

## **IMPACT MEASUREMENT OF LGBT HANDLING AND PREVENTION TRAINING PROGRAM IN SCHOOLS, DENPASAR, BALI WITH SOCIAL RETURN ON INVESTMENT (SROI) METHOD**

**Cahyo Purnomo<sup>1\*</sup>**  
**Mohamad Solehudin Zaenal<sup>2</sup>**  
**Priyanti<sup>3</sup>**

*<sup>1,2,3</sup> Lembaga Beasiswa Baznas, Desa Babakan 03/07 Dramaga, Bogor, West Java, Indonesia*

*\*Corresponding author (Email: cahyopurnomo27.cp@gmail.com)*

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**Abstract:** Based on data from Out of Office, Seminyak, Bali, is one of the most friendly places for LGBT tourists. Bali as a thousand temple island also ranked 3<sup>rd</sup> with the largest number of gays in Indonesia. A total of seven million number of gays in Indonesia, around 8,000 of them are on Bali. National Board of Zakat (BAZNAS), as one of the zakat, infaq, and shadaqah (ZIS) managers, is concerned that LGBT prevention efforts can be carried out through preventive efforts at the school level, starting from elementary, secondary and tertiary schools. Schools are considered to be an effective place to educate, develop knowledge and build the character of students who will later become a character society. Trainings are provided by experts to education activists at the school level, especially principals, teachers, and education staff. All stakeholders have an effective role, both their influence on students and when applied at the family level. Social Return on Investment (SROI) is one measurement method of the impact of a program. The SROI concept uses a measurement approach developed in financial terms. Results of the calculation of the SROI ratio is 1.42 that means the program is feasible and running well.

**Keywords:** BAZNAS, Impact measurement, LGBT, SROI

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### **INTRODUCTION**

The National Board of Zakat (BAZNAS) is the sole official and single institution established by the government under Presidential Decree Number 8/2001 which has the task and function of collecting and distributing zakat, infaq, and shadaqah (ZIS) at the national level. The enactment of Law No. 23 of 2011 concerning management of zakat further strengthens the role of BAZNAS as an institution authorized to manage zakat nationally. In the Law, BAZNAS was declared a non-structural government institution that was independent and responsible to the President through the Minister of Religion. Thus, BAZNAS together with the Government is responsible for overseeing the management of zakat based on: Islamic law, trust, wisdom, justice, legal certainty, integration and accountability [1].

Zakat is one of the strategic instrumental values and is very influential on human economic behavior and general economic development [2]. The utilization of zakat managed by BAZNAS is not only limited to certain activities based on conventional agreements such as consumptively supporting poor people, but can be used for economic activities, such as in

education programs [3]. Education is a very important thing for humans. Education is not only an activity of transferring knowledge but also transferring value. The transfer of good knowledge and values allows people to become individuals who not only have the intelligence to think, but also have moral intelligence, especially in children's education. One of the children's education that gets special attention is education / children's school in Bali. This is due to the rise of the Lesbian, Gay, Bisexual and Transgender (LGBT) phenomena that occur due to the influence of external culture brought by foreign tourists.

Bali as a thousand temple island also ranked 3<sup>rd</sup> with the largest number of gays in Indonesia. A total of seven million number of gays in Indonesia, around 8,000 of them are on Bali [4]. The Bali Provincial Health Office in 2015 stated that HIV / AIDS cases in Bali Province showed an increasing trend every year. As of December 2014 the number of HIV cases in Bali reached 1,352 cases and AIDS reached 869 cases. The highest number of HIV and AIDS cases is in the age group of 20-29 years and 30-39 years, where this age group is the productive age group. The number of deaths from AIDS in 2014 was 54 people; 34 men and 20 women [5]. In addition, based on the Out of Office data, Seminyak, Bali, is one of the most friendly places for LGBT tourists, starting from lodging to eating places [6]. This condition will have a negative impact on Muslim communities who are minority residents in Bali, which is about 13.37% are Muslim residents [7]. Synergic efforts from various parties are needed so that LGBT behaviors does not spread to the public, especially Muslims in Bali and Indonesia.

