

# Analysis of Distribution of Bazis Scholarship Funds on the Improvement of Student Achievement

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**Abstract**— This research aims to analysis the effect of distribution scholarship funds at BAZIS toward increasing of student achievement in East Jakarta. The data used in this research are primary data. Population of this research is scholarship receiver from BAZIS of East Jakarta in period 2014 until 2015. Technique of sample election by randomly is called simple random sampling. Methods of data analysis is validity test, reliability test, classic assumption test, different test and multiple linear regression was processed by using SPSS 20. Based on the result of the research refer that achievement variable can be explained by distribution variable, usage pattern, controlling and gender in amount of 96,6% and the remaining 3,4% is influenced by variable outside from the research. By simultaneous obtained that independent variable have the significant effect to learning achievement. By partial that distribution, usage pattern, controlling have the significant effect to learning achievement, meanwhile gender have not the significant effect.

**Keywords**— scholarships, learning achievement, BAZIS

## I. INTRODUCTION

Indonesia is a nation of more than half a century of independence and still has not been able to rise to a developed country with a prosperous population. With a population of more than 200 million inhabitants, and the average economic growth to reach 5.8 % per year, does not guarantee the welfare of the community.

There are still many people living under the poverty line. Based on data from the Central Statistics Agency (BPS), the number of poor in September 2014 amounted to 27727.78 million people or 10.96 % of the entire population of Indonesia. This illustrates that the government is still not really up to the implementation of programs for poverty reduction.

In the Article 34 paragraph (1) of the Act of 1945 states that “the poor and abandoned children reared by the state”. However, in reality many of the poor in Indonesia, so that the purpose of the state to achieve social justice for all Indonesian people still have not done perfectly. Talking about poverty, the facts show that although Jakarta is the capital of the

country, it does not mean he is free from the problem of poverty. Based on BPS data DKI Jakarta.

We can see Table I that these poverty figures have increased from the previous year, whereas data from LPS Until 31 December 2013 the number of rich people in Indonesia has increased.

If seen from the number of accounts that have funds above Rp 5 billion to increase almost three thousand people in a month. In November 2013, the number of account holder above Rp 5 billion of new 63,406 accounts. In December the number of account holder above Rp 5 billion has jumped to 66,567 accounts; where most rich people are residing in Jakarta. So this shows the income gap that is extraordinary. This illustrates that the great economic growth in Indonesia is not balanced with equity.

TABLE I  
POOR POPULATION AND PERCENTAGE OF POOR PEOPLE  
JAKARTA IN SEPTEMBER 2013 - MARCH 2014 - SEPTEMBER 2014

Month	Number of Poor	Percentage of Poor People
September 2013	371,70	3,72
March 2014	393,98	3,92
September 2014	412,79	4,09

Source: BPS Jakarta (processed)

Rich and poor problem that can lead to increasingly conspicuous social inequalities and social jealousy among the public. As for the other problems that can arise from poverty such as low levels of education, crime, delinquency, beggars, street children, prostitution and others.

Poverty is the biggest social problem faced by most people, to alleviate poverty requires cooperation from various parties, both government and society itself, because eradicating poverty is a

shared responsibility as a form of social solidarity in society.

Relating to education, a high poverty rate would not support people to get an education. To view the progress of a nation as seen also with the quality of education, because the progress of a nation is directly proportional to the quality of education.

There are still many people who have not been touched with access decides to education has been in government, illustrates that state funds budget that contains 20 % of the budget for education is still not fully realized, there are still many children drop out of school or who no longer go to school because of school fees or tuition is very high. Though education is an investment for the future survival of the nation and state.

In 2014 the education budget to Rp 371.2 trillion, up by 7.5 % from the previous year, amounting Rp345.3 trillion, This rise is expected that Indonesian children at the age of 16-18 years and in 2020 97 % of at least a high school education, since the start of the school year 2013/2014 the government started launched a program of compulsory 12 years.

