

## **Optimizing the Productive Utilization of Zakat in the Youth Ekselensia Scholarship Dompot Dhuafa: A Most Significant Change (MSC) Approach**

**Yulianti<sup>1</sup>, Lia Fitria<sup>2</sup>, Pedri Haryadi<sup>1</sup>**

<sup>1</sup>Dompot Dhuafa, <sup>2</sup>Institut Agama Islam Tazkia

### **ABSTRACT**

*Educational scholarship support for the young generation in Indonesia is a much-needed support for now. Although the government has provided support through the 12-year free learning program, however, high school students still need educational assistance support in preparing for higher education. The Youth Ekselensia Scholarship program is present through the utilization of productive zakat to support high school students preparing to qualify for their dream state university. Productive zakat is the utilization of zakat through productive management and empowerment processes, which in practice is carried out by distributing capital to mustahik which is then managed to fulfill their welfare in the future. In this study, the researcher focuses on the utilization of productive zakat through educational empowerment. "This study aims to analyze how productive zakat can be optimized through educational empowerment within the Youth Ekselensia Scholarship (YES) program. In this research method, the researcher uses descriptive qualitative research and data analysis techniques using the Most Significant Change (MSC) approach. The results of this study show that the Youth Ekselensia Scholarship program shows a significant optimization through the utilization of productive zakat. This can be seen from the achievements of the beneficiaries of the Youth Ekselensia Scholarship program who have successfully qualified for well-known state universities in Indonesia. In addition, the optimization of the Youth Ekselensia Scholarship program can be seen from the satisfaction of the beneficiaries of the YES Program from each activity. In batch 1, the average satisfaction level obtained by the beneficiaries of the YES program was 90.56%. Meanwhile, in batch 2, the average level of satisfaction obtained by the beneficiaries of the YES program was 73.27%.*

**Keywords:** *Utilization, Zakat, Scholarship, Education, MSC*

### **INTRODUCTION**

The development of quality human resources requires strong support to ensure that every planned goal can be achieved. The government has an important role to play in this process, but the assistance provided is often not able to meet all needs. According to patmawati in the Meerangani (2019) research, zakat can be one of the instruments that plays a significant role in strengthening Muslims and maintaining social justice and stability by reducing income inequality. Therefore, zakat funds can be used to support the development

of quality human resources.

Zakat is one of the economic resources of the ummah in Islamic countries, and effective and structured management can maximize its potential as an instrument for the development of the ummah. Optimizing the use of zakat funds is very important to improve the quality and potential of every Muslim (Meerangani, 2019). The support of the majority of Islamic scholars and academics for the social function of zakat further strengthens its role, so that the empowerment framework of zakat was developed to support education

financing (Abubakar, 2015). Therefore, the role of zakat as the main social instrument of Muslims needs to be expanded and improved through sustainable and integrated institutional management. This aims to create a zakat institution that is competitive and able to play its role effectively at the local, regional, and global levels (Meerangani, 2019).

The expansion of management and zakat carried out by zakat institutions cannot be separated from the existing problems. In this case, it is the low level of human resources in Indonesia, so there is a need for the initiative of zakat institutions to assist the government in improving the quality of human resources. The low level of human resources in Indonesia based on data from the Ministry of Home Affairs, the number of people who enter universities or attend college is only around 6 percent or 6.52 percent to be precise. Citing data from the Ministry of Home Affairs, the number of Indonesians who entered universities as of December 31, 2022 for the D1 and D2 levels was 1.11 million people or 0.4% of the total Indonesian population. Then the D3 level is 3.56 million people or 1.28% and the S1 level is 12.44 million people or 4.47% The S2 level is 882,113 people or 0.31% and the S3 level is only 63,315 people or 0.02% Meanwhile, the majority of the Indonesian population who do not or have not gone to school number 66.07 million people or around 23.78% of the total Indonesian population. Then, 30.89 million people or 11.12% have not completed elementary school, 64.3 million people or 23.15% have graduated from elementary school, 40.21 million people or 14.47% have graduated from junior high school, and 58.57 million people or 21.08% have graduated from high school. (Coverage 6.com, 2024).

In other studies, it is also mentioned that there are several factors that cause the high dropout rate in Indonesia, but one of the

causes that is often encountered is due to the high cost of education. The lack of money to continue to the Higher Education (PT) level is the biggest challenge. So to overcome this, efforts can be made through the utilization of zakat through educational programs, one of which is the provision of scholarships for the poor/underprivileged. (Suri et al., 2022). The provision of scholarships from zakat funds for underprivileged or poor children aims to improve their standard of living, because education is one of the basic human needs. The program of utilizing zakat funds for education is expected to help Indonesian children, especially Muslims, obtain higher education for the advancement of Muslims in the future (Firdausi, 2018).

The expansion of the utilization of zakat funds provides a multiplier effect, which means an increase in development, especially in the education sector. This education sector is often the focus of the government, the private sector, the community and the global community. The utilization of zakat in education aims to encourage collaboration and partnerships between education activists to expand its impact in Indonesia (Puspitasari et al., 2024). According to Husna & Zakaria (2024), productive zakat that is channeled to establish skill centers, provide scholarships and vocational training is urgently needed. It aims to provide skills for the unemployed, thereby helping the government reduce poverty, narrow social gaps, and create new jobs.

