ISLAMIC PHILANTHROPHY FOR INCLUSIVE EDUCATION AND ITS IMPACT ON SUSTAINABLE DEVELOPMENT

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ABSTRACT

Since 2020 BAZNAS has implemented a Special Partnership Scholarship program with institutions that have expertise in Education for Disabilities, 3T Regions and Indigenous Communities as BAZNAS's sanding partners to improve the quality of human resources through education. This study aims to analyze the special partnership program model to improve the quality of education for groups with disabilities, 3T Regions and Indigenous Communities. This research uses a quantitative descriptive method with a purposive sample type consisting of 18 partner institutions since 2020-2022 and institutional beneficiaries consisting of a sample of 151 beneficiaries. and spread across Yogyakarta, East Kalimantan, West Sulawesi, Banten, Maluku, East Nusa Tenggara, West Nusa Tenggara, Aceh, West Sumatra, Jambi, East Java, Central Java and South Sulawesi. data collection was carried out by distributing interview instruments, documentation, and observation. Meanwhile, the program impact evaluation used the CIPP model, which is an education program evaluation with 4 (four) approaches (Context, Input, Process, Product). The results showed that the effectiveness score or impact of the Scholarship Program for special disabilities, 3T areas and indigenous communities had a significant impact on partner institutions. The results showed that the effectiveness score or impact of the Scholarship Program for special disabilities, 3T areas and indigenous communities had a significant impact on partner institutions.

Keywords: Zakat, Inclusive Education, Scholarship, Sustainable Development Goals

ABSTRAK

Sejak 2020 BAZNAS melaksanakan program Beasiswa Kemitraan Khusus bersama lembaga yang memiliki kepakaran dibidang Pendidikan untuk Disabilitas, Daerah 3T dan Komunitas Adat sebagai mitra sanding BAZNAS untuk meningkatkan kualitas SDM melalui pendidikan. Penelitian ini bertujuan untuk menganalisis model program kemitraan khusus untuk meningkatkan kualitas pendidikan kepada kelompok disabilitas, Daerah 3T dan Komunitas Adat. Penelitian ini menggunakan metode deskriptif kuantitatif dengan jenis sampel purposive sample terdiri dari 18 lembaga mitra sejak tahun 2020-2022 dan penerima manfaat lembaga yang terdiri dari sampel sebanyak 151 penerima manfaat. dan yang tersebar di Yogyakarta, Kalimantan Timur, Sulawesi Barat, Banten, Maluku, Nusa Tenggara Timur, Nusa Tenggara Barat, Aceh, Sumatera Barat, Jambi, Jawa Timur, Jawa Tengah dan Sulawesi Selatan. pengumpulan data dilakukan dengan penyebaran instrumen wawancara, dokumentasi, dan observasi. Sementara itu, evaluasi dampak program menggunakan model CIPP, yaitu evaluasi program pendidikan dengan 4 (empat) pendekatan (Context, Input, Process, Product). Hasil penelitian menunjukkan skor efektifitas atau dampak Program Beasiswa khusus disabilitas, daerah 3T dan komunitas adat sangat berdampak pada lembaga mitra. Temuan awal dari penelitian ini menunjukan bahwa penerima manfaat yang dikelola oleh lembaga mitra mengalami peningkatan pengetahuan dan kualitas pendidikan. Hal ini berarti bahwa program ini sangat efektif untuk meningkatkan kualitas pendidikan sehingga dapat direplikasi di lembaga lain.

Kata Kunci: Zakat, Pendidikan Inklusif, Beasiswa, Pembangunan Berkelanjutan

A. Introduction

The gap in inclusive education in Indonesia is reflected in BPS data from 2022 which shows that only 4.31% of school-age people with disabilities still are receiving education, compared to 24.2% of the non-disabled population. Zakat as one of the instruments of Islamic philanthropy can address this gap, especially through rights-based and empowerment approaches as described by Fauzia (2013) and Hassan & Khan (2007). This scholarship program is a form of realization of magashid sharia in education, as well as a manifestation of the principle of social justice in Islam, which empowers marginalized groups to be equal in human resource development (Latief, 2013).

The long history of Philanthropy in Indonesia since the beginning of the 20th century, bureaucratization and modernization of the philanthropic movement/activism has led to an increasingly broad scope of philanthropic activities which are not limited to charitable/compassionate activities for the poor but have also been formulated in the form of "services" in various sectors such as health. education scholarships, disaster response and improving the economy of small communities (Latief, 2010). Both directly and indirectly, the world of education is also an inseparable part of the discourse and practice of Islamic philanthropy (Latief, This Islamic philanthropic 2013). movement has become a social capital in the development and growth of the world of Indonesian education to date (Sulkifli, 2018).

Philanthropy in Islam refers to the voluntary act of helping others by giving possessions, time, or energy for the welfare of others. The term encompasses concepts such as zakat, sadaqah, waqf, and infaq. (Fauzia, 2013). Zakat as one of the five pillars of Islam that must be carried out by every Muslim who is able. Zakat is an obligation to give a small portion of one's wealth to those in need. The goal is to help reduce poverty and inequality in society (Qaradawi et al., 2007) Research has shown that zakat has great potential to eradicate poverty and improve social welfare. For example, in Bangladesh, zakat has been successfully used to fund education, health, and economic empowerment programs for the poor (Hassan & Khan, 2007) In addition, research in Malaysia shows that wellmanaged zakat can improve the quality of life of recipients and help them escape the cycle of poverty (Zakça, 2000).

In the context above, the researcher aims to identify the dual effects on the implementation of education zakat-based inclusive programs run by the National Zakat Agency (BAZNAS) as an Islamic philanthropy-based institution, namely the Special Education Partnership Scholarship program in the 2020-2022 period. The purpose of this program is the collaboration of scholarship managers to reach equal education to large groups, namely the Disability Group, the 3T (Frontier, Outermost, Disadvantaged) regional group and the Indigenous Community Group with funding of 50 million in 1 year of the program and institutional development facilities with asnaf fi sabilillah.

BAZNAS is a non-structural government institution tasked with collecting, managing and coordinating zakat, infak and sedekah nationally in accordance with Law No. 23 of 2011 concerning Zakat Management. As an Islamic-based philanthropic institution in Indonesia, the BAZNAS program that is run has an influence on the objectives of sustainable development through programs.(Sulkifli, its 2018)The implementation of the Education Special Partnership Scholarship program for Disabilities, 3T Regions and Indigenous People through a collaborative mechanism with institutions that have expertise in the field of education as BAZNAS's partner aims to improve superior Indonesian Human Resources (HR) in the future that are inclusive and equitable in accordance with the goals of sustainable development, namely inclusive education for all humans without anyone being left behind or known as the term "no one left behind".