With the compulsory education to 12 years will certainly ease the burden of the public regarding the cost of education so that people do not bother with the cost of their education to their children graduated from high school (SMA), but in the world of work today most companies require education minimum Tier One (S1).

Referring to the Central Statistics Agency (BPS) in 2012, from 4.8 million the number of Indonesian students, if the count of the population aged 19-24 years, the participation rate reached 18.4 percent of the new ballpark from 4.8 million of the amount is about 6.5 percent are threatened underprivileged students who dropped out of college. To overcome this problem the Ministry of Education and Culture to provide scholarships aim at the mission reached 88 142 students in the academic year 2012/2013, the existence of the program is expected to encourage children to continue education Indonesia to S1 without worrying the cost of education.

In general that education costs in it, because it required a huge cost to get a feel of existing education and to get a good learning outcomes requires infrastructure depends on the number of

existing funds. To obtain good learning outcomes in education should pay attention needs by providing learning facilities and a conducive space, providing books and stationery and other learning facilities, so that the study results obtained will be optimal. To reduce the constraint on one of them by way of scholarships.

Recognizing the importance of education many institutions that fossilized government in providing funds for education in the form of scholarships for children who excel, one of the government agencies are Infaq Amil Zakat and Sadaqah (BAZIS).

In accordance with law number 38 of 1999 on the management of zakat, institutions are given the mandate to manage zakat is Amil Zakat agency (BAZ) and Amil Zakat Institution (LAZ), Amil Zakat Agency is an institution of tithe management by the government. While the Institute of Tithe is tithe management institutions established by society.

Bazis DKI also having an educational program in the form of scholarships for children of achievement however came from the poor. By providing scholarships in the form of pocket money, is expected to help the children to stay in school and go on to college in order not to drop out of school, most of the scholarship funds received by the student comes from tithe, infaq and alms (ZIS) that is given by people who are able (muzaki) to tithe amil and channeled back to the (mustahik) people in need.

The presence of BAZ and LAZ can help governments to attract and trust people to give their tithe to the institutions that people can trust, because most of the work program contained in BAZ and LAZ is funded from the tithe, alms, infaq and society. So people need once a reliable agency and have a professional performance and the most important thing is the mandate of tithe institution, professional, and transparent in managing tithe funds that have been in mandated by the public.

Indonesia is a country with a predominantly Muslim population, with the vast majority of the population is Muslim but the income gap that occurs should not be too large, because the religion of Islam requires its adherents have social sensitivity and solidarity to come to think about others and has a social obligation to improve the welfare of society. Through the pillars of Islam we

are obliged to carry out the tithe, which tithe it could be the solution chain breaker gap between the rich with the poor. Origin everyone dutifully perform its obligations in tithe, but in fact the potential zakat with zakat revenues received by amil zakat institutions in Indonesia is vastly different. This imbalance could have occurred because many people are not aware of the importance of the tithe, even though tithe same when we realize the religious teachings of Islam about ZIS, we also can improve the lives of the poor and improving the general welfare. The tithe and donations not solely vertical worship the almighty, but horizontally can give a positive effect on social life in society.

Bazis DKI Jakarta as tithe amil first government agency in Indonesia had a significant impact, especially for the people of Jakarta, because Bazis DKI continues in its efforts to help the community by providing assistance to the people of Jakarta with programs that is expected to help ease the burden on society.

Through a decree for the provincial governor of Jakarta No. 121 of 2002 on the management pattern of ZIS BAZIS Jakarta provincial prioritize the following objectives. Firstly, to improve services for people in regular tithe, donations, and alms accordance with the guidance of religion. Second, increase the function and role of religious institutions in an effort to realize the people's welfare and justice social. Lastly, the third to increase the effectiveness and efficiency of tithe, donations, and Sadaqah.

The tithe can be an alternative economic equality if managed properly. He is a great potential that has not been dug to the fullest. Can imagine, if the consciousness of paying zakat has been thorough among Muslims, it will be very much the funds collected that can be done to build various facilities related to the economic improvement of the people.

