



Community Empowerment Model through Papua Smart Program: Case Study at BAZNAS Papua Province

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ABSTRACT

Keywords:

Zakat; Smart
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This study aims to analyze the role of BAZNAS Papua Province in community empowerment through the Smart Papua program. This study employs qualitative interviews and observation as data collection. The data analysis technique in this study was developed by Miles, Huberman, and Saldana in a field using a qualitative approach. According to the research, the Smart Papua program, run by the BAZNAS Papua Province, contributes to the community's well-being. The Papua Smart Program model was implemented with the help of three factors: the availability of funding, internal human resources, and assistance from government organizations. In the meantime, there are three constraints in implementing this program: an unconfirmed muzak database, low levels of socialization and literacy, and the low willingness to pay for Zakat among Muslims in the province of Papua.

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INTRODUCTION

Zakat is the oldest source of state income after taxes in the history of Islamic civilization (Saidurrahman, 2013; Hakim, 2020a). The management of Zakat in Indonesia has existed since the era of the Islamic empire, the colonialism period, the early independence period, the new order period, then the reformation period with the issued of the zakat management Act Number 38 year 1999 and the renewal act Number 23 year 2011 (Masyita, 2018; Yahya, 2020). However, the implementation of the collecting and managing Zakat from time to time still needs to be more organized (Amalia, 2018; Purwatiningsih & Yahya, 2020; Zauro, et. al., 2020). due to the community's enthusiasm for collecting Zakat the management and collection of Zakat continue to exist until now, entering the period of zakat management which already has a legal basis contained act Number 23 year 2011 (Dahlawi, et. al., 2021).

The government's attention to the management of Zakat is getting higher (Hakim, 2020b; Mohammed, et. al., 2021) because in the Islamic economic concept, zakat is the main instrument as a means of redistribution and equal distribution of income in realizing prosperity (Hasan, 2020; Candra et. al., 2023). Therefore, the issue of act No. 28 of 2011 for Zakat the management became the formal legal basis for managing Zakat nationally (Wibisono, 2021). There is a significant demand for elements in government, from the regional to the central level to make Zakat a solution to the people's economic problems (Choiriyah, et. al., 2020; Widiastuti, et. al., 2021). Coupled with the establishment of the National Amil Zakat Agency (BAZNAS) and the Regional Amil Zakat Agency (BAZDA) which indirectly shows that the government must take part in facilitating the journey of these zakat institutions (Faisal, 2011; Saidurrahman, 2013; Hasanah, 2014).

BAZNAS is not only in the center and has spread to all corners of Indonesia, both at the provincial and regional levels. One of them is BAZNAS Papua Province which has a vital role as an institution related to the community in overcoming community social problems. Based on the Central Statistics Agency (BPS) (2020), the population of Papua Province was 4.30 million people, with a Muslim population of 627.78 (14.57%) thousand people and a total poor population of 26.64%. With Papua's very high poverty rate, Papua Province has the title of the poorest. The fact that there is a high poverty rate has resulted in the emergence of various social problems, including not meeting basic needs, lack of educational facilities, health insurance, employment, and other social problems. In addition, apart from the high poverty rate for the people of Papua the low level of Human Resources (HR) also needs to be an essential concern for all elements of society, especially BAZNAS Papua (Priatmoko & Putri, 2021; Ilham, et. al., 2022).

Previous research done the research at the zakat and its governance in Indonesia. Qasim & Sastrawati (2022) revealed that BAZNAS become one of the institutions given authority by Law Number 23 of 2011 to manage Zakat, can be effective, especially in distributing and utilizing Zakat through several programs. Moreover BAZNAS provides assistance to encourage community independence (Lestari, 2019). Ningsih et al., (2021) revealed that the distribution of Zakat helps improve the welfare of society in the

educational aspect. Zakat management is essential for the lives of underprivileged people. Hadi (2020) found that BAZNAS as an organization strives for all BAZNAS human resources to strive to achieve organizational goals through planning in conducting programs which has been determined for each period of the year. Moreover, Hidayati et al., (2020) revealed that the management function of BAZNAS administrators and implementers is the main strength of ZIS distribution programs. Sobah & Rifai (2020) revealed that planning in the zakat management will be given and how the program will run well to get appropriate mustahik data that can be on target.