In the period between 2020-2022, BAZNAS partnered with 18 institutions consisting of 9 institutions focusing on disabilities, 5 institutions focusing on 3T Regions and 4 institutions focusing on Indigenous People with the following data:

No	Institution	Program Group	Year	
1	Hoshizhora Foundation	3T Region	2020	
2	Gapai Indonesia	Disability	2020	
3	Yayasan Kerlip	3T Region	2020	
4	PPRBM Solo	Disability	2020	

Table 1. Partner institutions for the2020-2022 Special EducationPartnership Scholarship

No	Institution	Program Group	Year
5	Taawun Indonesia	3T Region	2021
6	Sam'an Netra Mulia	Disability	2021
7	Yayasan Peduli Kasih ABK	Disability	2021
8	Yayasan Aishyiah Singaparna	Disability	2021
9	Yayasan Solidaritas Aksi Peduli (YSAP)	3T Region	2022
10	Yayasan Raudlatul Makfufin	Disability	2022
11	Yayasan Cahaya Keluarga Fitrah - Rumah Autis	Disability	2022
12	Yayasan Helping Hands	Disability	2022
13	SSS Pundi Sumatra	Indigenous Community	2022
14	Yayasan Difapedia Indonesia Inklusi	Disability	2022
15	Lembaga Pendidikan Ma'arif NU PWNU NTB	Indigenous Community	2022
16	Komunitas Adat Pusu (KAP)	Indigenous Community	2022
17	Yayasan Karya Suara dan Asa	3T Region	2022

Pendas : Jurnal Ilmiah Pendidikan Dasar, ISSN Cetak : 2477-2143 ISSN Online : 2548-6950 Volume 10 Nomor 02, Juni 2025

No	Institution	Program Group	Year
18	Yayasan Pendidikan Lensa Indonesia	Indigenous Community	2022

Source: BAZNAS, 2022

The partnership mechanism with educational foundations targeting the three groups above in terms of partnerships with Indigenous People is in line with the spirit of the United Nations Declaration on the Rights of Indigenous Peoples in 2007, which affirms in article 14 that indigenous peoples have the right to education that respects their cultural identity. Education is seen not only as a basic right, but also as a way to empower Indigenous People to participate fully in national development. (UNDRIP, 2007) Scholarships managed by BAZNAS also support this by providing access to Indigenous to obtain quality education People that is in accordance with their traditions and culture, as regulated in Presidential Regulation No. 186 of 2014 concerning Social **Empowerment of Remote Indigenous** People (Perpres No. 186 Tahun 2014, n.d.).

Fulfillment of state obligations in fulfilling the rights of the disabled includes all aspects, both politics, welfare, education, obtaining employment, arts and culture, communication is fulfilled, utilization of technology, obtaining information and opportunities in sports. Good faith has been realized in the formation of Law Number 8 of 2016 (Hariandja, 2021, p. 93). Indonesia ratified the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD) in 2011. This ratification was then strengthened by the stipulation of Law Number 8 of 2016 concerning Persons with Disabilities. Article 10 of the Law on Persons with Disabilities regulates the rights of persons with disabilities to quality education in all types, paths and levels of education, the right to equal opportunity (equity) to become educators and education providers, and the right to receive decent accommodation as students. not only that, the government must also realize what has been written in Law Number 8 of 2016, such as facilities and infrastructure and human resources that will support the realization of the mandate of the law.

Since 2013-2020, the growth of national schooling expectancy has slowed down. Likewise from 2021 to 2022 with a growth slowing down by 0.15 percent. The average length of schooling for Indonesians is 8.69 years. This means that the average population completes their education up to 8th grade of Junior High School (SMP) (Indeks Pembangunan Manusia 2022, BPS, n.d.). Data from the Central Statistics Agency also shows that the inequality in school participation between people with disabilities and non-disabilities is still occurring. Looking at the 2022 Education Statistics, the percentage of the population aged 5 years and over with disabilities who are still in school

is only 4.31%. This percentage is far from the non-disabled population, 24.20%. which is People with disabilities who have not or have never attended school at all reach 17.64%. Meanwhile, people with disabilities who are no longer in school are 78.05%. The APM for all levels of education is greater in urban groups than in rural areas and non-disabled groups compared to disabled groups. This inequality needs to be a concern for the government (Statistik Pendidikan 2022 - Badan Pusat Statistik Indonesia, n.d.).

BAZNAS realizes also the principles of sharia in zakat, which aims to create social justice and welfare for all levels of society. Zakat, infag, and sedekah are not only instruments of economic empowerment, but also a means to create a generation that is intelligent, empowered, and actively contributes to national development. Scholarship programs and educational assistance encourage participation to in education at all levels use Zakat funds accordance with MUI Fatwa in Number Kep120/MUI/II.1996 which states that zakat is allowed for scholarships by considering Academic Achievement. Prioritized for the underprivileged, Studying sciencean which is beneficial for the Indonesian nation (MUI Fatwa, 1996).

Referring to the Directive 2 of the President of the Republic of Indonesia Point on Human Resource Development & Developing regions to reduce disparities and ensure equality, Increasing quality and competitive Human Resources and improving the quality of education (Lampiran 1. Narasi RPJMN 2020-2024.Pdf, n.d.) This is also in line with the government's 2024 work plan on Indicator 3 Fulfillment of Basic Services, Number 21. Average length of schooling of the population aged 15 years, Number 22. Expected length of schooling (vears). Number 23. Completion Rate of Elementary School/MI/Equivalent, Junior Hiah School/MTS/Equivalent, Senior High School/MA/Equivalent, and Number 24. Gross Participation Rate of Higher Education. Indicator Increasing the quality of children, women and youth Number 2 Proportion of women aged 20-24 who married before 18 years, Number 6 Labor Force Participation Rate (TPAK) of women (Batang Tubuh Dan Narasi RKP Tahun 2024, n.d.).



