**SROI REPORT**

# Beasiswa Perintis
# 2018 – 2020

## Rumah Amal Salman

# SOCIAL RETURN ON INVESTMENT (SROI) REPORT

## of

# The Perintis Scholarship Program

## 2018 - 2020

# SOCIAL VALUE

## INTERNATIONAL

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Social Return on Investment (SROI) report of The Perintis
Scholarship Program 2018 - 2020

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Awarded 02/04/2025

Signed

Mr Ben Carpenter
Chief Executive Officer
Social Value International

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# Executive Summary

This SROI report was prepared in October 2024 to January 2025. The assessment of the Perintis Scholarship program was carried out evaluatively for the period 2018-2020. The results of the discussion and exploration determined several stakeholders who were then contacted further for the qualitative data collection process. In this process, the material outcomes experienced by stakeholders were identified as a consequence of the financial and non-financial support received from Rumah Amal Salman (hereinafter referred to as RAS). The scope of the program measured was the Learning Camp (hereinafter referred to as LC) and the Perintis Leadership Program (hereinafter referred to as PLP).

Five outcomes were found in each of LC participants and ten outcomes in PLP participants, which are presented as the highest to smallest value in the following table:

| LC Participants – non PLP | LC Participants – PLP passed | PLP Participants |
|---|---|---|
| • Increased academic motivation<br>• Developing a mindset & habits that align more with islamic values<br>• Establish a better self-discipline<br>• Broadened mindset and openness<br>• Lower self-esteem | • Increased academic motivation<br>• Increased adaptability into university life<br>• Growing volunteerism<br>• Broadened mindset and openness<br>• Establish a better self-discipline | • Increased sense of financial security<br>• More future oriented<br>• Improved communication skills<br>• Increased empathy<br>• Increased academic motivation<br>• Improved stress levels and mental burden<br>• Broadened mindset and openness<br>• Increased sense of responsibility<br>• Growing volunteerism<br>• Establish a better self-discipline<br>• Increased levels of stress and mental burden |

Based on the evidence that has been collected, the SROI value of the Perintis Scholarship Program from 2018 to 2020 is 2.89. This means that every investment of Rp1,- produces a benefit of Rp2.89,- or from an investment of Rp7,792,757,236,- produces a benefit value of Rp22,484,114,505.14,-.

Overall, the RAS team has had a positive impact on LC and PLP participants. The RAS team has not only addressed the participants' economic challenges but also developed their potential to become more independent individuals and contribute to society. The program management deserves to be appreciated as a model of sustainable empowerment in the fields of education and leadership.

# Chapter 1
# Introduction

## 1.1 Background

Higher education has a strategic role in improving the quality of human resources and driving national progress, but Indonesia still faces challenges in access to higher education. At the Education Scholarship Management Institute (LPDP) event on August 26, 2024 via *Youtube*, the Minister of Manpower, Ida Fauziyah, said that in 2023, only 27 percent of the Indonesian population will have the opportunity to continue their education to tertiary level[1]. Data from the OECD (Organization for Economic Cooperation and Development) in 2022 shows that Indonesia is in the second lowest position in the world in terms of the number of college graduates in the 25-34 age group, with a figure of only 17.93 percent, far below the OECD country average of 47.42 percent[2]. This condition shows the need for concrete steps to improve access and quality of higher education, especially for the younger generation who will become future leaders.

One initiative that can make a significant contribution to expanding access to higher education is the Perintis Scholarship Program from Rumah Amal Salman. As a philanthropic institution that focuses on education and technology, Rumah Amal Salman through the Perintis Scholarship provides guidance in preparation for entering leading state universities, as well as support for tuition and living costs for four years. Since it opened nationally in 2021, this program has helped more than 1,500 students continue their education at leading universities such as ITB, UGM, and UI. With two main program forms, namely Learning Camp (LC) and Perintis Leadership Program (PLP), the Perintis Scholarship aims to produce a generation of superior leaders.

To ensure the social impact of this program, the *Social Return on Investment* (SROI) method is applied as a measurement tool. SROI provides a comprehensive approach in assessing the changes experienced by beneficiaries, both in terms of social, economic, and environmental aspects. The principles of SROI focus on value that is not only seen in economic figures, but also on changes felt by individuals and society. Through this analysis, it is hoped to measure in what extent the Perintis Scholarship provides a real contribution to increasing access to higher education and the development of Indonesian human resources can be measured.

This approach will not only provide transparent program evaluation, but also help Rumah Amal Salman to continuously improve the effectiveness of its programs. Thus, the Perintis Scholarship can become an innovative model in expanding access to higher education.

**1.2 About Social Value and Social Return on Investment (SROI)**

There is a growing awareness of the need for greater accountability in measuring the social, economic and environmental value generated by an activity/program. While the terms used vary—such as impact, benefit, profit or value—the underlying question remains: how much change are we making, and how big is the impact? Understanding and managing value more broadly is now crucial for both the public and private sectors. This is relevant for civil society organisations seeking to create value, governments investing or managing activities to generate social impact, investors seeking to ensure their investments deliver tangible benefits, and private businesses recognizing the risks and opportunities of their operational impacts. It is therefore important to have a common approach and language for discussing value.

Social Return on Investment (SROI) is a principles-based framework designed to create such consistency. SROI respects the diversity of values perceived by individuals across situations and cultures. Everyday activities both create and destroy value, which ultimately shapes the life around us. However, the value generated is often not fully measurable with a purely financial approach. As a result, tradable items tend to receive greater attention, while other important aspects are overlooked. Decision-making based on incomplete information about these overall impacts may be suboptimal[3].

SROI is a framework for measuring and accounting for broader value, including social, environmental, and economic costs and benefits. SROI evaluates the significant changes to the individuals or organizations experiencing them, using monetary values to represent those impacts. With this approach, SROI allows for the calculation of a benefit-to-cost ratio. For example, a ratio of 3:1 means that every Rp1 invested generates Rp3 in social value. The SROI formula is:

$$SROI = \frac{Value\ of\ Outcome}{Value\ of\ Investment}$$

*Figure 1. SROI Formula*

However, SROI is more than just numbers. Just as a business plan includes more than financial projections, SROI is a narrative of change that informs decision-making. It involves case studies, qualitative, quantitative, and financial data. SROI analysis can be conducted on an entire organization or on a specific aspect, either internally or through external parties. Generally, SROI is divided into two types:

1. **Evaluative**: Based on the results that have been achieved.

2. **Forecast**: Projecting the social value that will be created if a particular activity achieves the expected results.

Rumah Amal Salman (RAS) uses the evaluative SROI type to evaluate and manage the social value generated from the Perintis Scholarship program. This analysis will provide input for improving the Perintis Scholarship program, impact communication for external parties, and strategic decision making.

SROI was developed from *social accounting* and *cost-benefit analysis* and is based on the following eight principles:

1. **Involve stakeholders:** Inform what gets measured and how this is measured and valued in an account of social value by involving stakeholders.
2. **Understand What Changes***:* Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended.
3. **Value the Things That Matter:** Making decisions about allocating resources between different options needs to recognise the values of stakeholders. Value refers to the relative importance of different outcomes. It is informed by stakeholders' preferences.
4. **Only Include What is Material:** Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
5. **Do Not Overclaim:** Only claim the value that the activities are responsible for creating.
6. **Be Transparent:** Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders.
7. **Verify the Result***:* Ensure appropriate independent assurance.
8. **Be Responsive:** Pursue optimum Social Value based on decision making that is timely and
9. supported by appropriate accounting and reporting.



*Figure 2. The Principles of Social Value*

Through the application of SROI, RAS can increase the effectiveness of the program by maximizing the social value generated, ensuring the management of unintended positive and negative impacts, and creating meaningful dialogue with stakeholders. Thus, SROI is not only a measuring tool, but also a strategic approach to create more significant and impactful changes.

## 1.3 Objectives

The purpose of this activity is to obtain the SROI value of the Perintis Scholarship program which will support further program development, strategic decision making, and impact communication for external parties to increase public trust in RAS.

# Chapter 2
# Research methodology

**2.1 Research Stages**

The program impact assessment using the Social Return On Investment (SROI) method follows the Social Value International (SVI) guidelines, focuses on evaluating program achievements and impacts based on stakeholder input, and assesses the overall distribution of benefits. The analysis stages are as follows:

a. **Establishing scope and identifying key stakeholders.**
   This stage is important to determine the boundaries of the SROI analysis, including which stakeholders will be involved and how the analysis process will take place. The identified stakeholders will be contacted to participate in a focus group forum as a form of qualitative data collection process. Open questions are asked to avoid the risk of missing material outcomes.

b. **Mapping outcomes.**
   The results of stakeholder involvement in group discussion forums will be mapped into a theory of change that shows the relationship between input, output and outcome.

c. **Evidencing outcomes and giving them value.**
   Data collection was conducted through a questionnaire distributed to all stakeholder categories to ensure the occurrence *of* outcomes. The questionnaire contained questions regarding verification of changes, depth of change in outcomes, duration of change, counterfactual factors, and attribution (a list of questions can be seen in the copy of the questionnaire in Appendix 2).

d. **Establishing the impact**
   After being monetized, the outcomes that would still occur even without program intervention *(*deadweight*)* or those that occur due to the influence of other parties will become a reducing factor. This is done to fulfill the principle of "Don't Over-claim".

e. **Calculating the SROI.**
   At this stage, all values of *the* outcomes will be calculated (including the reduction of the value of negative outcomes), then compared with the investment value of the program. At this stage, sensitivity analysis will also be tested on each variable.

f. **Reporting, using and embedding**

At this stage, all findings will be shared with stakeholders, responding to emerging feedback, integrating the outcome process to ensure it is running well as well as for report verification.

| | | |
|---|---|---|
| **1. Establish the scope and identify key stakeholders** → | **2. Mapping outcomes** → | **3. Evidencing *outcome* and giving them a value** ↓ |
| **6. Report , use & embed it** ← | **5. Calculating the SROI value** ← | **4. Establishing the impact** |
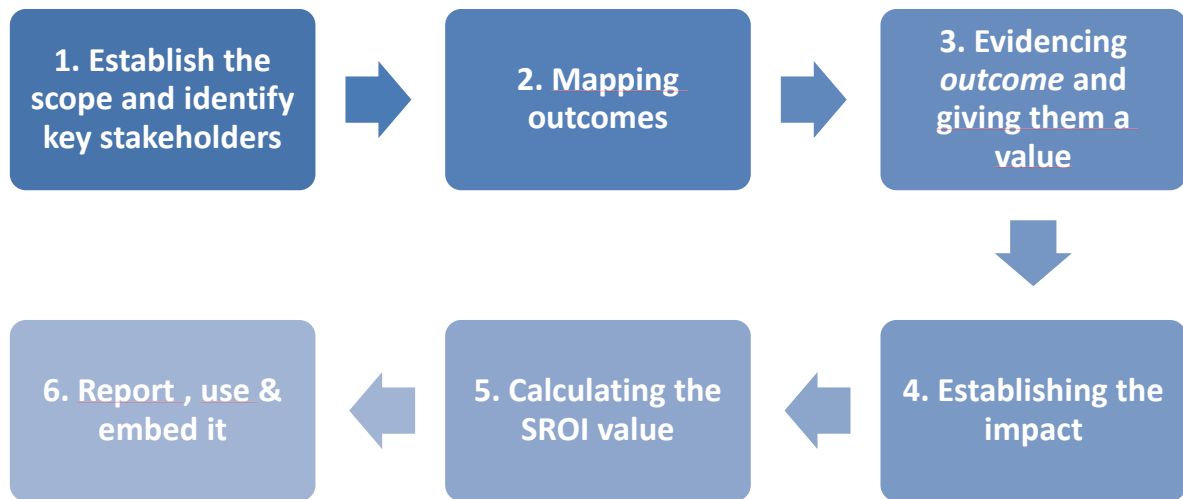
*Figure 3. SROI Research Stages*

## 2.2 Scope of Research

This study is an evaluative analysis using the Social Return on Investment (SROI) method conducted on the 2018–2020 Perintis Scholarship Program. This study aims to measure the social impact generated by the program, with the focus of measurement carried out separately based on each batch of participants in the two main activities of the Perintis Scholarship. The two main activities are:

a. **Learning Camp**

Learning Camp is a Computer Based Written Exam (UTBK) preparation program for students from underprivileged families who have high academic potential to pursue university. The selection process for LC participants consists of several stages:

- Administrative selection: Evaluation based on report card grades, Certificate of Financial Hardship (*Surat Keterangan Tidak Mampu - SKTM*) from local government, as well as academic and non-academic achievements.
- UTBK tryouts: Applicants who pass the administrative selection undergo three UTBK tryouts to assess their academic readiness.
- Interview: The final stage consists of an interview to evaluate the participant's commitment to fully engaging in the LC program



*Figure 4. Try-out practices at Learning Camp Sumedang*

Learning camp program includes:

- o Material assistance and practice questions with a mentor.
- o Assessment of interests and talents with a psychologist.
- o UTBK *Try out*
- o Studium generale

b. **Perintis Leadership Program (PLP)**

PLP is a post-Learning Camp follow-up program designed for academic coaching and soft skills development. This program includes:

- o Single Tuition Fee (UKT) Scholarship.
- o The coaching scholarship consists of monthly living expenses for 4 years
- o Soft skill development program that consists mentoring and personal development sessions.

Mentoring takes place once a week in designated groups, accompanied by a mentor. These sessions are designed to provide participants with a sense of support and community, ensuring they do not feel alone in their journey. Mentors also responsible for monitoring participants' progress, offering guidance, and assisting them in overcoming challenges they may face.

Meanwhile, personal development sessions are held monthly, usually in the form of studium generale or workshops. These sessions are structured around the seven core values of the *Beasiswa Perintis*— Excellence, Visionary, Ambition, Empathy, Influence, Creativity & Real Impact, and *Rahmatan lil 'Alamin*—as well as key themes such as Adaptation & Reorientation, Personal Leadership, Collaboration, Team Leadership, Understanding Problems, and Leading Change.



*Figure 5. Graduation of Perintis Scholarship batch 2020*

The selection process for the Perintis Leadership Program (PLP) for the 2018–2020 period was specifically designated for Learning Camp (LC) participants who were admitted to the Institut Teknologi

Bandung (ITB). However, not all LC participants accepted into ITB were automatically granted the PLP scholarship. A further selection process was conducted based on the following criteria:

- Academic achievements during high school.
- Parental income.
- Active involvement in organizations or social contributions.
- Personal development plans and future goals.

LC participants who did not pass the PLP selection process still received support from the Beasiswa Perintis team, including guidance and information about other scholarship opportunities such as Bidikmisi or other external scholarships.

The number of participants from each class in the 2018-2020 period is as follows:
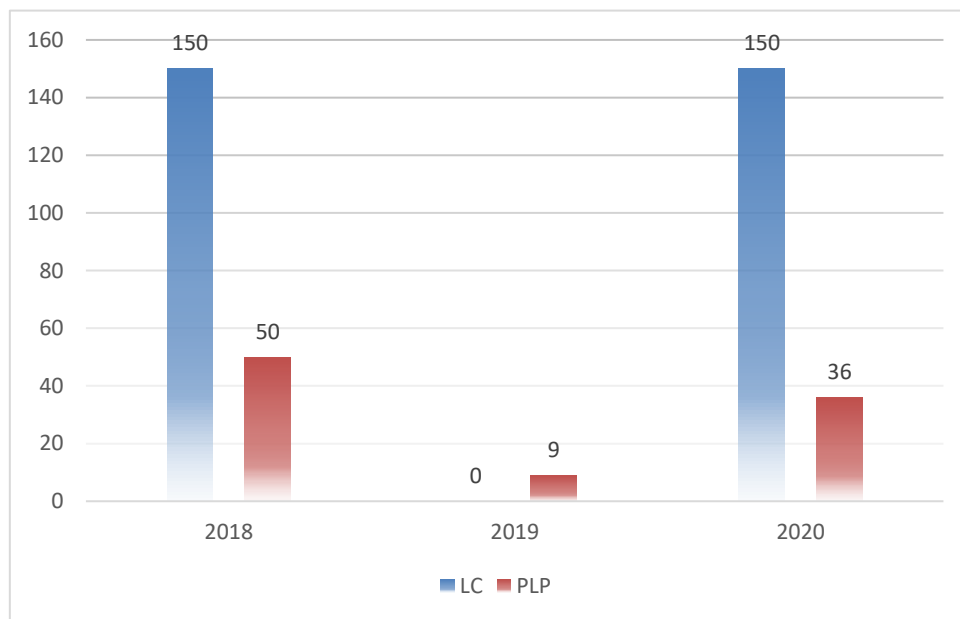


*Figure 6. Graph of LC & PLP participants 2018 - 2020*

In 2019, there were conditions that required the postponement of the implementation of the LC program and a reduction in the participant quota for the PLP program. However, in 2020, these programs managed to re-run according to the original plan.