While Zawawi & Mustofa, (2021) found that many programs assisted by BAZNAS are carried out to help fellow Muslims starting from aspects of education, health aspects, and social aspects. By looking at the reality of Muslims, especially in Indonesia many people still live below the poverty line (Wandi et al., 2021). Moreover, Muzayanah & Mubarokah (2021) revealed that the Covid-19 pandemic has caused a decrease in the total collection of Zakat. In line, Fathaniyah & Makhrus (2022) stated that zakat managers in community empowerment are welfare and make people independent and creative through economic, educational, social, missionary, and health programs. Pham, et. al., (2020) stated that many poor or economically weak people cause the low HDI in Papua and West Papua, high levels of illiteracy and poor health facilities.

This paper aims to analyze the role of BAZNAS Papua Province in community empowerment through the Smart Papua program. The program assisted by BAZNAS is intended for economically disadvantaged students. BAZNAS provides excellent opportunities for children who wish to continue their education, and tertiary levels by providing scholarships until graduation. This program has been implemented since the second year BAZNAS Papua was established in 2016.

RESEARCH METHOD

This research uses a type of field research with a qualitative research approach. Field research is carried out systematically by raising existing data (Arikunto, 2015). This qualitative method is intended to obtain and collect data in depth regarding data that contains meaning. Therefore, qualitative research does not emphasize general conclusions or generalizations but focuses on meaning (Sugiyono, 2011).

Sources of data used in this study are primary data and secondary data. The primary data in this study used interview data, namely the Leaders of BAZNAS Papua Province, Vice Chair II for Distribution and Utilization, Distribution and Utilization Staff, BAZNAS Staff, and students who felt the program's impact. At the same time, the secondary data used is in the form of institutional administration document data and data sources related to institutions obtained through official pages/links from BAZNAS Papua Province. In addition, this study also uses secondary data sources from books, journals, and others. Data collection techniques using interviews and documentation techniques. According to Sugiyono, data collection techniques are the main steps in a study because the purpose is to obtain data (Sugiyono, 2011).

To make it easier to analyze research data, researchers used an interactive model from Miles, Huberman, and Saldana, namely through four stages; data collection or collection, data condensation or the process of grouping data, data display or presentation of data, and conclusion drawing/verification or concluding (Sugiyono, 2014).

The technique used in checking the validity of the data in this study is to use a credibility test, a process carried out to test the trustworthiness and accuracy of the data resulting from qualitative research (Raharjo, 2010). To test the validity of the data in this study using data triangulation techniques. The triangulation technique used in this research is source triangulation. Source triangulation is comparing and checking the degree of trust in information obtained through different times and tools in qualitative research (Sugiyono, 2015).

RESULT AND DISCUSSION

The BAZNAS program certainly covers various fields. One of them is the field of education. Moreover, almost every region has its ways and programs. Likewise, BAZNAS Papua Province by running the Smart Papua program. Researcher interviewed the Chairperson of BAZNAS Papua Province and Distribution Staff to find out what the Smart Papua program is like. According to the Head of BAZNAS Papua Province in his interview stated that (Nadzari, Interview, 11 February 2022),

“The Smart Papua Program is a program that concerns the education sector, both unsupervised and consumable, for example, educational assistance such as payment of tuition fees or educational debt as well as utilization programs such as beneficiary programs. These are constantly under monitoring and the responsibility of BAZNAS until the completion of the contract period. The Smart Papua program is intended to improve human resources in Papua in the future”

So by looking at the results of the interviews above, it can be described that the Papua Smarts program is a program that focuses on education to address education problems in Papua by providing educational assistance to underprivileged children so they can continue to receive quality education and produce good human resources. Good.

