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Lazismu and Muhammadiyah Philanthropy in the Covid-19 Pandemic
(CIPP Evaluation Model)

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**LAZISMU AND MUHAMMADIYAH PHILANTHROPY
IN THE COVID-19 PANDEMIC
(CIPP Evaluation Model)**

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Abstract

The COVID-19 pandemic has had an impact on all fields, including education. LAZISMU has a big responsibility to help communities affected by Covid-19, especially students in Belitung, through the foster parent program to help orphans and students from underprivileged families. This study aims to evaluate the implementation of the Philanthropy program of the LAZISMU foster parents movement in the Belitung Regency. The method used was to use program evaluation with the CIPP evaluation model. This study indicated that the program has been running well but still needs to be improved so that the program's performance is more optimal. Assistance in tuition fees has been distributed appropriately according to the background in the form of programs. However, many other needs still need attention, especially during the Covid-19 pandemic. Overall the implementation of the program has been going well but needs to be improved.

Keywords: *Evaluation, Adoptive Parents, LAZISMU, Covid-19.*



A. Introduction

The Covid-19 pandemic is happening all over the world. The World Health Organization (WHO) officially declared a global health emergency on January 30, 2020. One to three human-to-human transmission, human movement, and climatic conditions can quickly transmit the virus. The most common clinical symptoms of the disease include muscle cramps, fever, cough, fatigue, and headache. Approximately 20% of affected patients exhibit moderately severe symptoms, adding to the reported mortality rate of around 3% (WHO, 2020). Most governments worldwide have made policies to temporarily close all educational institutions in response to the spread of the COVID-19 pandemic, affecting millions of students. There is not much literature on COVID-19 related to educational studies. Education is not directly affected by the impact of the COVID-19 pandemic. However, the rapid spread of COVID-19 has made every sector of human life directly feel the impact (Sintema, 2020).

The Global Education Coalition launched by UNESCO seeks to facilitate inclusive learning opportunities for children and youth during a sudden and unprecedented impediment to direct education. Investing in distance learning should reduce the natural barriers and distractions caused by COVID-19 and build an approach to developing a more open and flexible education system going forward (UNESCO, 2020).

The Indonesian government's efforts to break the chain of the spread of this virus include Learning from Home (BDR)/online learning activities, which were officially issued through the Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 regarding online learning and working. From home to prevent the spread of Corona Virus Disease (COVID-19). This policy forces teachers and students to continue to work and study from home from PAUD to Higher Education (Kemendikbud, 2020). Online learning is a learning or educational process through the Internet as a form of distance education.

We have now entered the New Normal era. In this era, behavior changes continue to carry out everyday activities but are added to the application of health protocols. This is done to prevent the broader spread



of COVID-19. In particular, schools in the Bangka Belitung Islands have begun to be active but still prioritize health protocols to reduce the impact of COVID-19. The system applied by several schools is to divide the face-to-face schedule of students at school, and the rest of the students continue to study from home.

This policy certainly raises some problems for students and parents; not all schools can organize distance learning. In addition, many parents of affected students cannot meet the need for credits and quotas for distance learning. Many parents complain of difficulties meeting their children's daily needs and educational needs. So this certainly has an impact on educational activities. Most students have difficulty understanding the lesson and lack concentration. They cannot ask the teacher directly, so that face-to-face habits can be in the form of direct interaction. Understanding subjects directly from the teacher when learning from home requires high costs. Students find it difficult to understand quite a lot of lessons. This is what causes students to fall behind in the learning process. This objective condition is an educator emergency in Indonesia because of the negative impact of the loss of direct contact, especially in countries that do not yet have a well-developed e-learning platform (Sintema, EJ, & Phiri, 2018), especially in schools that can reduce the loss of learning time. In the third semester of the 2020 academic year, the teachers panicked and tried to improve the syllabus because they had to adjust to the pandemic.

Online learning or distance learning is education that takes place over the Internet. This is a form of distance education to provide a learning experience for students and adults in accessing education from remote or remote locations for various reasons they cannot go to school. Education remote addresses issues related to geographic distance but also to many other reasons that hinder face-to-face activities or direct learning in the classroom (Singh & Thurman, 2019).