Similar studies have been conducted in 2012 by [6] discusses the influence of the use of scholarship with the learning outcomes of students majoring in civil engineering FT - UNP. Based on these results can be deduced that there are significant scholarships to the learning outcomes of students in a category is in use was and the average GPA of students having received scholarships at a value

higher than the average student before receiving a scholarship in 2012.

The difference between this study with previous research is located in the area of research, the authors chose research in East Jakarta with the object of research is the students receiving the scholarship fund Bazis.

Based on the description above, the authors are interested in conducting research on the body tithe amil, donations and charity (BAZIS), which so far has provided aid in the form of scholarships to students especially in East Jakarta. Therefore, the title of this research is, analysis of distribution of funds scholarship Bazis the improvement of student achievement (Case Study in East Jakarta area).”

## II. METHODS

### A. *Research Scope of*

Variables used consisted of five variables, namely,. Learning achievement is the dependent variable. then the independent variable, namely the distribution of ZIS funds, scholarships and controlling utilization patterns, as well as a dummy variable that is gender.

### B. *Determination Technique Sample*

Method of determining the sample used in this study is simple random sampling. Reference [7]-[8] in a random sampling of each member of the population has the possibility and the same opportunity to be elected as members of the sample.

### C. *Data Collection Techniques*

Data were collected by using primary data by distributing questionnaires

### D. *Technical Analysis*

- 1) *Descriptive Statistics*: Reference [5] descriptive statistics is a statistical portrait of the phenomenon or the characteristics of the data. Characteristics of the data illustrated a characteristic distribution.
- 2) *Validity and Reliability*: Validity test used to measure whether or not a legitimate or valid questionnaires. A questionnaire is said to be valid if the questions on the questionnaire were able to express something that is measured by the questionnaire In other words, the validity test used to measure whether the questions in the questionnaire that we have made can measure what we want to measure.

Reference [4], criteria for testing the validity of the test is as follows:

- If the count  $r > r$  table (test 2 sides to 0.05), the item question items correlated significantly to the score or the total value (declared invalid).
- If the count  $r < r$  table (test 2 sides with 0.05), then the items question did not correlate significantly to the score or the total value (declared invalid).

3) *Methods Hahslm*: Hahslm method [9] is a method genuine of Islam as derived from [3] that God provide seven Quran, which translates into factorization Hahslm 7-2-3-1-9 pattern.

Formula:  $H = ah (slm)$

Where:

H = the independent variable

a = index variables (test F)

h = variance (+ / -)

s = variable (test T)

l = absolute value (test R)

m = weight of

The existing economy knows only material issues only. In conventional economics is not like that. Every economic activity is certainly going to impact a variety of other sectors. Picture of a two-dimensional mapping of economic concepts in general are as follows:

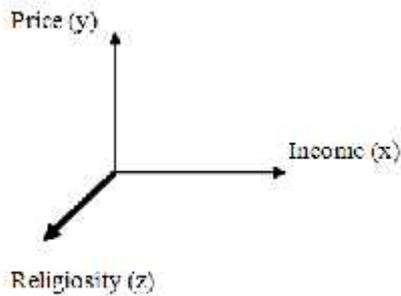


Fig. 1 Two-dimensional mapping of economic concepts

Furthermore, the economic concept of three-dimensional derived concept Hahslm [9], in this concept every economic activity that is to be in accordance with the instructions of Allah and everything done should have a value of worship to be always in ridha God.

