



The Role of BAZNAS and Pesantren-Based Colleges on the Empowerment of Education in STIBA Ar Raayah

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Abstract

This study aims to determine the role of BAZNAS and Pesantren-Based College on education empowerment in STIBA Ar Raayah for students receiving BAZNAS scholarship assistance. This study uses a quantitative descriptive method with descriptive statistical data analysis techniques SPSS 24.0 for Windows to measure the path of analysis path (causal relationship) between the independent variables (the role of empowerment and pesantren-based universities) to the dependent variable (education empowerment). The sampling technique used is a saturated sampling technique, which makes all the population respondents that as many as 37 recipients of BAZNAS scholarship assistance from alums and those who still belonged as STIBA Ar Raayah students who have filled out a questionnaire through the Google form. The results showed that BAZNAS had a significant role in the Empowerment of Education based on the results of the ANOVA analysis, which was indicated by a significance value of $0.000 < 0.05$. At the same time, Pesantren-Based University, or in this case, STIBA Ar Raayah, had not played a significant role in the students receiving BAZNAS scholarship assistance, which was marked with a significance value of $0.235 > 0.05$.

Keywords: BAZNAS; Education; Empowerment; Pesantren Based Collages

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Introduction

A classic problem in this country that continues to be a significant concern of the government is poverty, which is part of the development problems of unemployment, underdevelopment, and deprivation. As published by BPS in March 2024, the percentage of poor people was 9.03%, with an open unemployment rate of 4.82% in February 2024.¹ The core of the poverty problem is the deprivation trap, an element of which is powerlessness. The primary Education and Social Protection Program is among the government's efforts in poverty alleviation through the Social Safety Net (JPS) program to cover the decline in people's purchasing power.^{2,3}

The problem of education also affects other social problems: a worker's education level affects the number of unemployed because obtaining a job requires educational qualifications and expertise from prospective workers so that they can be absorbed in the world of work.⁴ Quality education is important for improving our country's competitiveness internationally, for which education services are expected to reach all areas of community life.

Efforts to achieve better conditions by carrying out development that plays a role in the fate of many people can be achieved by taking an interdisciplinary approach through education, which has an important role in nation-building, especially in improving the quality of life.^{5,6}

An important aspect that people must obtain in preparing themselves to be better in the future is education, which plays an important role in a country's development program and can determine the success of development.⁷ Community-based education is needed because the community is the main element of development. The empowerment mission is one of the efforts to implement education for the community.

Educational institutions are a means for people to enrich their thinking and perspectives. Education can minimize income inequality, including income inequality between genders; thus, it is hoped that the government can provide significant investments in the education sector to minimize these problems.⁸

Empowerment is not only the government's responsibility through several programs launched, but it can also come from the initiatives of other parties outside the government. Empowerment in the field of education has long been encouraged and implemented by the government and private institutions. However, with one help pattern, the entire program of empowering education is carried out independently by the community. In contrast, the

¹ BPS, "Persentase Penduduk Miskin Dan Tingkat Pengangguran Terbuka," <https://www.bps.go.id/id>, 2024, <https://www.bps.go.id/id>, accessed on 11 December 2024.

² Agung Utama and Titin Hera Widi Handayani, "Model Pemberdayaan Perempuan Miskin Melalui Pelatihan Kewirausahaan Berbasis Potensi Lokal," *Jurnal Penelitian Humaniora* 19, no. 2 (2014): 154–67.

³ Laga Priseptian and Wiwin Priana Primandhana, "Analisis Faktor-Faktor Yang Mempengaruhi Kemiskinan," *FORUM EKONOMI* 24, no. 1 (2022): 45–53, <https://doi.org/10.15408/ess.v4i2.1966>.

⁴ Iswahyudi Joko Suprayitno, Moh. Yamin Darsyah, and Ujiati Suci Rahayu, "PENGARUH TINGKAT PENDIDIKAN TERHADAP JUMLAH PENGANGGURAN DI KOTA SEMARANG," in *Prosiding Seminar Nasional Dan Internasional LPPM Universitas Muhammadiyah Semarang* (Semarang: LPPM Universitas Muhammadiyah Semarang, 2017), 235–40, <https://jurnal.unimus.ac.id/index.php/psn12012010/article/view/2303/2279#>.

⁵ Hasan Almutahar, *Pembangunan Masyarakat*, ed. Lukman Djafar, *Pembangunan Masyarakat Desa*, Cetakan Pe (Pontianak: STAIN Pontianak Press (Anggota IKAPI), 2013), www.pustaka.ut.ac.id.

⁶ M. Hadi Purnomo, *Pengembangan Manajemen Sumber Daya Manusia Dari Teori Ke Praktik*, ed. Asnawan, Cetakan Pe (Yogyakarta: Pandora (kelompok Penerbit CV. Bildung Nusantara), 2017).

⁷ M. Ihsan Dacholfany, "Pemberdayaan Masyarakat Dalam Meningkatkan Mutu Pendidikan Non Formal Di Metro Lampung (Studi Kasus Pkbn Al-Suroya)," *Jurnal Tapis* Vol. 02, no. No. 1 Januari-Juni (2018): Hal.45.

