

Sustainable Education Development (Assess the Impact of Schooling Programs)

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Abstract

Purpose: Lembaga Pengembangan Insani (LPI DD) is one of Dompot Dhuafa's organs that focuses on education programs. In managing education programs, LPI DD also monitors the achievement of the organization's vision and mission. Therefore, many studies are conducted to obtain more effective and efficient evaluations. Impact assessment is one of the models for measuring school programs managed by LPI DD. This study was conducted through three school programs; Sekolah Guru Indonesia (SGI), Sekolah Literasi Indonesia (SLI), and Komunitas Media Pembelajaran (KOMED). This study aims to identify the impact of the implementation of LPI DD's school programs on the improvement of the competence and well-being of beneficiaries.

Methodology: This impact assessment uses a descriptive analytic approach with quantitative research methods, including literature reviews and questionnaire surveys.

Findings: The research findings show that LPI DD's school programs had a significant impact on increasing the well-being of respondents in both material and spiritual aspects. CIBEST analysis showed that there was a change in the number of respondents in the first quadrant category (well-being condition), which was 36.98% before the implementation of the program to 70.19% after the program. In addition, the program also provided positive changes (most significant change story) to 94.3% of respondents and 93.4% of respondents experienced a turning point.

Research limitations: By focusing on the beneficiaries of the school program at LPI Dompot Dhuafa, this research aims to provide an in-depth analysis of the practices of managing ZISWAF in the primary education sector and the self-development of program beneficiaries. However, it is important to note that the findings and insights obtained from this research may only be partially generalized to the LPI DD program area or other regions with similar characteristics.

Practical implications: These findings will provide valuable insights for policy makers, educational institutions, and ZISWAF management institutions, as well as offer practical implications for improving people's lives, both spiritually and materially, on the basis of ZISWAF-funded programs.

Value: This study contributes to school programs by encouraging the emergence of innovative alternative education ideas that are expected to provide valuable insights for policymakers, practitioners, and researchers working towards sustainable education improvement.

Keywords: *Impact Education, School Program, Turning Point, Most Significant Story, CIBEST*

Introduction

Lembaga Pengembangan Insani Dompot Dhuafa (LPI DD) is an institution that operates in the sector of education and is under the auspices of Dompot Dhuafa as one of the largest ZISWAF institutions in Indonesia. As an organ that focuses on education and human development, LPI DD has various programs, such as the Archipelago Activist Scholarship (BAKTI NUSA), Etos ID, Indonesian Teachers' School (SGI), Yatim Ekselensia Scholarship (YES), School for Refugee

(SfR), SMART School Ekselensia Indonesia, Ekselensia Tahfizh School (e-Tahfizh), Indonesian Literacy School (SLI), as well as assistance to the Community Reading Park (TBM) and Learning Media Community (KOMED).

Among these programs, there are school programs specifically for teachers, students, schools and learning media communities. These programs, namely the Indonesian Teachers' School (SGI), Indonesian Literacy School (SLI), and Learning Media Community (KOMED), are the focus of the impact assessment carried out by LPI DD. To achieve the big goal of quality education, LPI DD always carries out program reviews to evaluate achievements and obtain important materials for making better innovations in the future.

The Indonesian Teachers' School (SGI) Program aims to produce quality and strategic leader teachers who are ready to serve and make a real contribution to the progress of education in various regions in Indonesia. Through teacher quality training, SGI improves the competence of teachers at various levels, by prioritizing five basic characteristics such as self-integrity, compassion, discipline, intellectuals, and pioneers of change. The Indonesian Literacy School Program (SLI) focuses on developing a culture of literacy throughout the educational ecosystem by providing training and mentoring to school principals in one region. Meanwhile, the Learning Media Community Program empowers teachers and learning practitioners to develop learning models that are fun and enjoyable, with results in the form of learning media works that can be easily understood.

This impact study was carried out using the Center of Islamic Business and Economic Studies (CIBEST) evaluation model, Turning Point analysis, Most Significant Change (MSC) Story analysis, and Beneficiary Competency Improvement to determine the impact of personal change and the welfare of PMs' lives.

Literature Review

Overview of ZISWAF

Zakat is one of the pillars of Islam which requires every Muslim who meets certain criteria to make donations. The word "zakat" in Arabic means holy, growing, blessing and praiseworthy. Zakat donations are given with the aim that the assets given out through zakat can become a blessing, grow, develop, be holy and good.