The 2018–2020 period was chosen in this research to ensure consistency in the program duration, considering that the PLP program in particular lasts for four years. Participants from the 2020 batch will only complete their studies in 2024 and are therefore eligible to be included in the calculation. Meanwhile, if the 2021–2024 period is included, participants from these batches have not completed their studies, which could lead to differences in the duration of benefits received and increase the risk of over-claims.

The Perintis Scholarship Program recruits a new cohort of participants each year, and there is no overlap between cohorts from 2018, 2019, and 2020. Therefore, the calculation ensures that each individual is counted only once within their respective cohort, eliminating the risk of double counting across multiple year.

The measurement of Social Return on Investment (SROI **)** value for the Perintis Scholarship program is the first to be carried out. Therefore, the results of this measurement will be an important reference for the implementation of the program's impact evaluation in the coming years.

### 2.3 Study limitations

In the implementation of this study, there were several limitations that affected the data collection process and analysis of the results. One of them was that some stakeholders were difficult to contact due to busy schedules and scattered locations. To increase the representation of all stakeholder categories, the data collection period was extended, but some stakeholders were still unable to respond. Thus, the stakeholder data that could be processed were only from LC and PLP participants and there are risks of not covering material outcomes from other stakeholders.

In addition, there is a risk of bias in respondents' understanding in the questionnaire questions or respondents who tend to fill in high scores on each question. This has been mitigated by the description of the questionnaire stating that the results of the filling and identity can only be seen by the research team and will not affect the provision of scholarships or others. The language of the questions in the questionnaire has also been attempted to be as simple as possible to make it easier for respondents to understand.

Additionally, the length of the questionnaire posed a risk of respondents answering randomly or without much consideration. For instance, there were respondents consistently rated an outcome as "10" before and after the program, at the analysis it was interpreted as no change. Furthermore, since the questionnaire required all questions to be completed before submission, there was also a risk of a lower response rate, as some respondents might have abandoned the survey before finishing, resulting in their responses not being recorded. An incentive in the form of e-money top-ups was offered to randomly selected respondents as a motivation to complete the questionnaire.

# Chapter 3
# Stakeholder Engagement

**3.1 Identification of Stakeholders**

Stakeholders are the people or organizations that experience change as a result of an activity and are best able to describe the change. This principle means that stakeholders should be identified and consulted throughout the analysis, to ensure that value is measured and informed by those affected by, or who influence, the activity.

Stakeholders are defined as: people or organizations that experience changes as a result of an activity, or those affected by the program being analyzed. Stakeholders can be individuals, groups of individuals, and organizations. Engagement is the process by which a group of people take part in data collection and thus influence decisions about the social value analysis.

Based on the definition above and the results of discussions with the management of Rumah Amal Salman, the social value of stakeholders of LC participants and PLP scholarship recipients will be measured. LC and PLP participants share similar characteristics, as they come from underprivileged backgrounds, which are the primary target of the program. Therefore, there are no significant differences in outcomes based on age, gender, or financial situation.

One group that was initially identified consisted of gap-year participants, referring to those who failed to secure university admission in the previous year and attempted again during the program year. However, after further analysis, the outcomes for gap-year and non-gap-year participants did not show any notable differences, so they were not categorized as a separate subgroup.

Instead, the most significant difference in outcomes was found between LC participants who successfully advanced to the PLP program and those who did not. As a result, this analysis distinguishes LC participants into two subgroups based on their PLP status.

After further investigation, there are LC Tutors and Facilitators as well as PLP mentors who undergo the same program intensity, but with different roles. In addition, several stakeholders emerged that were mentioned during the qualitative data collection process, but their materiality needs to be re-selected. The following is a table that presents a list of stakeholders along with the reasons for being included or excluded as objects of impact measurement.

Table 1. Stakeholder Identification

| Stakeholders | Included or not? | Reasoning |
|---|---|---|
| LC Participants – non PLP | Included | LC participants – non PLP are the primary beneficiaries of the Perintis Scholarship program, and are the ones who experience the most material changes. |
| LC Participants – PLP passed | Included | LC participants – PLP passed are the primary beneficiaries of the Perintis Scholarship program, and are the ones who experience the most material changes. |
| PLP Participants | Included | PLP participants are the primary beneficiaries of the Perintis Scholarship program, and are the ones who experience the most material changes. |
| LC Tutor | No | LC tutors were in direct and intense contact with LC participants, but no tutors from the 2018-2020 scope were able to provide responses during the data collection process. Thus, no data was collected and could not be included in the stakeholder list. |
| LC Facilitator | No | The LC facilitator was in direct and intense contact with the LC participants and yet none of them were able to provide feedback during the data collection process. Thus, no data was collected and could not be included in the stakeholder list. |
| PLP Mentor | No | PLP mentors were in direct and intense contact with PLP participants but none were able to provide feedback during the data collection process. Thus no data was collected and could not be included in the stakeholder list. |
| Head of Student Affairs, Cadre Development, and Alumni (BMKA) Salman | No | The management of BMKA as the implementing partner of the PLP program changes every year, so changes in the organization are difficult to trace. |
| Xgen | No | Xgen acted as the implementing partner of the LC program in 2018. The changes that occurred were experienced by individuals as tutors, not by the organization as the implementing partner of the program. |
| Parents or family of participants | No | Although parents experience secondary changes, parents or family are often referred to as attribution factors, so they are not included as primary stakeholders. |
| Program Donors | No | Although the role of donors is very important in the continuation of the program, the changes they experience are not directly related to the objectives of the Perintis Scholarship program. |

## 3.2 Stakeholder Engagement

SROI analysis requires qualitative and quantitative stakeholder engagement, especially those affected by program activities. Qualitative approaches are used to determine relevant outcomes, while quantitative approaches aim to assess the significance of changes experienced by stakeholders. This is important to ensure effective resource management and focus on the things that have the most impact.

### 3.2.1 Qualitative Data Collection

Focus group discussions were conducted online for approximately 60-90 minutes in September 2024 by the research team. Stakeholders were invited via email and WhatsApp with the assistance of Rumah Amal Salman. A total of 47 participants from various stakeholder categories were involved in the qualitative process which allowed the research team to reach saturation point.

The sampling method does not use a statistical approach, but focuses on achieving theoretical saturation, which is when no new information emerges. The achievement of saturation in this engagement can be observed through the consistency of identified change patterns. For instance, all participants involved in the qualitative phase acknowledged experiencing broadened mindset and openness as part of the program's impact. Additionally, stakeholders from the LC non-PLP group consistently reported changes in mindset and habits that align more closely with Islamic values. This consistency indicates that the information gathered accurately reflects the key outcomes relevant to all stakeholder groups. Since the selection process ensures a relatively homogeneous participant profile and the intervention model remains consistent across different cohorts, it is reasonable to apply these engagement results to the broader participant group.

This study has attempted to involve various categories of stakeholders to minimize the risk of losing material information, including categories of stakeholders newly identified in the discussion process. Details of the participants involved are described in the following table:

*Table 2. Number of Stakeholders in the Qualitative Process*

| Stakeholders | Year | Number of people) |
|---|---|---|
| LC participant – non PLP | 2018 | 2 |
|  | 2020 | 5 |
| LC & PLP Participants | 2018 | 5 |
|  | 2019 | 1 |
|  | 2020 | 2 |
| LC Facilitator | 2024 | 6 |
| LC Tutor | 2024 | 10 |
| PLP Mentor | 2020 | 2 |

| Stakeholders | Year | Number of people) |
|---|---|---|
| BMKA Management | | 8 |
| Xgen | | 1 |
| **Total** | | 42 |

The discussion process used open-ended questions to allow participants to describe the impacts they had experienced from the RAS Perintis Scholarship program. This approach was important to reduce the risk of missing material information that might occur in structured interviews. Further probing questions were also used to understand the outcome chain of participants' experiences and ensure the research team had identified them accurately. A draft list of questions is available in Appendix 1.

### 3.2.2 Quantitative data collection

After the qualitative data collection process with stakeholders and discussions with Rumah Amal Salman, the next step was to create an impact map based on the relative outcomes obtained. This impact map provides a comprehensive picture of the outcomes produced, which were then verified through a questionnaire (see appendix 2 for a copy of the questionnaire).

The questionnaire was designed to assess the significance of outcomes by asking questions about indicators of change using a 0–10 Likert scale. Respondents were asked to note their position before and after the program intervention on a 0–10 scale. In addition, to reduce the risk of over-claiming, the questionnaire also included questions related to the duration of impact to determine drop - off factors, as well as questions on counterfactuals and attributions.

The questionnaire was prepared according to stakeholder categories and distributed via email and WhatsApp. To ensure that the data obtained reflects all stakeholder categories and to minimize the risk of inadequate data, the questionnaire link was distributed periodically from the end of October to December 2024. A total of 69 respondents filled out the questionnaire, with 35 respondents filling out the assessment as LC and PLP participants.

The details of respondents in filling out the questionnaire are in the table below.

*Table 3. Number of Population and Respondents Involved*

| Year | LC – non PLP | | LC – PLP passed | | PLP | |
|---|---|---|---|---|---|---|
| | Population | Sample | Population | Sample | Population | Sample |
| **2018** | 150 | 12 | 50 | 8 | 50 | 8 |
| **2019** | | | | | 9 | 5 |
| **2020** | 150 | 25 | 36 | 22 | 36 | 22 |
| **Total** | **300** | **37** | **86** | **30** | **95** | **35** |

However, it is important to acknowledge the risk posed by the limited sample size, particularly in ensuring that the full range of participant experiences is accurately reflected in the data. This limitation

arises from respondent participation rates in the questionnaire and the availability of data from a broader group. To mitigate this risk, data triangulation was conducted through result verification session, discussions with education experts, and validation with program administrators. Additionally, a margin of error of ±5% was applied to account for potential response bias. With this approach, the analysis aims to provide a fair and representative depiction of the program's impact on stakeholders

In order to implement the standard of Principle 7 "Verifying Results," an in-depth discussion meeting was held with an expert with a very relevant background and experience. This meeting provided a space for the team to present their findings, both qualitative and quantitative, and allowed for the testing and validation process of the data.

The expert who contributed to this discussion is a professional with more than 28 years of experience in the field of education. With high level of expertise, she has managed various educational scholarship programs for elementary, secondary, and higher levels, which are specifically designed to support the poor throughout the national territory. Her expertise and experience provide a rich perspective, not only in understanding the data but also in providing real context to the results presented.

Through these discussions, the research team gained deeper insights into the people behind the data, including their backgrounds, needs, and challenges they face. The explanations provided by the experts helped strengthen the interpretation of the findings, ensuring that the analysis conducted truly reflects the existing reality. Thus, these discussions are an important step in ensuring the accuracy and relevance of research results in accordance with the principles of social value.

# Chapter 4
# Theory of Change and Outcome

Rumah Amal Salman has developed a Theory of Change (ToC) to illustrate how their program creates a lasting impact on its beneficiaries. This ToC outlines the relationship between inputs, activities, outcomes, and the expected impact of their Perintis Scholarship program.



*Figure 7.Theory of Change of Beasiswa Perintis by Rumah Amal Salman*

This ToC demonstrates that Rumah Amal Salman's Perintis Scholarship not only provides participants with access to higher education but also nurtures future leaders who are committed to community welfare. By supporting underprivileged yet high-achieving students with educators, mentors, digital resources, and financial aid, the program enables them to pursue higher education through Learning Camps, financial assistance, and character development initiatives.

As a result, 80% of participants gain admission to top public universities, 553 students receive scholarships and financial support, and all beneficiaries are funded for their social projects. It leads to otucomes: understanding and test-taking skills for UTBK to enter top public universities, participants are competitive in university, and participants graduate on time and secure employment quickly. These outcomes contribute to long-term impacts, including the developing of socially responsible leaders, the developing of dedicated student activists, and the breaking of poverty cycles, ultimately reducing poverty levels and increasing higher education participation.

Following stakeholder verification in this research process, the ToC was refined based on their input to better reflect the actual changes experienced by beneficiaries and the broader impact of the program.

### 4.1. Outcome Chain of LC Participants – non PLP

The refined theory of change for LC participants – non PLP was formulated through an in-depth analysis of qualitative data obtained from direct interviews with participants, as well as a review of relevant program documents. This process ensured that each outcome listed was logically linked to the inputs and outputs generated by the program. Participants described the changes they experienced in a coherent manner, from their involvement in the program to their perceived impacts

Through an iterative refinement process, a chain of change was constructed by identifying intermediate outcomes and probing deeper with questions like *"What happens after?"* to determine well-defined outcomes. For example, an outcome such as *"improved time management"* was initially considered, but upon further analysis, it was found to contribute to broader impacts like *"establishment of better self-discipline"*.

Recognizing the potential risks of deriving conclusions from a limited number of engaged stakeholders, efforts were made to ensure the robustness of the analysis. To avoid the risk of over-claiming, this chain of change was validated by referring to participants' lived experiences and relevant empirical evidence. It has been consistently verified whether other participants experienced similar outcomes. In some cases, while the outcome was the same, the contributing factors varied across individuals. This nuance is further elaborated in the following discussion, providing a more comprehensive understanding of the multiple pathways leading to the identified changes.
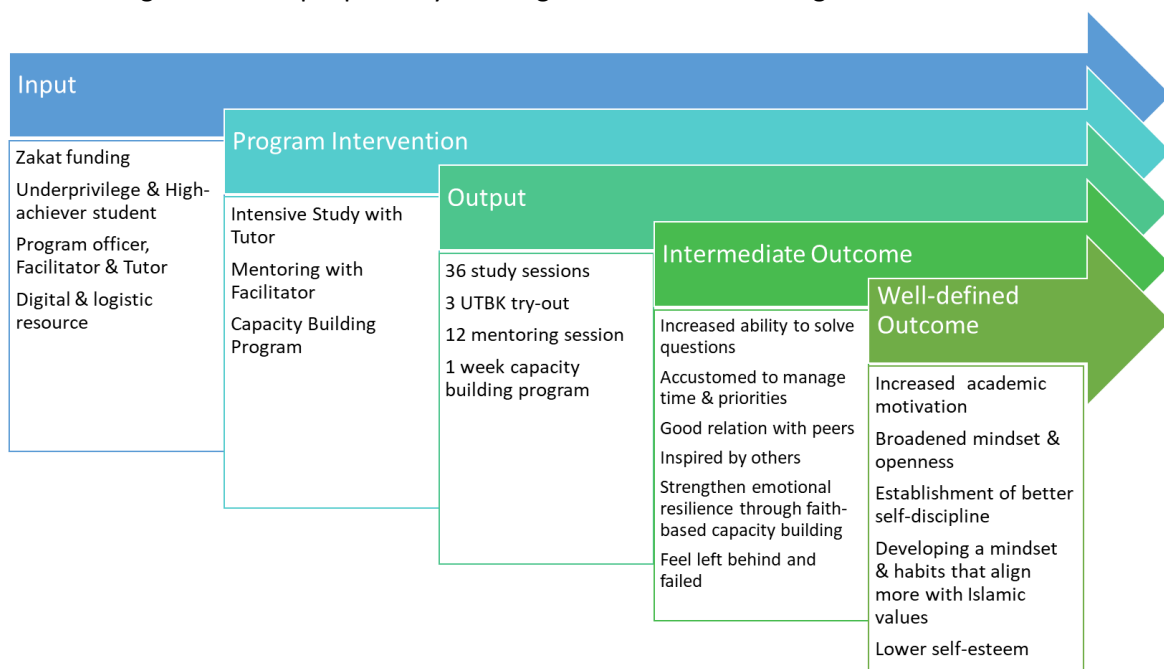


*Figure 8. Theory of Change of Learning Camp Participants – non PLP (after verification)*

### 4.1.1 Increased academic motivation

Participants stated that seeing fellow participants who were diligent in studying during the program, especially during the material assistance and practice sessions with mentors, motivated them to be more disciplined and increase their enthusiasm for studying. This outcome emerged consistently in participant interviews, indicating a shared experience among multiple stakeholders.

