their anticipations for the future. Fortunately, he frequently reads international news, allowing him to answer these questions effectively. convincing.

This series of presentations received a warmer response from participants in the final session, a Q&A or question-and-answer discussion. This positive response was reflected in the active participation of many participants who asked for more detailed information about the scholarship strategies presented in the previous two sessions. The author balanced this high level of motivation with answers that supported participants' understanding of the strategic aspects they would need to apply for the AAS scholarship. It can be said that the participants were generally happy with this community service activity.

## CONCLUSION

To sum up, this community service activity related to the Australian Government's scholarship acquisition strategy was enthusiastically attended by the participants. The majority of participants actively asked questions and provided constructive feedback to the author and the committee. Furthermore, the digital materials and resources provided by the committee, containing tips for obtaining overseas scholarships, were also well-received.

Several positive feedback points were received from participants, including the limited timeframe, which prevented the Q&A session from accommodating all questions. Furthermore, there was a suggestion to reduce the speaker's speaking speed when presenting anecdotes and terms in English. The author and committee representatives acknowledged this and promised to improve.

Based on the positive feedback and as a follow-up, the author and committee members will work together to conduct seminars/workshops focusing on the research proposal clinic, scholarship application assistance, and scholarship interview simulation in the future.

## ACKNOWLEDGEMENTS

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