

IMPLEMENTATION OF EDUCATIONAL SCHOLARSHIP PROGRAMS AT AMIL ZAKAT INSTITUTIONS IN WEST KALIMANTAN: AN EVALUATION STUDY OF THE CIPP MODEL

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Abstract: Program evaluation is needed to improve the quality of education funding through scholarships for underprivileged students so they can continue quality education. This study aims to evaluate the implementation of educational funding through a scholarship program organized by the Amil Zakat Institute of the Great Mosque of Mujahiddin, West Kalimantan, by using the CIPP model, which consists of context, input, process, and product elements. Program evaluation is carried out through stages, interviews, observation, and documentation. The results obtained are a score of 92.86 and have the "very good" category. However, several improvements need to be made by educational units to improve quality in implementing inclusive education in mathematics learning. The improvements are the addition of special tutors (GPK) who can specifically handle students with a variety of special needs and the procurement of data provision regarding the continuity of inclusive education programs for learning mathematics at the next level and level. Thus, the CIPP evaluation model can be used to evaluate inclusive education programs in mathematics learning in junior high schools, which provide outputs in the form of final scores, categories, and recommendations for improvement.

Keywords: Evaluation program; CIPP Models; Scholarships; Amil Zakat Institution

INTRODUCTION

As a country with the largest Muslim population in the world, Indonesia needs to pay attention to the management of Muslim society. Therefore, Indonesia has rules and laws that apply to its people and decides that these rules do not go beyond their knowledge of basic knowledge, which is the foundation of Islamic knowledge. It is appropriate for someone obedient to their religion to learn and practice what the Shari'a regulates and orders (Malik & Syarafuddin, 2023). One of them is the obligation to pay zakat for Muslims. Zakat is something with a certain level issued from certain assets that meet certain conditions and are given to certain groups. According to syara' terms, Zakat means an obligation for assets or an obligation for a certain amount of property for a certain group and at a certain time. The obligation to a certain number of assets means that zakat is an obligation on assets that is binding and not recommended. This obligation applies to every Muslim (baligh or not, intelligent or insane) when they have a number of assets that meet the nisab limit. The relationship between the meaning of zakat according to language and the meaning according to terms is very real and very close, namely that the assets issued by zakat will be a blessing, grow, develop and increase, holy and good (Hafidhuddin, 2002). This obligation applies to every Muslim (baligh or not, intelligent or insane) when they have a number of assets that meet the nisab limit. The relationship between the meaning of zakat according to language and the meaning according to terms is very real and very close, namely that the assets issued by zakat will be a blessing, grow, develop and increase, holy and good (Hafidhuddin, 2002). This obligation applies to every Muslim (baligh or not, intelligent or insane) when they have a number of assets that meet the nisab limit. The relationship between the meaning of zakat according to language and the meaning according to terms is very real and very close, namely that the assets issued by zakat will be a blessing, grow, develop and increase, holy and good (Hafidhuddin, 2002).

According to one of the amendments to Law no. 23 of 2011 concerning Zakat Management in the new Article 18, one of the sectors the Amil Zakat Institution will manage is the education finance sector. Management of education in the form of funding is known as scholarships. Several previous studies have shown that granting scholarships to students who can't afford them can increase the desire to continue their education and learning achievement (Azkia, 2021; Ridwan, 2019; Firdausi, 2018). That way, the education financing program in the form of scholarships is a solution for poor people to get a proper education, as well as supporting the poverty alleviation program through education set by the government.

Education is one way to reduce poverty. Various studies have concluded that education is an effort that can reduce poverty (Pangesti & Susanto, 2019; Indrawati, Ermawati, & Rabaniyah, 2019).

The higher the education, the better the ability and opportunity to earn income and decent work, thus reducing the risk of poverty (Williamson, 2001; Oghuvbu, 2007; Utama, 2009). However, difficulties in getting an education are also caused by poverty. Economic constraints make it difficult for someone from a low-income family to get a proper education. Children from low-income families often fail to continue their education or even drop out of school because of a lack of funds. Arifin (2020) Arifin revealed that zakat is a very important element because the Qur'an has explained it repeatedly 28 times in the context of carrying out prayers. Therefore, various institutions are now starting to provide care through various scholarship programs for underprivileged families. One of them is a scholarship program managed by the Amil Zakat Institution (LAZ). Amil Zakat is an institution oriented toward the welfare and prosperity of Muslims, so its existence has an important role (Fathony, 2018). Noor Aflah said LAZ is an institution formed by the community whose job is to assist in collecting, distributing, and distributing zakat (Fathony, 2018). After the change in the Zakat Management Law, The meaning of LAZ is stated explicitly and in detail in Article 1 Number 8 of Law Number 23 of 2011 concerning Zakat Management, which states that the Amil Zakat Institution (hereinafter abbreviated as LAZ) is an institution formed by the community that has the task of assisting in the collection, distribution, and distribution of zakat. Based on this understanding, when viewed from the body that formed it, LAZ is an infrastructural institution because it was formed on the initiative of the community.