The problem as mentioned above is one of the problems for Muhammadiyah Charities (AUM), especially the *Zakat Infaq* and *Sadaqah* Muhammadiyah (LAZISMU) Belitung Regency. LAZISMU has a big responsibility to help people affected by Covid-19, especially students in



Belitung. One of the LAZISMU Belitung programs is a foster parent program to help orphans and students from underprivileged *families* (LAZISMU, 2020). The routine program for foster parents assists in student tuition payments every month and is paid every three months.

This activity program is a social care movement to ensure continuity of education for orphans and students from pre-prosperous *families*. The assistance provided is in the form of regular tuition payments for the educational needs of *duafa* students. Meanwhile, during this pandemic, students' needs, especially for internet quotas and other needs, are also increasing, even for students whose parents do not have a fixed income; of course, this is a big problem.

At first, Muhammadiyah's *Zakat* efforts arose because KH Ahmad Dahlan, as the central figure of the Muhammadiyah movement, saw the reality of apprehensive social conditions. In addition to the deplorable religious conditions, the existence of educational institutions and the social, political, economic, and cultural conditions make him nervous (Sutarmo, 2005). Muhammadiyah began to carry out its social responsibility by establishing several business charities in various fields, including the establishment of Blue. PP founded blue. Muhammadiyah in 2002 was further confirmed by the Minister of Religion of the Republic of Indonesia as the National *Amil Zakat* Institution through Decree Number 457/21 November 2002. With the *Zakat* Law number 23 of 2011, Government Regulation number 14 of 2014, and the Decree of the Minister of Religion of the Republic of Indonesia Indonesia number 333 of 2015. LAZISMU as a national *amil Zakat* institution has been reaffirmed through the Decree of the Minister of Religion of the Republic of Indonesia number 730 of 2016 (Kemenag, 2016).

Through various philanthropic programs and empowerment programs, this institution is expected to become an institution that is no longer doubted by the community. The target of LAZISMU philanthropy is, of course by the criteria for *Zakat* recipients (*asnaf*). LAZISMU focuses on community welfare issues, namely poverty, health, and education. LAZISMU is a non-profit organization because this organization was not established to seek profit but is a non-profit-oriented organization.

The Regional Leadership of Muhammadiyah Belitung is one of the regions active at the LAZISMU level in the Bangka Belitung Islands. One of your Blue's work philosophies is described as follows:

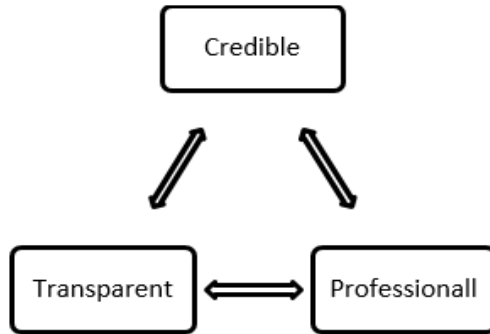


Figure 1. LAZISMU Belitung Philosophy

Based on the picture above, three pillars support the progress of LAZISMU Belitung, namely trustworthiness, transparency, and professionalism. Apart from having a LAZISMU philosophy, Belitung also has a strategic policy for LAZISMU program, which is described below:

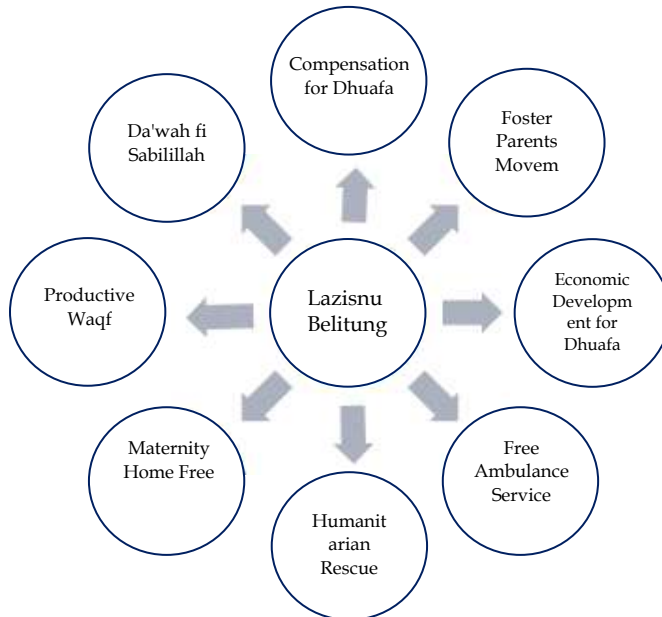


Figure 2: LAZISMU Belitung Program



Through these programs, what will be evaluated and become the focus of research is the movement of foster parents because they want to know how far this program has been implemented.