The role of zakat is very important in terms of distribution and redistribution of wealth, which aims to channel wealth from the rich to the poor (Irsyamuddin et al., 2021). The Islamic view emphasizes the importance of proper and transparent distribution of zakat so that it can have a direct impact on socially just income allocation (Saad & Abdullah, 2014).

Zakat Empowerment Program

Empowering zakat beneficiaries, especially in the education sector in school programs, plays an important role in zakat management. LPI DD, with the aim of increasing empowerment, carries principles such as good governance, decentralization, universal values, sustainable development, active community role, and participatory planning (Randy and Riant, 2007).

Dompot Dhuafa through LPI DD has created extensive educational programs, from elementary to higher education, for teachers, school administrators, communities, and people with a high level of literacy. The Indonesian Teachers' School (SGI) aims to produce Transformative Teachers who are competent in teaching, educating and have a spirit of social leadership. The Indonesian Literacy School (SLI) focuses on developing a culture of literacy in various educational ecosystems, while the Learning Media Community (KOMED) facilitates teachers to produce

quality learning media and improve their quality through various activities (www.pendidikandd.org). All these programs are concrete efforts to maximize the benefits of zakat in supporting the development of education in Indonesia.

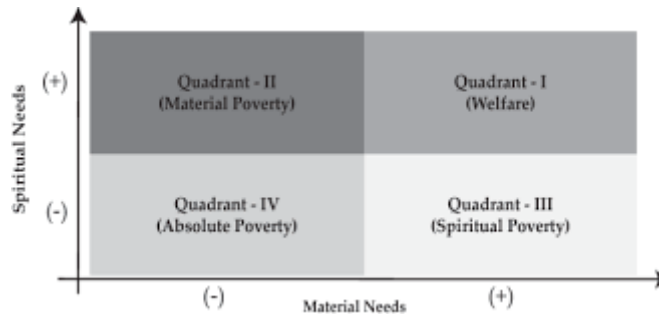
Research to Study the Impact of Schooling Programs

Impacts are changes in the environment caused by human activities (Soleha, 2016). There are two types of impacts, namely positive impacts, and negative impacts.

Positive impacts refer to human decision making or activities that do not harm fellow humans and the surrounding environment, while negative impacts result in losses to fellow humans and the environment (Hariyanti, 2015). It is important to evaluate whether the school program managed by LPI DD has had a positive or negative impact. This research focuses on two main outcomes measured using defined measurements:

Welfare Index: Welfare generally refers to conditions that are prosperous, fulfilled, peaceful, and free from disturbance (KBBI, 2016). In this research, the welfare index is measured from two interrelated aspects, namely the material aspect and the spiritual aspect, using the CIBEST model. The CIBEST model was first developed by Irfan Syauqi Beik and Laily Dwi Arsyianti in 2015 with the title "Construction of CIBEST Model as Measurement of Poverty and Welfare Indices From Islamic Perspective." This model uses two indicators of meeting minimum needs in CIBEST. First, fulfilling material needs, which are determined by a person's economic capabilities based on income or income. Second, fulfilling spiritual needs, which refers to the need for worship of Allah.

Figure 1. CIBEST Quadrant



CIBEST has four quadrants (Sharia Development Economics Book by Beik (2017). The first quadrant reflects a household that is rich materially and spiritually because it is able to meet material and spiritual needs. The second quadrant describes households that are materially poor but spiritually rich. The third quadrant shows households that are materially rich but spiritually poor, while the fourth quadrant reflects households that are materially and spiritually poor. Adequate fulfillment of needs also means that the household lives above the poverty line, either the material poverty line, the spiritual poverty line, or both lines (Beik & Arsyianti, 2015).

Shifting Paradigm: Paradigms, according to Kuhn (Lubis, 2015), are several widely accepted scientific practices, such as laws, theories, applications and instruments which are sources and traditions in scientific research. Paradigm refers to a pattern, model, or understanding of a particular aspect of reality being researched.

In this research, the "turning point" and "most significant change story" models were used to examine the paradigm changes experienced by the beneficiaries before and after the school program.

Turning Point is a commonly used term. The American Heritage Dictionary of the English Language defines a turning point as “a point at which a very significant change occurs; defining moment.” While the concept of turning points has been used in many studies, what constitutes a turning point and how best to identify and measure it is not simple or certain. In this paper, our focus is on turning points as “a long-term change that began at a previous point in time”.