*"Honestly, I used to be a very laid-back person. By laid-back, I mean that I had no ambition to achieve anything. In fact, I initially joined the Perintis Scholarship program only because my close friend insisted and wanted me to apply with them. So at first, I didn't even have the ambition to go to college. It changed now."*

*"This is the most significant change for me—becoming more ambitious in pursuing knowledge. Now, I want to continue my education as far as possible. I finally have a clear goal for my future."*

This outcome is expected, considering that the program is designed to prepare participants for university entrance exams. The structure of the program, including intensive learning sessions and a supportive peer environment, naturally fosters increased academic motivation among participants.
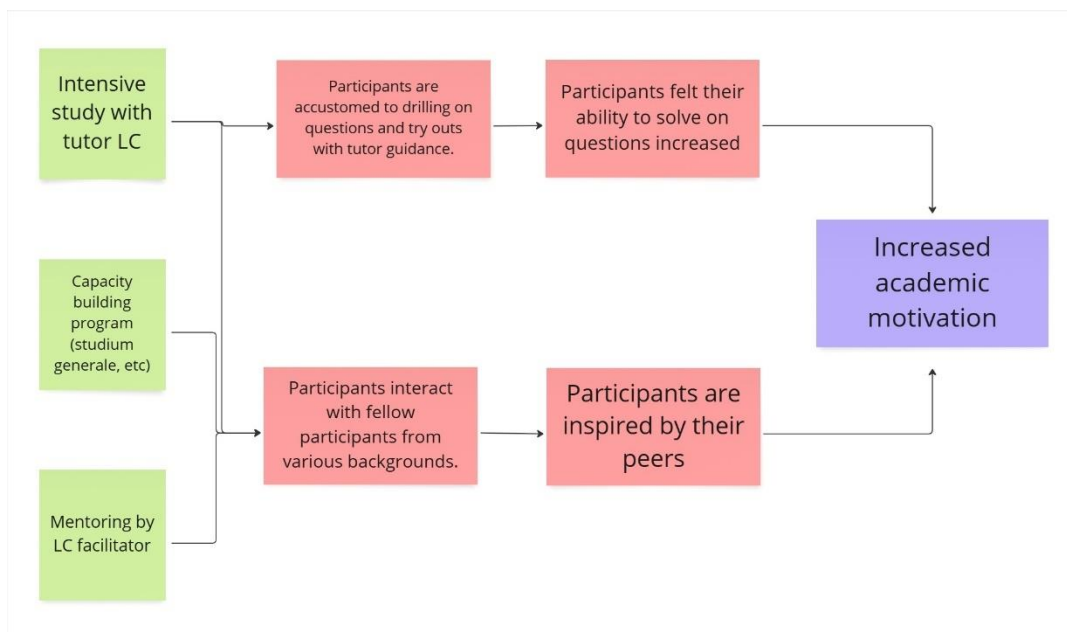


### 4.1.2    Establishment of better self-discipline

Participants stated that the learning camp's fairly busy schedule, from morning to evening, helped them learn to manage their time more efficiently to follow a structured routine while carrying out other activities or obligations. The demanding nature of the program encouraged them to manage their time more effectively and develop a habit of maintaining discipline in both academic and daily activities

*"I was inspired by my friends who already had a strong foundation of discipline in their daily lives and religious practices."*

*"I used to study only when exams were approaching or when I had assignments, without any set schedule. But after joining LC, I started summarizing and studying more regularly even before the lecture materials were discussed."*

This outcome aligns with the program's structured design, which aims to instill discipline and consistency in participants' study habits and daily routines. Developing self-discipline is also a crucial foundation for becoming a leading figure—a goal that Rumah Amal Salman seeks to achieve through the Perintis Scholarship program
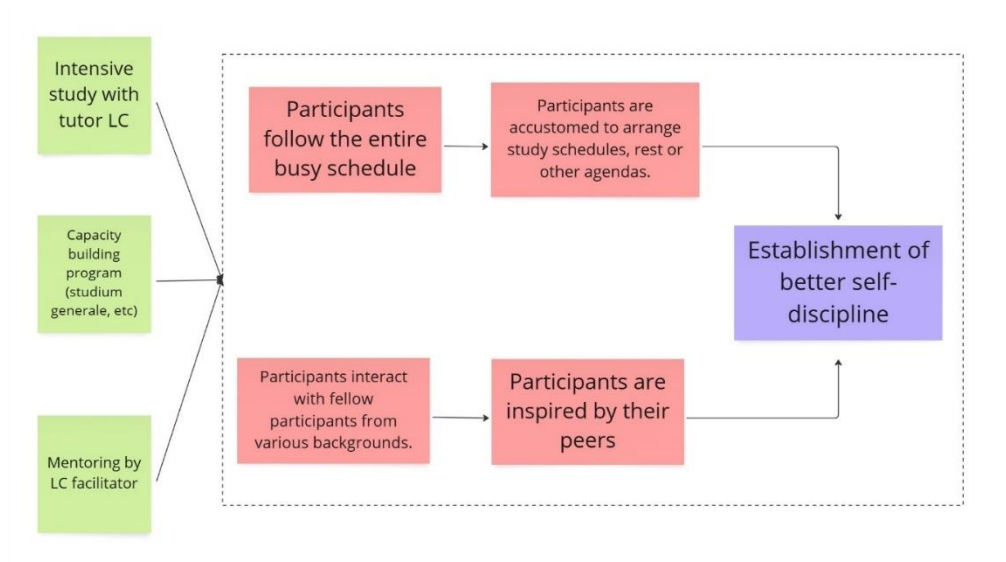


### 4.1.3 Broadened mindset and openness

Participants stated that interacting with friends from various backgrounds, schools, and regions gave them new insights into the diversity of perspectives, experiences, and potentials. During the focus group discussion (FGD), many participants expressed and agreed that their mindset had broadened as a result of these interactions. Some became more reflective about their personal growth, while others developed a stronger ambition to pursue higher education.

*"After joining LC, I became more aware that there are many aspects of my life that I need to improve."*
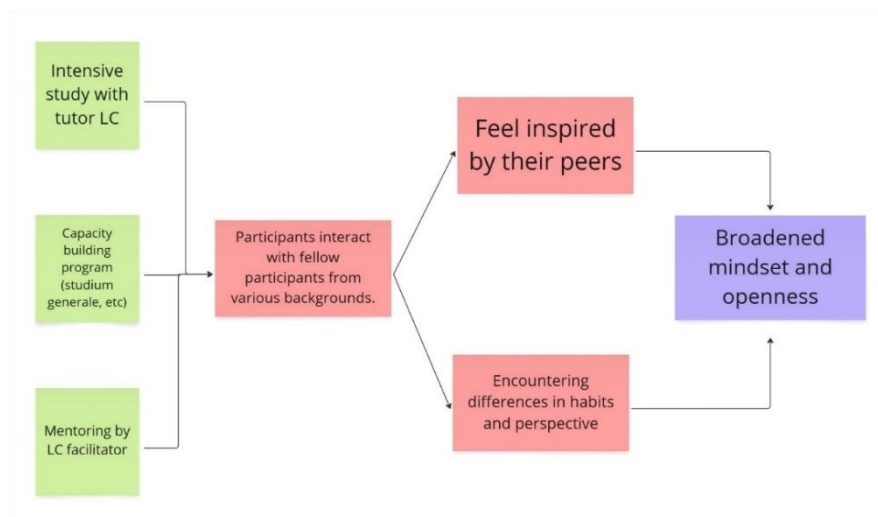
### 4.1.4 Developing a mindset & habits that align more with islamic values

This outcome was identified through FGDs, where participants consistently mentioned how LC's structured environment and motivational sessions influenced their religious mindset and habits. Many expressed that being surrounded by peers who were disciplined in worship encouraged them to strengthen their own religious practices. Additionally, those who did not achieve their desired results recalled the motivational sessions that emphasized doing one's best and surrendering the outcome to Allah SWT. This helped them accept setbacks more easily, despite having put in their utmost effort. The process of defining this outcome was guided by participant testimonies, ensuring it fairly represented the group's shared experiences. Additionally, this aligns with the program's broader goal of fostering personal and academic growth within an Islamic framework, making it a relevant outcome to carry forward in the valuation process.

*"LC has provided materials and a supportive learning environment for the UTBK preparation process. There are also speakers who motivated us and frequently reminded us that results are beyond human control, it's in Allah's hand. Although I was disappointed for not receiving a scholarship despite being accepted into another university, it did not diminish the impact of LC in supporting participants' learning process".*

*"After joining LC, I became more self-aware in terms of both religion and knowledge. Previously, my prayers were sometimes late, but they have now become more punctual, and Alhamdulillah, I have been able to maintain this habit until now".*
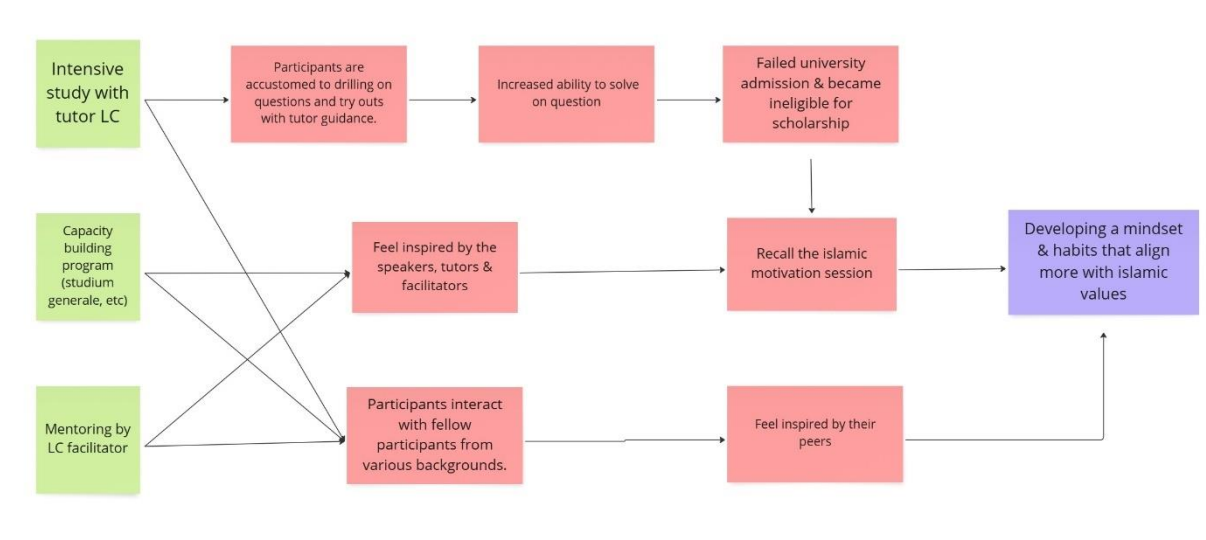


### 4.1.5 Lower self-esteem

This outcome emerged from FGDs where several participants openly shared their struggles with self-esteem, particularly after experiencing setbacks in university admissions or scholarship selection. The structured discussions revealed that some participants compared themselves to their peers, leading to feelings of inadequacy, especially when seeing others succeed in securing spots at public universities. While this impact may seem negative, it is an important aspect of the overall participant experience, highlighting the emotional challenges faced during the transition to higher education. Including this outcome in the valuation process ensures a more comprehensive representation of both the positive and challenging aspects of the program's influence

*"my LC peers were much more dilligent than me, I iniatilly felt insecure. Then after not be ing accepted into a public university, I felt even more inferior for attending a private university. By the third year, I started to accept my situation, helped by the support and influence of my parents and friends."*

*"After not passing the university selection (which also meant couldn't get the PLP scholarship), I felt guilty and insecure to the point that I deleted my Instagram account."*
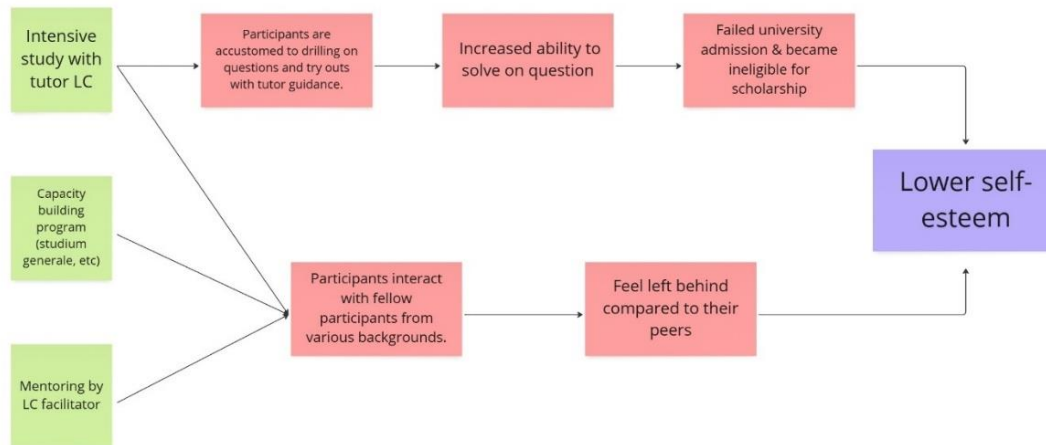


### 4.2 Chain of outcomes of LC participants – PLP passed

The theory of change for LC participants who progressed to PLP was developed through qualitative analysis of interviews and program documents. An iterative approach was used to trace intermediate changes, ensuring logical links between initial experiences and long-term outcomes. While some outcomes overlapped with LC non-PLP participants, the extended support in PLP amplified their impact. To avoid overgeneralization, variations in experiences were analyzed, and findings were validated through cross-referencing participant insights and empirical data. The following discussion details these changes with supporting narratives and a structured chain of events.
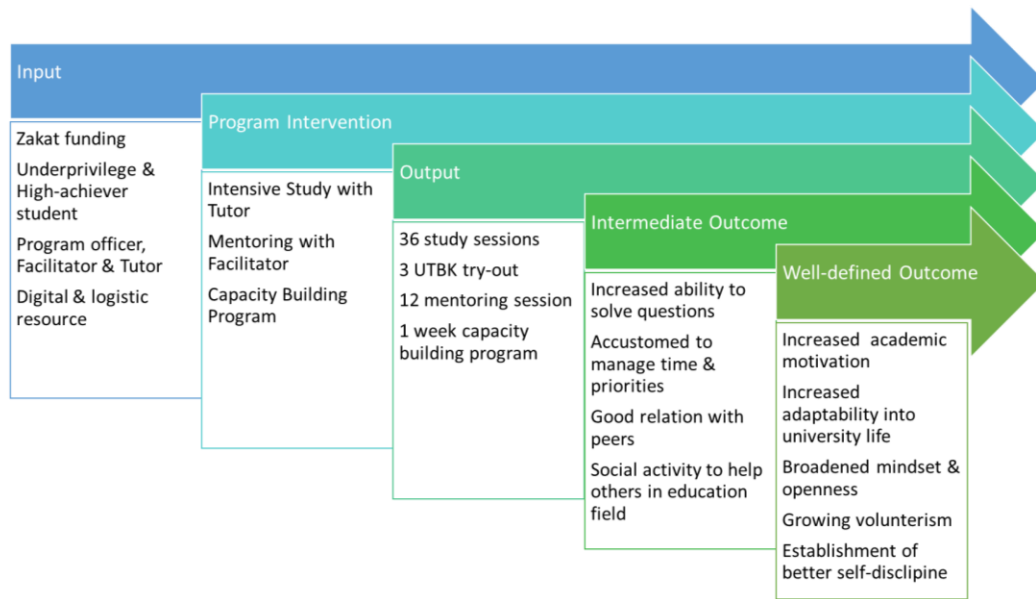
*Figure 9. Theory of Change of LC Participants – PLP passed (after verification)*

**4.2.1 Increasing academic motivation**

Participants stated that seeing fellow participants who were diligent in studying during the program, especially during the material assistance and practice sessions with mentors, motivated them to be more disciplined and increase their enthusiasm for studying. One participant who took the university entrance exam for the second time stated that he was more enthusiastic about studying compared to the previous year.