⁸ Ribut Nurul Tri Wahyuni and Anugerah Karta Monika, "Pengaruh Pendidikan Terhadap Ketimpangan Pendapatan Tenaga Kerja Di Indonesia (the Impact of Education on Income Inequality Among Indonesian Workers)," *Juni* 11, no. 1 (2016): 15–28.

government only acts as a facilitator between upper-middle-class families and families from the lower-middle class.⁹

On the other hand, education also plays a role in simultaneously affecting the number of poor people. Investment in education also does not show immediate results in a short time; observing the resulting impact takes a long time. In the field of education, communities can be empowered through both formal and non-formal education institutions. Formal education aims to increase competitiveness, while the informal sector aims to maintain the culture and noble values of the community so as not to be eroded by the times and increasingly massive technology.¹⁰

According to the United Nations Development Program, a society called prosperous or included in the prosperous category can be seen in the Human Development Index, whose indicators are in the Education and economic sectors.¹¹ Law No. 20 of 2003 outlines that education is a way to realize the learning process of students in order to increase their potential in terms of intelligence, spirituality, and skills for themselves personally and society in general. Education can be categorized into three parts: formal, informal, and non-formal, at every level and in every type of education.¹²

BAZNAS is the National Amil Zakat Agency, the official and only agency established by the government based on Presidential Decree No. 8 of 2001. Its duties and functions are to collect and distribute ZIS (Zakat, Infaq, and Sadaqah) at the national level; one of the many BAZNAS assistance programs is the Education Cost Program, which is the main focus of this research¹³. The BAZNAS Scholarship Institute is a program of the Distribution and Empowerment Division, which has the task of providing education funds to ensure the continuity of education for students from underprivileged or poor people as a form of intergenerational responsibility and is responsible for carrying out the functions of planning, implementing, controlling, and reporting.¹⁴

Research relevant to this study was conducted by Zainal et al., which found that the community independently carries out the pattern of educational empowerment with the one-help-one pattern. At the same time, the government only facilitates educational empowerment between the well-off families and the low-income families.¹⁵ The results of empowerment with the one-help-one pattern have succeeded in empowering the education of 283 heads of families, whose implementation is in the form of providing scholarships to the basic education level from well-off families to underprivileged families. Similarly, research conducted by Amrillah and Yani found that Lazis Al Haromain carried out the stages of community empowerment in education in the form of awareness, capacity-building, and

⁹ Andi Syaiful Zainal, Anwar Said, and Maulina Maulina, "Analisis Pemberdayaan Pendidikan Di Kota Kendari Dengan Metode One Help One," *Jurnal Ilmu Manajemen Sosial Humaniora (JIMSH)* 4, no. 1 (2021): 1–11, <https://doi.org/10.51454/jimsh.v4i1.153>.

¹⁰ Bayu Adi Laksono and Nasyikhatur Rohmah, "Pemberdayaan Masyarakat Melalui Lembaga Sosial Dan Pendidikan," *Jurnal Pendidikan Nonformal* 14, no. 1 (2019): 1–11, <https://doi.org/10.17977/um041v14i1p1-11>.

¹¹ Siti Suciati, Anita Dwi Agustinasari, and Ernik Rustiana, "Pemberdayaan Masyarakat Di Bidang Kesehatan Ibu Dan Anak Melalui Pendidikan Kesehatan," *Janita : Jurnal Pengabdian Kepada Masyarakat* 2, no. 1 (2022): 46–50, <https://doi.org/10.36563/pengabdian.v2i1.436>.

¹² Indy Ryan, Fonny J. Waani, and N. Kandowangko, "Peran Pendidikan Dalam Proses Perubahan Sosial Di Desa Tumuluntung Kecamatan Kauditan Kabupaten Minahasa Utara," *HOLISTIK, Journal Of Social and Culture* 12, no. 4 (2019): 1–18, <https://ejournal.unsrat.ac.id/index.php/holistik/article/view/25466>.

¹³ BAZNAS, "Profil BAZNAS," accessed July 22, 2023, <https://www.baznas.go.id>.

¹⁴ BAZNAS, "Apa Itu Lembaga Beasiswa BAZNAS," accessed February 28, 2023, <https://beasiswa.baznas.go.id/>.

¹⁵ Syaiful Zainal, Said, and Maulina, "Analisis Pemberdayaan Pendidikan Di Kota Kendari Dengan Metode One Help One."

empowerment.¹⁶ Laksono and Rohmah also conducted a similar study on community empowerment in education through the development of educational institutions, both school education and education outside the school system. Efforts to improve competitiveness are the goal of school education. In contrast, efforts to maintain the culture and noble values of the Bajulmati community are the goals of education outside the school system.¹⁷

The novelty in this research specifically focuses on the role of pesantren-based higher education in empowering education, which has not been studied much in depth. Pesantren-based higher education plays an important role in creating human resources (HR) who are academically superior and have a strong moral and spiritual foundation in line with the values taught in the Pesantren education system. This distinguishes pesantren-based education from other education sectors, often more oriented towards academic aspects alone, without considering spiritual and moral values.

In addition, this study examines how BAZNAS, through its educational scholarship program, contributes significantly to supporting pesantren-based higher education, especially for underprivileged students. The BAZNAS scholarship is a unique aspect of this research, as it does not only function as financial assistance but also as a strategy to empower the community through better access to education. Thus, this research is expected to provide new insights into the synergy between zakat institutions, pesantren-based higher education, and community empowerment efforts and contribute to poverty reduction by improving education quality. This research aims to determine the role of BAZNAS and Pesantren-Based Higher Education on empowerment in education (a case study of BAZNAS scholarship recipient students of STIBA Ar Raayah).