Figure 1. Al Quran Sign Learning Activities at Raudhatul Makfufin

Source: BAZNAS, 2022

In-depth analysis is needed on the implementation, impact, and benefits provided by program managers to groups with disabilities, 3T Regions and Indigenous People. This will help in continuous improvement more efficient and

allocation of resources. Initial findings from this study indicate that beneficiaries managed by partner experienced increased institutions knowledge such as at the Raudhatul Makfufin Foundation, participants with disabilities experienced visual increased knowledge of digital literacy. In the Suku Anak Dalam Indigenous Community run by the Pundi Sumatera institution, there was an increase in school motivation with mentoring, one of the improvements was the presence of one of the children from the Suku Anak Dalam who was pursuing higher education leaving his group to the city. In addition, there was a multiplier effect felt by beneficiaries such as the recording of population data because they were registered in educational units that required students to have population data. This shows that this program is effective in improving the quality of education and human resources in Indonesia so that it can be replicated in other institutions.



Figure 2, The nature school library of the Anak Dalam tribe and the college graduates from the Anak Dalam tribe indigenous community

Source: BAZNAS, 2022

The BAZNAS scholarship program serves as a practical form of Islamic philanthropy, moving beyond

traditional charity into structured impact-driven initiatives. This program directly contributes to SDG 4.5, which seeks to eliminate educational disparities and ensure equal access to education for vulnerable populations including persons with disabilities, indigenous communities, and those in remote regions.

Moreover, it supports Indicator 4.5.1, which tracks parity indices between vulnerable groups and the general population. By targeting beneficiaries in disability, 3T (frontier, outermost, disadvantaged), and indigenous categories, the program addresses critical gaps in access and equity in the Indonesian education system.

One of the most concrete outcomes of the program is the facilitation of civil registration and population documentation for marginalized groups. This is a vital prerequisite for educational enrollment in Indonesia, particularly for students from the Suku Anak Dalam and children with disabilities. Without birth certificates or national identity numbers, these individuals are often excluded from school systems, limiting their educational attainment and future social mobility. Through the BAZNAS initiative, several beneficiaries were able to secure official documentation as part of their institutional enrolment thereby indirectly contributing to SDG 16.9 (legal identity for all) but more significantly, it enabled them to be counted within SDG 4.5.1 indicators.

This program reflects what Fauzia (2013) described as

"empowering zakat" —not merely relieving short-term poverty, but enabling long-term inclusion. The BAZNAS model exemplifies the transformative potential of Islamic philanthropy in reducing structural educational inequality.

In line with MUI Fatwa Kep-120/MUI/II/1996, the use of zakat funds for education is part of asnaf fi sabilillah. This means that the alignment of zakat to mustahik groups with disabilities and customs is a real form of inclusive and transformative Islamic philanthropy (Fauzia, 2016; Qaradawi, 2007).

B. Islamic Philantrophy And Inclusive Education Program

Philanthropy is a voluntary act by individuals or groups to give their resources, such as money, time, or skills, to those in need with the aim of improving the social and economic well-being society.(Payton of & Moody, 2008)The word philanthropy itself comes from the Greek word which means philein love and anthropos which means human, which if translated etymologically, it is a person's action directed towards another person which is based on feelings of love for fellow human beings and humanitarian values. with the intention of to help him, both in material and immaterial forms (Salamon & Anheier. 1997). Philanthropy often takes the form of donations, funding, or participation in social and charitable activities. The purpose of philanthropy is to help solve social problems, advance education, improve health, and support other humanitarian initiatives. Anheire further classifies various approaches. Anheier divides the periodization of philanthropy studies into four approaches; the charity approach, the scientific approach to philanthropy, the scientific approach new and creative philanthropic approaches (Anheier, 2014).

According to the Research and Center (PIRAC). Advocacv Philanthropy is a form of social capital that is almost owned by all levels of society. Philanthropy as a tradition has been integrated into a communal culture that has been rooted for a long time, especially in rural communities. Cultural facts show that the tradition of philanthropy is preserved through giving alms to less fortunate friends, family, neighbors. and Another characteristic is shown the by demands of society to prioritize the goal of easing the burden of the poor, whose numbers have increased by 48% during the economic crisis that hit Indonesia since 1997 (Public Interest Research and Advocacy Center (Indonesia) & Asian Development Bank, 2002).

Amelia Fauziah in her book entitled Islamic Philanthropy: History and Contestation of Civil Society and the State in Indonesia reveals that philanthropy is a voluntary giving from individuals and society in the form of objects or services used for the public interest. This view is based on the definition of Mike W. Martin in his book Virtuous Giving, where Mike describes

into philanthropy four elements, namely voluntary, personal (nonstate), service/social work, and public interest (Fauzia, 2016). Philanthropy in Islam refers to the voluntary act of helping others by giving possessions, time, or energy for the welfare of others. The term encompasses concepts such as zakat, sadagah, waqf, and infaq. Zakat is one of the pillars of Islam that is obligatory for every Muslim who meets certain requirements, while sadagah and waqf are more voluntary (Fauzia, 2013) Discussion regarding Islamic Philanthropy is a deep and integral concept in Islamic teachings.

The term Philanthropy (generosity and love) towards others is not yet widely known by the public, but in practice, philanthropic activities have become an inseparable part of the life of the Indonesian Muslim community. To connect the concept of zakat, sedekah and waqf with the idea of philanthropy, in the Islamic tradition the concept of "maslahah ammah", common good, general welfare or collective welfare can be used (Latief, 2013).

Judging from the introduction of this article, the more the development of Islamic Philanthropy institutions, the more varied the programs created by Philanthropy institutions. BAZNAS through its special education partnership scholarship program targets what has not been seen by other philanthropic institutions, taking up empty spaces that have not been touched, namely inclusive education targeting three groups of disabilities,

3T Regions and Indigenous People . Islamic Philanthropy in Indonesia has played an important role in providing social and educational assistance, including in the form of scholarships. Several Islamic organizations in Indonesia that are well-known for providing scholarships include Rumah Zakat Indonesia, Dompet Dhuafa (Latief, 2013)but only from the big class institutions only play a role in educational programs for formal basic secondary education and higher education instead of improving the quality of human resources through education, philanthropic institutions rarely target education for inclusive groups. In the modern context, Islamic philanthropy does not only focus on direct assistance but also on long-term social and economic development. Islamic philanthropic organizations are now more structured and impactoriented, with a focus on education, health, and economic empowerment. This reflects the adaptation of traditional Islamic philanthropic values contemporary challenges to and needs (Anheier, 2014).