B. Method

The method used in this study is an evaluation using the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam at Ohio State University. Data was collected through a checklist, observation, document analysis, and semi-structured interviews in the form of interview transcripts. This study's data collection techniques were through a questionnaire and observation sheets; the research subjects were students/parents who received LAZISMU philanthropy assistance in Belitung Regency, school principals, and LAZISMU administrators in Belitung Regency.

CIPP model was chosen because it is more comprehensive than other evaluation models. The object of evaluation is not only on the results but must include context, input, process, and results. According to Stufflebeam, the CIPP evaluation is linear.

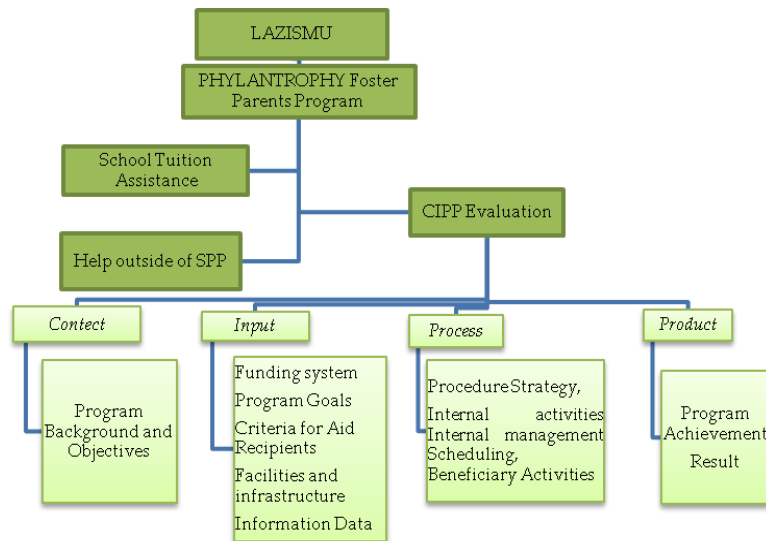


Figure 3. CIPP Conceptual Framework

The following is an explanation of the four components of the CIPP evaluation model according to Stufflebeam in Wirawan (Wirawan, 2012):

a. Context Evaluation

Context evaluation is used to answer "What needs to be done?". Context evaluation identifies and assesses the needs that underlie the formulation of the program, in this case, the regulations that underlie policy formulation and policy objectives, and identifies policy-related problems. This evaluation aims to diagnose the problems faced by an organization and assess whether the goals and priorities that have been set meet the needs of the parties targeted by the organization (Mahmudi, 2011).

b. Feedback Evaluation

The next stage is the evaluation of the inputs to find answers to the questions: What to do? This evaluation identifies problems with the funding system, program targets, and criteria for aid recipients, facilities, infrastructure, and data information. Effectively meet the needs of the targeted target. Then the results of this identification can be the basis for making decisions about what steps and resources are needed to achieve the program's goals and objectives (Sesmiarni Zulfani, 2014). Widyoko in Darodjat (2015) states that input evaluation can help organize a decision, determine available sources, what alternatives should be taken, plans and strategies to achieve goals, and how to work procedures can be achieved. Several components of the input evaluation include human resources, supporting facilities, infrastructure, and various procedures and rules required.

c. Process Evaluation

Process evaluation is carried out to answer the following questions: Is the program implemented? This evaluation aims to assess the plan's implementation to assist implementation and then assist a wider group of users in assessing the program and interpreting its benefits.

d. Result Evaluation (Product Evaluation)

Finally, the CIPP model is a product evaluation. This evaluation aims to answer, "was the program implemented successfully? Outcome evaluation is a tool for identifying and accessing planned and unplanned



outputs and benefits. The goal is to help users stay focused on delivering critical benefits and achieving targeted needs.