The author took a sample of 37 respondents who received BAZNAS scholarship assistance from alums and those who were still students of STIBA Ar Raayah. The author had the pleasure of filling out a questionnaire via Google Forms. The sampling technique used in this study is a saturated sampling technique that makes all the population as respondents using a quantitative approach to examine how BAZNAS's role in empowerment in the field of education is a case study of students receiving BAZNAS scholarship assistance STIBA Ar Raayah.¹⁸

The data analysis was performed using descriptive statistics in the form of X1. Roles of BAZNAS and X2. Pesantren-Based Universities as independent variables (free variables) and Y. Educational Empowerment as the dependent variable (dependent variable) by using a regression analysis technique to determine the effect of the dependent variable on the independent variable, namely SPSS 24.0, for Windows to measure the path analysis path (causal relationship) between the independent variable (empowerment role) and the dependent variable (empowerment in the field of education).^{19,20}

¹⁶ Ahmad Fahim Amrillah and Muhammad Turhan Yani, "Strategi Pemberdayaan Masyarakat Oleh Lazis Al Haromain Dalam Bidang Pendidikan," *Kajian Moral Dan Kewarganegaraan* 07, no. 02 (2019): 436–50.

¹⁷ Laksono and Rohmah, "Pemberdayaan Masyarakat Melalui Lembaga Sosial Dan Pendidikan."

¹⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2022).

¹⁹ Asep Munawar and Nono Supriatna, "Pengaruh Sikap Dan Motivasi Terhadap Minat Berwirausaha Siswa," *OIKOS: Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi* II, no. 1 (2018): 14–23, <https://doi.org/10.23969/oikos.v2i1.916>.

²⁰ Reza Fahmi and Tri Amanda, "Pengaruh Pembelajaran Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa," *Jebi (Jurnal Ekonomi Dan Bisnis Islam)* 2, no. 1 (2017): 33–43.

Variable	Indicator
X. The Role of BAZNAS	X1. Scholarship giving X2. Productive assistance X3. Guidance and supervision X4. Evaluation X5. Participating in the field of Education
X2. The Role of Pesantren-Based Universities	X2.1 The Role of Campus Parties X2.2 Institutional Support X2.3 Guidance and Supervision X2.4 Evaluation X2.5 Synergy of Institutions
Y. Educational Empowerment	Y1. Can pursue Higher Education Y2. Opportunity to get a decent job Y3. Improve social status Y4. Become a prosperous family Y5. Motivate to Become Muzakki

Table 1. Research Variable Indicators

From this description, it can be explained that STIBA Ar Raayah students in the role of BAZNAS and Pesantren-based universities can create empowerment in the education sector. The role of BAZNAS and Pesantren-Based Universities is expected to contribute to students who receive scholarship assistance so that they can continue their education to a higher level and obtain proper education, with the following hypotheses:

Ho: $\beta_1 = \beta_2 = 0$, there is no influence of the role of BAZNAS and Pesantren-Based Universities on empowerment in the field of Education; Ha: $\beta_1 \neq \beta_2 \neq 0$, the role of BAZNAS and Pesantren-Based Universities on empowerment in the field of education.

Criteria

F count \leq F table = Ho accepted

F count $>$ F table = Ho is rejected, Ha is accepted

Result and Discussion

Profile of BAZNAS Scholarship Institution

Educational equity remains a classic problem in the country. A particular obstacle for marginalized communities is quality education and lack of access. Based on 2018 BPS data on education statistics, only 18.59% of the Indonesian population, aged 19-24 years, can continue their education to higher education. In terms of quality, differences in the quality of secondary education affect students' opportunities to continue higher education, including their success rate in completing their studies at university.

Based on these conditions, the LBB took the initiative to provide opportunities for underprivileged people to access proper education, which underlies the utilization of zakat in educational scholarships. This departs from the findings of the Smeru Research Institute with the title "Effect of Growing Up Poor and Labor Market Outcomes" that children aged 8-17 years living in poverty when working will earn 87% less than those who are not poor. This result was obtained through a long-term study in 13 provinces with 22,000 sample respondents from 7,224 families during 2000, 2007, and 2014, representing 83% of the Indonesian population.

The LBB program's design departs from the establishment's objectives and the dynamics in the community, including the related data, which is an effort to make zakat one of the pillars

of Islam that is upheld as the other pillars in this dien. The LBB Scholarship Program includes the following.

- a. BAZNAS Scholarship at 101 Domestic Universities (BCB PTDN), a higher education scholarship program for Diploma-IV (D4) or Bachelor (S1) level students studying (on gong) at BAZNAS scholarship partner campuses.
- b. An overseas Scholarship, BAZNAS Scholarship 2021, Albukhary International University Kedah Malaysia, and BAZNAS signed a scholarship cooperation agreement with the university in 2019 for high school/MA/SMK alums who came from people with low incomes and will continue their studies at the campus.
- c. The BAZNAS Scholarship Al Azhar Cairo Egypt, Indonesia sends thousands of students to study at a university that generally comes from underprivileged families, so since 2019, BAZNAS has provided an opportunity to obtain scholarship assistance for 40 students from all over Indonesia who have passed by the Indonesian Ministry of Religion.
- d. Scholarship for the Cadre of One Thousand Scholars, BAZNAS has been working with MUI since 2017, intending to produce a cadre of scholars to strengthen the management of MUI Regions. Previously this program has been running since 2007 to produce a sufficient number of scholars who have high qualifications in the field of thought and sharia to soothe and unite the ummah (*himayatul ummah*, *islahul ummah*, and *ittihadul ummah*) for a dignified and civilized nation, and a unique target to produce scholars who are competent in processing and determining fatwas based on the times and needs of Muslims. The quota for each batch was 20 for the doctoral program.
- e. The BAZNAS Partnership Scholarship 2020, BAZNAS-Scholarship Management Collaboration is open to partners in improving the quality of society through scholarship programs in the month of education, namely May 2020, coinciding with Ramadan 1441 H. LBB in distributing scholarships to *mustahik* is carried out directly and in collaboration with several institutions in reaching groups in need through a local wisdom approach with partners at the location.
- f. BAZNAS Research Scholarship 2020 distributes ZIS funds to improve the quality of mustahik Education and provide access to education for mustahik. There is a need to develop innovative research on zakat so that BAZNAS can provide support, assistance, and research on ZIS, carried out in 2018 and 2019, with 92 alumni receiving zakat research scholarships. A jury from BAZNAS, the Directorate of Kemenristek, Kemendikti, and LIPI conducted the selection.