Dompot Dhuafa as a zakat institution in Indonesia also implements this through educational programs such as the Youth Ekselensia Scholarship. This is an effort to participate in improving the quality of Indonesian students, especially orphans from marginalized families. The YES scholarship program is packaged in the form of moral and religious science coaching, assistance in

learning activities, and self-development and character. YES was previously a program devoted to orphans and poor people. However, to develop and expand the benefits of the program, YES 2023 has adopted a new concept and targeted beneficiaries with expanded criteria. Thus, YES beneficiaries do not focus on orphan beneficiaries, but also focus on poor beneficiaries and converts.

The impact that wants to be produced from the Youth Ekselensia Scholarship (YES) program is that students pass PTN and get a college scholarship, students have noble moral habits, students are able to memorize the Qur'an juz 30 and 24 selected hadiths, students are able to develop their potential according to their interests and talents, and students who have a leadership spirit.

Based on this, this study aims to further look at significant changes in scholarship recipients in the Dompot Dhuafa Youth Ekselensia Scholarship program in optimizing the utilization of zakat funds in the education sector. There are 3 focuses that we want to see from this study, namely, the impact of the Youth Ekselensia Scholarship program on the beneficiaries, the achievements of the Youth Ekselensia Scholarship program and the level of satisfaction of the beneficiaries with the Youth Ekselensia Scholarship program.

## LITERATURE REVIEW

### Productive Zakat

In Islam, the limitations experienced by mustahik can be overcome through zakat. Zakat is a socio-economic potential that encourages people to cooperate with each other. Zakat in Islam is not only assistance to meet basic needs, but also has a role in encouraging productive economic activities (Fitri, 2017). Productive zakat is zakat funds given to mustahiq to be developed, not spent or consumed. The goal is to improve their standard of living in the hope that mustahiq

can take advantage of the zakat to develop their business which will eventually become muzakki in the future (Abdullah, 2013). Initially, mustahik will be loaned capital and required to report and account for the use of the working capital within a predetermined period of time. They are also obliged to return their business capital in installments (Lubis, N., Silalahi, A. D., & Irama, O. N., 2022)

The productive use of zakat is allowed by sharia as long as the zakat is used for the benefit of those in need. The zakat funds allocated for this productive activity must be managed by an institution (not an individual) that is able to coach, mentor, and monitor the mustahik who runs a business so that it can run well (Fitriani, I. R., 2015). Therefore, zakat institutions that distribute productive zakat must be on target, should not be given to those who have excess assets, but to people who are entitled to receive zakat in accordance with what is explained in QS. At-Taubah (9): 60 (Saeful, 2019).

### Youth Ekselensia Scholarship

The Youth Ekselensia Scholarship (YES) is an integrated scholarship for orphans, poor people and converts at the high school level. The YES programme aims to create scholarly students, noble character and leader spirit through routine development. Through the YES scholarship, it is hoped that the beneficiaries can achieve their dreams and a glorious future. The program is organized with the development of the beneficiary's personality by program mentors in the target area. The YES Scholarship is available in 2022 in the Yogyakarta, Surabaya, Medan and Padang regions. In 2023 YES is present in the Yogyakarta, Surabaya, Medan, Padang and Sinjai areas. then in 2024 YES will expand its reach in the Yogyakarta, Surabaya, Medan, Padang, Sinjai, Samarinda, Pekanbaru, and Palembang regions.

The objectives of the Youth Scholarship

program are as follows: preparing students to enter state universities (PTN), forming students with noble character, fostering the reading and memorization of the Quran, and developing the spirit of student leadership. Then, the Youth Ekselensia Scholarship is targeted at SMA/MA/SMK level students who come from poor families, orphans and converts.

The duration of the Youth Ekselensia Scholarship is one year, in one year YES scholarship beneficiaries get program facilities in the form of Life Mentorship and Fund Support. In the Life Mentorship aspect, scholarship recipients receive guidance on campus preparation, quranic mentorship and leadership booster. Meanwhile, in terms of financial support, scholarship recipients get a monthly allowance of IDR 300,000, support for University entrance preparation costs, and UTBK registration money.

### **Most Significant Change**

*Most Significant Change* (MSC) was developed by Rick Davies to address the various challenges in the monitoring and evaluation of complex participatory rural development programs in Bangladesh, which have variations in implementation and outcomes. The program is run by the Cristian Commission for Development in Bangladesh (CCDB), a non-governmental organization that in 1996 had more than 500 staff and served more than 46,000 people in 785 villages, of which 80 percent of the direct beneficiaries were women. The large scale and open nature of the activity pose significant challenges in designing systems to monitor processes and outcomes (Davies, 1996)

MSC involves the collection and selection of stories of change that are compiled by program and project stakeholders. This technique is participatory in nature that relies on stakeholder involvement in discussing, analyzing, and documenting changes. MSC is

suitable for use in projects and programs where it is difficult to predict the desired changes in advance, making it difficult to establish predetermined indicators (Intrac, 2017). In the analysis process, there are steps that can be taken in implementing the MSC technique, which are as follows:

1. Define the domain of change. A domain refers to a large area where change is expected to occur. In MSC, this domain is not specifically defined but rather deliberately left open for interpretation. Domains can be designed to capture change at different levels, such as at the individual, community, or organizational level. Examples include:
  - Changes in the quality of life of the community
  - Changes in organizational culture
  - Changes in the way citizens interact
2. Identify how and when the stories were collected. This involves selecting methods to identify, record, discuss, select and analyze these stories. In general, MSC stories are used as a continuous monitoring process, it is also important to determine how often stories will be generated at this stage.
3. Collect stories of change. In MSC, stories are typically collected from the stakeholders most involved in the project or program, such as key beneficiaries as well as project or program staff. Periodically (if used for monitoring), stakeholders are asked to recount the most significant changes they have experienced or witnessed in each domain over a period of time. In addition to the story description, MSC also requires additional information to be noted on each story, such as:
  - Who gives the story
  - When and where change occurs
  - The narrator's view of the significance of the events depicted in the story
4. Choose the story of the most significant change. Once the stories were collected, the participants read the stories aloud (or listened to audio recordings or watched videos) and

discussed the value of each story. They then determine which stories are considered the most significant in each domain.