As an infrastructural institution based on community initiatives, the implementation of programs at LAZ requires attention so that the funds collected can be distributed and redistributed to the community correctly and appropriately. Scholarship program organized by LAZ. This is because the success of the scholarship program will be able to provide changes to the level of public education which will ultimately increase the economic level of the community. Therefore, every implementation of the program requires periodic evaluation so that the implementation of the program can run according to procedures and the objectives that have been set. One of the evaluation approaches used to evaluate programs is the CIPP model (Context, Input, Process, and Product). Through this CIPP model,

One of the scholarship programs organized by the Amil Zakat Institute is a scholarship program organized by LAZ Masjid Mujahidin, West Kalimantan. Scholarships are given to high school students in Pontianak and Kubu Raya. So this research aims to evaluate the scholarship program organized by LAZ Masjid Mujahiddin, West Kalimantan using the CIPP evaluation model approach.

Cross (2011) states that evaluation is an activity that must have clear objectives to be achieved. It was further explained that evaluation is an activity to gather information about how something is

working, which is then used to gather information about how something is working, which will be used to determine the appropriate alternative actions when making decisions (Arikunto & Jabar, 2014). In implementing a policy or program, evaluation becomes very important. This is because evaluation provides valid and reliable information about policy performance and clarifies and criticizes the values behind goals and targets (Fattah, 2012).

Evaluation experts define evaluation with various meanings but have the same purpose. In this study, the term evaluation is limited to a systematic investigation activity to determine the value and benefits of the object being evaluated (Joint Committee on Standards for committee on Standards for, 1994). Evaluation is a process of identifying, clarifying, and establishing criteria to determine the value of the evaluated object based on these criteria (Fitzpatrick, 2011). More (Stufflebeam DL, Evaluation, Theory, Models, & Application., 2007) defines evaluation as the process of collecting, analyzing, and reporting descriptive information related to the value of the object being evaluated in the framework of decision-making and increasing understanding of the phenomenon being evaluated. From these definitions, it is clear that evaluation relates to determining values and benefits, in this case, in program implementation. Kelsey and Herney in Suarta said an evaluation is carried out to determine the starting point of a program, indicating the extent to which progress has been made in program implementation, demonstrating conformity in the implementation of an institution's program with what is planned, demonstrating the effectiveness of the program being implemented, and helping to find deficiencies. / constraints during program implementation (Suarta, 2017).

The systematic approach to obtaining, analyzing, and applying information to answer basic questions about a program is known as program evaluation. Process assessment, outcome evaluation, and impact evaluation are the three categories of program evaluation. Process assessment investigates whether program interventions or services are being delivered as planned and whether the intended target groups are being served. Program implementation strategies are also assessed in this evaluation. Benefit evaluation investigates, assesses, and concludes whether the program produces the desired results. The CIPP evaluation model is a program assessment model commonly used by evaluators. This model is often used because it can provide complete evaluation information and standards for the program being reviewed.

Daniel Stufflebeam (1966) developed the CIPP model (context, input, in the evaluation procedure), the most comprehensive model with formative and summative functions. The formative function of evaluation is to provide information to improve and develop programs, while the function of summative evaluation is to determine the program's success or continuation (Stufflebeam & Coryn, 2014). The name CIPP directly indicates the characteristics of the evaluation model. CIPP stands for

Context, Input, Process, and Product. Thus it can be seen that the CIPP evaluation model consists of four evaluation components, namely evaluation context (Context), evaluation of input (Input), evaluation of the process (Process), and evaluation of the product (Product). These four components of the evaluation are a complete series. This is why the CIPP evaluation model is called a comprehensive evaluation model.