For STIBA Ar Raayah students themselves who come from underprivileged groups, they do not participate in some of the above programs but send a proposal for tuition assistance along with the completeness of the requirements in the form of a Certificate of Active College, Certificate of Family Unable, Photo Copy of Identity / KTP / KTM and Family Card, Latest Transcript of Values, Photo Copy of Savings Book Personal and Campus Account Numbers and Proof of Semester Bills via email layananpublik@baznas.go.id and confirm to the contact number of BAZNAS Pusat LPJ Whatsapp Public Services to serve Mustahik BAZNAS Pusat 0813-8099-0456 or LBB Rofiq 0813-1545-0017 (Chat Only) or Telephone: (021) 21393600 which is located at Jl. Matraman Raya No. 134, RT/RW 5/ 4, Kab. Manggis, Kec. Matraman, Kota Jakarta Timur, DKI Jakarta 13150, Indonesia

After that, there will be confirmation from BAZNAS either via email or WhatsApp chat; if there is a follow-up, there will be an interview session with the BAZNAS Center via telephone, and students are asked to fill out the Google form provided to send data along with photos of the condition of the house and several statements that must be signed by the recipient of the assistance, namely the Request for Assistance Letter and Individual SPTJM; then, the delivery of college aid funds is sent by BAZNAS through the campus account

number, not the personal account number of the recipient student. The nominal amount of assistance is sometimes given according to the nominal amount of the application, but only partially. However, it is sufficient to help ease the burden on students in fulfilling their SPP payment obligations.

Profile of Sakena Scholarship Programme BAZNAS Sukabumi District

BAZNAS District of Sukabumi is an extension of the central BAZNAS. BAZNAS is a non-structural government institution responsible for the Regent, namely the Minister of Religious Affairs, and BAZNAS Sukabumi District is responsible for the Regent. BAZNAS Sukabumi District, in carrying out zakat management activities, has a clear legal umbrella for collecting zakat funds, and it is easier because the local government or policymakers support it.²¹ BAZNAS Sukabumi, with its zakat management icon "Building Zakat Civilization and with Zakat Building Civilization" has several empowerment programs, one of which is in the education sector, namely Sukabumi Cerdas.²²

Sakena Scholarship stands for One Sub-district One Scholar, which is the implementation of the Sukabumi Cerdas program, one of the flagship programs of BAZNAS Sukabumi Regency, as stated in the RKAT (Annual Work Plan and Budget) of BAZNAS Sukabumi Regency. Scholarship assistance was provided to 60 students as a form of representation from 47 sub-districts throughout Sukabumi Regency, including students of STIBA Ar Raayah, STAI Al Andina, STKIP Bina Mutiara, STAI Al Masturiyah, STIE PASIM Kebonpedes, STAI Al Mas'udiyah, STAI Kharisma, and Nusa Putera University. The STIBA Ar Raayah students consisted of one student from Semester 5 of the KPI Study Programme, 10 students from the PBA Study Programme, and two students from the KPI Study Programme, namely five students from Semester 7, six students from Semester 5, and one student from Semester 3.

The BAZNAS Sukabumi Regency was chaired by Mr. H. Unang Sudarma, S.H., and M. Si. and the Head of the Zakat Distribution and Empowerment Division, Mr. Muhammad Kamaluddin, S.Th.I. This scholarship assistance program is motivated by the purpose of establishing BAZNAS that the utilization and distribution of zakat funds by BAZNAS is not only consumptive but also productive. Productive assistance is expected to alleviate poverty and improve community welfare. One of the many dimensions of poverty alleviation is BAZNAS, which intervenes in education.

It is hoped that through productive assistance, underprivileged families can pursue higher education so that they have the opportunity to get a decent job, which in turn can improve their social status from pre-prosperous families to prosperous families, from Mustahik to Muzakki in the future. The initial step in implementing this program is scholarship assistance given to one student per sub-district, but the BAZNAS Sukabumi Regency remains optimistic; in the future, this program will be able to produce one scholar in every village in the district. In the future, it is hoped that it will reach Sakena and become a Sadena (One Village One Bachelor) program so that BAZNAS Sukabumi Regency will fund at least 386 residents of Sukabumi Regency.²³

²¹ Nuradi and Khatimah Husnul, "Analisis Strategi Pengumpulan Dana Zakat Pada BAZNAS Kabupaten Sukabumi," *Maqdis Jurnal Kajian Ekonomi Islam* 5, no. 2 (2020): 178–93, <https://doi.org/http://dx.doi.org/10.15548/maqdis.v5i2.531>.

²² Husnul Khatimah and Nuradi, "PEMBERDAYAAN DAN PENINGKATAN KEMANDIRIAN MUSTAHIQ MENJADI MUZAKKI," *LAA MAISYIR* 7, no. 2 (2020): 1–16.