According to the chairman of BAZNAS Papua, the basis for implementing the Smart Papua program is seen from the statement that the Human Resources (HR), education, and economic indexes in Papua are at the lowest level. So one way to increase the index value is to increase human resources. Moreover, there is no other word to improve human resources than through education. For this reason, in 2016, BAZNAS Papua Province launched and implemented the Papua Smart program, which encourages education to become an empowerment program. The results of this empowerment may not yet be felt, but it can be seen that five to ten years from now, it will be felt that BAZNAS Papua has more or less played a role in improving the quality of human resources in Papua. For example, when a child initially struggles with his academic abilities, he can continue his education to the bachelor's level. However, he cannot continue his education because of his financial condition. However, with the Smart Papua

program, he can become a mustahik assisted by BAZNAS. In the next five years, he will already graduate, so this child can add value to the Papua HR Index and elevate the dignity of his family.

Its vision was to Increasing Human Resources, and its mission includes: a) The Papuan Muslim index is not marginalized, b) Mustahik have the same educational opportunities as all other components of Papuan society because so far, many Papuan Muslim mustahik have not had the opportunity to receive further education because of their economy and because of their Muslims. So BAZNAS is here to help provide space so that opportunities are equal, c) Provide access to quality education, d) Provide the best service for mustahik, in this case, in the field of education. Furthermore, the Smart Papua program aims to increase Papuan Muslim Human Resources.

The Smart Papua program is one of the flagship programs of BAZNAS Papua Province. Below are some models of assistance provided as follows: *first*, one mosque, one scholar (SMSS): At the bachelor or undergraduate level. *Second*, we are collaborating with the SCP scholarship students with the BAZNAS Bogor Scholars School. Six-year scholarship from junior high, high school/vocational school levels. *Third*, the Sahid Khusnul Khotimah Santri Scholarship collaborates with the Jakarta International Husnul Khotimah Foundation. It is a three-year scholarship for junior and high school/vocational school levels. *Fourth*, then finally, there is a scholarship for Al-Fil Quran Science students at TIS As-Salam Yogyakarta Middle School. That is outside of Papua

Stages of Distribution of the Smart Papua Program

a. Planning

In a program, of course, there is planning before moving. Because good organizational performance must begin with good planning to achieve optimal management and utilization of zakat funds. BAZNAS Papua has a 5-year 2021-2026 strategic plan with key performance indicators that must be achieved from each program description. The key performance indicators are used as a reference. Next, the Strategic Plan is translated into the annual RKAT. The Annual Budget Work Plan (RKAT) is further elaborated in the form of a working document that is carried out through a Technical Work Meeting mechanism (RAKERNIS BAZNAS Papua Province) for the types of program items that have been planned for the scheduling or timeline for the entire program. Then a Term of Reference (TOR) or work reference framework is made for each type of program item, and all of these stages must obtain approval from the leadership meeting. After that, each program can be implemented and evaluated periodically.

After determining the next step, planning so that the program can run well, namely; BAZNAS has a Standard Operating Procedure (SOP) that, before the program starts, must be determined or approved by the leadership meeting mechanism, then there is a TOR which is also made by each sector. In this case, the distribution for the Smart Papua program in this field makes the TOR include a timeline, place allocation, mustahik

allocation, and fund allocation. After that, a selection was made for the intelligent Papua program. According to Deputy Chairperson II for distribution and utilization zakat fund, the program planning for the Smart Papua program according to the annual year of Planning. Not only for the Smart Papua program but all the fields in BAZNAS Papua have been prepared in the the annual year of Planning. So that we will be following the percentage that must be spent so that these children can attend school. This percentage does not have to be for all of them to enter education, but what if they enter health, economics, and other fields?. Especially for the Smart Papuan sector, it is one of our priorities to try and do it so that children can go to school properly and not get into trouble because of the cost of their education (Dasri, J., [Interview, 23 January 2022](#)).

b. Implementation

The distribution of programs in the education sector is consumptive and productive; distribution in the education sector aims to assist mustahik in increasing their level of education to completion so that they have more capacity to build the economy. This form of distribution in education includes tuition assistance and assistance with minimum living expenses during education.