C. Results and Discussion

This study aimed to apply the CIPP model to the evaluation of the LAZISMU foster parent philanthropy program. Data was collected through a checklist, observation, document analysis, and semi-structured interviews. Researchers have collected literature based on different indicators according to research needs. This literature has been mixed with thematic data analysis. The following are the results and discussion of the evaluation obtained:

1. Results

The evaluation process using the CIPP model that has been carried out can be described below:

a. Context Evaluation

According to (Aziz et al., 2018), context evaluation discusses essential issues. It becomes the basis for emphasizing using context evaluation to review the background of the foster parent philanthropy program. In the context evaluation stage, apart from the main focus, namely the compatibility between the implementation behind the formation of the program and the policies that have been made, it is appropriate but still needs to be improved. LAZISMU is one of the pieces of evidence in implementing Surat Al-Ma'un about helping people in need. This study on how to facilitate people in need in the field of education.

b. Feedback Evaluation

The types of *Zakat* payment methods at LAZISMU Belitung Regency are:

1) Direct method

The procedure for *Muzakki* is to come to the LAZISMU office in the Belitung district to pay *Zakat* directly.

2) Donation Collection Method

Muzakki communicates with LAZISMU in Belitung district through media such as SMS, WA, and asking LAZISMU



Belitung district to come to *Muzakki* to make *Zakat* payments where they are.

3) Through the Service Office

The office is part of LAZISMU Belitung Regency, which is in charge of collecting *Zakat* in every sub-district in the Belitung Regency. The Service Office consists of a chairperson, secretary, treasurer, and members. The three payment methods are reported to the LAZISMU office in Belitung Regency for recording. This recording is always reported monthly to every LAZISMU Service Office in Belitung Regency, Regional LAZISMU, Muhammadiyah Regional Leaders (PDM), and *Muzakki*.

c. Process Evaluation

Table 1. Contribution of LAZISMU Belitung for Foster Children During the Covid 19 Pandemic

| No | Help given | Student Needs | Percentage% |
|----|-----------------------------------|------------------------------|-------------|
| 1 | Education Contribution Payment | | 100 |
| 2 | | internet quota | 81.3 |
| 3 | | WL | 18.8 |
| 4 | | Other School Destinations | 43.7 |

The table above shows that assistance in educational donations has been provided during the July-December 2020 period. Meanwhile, assistance recipients need more than just educational donations, considering that teaching and learning activities are carried out online. As many as 81.3% of students stated that they also needed an internet quota to follow the learning process carried out by the school. In addition, 18.8% of students do not have mobile phones that support distance learning activities during this pandemic. Another problem that has become a note for LAZISMU in Belitung Regency is that students also need the needs of other schools that support the continuity of learning activities during the Covid 19 pandemic.



d. Product Evaluation

Product evaluation is based on implementing the foster parents' movement program, namely helping orphans and poor people meet the needs of education costs and other school needs. In line with that, product evaluation seeks to measure the achievement of program implementation. This shows that the objectives of the work program have been achieved but still need to be improved, considering that during a pandemic like this, student needs are increasing.

2. Discussion

The Covid-19 crisis is an unpredictable, low-probability event. Crises can be classified as extreme unexpected events or unusual, sudden, or gradual disturbances; crises have also been categorized as 'major' or 'minor', 'internal' or 'external'. "The crisis is complex, and its impact is not only immediate but also long-lasting (Ansel. C., & Bain, 2019).

This approach reflects the varied nature of crises, from natural ecological events to economic disasters (Buchanan, DA, & Denyer, 2013). Although the crisis nature of the Covid-19 pandemic can be rated on a severe to insignificant scale, they are affecting people's lives in several ways (Eggers, 2020). The COVID-19 pandemic is unpredictable and very surprising (Organisation, 2020). As stated by Clark et al., each country can recover from the COVID-19 crisis depending on regulatory policies. Another consequence arising from the COVID-19 pandemic has created significant social upheaval. It has become a new policy for students and educators in education (Akkermans, J., Richardson, J., and Kraimer, 2020).

These impacts can be analyzed through a geographical approach using the spatial dimensions of area, place, scale, and network (Brinks, V., & Ibert, 2020). Each country has different policies regarding classrooms versus digital participation; there are conflicting views on how best to change educational practices as a result of the crisis (Donthu, N., & Gustafson, 2020). This means the scale of impact can be large or low depending on the amount of education transferred to a fully online environment.