²³ Rapik Utama, "Program Beasiswa Sakena BAZNAS Kabupaten Sukabumi Cetak Satu Sarjana Dari Setiap Kecamatan," tatarsukabumi.id BERITA SUKABUMI, 2022,

STIBA Ar Raayah Sukabumi Profile

Sekolah Tinggi Ilmu Bahasa Arab (STIBA) Ar Raayah is a private Islamic university in the Sukabumi Regency, West Java Province. As a pesantren-based university, this campus implements a boarding school system for its students. This College is under the auspices of the Ar-Raayah Foundation and is led by Dr. KH Syirojul Huda, Lc., and M.A. It is still relatively new, having obtained an operational establishment permit in 2012, and has two study programs, namely Arabic Language Education (PBA) and Communication and Islamic Broadcasting (KPI), both of which are undergraduate programs (S1). This campus is different from other Islamic campuses in Indonesia, especially in terms of learning methods that combine classical systems from the Middle East and modern learning methods based on the rules of the Ministry of Religion and the Ministry of Education and Culture of the Republic of Indonesia, as in other Islamic-based campuses in the archipelago.²⁴

STIBA Ar Raayah is based on the Ahlus Sunnah Wal Jamaah method with an understanding of the Salafush Shalih, which uses Arabic as the language of instruction for lectures and outside of lectures as a daily conversation in a cottage environment with the hope that students can understand and apply knowledge in daily life comprehensively. This Islamic university was established to contribute to the education sector in this country in improving the condition of Muslims in particular and the Indonesian nation in general in terms of morals so that progress in this beloved country can be achieved.^{25,26,27} As Munif, Baharun, and Maisaroh stated, pesantren is an institution that has long contributed to the formation of the nation's morals and a milestone in national development from the colonial era to the present, as stated in many historical records.

The following are the general characteristics of student respondents receiving BAZNAS scholarship assistance,

Student Status	Total	Percentage
Students	25	67,57%
Alumni	12	32,43%
Total	37	100%

Table 2. Student Status

The table shows that students dominate the recipients of BAZNAS scholarship assistance at 67.57% (25 people), while the percentage of alums is only 32.43% (12 people), considering that only this number of respondents agreed to fill out the questionnaire.

Regarding the demographic characteristics of respondents in terms of gender, most scholarship recipients were female at 59.46%, namely 22 people and 15 men, with a percentage of 40.54%, which can be seen in the following table.

<https://www.tatarsukabumi.id/read/9078/Program-Beasiswa-Sakena-Baznas-Kabupaten-Sukabumi-Cetak-Satu-Sarjana-dari-Setiap-Kecamatan>.

²⁴ "Sekolah Tinggi Ilmu Bahasa Arab (STIBA) Ar Raayah Sukabumi," <https://www.arraayah.ac.id>, 2022.

²⁵ Muhammad Zaim, "Di Perguruan Tinggi Agama Islam Swasta," *Jurnal Kajian Perbatasan Antarnegara, Diplomasi Dan Hubungan Internasional* 4, no. 1 (2021): 13–30.

²⁶ Nuradi, Husnul Khatimah, and Tatang Hidayat, "Analysis of Driving Factors of High School Students Continuing Their Studies To Islamic Universities," *Jurnal Pendidikan Islam* 4, no. 1 (2021): 22–35, <http://jurnal.staiannawawi.com/index.php/At-Tarbiyat/article/view/240>.

²⁷ Husnul Khatimah and Nuradi, "Mata Kuliah Kewirausahaan Islam Dan Lingkungan," *Jurnal Ekonomi Bisnis Dan Kewirausahaan* 10, no. 3 (2021): 294–308.

Gender	Total	Percentage
Male	15	40,54%
Female	22	59,46%
Total	37	100%

Table 3. Gender

This study also recorded the study programs of students who received scholarship assistance, where the highest percentage was from the Arabic Language Education Study Programme (PBA) at 69.44%, totaling 25 people, while the students of the Islamic Communication and Broadcasting Study Programme (KPI) only reached 30.56%, totaling 11 people, this is because the number of PBA students is also more significant and the study program is earlier than the KPI Study Programme, whose data details are mentioned in the following table 4,

Study Programme	Total	Percentage
PBA	25	69,44%
KPI	11	30,56%
Total	36	100%

Table 4. Study Programme

In this study, the sources of BAZNAS scholarships are Central BAZNAS and Provincial/Regency BAZNAS, followed by a detailed description of the data.

Gender	Total	Percentage
BAZNAS Pusat	21	58,33%
BAZNAS Province/ Regency	15	41,67%
Total	36	100%

Table 5. Scholarship Sources

The most significant percentage of scholarship receipts (58.33%, totaling 21 people) was sourced from BAZNAS Central, followed by BAZNAS Provincial/District (41.67%), totaling 15 people, each of which was 73% or 11 people from BAZNAS Sukabumi Regency, Enrekang Regency by 20% or three people, and one person sourced from BAZNAS East Kalimantan Province, 7%. Central BAZNAS is the largest source of scholarships for STIBA Ar Raayah students because, in this institution, the knowledge claimants come from all over the archipelago, which means that BAZNAS itself provides assistance without any indication of seeing the origin of a particular region, but whichever party is entitled to be assisted or is objective. BAZNAS Sukabumi Regency follows this as the second source of scholarship assistance because of the Sakena Scholarship Programme (One District One Bachelor), which is the embodiment of one of the flagship programs of this zakat institution, namely Sukabumi Cerdas. The BAZNAS of Enrekang Regency also provided scholarships to the sons and daughters of its region who studied at this pesantren-based university.

As described above, this institution has students who come from all over the archipelago, as evidenced by the data of aid recipients including Aceh at 11.11% or four people; one person each or 2.78% from Bondowoso East Java, Cianjur West Java, DI Yogyakarta, Luwuk South Sulawesi, Tanah Datar West Sumatra, and Lima Puluh Kota West Sumatra, even from Sukabumi West Java because the student was not included in the Sakena scholarship recipient; and of course, the most significant percentage from Sukabumi Regency who became Sakena scholarship recipients of 57.14% or as many as 20 people.