This outcome was strongly reinforced during FGDs, where many participants shared similar experiences. The structured study environment and peer interactions were repeatedly mentioned as key factors that helped increase their motivation. Since LC was specifically designed to prepare participants for university entrance exams, this outcome aligns closely with the program's intended objectives.

*"Previously, I thought studying alone was enough. But after seeing my friends at Learning Camp, whoa, it turns out I shouldn't be (study alone). The atmosphere is indeed different."*
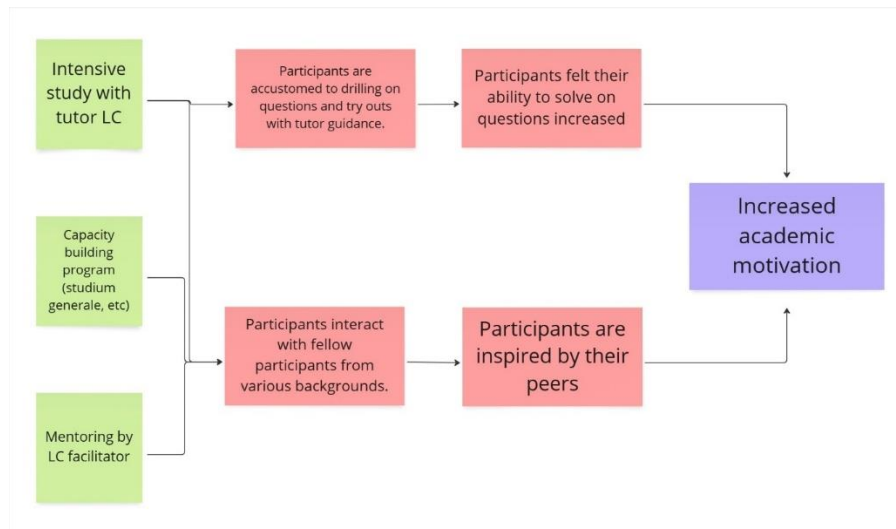
### 4.2.2 Growing volunteerism

Participants stated that after participating and receiving benefits from the fully-funded Learning Camp program and seeing mentors who guide participants with enthusiasm, they were inspired to share and support others, both during and after the program ended. During the program, there were participants who took the initiative to re-learn the material with fellow participants. After the program ended, there were participants who also volunteered help their juniors preparing for college.

This evidences prove that the outcome was consistently mentioned during FGDs, where participants expressed a strong sense of gratitude and responsibility to give back to others. Many shared how their experiences in LC, especially witnessing the dedication of mentors, directly influenced their willingness to contribute. This recurring theme highlights a clear causal link between the program's structure and the emergence of this outcome. Given that fostering a culture of contribution aligns with the broader objectives of the Perintis Scholarship, its inclusion in the valuation process is justified.

*"I became more active in social activities. I also volunteered to teach college preparation for a year, because I was inspired by Tutor LC. Now I am a foster sister of 6 children. I am inspired"*
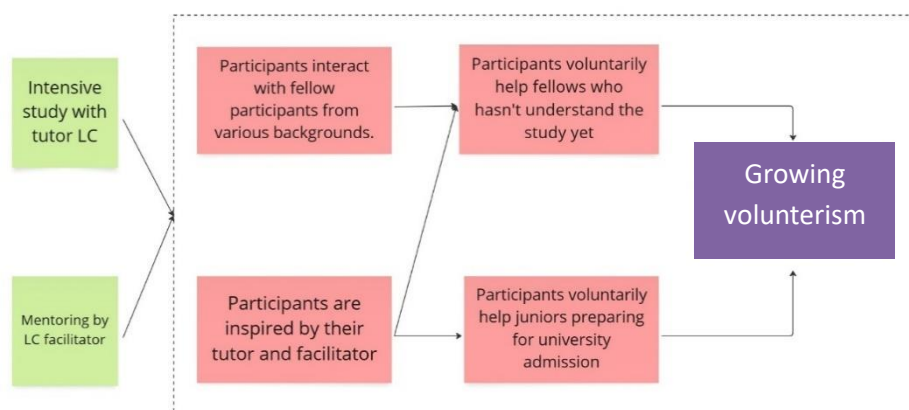
### 4.2.3 Increased adaptability into university life

Participants stated that they felt accustomed to facing pressure through try out activities and practice questions, and felt more comfortable because they already had friends which they had met during the learning camp program, especially friends who would later be on the same university.

This outcome was strongly validated during FGDs, where participants consistently emphasized the importance of peer support during the university adaptation phase. The ability to exchange information and seek guidance from familiar faces was considered a crucial factor in their academic and social adjustment.

*"My networking has increased. I don't feel alone when I first enter university, because I already know many people from the LC program."*

*"I got to know people from various departments, so I can get information about courses or other information."*
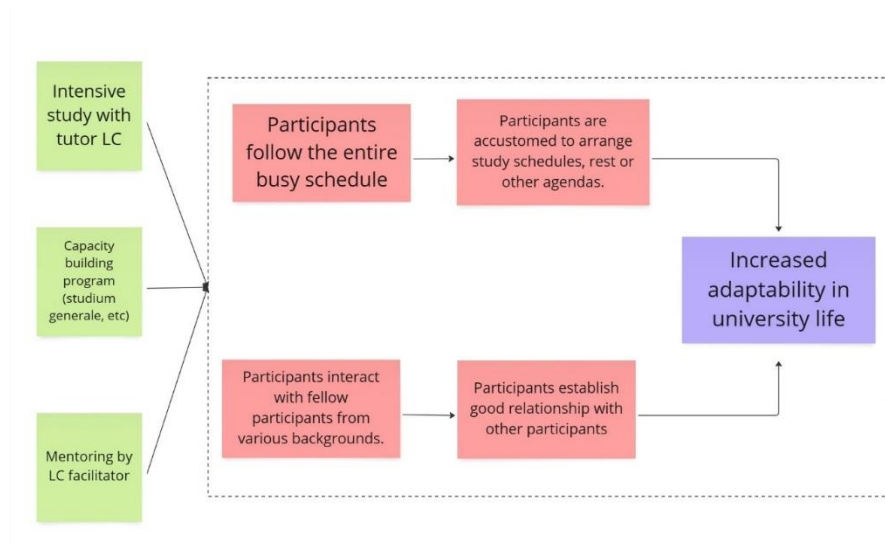


### 4.2.4    Establishment of better self-discipline

Participants stated that the learning camp's fairly busy schedule, from morning to evening, helped them learn to manage their time more efficiently. The structured routine required them to consistently follow a set schedule, reinforcing their ability to stay committed and accountable. Many participants highlighted during FGDs that this discipline extended beyond the program, helping them maintain structured and discplined habits even after the camp ended.

*"Before joining Learning Camp, (studying) was just according to my mood. Now I can manage my time and priorities well"*
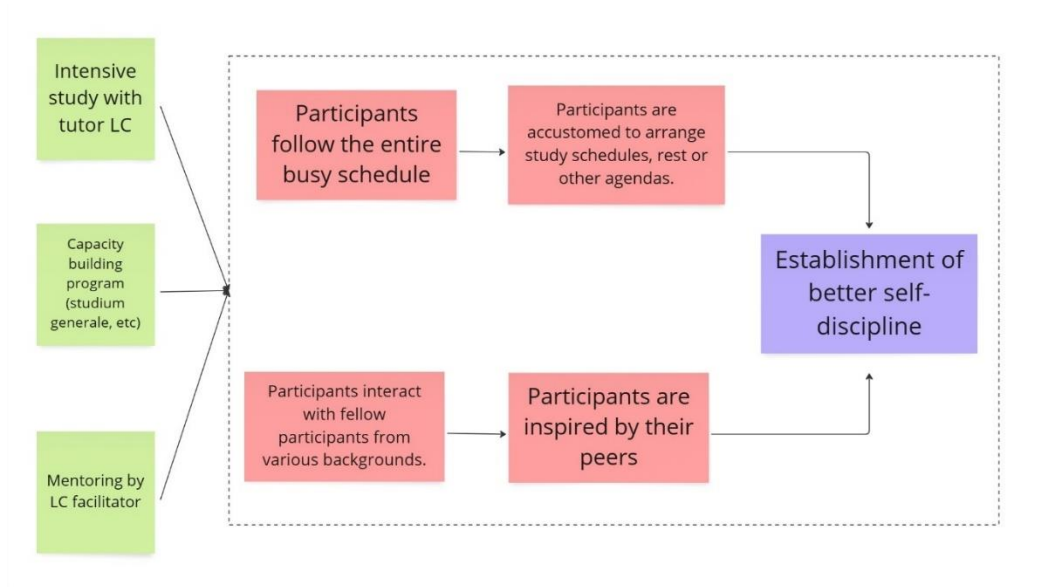
### 4.2.5 Broadened mindset and openness

Participants stated that interacting with friends from various backgrounds, schools, and regions gave them new insights into the diversity of perspectives, experiences, and potentials. During FGDs, many participants agreed that this exposure broadened their mindset, making them more reflective about their own journey and aspirations. Some participants, especially those whose attending a top school stated that he was more open to differences seeing the different backgrounds of the Perintis Scholarship recipients.

*"It turns out that many people have achieved far greater achievements."*

*"After joining LC, my mindset became open, it turns out that even with limited funds we can still achieve our dreams"*
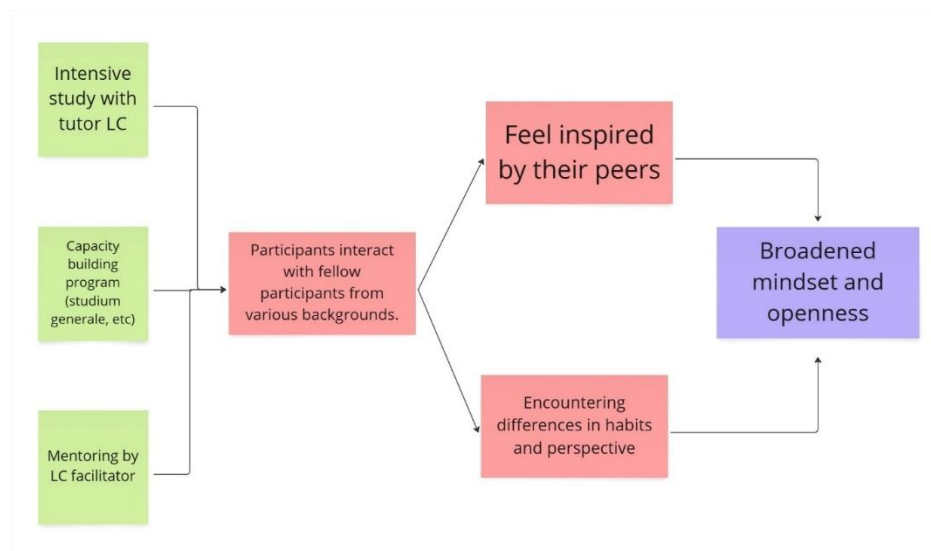


### 4.3 Outcome Chain of Perintis Leadership Program Students

The chain of change for PLP participants was developed using a similar approach but adapted to the unique characteristics of the program. This process included semi-structured qualitative interviews,

verification with program documents and program officers. Compared to other groups, PLP participants experienced more profound changes due to the program's structured, long-term support.

Their development was mapped through an iterative process, tracing how early improvements led to broader impacts. While most followed a similar growth trajectory, individual variations were considered to maintain analytical accuracy. To ensure credibility, findings were validated through participant testimonials and empirical evidence. The next section elaborates on these outcomes with supporting data and narrative
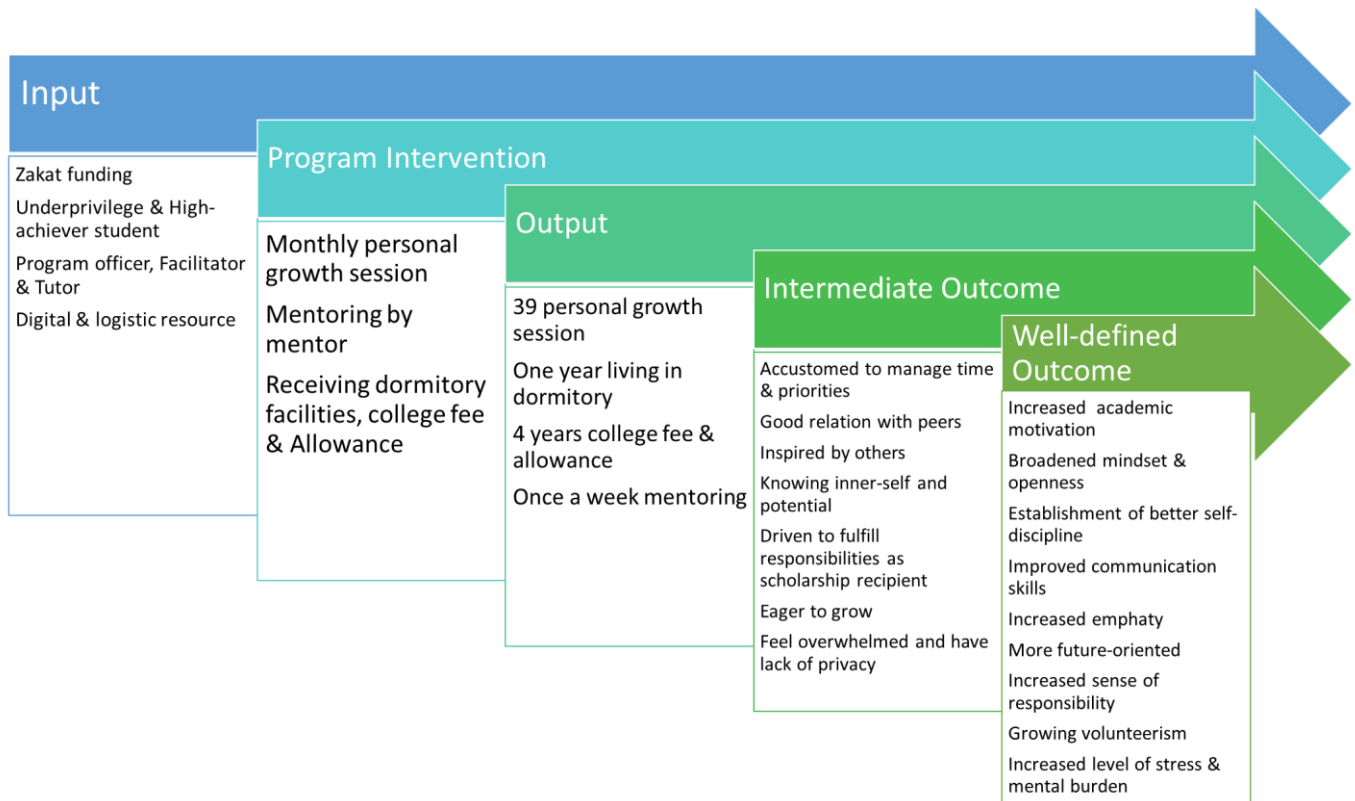


*Figure 10. Theory of Change PLP participants (after verification)*

### 4.3.1 Establishment of better self-discipline

Participants stated that the PLP activity schedule that coincided with university obligations or other activities enabled them to manage their time and priorities better. During FGDs, many participants acknowledged that balancing these commitments helped them develop habits of consistency and responsibility, which they perceived as valuable for their future