The CIPP model for implementing program evaluation has four assessments, namely: 1) assessing goals and priorities by comparing them with the needs, problems, and opportunities available; 2) assessing the required implementation plan and budget by comparing them with the targeted objectives, 3) assess the effectiveness of the program, 4) assess the success of the program by comparing the results and side effects with the targeted needs, checking the cost-effectiveness, and (possibly) comparing costs and results with a competitive program; also by interpreting the results that constrain the expenditure of resource efforts and the extent to which the operational plan is well and effectively implemented (Stufflebeam & Coryn, 2014)

METHODS

This research was conducted at the Amil Zakat Institute (LAZ) of the Great Mosque of Mujahiddin, West Kalimantan. This type of research is evaluation research, using the CIPP model with a qualitative approach. The data collected is then described in narrative form. Miles and Huberman (1994) say that data analysis in qualitative research is a continuous process carried out with non-participant observation. Starting from the initial observation, data collection, and report writing stage to draw conclusions. The results are then narrated.

According to Creswell (1998), the methods used in collecting data are observation, interviews, and documentation. Data analysis techniques were carried out based on the stages of qualitative data analysis, namely data reduction, data presentation, drawing conclusions, and data verification, which then checked the validity of the data using triangulation techniques. Monitoring and evaluation activities based on the Context-Input-Process-Product monitoring and evaluation stages were proposed by Stufflebeam (2007), as seen in Table 1.

Table 1. Program Evaluation Criteria Based on the CIPP Model

Evaluation Aspects	Evaluation Criteria
CONTEXT: Program Plan	
1. AZI of Mujahiddin Grand Mosque	1. Have an official and clear institutional profile in running the
2. The Planned Budget (RAB) of the AZI of the Mujahiddin Grand Mosque	program, especially the scholarship program.
3. Administration of the scholarship program	2. Have an Annual Work Plan in the form of a RAB prepared based on the provisions of the West Kalimantan BAZNAZ.
	3. Have a management plan for the scholarship program.
INPUT: Program Realization	
Administration of the Scholarship Program	
1. The amount of funding received by students receiving scholarships	1. Allocation of scholarship funds according to standards / sufficient needs.
2. Scholarship selection mechanism	2.1. Students / Students submit applications to LAZMasjid Raya Mujahiddin
	2.2. The LAZ team selects the eligibility of prospective scholarship recipients
3. Distribution of scholarships	3.1 Data collection on student profiles/scholarship recipients
	3.2. Distribution of funding to scholarship recipients
PROCESS: Implementation and Supervision	
1. Funds for schools/colleges.	1.1. The use of funds by the standards
	1.2. Accuracy of use of funds for school/college fees.
2. Supervision:	
2.1. Internal monitoring.	2.1. Implementation of routine meetings of the management of the mujahidin foundation with the LAZ Team.
2.2. External supervision.	2.2. Implementation of supervision by West Kalimantan BAZNAZ on LAZ Masjid Raya Mujahiddin
3. Evaluation	
3.1. LAZ internal evaluation.	3.1. Implementation of regular LAZ Team Meetings.
3.2. LAZ External Evaluation	3.2. Implementation of technology development by West Kalimantan BAZNAS
4. Accountability Reporting:	
4.1. Quarterly Report.	4.1. Prepare and submit reports on the implementation and accountability of the scholarship program to the Mujahiddin Mosque Foundation.
4.2. Year-End Report	4.2. Prepare and submit a report on the implementation and accountability of the scholarship program to BAZNAS West Kalimantan.

PRODUCT: Program Achievement Results

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| 1. LAZ performance of Mujahiddin Great Mosque | 1.1. Student/student education costs are met
1.2. Poor students receiving scholarships can continue and complete their education.
1.3. The ability, responsibility, motivation, cooperation, and commitment of the LAZ TEAM average above 70%. |
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The data source of this research consists of primary and secondary data, as follows:

- a. Primary data: LAZ administrators, Mujahidin Foundation administrators, West Kalimantan Baznas administrators, and scholarship recipients.
- b. Secondary data: documentation, libraries, various archives, and other sources significant to research.

Thus, subjects that are directly related to the object of research are as follows:

- a. Executive Director of the West Kalimantan Mujahidin Grand Mosque Foundation
- b. Chairman of the Laz Grand Mosque of the Mujahideen of West Kalimantan.
- c. The management of other Amil zakat institutions at the Great Mujahidin Mosque, specifically the Da'wah, Worship, and Mosque institutions and the Great Mujahidin Mosque foundation.
- d. Students receive a scholarship program implemented by the Amil Zakat Institute of the Mujahidin Mosque in West Kalimantan.

RESULTS AND DISCUSSIONS

Scholarship Program Data Context Description.