Most educators do not consider the need for management to move quickly to work and learn from home and digital environments. The good news is that change means they can continue to learn even in different environments for most students and educators. Continuity in education is needed, especially in ensuring student progress in learning (Jones, 2019). Unlike other fields, education can move online quickly, allowing students to continue their studies and enabling others to learn through online learning. This has helped ensure continuity of learning and provided variety for students to learn during the pandemic (Doren, 2016).

This has resulted in the education and learning network finding a different approach and finding other more appropriate policies. Its impact continues to be felt in the education sector; policymakers have issued and implemented improvements (Fuci AS, Lane HC, 2020). LAZISMU's role in helping underprivileged communities in pursuing education is a solution. LAZISMU is an *Amil Zakat* Institution that has a vital role in the community in assisting and in efforts to alleviate poverty in the community. LAZISMU is one of the *Amil Zakat* institutions managed by the Muhammadiyah organization, spread in every region throughout Indonesia. LAZISMU collects funds from the public in the form of *Zakat*, *infaq*, *sadaqah*, and *waqf* through an express *Zakat* pickup service system, interbank transfers, internet banking, banking, donation message, and others. The funds collected by LAZISMU will later be distributed to the community through programs that LAZISMU has well prepared. One of the priority programs is the foster parents' movement. This program is a social care movement to ensure the continuity of education for orphans and students from pre-prosperous families. This program is in the form of an educational donation package used for the educational needs of foster children, including the payment of education donations and the provision of other school needs.

a. Context Evaluation

It is essential to determine the manager's needs in designing the program. According to Stufflebeam, "Context evaluation assesses needs, problems, and opportunities as a basis for determining goals and



priorities and assessing the significance of results." In this section, needs exploration is carried out based on the participant's point of view and is supported by the results of interviews and observation sheets.

The results of context evaluation through interviews with administrators, parents, and students show that the implementation of the LAZISMU foster parent movement program in the Belitung district can be categorized according to LAZISMU's background in making the program, namely helping two needy, poor and high achieving students. Economically disadvantaged. The implementation of the foster parents' movement program has achieved its objectives, namely the achievement of effectiveness, efficiency, accountability, and transparency in the planning process. LAZISMU Belitung Regency runs the program transparently, meaning openness in carrying out the decision-making process and openness in conveying relevant materials and information about the backgrounds and targets of beneficiaries. This is to the LAZISMU philosophy of establishing LAZISMU in the Belitung district: trustworthy, transparent, and professional. In the study of LAZISMU activities in Belitung Regency, researchers analyzed:

- 1) Openness in carrying out the decision-making process at LAZISMU Belitung Regency is good.
- 2) Openness in presenting relevant materials and information about LAZISMU Belitung Regency is appropriate.
- 3) Professionals running the LAZISMU program in the Belitung district have been good.

At the evaluation stage, the context is detached from the main focus. LAZISMU is one of the pieces of evidence in implementing Surat Al-Ma'un about helping people in need. In this study, how to facilitate people in need in education (Yusmaliana, Desfa; Asyraf Suryadin, Djamaluddin P, 2020).

b. Feedback Evaluation

Input evaluation aims to identify and measure the ability of resources, systems, and strategies to be used in the program



implementation phase. In the foster parent movement program, input evaluation is used to formulate a funding system, program objectives, and supporting facilities and infrastructure. The aspects evaluated in the input dimension are: Beneficiaries and program managers are the most critical aspects that affect the program's sustainability. The interviews showed that "LAZISMU designed a foster parent program based on a strong desire to help poor, needy and poor *families*" the criteria for receiving assistance were the background and right on target. The supporting facilities and infrastructure used by LAZISMU in implementing the program are also adequate.

Furthermore, the evaluation of inputs, in this case, the existing financing system, is good. Still, it needs improvement considering the needs of foster children during the Covid pandemic are increasing and the income of parents/guardians is decreasing. While the program's target is right on target, all recipients of assistance are students at AUM Muhammadiyah who are in dire need.

