

IMPACT ASSESSMENT OF THE BAZNAS SCHOLARSHIP PROGRAM WITH THE SOCIAL RETURN OF INVESTMENT APPROACH IN SEVERAL INDONESIAN UNIVERSITIES

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Abstract: Zakat plays an important role in the welfare of people. Through zakat funds, Muslims contribute to sustainable development goals (SDGs). National Board of Zakat (BAZNAS) plays an important role in helping the welfare of the community in various sectors, one of which is in the field of education. BAZNAS has scholarship program called Baznas Scholar Scholarship that collaborates with the PPSDMS Nurul Fikri. This study aims to determine the impact of scholarship programs on beneficiaries and evaluate the social values produced. The impact measurement method used is Social Return on Investment (SROI), which allows measuring value of investment results from economic, social and environmental factors. Results of extracting impact of the beneficiaries are helping to complete higher education, alleviating burden on parents, being more active in voluntary activities and beneficiaries being able to make life planning. Results of the calculation of the SROI ratio is 0.77 that means the value of impact of this scholarship has not reached the value of initial investment provided until these data are taken. So, the recommendation needed is the existence of a special forum for scholarship alumni for the sustainability of the program because the impact of a scholarship program is a long-term impact.

Keywords: Baznas Scholarship, Impact Measurement, Quality Education, SDGs, SROI.

INTRODUCTION

Zakat plays an important role in the welfare of the people. The results of the ZIS analysis (Alms, Infaq, Alms) show that zakat can reduce the number of poor families from 84 percent to 74 percent (Nurmayani 2017). Along with the increasing awareness of tithe which is quite high, the role of the National Zakat Board (BAZNAS) is increasingly important in helping the welfare of the community in various sectors, one of which is in the field of education. BAZNAS member, Nana Mintarti, in the Republika daily (2018) said that BAZNAS has five programs, including education. She said, the education sector has a portion of 20-25 percent of the total allocation of funds collected by BAZNAS. He believes that the good quality of education can improve the welfare of the people. As stated in the goals of sustainable development or pliers, it is commonly called the Sustainable Development Goals

(SDGs), namely without poverty and quality education (Ishartono 2016). SDGs is a action plan for human, planet, and prosperity. Also the purpose is for universal peace to fight extremily poverty. It is the biggest problem for sustainable development (Bappenas, 2015). Strategies stated in National Medium Term Developmpt Plan (RPJMN) 2015-2019 is actually having strong connction zakat. As of the philanthropic insturmen in islam, zakat basically could help government to boost national economic growth. This is because zakat programs aim to distribute wealth from people obliged to pay zakat (muzakki) to the people to receive zakat (mustahik). The process of zakat distribution can be done by two different mechanism which are non-productive (charity-based) and productive-based (Center of Strategic Studies National Zakat Board, 2018)

In managing the education fund, BAZNAS had several scholarship programs, one of which was the BAZNAS Scholarship which collaborates with the PPSDMS Leadership House (BCB-RK). This scholarship was intended for undergraduate students who were less capable and were at the final level. These students come from poor families with parents' income of IDR. 750,000 - 2,000,000. Most parents work as farm laborers, factory workers, motorcycle taxi drivers, honorary teachers, and private employees.

Assistance provided was in the form of a single tuition fee that adjusts the amount of each student beneficiary UKT, a monthly allowance of IDR. 800,000, and assistance with the final assignment (thesis) of IDR. 1,000,000. This aim to improve the ease of access to the completion of the final task in order to alleviate the burden of education costs borne. In addition, BAZNAS also provided coaching activities that can support the soft skills of scholarship recipients. The training consists of training on leadership, volunteerism, entrepreneurship, and others. Therefore, to evaluate the scholarship program, the Social return on investment (SROI) method was used. SROI method according to the BAZNAS goals, target groups, possible activities and their effects are of interest to calculate the Social Profit (Eichhorn *et al.* 2017)

Social return on investment (SROI) is an approach built on cost benefit analysis and is used in evaluating projects with social benefits, as an alternative to cost benefit analysis and theory-based evaluation (Muyambi, *et al.* 2017). Cordes JJ (2017) explained that to evaluate social enterprise can use cost benefit analysis and social return on investment. The SROI method has been used in measuring social impact in various fields. Some of them are in the field of health and social care (Ross & Kelly 2013) that analyzes how health is used and understood in health and social care settings. It indicates that it is accepted as an internationally recognized measurement tool for social enterprises, SROI is underused and undervalued due to practical and ideological barriers.

SOCIAL RETURN ON INVESTMENT (SROI)

The application of the SROI method was carried out in several stages according to Watson & Whitney (2017), which is an in-depth study of the six stages of the SROI method in three non-clinical healthcare buildings; interviews, focus groups, user surveys and financial valuation techniques are used.