The Most Significant Change (MSC) approach is a participatory monitoring and evaluation technique used to identify the most significant changes through stories collected and selected by program or project managers. The MSC approach allows program managers to identify changes that cannot be predicted in advance and are difficult to determine using previous indicators. This approach involves managers in the process of analyzing and recording changes and can be used in programs and projects where the desired changes cannot be predicted in advance. MSC is usually used as a continuous monitoring tool and can also be used in evaluation.

Capacity Increase

As a reference, research by Darling-Hammond (2017) showed that professional development programs that focus on effective teaching practices can improve student learning outcomes. Therefore, investing in improving teachers and school quality is an important step in advancing the education system.

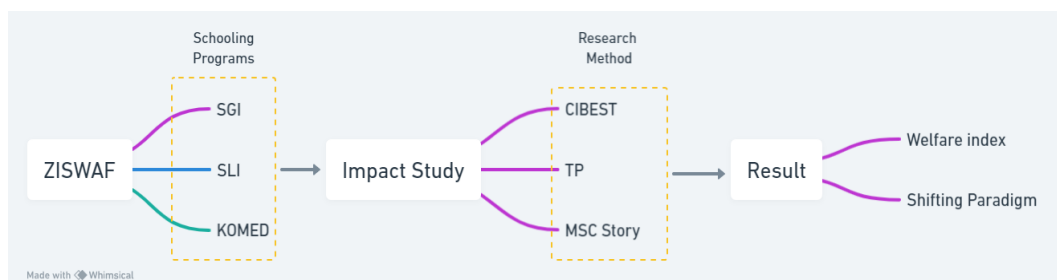


Figure 2. Thinking Framework

Methodology

This research uses a descriptive quantitative approach to collect and analyze data. Analysis of this research data is based on 4 main perspectives, there are:

Table 1. Aspects and Methods of Research Data Collection

Perspective	Aspect	Method	Results
CIBEST	Well-being; Material Value and Spiritual Value	Questionnaires and Interviews	Welfare Index
Turning Point	Mindset, Psychology, Behavior	Questionnaires and Interviews	A shifting paradigm
MSC Story	Most Relevant Patterns and Themes of Positive Change	Questionnaires and Interviews	A shifting paradigm
Increasing HR Capacity	Teaching, Literacy, Communication, Management, Others	Questionnaires, Interviews and Observations	Increasing Individual Capacity

Source: Researcher Data Processing (2023)

This method encourages evaluating the extent to which the program has succeeded in improving welfare, creating paradigm changes, and experiencing the human resource capacity of its beneficiaries.

Research time

This research was conducted in December 2022

Demographics of Respondent

Table 2. Distribution of Beneficiaries of the Schooling Program

No	Category	Respondent	%
1	Indonesian Literacy School (SLI)	133	59.25%
2	Indonesian Teachers College (SGI)	88	40.38%
3	Learning Media Community (KOMED)	44	0.38%
		265	100.00%

Data retrieval

Table 3. Distribution of Respondents' Profession

No	Category	Number of people	%
1	Headmaster	93	35.09%
2	Vice principal	5	1.89%
3	Classroom teacher	90	33.96%
4	Subject teachers	50	18.87%
5	Librarian	13	4.91%
6	Other	14	5.28%
		265	100.00%

Results (Findings)

This results section will divide the distribution of findings and data analysis into 4 parts, namely: Program impact based on CIBEST analysis, Program impact based on Turning Point analysis, Program impact based on MSC analysis, and the impact of the program is based on analysis of HR Capacity Building

Program Impact Based on CIBEST Analysis

The results of data processing and analysis using the CIBEST model from 265 respondents are presented in the following figure.