The occupations of the parents of the scholarship recipients included laborers with the most significant percentage of 39% or 14 people, followed by farmers with 28% or 10 people, merchants with a percentage of 15% or five people, each parent with a profession as a housewife, teacher, and retiree with two people each with a percentage of 6%, and the last one no longer working due to old age and severe illness as many as one person or 3%.

Similarly, the income of their parents with a nominal range of Rp 1,500,000-Rp 2,000,000 with the acquisition of the most significant percentage of 42% or 15 people, followed by a nominal income range of Rp 500,000-Rp 1,000,000 as many as 10 people equivalent to 28%, then a percentage of 17% or a total of six people with an income range of Rp 2,000,000-Rp 2,500,000, and 9% or three people for income with a nominal value of more than Rp 2,500,000, and the lowest percentage on income less than Rp 500,000, which is only two people equivalent to 6%.

The frequency of receiving scholarships for each student is different; in general, it is only given once during their studies, namely 67% with a total of 24 students, which is the highest percentage of the frequency of obtaining such assistance provided by BAZNAS Pusat, which has also assisted students two times in one year for four students with a percentage of 11% during lectures. Now, these students have completed their studies. For the second highest percentage, more than five times, 17% or six people are Sakena scholarship recipients who will be given until the student completes their education. The lowest percentage was 6%, or two people who also received scholarship assistance from the BAZNAS Sukabumi District from the Sukabumi Cerdas Program or before the Sakena Program was formed in the sense that they were already alumni or had graduated from the STIBA Ar Raayah Undergraduate program.

The highest percentage of scholarship nominals provided by BAZNAS is in the range of Rp 2,000,000-Rp 3,000,000, namely 58% or as many as 21 people, followed by a nominal of more than Rp 3,000,000 of 31% or as many as 11 people, then 8% or three people for the nominal range of Rp 1,000,000-Rp 2,000,000, and the lowest is less than Rp 1,000,000; that is, only one person with a percentage of 3% or the value of assistance of Rp 700,000. The scholarship nominal adjusts the tuition bills that students must pay.

Among the sources of information obtained by students to obtain scholarships from friends, family, institutions, and alums of BAZNAS recipients and lecturers, based on the data collected, friends who are also BAZNAS scholarship recipients have the highest percentage at 36%, followed by lecturers as scholarship informants with a percentage of 22% and a thin difference with alums who are also BAZNAS aid recipients at 19%, then information from family and institutions with the same percentage of 11% each. This finding shows that there is ta'awun (synergy) among fellow students, alums, and lecturers at STIBA Ar Raayah in helping underprivileged students, especially those who excel in order to get proper education by sharing information on BAZNAS scholarship assistance, as seen by the three components being at the highest percentage.

Correlations				
		y	x1	x2
Pearson Correlation	Y	1.000	.258	.053
	x1	.258	1.000	-.123
	x2	.053	-.123	1.000
Sig. (1-tailed)	Y	.	.000	.239
	x1	.000	.	.048
	x2	.239	.048	.
N	Y	185	185	185
	x1	185	185	185

x2	185	185	185
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Table 6. Validity Coefficient

Source: Data Processing Results SPSS 24.0 for Windows

From this table, the correlation coefficient is 0.258 for X1. The role of BAZNAS and 0.53 the variable X2. The role of pesantren-based universities shows that the correlation coefficient is positive when the value is between 0.25 - 0.5, which means that it is quite strong, indicating that variable X1. The role of BAZNAS and Y. Education empowerment has a relatively strong positive correlation. This is evidenced by the Sig.1 value of 0.000, less than 0.05.

These findings indicate that there is a strong positive correlation regarding the role of BAZNAS in empowerment in the field of Education for STIBA Ar Raayah students, as evidenced by the number of alums and students from the institution who receive this benefit of 30.56% and 69.44%, respectively, all of which have become teaching staff in various Islamic boarding school educational institutions spread across various regions in Indonesia, and one of them even became a da'i envoy of the Sukabumi Regency. These results are in line with research conducted by Azhari,²⁸ Alhidayatillah,²⁹ Hakim, et al.,³⁰ Arafat and Fahrullah,³¹ that BAZNAS contributes to improving the welfare of *mustahik*s in pursuing higher education and obtaining opportunities for proper education; with this assistance, it can ease the burden on underprivileged families so that the income earned can be saved and used for other needs.

Conversely, Variable X2. The role of pesantren-based universities still does not show a positive correlation with a Sig 1 value of 0.23, which means greater than 0.05, and this is because STIBA Ar Raayah only becomes a facilitator for students in receiving scholarship assistance and has not become a BAZNAS Central Scholarship Partner, cooperation is only with BAZNAS Sukabumi Regency even though the highest percentage of beneficiaries from BAZNAS Central is 58.33%.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F
1	.272 ^a	.074	.064	.646	.074	7.245	2	182	.001

a. Predictors: (Constant), x2 (Pesantren-Based Colleges), x1 (BAZNAS)

Table 7. Correlation Coefficient

Source: Data Processing Results SPSS 24.0 for Windows

From the first output, the resulting value of R = 0.272 shows the magnitude of the correlation coefficient simultaneously, namely, the value of the relationship between the Role of

²⁸ Ari Azhari, "Peran Program Satu Keluarga Satu Sarjana Baznas Bagi Ketahanan Keluarga," *Jurnal Iqtishaduna: Economic Doctrine* 4, no. 2 (2021): 670–91.