*"I noticed that my fellow Perintis Scholarship students, compared to those who were not Perintis Scholarship students, including me, had a lot to handle, so I was better able to manage my focus and time."*
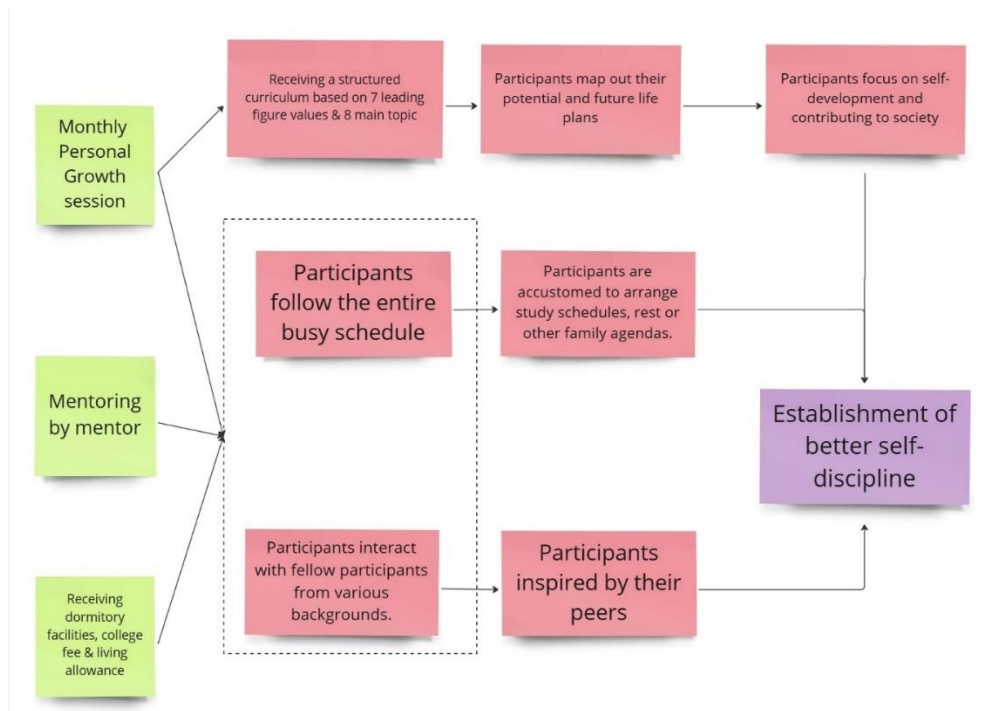
### 4.3.2 More future oriented

The monthly personal growth sessions in the PLP program played a significant role in helping participants understand themselves better and develop a clearer vision for their future. During FGDs, participants frequently highlighted that the structured topics—ranging from self-awareness to career planning—equipped them with valuable insights that guided their academic and personal growth. This aspect was particularly emphasized when comparing their experiences to peers who did not have access to similar mentorship.

Additionally, the financial support provided by PLP relieved participants from the burden of seeking additional income or assisting their families financially. As a result, they could focus more on their studies and long-term career planning, allowing them to approach their future with greater confidence and preparation.

*"When compared to rich people or those without scholarships, (the assumption is) they don't have mentors. While we have a scholarship program, we have mentors. We can imagine life after graduating from college. So when we are in college we are not confused, we know what to prepare for the future."*

*"Through PLP, I know myself better. Monthly meetings are also well-conceptualized such as design thinking, free coaching, and (assisted) future navigation. Then I became aware of my potential and increased resilience."*
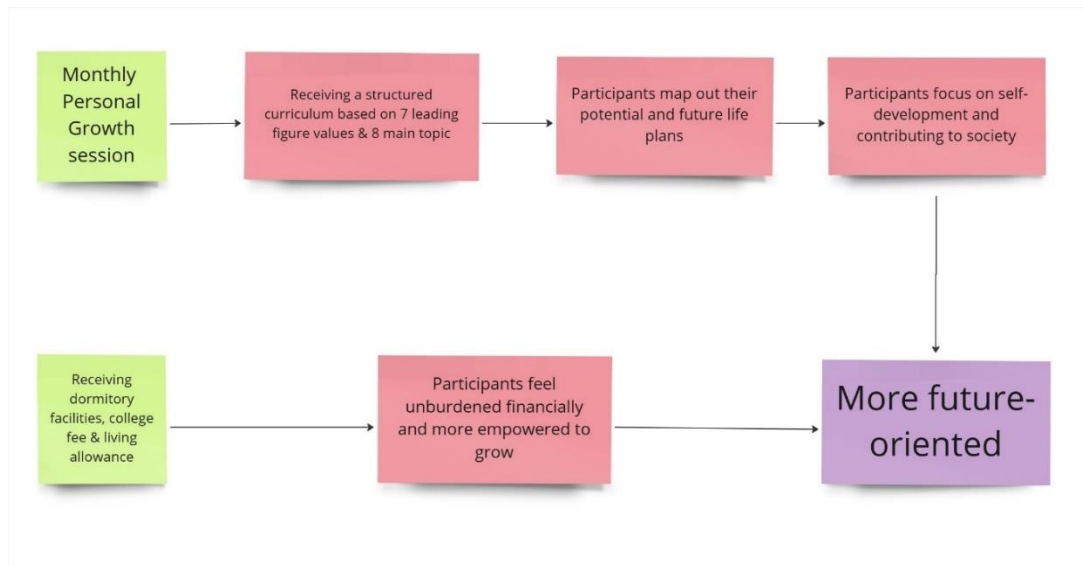
### 4.3.3 Increased sense of financial security

The PLP program covers all UKT (single tuition fee) costs for lectures and living expenses for participants. Participants expressed that this made them feel less worried and financially secure throughout their studies. For many participants, this financial stability also provided a sense of relief, as they no longer needed to seek additional sources of income or feel pressured to support their families while studying.

*"I am also more financially calm, because there are operational costs and pocket money"*

*"I used to think that going to college was out of reach because of financial limitations"*



### 4.3.4 Improved communication skills

The PLP program fosters intense interaction between participants through various structured activities, such as mentoring sessions, dormitory living, and organizational involvement at the university level. Many participants shared that these experiences pushed them to engage more in conversations, work collaboratively, and develop confidence in expressing their thoughts. Participants particularly highlighted the role of personal growth sessions in equipping them with effective communication strategies.

*"I used to prefer to only interact in class, now I prefer to interact, even active in Salman and Himpunan. This is the most valuable outcome for me"*

*"Before PLP, I preferred to be alone. But now I like to be active in organizations or non-academic activities"*

*"One of the PLP personal growth session materials is about pitching. This is useful in lecture presentations, so I have the ability to convey something by attracting participants"*
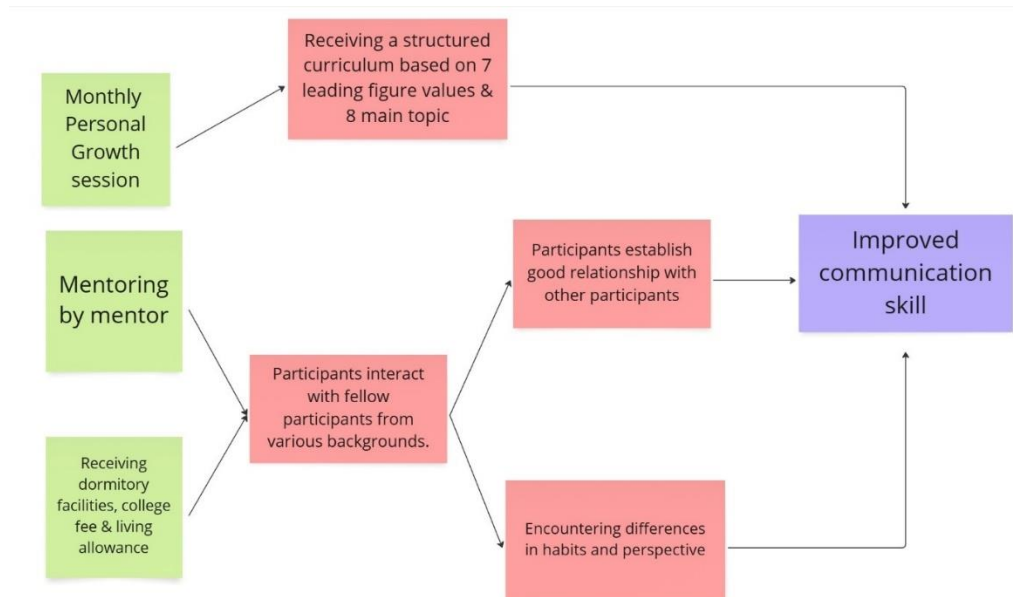


### 4.3.5 Increased empathy

One of the PLP programs requires intense interaction between participants through several activities such as mentoring or living in a dormitory. Participants stated that these experiences helped them develop a deeper sense of empathy as they became more aware of their peers' struggles and challenges. A reflective framework is also used on mentoring to check in on each other's well-being. This consistent practice allowed participants to understand their friends' situations better, fostering stronger emotional connections.

*"During Mentoring, we are always asked about RUJAK (Spiritual – Money – Physical – Academy – Family). So we know each other's news and if it turns out (friends) are having problems."*
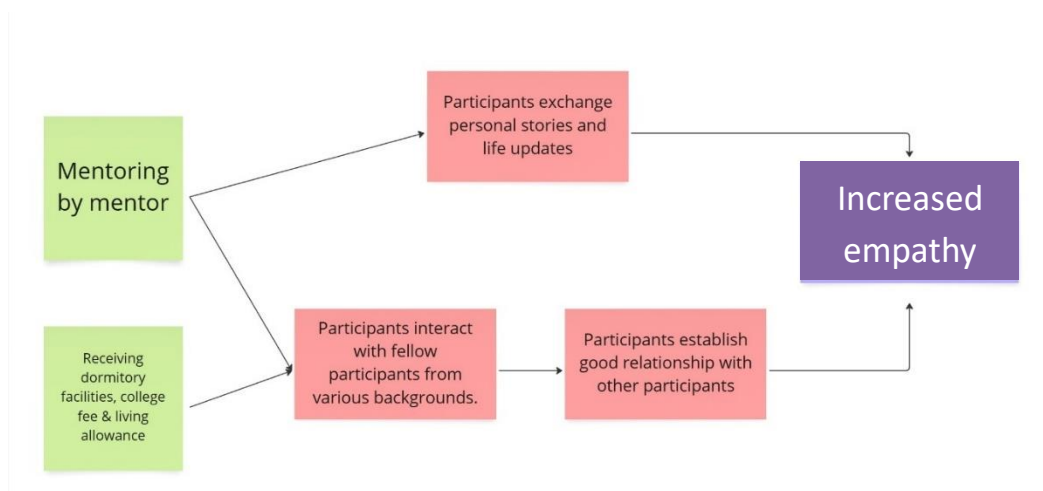
### 4.3.6 Increased sense of responsibility

The PLP program provides comprehensive financial support, covering UKT (single tuition fee), dormitory facilities, and living allowances. This financial relief allows participants to focus on their studies and personal growth without the burden of seeking additional income sources. However, it also comes with a set of expectations—such as maintaining a minimum GPA, participating in organizations, and actively engaging in program activities—which instills a strong sense of responsibility. Participants reported that this structure encouraged them to take ownership of their commitments.

*"The change that I didn't expect was that I became more mindful in doing things. So consider the good and bad of everything. This is the most valuable change for me"*

Initially, mindfulness was considered a separate outcome, but upon further evaluation, it became evident that participants not only developed a reflective mindset but also translated it into responsible actions. This shift from mere awareness to real behavioral change supports the rationale for integrating mindfulness into "Increased Sense of Responsibility" rather than treating it as an isolated outcome.

The mentoring program further reinforced this transformation. Regular interactions with mentors provided guidance and accountability, making participants more aware of their responsibilities as scholarship recipients. They felt supported yet also driven to meet the standards expected of them.

By experiencing a structured combination of financial security, mentorship, and personal development programs, PLP scholars cultivated a deeper sense of responsibility, not only toward their academic and extracurricular commitments but also in how they approach decision-making and future aspirations.

*"Through this PLP, it became a turning point for me. I felt more responsible."*
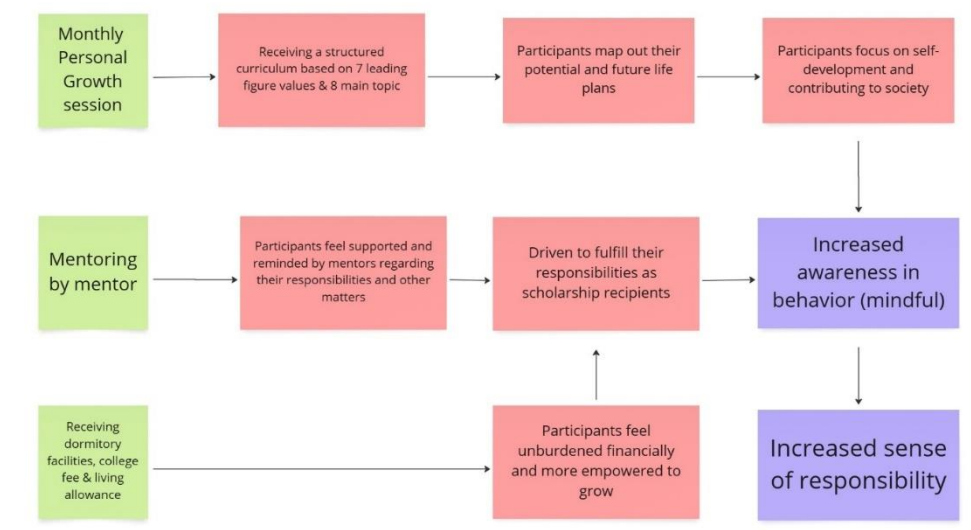
### 4.3.7 Broadened mindset and openness

One of the facilities provided at PLP is a dormitory. Participants stated that living with other people in the dormitory with different backgrounds, cultures and habits made the participants' mindsets more open and accepting differences. They learned to adapt to various perspectives, ways of thinking, and daily routines different from their own.

*"In the dormitory, I have to get used to living with other people, who of course have different habits"*

*"I now know the plans after college and what to prepare for it."*

Beyond dormitory life, the Personal Growth Session in PLP also played a crucial role in broadening participants' mindsets. Through structured topics such as design thinking, future planning, and self-development, participants were introduced to various alternative paths for personal and professional growth. They became more aware of the possibilities for brigther future ahead.
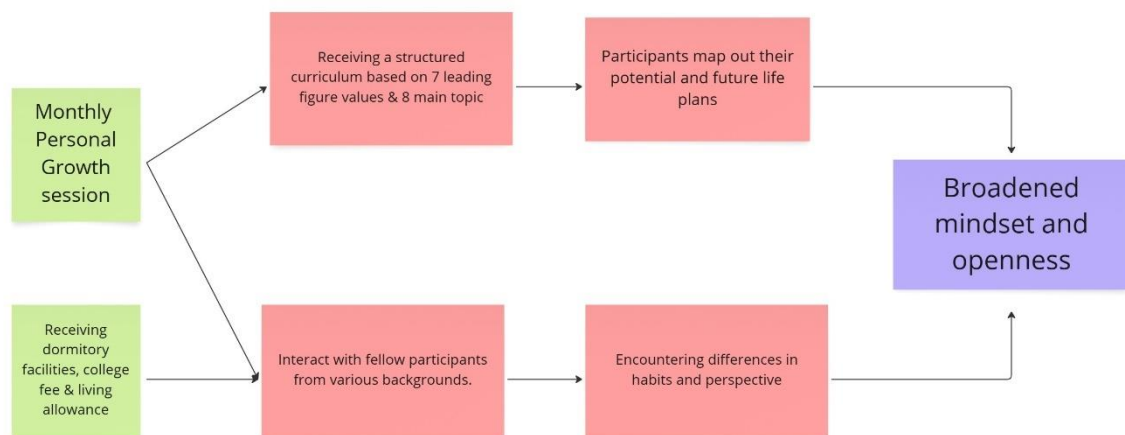


### 4.3.8 Increased academic motivation

One of the responsibilities that PLP beneficiaries must carry out is to meet the GPA target and publish written works. This requirement serves as a strong driver for participants to take their studies seriously. Through in-depth discussions with participants, it became evident that their academic motivation was influenced by multiple interconnected factors: the scholarship obligations, the peer learning environment in the dormitory, and structured personal growth sessions. Participants reported that financial relief allowed them to focus on studies, while seeing high-achieving peers in PLP pushed them to set higher academic goals.