This scholarship program aims to create a superior generation who become agents of good in society. To fulfill this expectation, the West Kalimantan Mujahidin Foundation formed LAZ (Amil zakat institution) to support programs for the benefit of the ummah, including scholarship programs for students and students, which have been going on for more than 20 years. The Amil Zakat Institute of the Great Mosque of the Mujahidin West Kalimantan is a scholarship program implementing unit directed by the Mujahidin Foundation to make plans in the form of an RKT (Annual Work Plan) specifically for the Laz unit in the form of an LAZ RAPB approved by West Kalimantan Baznas. The approval is listed as Minutes of the LAZ RAPB as stipulated by the West Kalimantan Baznas.

According to Daryanto in his book, he explained that the context is where the situation or background influences the types of goals (Daryanto, 2012). Therefore, in the context evaluation section, the meaning is related to the vision and mission and the formulation of objectives of the scholarship program. As for the formulation of the goals of the scholarship program at the Amil Zakat

Institution, based on the research results, the formation or establishment of this scholarship program is inseparable from the existence of people who filed arrears to pay school fees. Therefore, this scholarship program was formed. Meanwhile, context evaluation is carried out to assess whether the goals and program priorities that have been set can meet the needs of those who are the organization's target (Mahmudi, 2011).

As the background for the formation of the existing scholarship program at the Amil Zakat institution, it can be seen that it is indeed prioritized for people who need money for education. The Amil Zakat Institute of the Great Mosque of the Mujahidin West Kalimantan is the implementing unit of the scholarship program directed by the Mujahidin Foundation to help the dhuafa. At the same time, the LAZ Decree (SK) is issued by West Kalimantan Baznas. Sax formulates a context evaluation, namely the elaboration, details regarding parts of the program needs that are still not being met, characteristics or quality of the population and samples of the people served, and program objectives (Widoyoko, 2016). The evaluation context also helps us to plan decisions, determine the needs to be achieved and formulate the objectives of a program.

Description of Scholarship Program Input Data

Input or input discusses to support design decisions, help determine existing resources, options or alternatives selected, what plans and strategies are to achieve goals, and what are the procedures in implementation to achieve them. Inputs are means, capital, or materials, as well as strategic plans to achieve these goals (Daryanto, Educational Evaluation, 2012). In this scholarship distribution mechanism, students must submit an application letter to LAZ Masjid Raya Mujahidin West Kalimantan as data to determine the number of applicants in the current year.

Scholarship assistance that has been distributed in 2022 is shown in Table 2 as follows:

No.	Educational level	Number of Recipients	Amount of Fund per person/Year (Rupiah)
1	SD/MI	40	350.000,-
2	SMP/MTs	40	550.000,-
3	SMA/MA	40	750.000,-
4	PT	20	1.200.000,-

Observing the amount of scholarship funds received by students and students is not standard or not enough to meet the needs of educational expenses, especially those in private schools. The average tuition fee per month for private elementary schools is around IDR 200,000, while they only get IDR 350,000 per year. Likewise, the average tuition fee for private junior high schools is Rp. Two hundred

fifty thousand per month, and for senior high schools, it is Rp. 350,000 per month. At the same time, students receive a scholarship of IDR 1,200,000 per year.

The main purpose of conducting input evaluation is to help examine alternatives related to the needs and goals of the organization. To help avoid and minimize wasted or failed alternatives and wasted resources (Mahmudi, 2011). Input evaluation is an evaluation of the input of information sources that describes and considers the underlying conditions or capacity possessed by an organization to implement a program. Evaluation of this input or input supports us in making decisions or decisions, deciding what resources are available, what decisions are chosen, what planning and methodology to get needs, and what kind of methodology to do to achieve them (Muharika, 2019). Knowledge and skills are relevant to their duties or responsibilities and working quickly and accurately to satisfy the parties receiving their performance services (Sugiyono, 2002). So with this, the solution to handle it is by developing the quality of Human Resources (HR), where the development of the quality of HR itself is an effort to improve and enhance knowledge, abilities, attitudes, and personality traits. (Ira Nur Hidayah, 2022). The quality of human resources can be improved by education, training, coaching, updating skills, and so on. It is also appropriate to satisfy the parties who receive service performance (Sugiyono, 2002). Improving the quality of human resources can be done by, among others, education, training, coaching, updating skills, and so on. Attitudes and personality traits. (Ira Nur Hidayah, 2022). Improving the quality of human resources can be done by, among others, education, training, coaching, updating skills, and so on. Attitudes and personality traits. (Ira Nur Hidayah, 2022). Improving the quality of human resources can be done by, among others, education, training, coaching, updating skills, and so on.