²⁹ Nur Alhidayatillah and Ica Marlisa, "Pemberdayaan Pendidikan Melalui Program Pariaman Cerdas Oleh BAZNAS Kota Pariaman," *Al-Hikmah Jurnal Dakwah Dan Ilmu Komunikasi* 7 (2020): 122–32.

³⁰ Arif Rahman Hakim, Suyud Arif, and Hidayah Baisa, "Peran Zakat Dalam Pembangunan Pendidikan Di Kota Bogor (Studi Kasus Pendayagunaan Zakat Bidang Pendidikan Dompot Peduli Ummat Daarut Tauhid Cabang Bogor)," *Jurnal Ekonomi Islam* 5, no. 2 (2014): 243–72.

³¹ Syihabuddin Arafat and A'asy Fahrullah, "Implementasi Pendistribusian Dana Zakat, Infaq, Dan Shadaqah (ZIS) Pada Bidang Pendidikan Untuk Pemberdayaan Pendidikan Di BAZNAS Sidoarjo," *Jurnal Ekonomi Islam* 2, no. 3 (2019): 28.

BAZNAS and Educational Empowerment of 0.272 or 2.72% with the magnitude of the influence shown by R Square (R²) of 0.74 or 74%³².

The t-test was used to determine the significant effect of the independent variable on the dependent variable. The results of the multiple linear regression analysis hypothesis test in the table show that the Role of BAZNAS and Pesantren-Based Colleges on Empowerment in the Education Sector, as indicated by an R Square of 0,74, means that the Empowerment of the Education Sector of STIBA Ar Raayah students receiving BAZNAS assistance is influenced by the Role of BAZNAS and Pesantren-Based Colleges by 74%, which shows that this zakat institution plays a significant role in efforts to empower students in the education sector supported by the STIBA Ar Raayah education institution in facilitating students who are classified as underprivileged and have academic achievement in order to obtain BAZNAS scholarship assistance.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.049	2	3.024	7.245	.001 ^b
	Residual	75.973	182	.417		
	Total	82.022	184			

a. Dependent Variable: Y (Pemberdayaan Pendidikan)

b. Predictors: (Constant), X2 (Perguruan Tinggi Berbasis Pesantren), X1 (BAZNAS)

Table 8. ANOVA Test

Source: Data Processing Results SPSS 24.0 for Windows

In the second output, the ANOVA test was conducted to determine whether the resulting correlation coefficient was significant. From this test, the Fcount value was 7.245 with an Sig value. = 0,001. The ANOVA test criteria were as follows: sig value. < α , the resulting correlation coefficient is significant. Because the value of Sig. = 0.001 < α = 0.05, the resulting correlation coefficient is significant.³³ The Significance value (.001) indicates that there is a significant relationship between the independent variable and the dependent variable. In this context, since the p-value is <0.05, we can conclude that BAZNAS and Pesantren-Based Colleges significantly affect Educational Empowerment. Overall, this ANOVA result shows that the model used is significant in explaining the variation in Educational Empowerment, indicating that both independent variables contribute significantly in this study.

Coefficients ^a											
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	Constant	2.922	.459		6.366	.000					
	x1	.290	.078	.268	3.734	.000	.258	.267	.266	.985	1.015
	x2	.073	.061	.086	1.190	.235	.053	.088	.085	.985	1.015

a. Dependent Variable: Y (Pemberdayaan Pendidikan)

Table 9. Coefficient Value

Source: Data Processing Results SPSS 24.0 for Windows

The third output produces a value of (Constant) = 2.922 with the Role of BAZNAS (β_1) = 0.290 and Pesantren-Based Universities (β_2) = 0.073. The multiple regression equation is y

³² Rostina Sundayana, *Statistika Penelitian Pendidikan*, Kedua (Bandung: CV. Alfabeta, 2015).

³³ Rostina Sundayana, *Statistika Penelitian Pendidikan*, Cetakan Ke (Bandung: Penerbit Alfabeta, Bandung, 2015).

= $2.922 + 0.290X_1 + 0.073 X_2$, which can be used for forecasting because it produces a Sig value. $< \alpha = 0,05$.³⁴

This study aims to examine the effect of the role of BAZNAS and Islamic Boarding Schools on the Empowerment of the Education Sector at STIBA Ar Raayah for students receiving BAZNAS scholarship assistance using the one-way ANOVA analysis tool (F test) and the test criteria if the significant value, namely $F < 0.05$, then the BAZNAS Role variable and Islamic Boarding Schools have an effect on Education Empowerment for students receiving BAZNAS scholarship assistance at STIBA Ar Raayah.

There is a significant influence between the Role of BAZNAS on Empowerment in the Education Sector based on the results of the ANOVA analysis indicated by a significance value of $0.000 < 0.05$. It can be concluded that the BAZNAS variable plays a significant role in empowerment in the field of Education at STIBA Ar Raayah for students receiving BAZNAS scholarship assistance, while the Role of Pesantren-Based Higher Education has no significant effect indicated by a significance value of $0.235 > 0.05$; therefore, it can be concluded that Pesantren-Based Higher Education in this case STIBA Ar Raayah has not provided a significant role for students receiving BAZNAS scholarship assistance.