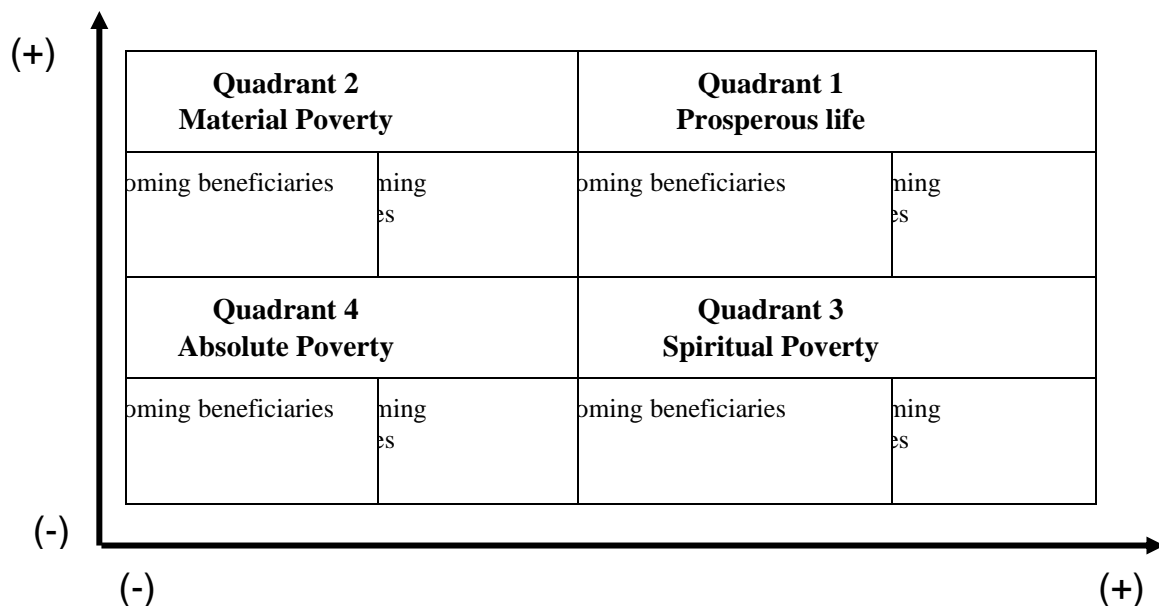


Figure 3. CIBEST Quadrant Before and After becoming a School Program beneficiary. (SGI, SLI, KOMED)

Information:

Quadrant I: Prosperous (Spiritual Rich, Material Rich)/Welfare; Quadrant II: Material Poverty, Spiritual Rich/Material Poverty; Quadrant III: Spiritual Poverty, Material Rich/Spiritual Poverty; Quadrant IV: Material Poverty, Spiritual Poor/Absolute Poverty

From the results of data processing and analysis using the CIBEST model from 265 respondents, changes have occurred in each CIBEST quadrant. Quadrant I, before receiving the program, there were 98 respondents in the prosperous category. After receiving the program, respondents in the prosperous category increased to 186 respondents. Quadrant II, before receiving the program, there were 136 respondents in the material poor category. After receiving the program, respondents in the material poor category decreased to 52 respondents. Quadrant III, before receiving the program, there were 10 respondents in the spiritually poor category. After receiving the program, respondents in the spiritually poor category increased to 21 respondents. Quadrant IV, before receiving the program, there were 21 respondents in the absolute poor category. After receiving the program, respondents who fell into the spiritually poor category decreased to 6 respondents.

Thus, the schooling programs (SGI, SLI, and KOMED) have an impact on the welfare of the beneficiaries, namely increasing the number of respondents who are prosperous, although there

are still several respondents who are materially poor, spiritually poor, and poor. The following are changes in respondents in the CIBEST quadrant presented through the Islamic poverty index.

Table 4. Islamic Poverty Index for PM Schooling Program Respondents (SGI, SLI, KOMED)

Index Category	Before (%)	After (%)	Change (%)
Prosperous	36.98	70.19	33.21
Poor material	51.32	19.62	-31.70
Spiritually Poor	3.77	7.92	4.15
Absolute Poor	7.92	2.26	-5.66

Source: *Primary Data, 2022*

Program Impact Based on Turning Point Analysis.

In research assessing the impact of schooling carried out on the SLI, SGI and KOMED programs, the following is a description and results of the analysis of turning points experienced by program participants. In general, most program participants, 93.4%, answered that they experienced a turning point.

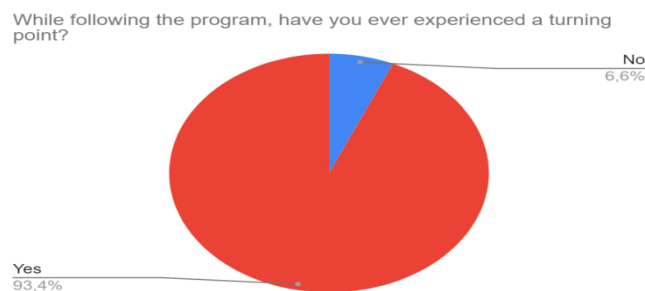


Figure 4. Distribution of all respondents based on their tendency to experience turning points