Before distributing and distributing the two forms of educational assistance, BAZNAS selects those entitled to receive assistance with predetermined criteria. As stated by the chairman of BAZNAS Papua in his interview ([Nadzari, Interview, 11 February 2022](#)),

“We make selections that are entitled to receive people who have insufficient economic background or belong to the poor or poor (asnaf fakir/poor), have sufficient academic ability because if we don't have the will and academic ability we are worried that the costs we have already disbursed the benefits are not optimal, then the person concerned passes the desired university entrance selection in collaboration with BAZNAS, the person concerned passes the interview selection and BAZNAS administrative selection”.

Implementing the Smart Papua program which has taken place since 2016 until now, has had quite a big impact. From year to year, it continues to experience changes in the allocation of funds distributed to beneficiaries in the Smart Papua program. Since the beginning of this program, BAZNAS Papua Province has poured out sizable zakat funds to help Education in Papua Province by allocating Rp. 53,985,000. Furthermore, subsequently experienced a significant increase, reaching Rp. 154,735,000 in 2017. The increase again occurred in the third and fourth years, namely Rp. 581,130,000 in 2018 and touched Rp. 931,561,500 in 2019. However, in 2020 the burden of distributing aid began to decrease because the world was experiencing an economic shock due to the outbreak of a pandemic that attacked various sectors of human life. The decrease in the allocation of funds in 2020 touched up to Rp. 370,792,500, and the worst part is that due to the pandemic, which has yet to end, the funds allocated for the smart Papua program have declined until they reached Rp. 18. 335,000. The details of the distribution can be seen in the table 1 below,

Table 1. List of distribution and utilization of BAZNAS Papua Province in 2016

No	Program	Number of mustahiq	Amount
1	SMSS Scholarship	6	Rp 30.155.000
2	Education Services or Individual Education	27	Rp 23.830.000
Total		33	Rp 53.985.000

Table 2. List of distribution and utilization of BAZNAS Papua Province in 2017

No	Program	Number of mustahiq	Amount
1	Incidental Education Support fund	11	Rp 15.540.000
2	SMSS Education Support fund	7	Rp 117.145.000
3	Education Support for Elementary, Middle, and High School Levels	147	Rp 22.050.000
Total		175	Rp 154.735.000

Table 3. List of distribution and utilization of BAZNAS Papua Province in 2018

No	Program	Number of mustahiq	Amount
1	SMSS Scholarship	13	Rp 211.480.000
2	Six-month merit scholarship	105	Rp 38.700.000
3	Education Support Fund/Incidental	2	Rp 3.000.000
4	Education Support for Elementary, Middle, and High School Levels (Province)	175	Rp213.200.000
5	Education Support for Elementary, Middle, and High School levels (City/Regency)	135	Rp 114.750.000
Total		440	Rp 581.130.000

Table 4. List of distribution and utilization of BAZNAS Papua Province in 2019

No	Program	Number of mustahiq	Amount
1	SMSS Scholarship	13	Rp 289. 907.500
2	Islamic Middle and High School Level Scholarships for SAHID Islamic Boarding Schools	4	Rp 22.877.500
3	Education Support Fund (Incidental)	27	Rp 58.877.500
4	Education Assistance for Middle and High School levels, Phase 1 (Province)	154	Rp 105.010.000
5	Education Assistance for Middle and High School levels, Phase 2 (Province)	197	Rp 159.450.000

6	Education Assistance for Middle and High School levels, Phase 2 (City/Regency)	300	Rp 297.000.000
7	Achievement Scholarship Submission, phase 2	200	Rp 6.160.000
8	Sahid's student allowance August – December	5	Rp 12.500.000
Total		919	Rp 931.561.500

Table 5. List of distribution and utilization of BAZNAS Papua Province in Year 2020 and 2021