The implementation of this assessment activity consists of:

- Data collection: November 2018 - February 2019
- Analysis of data & Calculation of values: December 2018– March 2019

Information retrieval from beneficiaries was carried out in two ways, namely through focus group discussion (FGD) with the number of respondents 107 scholarship recipients as the main data, and through online questionnaires with the number of respondents 90 recipients of scholarships as supporting data from a total of 292 beneficiaries.

THEORY OF CHANGE

In the initial conditions, before getting a scholarship, some prospective scholarship recipients experienced research funding barriers. Therefore, students must share time between work (raising money) and focus on completing their final assignment research. In addition, some of them have to take night hours so that time for study, group work, and organization is not optimal. On the one hand, as long as being a student is a good opportunity to develop self-ability and networking, especially for those from weak economies.

Coaching is designed with choice themes accompanied by mentors who are proficient in their fields. The themes given during the training are the Zakat Study and Empowerment, Writing and Social Media Training for Youth Volunteerism, Prophetic leadership, Career path and Life Mapping, and Talent mapping. Coaching is done once a month with a different theme.

It is hoped that through the scholarship program in the form of providing funding for education and coaching, it can help reduce student fees for the benefits of taking education and help improve the capacity of beneficiaries as qualified graduates.

RESULT AND DISCUSSION

Impact mapping

BAZNAS through Baznas scholarship scholarship has helped pay UKT fees, daily living expenses, and routine guidance to 292 students in Indonesia, spread in 6 major Indonesian universities, namely the University of Indonesia, Bogor Agricultural University, Gajah Mada University, Padjadjaran University, Bandung Institute of Technology, Airlangga University, and University of North Sumatra. With the help of BAZNAS for education funding support and routine guidance, it is hoped that it can provide relief for parents in paying for college and students gain experience in increasing their capacity. There are six coaching given to beneficiaries, namely Prophetic Leadership, Youth Volunteerism, Zakat and Empowerment Studies, Career and Life Mapping Workshop, Talent Mapping Workshop, Writing and Social Media Training. So that directly it will also have an impact on the decline in the rate of dropping out due to the family economy, the ability to relate and be ready to become effective graduates.

Table 1. Mapping, calculation of events, and monetization of impacts

| Stakeholders | Impacts | Calculation approach | Monetization approach | Calculation of impact events |
|--|---|--|--|--|
| College student (direct beneficiaries) | increased academic achievement | Calculate the number of students who successfully completed the final assignment | Multiplying the number of students who feel helped by the Baznas Scholar Scholarship and feel that they will be delayed in completing their final assignments if they do not receive scholarships with scholarship recipients, which is IDR 2,145,996 based on data held by the Baznas Scholarship Institution because it is assumed if the student does not complete the study on time, there will be an additional fee for tuition to be paid. | In the calculation of the sample obtained 23 students who felt helped and 26 students who would be delayed without Scholarships so that as many as 49 scholarship recipients were obtained and then divided by a population of 87 students multiplied by 292 populations resulting in 164 students. So that the impact calculation is the average UKT of students who have completed the study amounting to IDR. 2,145,996 times multiplied by 164 students. So that it can be calculated = IDR. 2,145,996 x 164 = IDR. 351,943,344, - |
| | Increased ability to make life planning | Calculates the number of students who have compiled a life mapping | Calculate the number of students who have compiled a life mapping multiplied by the cost of training life mapping, which is IDR 2,000,000 (referenced from the Talents mapping basic training program conducted by Pathfinder Consulting). | In the sample calculation, there were 92 scholarship recipients who had compiled a life mapping, then divided by a total sample of 107 students multiplied by 292 populations obtained results of 251 scholarship recipients. Then 251 scholarship recipients were multiplied by the training cost of making life mapping of IDR. 2,000,000. The calculation = 251 x IDR. 2,000,000 = IDR. 502,000,000. This impact has a attribution discount value of 7.85% because there are influences from other institutions that have the same impact that students follow. |