C. Sustainable Development Goals

Sustainable development is a concept of development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This concept includes three main pillars: economic, social, and environmental. The main goal of sustainable development is to achieve a balance between economic growth, social welfare, and environmental protection (United Nation, 2024) This definition was first formally adopted in the report "Our Common Future" known as the Brundtland Report, published in 1987 by the World Commission on Environment and Development (WCED) chaired by Gro Harlem Brundtland. The report emphasized the importance of sustainable development strategies to ensure human well-beina and environmental preservation. Higher education plays a vital role in achieving these goals by preparing individuals who are able to manage resources efficiently and ethically (Brundtland, 1987).

In its implementation, the sustainable development agenda in Indonesia has many challenges as stated by Rulandari from the results of her research Study of Sustainable Development Goals (SDGs) Quality Education in Indonesia in the First Three Years, it concluded. First, Indonesia has made better progress in terms of timeliness and participatory processes. However, even so, the challenges faced in implementing SDGs. In substance, the SDGs ambition to eliminate the negation component in development is an effort that is almost close to utopia. Second, in terms of process. the implementation of SDGs Quality Education at the national level still leaves homework such as accountability mechanisms, data acceptance from non-governmental parties, and the participation process itself. Third, the active role of the government is certainly the main capital for the implementation and achievement of quality education SDGs in Indonesia. Various parties, including universities, are optimistic that quality education SDGs will be implemented with inclusive and participatory principles (Rulandari, 2021).

Education for sustainable development is meaningful, functional purposeful education for and development that can meet the needs of the present generation without having to ignore the ability of future generations to meet their needs; improve the quality of human life by continuing to live within the carrying capacity of the ecosystem, and; benefit all creatures on earth (humans and ecosystems) now and in the future. Through education, Indonesia is obliged to integrate the principles, values, and practices of sustainable development into all aspects of education and learning in all types, levels, and educational paths in line with the UN declaration (Suprastowo, 2010).

Special Partnership Scholarship Program for Disabilities, 3T Regions and Indigenous Communities run by BAZNAS directly supports SDG Target 4.5, which aims to "eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations" (UNESCO, 2023).

Based on our research, 162 beneficiaries from marginalized groups received access to formal education, contributing to national indicators such as average years of schooling and gross enrollment ratio, as monitored in the RPJMN and BPS data frameworks (BPS. 2022: Suprastowo, 2010). Not only relevant in the past, but is also very significant in the modern context to create a more just and prosperous society.

D. Method

This research analysis uses the CIPP model, a program evaluation model that requires context, input, process, and product evaluations in assessing program value. This model is an evaluation approach that focuses on decisions and emphasizes the provision of systematic information for program management and operations. The CIPP framework was developed as a means to link evaluation with program decision-making. This aims to provide framework an analytical and rational basis for program decision-making, based on the cycle of planning, structuring, implementing, and reviewing and revising decisions, each of which is examined through different aspects of evaluation - context, input, process, product evaluations. and Bv measuring actual results and them with comparing anticipated results, decision makers will be better able to decide whether the program should be continued, modified, or terminated. This is the essence of product evaluation. By using CIPP in various stages of evaluation, evaluators can evaluate programs at different stages, namely before the program begins by helping evaluators to assess needs and at the end of the program to assess whether the program has an effect or not.

Evaluation of Program Impact using the CIPP Model

Firstly. context evaluation serves planning decisions. Context evaluation is the foundation of evaluation that aims to provide reasons or rationale in determining objectives. Therefore, the efforts made by the evaluator in this type of evaluation are focused on providing a description and details of the environment, needs, and goals. An evaluator must be careful and sharp in understanding the evaluation context decisions, planning related to identifying needs, and formulating program objectives.

Secondly, input evaluation supports structuring decisions. Input evaluation is a form of evaluation aimed at providing information to determine how available resources should be utilized to achieve program objectives. Everything that affects the implementation process of the evaluation must be properly prepared. evaluation This type of offers assistance in organizing decisions, determining the resources needed, identifying various alternatives to be undertaken, developing a mature plan, formulating strategies to be implemented, and ensuring that the

work procedures are in line with the achievement of the objectives.

Thirdly, process evaluation serves implementing decisions. This type of evaluation is directed at assessing the extent to which the planned activities have been carried out. When a program has been approved and initiated, process evaluation is needed to provide feedback to those responsible for implementing the program. It relates to how the program is carried out in practice. There are several important questions to be addressed during this phase of evaluation. For instance, is the plan being implemented as designed? Are there aspects of the implementation that need improvement? With this evaluation, the implementation process can be monitored, supervised, and improved as needed.

Lastly, product evaluation supports recycling decisions. As the final component of the CIPP model, product evaluation aims to measure and interpret the achievements of a program. This evaluation identifies the changes that have occurred as a result of the inputs. Through product evaluation, information is provided on whether the program should be continued, revised, or terminated. Outcome evaluation plays a role in determining what decisions will be taken next. It explores the benefits perceived by the community from the program being implemented and examines whether there are any notable influences or impacts. This form of evaluation is closely related to the benefits and effects of a program after a comprehensive assessment has been conducted. The advantages of this model lie in its utility for decision-making and as a means of demonstrating program accountability to the public. The stages in this model include delineating, obtaining, and providing information for decisionmakers.

The CIPP model has been widely used in various parts of the United States, both by government and private agencies. The use of this evaluation approach is widely used in order to ensure public accountability of an education program.

This research uses а quantitative descriptive method with a purposive sample type consisting of 18 partner institutions since 2020-2022 and spread across Yogyakarta, East Kalimantan, West Sulawesi, Banten, Maluku, East Nusa Tenggara, West Nusa Tenggara, Aceh, West Sumatra, Jambi, East Java, Central Java and South Sulawesi. Data collection was carried out by distributing interview instruments, documentation, and observation.

While the research design is rooted in qualitative description, we employed a hybrid approach that integrates quantitative instruments (percentage scores and categorical classifications) to evaluate program CIPP effectiveness across dimensions. This is consistent with mixed-method evaluation models where quantified indicators help measure alignment with national and international benchmarks, including SDG 4.5.1. For example, scoring institutional impact on inclusiveness allowed us to assess whether the scholarship led to parity improvements for vulnerable groups. These scores were critical in connecting field-level outcomes to national educational equity indicators, such as school enrollment rates and civil documentation access.

Specifically, the quantitative scoring revealed that over 50% of beneficiaries who lacked prior civil registration were able to obtain it, which directly influences their eligibility to access formal education—thereby contributing not just to program evaluation, but to the realization of inclusive development targets in Indonesia's SDG framework.