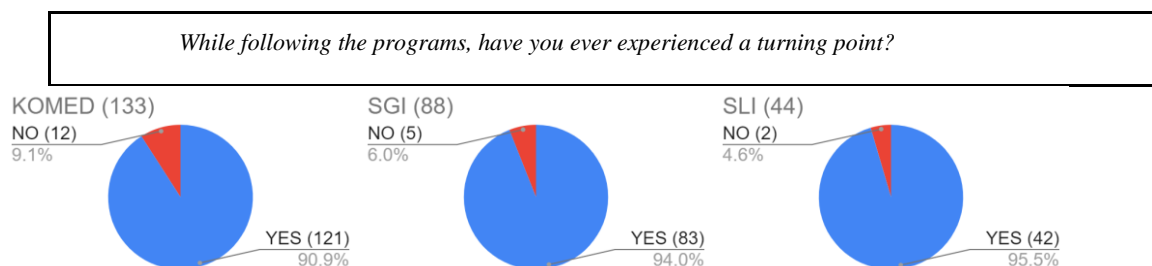


Figure 5. Distribution of all respondents according to the program followed regarding the tendency to experience turning points.

To deepen and learn about the occurrence of turning points, all respondents were asked the question "In what activities did you experience turning points?". Regarding this, try to group respondents' answers based on the program they participated in (**the top 3 items in the list of answers**).

1. KOMED Program:

- Training Activities
- Sharing activities with fellow program participants
- Media competition activities such as LCMP (Learning Media Creation Competition)

2. SGI Programs:

- When receiving class management materials
- During sharing activities with fellow program participants
- During Military Super Camp activities

3. SLI Program:

- During training, coaching and mentoring activities
- When receiving class management materials
- During sharing activities with fellow program participants

Based on respondents' answers, there were several segments of activities where they experienced turning points, such as: training, class management materials, and sharing experiences with fellow program participants.

To find out more about the things that trigger turning points in respondents, they are asked "What things or events trigger or trigger turning points?", the answers of participants in each program are grouped as follows:

1. KOMED Program:

- When you see a great facilitator appear to provide material even though he is still very young.
- When you succeed in publishing a book.
- When understanding the true meaning of literacy.

2. SGI Program

- When you see the enthusiasm of the facilitator
- When understanding the meaning of teachers and humanizing students as humans
- When taking part in activities at the dormitory and military super camp

3. SLI Program

- When you see great facilitators appear to provide material even though they are still young.
- When taking part in a competition.
- When sharing with other participants, especially participants from border areas

If we look at the answer points, the presence of competent facilitators and sharing activities with other participants (especially those from border areas) has become a cornerstone in several programs in terms of triggering a turning point process in respondents.

All respondents experienced various turning points. However, in general, the process of changing points of view experienced by respondents can be grouped into several points, including:

- Realizing that we have a responsibility to be useful to others.
- More confident.
- Teaching in class has become a fun activity, from what was previously just monotonous.

- Understand the importance of using learning media in teaching, and it turns out to be easy, even though it used to be difficult.
- Be happy when being supervised because you know you will get constructive feedback, from those who were previously afraid of being supervised.
- So, you are more enthusiastic and curious to learn.
- Understanding the role of teachers is not just to teach but must be an educator and play an important role in the future of students.

Turning Point Quality in Respondents Until Now

Based on respondents' answers to the paradigm changes that persist within them, it can be seen in Table 5, where many respondents show a tendency for turning points to be increasingly strong.

Table 5. Quality of Turning Points in Respondents

Programs	Ready Lost <=====> Stronger				
	1	2	3	4	5
Media Community (KOMED)	0%	0%	50%	00%	00%
Teachers College (SGI)	0%	0%	50%	30%	20%
Literacy School (SLI)	8%	7%	36%	00%	19%

Source: Research Data Processing, 2023

Program Impact Based on MSC Analysis

Based on a survey conducted with 265 beneficiaries of school programs (SGI, SLI, and KOMED), 94.3 percent of them admitted that there had been positive changes in their lives. These changes are categorized from the most significant beneficiary stories with the following programs:

School

Gathering with teachers from other schools provides a lot of information regarding school management and interesting teaching and learning processes. Moved to create schools that are safe, comfortable, and child-friendly, thereby adjusting the school's vision, mission, and values. By providing examples from other schools, beneficiary schools can improve school management so that all school members (principals, teachers, parents) are encouraged to actively participate in realizing the implementation of school programs. Thus, based on the story, the school then became a model school in his area, there was an increase in school quality and achievement, and it became an *adhiyaya* (award program from the government for schools that cultivate and implement a clean, healthy lifestyle and protect the environment) school at the city, provincial and national levels.