5. Verifying the story. This is an important part of MSC to prevent the selected stories from being inaccurate, misleading, or open to various interpretations. Therefore, ideally, all stories should be checked for truth before being used or passed on to the next level of hierarchy. This verification often involves

discussions with other stakeholders to get their views on the story of the change.

**Previous Research**

In supporting the data analysis process in this study, the researcher tried to conduct a literature review on previous research. This is done to see the research gap of this study, so that there are new things raised in the research.

Title, Researcher, Year of Publication	Research Methods	Research Results
Effectiveness of Distribution Zakat Infaq Alms Funds To Improve Mustahik Education Stages Through Achieving Orphans Scholarship Program At Yatim Mandiri Jombang. (Lailatul Fitriyah, Ahmad Supriyadi, 2022)	Padang research with qualitative research methods	This study shows that the distribution of infaq and alms funds at the Jombang Independent Orphanage through the outstanding orphan scholarship program is considered good. Funds are used effectively for the welfare of poor orphans, with results visible from parental satisfaction, an increase in the number of graduates, and additional learning assistance in <i>Learning Center</i> that help them overcome learning difficulties in School (Fitriyah & Supriyadi, 2022).
<b>Difference:</b> In contrast to the research conducted by the researcher, where the research will emphasize how the Youth Ekselensia Scholarship program optimizes the utilization of zakat funds to create significant changes in scholarship recipients in accordance with the program objectives through the Most Significant Change (MSC) approach.		

Title, Researcher, Year of Publication	Research Methods	Research Results
The Role of Zakat in Human Development (Khairul Azhar Explains, 2019)	Qualitative Descriptive	This study assesses the potential of zakat in improving the quality of Muslims in Malaysia through the practice of zakat distribution by the Islamic Religious Council (IRC). Descriptive analysis of distribution statistics and IRC programs shows that zakat plays a role in economic

		equity, social welfare, human resource development, and the improvement of asnaf education. This study encourages Muslims, especially zakat payers, to actively participate so that zakat is optimized for the development of the ummah (Meerangani, 2019).
<p><b>Difference:</b> In the research to be conducted, the researcher will highlight the role of the Dompot Dhuafa institution through the Youth Ekselensia Scholarship program in improving the quality of human resources, especially in the education sector which also encourages the development of character and leadership skills. The method that will be used in this study uses <i>the Most Significant Change</i> (MSC) approach.</p>		

Title, Researcher, Year of Publication	Research Methods	Research Results
<p><i>Zakat and education for poverty alleviation and income inequality reduction: A case study of West Java, Indonesia</i> (Qurroh Ayuniyyah, Ataul Huq Pramanik, Norma Md. Saad, Muhammad Irwan Ariffin, 2019)</p>	<p><i>CIBEST Model</i>, Gini coefficient, and Atkinson Index</p>	<p>The results of the study show that the zakat program for a year is more effective in reducing poverty and income inequality in heads of households with formal or informal education compared to those who have never achieved that educational background (Ayuniyyah et al., 2019).</p>
<p><b>Difference:</b> This study focuses on the impact of the Youth Ekelensia Scholarship from Dompot Dhuafa in the education sector by analyzing the changes felt by scholarship recipients using the <i>Most Significant Change</i> (MSC) approach by involving the collection and selection of change stories developed by program managers through participatory discussion, analysis and recording of changes.</p>		

## METHODOLOGY

The research design used in this study uses *the Most Significant Change* (MSC) technique which utilizes data from the final report of the Youth Ekselensia Scholarship (YES) program batches 1 and 2 of 2022 - 2023 which contains qualitative data on the performance of the YES program as well as quantitative data from the results of surveys that have been conducted previously to the

beneficiaries (PM) of the YES program from various regions.

Quantitative data is used to see how far the YES program has been distributed. Meanwhile, qualitative data is used for in-depth analysis of YES performance which is expected to reveal findings related to changes experienced by YES program beneficiaries so that the same views or perceptions about these changes emerge. The sample in this study is

the beneficiaries (PM) of the YES scholarship which totals 48 beneficiaries from batch 1 and 74 beneficiaries from batch 2 from various regions in Indonesia, namely Surabaya, D.I Yogyakarta, Medan, Sinjai, and Padang. The research time span ranges from June 11 to 17, 2023 and from June to July 2024.

The use of the MSC technique in this study serves as a data analysis technique for researchers to identify the most significant changes based on brief stories about the impact of the implemented program (Tri Nugroho et al., 2021). In the analysis process, there are steps that can be taken in implementing the MSC technique, namely (1) Determining the domain of change (2) Identifying how and when the stories will be collected (3) Collecting the stories of change (4) Selecting the most significant stories of change (5) Verifying the stories that have been selected (Intract, 2017).