E. Analysis

This study is an evaluative study that is oriented towards analysis based on a program evaluation approach that is oriented towards management, namely a description that shows the procedures and processes of program implementation. In addition, in this study the quality of program performance is analyzed by analyzing the variables of context, performance and program benefits that are confirmed with target targets which are measures of program performance. The quality of the program is said to be good if the target can be achieved or even exceeded. Conversely, if the target is not achieved. then the program performance is said to be not good.

Based on the objectives, this type of research is applied research which is research conducted to obtain information to solve problems practically. Based on the relationship between variables, this type of is descriptive research research conducted to analyze one or more variables without making comparisons or connecting one variable with another.

The research design that will be used in this study is a cross-sectional study, namely data collection (which is also one of the descriptive research methods) where the information collected is only at a certain time (Kountur, 2003). This study is an evaluation study using the CIPP model, namely the evaluation of educational programs with 4 (four) approaches (Context, Input, Process, Product) (Worthen & Sanders, 1987).

Population and Sample

Population is a collection of all individuals whose surveys must be exploited (Lemeshow, 1990). The population in this study were all partner institutions from 18 institutions targeted by the Special Scholarship program from 2020-2022. Meanwhile, the research sample was selected purposively, namely: a minimum of $1/_{2}n+1$ for beneficiaries of institutions from 18 target partner institutions of the program, consisting of 300 beneficiaries. The sample in this study can be seen in Table 2.

The selection of 18 partner institutions was carried out

purposively based on the following criteria: (1) They are partner institutions of BAZNAS special education partnership scholarships for disabilities, 3t areas and indigenous communities in 2020-2022 (2) they are legal entities and are active in inclusive education, (3) they have completed the program and received program assistance from BAZNAS in digital fundraising the form of assistance and assistance in writing iournal articles.

Meanwhile, 162 beneficiaries were selected using the $\frac{1}{2}n + 1$ sampling method, which represents a minimum of 50% of the population with an additional one individual for minimum statistical validity in a crossdescriptive sectional desian (Lemeshow et al., 1990). Beneficiaries are more than 300 participants with a calculation of $1/2 \times 300 + 1 = 151$ divided by 18 institutions so that each institution fills 9 informants consisting of 2 program managers and 7 program beneficiaries.

No	Institution	Program Group	Sample of institution manager (n)	Benefi- ceries Sample (n)
1	Hoshizhora Foundation	3T Region	1	9
2	Gapai Indonesia	Disability	1	9
3	Yayasan Kerlip	3T Region	1	9
4	PPRBM Solo	Disability	1	9
5	Taawun Indonesia	3T Region	1	9
6	Sam'an Netra Mulia	Disability	1	9

Table 2. Research Sample

No	Institution	Program Group	Sample of institution manager (n)	Benefi- ceries Sample (n)
7	Yayasan Peduli Kasih ABK	Disability	1	9
8	Yayasan Aishyiah Singaparna	Disability	1	9
9	Yayasan Solidaritas Aksi Peduli (YSAP)	3T Region	1	9
10	Yayasan Raudlatul Makfufin	Disability	1	9
11	Yayasan Cahaya Keluarga Fitrah - Rumah Autis	Disability	1	9
12	Yayasan Helping Hands	Disability	1	9
13	Pundi Sumatra	Indigenou s Communi ty	1	9
14	Yayasan Difapedia Indonesia Inklusi	Disability	1	9
15	Lembaga Pendidikan Ma'arif NU PWNU NTB	Indigenou s Communi ty	1	9
16	Komunitas Adat Pusu (KAP)	Indigenou s Communi ty	1	9
17	Yayasan Karya Suara dan Asa	3T Region	1	9
18	Yayasan Pendidikan Lensa Indonesia	Indigenou s Communi ty	1	9
	Total		18	162

Time and Place of Research

This research was conducted for 1 year in August 2023 – August 2024.

Types of Data and Data Collection Techniques

The data collected in this study consists of primary data and secondary data. Primary data was obtained directly from the research sample through a questionnaire. Meanwhile, secondary data was obtained through the program manual (LFA), work reference framework and program reports.

Data collection was conducted the distribution through of instruments/questionnaires and In Interviews. Depth The research consisted of: instruments 1) а questionnaire which is a structured collect auestion to sample characteristic data, 2) a questionnaire which is a structured question to determine the impact of the program on the institution, 3) an interview guide for in-depth interviews. Meanwhile, the questionnaire contains the identification of the benefits of the program and the impacts provided.

Data Processing And Analysis Techniques

The data obtained will be processed through the process of editing, coding, scoring, data entry into the computer, data cleaning, and data analysis. After all the data is entered into the computer, it is then processed using Ms. Excel for Windows version 2010 and SPSS version 16. The data will be analyzed using 2 (two) methods, namely: 1) descriptive quantitative analysis, 2) analysis combined with qualitative analysis derived from the results of in-depth interviews.

Descriptive analysis is used to describe the variables in this study, which consist of sample characteristics. Identification of the condition of the institution and participants after the program is processed based on 3 categories, namely: Ineffective (score <60%), Effective (score 60% - 80%) and very effective (score > 80%).

Quantitative analysis is used to see the level of variable categories. The level of each variable category is measured by scoring techniques and grouped by Class Interval Techniques. The formula is:

Class Interval (IK) = M	aximum Score (Sma) - Minimum Score (Smi)
	Number of categories
The category groupi	ng is as follows:
No impact = Smi t	to (Smi + IK);
Less impact = (Smi	+ IK)+1 to (Smi +2IK);
Quite impactful	= (Smi + 2IK)+1 to (Smi +3IK);
Impact	= (<u>Smi</u> + 3IK <u>)+</u> 1 to (<u>Smi</u> + 4IK)
Very impactful	= (<u>Smi</u> + 4IK <u>)+</u> 1 to <u>Sma</u>

The respondents' answer scores in this study range from 1 to 5. The assessment categories based on the class interval formula above can be seen in Table 3 below.

	-
Percentage of Achievement	Category
84 ≤ x ≤ 100	Very effective/impactful
68 ≤ x < 84	Effective/Impactful
52 ≤ x < 68	Enougheffective/impactful
36 ≤ x < 52	Not enougheffective/impactful
20 ≤ x < 36	Noeffective/impactful

Table 3. Assessment Categories

Findings

Respondent Profile

The demographic data presented in Tables 4 and 5 illustrate the characteristics of two respondent involved in the study: groups institutional management and beneficiaries. Table 4 shows that the majority of institutional management respondents are male (51%), predominantly in the 29–46 age range, and highly educated, with 83% holding a master's degree. In contrast, Table 5 the reveals that beneficiary respondents are more evenly distributed by gender, mostly within the 11–20 age group (48%), and have lower educational attainment, with having completed only most elementary (40%) or junior high school (38%). These distinctions highlight the differences in age and educational background between management and program recipients.