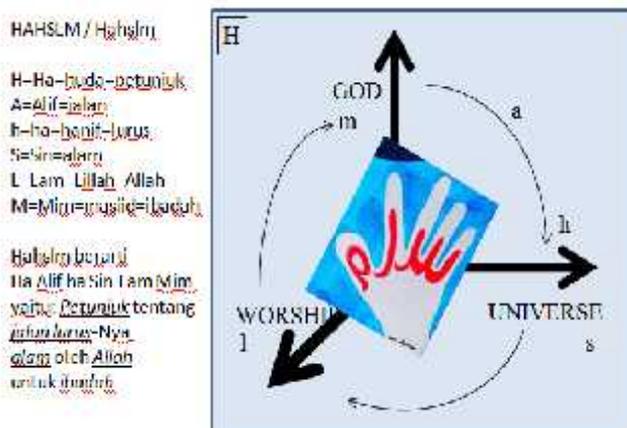


Fig. 2 HAHSLM

• Test Formulas

The test formula proposed is:

$$H = A + h (S + L + M)$$

• Test Table

Test table is done to seek the legal basis of the revelations about the application variables in the test formula. The dependent variable ( $H^*$ ) and independent variables (A, H, S, L, M). These variables are essential in the operation of the test of Table II.

TABLE II  
DEPENDENT VARIABLE and INDEPENDENT VARIABLES

H	A	H	S	L	M
Result	Significance	+ / -	Variabel, sub-variabel	Absolute value	Weight

• Test Causality

Causality test illustrates the relationship between the dependent variable with the independent variable. In the diagram below can be seen the relationship between the dependent variable as a result of the independent variables that are part of the study.

Diagram Causality

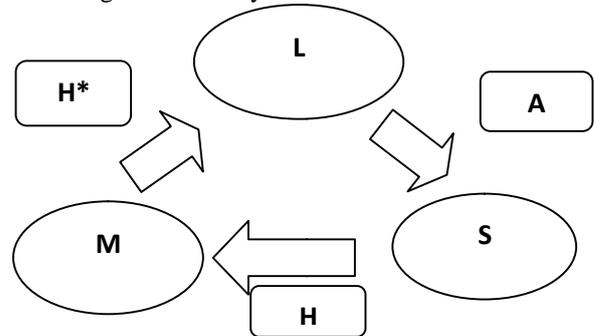


Fig. 3 Diagram Causality

• Test Curve

Curves Test was conducted to determine the balance between the dependent variable with the independent variable. The balance between these variables is determined by the variable aspects.

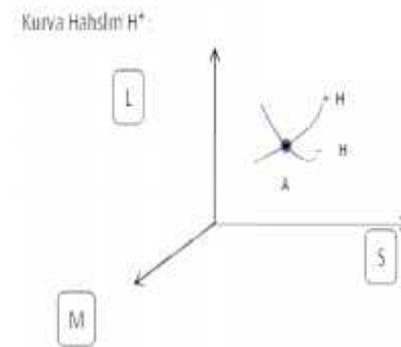


Fig. 4 Test Curve

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
prestasi_belajar	50	21	75	38.68	4.331
perdistribusian	50	23	45	33.10	4.375
polo_pemanfaatan	50	29	45	37.10	3.739
pengontrolan	50	10	35	23.08	3.920
perje	50		2	1.70	1.08
Valid N (listwise)	50				

No	Sub variable	Number of Items	Valid	Invalid	Number of Instrument
1	Learning achievement	10	9	1	7
2	Rationing	10	9	1	9
3	The pattern of utilization	10	10	-	-
4	Controlling Amount	10	8	2	2 and 5
		40	36	4	-

- 2) *Reliability Test*: Reliability test results shows that the value of Cronbach Alpha ( ) from all the variables is greater than 0.70 and this result can be said to be reliable.

TABLE V  
THE RELIABILITY TEST

NO	Variable	Cronbach Alpha	>	Standar Cronbach Alpha	Result
1	Learning achievement	0,886	>	0.70	reliable
2	Rationing	0,884	>	0.70	reliable
3	The pattern of utilization	0,878	>	0.70	reliable
4	Controlling	0,792	>	0.70	reliable

Source: Primary data were processed in 2015

#### IV. DISCUSSION

##### A. Classical Assumption Test

A model is said to be good for prediction tool if it has the properties are not biased regression analysis of correlation requires various assumptions so the model can be used as a good predictor. Thus, to take measures that include classical assumption are:

##### 1. Normality Test

This research is using statistical test by Kolmogorov-Smirnov test. Based on the table shows that the value of K-S in Asymp Sig. (2 tailed) is 0,634 which is greater than 0.05 can be deduced from the calculation of normal distribution of data normality test. Based on residual normality test results can be seen from the graph P-P Plot normal in figure 4.1 Normal P-P Plot can be said to be normally distributed as dots spread around the diagonal line.