*"With PLP, I am excited to take part in competitions together, and also to participate in scientific papers together with my colleagues,"*
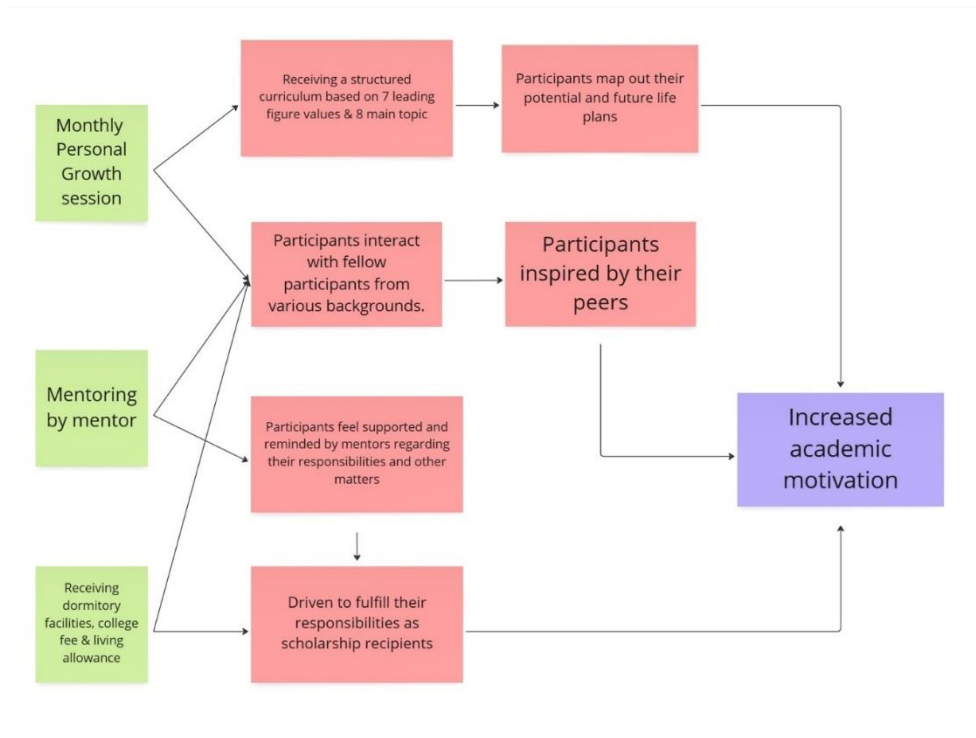
### 4.3.9 Growing volunteerism

The PLP program, as part of the Perintis Scholarship, is fully funded for beneficiaries, covering both tuition and living expenses. Participants recognized that their education was made possible through donations and zakat funds, which fostered a sense of gratitude and responsibility to give back to the community.

Additionally, the PLP program mandates social activities, such as teaching the Qur'an to young children. While initially a structured obligation, participants stated that this experience nurtured their sense of social responsibility and strengthened their commitment to community service. Many continued their volunteer efforts even after the program ended, have even become donors to the scholarship program as a way to pay it forward after securing their own income.

*"I feel more eager to do charity. Even in my current workplace (Environmental Laboratory) which has nothing to do with social work, I still think about the benefits or social projects."*

*"I feel like my life is funded by people, more precisely by zakat funds. So, I feel like I shouldn't waste my time and should be useful for many people."*
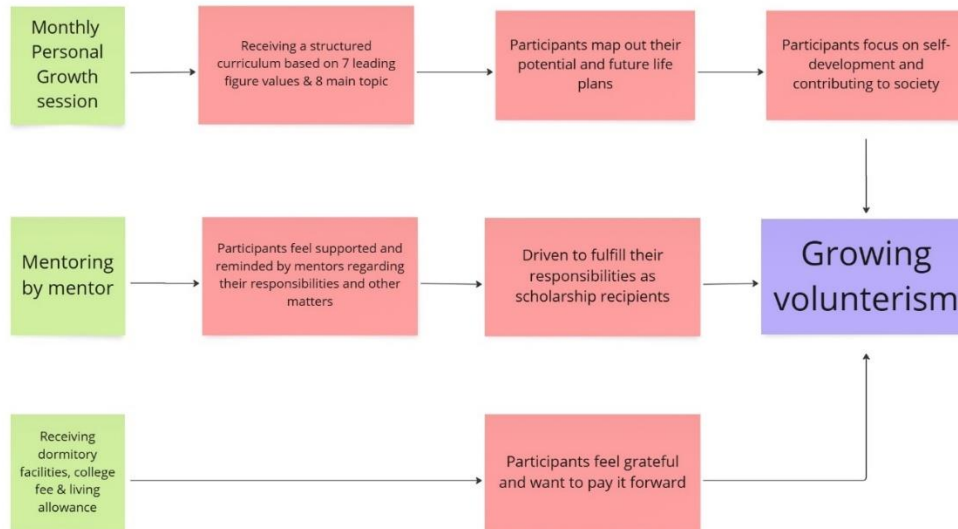
### 4.3.10 Increased stress and mental burden

Some participants expressed feeling pressured by their status as PLP scholarship recipients. Beyond the formal obligations of maintaining a high GPA and participating in required activities, they felt an unspoken burden to consistently perform well. The label of being a scholarship recipient sometimes made them the subject of teasing or heightened expectations from peers, adding to their mental strain. Additionally, living in a dormitory with participants from diverse backgrounds posed its own challenges. Some participants struggled with the lack of personal space, differing habits, and social dynamic.

*"In the dormitory I felt like there was no privacy. I heard things I shouldn't have heard. I was sick and didn't feel like participating in any activities. After moving out of the dormitory, I started to feel excited again."*
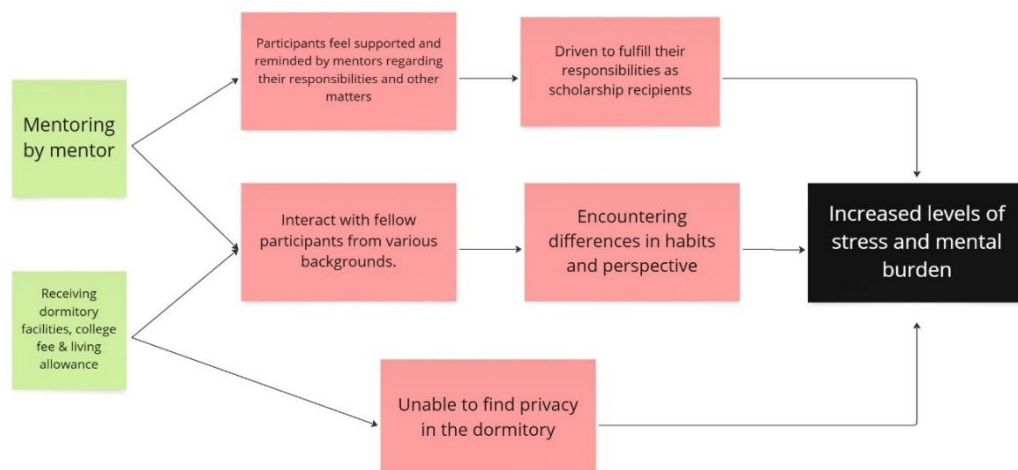
## 4.4 Evidencing Outcome

Evidencing outcome in the Perintis Scholarship program was identified through a stepwise approach that combined qualitative and quantitative processes. The process began with a Focus Group Discussion (FGD), where participants were asked to share their experiences of change during the program. They were also asked to describe specific events that represented these changes. This process allowed for early identification of significant outcomes and appropriate indicators to measure the success of the program.

Outcome verification was conducted by distributing questionnaires to a wider number of stakeholders. This questionnaire aims to ensure whether the outcomes identified from the FGD are actually experienced by a larger group of stakeholders. Measurement indicators were defined on a likert scale of 0-10, noting the position of stakeholders before the program started (baseline) and after the program was completed. The exception applied on the outcome "increased stress level & mental burden", which utilized a -5 to 5 scale. The decision to use a different scale for this particular outcome was based on findings from the Focus Group Discussions (FGDs), where it was initially identified as a negative outcome. The -5 to 5 scale was applied to capture variations in experiences, allowing respondents to indicate whether their stress and mental burden had increased (negative values) or improved (positive values) over the course of the program.

For the outcome increased academic motivation, an additional indicator was used: whether participants achieved the GPA requirement set by the program. The results showed that 86% of participants met the GPA requirement, which can also be interpreted as an indicator of increased sense of responsibility in fulfilling academic obligations. However, it is important to note that the remaining 14% who did not meet the GPA requirement may still have experienced increased academic motivation, even if it did not translate into achieving the specific target.

The percentage change for each likert scale indicator is used to assess the extent to which the outcome has been achieved. The data obtained is then extrapolated to estimate the impact on the entire stakeholder group, including those who did not participate in the survey. In this process, respondents who reported no change are considered to represent the proportion of stakeholders who may not have felt the impact of the program. This could be due to various factors, such as the influence of family education that has equipped them with certain skills before the program began, so that the benefits of the program are not felt significantly.

Currently, most outcomes rely on a single likert scale question, which poses limitations in measuring the depth of change. For example, the volunteerism outcome could be assessed more comprehensively by asking participants about the number of volunteer activities they engage in post-program. Similarly, the future-oriented mindset outcome could be complemented with an indicator that assesses whether participants have developed a long-term life plan. To improve measurement accuracy and address the risks associated with relying on a single likert scale question, future assessments should incorporate multiple indicators per outcome.

Details of the percentage of stakeholders who experienced changes and their depth are shown in the following table:

Table 4. Quantity and Depth of Change

| | Outcom s | Quantity of changed | Depth of change |
|---|---|---|---|
| **1. LC participants - non-PLP** | | | |
| 1.1 | Establish a better self-discipline | 96.97% | Average 2.53 point change from baseline 5.41 to 7.94 |
| 1.2 | Broadened mindset and openness | 87.88% | Average 3.17 point change from baseline 5.52 to 8.69 |
| 1.3 | Increased academic motivation | 93.94% | Average 3.61 points change from baseline 5.52 to 9.13 |
| 1.4 | Developing a mindset & habits that align more with islamic values | 93.10% | Average 2.78 point change from baseline 5.81 to 8.59 |
| 1.5 | Lower self-esteem | 44.83% | Average 2.54 points change from baseline 7.46 to 4.92 |
| **2. LC participants pass-PLP** | | | |
| 2.1 | Establish a better self-discipline | 90.00% | Average 2.33 points change from baseline 5.00 to 7.33 |
| 2.2 | Broadened mindset and openness | 86.67% | Average 2.23 points change from baseline 4.54 to 6.77 |
| 2.3 | Increased academic motivation | 83.33% | Average 2.68 points change from baseline 5.32 to 8.00 |
| 2.4 | Growing volunteerism | 73.33% | Average 1.82 points change from baseline 4.32 to 6.14 |
| 2.5 | Increased adaptability into university life | 83.33% | Average 2.84 points change from baseline 3.72 to 6.56 |
| **3. PLP Participants** | | | |
| 3.1 | Establish a better self-discipline | 57.14% | Average 1.29 points change from baseline 7.00 to 8.29 |
| 3.2 | Broadened mindset and openness | 74.29% | Average 1.85 points change from baseline 6.46 to 8.31 |
| 3.3 | Increased academic motivation | 54.29% | Average 1.42 points change from baseline 7.37 to 8.79 |
| 3.4 | Growing volunteerism | 54.29% | Average 2.32 points change from baseline 5.68 to 8.00 |
| 3.5 | Improved communication skills | 88.57% | Average 2.19 points change from baseline 5.68 to 7.87 |
| 3.6 | More future- oriented | 80.00% | Average 2.76 points change from baseline 5.45 to 8.21 |
| 3.7 | Increased sense of financial security | 88.57% | Average 4.42 points change from baseline 3.55 to 7.97 |
| 3.8 | Improved communication skills | 91.43% | Average 2.66 points change from baseline 4.88 to 7.53 |
| 3.9 | Increased sense of responsibility | 85.71% | Average 2.30 points change from baseline 5.87 to 8.17 |
| 3.10 | Improved stress levels and mental burden | 45.71% | There was a 74% change in stress levels and improved mental burden |

| | Outcom s | Quantity of changed | Depth of change |
|---|---|---|---|
| **3.11** | Increased levels of stress and mental burden | 17.14% | There was a 33.33% change in stress levels and worsening mental burden |

Self-discipline improved for nearly all participants, with 96.97% of non-PLP and 90.00% of pass-PLP participants experiencing this outcome. This is likely due to the structured and intensive nature of the LC program, which demands time management and commitment. Meanwhile, academic motivation increased for 93.94% of non-PLP participants and 83.33% of PLP-passed participants, showing that the program effectively strengthens students' drive to excel academically. Experts assessed that this is in line with the characteristics of the program which is designed to improve academic motivation and students' adaptability in the university environment.

Among PLP participants, the outcome with the greatest depth of change was "increased sense of financial security," with an average change of 4.42 points, from an initial condition of 3.55 to 7.97 (124% change). This outcome shows that the Perintis Scholarship program has succeeded in being on the right track in achieving its strategic goal, namely breaking the chain of poverty and producing individuals who become leading figures. With an increased sense of financial security, participants are no longer burdened by the problem of living costs or tuition fees, so they can fully focus on self-development through coaching and mentoring programs. This allows participants to use their time and energy to develop their potential and contribute to society, in line with the long-term goals of the program.

However, not all outcomes showed positive impacts. 44.83% LC participants-non PLP experiences "lower self-esteem", due to their failure to universty admission, which leads to ineligible to Perintis Scholarship. The negative outcome also found in 17.14% of PLP participants-"increased stress and mental burden". Although only experienced by a minority, this remains an important concern as an evaluation topic. During the discussion process, experts identified that cultural differences for participants who came from poor backgrounds could be one of the causes. Underprivilige people are generally accustomed to focusing on daily needs such as providing enough food for that day. When they enter a system that requires long-term planning without financial worries, the adaptation process becomes a big challenge. Therefore, the Perintis Scholarship team needs to consider a more comprehensive strategy to minimize this negative impact.

As part of the fairness effort in the measurement, the indicator of "improved stress and mental burden" was also included in the analysis. The results showed that 45.71% of participants experienced improvements in this aspect, which is greater than those who experienced increased stress. This means that 37.14% of the PLP participants did not report any stress and mental burden levels affected by the Perintis Scholarship program. This condition was mostly influenced by external factors such as family environment, college challenges, or other personal situations. This finding provides interesting opportunities for program development, especially to design more effective interventions in reducing stress and improving participants' overall mental well-being.

This assessment represents the first measurement of program impact, serving as a baseline for future evaluations. While participants were asked to recall their pre-program conditions, there is a potential

risk of recall bias due to the time gap between program participation and data collection. However, this method was necessary to establish an initial reference point for measuring change.

## 4.5 Duration and Drop-off

It is important to measure how long the change will last to help Rumah Amal Salman consider further interventions. The questionnaire asked for the outcome duration in annual terms, considering that each new batch is recruited each year. So that the duration data obtained can be said to be valid according to what the stakeholders stated. The following table shows the average duration for each stakeholder and the approximate percentage of impact decline each year.