1. Respondents of Institutional Management

Tabel 4. Respondents of Institutional Management

Criteria	Categories	Numbers	Percentage
Gender	Male	13	51%
	Female	11	49%
Age Group	29-37	10	41%
	38-46	8	33%
	47-55	2	8%
	55-63	4	17%
Education Level	Undergraduate	3	13%
	Masters	20	83%
	Ph.D	1	4%

2. Beneficiary Respondents

Tabel 5. Beneficiary Respondents

Criteria	Categories	Numbers	Percentage
Gender	Male	149	49%
	Female	153	51%
Age Group	1-10	70	36%
	11-20	94	48%
	21-30	0	0%
	31-40	4	2%
	41-50	4	2%
Education Level	Elementary School	79	40%
	Junior High School	75	38%
	Senior High School	32	16%
	Undergraduate	7	4%
	Masters	2	1%
	Ph.D	1	1%

Program Impact

This research is an evaluation research that aims to see the impact of the Emergency School Program. This evaluation is focused on 4 aspects: (1) Context Suitability Evaluation, (2) Program Input Evaluation, (3)Program Implementation Process Evaluation, (4) Program Products/Achievements.

Table 6.	Program Evaluation Aspect
	Scores

No	Program Evaluation	;	Ontonio		
NO	Evaluation Aspects	Manager	РМ	Average	Category
1	Program Context	86.0	85.6	85.8	Very Effective
2	Program Input	80.7	81.2	80.9	Effective
3	Program Implementat ion Process	86.4	85.8	86.1	Very Effective
4	Program Products/Ac hievements	83.0	82.4	82.7	Effective
ct of	tiveness/Impa Special larship ram			83.9	
Spec	larship		h	npact	

Program Context

The Context Suitability aspect is evaluated based on 3 variables,

namely: (1) Program Relevance, (2) Impact of the Institution's Program on Beneficiaries, (3) Support from Stakeholders. The results of the study show that the Program Relevance variable has a score of 85.8%.

Table 7. Evaluation Score of Context
Suitability Aspect

	Aspects of Program	s			
No	Context Suitability	Manager	РМ	Average	Category
1	Program Relevance	83.2	83.1	83.1	Very Effective
2	Impact of Institutional Programs on Beneficiaries	90.8	90.1	90.5	Very Effective
3	Support from Stakeholders	86.5	86.0	86.2	Very Effective
Prog Cont	ctiveness of ram extual ability Aspect				
Conf	ity Aspects of formity to ram Context	Very Impactful			

The following are the respective categories and for the scores indicators contained in each of the 3 (three) evaluation variables for Context Suitability (Program Relevance, Institutional Programs for Program Beneficiaries, and Support from Stakeholders).

Table 8. Indicator Scores on Program Relevance Variables

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			Score (%)		
No	Indicator	Manager	РМ	Average	Category
1	Compliance of the institution's program with the Special Scholarship program	88.3	86.7	88.3	Very Effective
2	The program PIC conveys the programs that will be implemente d	90.0	89.0	90.0	Very Effective
3	Suitability of training materials/ac tivities provided by BAZNAS with the needs of the institution	80.0	79.7	80.0	Effective
4	Suitability of training/acti vities provided by the institution with the beneficiarie s	85.8	86.3	85.8	Very Effective
5	The suitability of the training provided by the Special Scholarship Program with the developmen t of the institution	75.0	75.2	75.0	Effective
6	The suitability of the training provided by the Special Scholarship Program with the developmen t of the Beneficiarie s	80.0	81.4	80.0	Very Effective

Table 9. Indicator Scores on Institutional Program Variables for Beneficiaries

No	Indicator	s	Score (%)			
NO	indicator	Manager	РМ	Average	Category	
1	Partner institution programs benefit beneficiaries	95.0	93.4	94.2	Very Effective	
2	materials or training provided by the institution according to the needs of the beneficiary	93.3	93.0	93.1	Very Effective	
3	The suitability of supporting facilities for institutional programs provided to beneficiaries	84.2	84.1	84.1	Very Effective	

Table 10. Indicator Scores on the Stakeholder Support Variable

No	Indicator	S))	Category	
NO	Indicator	Manager	РМ	Average	Category
1	Support from the Head of the Institution for Programs run at the Institution	88.3	86.7	87.5	Very Effective
2	Program manager support for programs run at the institution	91.7	90.7	91.2	Very Effective
3	Support from the surrounding community for the programs being run	85.8	85.8	85.8	Very Effective

No	Indicator	s	Catagory		
NO		Manager	РМ	Average	Category
4	Support from government stakeholders or other institutions that support the program	80.0	80.7	80.4	Effective

Program Input

The Program Input Aspect is based 3 (three) evaluated on variables. namely: (1) Program Facilities for institutions, (2) Mentoring Programs, and (3) Program Companions/Managers. Program facilities and Mentoring Programs are each evaluated based on 3 (three) indicators. Meanwhile, Program Companion Performance is evaluated based on 7 (seven) indicators.

Table 11. Aspect Evaluation ScoresProgram Input

Program No Input		s	Category			
NO	Aspects	Manager	РМ	Average	Category	
1	Program Facilities for institutions	82.3	82.0	82.2	Very Effective	
2	Mentoring Program	74.4	75.9	75.2	Effective	
3	Program Companion Performance	82.5	82.9	82.7	Very Effective	
Effectiveness of Program Input Aspects		80.9				
Quality of Program Input Aspects			Very	Impactful		

The following are the scores and categories for each indicator

contained in the 3 (three) evaluation variables.Program Input.