Year		2020		2021	
No	List of Programs	Number of recipients	Amount (In IDR)	Number of recipients	Amount (In IDR)
1	SMSS transportation fund	31	Rp 149.100.000	27	Rp 13.500.000
2	SMSS tuition fee	31	Rp 142.212.500	1	Rp 200.000
3	Sahids student allowance	5	Rp 17.500.000	-	-
4	Sahids Student Living Allowance at Sukabumi	5	Rp 26.200.000	-	-
5	SCBs female students' allowance	2	Rp 3.000.000	5	Rp 1.500.000
6	SCBs ticket fee and consumption	2	Rp 7.950.000	-	-
7	SCBs Internet	4	Rp 400.000	12	Rp 1.350.000
8	Incidental Education Support Fund	11	Rp 24.430.000	1	Rp 885.000
9	As-Salams Education Support Fund			3	Rp 900.000
Total		91	Rp 370.792.500	48	Rp 18.335.000

Sources: BAZNAS 2022 (data processed)

c. Monitoring and Evaluation

After the planning and implementation stages are carried out, the next stage is monitoring and evaluation. This stage aims to determine the extent of the Smart Papua program's performance and results. Because in the Implementation of zakat management, it must fulfill several dimensions: mentality, capability (ability), accountability, transparency, professionalism, and right on target. With the above elements, the community can trust the zakat manager (*amil*) (Hakim, 2017). As stated by the chairman of BAZNAS Papua Province in his interview (Nadzari, interview, February, 11, 2022).

By maintaining a routine meetings at least once a week, so the material for routine meetings is performance evaluation, work plans, and monitoring. We perform a monitoring function every month. Where every month, all staff in each field report performance results for 1 month and convey problems. If the performance target does not reach 100%, then find recommendations for solutions and try to follow up on these recommendations. The meeting in this monitoring serves as a spiritual booster by strengthening the religious recitation, as well as we monitor the academic journey of each beneficiary. We ask about the situation of their learning process on campus or school and

ask about their achievements so that we will know there are obstacles or problems and we try to find solutions. So we do this monitoring once a month (Nadzari, Interview, 11 February 2022).

Based on the interview results above, implementing the Smart Papua program also conducts evaluations once a week. It monitors once a month to see the BAZNAS staff's performance and the beneficiaries' development. Moreover, the distribution of tuition assistance for students each year has also increased and decreased. It can be seen clearly in the image below.

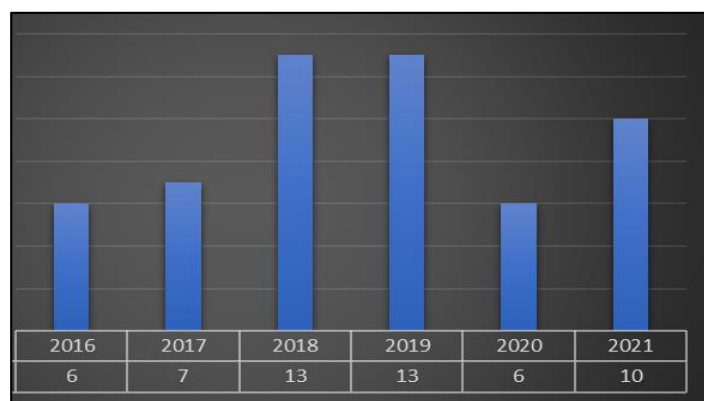


Figure 1. the Number of College Students of Support Recipients
 Sources: BAZNAS 2022 (processed data)

Table 6. List of Papua Smart Program Awardee by BAZNAS Papua Province

No	Name	University Alumni	Occupation
1	Ira Wiyanti Polhaupessy	UNYAP/Islamic Edu	Teacher
2	Ibnu Mubaroq	STAIN AL FATAH/Islamic Edu	Teacher
3	Vivi Hardiyanti	STAIN AL FATAH/ Islamic Economics	Sales
4	Inka Suci Ramadani	STAIN AL FATAH/ Islamic Economics	Entrepreneur
5	Dian Safitri	UNCEN/Chemistry Edu.	Unemployed
6	Nurhaviva Salma	STAIN AL FATAH/Banking	Unemployed
7	Al Maidah Anto	UNCEN/Ekonomi Bisnis	Sales

Sources: BAZNAS 2022 (processed data)

Based on some of the results of the interviews and documentation above, it can be said that the Smart Papua program has an essential role in helping the economic problems of people who experience difficulties in obtaining education.