Teacher

After learning about the various problems and struggles of other teachers, beneficiaries were moved to get out of his comfort zone and were motivated to become fighters and lifelong learners so that he could provide benefits to the surrounding environment. Beneficiaries are ready to serve for the advancement of the nation's education and are ready to face various challenges in advancing education.

The presence of inspirational teachers changed their mindset towards the world of education. They became convinced that by improving knowledge, prosperity in life would be achieved. In this way, they become more active in disseminating knowledge and collaborating with other teachers in running programs and improving the school. Apart from that, they can apply discipline in the learning process in class and are more confident in appearing in public, both as trainers and resource persons. They can become a teacher who is skilled in teaching and productive in producing written work. Apart from their development in his school environment, as an individual, they achieved various achievements such as being active as a driving teacher, passing PPG (Teacher Profession) Certification, becoming a *trainer* /facilitator and resource person in learning media education, producing various written works, creating a foundation, receiving a scholarship to study abroad.

Teaching and Learning Process

The teacher admitted that previously the learning system used was monotonous and tended to be un-interesting so that students could easily feel bored in learning. By participating in various self-capacity development programs, learning media, and literacy, teachers can then implement them better. Teachers can use more interesting learning media with innovative methods so they can provide lots of stimulus to students.

Armed with knowledge regarding appropriate communication approaches for students, teachers can more easily accept their teaching by students. The fun learning process then encourages students to become closer to their students. Students also then find it easier to understand and understand what the teacher is saying and become more open to the teacher regarding their complaints in the learning process.

Literacy

As for literacy development, based on beneficiary story, teachers develop programs to cultivate literacy in schools, such as the *Girls Menari Berseri program* (daily reading discipline movement - clean, healthy, shady), *Wakuncar* (must visit the library), *reading stops* for facilitate student access to reading books, reading corners, and so on. Students' interest in literacy continues to increase because students prefer to read books. Library management is no longer solely the responsibility of library staff, but also requires cooperation and support from teachers, employees, school committees and student parents. The beneficiary also wrote many books (educational books, short story/poetry anthologies, scientific works, and so on), both individually and in groups with his colleagues. Apart from that, students also made achievements in the field of literacy, such as poetry reading competitions, giving speeches, memorizing short surahs, writing and reading stories, and so on.

The Impact of The Program is Based on Analysis of HR Capacity Building

The aspect of increasing human resource capacity was investigated by respondents by asking several questions as follows.

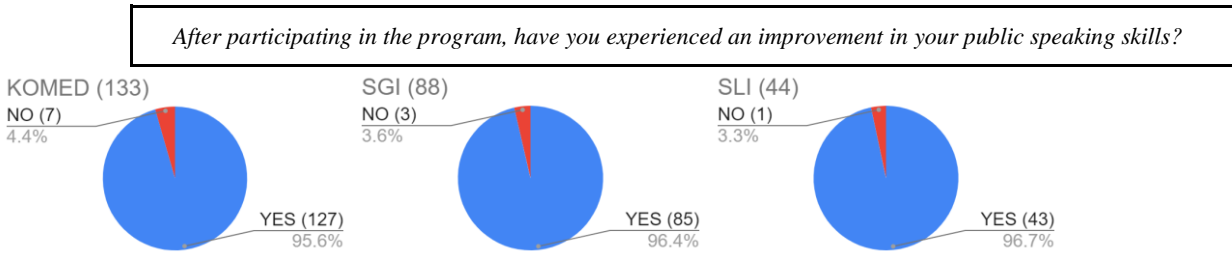


Figure 6. Distribution of all respondents based on increasing public speaking capacity

What is the impact of the program you are participating in on the implementation of your duties and responsibilities as a teacher/literacy activist/school principal?

Table 6. The impact of the program on the implementation of duties and responsibilities of all respondents according to the program they participated in

Programs	Very No Impact <=====> Very Impactful				
	1	2	3	4	5
Learning Media Community (KOMED)	0.00%	0.37%	2.20%	7.69%	6.23%
Indonesian Teachers College (SGI)	0.73%	0.73%	1.83%	15.02%	32.23%
Indonesian Literacy School (SLI)	0.00%	0.00%	2.93%	12.82%	17.22%