##### 2. Multicolinierity Test

In the table multicolinierity test results through value Tolerance and his opponent it appears that the value of the variance inflation factor (VIF) in four independent variables no more than 10 and Tolerance value no less than 0.10. Thus the results of the correlation between the independent variables there is no multicollinearity.

##### 3. Heteroskedastity Test

The results of heteroskedastity test that the dissemination of the data are above below zero. And the data do not form a particular pattern so that it can be concluded it doesn't have heteroskedastiity symptoms.

##### B. MULTIPLE LINEAR

##### C. REGRESSION TEST (OLS):

Based on the results of the regression analysis, it can obtain a regression line as follows:

$$Y = -5,956 + 0,187+0,750+0,252+0,421 + e$$

##### 1. Partial Test (Uji-t)

Partial test is used to determine the effect of each independent variable on the independent variable. To compare the value of significance with a significance level of 0.05 four variables have a significant influence on learning achievement (Y). T-table value for n 50 is equal to 2.009, the results of the t test can be seen from the following table:

##### 2. Fisher Test (Uji-F)

The F test can be seen in the table ANOVA of the results of multiple linear regression. By using a sample of 50 and 95% confidence level the importance of the F table value is 2.30. Based on the results of the calculations simultaneous test (F-statistic), because F count > F table 349,130 > 2,30 with significance value 0,000 which means below the 0.05 significance value. So that means the independent variable distribution, utilization pattern, controlling and gender simultaneously (together) had an influence on learning achievement.

##### 3. Determinant Coefficient Test (R2)

The coefficient of determination (R2) was essentially measure how far the ability of the model to explain variations in the dependent variable [16]. The value of Adjusted R-squared (R2) shows that the influence of the independent variables on the dependent variable is equal to 0.966 or 96.6%. Getting closer to 100%, the models will get better. In this research means that there are other factors that influence learning achievements that have not been included in the regression model, is equal to 100% - 96,6,% or equal to 3,4%.

##### 4. Different Test (t-test)

Paired sample statistics determining a summary of the average and standard deviation of two comparisons. Before accepting BAZIS scholarship, the average Achievement Index of students at 3.3402 Meanwhile, after receiving a BAZIS scholarship , the average Achievement Index of students increased to 3.4800, the average difference of Achievement Index before and after receiving BAZIS scholarship is -0.13980. Then the conclusion is there was an increase Achievement Index of 0.1398.

#### V. CONCLUSIONS

Based on the results of multiple linear regression (OLS), distribution, utilization pattern, controlling and gender on learning achievement that has been

made by researchers in the previous chapter, the researchers concluded:

Based on partial test using t test of the factors that influence can be summarized as follows: BAZIS scholarship distribution variables significantly influence student achievement of scholarship recipients with significant level is 0.000. Patterns of utilization variable of scholarship BAZIS significant influence on student achievement scholarship recipients with significant level is 0,000. Controlling of utilization variable of scholarship BAZIS significant influence on student achievement scholarship recipients with significant level is 0,000. Gender variable BAZIS scholarship recipients does not significantly affect learning achievement with a significant level was 0.099.

Based on the simultaneous testing using F-test, distribution variable, utilization pattern, controlling and gender together have a significant impact on learning achievement with significance of 0.000 and F statistic amount  $349,130 > F$  table 2,30.

Based on the coefficient determination test shows that the value of Adjusted R Square 0.966 it shows that variations dependent variable (the learning

achievement) together able to be explained by variations in the independent variables (distribution, utilization patterns, controlling and gender) amounted to 96.6% while the remaining 3.4% is explained by other variables outside variables studied.

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