*Table 5. Average Duration and Drop-off*

| | Outcomes | Average Duration (Years) | Drop-*off* |
|---|---|---|---|
| **1. LC participants - non-PLP** | | | |
| 1.1 | Establish a better self-discipline | 3 | 33% |
| 1.2 | Broadened mindset and openness | 4 | 25% |
| 1.3 | Increased academic motivation | 3 | 33% |
| 1.4 | Developing a mindset & habits that align more with islamic values | 4 | 25% |
| 1.5 | Lower self-esteem | 1 | 0% |
| **2. LC participants pass-PLP** | | | |
| 2.1 | Establish a better self-discipline | 3 | 33% |
| 2.2 | Broadened mindset and openness | 3 | 33% |
| 2.3 | Increased academic motivation | 3 | 33% |
| 2.4 | Growing volunteerism | 3 | 33% |
| 2.5 | Increased adaptability into university life | 3 | 33% |
| **3. PLP Participants** | | | |
| 3.1 | Establish a better self-discipline | 3 | 33% |
| 3.2 | Broadened mindset and openness | 3 | 33% |
| 3.3 | Increased academic motivation | 3 | 33% |
| 3.4 | Growing volunteerism | 3 | 33% |
| 3.5 | Improved communication skills | 3 | 33% |
| 3.6 | More future-oriented | 3 | 33% |
| 3.7 | Increased sense of financial security | 1 | 0% |
| 3.8 | Improved communication skills | 3 | 33% |
| 3.9 | Increased sense of responsibility | 3 | 33% |
| 3.10 | Improved stress levels and mental burden | 3 | 33% |
| 3.11 | Increased levels of stress and mental burden | 2 | 50% |

For any change projected to last more than one year, it is important to consider the appropriate drop-off rate. There is no general rule for identifying the appropriate drop-off rate. A common rule of thumb is to divide the amount of change by its duration. Thus, for outcomes that stakeholders state will last

two years, a 50% drop-off rate is applied, and for outcomes that stakeholders state will last three years, a 33% drop-off rate is applied.

During the verification session, the Program Head of the Perintis Scholarship in 2023, who was also a scholarship recipient in 2018, acknowledged that the changes experienced by participants diminish over time. This recognition aligns with the assumption that the impact experienced by participants gradually decreases each year. However, due to the absence of longitudinal tracking of participants, a linear drop-off assumption is applied to maintain a conservative estimation. To strengthen future evaluations, it is recommended that longitudinal tracking be incorporated to provide a more precise understanding of how the impact develops over time.

The outcome of "increased sense of financial security" lasts for four years, but to reduce the risk of double counting, because the monetization approach is calculated from the financial benefits received over four years, the duration is set at one year with a 100% drop-off rate.

# Chapter 5
# SROI Measurement

## 5.1 Investment Value (Program Input)

Input components include resources utilized so that the activity process runs well. Therefore, this input component includes contributions from parties involved in the program, both Rumah Amal Salman and other parties. The form of this contribution can be in the form of funds (*cash*) or in the form of goods (in kind), energy or time contributions that are deliberately devoted to the implementation of the program process.

For the Learning Camp (LC) and Perintis Leadership Program (PLP), beneficiaries provided inputs in the form of time, effort, and resources such as internet quotas, which were essential for online activities. However, all financial and material needs, including internet quotas, accommodation, and other necessities, were fully covered by RAS. Therefore, to avoid double counting, only the investment value provided by RAS is included in the calculation of inputs for the SROI analysis.

The investment of RAS in the 2018-2020 Perintis Scholarship program is as follows:

*Table 6. Investment Value of Perintis Scholarship Program 2018 - 2020 period*

| Year | Investment Value | | Total |
|---|---|---|---|
| | **Learning Camp** | **PLP** | |
| 2018 | Rp730,890,652 | Rp. 3,710,733,584 | **Rp. 4,441,624,236** |
| 2019 | Rp0 | Rp. 392,600,000 | **Rp. 392,600,000** |
| 2020 | Rp1,508,133,000 | Rp. 1,450,400,000 | **Rp. 2,958,533,000** |
| | | **Total** | **Rp. 7,792,757,236** |

By including only the direct financial investment from RAS, this approach ensures that the input values accurately reflect the resources dedicated to supporting the beneficiaries without overstating their contribution through double counting. This professional judgment maintains the integrity of the SROI analysis and provides a clear basis for evaluating the program's impact.

## 5.2 Outcome *Valuation*

### 5.2.1 Relative Importance

In SROI analysis, understanding the relative importance of each change to stakeholders is an important step in prioritizing the most valuable changes. Stakeholders are asked to rate the changes on a scale of 1 to 10, with 10 representing the most valuable change. This rating reflects the importance of each

outcome to them without considering other outcomes and indicates the non-monetary value of the outcome.

To complete the analysis, financial proxies are used to measure the monetary value of each change. This allows for a comparison between the total value of the change and the value of the inputs invested. Referring to the Implementation Standard of Principle 3: Value What Matters, value estimation should be done by involving those who experience the impacts. This approach ensures that the social value generated reflects what is truly important to stakeholders.

The following table illustrates the relative importance stated by each stakeholder to each outcome through the questionnaire that was distributed.

*Table 7. Average Value of Relative Importance of Outcomes*

| Outcomes | | Average value of relative importance |
|---|---|---|
| **1. LC participants - non-PLP** | | |
| **1.1** | Establish a better self-discipline | 7.38 |
| **1.2** | Broadened mindset and openness | 7.42 |
| **1.3** | Increased academic motivation | 8.25 |
| **1.4** | Developing a mindset & habits that align more with islamic values | 7.57 |
| **1.5** | Lower self-esteem | -4.47 |
| **2. LC participants pass-PLP** | | |
| **2.1** | Establish a better self-discipline | 8.21 |
| **2.2** | Broadened mindset and openness | 8.52 |
| **2.3** | Increased academic motivation | 8.76 |
| **2.4** | Growing volunteerism | 8.21 |
| **2.5** | Increased adaptability into university life | 8.14 |
| **3. PLP Participants** | | |
| **3.1** | Establish a better self-discipline | 8.09 |
| **3.2** | Broadened mindset and openness | 8.54 |
| **3.3** | Increased academic motivation | 8.83 |
| **3.4** | Growing volunteerism | 7.74 |
| **3.5** | Increased empathy | 7.97 |
| **3.6** | More future oriented | 8.37 |
| **3.7** | Increased sense of financial security | 8.26 |
| **3.8** | Improved communication skills | 8.31 |
| **3.9** | Increased sense of responsibility | 8.6 |
| **3.10** | Improved stress levels and mental burden | 7.6 |
| **3.11** | Increased levels of stress and mental burden | -7.83 |

The table above shows that the subgroup of LC participants who passed the PLP had a higher average relative importance value compared to non-PLP LC participants. This can also be seen in the outcome with the highest importance value for LC participants who passed the PLP, "increased academic

motivation" (8.76) higher than non-PLP LC participants (8.25). This can be attributed to their success in getting into their dream university and the opportunity to participate in the PLP program, which made them value "increasing academic motivation" as part of their journey. In addition, outcomes such as "broadened mindset and openness" and "increased adaptability into university life" also recorded significant importance values in this group, reflecting their need to adapt to a more challenging academic environment.

The PLP program provides additional support that not only provides scholarships, but also provides self-development activities accompanied by mentors and reputable speakers. This is often told by participants during the qualitative data collection process, so it can be assumed that they really appreciate the changes that occur such as a sense of responsibility, openness of mindset, and future orientation. The outcome of "more future-oriented" was also recorded as very significant in PLP participants, with an average score of 8.37, indicating their focus on continuing self-development after the program.

Outcomes regarding stress levels and mental health have a relatively low importance value. This can happen because the characteristics of the program are not oriented towards mental health or participants who come from the poor are not accustomed to mental health awareness. The table also shows that participants value changes in openness of mindset, financial security more than stress levels and mental burden. Experts also state that sometimes stress is needed to trigger us to be more productive, so what is of concern is the result of the change, not the constructive stress that occurs in the process.

### 5.2.2 Financial Proxy

In this SROI analysis, three main approaches are used to determine the monetary value of *the outcome*, namely:

1. **Revealed Preference Method**
   This method of valuation uses real-life choices made by stakeholders to value non- market goods. The duration of similar programs will be adjusted to the actual duration of the program. For example, one of the paid programs that is likely to get the same outcome as "increased academic motivation" in LC participants is Supercamp Online from Super Quantum. This program has similar types of activities and number of sessions as Learning Camp, with a cost of IDR 20,000,000 per participant. This value is then used as the monetary value of *the* outcome "increased academic motivation" in LC participants. This method ensures relevant estimates and is based on comparable activities.

2. **Cost-Saving Methods**
   Through this method, the cost that can be saved on the related outcome will be calculated. For example, in the outcome "Increased sense of financial security" of PLP participants, the monetary value is calculated using data from the financial report of the Perintis Scholarship, specifically the amount paid by Rumah Amal Salman to cover the cost of UKT (Single Tuition Fee) and living expenses of participants. This total cost is considered as the savings felt by the

participants, because without the Perintis Scholarship program, they would need to spend the same amount independently.

3. **Anchoring Method**
The research team has collected various alternatives for paid programs that are likely to produce similar outcomes . However, not all of them can be used because they have different program durations from the actual program, so there is a risk of over claims. In the 3rd principle of "Value the things that matter", an anchoring method can be carried out by combining non-monetary evidence (relative importance value) with a monetary approach, so that this method can provide a picture of the outcomes that are considered most important by stakeholders. This is also relevant to the 1st principle of "involving stakeholders", because the relative importance value is obtained from a questionnaire filled out by stakeholders. The outcome that is the anchor for LC participants is "increased academic motivation", and for PLP participants it is "increased financial security". This professional judgement was taken because the two outcomes are aligned with the program objectives, which is also validated by the expert. The monetary value for other outcomes is calculated by multiplying the relative importance value of the outcome for each LC and PLP participant by the reference monetary value, then dividing it by the relative importance value of the anchor outcome .

## 5.3 Determining Impact

In SROI analysis, there are several impact reduction factors that aim to produce more realistic calculations and avoid over-claims. These factors include attribution, counterfactuals, displacement, and drop-off, which are:

1. **Counterfactual**
Counterfactuals are measures of changes that would have occurred even if the program or activity had not been implemented. In the context of the Perintis Scholarship, this means measuring the extent to which outcomes such as increased academic motivation or openness of mind would have occurred without the program. This assessment is done through questionnaire questions such as, "Would you have experienced these changes even if you had not participated in the Perintis Scholarship?" on a scale of 0-10 for each outcome. The results of this question are then expressed as a percentage.

2. **Attribution**
Attribution measures the extent to which changes that occur in participants are influenced by other parties or organizations. In the questionnaire, participants are asked to identify other parties that contributed to each outcome and to rate their influence on a scale of 1 to 10. Third parties that are often mentioned by participants are family, close friends and university organizations (BEM/DPM/UKM/others). Some other parties that are also mentioned include AIESEC, Rumah Pemimpin, CT Arsa Foundation, Bakti Nusa, Dampak Sosial Indonesia, Sakola Kembara, and others. The measurement results are then expressed as a percentage.

3. **Displacement**
Displacement refers to changes that shift problems or impacts to another location. In the case of the Perintis Scholarship, this displacement is almost irrelevant because the nature of the

program does not cause negative outcomes that shift problems to another location. However, further analysis revealed that some Learning Camp (LC) participants who did not progress to the PLP program experienced a negative outcome "lower self-esteem" due to not being accepted into their desired universities and consequently not qualifying for the PLP scholarship.

This suggests a form of displacement, where the opportunity and benefits gained by PLP participants might contribute to feelings of discouragement among LC-non PLP participants. However, since most of these students successfully enrolled in other universities and received alternative scholarships, the extent of displacement remains limited. Additionally, based on stakeholder feedback gathered after the quantitative data collection, the duration of lower self-esteem was reported to be between 0-1 year, indicating that the negative impact is temporary. To reflect this, a displacement rate of 20% is applied across all positive outcomes for PLP participants, except for negative outcomes, which remain unaffected by displacement

The following table summarizes the percentage of causality identified for each stakeholder:

*Table 8. Counterfactuals and Attribution of All Outcomes*

| Outcome s | | Counterfactual | Displacement | Attribution |
|---|---|---|---|---|
| **1. LC participants - non-PLP** | | | | |
| **1.1** | Establish a better self-discipline | 51% | 0% | 50% |
| **1.2** | Broadened mindset and openness | 53% | 0% | 51% |
| **1.3** | Increased academic motivation | 49% | 0% | 43% |
| **1.4** | Developing a mindset & habits that align more with islamic values | 56% | 0% | 39% |
| **1.5** | Lower self-esteem | 47% | 0% | 25% |
| **2. LC participants pass-PLP** | | | | |
| **2.1** | Establish a better self-discipline | 66% | 0% | 58% |
| **2.2** | Broadened mindset and openness | 60% | 0% | 53% |
| **2.3** | Increased academic motivation | 58% | 0% | 45% |
| **2.4** | Growing volunteerism | 57% | 0% | 43% |
| **2.5** | Increased adaptability into university life | 53% | 0% | 50% |
| **3. PLP Participants** | | | | |
| **3.1** | Establish a better self-discipline | 65% | 20% | 63% |
| **3.2** | Broadened mindset and openness | 59% | 20% | 56% |
| **3.3** | Increased academic motivation | 55% | 20% | 43% |
| **3.4** | Growing volunteerism | 53% | 20% | 56% |
| **3.5** | Improved communication skills | 63% | 20% | 52% |
| **3.6** | More future oriented | 55% | 20% | 47% |
| **3.7** | Increased sense of financial security | 43% | 20% | 28% |
| **3.8** | Improved communication skills | 58% | 20% | 60% |
| **3.9** | Increased awareness in behavior (mindful) | 57% | 20% | 46% |

| Outcome s | | Counterfactual | Displacement | Attribution |
|---|---|---|---|---|
| **3.1** | Increased sense of responsibility | 64% | 20% | 60% |
| **3.11** | Improved stress levels and mental burden | 48% | 20% | 50% |
| **3.12** | Increased levels of stress and mental burden | 50% | 20% | 57% |

During the data collection process through the questionnaire, some inconsistencies were found in the respondents' answers. For example, there were participants who answered "no other parties contributed," but gave an inappropriate attribution score, such as 8. This indicates a possible misunderstanding of the question, which could be caused by the respondents' limited time in filling out the fairly long questionnaire. To maintain the consistency of the analysis, data that did not conform to basic logic were removed from the calculation, so that the analysis results could better reflect the reality on the ground without unintentional bias.

The language in the questionnaires was designed to be easier to understand, but in the future, instructions should be designed to be more concise and clearer to avoid respondent fatigue without reducing their understanding of the meaning of the questions. In addition, a margin of error of ±5% needs to be applied to accommodate potential bias or inaccuracy in responses, so that the analysis is still carried out with uncertainty in mind.

With this approach, the data presented still reflects the changes that have occurred as a whole, while providing an accurate and relevant picture of the program's contribution to the outcomes achieved. The risk of errors in filling out the questionnaire can be used as evaluation material for the development of a more effective methodology in the future.

Based on the various variables that have been analyzed, the value of each outcome for each stakeholder is obtained, which is presented in Table 9. The total value from year to year has been adjusted to the duration and drop-off described previously.