Source: Research Data Processing, 2023

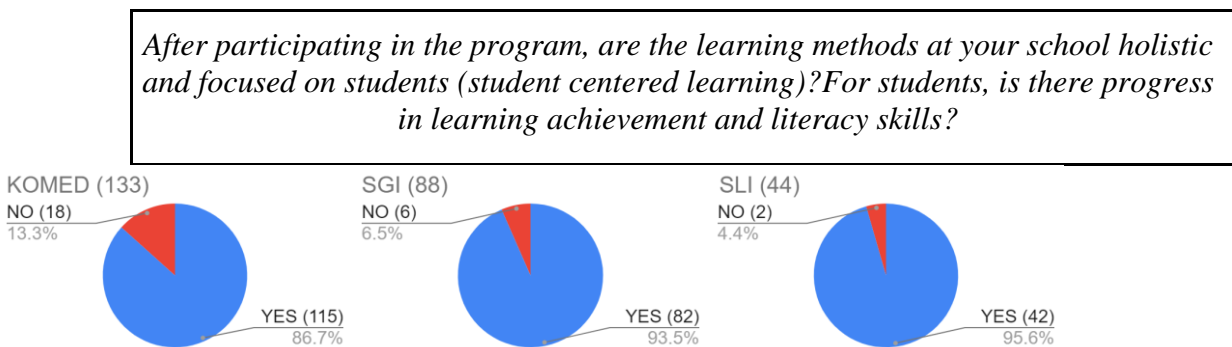


Figure 7. The distribution of all respondents is based on holistic and student-focused learning methods

Table 7. The impact of the program on the development of achievement in learning and literacy skills of all respondents according to the program they participated in

Program	No Impact <=====> Impact		
	1	2	3
Media Community (KOMED)	0.00%	0.83%	4.65%

Teachers College (SGI)	37%	.40%	5.79%
Literacy School (SLI)	00%	.20%	0.77%

participating in the program, have the programs at your school experienced any development?

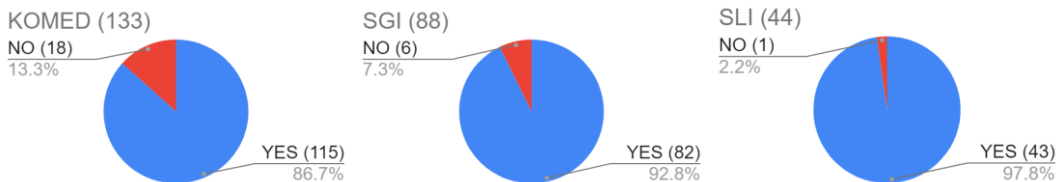


Figure 8. Distribution of all respondents according to the program they participated in regarding the developments they experienced.

participating in the program, have your school management practices improved?

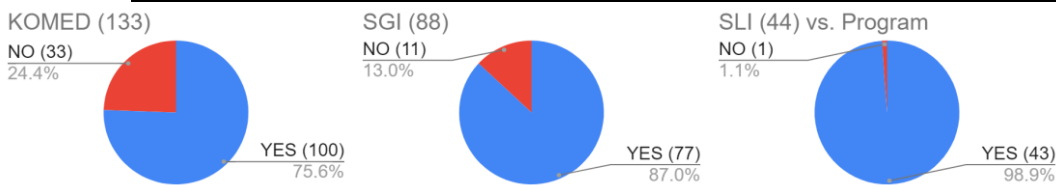


Figure 9. Distribution of all respondents according to the program they participated in regarding increasing experience in school management practices

participating in the program, have you experienced any other improvements in your competencies?

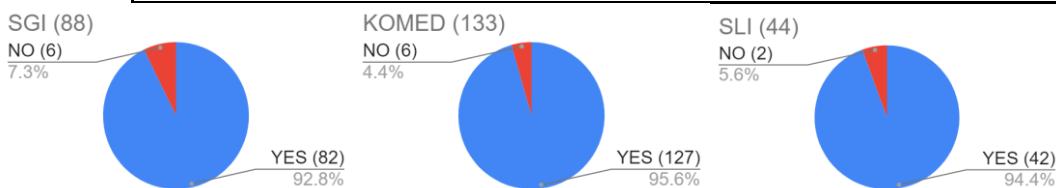


Figure 10. Distribution of all respondents according to the program they participated in regarding improving other competencies.

Discussion

Program Impact Based on CIBEST Analysis

In the CIBEST analysis, this research identified significant changes in the well-being categories of respondents after receiving the teacher training program. The increase in the number of respondents in the "Prosperous" category (Quadrant I) reflects that the SGI, SLI and KOMED programs have succeeded in improving the welfare conditions of the beneficiaries. These results clearly confirm previous views linking education to well-being (Berg, 2020; Smith, 2019). In addition, these results also show the importance of individual welfare as a supporting factor in improving the quality of education.