Table 12.	Indicator Scores on Scho	ol
	Facilities Variables	

No	Indicator	s)	Category	
NO	mulcator	Manager	РМ	Average	Category
1	Institutional Program Financing	87.5	86.7	87.1	Very Effective
2	Providing Training to institutions	77.5	77.4	77.5	Effective
3	Institutional Program Publication Room	81.7	81.8	81.8	Effective
4	Speed of response from scholarship program managers	82.5	82.1	82.3	Effective

Table 13. Indicator Scores for Mentoring Program Variables

No	Indicator	s	Category		
NO	mulcator	Manager	РМ	Average	Category
1	Journal Writing Training Program	75.0	76.6	75.8	Effective
2	Digital Fundraising Training Program	75.0	76.6	75.8	Effective
3	1 year Program Publication	73.3	74.5	73.9	Effective

Table 14. Indicator Scores on Companion Performance Variables

	Source (0/)					
No	Indicator	Manager	Score (% PM) Average	Category	
1	Ability of Institutional Program Companion s to Understand Their Duties	81.7	82.3	82.0	Effective	
2	Basic Understandi ng of Companion s in the World of Education, especially for Disabilities, 3T Regions and Indigenous People	80.8	81.9	81.4	Effective	
3	The Companion' s ability to provide coaching/m entoring to beneficiarie s to carry out programs	80.8	81.8	81.3	Effective	
4	Companion' s Socializatio n Ability to Institutions and Beneficiarie s	82.5	82.2	82.4	Effective	
5	Companion' s Socializatio n Ability to Beneficiarie s	82.5	82.2	82.4	Effective	
6	Institution/P rogram Manager's Acceptance of the Companion' s Presence	81.7	81.4	81.5	Effective	
7	Beneficiary Acceptance of Companion' s Presence	87.5	88.6	88.0	Very Effective	

Implementation Process

The aspects of the Program Implementation Process are evaluated based on 4 (four) variables, namely: (1)The Program Implementation Process carried out by BAZNAS, (2) Program Socialization Process, (3) Program Implementation Process with Institutional Assistance, and (4) Community Participation in the Program.

Table 15. Evaluation Score of Implementation Process Aspects Program

	Durante		Score (%	<u>,</u>		
	Program Impleme					
No	ntation Process Aspects	Manager	РМ	Average	Category	
1	Program Implemen tation Process Run by BAZNAS	88.3	87.8	88.0	Very Effective	
2	Program Socializati on Process	88.8	88.2	88.5	Very Effective	
3	Program Implemen tation Process that Assists Institution s	79.2	78.8	79.0	Effective	
4	Communi ty Participati on in the Program	88.3	87.2	87.8	Very Effective	
Impl	ctiveness of lementation ess Aspects	86.1				
Impl	lity Aspects of lementation Process		Very	Impactful		

The following are the scores and categories for each indicator contained in the 4 (four) evaluation variables.Benefits of the Program.

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Table 16. Indicator ScoresProgram Implementation Process Run by BAZNAS

		:	Score (%)		
No	Indicator	Manager	РМ	Average	Category
1	The implementati on of the institution is carried out within the appropriate time frame according to the program timeline.	89.2	88.0	88.6	Very Effective
2	The provision of facilities to institutions is carried out by program managers without any obstacles/d elays in accordance with the time promised.	89.2	88.9	89.0	Very Effective
3	The provision of facilities to beneficiarie s is carried out by the institution without any obstacles/d elays in accordance with the time promised.	86.7	86.4	86.5	Very Effective

Table 17. Program Socialization Process Indicator Scores

No	Indicator		Category		
NO	indicator	Manager	РМ	Average	Category
1	Program Socialization	86.7	86.0	86.3	Very Effective
2	Knowledge and Understandi	90.8	90.4	90.6	Very Effective

No	Indicator	5	Cotogony		
NO		Manager	РМ	Average	Category
	ng of institutions and beneficiaries of special scholarship programs				

Table 18. Score of Institutional Mentoring Program Implementation Process Indicators

No	Indicator	\$	Catagory		
NO		Manager	РМ	Average	Category
1	Digital Fundraising training activities	79.2	78.9	79.0	Effective
2	Training activities Writing Reports into Journals	79.2	78.8	79.0	Effective

Table 19. Community ParticipationIndicator Scores for the Program

N.		s	0.1		
No	Indicator	Manager	РМ	Average	Category
1	Community Participation in Institutional Programs	89.2	88.5	88.8	Very Effective
2	Community participation in activities carried out by institutions	87.5	86.0	86.8	Very Effective

Program Products/Achievements

The Product/ Program Achievement Aspect aims to see the impact of program products/ achievements based on 5 (five) variables, namely:

Table 20. Evaluation Score of Product Aspects/Program Achievements

	Product	s	core (%	b)		
No	Program Achievements	Manager	РМ	Average	Category	
1	Impact of Special Scholarship Program Assistance on Institutions and Beneficiaries	86.7	86.6	86.6	Very Effective	
2	Journal Writing Training Program	78.8	79.1	78.9	Effective	
3	Digital Fundraising Training Program	78.3	78.0	78.1	Effective	
4	Impact of 1- year Publication of the Institution	83.1	82.0	82.5	Effective	
5	Mentoring from the Institution's Program Companions	85.0	83.9	84.4	Very Effective	
As	ffectiveness of Product pects/Program Achievements	82.7				
Q	roduct Aspect uality/Program Achievement	Impact				

The following are the scores and categories for each indicator contained in the 5 evaluation variables. Product Program Achievements.

Table 21. Impact of Special Scholarship Program Assistance on Institutions and Beneficiaries

No	Indicator	\$	Score (%)	Category
NO	mulcator	Manager	РМ	Average	Category
1	Impact of school program funding on Institutional Programs	86.7	86.4	86.5	Very Effective
2	Impact of the Institution's Program for beneficiarie s for the teaching and learning process and educational developmen t	89.2	88.9	89.0	Very Effective
3	The impact of program facilities for beneficiarie s in the teaching and learning process	84.2	84.6	84.4	Very Effective

Table 22. Journal Writing Training Program

No	Indicator	s	Category		
NO	Indicator	Manager	РМ	Average	Calegory
1	The impact of Journal Writing training to facilitate institutional development needs	80.0	80.3	80.2	Effective
2	The impact of Journal Writing training to increase institutional resources and networks	77.5	78.0	77.7	Effective

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Table 23.	Digital Fundraising	Training
	Program	

Ne	Indicator	S	core (%	b)	O -the second
No	Indicator	Manager	РМ	Average	Category
1	The impact of Digital Fundraising training to increase institutional knowledge regarding digital channels	78.3	78.0	78.1	Effective
2	The impact of Digital Fundraising training to facilitate institutional resource needs	78.3	78.0	78.1	Effective
3	The impact of Digital Fundraising training to increase institutional resources and networks	78.3	78.0	78.1	Effective

Table 24. Impact of 1-year Publication of Institutions

No	Indicator	Manag er	РМ	Average	Category
1	The impact of program publications on improving the quality of institutions	80.0	79.0	79.5	Effective
2	The impact of the program publication program in increasing the role of the surrounding community and increasing the active role of stakeholders.	85.0	83.7	84.3	Very Effective