LAZISMU Belitung Regency also always provides excellent and clear information to *Muzakki*. The information is in income, expenditure, the number of *Zakat* funds, and the LAZISMU program in the Belitung district. *Muzakki* can easily find information about LAZISMU in the Belitung district through the Service Office. A Service is an organizational unit formed by LAZISMU to help collect *Zakat*, which is placed in Belitung Regency so that people can pay *Zakat* and get information. *Muzakki* and the public can also access information through online media (Web LAZISMU). People who want to pay *Zakat* or ask about LAZISMU Belitung Regency will be given an address or contact. Every *Muzakki* who pays *Zakat* is recorded directly by the LAZISMU Belitung district. On online media pages, visitors can see: 1) LAZISMU Program in Belitung Regency, 2) Services, 3) Information about LAZISMU Belitung Regency (Vision, Mission, Team, and Contacts), 4) Latest News on LAZISMU Belitung Regency, 5) Reports, etc. -other.

This shows that LAZISMU Belitung Regency, in its programs, wants to constantly be monitored by the wider community, especially the people of the Belitung Regency. However, unfortunately in this transparency,



LAZISMU Belitung Regency has not maximized other existing social media. LAZISMU in Belitung Regency has collaborated with mass media in Belitung Regency, even though there are still many other social media that can be maximized and can be the most effective means to publish a program or the like.

c. Process Evaluation

They informed *Muzakki* of the number of *Zakat* funds collected through their respective Service Offices because LAZISMU in Belitung Regency is only a collection of funds from the Service Office. Attachments/ Financial Report letters are made by LAZISMU Belitung Regency every month. While the form of the LAZISMU work program in Belitung Regency, *Muzakki* obtained information through various media such as brochures, newspapers, Instagram, Facebook, etc.

LAZISMU Belitung Regency provides detailed financial information (the number of ZIS donations and the name of the donor) as well as a list of *mustahik* every month through letters given to the Service Office, Regional LAZISMU, Muhammadiyah Regional Leaders, and *Muzakki*. The attachment to the Belitung Regency LAZISMU Financial Report is also carried out periodically and in writing to *Baznas* and the Belitung Regional Government by Government Regulation no. Bazas and related ministries.

In addition, the level of accountability and trust is a benchmark in managing *Zakat* funds. According to KEPMEN BUMN No.KEP-117/M-MBU/2002 concerning the Implementation of Good Corporate Governance (GCG) Practices in SOEs dated July 31, 2002 article 3 part (c) 5, accountability is the clarity of functions, structures, systems, and accountability of institutional organs so that the management of organizational institutions runs effectively. Indicators of system accountability are clarity of function, clarity of structure, clarity of the system, and accountability of institutional organs.

Clarity of function, the level of clarity at LAZISMU Belitung Regency is going well. This can be seen from the division of the organizational

structure in the form of LAZISMU Belitung Regency according to their respective fields. The Human Resources owned by LAZISMU Belitung Regency are professionals because they always follow the training held by the central LAZISMU. Each member who gets his role at the end of the month is responsible for his duties in a meeting attended by the leadership of the LAZISMU Belitung Regency. Likewise, the clarity of the structure of LAZISMU in the Belitung Regency provides transparent information about the management structure of the LAZISMU Belitung Regency.

d. Product Evaluation

Product evaluation is based on implementing the foster parents' movement program, namely helping orphans and poor people meet the needs of education costs and other school needs. In line with that, product evaluation seeks to measure the achievement of program implementation. This shows that the objectives of the work program have been achieved but still need to be improved, considering that during a pandemic like this, student needs are increasing.

D. Conclusion

This study applies the CIPP model to evaluate the implementation of the LAZISMU foster parent philanthropy program. The evaluation was carried out to find out one of the programs launched by the LAZISMU Belitung Regency. The CIPP Stufflebeam evaluation model was used to guide systematic evaluation by looking at various aspects of the program. Researchers tried to evaluate the quality of education at the school level by assessing the context, input, process, and product of implementing the LAZISMU foster parent philanthropy program. This evaluation model provides comprehensive recommendations and increases assistance for the education process fairly and impartially. LAZISMU Belitung Regency is expected to be able to maximize the mentoring program for foster children, especially during the current pandemic. This research provides valuable input for the program's progress to find out how possible solutions if there are problems.



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