However, it is important to note that there were still several respondents who fell into the categories of ‘Material Poverty’ and ‘Spiritual Poverty’ This indicates that there are challenges that need to be overcome to achieve broader prosperity. Therefore, these results should serve as a basis for policymakers to focus more efforts on groups that still face inequalities in well-being. A more inclusion and empowerment-oriented approach is needed to address these inequalities. Furthermore, it is important to note that changes in CIBEST categories do not only mean financial improvement, but also involve spiritual and emotional growth. Teacher training programs appear to have provided benefits not only in economic terms, but also in strengthening individual values and self-concept. In this regard, these findings create a foundation for further research on the relationship between spiritual growth and well-being in educational contexts.

Program impact based on Turning Point Analysis

Turning Point's analysis revealed that many program participants experienced significant changes in their views and understanding of the role as educators. This change in outlook not only includes an understanding of teachers' duties and responsibilities, but also involves recognition of the importance of their role in driving greater social and educational change.

This finding is in line with the theory of self-transformation (Mezirow, 2000), which indicates that teacher training programs can trigger a transformation of individual attitudes and understanding. For example, many teachers who initially saw themselves only as educators, after this program began to see themselves as agents of change who have a key role in changing society through education. In this context, these results provide a valuable contribution to the literature on teacher professional development and educational transformation.

Furthermore, this change in outlook also has the potential to have a positive impact in motivating teachers to face complex challenges in the world of education today. Teachers who see themselves as agents of change may be more motivated to adopt innovative teaching practices and participate in educational improvement efforts at the school and district level. Therefore, these results have significant implications in efforts to improve the overall quality of education.

Program impact based on MSC Analysis

MSC analysis shows that many beneficiaries report positive changes in various aspects of their lives. This improvement includes the personal and professional development of program participants. This illustrates that the SGI, SLI, and KOMED programs not only influence educational aspects, but also have an impact on the holistic development of individuals.

These results support the idea that education is a motor of social change (Chen et al., 2015). When individuals acquire new knowledge and skills, they tend to be more active in participating in society, advancing education in their environment, and improving the quality of their own lives. Therefore, these results have important implications in the larger context of social and economic development.

Furthermore, changes in personal aspects, such as increased self-confidence and motivation, also have the potential to create a more productive environment at school. Teachers who feel more confident in their abilities can be more effective in teaching, collaborating with their colleagues, and inspiring students. Therefore, these results provide a valuable contribution to the literature on teacher professional development and its impact on student learning.

D. Program Impact Based on Analysis of HR Capacity Building

The analysis of HR Capacity Building highlights the increase in teacher abilities and skills in various aspects. These results include improvements in public speaking, school management, use of technology in learning, and improvements in other competencies.

Increasing teacher human resource capacity is a key element in improving the quality of education (Guskey, 2002). Teachers who have better skills and competencies tend to provide more effective teaching, motivate students, and contribute to the development of their schools and communities. Thus, these results provide strong support for the effectiveness of teacher training programs in improving their professionalism, which in turn will have a positive impact on national education development.

Furthermore, improvements in the use of technology in learning also have the potential to change the way education is delivered and accessed by students. Teachers who are more technologically adept may be able to develop more interactive and innovative learning methods, which in turn can increase student interest and understanding. Therefore, these results have a significant impact on the evolution of education in today's digital era.

Conclusion

Impact of the LPI Dompot Dhuafa Schooling Program on the Welfare of the Beneficiaries

This research has investigated the impact of the schooling program implemented by LPI Dompot Dhuafa on the welfare of its beneficiaries. The results of the CIBEST analysis show that many respondents experienced an increase in their welfare category after participating in the program, especially in the aspects of economic (material) and spiritual welfare. This strongly indicates that programs such as SGI, SLI, and KOMED have been successful in improving the financial well-being and understanding of spiritual values of beneficiaries. These findings also prove to be in line with literature that highlights the importance of education in improving individual well-being (Berg, 2020; Smith, 2019).

Impact of the Program on The Beneficiary Paradigm

Apart from examining the program's impact on welfare, this research also identified changes in the beneficiary paradigm. Turning Point's analysis highlights a significant shift in program participants' views regarding their role as educators and agents of change in society. Initially, most respondents only saw themselves as educators, but after the program, they began to realize their role in driving greater social and educational change.

These findings are in line with self-transformation theory (Mezirow, 2000) and literature on changing individual attitudes and understanding. This positive impact has the potential to motivate teachers to face complex educational challenges with greater enthusiasm and adopt more innovative teaching practices.

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