## RESULTS AND DISCUSSION

### YES Program Impact Analysis in MSC perspective

In looking at the impact of the YES program, the researcher uses the MSC perspective, where this approach has several steps so that the impact of the program can be seen. The steps taken are:

1. Define the domain of change  
In determining the domain of change, the researcher determined three aspects of change that can be seen from the YES program, namely (1) Program achievement (2) Beneficiary satisfaction (3) Significant changes in beneficiaries.
2. Identify how and when the stories will be collected  
Stories or data on changes in YES scholarship recipients are collected through several methods, including tools to assess the performance of beneficiaries per three months, beneficiary satisfaction surveys after

completing the program, interviews and the final report of the YES program.

3. Collecting stories of change  
Based on the four methods carried out, the researcher tried to collect several stories and data according to the domain of change to be seen in the study.
4. Choose the most significant change stories  
Based on four data collection methods carried out by the researcher, the researcher selected a story that according to the researcher experienced significant changes in accordance with the objectives of the YES program.
5. Verify a selected story  
After being selected, the story is verified through tools that have been created by the program manager. Thus, this study will display some very significant changes from the YES program through changes in beneficiaries, program achievements and beneficiary satisfaction levels.

### Significant Changes in YES Beneficiaries

To see significant changes in YES beneficiaries, the researcher displays several testimonials and stories from representatives that have been collected by YES program managers, including

*"During the YES program, I was very happy because I was able to meet many new people and friends. Where at YES I certainly learned a lot of things, especially related to faith and morals and was able to develop myself to try new things that I had never tried before. In this YES program, I am very, very happy to have the opportunity to get to know more about the world, where my point of view, which is only as a high school student, is still very narrow, but it can begin to be enlightened regarding things that I think are still unfamiliar and confusing, especially related to campus preparation and Alhamdulillah, my YES file can enter my dream campus, which is Gadjah Mada*

University" (Arnetta Rosana Putri, YES DIY Beneficiary)

"While studying at YES accompanied by a mentor, I felt happy. I was able to get new knowledge that I couldn't fully get in school, we were taught to prepare for State Universities as best as possible, we were taught religious knowledge, even mentors would guide and advise us when facing problems, mentors really paid attention to us. I feel proud of our mentor, because he is a very patient figure and really sets a good example for us. Then, from the YES program, I was able to qualify for the State University of Makassar majoring in Psychology. (Agustia, YES Sinjai Beneficiary).

"Since I became a beneficiary of the YES Scholarship, many aspects have changed in me, making me even more eager to achieve what I have always dreamed of. The passion and ambition towards the coveted success always flared up in me. You can say that this year is the best year for me and as long as I am a beneficiary of this scholarship, Alhamdulillah, I can continue my studies at UNESA Communication Sciences" (Pumadana, YES Surabaya Beneficiary).

"The YES scholarship program is very helpful for students who want to enter PTN. However, hindered in terms of economy and information, this is where YES is here to prepare myself to reach the PTN I want. I hope that in the future YES will be more and more not only consisting of 5 regions in Indonesia but also remote areas are also present to provide opportunities for students there. Also for the YES program that has not been implemented, hopefully it can be implemented as well as possible and I also hope that in the future YES can provide even more interesting programs for future YES beneficiaries". (Varel Andika Putra, YES Padang Beneficiary)

"By participating in the YES scholarship, Rahmad can learn more deeply about religious knowledge which is difficult to get at school

because of the state Rahmad school. At YES I can add experience, relationships, and knowledge to Rahmad in facing the difficulty of getting a beautiful future and to be more useful for many people. Then from the YES program, Rahmad gets many benefits such as knowledge in determining the future, valuable friends, very attentive teachers, and knowledge about leadership. Alhamdulillah, from the guidance of YES mentors, Rahmad was able to pass the lecture at the State Islamic University of North Sumatra". (Rahmad Gustaf Kurniawan Lubis, YES Medan Beneficiary).

Based on the stories of the Youth Ekselensia Scholarship beneficiaries, there are several changes that the beneficiaries get after receiving coaching and mentoring at the YES scholarship. The significant changes in the beneficiaries include: self-development, improvement of noble morals, formation of a *growth mindset*, leadership and being able to realize the dream of continuing to their dream campus.

The changes experienced by the beneficiaries of the Youth Ekselensia Scholarship show the positive impact resulting from the YES scholarship as a form of optimizing the utilization of zakat funds managed by Dompot Dhuafa. Then, from these changes, it is a great hope for program managers so that beneficiaries can become individuals who can benefit other communities. So that the benefits of the Youth Ekselensia Scholarship program can be felt by other communities.

Based on this, it can be seen that zakat has an important role in realizing the development of human resource quality. Zakat empowerment in the Padang of education and training, whether you realize it or not, is essentially the right step for the development of human resource quality (Az-Zahro Sp, 2024) The change in YES beneficiaries is the result of the optimal utilization of productive

zakat funds so that in other studies it is also mentioned that productive zakat in the long term will have a double effect (*Multiplier effect*) Because there is a turnover that can produce and continue to rotate (Suri et al., 2022).

**Achievements of the Youth Ekselensia Scholarship Program**

This study also displays the achievements of the Youth Ekselensia Scholarship Program by looking at the achievements of the goals in the program.