BAZNAS education scholarship assistance plays a role in empowerment in the field of Education for STIBA Ar Raayah students receiving scholarship assistance, which is in line with the findings that educational assistance provided by BAZNAS contributes to improving the welfare of mustahiks in pursuing higher education.³⁵ This finding is in line with several other studies related to scholarship assistance programs from zakat funds that contribute to educational empowerment, including research results from Alhidayatillah and Marlisa,³⁶ Arafat and Fahrullah,³⁷ Mashur et al.,³⁸ Kristianti et al.,³⁹ Pratama,⁴⁰ Hakim, et al.,⁴¹ Futaqi and Machali,⁴² Muqorobin and Kartini.⁴³

In contrast to BAZNAS, Pesantren-based universities do not play a significant role in educational empowerment. This is because STIBA Ar Raayah is currently not a campus that has established a partnership with the BAZNAS Scholarship (BCB), which is a BAZNAS program in charge of providing educational funds to ensure the sustainability of educational programs as an intergenerational responsibility and preparing the nation's next generation (<https://beasiswa.baznas.go.id/>). It is hoped that in the future, this institution will take the

³⁴ Sundayana.

³⁵ Azhari, "Peran Program Satu Keluarga Satu Sarjana Baznas Bagi Ketahanan Keluarga."

³⁶ Alhidayatillah and Marlisa, "Pemberdayaan Pendidikan Melalui Program Pariaman Cerdas Oleh BAZNAS Kota Pariaman."

³⁷ Arafat and Fahrullah, "Implementasi Pendistribusian Dana Zakat, Infaq, Dan Shadaqah (ZIS) Pada Bidang Pendidikan Untuk Pemberdayaan Pendidikan Di BAZNAS Sidoarjo."

³⁸ Mashur Mashur, Dedi Riswandi, and Ahmad Sibawaihi, "Peran Badan Amil Zakat Nasional (Baznas) Dalam Pemberdayaan Ekonomi Masyarakat (Analisis Pengembangan Ekonomi Islam)," *Jurnal Sosial Ekonomi Dan Humaniora* 8, no. 4 (2022): 634–39, <https://doi.org/10.29303/jseh.v8i4.184>.

³⁹ Ayu Kristianti, Ely Mansur, and Agus Hendra Gunawan, "Pendistribusian Zakat, Infaq Dan Sedekah (Zis) Untuk Pembiayaan Anak Fakir Miskin Melalui Program Pendidikan Di Baznas Kota Denpasar," *Jurnal Maiyyatuna* 2, no. 2 (2021): 1–8, <https://baznas.jogjakota.go.id/detail/inde>.

⁴⁰ Yoghi Citra Pratama, "Peran Zakat Dalam Penanggulangan Kemiskinan (Studi Kasus: Program Zakat Produktif Pada Badan Amil Zakat Nasional)," *Taubidinomics: Journal of Islamic Banking and Economics* 1, no. 1 (2015): 93–104, <http://journal.uinjkt.ac.id/index.php/tauhidinomics/article/view/3327>.

⁴¹ Hakim, Arif, and Baisa, "Peran Zakat Dalam Pembangunan Pendidikan Di Kota Bogor (Studi Kasus Pendayagunaan Zakat Bidang Pendidikan Dompok Peduli Ummat Daarut Tauhid Cabang Bogor)."

⁴² Sauqi Futaqi and Imam Machali, "Pembiayaan Pendidikan Berbasis Filantropi Islam: Strategi Rumah Pintar BAZNAS Piyungan Yogyakarta," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2019): 231–56, <https://doi.org/10.14421/manageria.2018.32-02>.

⁴³ Muhammad Syaafi Muqorobin and Endang Kartini, "SENTRI : Jurnal Riset Ilmiah," *SENTRI: Jurnal Riset Ilmiah* 1, no. 3 (2022): 752–59.

opportunity to apply for this College as a Partner Campus for the BAZNAS Scholarship destination, as encouraged by the BAZNAS Center itself. Given that the most significant percentage of STIBA Ar Raayah students receiving scholarship assistance from BAZNAS Pusat, which is 58.33%, further increases the number of beneficiaries of this assistance, and this program empowers more people. However, STIBA Ar Raayah collaborated with BAZNAS Kab. Sukabumi, in providing scholarship assistance, of course, needs to be supported by cooperation with BAZNAS Pusat so that more students can benefit from this program, as evidenced by only 37 alumni and students who received scholarship assistance from both BAZNAS Pusat and Kab. Sukabumi, respectively, with a percentage of 67.57% for students and 32.43% for alums.

Conclusion

The results showed that BAZNAS plays a significant role in educational empowerment at STIBA Ar Raayah for students who receive scholarship assistance, as evidenced by several alumni of the beneficiaries who have become teaching staff in various educational institutions and Islamic boarding schools throughout Indonesia; one of them has even become a Da'i Messenger of BAZNAS Kab. Sukabumi. On the other hand, Pesantren-Based Higher Education has not played a significant role because STIBA Ar Raayah is still a facilitator for students to apply for assistance to BAZNAS, supported by the fact that this institution has not yet joined the Partner Campus with the BAZNAS Scholarship (BCB), despite its collaboration with BAZNAS Kab. Sukabumi, but not many students, benefited from it, as evidenced by only 37 scholarship recipients.

The limitation of this study is the small number of respondents who filled out the questionnaire because there are still a few STIBA Ar Raayah students who receive scholarship assistance. It is hoped that in the future, there will be further research related to the contribution of joining this institution as a BAZNAS Scholarship Partner Campus (Beasiswa Cendekia BAZNAS).

The research recommendation for STIBA Ar Raayah is to establish a formal partnership with BAZNAS as a campus partner to increase scholarship accessibility for more students. As for future research, it is recommended that research be conducted with a broader scope, including various educational institutions that collaborate with BAZNAS, to get a more comprehensive picture of the impact of scholarships on educational empowerment. Then, policymakers expect it to provide more significant support for pesantren-based higher education, including the allocation of funds and grant programs for educational institutions that focus on developing human resources among students.

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