LGBT also contradicts the objectives of national education, as stated in Law No. 20 of 2003 article 3 that: "National Education functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, with the aim of developing potential students to become human beings who believe and fear the Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" [8].

## **GENERAL PROGRAM DESCRIPTION**

BAZNAS is concerned that efforts to prevent LGBT can be done through prevention efforts at the school level, starting from elementary, secondary and tertiary schools. The school is not only responsible for printing students who excel in science and technology, but also in identity, character and personality [9]. Child growth and development includes important aspects that must be balanced and directed proportionally. Aspects of child growth and development include: spirituality (belief), physical, psychological, intellectual, emotional, moral, social, sexual, and economic. If parents and teachers can balance these aspects of education, understanding and awareness of the dangers posed by LGBT behavior will be achieved [10].

Training is provided by experts to education activists at the school level, especially principals, teachers, and education staff. All stakeholders have an effective role, both influence on students and when applied at the family level. This training program aims to provide training to educational activists to better understand LGBT behavior in their respective schools. The training was given by Dr. Ir. Herien Puspitwati, M.Sc (lecturer in the IKK department, IPB University), and Dr. Ir Dwi Hastuti, M.Sc (psychologist). The material provided includes patterns of childcare, the role of schools and families in preventing LBGT, as well as identification of LGBT. Most of the participants were teachers at the elementary and secondary levels.

The training participants were held in Bali, attended by 31 primary and secondary schools, with a total of 51 participants consisting of school teachers, Quranic teachers, and school principals. The training held for two days is expected to provide an understanding of the need to be aware of the dangers of LGBT behavior for students. Participants who were equipped with the urgency of the danger of LGBT behavior began from recognizing characteristics, identification, to several handling efforts. Then, participants can apply it in their respective schools through teaching and learning activities in the classroom. In addition, the importance of understanding LGBT behavior is also disseminated to parents of students in meeting student guardians at school. This effort is expected so that parents help monitor student behavior while in their homes. Families must return to being "school of love" [11]. In Islamic perspective it can be referred to as "madrassa mawaddah wa rahmah, which is a place of learning that is full of true love and affection.

### **SCOPE OF IMPACT ASSESSMENT**

This evaluation was conducted evaluative to measure the impact of the LGBT Alert Training Program held in May 2018 and the impact was felt until September 2018.

### **METHODOLOGY & IMPLEMENTATION OF THE STUDY**

SROI is a method used to measure the benefits generated from a project / program seen from three aspects of benefits; economy, social and environment. SROI has a strategic advantage compared to other investment measurement instruments that only focus on the calculation of financial aspects. SROI involves stakeholders from a program / project that will be analyzed to explore the various impacts that are felt after the program / project is running. Through this stakeholder engagement, SROI will provide a far more comprehensive and implementation analysis than other investment measurement instruments such as cost-benefit ratios and additional ratios [12].

Evaluative calculations are based on program achievements and impacts stated by stakeholders. Data retrieval uses FGD (Focus Group Discussion) techniques and in-depth interview techniques with teachers attending LGBT behavior handling and prevention training. Furthermore, the results are analyzed to obtain a calculation of the financial value of the impact. The financial value of the impact reaches the present value, then continues with the calculation of the SROI ratio value.

Collection of information and determination of impacts sourced from:

- Information obtained from teachers who are training participants is the main resource person who is the focus of the study and preparation of this report.
- Other information obtained from parties other than the teacher invited to the training is a supporting resource that acts as a reinforcer of data / facts for information provided by the main resource person.

The implementation of this assessment activity consists of:

- Initial data collection: 4 - 5 October 2018
- Analysis of data & Calculation of values: 7 - 20 October 2018
- Compilation of reports: 21 - 24 October 2018

## RESULT AND DISCUSSION

### Stakeholders

Based on deeply interview result with National Board of Zakat (BAZNAS-Indonesia) as initiator of program, below that stakeholders will be reviewed by SROI Method.