Based on the research, there are four aspects that are highlighted as a form of achievement of the YES program, namely, the achievement of beneficiaries who enter PTN, beneficiaries are able to memorize the Qur'an Juz 30 and 24 selected hadiths, beneficiaries have noble morals and beneficiaries have a leadership spirit. The researcher tried to display the achievements of the Youth Ekselensia Scholarship program for 2 years, namely in 2022-2023.

Force/Year	Passed State University	Memorize the Qur'an Juz 30 and Selected Hadiths	Noble Morals	Leadership
1 (2022)	63% of beneficiaries were able to qualify for PTN/PTKIN	80% of beneficiaries are able to memorize the Qur'an juz 30 and 24 hadith of choice	80% of beneficiaries have noble moral habits with a minimum score of 75	80% of beneficiaries have a leadership spirit with a minimum score of 75
2 (2023)	87% of beneficiaries were able to qualify for PTN/PTKIN	69% of beneficiaries are able to memorize the Qur'an juz 30 and 24 hadith of choice	100% of beneficiaries have noble moral habits with a minimum score of 75	100% of beneficiaries have a leadership spirit with a minimum score of 75

Based on this data, it can be seen that the achievements of the Youth Ekselensia Scholarship program from batches 1 and 2 show very good results in every aspect which is in accordance with the goals of the YES program itself. The achievements produced by the Youth Ekselensia Scholarship program show that the utilization of zakat funds has been optimal. So, these achievements must be maintained in the following years. Therefore,

the utilization of zakat funds in the YES program can be expanded to various regions in Indonesia so that the quality of human resources in the Padang of education is more evenly distributed.

Then, the results of the research have also answered the purpose of utilizing zakat funds to create welfare for humans. In a study conducted by (Pramestuty, 2022) that the utilization of zakat funds will be more

beneficial if directed in the form of empowerment programs to the community. Empowerment is an effort to change the lives of weak people to progress and be independent. The utilization of zakat funds through empowerment programs can be provided in an educational form that can be channeled through educational empowerment activities provided for orphans and poor people in the form of formal or non-formal education. In

addition, the YES program not only optimizes the utilization of zakat funds but also opens opportunities to collaborate with related institutions that care about improving the quality of education in Indonesia.

Then, this study also displays a list of beneficiaries who are able to qualify for State Universities as one of the achievements of the beneficiaries of the Youth Ekselensia Scholarship program.

**Table. 1 YES Beneficiary Batch 1 who passed University**

No.	Name	Region	Department	University
1	Afifah Choirunnisa	DIY	Information Systems	UPN Veteran Yogyakarta
2	Alifia Hidayati Mawaddah	DIY	Education Citizenship	State University Yogyakarta
3	Finna Ayu Anggreni	DIY	Forestry	Gadjah Mada University
4	Aira Vischida Ramadhani	DIY	Agricultural Industry Technology	Gadjah Mada University
5	Gilang Putra Prasetyawan	DIY	Science and Industry Farm	Gadjah Mada University
6	Ahmad Isnan Wahyudi	DIY	The science of the Qur'an and Interpretation	UIN Snan Kalijaga
7	Mauza Anggi Dwi Saputri	DIY	Science Education	State University Yogyakarta
8	Anita Nur Latifah	DIY	Agrotechnology	UPN Veteran Yogyakarta
9	Suci Kris Darmanty	DIY	Soil Science	UPN Veteran Yogyakarta
10	Afifa Fathulbari	DIY	Management	UPN Veteran Yogyakarta
11	Khairunnisa Shakeela Maharani	DIY	Administrative Sciences Business	UPN Veteran Yogyakarta
12	Novita Putri Rejeki	DIY	Management	UPN Veteran Yogyakarta
13	Ken Nayla Wirabayu	DIY	Relationship International	University of Toronto, Canada
14	Muhamad Arrayyan	East Java	Information Technology	Institute of Technology Ten November
15	Cahyani Dini Setiowati	East Java	Mathematics	Institute of Technology Ten November
16	Andini Nur Farida	East Java	Sports Coaching	State University Yogyakarta

17	M. Naufal Afriansyah	East Java	Civil Engineering	UPN Veteran Java East
18	Amara Callista	West Sumatera	Accountancy	Andalas University
19	Utari Clarisa	West Sumatera	Nursing	STIKES Padang
20	Bunga Rosha Erza	West Sumatera	Nutrition Science	Andalas University
21	Diva Purnama Juwita	West Sumatera	Biology	Andalas University
22	Khairani Putri Azzahra	West Sumatera	Sharia Law Muamalah	UIN Imam Bonjol
23	M. Gilang Kurniawan	West Sumatera	Telecommunication Engineering	State Polytechnic Padang
24	Dinda Sri Azani	West Sumatera	Agrotechnology	Andalas University
25	Siti Aura	West Sumatera	Communication and Islamic Broadcasting	UIN Imam Bonjol
26	Atifa Ambarwati	North Sumatera	Sharia Banking	Islamic University North Sumatra