Amil Zakat Institutions have different processes and methods of recruitment. Selection is the stage after recruitment, where recipients who have gone through the recruitment stage are then selected again to determine which ones are eligible and meet the qualifications or requirements set (Harjoyo, 2019). Scholarships have requirements for potential recipients. In addition, the process for determining who is eligible to become a scholarship recipient has several stages of selection. One is having a home visit or survey of residences to see the prospective scholarship recipient's condition. As we know, this scholarship program is organized by LAZ Masjid Raya Mujahidin, a zakat institution. It means This scholarship is intended for underprivileged groups. Based on the results of observations, researchers can see how the life of one of the scholarship recipients, namely Fitra Alhadi. When conducting interviews with Fitra and his parents, researchers visited their homes. They could see how their lives were so that it could be concluded that the scholarship recipients met the requirements and criteria as scholarship recipients by the applicable and written provisions.

Program Process Data Description

This stage is where the process for implementing decisions has been determined at the input or input stage. (Tayibnapis, 2008). Process evaluation is directed to determine how far the plan has been implemented in the program, whether it has been implemented according to the plan, and what components need to be improved. Students receive scholarships from the Amil Zakat Institute of the Great Mosque of the Mujahidin West Kalimantan, which they use for school. The Amil Zakat Institution does not carry out routine coaching to oversee the continuity of education for scholarship recipients, so it is unknown whether they continue their education or vice versa. To ensure the implementation of the scholarship program for students and students that are channeled through the Amil Zakat Institution at the Great Mujahidin Mosque as expected, the Mujahidin Foundation, which consists of the executive chairman and the Chairperson of the Da'wah, Worship, and Mosque Institutions, regularly holds meetings with the management of the Amil Zakat Institution. This regular meeting discusses the scholarship program implementation program, from planning to implementation, whether any obstacles are encountered, and how to overcome these obstacles.

West Kalimantan Baznas administrators also carry out a supervisory process for the Mujahidin Grand Mosque Amil Zakat Institution in implementing the scholarship program. The meeting, which is held at the LAZ office, is held every semester to guide LAZ so that it implements a scholarship program by the provisions that apply in the national zakat system. Every three months, the management of the Amil Zakat Institute of the Great Mujahidin Mosque holds an evaluation meeting to assess the scholarship program to improve its implementation in the next period. The evaluation meeting was internal because it was only attended by the management of the Amil Zakat Institution at the Great Mujahidin Mosque. The Board of Baznas of West Kalimantan Province evaluates the scholarship program internally through technical guidance, which is routinely held every year.

Reporting on the accountability of the West Kalimantan Mujahidin Grand Mosque Laz scholarship program is carried out quarterly to the management of the Mujahidin Foundation. In contrast, reports to West Kalimantan Baznas administrators are carried out once a year, namely at the end of each year. According to Worthen & Sanders, process evaluation is used to identify or anticipate draft methods or execution plans during the implementation or execution phase, provide data for program choices and become a record or strategy file and policy archive that has occurred (Widoyoko, 2016). At the stage of the process evaluation component in this CIPP evaluation model, it is to help implement the decisions that have been selected and taken, as well as to find out to what extent the implementation plan or implementation that has been implemented to be carried out in an activity to achieve program objectives, and what components need to be improved. Process evaluation is to

check the implementation of plans that have been implemented (Mahmudi, 2011). Process evaluation is the stage where to see and help implement decisions, how far the plan has been implemented, and what might need to be improved. Process evaluation is also carried out to ensure the process of running a program, where things are not desired and are not by a predetermined plan. Evaluation of this process can provide input that can help program organizers to go according to plan,

Observing the amount of scholarship funds received by students and students is not standard or not enough to meet the needs of educational expenses, especially those in private schools. For those who attend public schools in the West Kalimantan region, the local government frees them through the local government's BOS Fund, and there is additional Central BOS funding. Scholarship funds received can be used for transportation and other costs. Scholarship recipients who attend private schools must try to find additional funds to cover the lack of funds, including submitting applications to other scholarship-awarding institutions.

Monitoring and reporting is also an important part of the process stage. To ensure that the scholarship funds have been distributed by the Amil Zakat Institute of Masjid Raya Mujahidin to those who are entitled to receive them, internal monitoring is carried out through regular meetings every three months. The Management of the Mujahidin Foundation and LAZ Masjid Raya Mujahidin attended the monitoring meeting. Baznas of West Kalimantan Province carries out external supervision through Bimtek, which is carried out routinely every year. The Amil Zakat Institute of the Great Mosque of Mujahidin actively participates in technical guidance for institutions and units implementing assistance programs whose sources of funds come from infaq, zakat, and sadaqah managed by the institution, the zakat agency.