**Table 1. Stakeholder of program**

No	Stakeholder	Status on SROI	Reason
1	BAZNAS	Yes	Initiator of program
2	Teacher as participant of training	Yes	Teacher as main partner on education program "Handling and Prevention of LGBT"
3	Students	Yes	Program target

Note: data was processed by authors

Based on Table 1, can be identified stakeholders involved. First, BAZNAS as initiator of program was gave facilities, consumption, and trainer. Second, teacher as participant of training. They are representatives from school authorities in Bali. Teacher has good chance to get all of material of training that will be implemented to students at classroom "Handling and Prevention of LGBT". Third, students are the main object that will be identified by teacher who attended the training.

### Impact of Program

Based on the results of further discussion with the most teachers on September 2018 in Bali, there is obtained that impacts has been occurred. Fifteen teachers who attend the meeting discussion has given recognition generally as below.

**Table 2. Impact of Program**

No	Stakeholder	Impact of Program
1	BAZNAS	There is not impact identified
2	Teacher as participant of training	Increased teacher awareness of indications of LGBT behavior in students at school
3	Students	Reduced risk of students exposed to LGBT

Note: data was processed by authors

Based on Table 2, can be viewed that not all of impacts can be felt by stakeholders. Impacts can be identified as impact if indicator of program found, so that the impact can be measured [13]. BAZNAS as public service institution perhaps the program will have an impact on existence of BAZNAS in public will improve. BAZNAS perhaps the program of training will affect to existence of BAZNAS on public news media and will increase the collection of zakat funds.

As long as authors conducted a study of SROI, the indicator that there was coverage of program of BAZNAS "Handling and Prevention of LGBT" was not found. So that no impact was identified. Also on indicator of increasing the collection of zakat funds. The fact of increasing the collection zakat funds may be found, but there was not claimed that it was caused by program of BAZNAS "Handling and Prevention of LGBT". So that, there was concluded

that no impact was identified. In the next study, BAZNAS cannot be identified because impact as prerequisite was not found.

Impacts written in Table 2 are general impact from most stakeholders. Stakeholders said different impacts but they get same training. Teacher who attended the training said that they begin to aware of behaviour LGBT that might occur in their students. If the signs was found, they advised, controlled, and teach at classroom. The indicator is an approach to successful adaptation [14]. It is hoped that the teacher will be able to understand the development of individual students, whether it's the principle of development or direction of development [15]. Because of that, advising, controlling, and teaching are the indicator of impacts in this study.

### Monetization of Impact

The stakeholder recognition written on Table 1 and Table 2, it become basic reference on monetization or pricing an impact. The following are the result of monetization approach to impact of program of BAZNAS “Handling and Prevention of LGBT”.

**Table 3. Monetization of Impact**

No	Impact	Counted object	Monetization
<i>1. Teacher as participant of training</i>			
	Increased teacher awareness of indications of LGBT behavior in students at school	Number of teachers whose awareness is increasing	Counting the number of teachers who socialize “Handling and Prevention of LGBT” to others. Then, it was priced for fee trainer.
<i>2. Students</i>			
	Reduced risk of students exposed to LGBT	Counting the number of teachers who aware to their students. Such as advising, controlling, and teaching.	Counting the amount of time spent by teachers to advise, control, and teach “Handling and Prevention of LGBT” to their students. Then, it was priced for fee psychologist consultant.

Note: data was processed by authors

This step is one of the important step on SROI. At this step a comparison price is needed to pricing an impact. Based on Table 3, when viewed the first impact “socialization”, so the relevant comparison price is trainer. Then, viewed the second impact “advising, controlling, and teaching”, so the relevant comparison price is psychologist consultant. Under these conditions, a teacher and psychologist have the same task of looking at the relationship between the characteristics of the individual and the individual situation of the student [16]. Pricing an impact has dynamic, cause the price of impact will be considered too expensive or too cheap. The main point is an agreement with BAZNAS by some decision indicators.