**Table. 2 YES Beneficiaries Batch 2 who passed University**

NO	NAME	REGION	UNIVERSITY	DEPARTMENT
1	Khansa Nabila Danish Ara	Surabaya	Sunan Ampel State Islamic University Surabaya	Law
2	Pumadana Witra	Surabaya	State University of Surabaya	Communication Science
3	Andin Meilanisa	Surabaya	Electronics Polytechnic Surabaya	Internet Engineering Technology
4	Nabila Nurul Hidayah	Surabaya	Surabaya Institute of Technology	Mechanical Engineering
5	Name Zhu A	Surabaya	Universitas Brawijaya	Japanese literature
6	Ayu Fibrianty	Surabaya	Sunan Ampel State Islamic University	Indonesian Literature
7	Nisrina Raisa Aliya Putri	Surabaya	Universitas Airlangga	Biology
8	Shalin	Surabaya	University of Jember	International Relations
9	Jasmine Dian	Surabaya	Airlangga University	Nursing
10	Diva Aurellia Putri	Surabaya	UIN Sunan Ampel	Information Systems
11	Nazwa Ulina Sungkar	Medan	University of North Sumatra	Food Technology
12	Della Nurilla	Medan	Andalas University	Economics
13	Mauliza Az Zahra	Medan	Medan State University	Fine Arts Education
14	Bani Aulia	Medan	Medan State University	Biology
15	Muhammad Syamsul Arifin	Medan	Medan Polytechnic	Computer Engineering
16	Radit Ryan Nugroho	Medan	Medan State University	Physics
17	Rangga Pramana	Medan	Gadjah Mada University	Management
18	Rahmad Gustaf Kurniawan Lubis	Medan	UIN North Sumatra	PGMI
19	Mutia Syahira Yulfiar	Medan	UIN North Sumatra	English Language Proficiency
20	Anisa Luthfiah	Medan	UIN North Sumatra	Islamic Communication and Broadcasting
21	Tiara Cici Cahyani	Medan	UIN Ar-Raniry Aceh	Sharia Economic Law
22	Ayesha Alhan Fazyla	Medan	UIN North Sumatra	Sharia Banking
23	Hafizha Marciano	Padang	Andalas University	Public Administration
24	Kesha Fadhiilah Ramadhani	Padang	Andalas University	Pharmacy

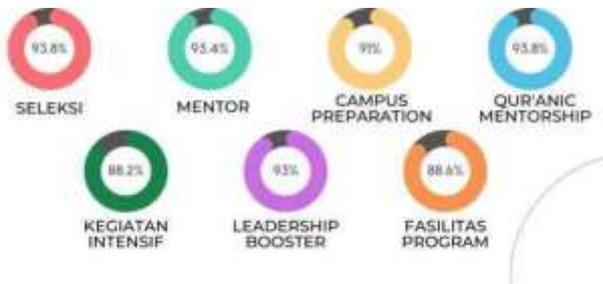
25	Nayla Adinda	Padang	Andalas University	International Relations
26	Sandi Hasan	Padang	Padang State University	Statistical
27	Varel Andhika Putra	Padang	Andalas University	Electrical Engineering
28	Diamond of Maharani Alfina	Padang	Andalas University	Accountancy
29	Najwa Nayla	Padang	UIN Syarif Hidayatullah Jakarta	Medicine
30	Putri Fatimah Ramadhan	Padang	Padang State University	Development Economics
31	Vanesha Faturrahmi	Padang	Padang State University	Mathematics
32	Chaterine Kifli	Padang	Andalas University	Midwifery
33	Ardiman	Padang	UIN Imam Bonjol/Padang Polytechnic	Islamic Banking / Software Engineering Technology
34	Hadly Rahmah	Padang	Padang Polytechnic	Accountancy
35	Artasya Nabila Ramadhan	Padang	Indonesian Pioneer University (Private)	Pharmacy
36	Sandi Hasan	Padang	Padang State University	Statistical
37	Muhammad Arifin	Padang	Gadjah Mada University	Public Sector Accounting
38	Andi Salsabila	Sinjai	University of Papua	Manokwari
39	Aulia Tulmawaddah	Sinjai	Hasanudin University	Chemistry
40	Nurhikma	Sinjai	State University of Makassar	Digital Business
41	Muh Fiqhy Juliansyah	Sinjai	State University of Makassar	Visual Communication
42	Reski Awaliyah	Sinjai	Hasanudin University	Physics
43	Sahra Tunnisa	Sinjai	State University of Makassar	Mathematics Education
44	A. Dzulzalali Wal Ikram	Sinjai	State University of Makassar	Pancasila and Citizenship Education
45	Agustia	Sinjai	State University of Makassar	Psychology
46	Hasniar Rikayanti	Sinjai	State University of Makassar	Business Administration Science
47	Nabil Ramadan	Sinjai	State University of Makassar	Architectural Engineering

48	Syahriana	Sinjai	UIN Alaudin Makassar	Physics
49	Erwin Aspar	Sinjai	UIN Alaudin Makassar	Biology
50	Nirvana	Sinjai	UIN Alaudin Makassar	Islamic Education Management
51	Arnetta Rosana Putri	Yogyakarta	Gadjah Mada University	PSDK
52	Wiratama Prasetya Match	Yogyakarta	Gadjah Mada University	Management
53	Isnaini Luqman Saputra	Yogyakarta	Sebelas Maret University	Psychology
54	Lusihanna Nur Wahyuningtyas	Yogyakarta	Bogor Agricultural University	Bogor
55	Vianda Niken Swing Tyas	Yogyakarta	Yogyakarta State University	Accountancy
56	Yoeke Sekti Pertiwi	Yogyakarta	Sebelas Maret University	Data Science
57	Tegar Agung Pandega	Yogyakarta	Gadjah Mada University	Indonesian Literature
58	Dzulhannida Muthi'a Khasanah	Yogyakarta	Sebelas Maret University	Chemical Engineering
59	Ika Nur Safitri	Yogyakarta	Gadjah Mada University	Forestry
60	Anissa Cyntia Rachman	Yogyakarta	Gadjah Mada University	Forestry
61	Budi Utami Divine Daughter	Yogyakarta	Indonesian Institute of the Arts, Yogyakarta	DKV
62	Khalid Wirawan	Yogyakarta	Gadjah Mada University	Medicine
63	Angger Dimas Bagaskara	Yogyakarta	Gadjah Mada University	Geodesy Engineering
64	Fira Aulia Yassinta	Yogyakarta	Yogyakarta State University	English literature
65	Risti Nazhifah Saputri	Yogyakarta	Veteran National Development University	Accountancy
66	Nabila Tiara Dewi	Yogyakarta	Sebelas Maret University	Food Science and Technology