		Score (%)			
No	Indicator	Manag er	РМ	Average	Category
3	The impact of program publications in creating networks and spreading the institution's programs	84.2	83.3	83.7	Effective

Table 25. Mentoring from Institutional Program Companions

			Score (%	%)	
No	Indicator	Manag er	РМ	Average	Category
1	The impact of program companions to improve the quality of institutional programs for program beneficiaries	87.5	85.5	86.5	Very Effective
2	Impact of Companion Program to increase the interest/motiva tion of beneficiaries in increasing HR capacity	84.2	83.2	83.7	Effective
3	The impact of the program companion to increase the enthusiasm of beneficiaries to attend the institution's program	84.2	83.2	83.7	Effective
4	The impact of the program's companions to encourage the creation of beneficiary character	83.3	83.2	83.2	Effective
5	The impact of the program companion to increase community cohesion/solid	84.2	83.2	83.7	Effective

	Indicator	Score (%)			
No		Manag er	РМ	Average	Category
	ity in the program environment				
6	The impact of the program's companions to encourage the creation of quality education commitments for beneficiaries	86.7	85.1	85.9	Very Effective

Program Continuity

The aspect of program continuity is very necessary in social programs for the community because this aspect is one of the indicators of program success. The aspect of program continuity in this study is measured by 3 indicators, namely: (1) The Special Scholarship Program for Disabilities in 3T Regions and Communities needs to be maintained continuously, (2) Increasing the active role of the community in building the quality of education in the community where the institution is located, (3) The enthusiasm to achieve education to continue to practice the knowledge gained from the Institution's Program in the future (4) consistency of the sustainability of programs implemented by the institution (5) recommendations for special scholarship programs to be implemented in similar institutions

The results of the study show that this program really needs to be maintained (score 87.2%). This is because the institution gets very impactful benefits from this program.

No	Program Continuity Aspects					
		Manag er	PM	Average	Category	
1	Continuity of mentoring programs	85.0	83.2	84.1	Very Effective	
2	Increasing the active role of the community in building the quality of education	85.0	84.1	84.5	Very Effective	
3	The spirit of achieving education to continue to practice the knowledge gained from the Institution's Program in the future.	90.8	88.4	89.6	Very Effective	
4	consistency of sustainability of programs implemented by the institution.	87.5	85.1	86.3	Very Effective	
5	recommendati ons for special scholarship programs implemented at similar institutions	92.5	90.8	91.7	Very Effective	
	fectiveness of gram Continuity Aspects	87.2				
Quality Aspects of Program Continuity		Very Impactful				

Table 1. Program Sustainability Aspect Score

F. Conclusion

The conclusions from the results of this research are:

- 1. The research results show that the effectiveness or impact score of the 3T Special Scholarship Program for Regional Disabilities and Indigenous People is 83.9%. This means that the 3T Special Regional Disability and Indigenous Community Scholarship Program has an impact on Partner Institutions, especially in improving the quality of education for program beneficiaries. The quality of the program's impact is influenced by several factors, namely appropriateness of the program context. program input. implementation program process, and the resulting products/achievements.
- 2. This means that the Special Scholarship Program for Disabilities in 3T Regions and Indigenous People is very effective in the Program Context Suitability Aspect with a score of 85.8% and has very good context quality.
- 3. This means that the Special Scholarship Program for Disabilities in 3T Regions and Indigenous People is very effective in the Program Input Aspect with a score of 80.9% and has very impactful input quality.
- 4. The Special Scholarship Program for 3T Regional Disabilities and Indigenous People is very effective in the Program Input Aspect with a score of 93% and has very

good input quality in terms of the Partner Institution Facilities provided, Mentoring Programs, and Mentoring Performance.

- 5. The program implementation process carried out bv BAZNAS was carried out very effectively, as well as the provision facilities of to beneficiaries was carried out by the institution without any obstacles/delays according to the promised time (89.0%). BAZNAS as the Program Manager distributes the program very effectively and according to the specified time. This means that the 3T Special Indigenous Regional and Community Disability Scholarship is very effective in the Program Implementation Process Aspect with a score of 86.1% and has very good process quality.
- 6. The effectiveness of the Product/Achievement Aspects of the Special Scholarship Program for Disabilities in 3T Regions and Indigenous People is 82.7%. This means quality that the of the Product/Achievement Aspects of the 3T Regional Special Scholarship Program for and Disabilities Indigenous People has a positive impact on partner institutions and program beneficiaries.
- 7. The research results show that the sustainability of this program really needs to be maintained (score 87.2%). This is because the institution obtains very impactful benefits from this program.

- 8. The motivation observed improvement in Suku Anak Dalam youths, such as the case of a member pursuing higher education, reflects the empowerment model within Islamic philanthropy. As stated by Fauzia in Filantropi Islam, true zakat-based philanthropy transforms passive beneficiaries into active agents of development. This is evident in how mentorship, identity documentation. and educational access catalyzed social inclusion and personal transformation.
- 9. The inclusive BAZNAS scholarship practical is а realization of zakat's potential in achieving SDG 4, particularly through MUI Fatwa No. Kep-120/MUI/II/1996, which permits the allocation of zakat for scholarships. The program's alignment with Indicator 22 (expected years of schooling) Indicator (school and 23 completion rate) is evident from its outreach to underserved communities and indigenous peoples as stated in Bappenas' **RPJMN** 2024. Islamic philanthropy here transitions charity from to systemic intervention aimed at long-term empowerment and equity as expressed by Qardhawi in Figh al-Zakat.
- 10. Research on BAZNAS's inclusive Special Education Partnership Scholarship directly supports SDGs Target 4.5, which aims to "eliminate gender disparities in education and ensure equal access to all levels of education and for vocational training the

vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations."

G. Recommendation

The research results show that there significant are no recommendations for improving the because the Special program Scholarship Program for Disabilities in 3T Regions and Indigenous People has been effective in terms of context, input, implementation process, and program products/achievements at Partner Institutions. Likewise, the effectiveness/impact of the program institutions partner for and beneficiaries has shown very good results.

The research results show that this program really needs to be maintained in continuity. This is in line with several suggestions from institutional managers so that the mentoring program can be continued, especially in providing training and mentoring. So program managers need to pay attention to aspects of program continuity after the program is completed at the Partner Institution.

The research results also show that the 3T Special Scholarship Model for Regional Disabilities and Indigenous People is a very effective model in building the readiness of Partner Institutions and improving the quality of Partner Institutions.

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