Supporting and Inhibiting Factors in the Smart Papua Program

In carrying out a program or activity, experience various circumstances. Both conditions are driving the success of the program or something that can hinder the ongoing program that has been planned. Likewise, what happened in the Implementation

of the Smart Papua program will not be separated from various factors, both supporters and obstacles during its practice. From various interviews conducted by researchers, it was found that. Three supporting factors for implementing the Smart Papua program are the availability of funds, internal human resources, and support from government institutions. While there are three inhibiting factors, namely the database on muzak, which has not been confirmed, the lack of literacy and outreach, and the lack of awareness of Papuan Muslims in paying zakat. As said by the chairman of BAZNAS Papua Province in the following interview ([Nadzari, Interview, 11 February 2022](#)),

“The most critical supporting factor is funding. The availability of funds will expedite and make this program easier to run. If the funds do not exist, how will we distribute them? Second is the Internal HR factor, so Internal HR also influences the effectiveness of the program and the Papua Smart program; for that, we always try to increase capacity by conducting training, discussions, and advocating for programs of a different nature. Third, the connecting factor is support from other institutions that support the Smart Papua program. In this case, the local government, schools, and universities”

Findings and Implications of Research Results

After conducting this research, the findings and implications are formulated, which help analyze in more depth. The role of BAZNAS in the province of Papua in the welfare of the community through the Smart Papua program is stated to have a role because it helps overcome people's economic problems in the field of education. Since the beginning of this program, BAZNAS Papua Province has disbursed sizable zakat funds to support education in Papua Province by allocating Rp. 53,985,000 in 2016. Moreover, subsequently experienced a significant increase, reaching Rp. 154,735,000 in 2017. The increase again occurred in the third and fourth years, namely Rp. 581,130,000 in 2018 and touched Rp. 931,561,500 in 2019. However, in 2020 the burden of distributing aid began to decrease because the world was experiencing an economic shock due to the outbreak of a pandemic that attacked various sectors of human life. The decrease in the allocation of funds in 2020 touched up to Rp. 370,792,500, and Rp. 18,335,000 in 2021. This is in line with research conducted by [Muzayanah & Mubarakah \(2021\)](#), which states that the Covid-19 pandemic has caused a decrease in the total collection of Zakat.

This program consists of several models, namely the One Mosque One Bachelor Program (SMSS), Islamic boarding school scholarships (Sahid, SCB, and As-Salam), educational assistance at various levels (elementary, junior high, high school) in districts/provinces, achievement scholarships for six months and individual education services. The models of assisting above prove that BAZNAS of Papua Province provides educational assistance and plays a role in helping to finance the education of Muslim children in Papua who are economically disadvantaged so that they continue to have access to good, decent, and quality education.

The results of this study align with several previous studies which show that the distribution of zakat helps improve the welfare of society in the educational aspect. Zakat management is essential for the lives of underprivileged people (Ningsih et al., 2021). Many programs are carried out to help fellow Muslims starting from aspects of education, health aspects, and social aspects (Zawawi & Mustofa, 2021). The Smart Papua Program by BAZNAS Papua Province does not only pay attention to general education but also pays attention to religious education so that beneficiaries who graduate not only have academic abilities but also spiritual abilities. BAZNAS become one of the institutions given authority by Law Number 23 of 2011 to manage zakat, can be effective, especially in distributing and utilizing Zakat through several programs (Qasim & Sastrawati, 2022). Moreover, BAZNAS provides assistance to encourage community independence (Lestari, 2019).