Based on the achievements that have been obtained by the YES program, there has been an increase in achievements from YES Batch 1 to YES Batch 2. This can happen because from every program implementation, there is monitoring and evaluation so that the YES program management team tries to improve tools in program development. Based on the final report of the program, it was explained at YES Batch 2 that the increase in achievement was influenced by several factors, namely: the expansion of beneficiaries who were not only orphans, an increase in insight into mentors and curriculum development.

**Beneficiary Satisfaction Level**

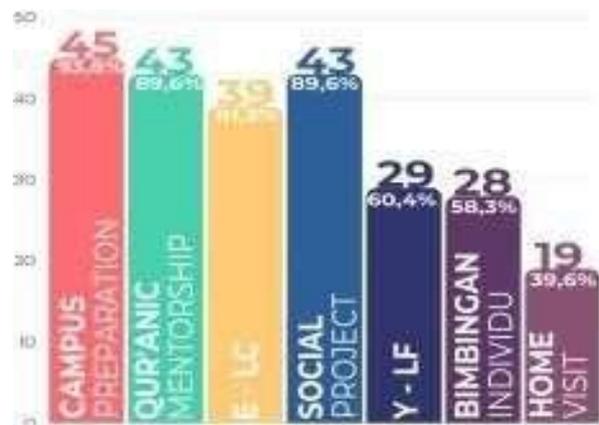
This study also measures the level of satisfaction of beneficiaries with the Youth Ekselensia Scholarship (YES) program by considering several variables in the program. The satisfaction index obtained was generated from a survey conducted to YES program beneficiaries from various regions in Indonesia. There are seven variables that are considered in assessing the level of satisfaction of YES program beneficiaries, namely selection variables, mentors, campus preparation, leadership boosters, qur'anic mentorship, intensive activities, and activity support. The researcher tries to present a graph that illustrates the results of the satisfaction level of YES program beneficiaries from the 2022-2023 batch.



**Figure 1. Satisfaction Level of PM Batch 1 in 2022**

Figure 1 shows the results of the satisfaction level of the beneficiaries of the Youth Ekselensia Scholarship program batch 1 in 4

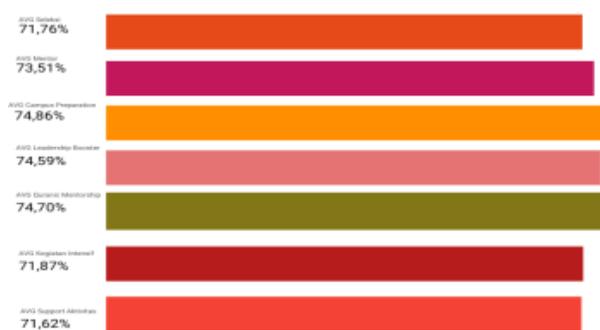
target areas of the program. Based on the measurements that have been carried out, it can be seen that the satisfaction level of YES program beneficiaries from each activity has a percentage ranging from 88.2% - 93.8%. The highest satisfaction rate was found in *Qur'anic mentorship* and selection activities with a value of 93.8%, while the lowest satisfaction rate was found in intensive activities with a value of 88.2%.



**Figure 2. The Most Liked Activities of PM YES Batch 1 in 2022**

Furthermore, the measurement of the level of satisfaction of beneficiaries does not only assess the satisfaction of each variable in the YES program. The researcher also evaluated the activities that the beneficiaries liked the most during the program. The results showed that the most preferred activity was *Campus Preparation* with a score of 93.8%, while the least popular activity was *Home Visit* with a score of 39.6%.

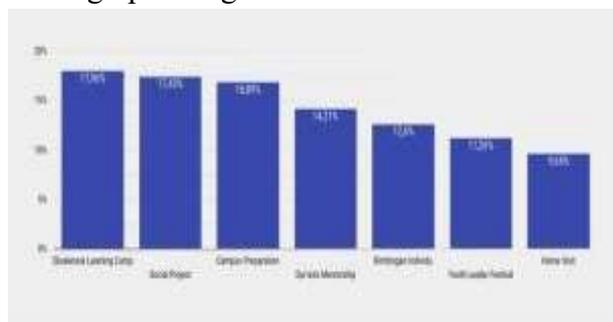
The conclusion of the findings related to the level of satisfaction of the beneficiaries of the first batch of the YES program shows that 90.56% of the beneficiaries of the program are very satisfied with participating in the Youth Ekselensia Scholarship (YES) program from the Dompot Dhuafa institution.