## Evidencing and SROI Ratio

The process of calculating impact must be based on facts found in stakeholders. These facts encourage objective calculations. Proses of evidence will be described in the Table 4 below.

**Table 4. Evidencing**

No	Impact	Evidencing
<i>1. Teacher as participant of training</i>		
	Increased teacher awareness of indications of LGBT behavior in students at school	<p><u><i>The first calculation</i></u></p> <ul style="list-style-type: none"> <li>▪ The number of teachers affected = 9 people</li> <li>▪ The number of socialization = 1 time</li> <li>▪ Fee trainer = IDR 2.000.000,-</li> <li>▪ So, the score of impact = 9 people x 1 socialization x fee trainer IDR 2.000.000,- = IDR 18.000.000,-</li> </ul> <p><u><i>The second calculation</i></u></p> <ul style="list-style-type: none"> <li>▪ The number of student guardians who attended the socialization = 50 people</li> <li>▪ Fee for 1 ticket if someone attend the training = IDR 100.000</li> <li>▪ So, the score an impact = 50 people x 1 frequency of socialization x fee ticket IDR 100.000,- = IDR5.000.000,-</li> </ul>
<i>2. Students</i>		
	Reduced risk of students exposed to LGBT	<ul style="list-style-type: none"> <li>▪ The number of teachers affected = 22 people</li> <li>▪ Average time spent to advisi, or controll, or teach to student = 10 minutes</li> <li>▪ The number of advise, control, and teach for 3 months = 9 frequency</li> <li>▪ Fee consultant was converted = IDR 5.555,-</li> <li>▪ So, the score an impact = 22 people x 10 minutes x 9 frequency x IDR 5.555,- = IDR 10.998.000,-</li> </ul>

Note: data was processed by authors

The calculation of the event on the first impact is done through two calculations, namely to finance the teacher if as a trainer and to bear the costs of the guardian of the student if as a training participant. Then, the calculation of events in the second impact uses an approach if the teachers are a consultant psychologist. This approach is based on the similarity of the indicators mentioned above.

**Table 5. SROI Ratio for Program of BAZNAS “Handling and Prevention of LGBT”**

No	Description	Years 2018
<b>A Input</b>		
	Funding for the training “Handling and Prevention of LGBT”	23.850.000
	<b>Total A (Total Input)</b>	<b>23.850.000</b>
<b>B Outcome</b>		
	Increased teacher awareness of indications of LGBT behavior in students at school	10.998.900
	Reduced risk of students exposed to LGBT	23.000.000
	<b>Total B (Total outcome)</b>	<b>33.998.900</b>
	<i>Deadweight</i>	0
	<i>Attribution</i>	0
	<i>DropOff</i>	0
	Total Outcome per years after discount	33.998.900
	<i>Present value (r=0,0054/month)</i>	33.816.292
	<b>SROI ratio</b>	<b>1.42</b>

Note: data was processed by authors

The value of the role of other parties in change (attribution), deadweight and dropoff is assumed to be zero. Zero attribution value because this program is fully initiated by BAZNAS. Zero deadweight value because of the existing impact parameters, all of which have values that will not occur without intervention by BAZNAS. While the zero assumption on dropoff because of the characteristics of the impact parameters that tend to continue to be produced and increase in value with the activities carried out by BAZNAS.

## CONCLUSION

The training program for Handling and Prevention of LGBT to representatives of teachers in Denpasar City has a SROI ratio of 1.42. This means that every IDR 1 invested will generate a benefit of IDR 1.42, which means that the training program for the handling and prevention of categorized LGBTs is feasible in terms of investment comparison and the impact it produces.

## Recommendation

In order for the existing benefits to be sustainable and increasingly widespread, several recommendations should be considered:

1. Participants who took part in the LGBT handling and prevention training were given a questionnaire / SOP for identification of LGBT behavior in order to be able to carry out early identification of students.
2. Training on LGBT handling and prevention is then given to all teachers in each school so that the information provided and received is intact.
3. Need full support from the school to facilitate teachers in providing explanations to both the school community and parents of students, and even the community around the school.

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