Product Description Results of the Performance of the Amil Zakat Institute Team at the Great Mosque of Mujahidin (Product)

Product evaluation is a form of data on the results of programs that have been implemented, where the program results are measured and then considered to make future decisions about continuing the program. Meanwhile, according to Sukardi, product or result evaluation is to collect or collect information to ensure under what conditions the goal is achieved, or under what conditions can make the goal achieved, and to determine whether the strategies, procedures, and methods related and which are applied to achieve the goal should be stopped, or modified, or continued with the same processes, strategies, and procedures. (Sukardi, 2011). The results of the LAZ Masjid Raya Mujahidin scholarship program are as follows:

1. Scholars and scholarship recipients have been unable to meet their school or college fees because the scholarship funds received are insufficient. To overcome these deficiencies, they seek to propose to other parties.
2. Students and students who come from underprivileged/low-income families can receive education according to their expectations.
3. Competence, responsibility, motivation, cooperation, and commitment of the Amil Zakat Institute Team at the Great Mosque of Mujahidin average above 70%.

Product evaluation is related to the results achieved by the program, which aims to measure, interpret and assess the results achieved from the program. The purpose of product evaluation is to assess the results achieved by the program in meeting the needs that are the program's target (Mahmudi, 2011). a) Results of the Continuing Education Scholarship Program is the term for further education taken by adults, namely the next stage of education that students undergo after completing the previous educational stage (Soleiman, 2010). Continuing education is very important for the current state of society. Continuing education is expected to provide broader knowledge for society to compete in the present and future era of industrial evolution. Amil Zakat Institutions that distribute scholarships to students and students have been unable to meet their needs because they are insufficient for the necessary funding. Scholars and scholarship recipients still have to seek other sources of funds to make ends meet. However, it is recognized that this scholarship assistance has provided opportunities for students from underprivileged/poor families to be able to continue their education. Therefore, not all students receiving this scholarship have made it to the final exam or thesis because it depends on how they manage the funds needed.

Based on the results of monitoring and evaluation carried out by the Management of the Mujahidin Foundation and the West Kalimantan Baznas, the performance of the management of the Amil Zakat Institution at the Mujahidin Great Mosque is, on average, above 70%. They have carried out their responsibilities well and have the motivation, commitment, and cooperation in synergy so that the scholarship program can be implemented, even though the amount of funds received by students is not standard or does not meet the needs because funds are limited while there are many potential applicants. The Ministry of Education and Culture in 2006 implemented the Excellence Scholarship Program at national and international levels. The Excellence Scholarship Program has the vision to produce the nation's best people who have a comprehensive understanding of nationality, high integrity and credibility, personality, superior, moderate, and care about the life of the nation and the country (Bureau of Planning and Foreign Cooperation, Scholarship Program Excellence

Technical Guidelines for Implementation of 2011, p 5). The scholarship amount given is by the proposal and is at cost, especially for educational expenses submitted by prospective recipients.

CONCLUSION

The implementation of the scholarship program has been quite good. LAZ Masjid Raya Mujahidin has the goal of a scholarship program for underprivileged people listed in the planning in the form of the LAZ RAPB, which is approved by Baznas West Kalimantan and can be accounted for. The scholarship program organized by LAZ Masjid Raya Mujahiddin is a good program, as can be seen from the many students and students from families who cannot afford to apply for educational scholarships. Thus, this educational scholarship program has helped students and students to be able to obtain an education even though, in terms of the amount of funds they receive, they do not meet their needs. The program has been implemented well, where scholarship funds are channeled appropriately to students/students who need financing to continue and complete their education. For the sake of sustainability and the benefits of the scholarship program, LAZ Masjid Raya Mujahiddin is also supervised by the Management of the Mujahidin Foundation and the Management of West Kalimantan Baznas, who note that this scholarship program for students has been running well by applicable regulations. The performance of the Management of the Amil Zakat Institution at the Mujahidin Grand Mosque shows quite good evaluation results. Their ability, responsibility, cooperation, motivation, and commitment to this noble task have been carried out as they should, even though the level of satisfaction of the beneficiaries has not been fulfilled optimally because the amount of scholarship funds received has not been sufficient for school fees.

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