**Figure 3. Satisfaction Level of PM Batch 2 in 2023**

Figure 3 shows the level of satisfaction of the beneficiaries of the Youth Ekselensia Scholarship program batch 2 in five target areas. Based on the measurements that have been made, it can be seen that the satisfaction level of YES program beneficiaries for each activity has a percentage between 71.62% to 74.86%. The highest satisfaction was achieved in *Campus Preparation activities* with a score of 74.86%, while the lowest satisfaction was in activity support with a score of 71.62%.

In measuring the level of satisfaction of the beneficiaries of the Youth Ekselensia Scholarship (YES) program. The researcher not only assesses the satisfaction of each of the predetermined variables, but also evaluates the activities that the beneficiaries like the most. The results showed that the most popular activity was the Xenensia Learning Camp with a satisfaction score of 17.96%. Meanwhile, the less interesting activity for the beneficiaries was Home Visit which obtained a score of 9.65% which can be seen in the graph in figure 4.



**Figure 4. The Most Liked Activities of PM YES Batch 2 in 2023**

Based on the comparison of the percentage of satisfaction levels of recipients of the Youth Ekselensia Scholarship (YES) program between batches 1 and 2, it shows a decrease in the satisfaction level of the beneficiaries of the program. In batch 1, the average satisfaction level obtained by the beneficiaries of the YES program was 90.56%. Meanwhile, in batch 2, the average level of satisfaction obtained by the beneficiaries of the YES program was 73.27%.

## CONCLUSION

Based on the results of the research that has been carried out, there are several points that show significant changes in the beneficiaries of the Youth Ekselensia Scholarship program. In the aspect of beneficiary changes, changes are obtained by beneficiaries after receiving coaching and assistance in the YES scholarship. The significant changes in the beneficiaries include: self-development, improvement of noble morals, formation of *a growth mindset*, leadership and being able to realize the dream of continuing to their dream campus. In terms of program achievement, it can be seen that the achievements of the Youth Ekselensia Scholarship program from batches 1 and 2 show very good results in accordance with the goals of the program. In terms of satisfaction of YES beneficiaries batch 1, it shows that the beneficiaries of the first batch of YES programs show that 90.56% can be concluded that the beneficiaries of the program are very satisfied with participating in the Dompot Dhuafa Youth Ekselensia Scholarship (YES) program. Then in YES Batch 2, beneficiary satisfaction decreased by 73.27%.

## RECOMMENDATION

1. Increase the budget in the YES program or replication of the YES program in other regions so that the distribution of benefits can

be felt more widely.

2. Based on the satisfaction level of the seven variables calculated in the YES program, almost all variables in batch 2 of the YES program experienced a decrease in value. Therefore, program managers must pay better attention to the needs of the PM in order to create an optimal level of beneficiary satisfaction.

### BIBLIOGRAPHY

- Ayuniyyah, Q., Pramanik, A. H., Saad, N., & Ariffin, M. I. (2019). *Zakat And Education For Poverty Alleviation And Income Inequality Reduction: A Case Study Of West Java, Indonesia*. 9.
- Az-Zahro Sp, D. P. (2024). Pendayagunaan Zakat Di Bidang Pendidikan Oleh Badan Amil Zakat Nasional (Baznas) Di Indonesia. *Mueamala Journal*, 2(1), 1–12.  
<https://doi.org/10.61341/mueamala/v2i1.01>
- Davies, R. J. (1996). An Evolutionary Approach To Facilitating Organisational Learning: An Experiment By The Christian Commission For Development In Bangladesh.  
[Http://Www.Mande.Co.Uk/Docs/Ccdb.Htm](http://Www.Mande.Co.Uk/Docs/Ccdb.Htm).
- Fitriani, I. R. (2015). Pola distribusi zakat dalam upaya meningkatkan kesejahteraan jama'ah majelis taklim Al-Hidayah Rejosari Gunung Pati (studi kasus Baznas Provinsi Jawa Tengah). *UIN Walisongo, Semarang*, 28.
- Fitriyah, L. F., & Supriyadi, A. (2022). Effectiveness of Distribution Zakat Infaq Sedekah Funds To Improve Mustahik Education Stages Through Achieving Orphans Scholarship Program At Yatim Mandiri Jombang. *Social Science Studies*, 2(4), Article 4.  
<https://doi.org/10.47153/sss24.4322022>
- Intract. (2017). *Most Significant Change*. M&E Training & Consultancy.
- Lubis, N., Silalahi, A. D., & Irama, O. N. (2022). Analisis Dana Zakat Produktif Sebagai Modal Usaha Mikro Pada Badan Amil Zakat Nasional (Baznas) Provinsi Sumatera Utara. *Jurnal Inovasi Penelitian*, 2(10).
- Meerangani, K. A. (2019). The Role of Zakat in Human Development. *SALAM: Jurnal Sosial Dan Budaya Syar-i*, 6(2), 141–154.  
<https://doi.org/10.15408/sjsbs.v6i2.11037>
- Pramestuty, D. K. (2022). *Pendayagunaan Zakat Untuk Pemberdayaan Pendidikan Melalui Program Genpres Pada Laz Nurul Gresik*. 5.
- Saeful, A. (2019). *KONSEP ZAKAT PRODUKTIF BERBASIS MASJID*.
- Suri, A., Nasution, A. I. L., & Yanti, N. (2022). Optimalisasi Pendayagunaan Zakat Melalui Program Beasiswa Prestasi Tahun 2017-2020: Studi Kasus Pada Dompot Dhuafa Waspada Sumatera Utara. *MES Management Journal*, 2(1), 48–62.  
<https://doi.org/10.56709/mesman.v2i1.45>