The Smart Papua Program focuses on education to address educational problems in Papua by providing educational assistance to underprivileged children so they can continue to receive quality education and produce good human resources. Improving the standard of living is the primary goal of giving zakat. By looking at the reality of Muslims, especially in Indonesia, many people still live below the poverty line (Wandi et al., 2021). The low level of education in Papua is still a significant problem that needs to be considered by all elements of society, so this reason is the primary basis for BAZNAS Papua Province to launch and implement the intelligent Papua program. This is in line with what happened in other regional BAZNAS, which were described in the journals that researchers included in previous research. Zakat managers in community empowerment are welfare and make people independent and creative through economic, educational, social, missionary, and health programs (Fathaniyah & Makhrus, 2022).

Therefore, so that the process and Implementation of the Papua Smarts program can run smoothly, BAZNAS Papua Province, before carrying out the program, conducts planning in advance, such as making a five-year strategic plan, then making an annual budget work plan (RKAT) in order to achieve the maximum target under annual programs. After making the plan, BAZNAS Papua follows its Standard Operations (SOP). This aligns with previous research that the planning in question is planning who will be given and how the program will run well to get appropriate mustahik data that can be on target (Sobah & Rifai, 2020). BAZNAS, as an organization, strives for all BAZNAS human resources to strive to achieve organizational goals through annual programs, which has been determined for each period of the year (Hadi, 2020). The management function of BAZNAS administrators and implementers is the main strength of ZIS distribution programs (Hidayati et al., 2020).

Implementing the Smart Papua program is influenced by two main factors: supporting factors and inhibiting factors. Supporting factors are factors that facilitate the Implementation of this program assistance. There are three supporting factors for implementing this program: the availability of funds, adequate human resources, and good cooperation between BAZNAS and government elements and educational institutions that support program implementation. Some of these supporting factors were

also found in several previous studies which focused on the management and distribution of Zakat. Among them are financial assistance from various parties (Zawawi & Mustofa, 2021), level of education and experience of BAZNAS human resources (Hadi, 2020); the government fully supports the program established by BAZNAS (Ningsih et al., 2021), strengthening and expanding cooperation with services so that there is a regional regulation on the collection of Zakat within the Regional Government (Muzayyanah & Mubarokah, 2021), the availability of representative buildings, spaces, and work facilities, as well as human resources (Hidayati et al., 2020).

Then for the inhibiting factors, there are also three things: the database on muzak, which still cannot be confirmed, the lack of literacy and socialization, and the lack of awareness of Papuan Muslims in paying Zakat. Several inhibiting factors faced by BAZNAS in Papua Province were also found in previous research, including a lack of information regarding the existence of BAZNAS (Qasim & Sastrawati, 2022), low trust in muzakki (Lestari, 2019), no syndication of programs between institutions (Fathaniyah & Makhrus, 2022), lack of outreach to ordinary people and lack of public understanding and awareness of Zakat (Ningsih et al., 2021), as well as the lack of technology used and zakat information systems (Wandi et al., 2021).

CONCLUSION

This study aims to analyze the role of BAZNAS Papua Province in community empowerment through the Smart Papua program. From the descriptions in the previous chapter, it can be concluded that BAZNAS of Papua Province provides educational assistance and plays a role in helping to finance the education of Muslim children in Papua who are economically disadvantaged so that they continue to get access to good, proper, and quality education. BAZNAS Papua Province through the Smart Papua Program since 2016 has disbursed zakat funds of Rp. 2,110,539,000 to be given to the mustahik recipients of this program, totaling 1,373 people, which are divided into several models of assistance, namely the One Mosque One Bachelor Program (SMSS) 55 people, Sahid Islamic boarding school scholarships five people, SCB 9 people, and As-Salam 3 people, incidental assistance 51 people, educational assistance at various levels (elementary, junior high, high school) in the district/province 973 people, achievement scholarships for six months 305 people and individual education services 27 people.

Despite of the compelling results, this study acknowledges a research limitation such the number of interviewees selected was limited, future research can add wider list of interviewees.

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