| Stakeholders | Impacts | Calculation approach | Monetization approach | Calculation of impact events |
|---|--|---|---|--|
| | Increased enthusiasm in participating in voluntary activities | Calculating the number of students active in volunteer activities | Calculating the number of students active in volunteer activities multiplied by the wages of Baznas volunteers, namely IDR. 150,000, - | In the sample calculation, there were 87 scholarship recipients who played an active role in volunteer activities for about 4 hours per day for 6 months (5 times per month). then divided into a total sample of 107 students multiplied by 292 populations obtained results as many as 237 scholarship recipients. Then as many as 237 recipients of besiswa multiplied by 4-hour wages as BAZNAS volunteers is IDR. 150,000 / 8 working hours multiplied by the active period of volunteering for 30 days. So that it can be calculated = $237 \times (150,000 / 8) \times 4 \times 30 = \text{IDR. } 533,250,000, -$ |
| Parents of students (indirect beneficiaries) | Decreased burden of shipments for living costs of beneficiary children | Calculating the number of students stating that scholarships have alleviated the burden of the family is evidenced by the difference in delivery before and after receiving the scholarship | Multiplying the number of students affected by the average difference in parental / family deliveries, which is IDR 1,106,958, - obtained from questionnaires that have been filled in by beneficiaries | Based on the results of the FGD and the filling out of the questionnaire, 88 scholarship recipients received lower shipments than before receiving BCB from the family and then divided the total sample by 107 students multiplied by 292 populations with 240 scholarship recipients. Then as many as 240 student recipients multiplied by the average difference in family shipments before and after receiving BCB of IDR. 1,106,958. So that it can be calculated = $240 \times \text{IDR. } 1,106,958 = \text{IDR. } 265,669,920,-$ |
| Nurul Fikri foundation (Companion and fund manager) | Increased public trust in institutions | No calculation have been made due to limited resources | | |
| BAZNAS (budget provider) | Increased public trust in Baznas | No calculation have been made due to limited resources | | |

Table 2. Calculated of social impacts

| No. | Description | Values (IDR) | Attribution | |
|----------|--|---------------|-------------|-------------|
| | | | % | Nilai |
| A | Input | | | |
| | BAZNAS assistance fund | 1.971.318.750 | | 0 |
| | Total A (Total Input) | 1.971.318.750 | | |
| B | Outcome | | | |
| | 1. Scholarship Recipient Students | | | |
| | Increased academic achievement | 351.943.344 | | 0 |
| | Increased enthusiasm in participating in voluntary activities | 533.250.000 | | 0 |
| | Increased ability to make life planning | 502.000.000 | 7,85 | 39.402.635 |
| | 2. Parents | | | |
| | Decreased burden of shipments for living costs of beneficiary children | 265.669.920 | 12,27 | 32.604.944 |
| | Total B (Total outcome) | 1.652.863.264 | | |
| | Total Outcome each year after discount | 1.580.855.685 | | |
| | Present value (r=0,65) (6,5% = 0,065) | 1.484.371.535 | | |
| | SROI ratio | | | 0,75 |

Information:

- The value of the role of other parties in the change in deadweight and dropoff is assumed to be zero. Zero deadweight value because of the existing impact parameters, all of which have values that will not occur without the intervention carried out by Baznas. While the zero assumption is on the drop off because the characteristics of the impact parameters tend to be continuously produced and increase in value with the activities carried out by BAZNAS.
- The Attribution value is in the impact of "Reduction in the cost of beneficiary living expenses" amounting to IDR 32,604,944 (12.27% attribution value). This is because there are 27 Baznas Scholar Scholarship recipients who are also receiving other scholarships. So that it can be calculated = the percentage of students who are receiving another scholarship multiplied by the percentage of the total attribution value multiplied by the outcome impact "Reduced burden of beneficiary living expenses" = $(27/88) \times (40/100) \times \text{IDR } 265,669,920 = \text{IDR } 32,604.944, -$
- Attribution value is found in the impact of "Increased ability to make life planning" in the amount of IDR. 39,402,635 (attribution value of 7.85%). This is because there are students who benefit from the Baznas Scholarship Scholarship who are also receiving other scholarships with similar forms of coaching which are as many as 14 people. So that it can be calculated = the percentage of students who are receiving another scholarship multiplied by the percentage of the total attribution value multiplied by the impact outcome "Increased ability to make life planning" = $(14/92) \times (51.58 / 100) \times \text{IDR } 502,000,000 = \text{IDR } 39,402,635,-$

CONCLUSION

The BAZNAS Scholarship Program – Nurul Fikri foundation has a SROI ratio of 0.75. This means that for every IDR. 1 fee, made impact amount IDR. 0.75. This can be understood because the program phase is currently in a "process phase" where the main impact of the program is when students have graduated from college and have worked.

Distribution of benefits especially for students and parents of students. Where the impact value for the highest student is "Increased enthusiasm in participating in voluntary activities", then "Increased ability to make life planning" and "Increased achievement of academic values". As for parents, only one impact has occurred, namely "Reduced burden of consignee living expenses".

This program has not provided significant benefits for beneficiary students. This is because there are still many beneficiary students who also receive other similar scholarships so that the impact they have is not felt significantly. In addition, the impact will be felt more if students have graduated so that they can apply the knowledge that has been obtained from coaching.

RECOMMENDATION

In order for the benefits of the program to be felt more significantly, a number of recommendations should be considered:

1. Scholarship recipients should only students who have not received scholarships from others at the same time.
2. The selection process for receiving scholarships is more equated between universities and is carried out controlling.
3. In impact studies, in-depth analysis is also needed for the organizers to find out the feedback generated.

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