*Table 9. Total Value of Each Outcome for Each Stakeholder*

| Outcome s | | Total Value |
|---|---|---|
| **1. LC participants - non-PLP** | | |
| 1.1 | Increased academic motivation | Rp1,095,231,892 |
| 1.2 | Developing a mindset & habits that align more with islamic values | Rp940,100,028 |
| 1.3 | Establish a better self-discipline | Rp874,285,209 |
| 1.4 | Broadened mindset and openness | Rp711,520,998 |
| 1.5 | Lower self-esteem | -Rp395,840,219 |
| **2. LC participants pass-PLP** | | |
| 2.1 | Increased academic motivation | Rp365,750,000 |
| 2.2 | Increased adaptability into university life | Rp345,748,668 |
| 2.3 | Growing volunteerism | Rp320,064,413 |
| 2.4 | Broadened mindset and openness | Rp301,091,872 |
| 2.5 | Establish a better self-discipline | Rp228,856,562 |
| **3. PLP Participants** | | |

| Outcome s | | Total Value |
|---|---|---|
| 3.1 | Increased sense of financial security | Rp1,700,817,677 |
| 3.2 | More future oriented | Rp904,649,902 |
| 3.3 | Improved communication skills | Rp723,051,034 |
| 3.4 | Increased empathy | Rp710,185,244 |
| 3.5 | Increased academic motivation | Rp696,482,713 |
| 3.6 | Improved stress levels and mental burden | Rp661,274,111 |
| 3.7 | Broadened mindset and openness | Rp648,300,594 |
| 3.8 | Increased sense of responsibility | Rp601,299,532 |
| 3.9 | Growing volunteerism | Rp492,213,775 |
| 3.10 | Establish a better self-discipline | Rp339,122,772 |
| 3.11 | Increased levels of stress and mental burden | -Rp204,347,888 |

The table above shows that the highest outcome value for non-PLP LC participants is "increased academic motivation," followed by "developing a mindset & habits that align more with Islamic values." In contrast, the outcome with the lowest value is "lower self-esteem," which had a negative impact. This outcome is expected as people might feel insecure after their failure, this also become the reason they value outcome "developing a mindset & habits that align more with Islamic values" second the most, it helps them to accept the result and moving forward.

For LC participants who passed the PLP, the outcomes with the highest scores were "increased academic motivation" and "increased adaptability into university life." Experts stated that these results are valid because they are in line with the program's objectives. The high score for *the* outcome "increased academic motivation" may be supported by LC participants who passed the PLP tending to highly value academic motivation because it is one of the factors that supports their success in passing the PLP program. In addition, the stronger bond between PLP participants also likely contributed to the high score for the outcome " Increased adaptability into university life".

Meanwhile, for PLP participants, the highest outcome value was **"increased sense of financial security,"** followed by "more future-oriented." This is understandable, as financial aid reduces economic burdens and allows participants to focus on long-term goals. It also relevant to Perintis Scolarship's grand mission to produce leading figure who has visionary view. However, the outcome "increased levels of stress and mental burden" had a negative value, indicating that despite financial support, some participants still experienced pressure from academic and personal responsibilities
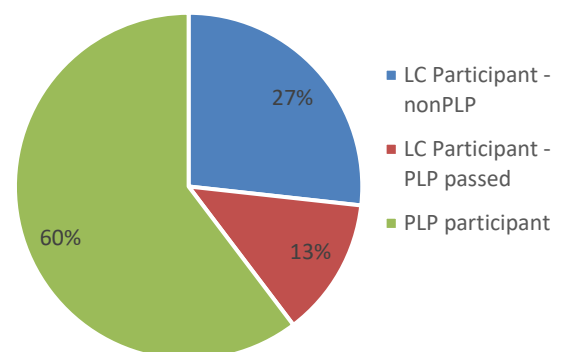


*Figure 11. Distribution Percentage of Outcome Value to Stakeholders*

In overall program context, PLP participants account for the highest percentage of the total outcome value (60%), followed by non-PLP LC participants (27%) and LC participants who also passed PLP (13%). This difference is reasonable,

considering that the PLP program lasts for four years, whereas the LC program is conducted over just six weeks, resulting in a greater overall impact value for PLP participants. Additionally, the distribution of outcome values is influenced by the number of participants in each category. The number of non-PLP LC participants is more than twice that of LC participants who passed PLP, which affects the distribution of benefit values—non-PLP LC participants contribute 27% of the total, while LC participants who passed PLP account for 13%.

However, from a broader perspective, the LC program still holds significant value. As far as the author is aware and confirmed by RAS management, the LC program managed by RAS is the pioneer of fully-funded UTBK preparation camp in Indonesia. This program provides participants with essential preparation for higher education, particularly for those who might not otherwise have access to such opportunities.

### 5.4 Materiality Test

The threshold for determining outcomes that are considered material is determined through a qualitative approach to assess relevance and a quantitative approach to assess significance. To ensure completeness of information, all outcomes are included in the analysis process. The following is an explanation based on both aspects.

1.  **Relevance**
    The relevance of outcomes was determined through a qualitative process involving dialogue with key stakeholders, including program participants. All outcomes in the previous discussion were stated by stakeholders and were relevant to the theory of change. These outcomes were also verified by Rumah Amal Salman to ensure they were in line with the program objectives. In addition, discussions with education expert provided additional perspectives that strengthened the relevance of the outcomes selected for further analysis.

2.  **Significance**
    In assessing significance, one of the outcomes that had the smallest change, which was 1.29 points from baseline, was "establish a better self-discipline" by PLP participants. Although the scale of this change was the smallest, this outcome *was* felt *by* 57.14% of PLP participants. so that it is considered significant and worthy of being included in the analysis. Similarly, all positive outcomes included in the report were validated as significant, as they were experienced by more than 40% of respondents across stakeholder categories.

3.  **Negative Outcome as Learning**
    In addition to positive outcomes, the report also includes negative outcomes to support transparency and learning. During the qualitative and quantitative processes, the question "were there any unexpected impacts, either positive or negative, experienced?" was confirmed with each stakeholder. The negative outcome that emerged was "increased stress and mental burden," among PLP participants. This outcome was felt by 17.14% participants with a change rate of 33.33% from baseline. As a comparison, the data also shows that 44.51% of participants reported improvements in their mental health thanks to the program. Other negative outcome that emerged is "lower self-esteem" by 44.81% of LC participants who did not passed to PLP with changes from 7.46 to 4.92. Despite its small value, the negative outcomes are still considered important as an evaluation material for future program

improvements, demonstrating a commitment to transparency and increasing program sustainability.

Thus, all outcomes, both positive and negative, are tested and considered based on relevance, significance and learning opportunities, ensuring that only material outcomes were analyzed in the final report.

## 5.5 SROI Values

Based on evidence obtained from stakeholders, the social value created by the Perintis Scholarship program is calculated for each year. The estimates provided can be useful for Rumah Amal Salman to compare the value generated over time so that it becomes easier to evaluate and develop the program based on the results of previous years.

A result of 1:1 indicates that for every Rp1 invested, Rp1 of social value is created. A higher value indicates that more social value is created than invested, while less than 0:1 (but not less than 0:0) indicates that less social value is created than invested.

With an investment value of Rp7,792,757,236,- and a total outcome *value* (*present value)* of Rp22,484,114,505.14,-, the SROI value obtained is 2.89. This means that **every Rp 1 invested in the Perintis Scholarship program provides a social value of Rp 2.89-.**

# Chapter 6
# Sensitivity Analysis

Sensitivity analysis is an important step in calculating SROI to evaluate the extent to which results may change if the assumptions made in the previous stage are modified. The purpose of this analysis is to identify which assumptions have the greatest impact on the model, so that they can be prioritized in program management. This analysis standard includes testing for changes in deadweight, attribution, and drop-off estimates, financial proxies, the number of outcomes produced, and input values.

The recommended approach is to calculate the extent to which changes in each estimate are required to make the SROI value equal, that is, Rp1 of benefit for every Rp1 of investment. In this way, the sensitivity to changes in the estimates can be determined. The greater the change required to significantly change the SROI ratio, the less sensitive the model is to that factor, meaning the model is more stable. Conversely, if the SROI ratio changes easily with a small modification of a factor, then that factor has a large influence and needs to be a major concern.

*Table 10. Sensitivity Analysis*

| No | Changed Variables | Change in Estimate | New SROI Value | Differences |
|----|-------------------|--------------------|----------------|-------------|
| 1 | Scale of change in negative outcomes | 100% of participants experienced changes | 2.64 | 0.20 |
| 2 | Scale of change across outcomes | Reduced by 64% | 1.04 | 1.80 |
| 3 | Duration and drop-off | All durations are changed to one year, so all drop-off rate become 100% | 1.46 | 1.36 |
| 4 | Counterfactual | All counterfactual values were increased by 52% | 0.95 | 1.89 |
| 5 | Attribution | All attribution values increased by 65% | 1.24 | 1.60 |
| 6 | The outcome used as the anchor | The anchor was changed to *the* outcome "Broadened mindset & openness", with a financial proxy using the revealed preference method. A paid program that is expected to get a similar outcome is Critical Thinking for teens Rp6.000.000 (for LC participants) and average of Critical Thinking training Rp5.900.000 (for PLP participants | 0.51 | 2.33 |
| 7 | Displacement | Increased to 50% | 2.27 | 0.57 |
| | | Increased to 75% | 1.77 | 1.07 |

The sensitivity analysis reveals that the most influential factors in the SROI calculation are the choice of anchor value and counterfactual adjustments. Changing the anchor outcome from "increased sense of financial security" to "broadened mindset & openness" significantly lowered the SROI value to 0.51, showing that selecting an outcome with a weaker financial proxy drastically impacts the overall social return. Similarly, increasing the counterfactual value by 52% reduced the SROI to 0.95, highlighting that external influences outside the program play a crucial role in shaping participant outcomes. To

maintain a lower counterfactual value, the program should focus on offering unique interventions that are not easily replicated elsewhere or targeting area that lack of access to education facilities.

In contrast, factors such as duration, scale of change in negative outcomes, and displacement had relatively lower sensitivity. The drop-off rate was set to 100% when adjusting all outcomes to a one-year duration, but this only reduced the SROI to 1.46, indicating minimal impact. Likewise, even when the scale of change in negative outcomes was maximized to 100%, the SROI only shifted slightly to 2.64. Additionally, displacement adjustments up to 75% still resulted in an SROI of 1.77, suggesting that the program's benefits remain significant despite potential external influences. Overall, the SROI value ranged from 0.51 to 2.64, demonstrating that while certain factors greatly impact the calculation, the program's core benefits remain relatively stable under most assumptions.

The SROI research process is consistently verified together with the Rumah Amal Salman (RAS) team, including staff and management. Each stage, from developing the theory of change to the final analysis, is reviewed together to ensure that the findings are relevant and accurate in accordance with the program's objectives. Ideally, the results of this report are also verified directly with LC and PLP participants, especially to obtain their reflections on the relative value of the outcomes, proxies used, and the ratios produced. However, due to time constraints, these results are temporarily submitted to the RAS team, including program alumni, to obtain initial input and feedback.

*The SROI assessment of the Perintis Scholarship Program strongly reflects our expectations as program managers regarding the impact it has generated. More than a decade ago, we initiated this scholarship program with the hope of serving as a bridge for students facing limited access and motivation to pursue higher education. We aimed to empower them to break through their perceived limitations, enabling them to continue their education and transform not only their own lives but also the lives of their families.*

*For the muzakki (donors) who continue to place their trust in Rumah Amal Salman to uphold the noble mission of education, this is certainly heartening news. It affirms that the funds they have entrusted to Rumah Amal Salman through the Perintis Scholarship Program have created a significant impact on students with strong aspirations for continuing their education.*

*For Rumah Amal Salman, as an institution dedicated to education, the SROI impact assessment of this scholarship program demonstrates the effectiveness of ZIS fund utilization in generating the greatest possible impact. We hope that the beneficiaries we support not only gain financial security but also develop into adaptive, future-oriented individuals who contribute to their communities in meaningful ways, realizing their aspirations to become what we call Leading Figures for the Future.*
-    Syachrial, Director of Rumah Amal Salman

Following the Social Value International's principle 7: verify the result, verification sessions were conducted with Learning Camp (LC) participants who did not progress to Perintis Leadership Program (PLP), LC participants who progressed to PLP, and PLP participants themselves. Additionally, a Perintis Scholarship alumnus from the 2018 cohort, who later became the program head in 2023, participated in the review process. During these sessions, stakeholders generally agreed with the findings, particularly regarding the most significant outcomes.

Furthermore, outcomes experienced by PLP participants were also tested against LC non-PLP participants as a control group to assess the relative significance of those changes. While LC non-PLP

participants generally reported experiencing similar outcomes he impact was likely less significant due to differences in program structure, such as PLP's requirement to live in a dormitory that leads to outcome "increased empathy".

This report is also undergoing an external assurance process by Social Value International. This is carried out to ensure that the SROI measurement process aligns with the standards for implementing The Principles of Social Value, making it credible, transparent, and trustworthy for all stakeholder.

# Conclusion and Recommendations

## 8.1 Conclusion

This report presents the results of the SROI study conducted on the 2018-2020 Perintis Scholarship program. This study applied the Principles of Social Value by involving various stakeholders to understand the impact of the program and the extent of its influence on participants.

A sample of participants from each program batch in 2018-2020 were involved to provide quantitative and qualitative data used in identifying material outcomes. Identification process started by determining outcomes that were relevant to stakeholders, the community, and/or organizational goals. These outcomes were then analyzed quantitatively to measure their significance, including the number of stakeholders who experienced changes, the depth of change, the duration of change, the relative importance value, and the contribution of Rumah Amal Salman.

Based on the evidence that has been collected, the SROI value of the Perintis Scholarship Program from 2018 to 2020 is 2.89. This means that every investment of Rp1,- produces a benefit of Rp2.89,- or from an investment of Rp7,792,757,236,- produces a benefit value of Rp22,484,114,505.14,-,

The Perintis Scholarship Program resulted in 11 impacts for PLP participants and 5 impacts each for LC participants – non-PLP and LC participants – who passed PLP. The results of the analysis showed that for non-PLP LC participants, the highest outcome value was "increased academic motivation," while "lower self-esteem" had the lowest value with a change duration of only one year, which is reasonable failure they faced could leads to the outcome. For LC participants who passed the PLP, the highest outcomes were "increased academic motivation" and "increased adaptability into university life," which are very relevant to the program's objectives. Meanwhile, PLP participants had the highest outcome in the form of "increased sense of financial security" followed by "more future-oriented". This is in line with the program's goal of helping participants overcome financial burdens so that they can focus on self-development and become leading figure Overall, the largest percentage of outcome values was in PLP participants (60%), followed by non-PLP LC participants (27%) and LC participants who passed the PLP (13%), with reasonable differences considering the longer duration of the PLP program and the greater number of non-PLP LC participants.

The results of the sensitivity analysis show that the selection of the right anchor has the greatest sensitivity to the SROI value. When the anchor outcome is changed to "broadened mindset and openness," the SROI value drops drastically to 0.51. In addition, assumptions such as outcome duration, counterfactuals, and attributions also affect the results, although the impact is not as large as the anchor outcome. For example, a 52% increase in counterfactuals decreases the SROI value to 0.95, and a 65% increase in attribution results in an SROI value of 1.24. Meanwhile, the relative importance values used in the anchoring method show that the results of the outcome calculations truly represent the priorities and views of the participants.

Overall, the RAS team has had a positive impact on LC and PLP participants. The RAS team has not only addressed the participants' economic challenges but also developed their potential to become more independent individuals and contribute to society. The program management deserves to be appreciated as a model of sustainable empowerment in the fields of education and leadership.

## 8.2 Recommendations

Strategic recommendations are provided to provide room for improvement regarding program strategy, sustainability, and steps to increase the effectiveness and efficiency of resources, so that it can provide maximum and equitable impact for all stakeholders involved. The following are recommendations that can be managed by the Perintis Scholarship in developing the program in the future;

1. **Expanding the coverage area of university partners, especially in provinces outside Java**
   The program can expand its impact by establishing new partnerships with universities in provinces outside Java. This strategy will not only increase inclusivity, but also provide opportunities for more participants from various regions to access the benefits of the program.

2. **Building a database for PLP program alumni who have graduated and a feedback mechanism**
   Creating a structured alumni database allows the program to track their progress after graduation. Additionally, establishing an ongoing feedback mechanism allows alumni to share their experiences and the long-term impact of the program. To enhance this process, a longitudinal tracking system should be implemented to monitor the long-term outcomes for program alumni over several years. This not only helps evaluate the effectiveness of the program but also opens up opportunities to create a solid alumni network.

3. **Holding free counselling sessions or working with university psychology offices to support participants' mental health**
   Free counselling sessions or collaboration with university psychology offices can be a proactive effort in maintaining participants' mental health. This step is expected to be able to address the negative outcomes that arise, namely "increased stress and mental burden." To ensure a more comprehensive approach, these counselling services should not be limited to PLP participants but also be available for LC participants who were not selected for the PLP program, as they also experience psychological challenges as in "lower self-esteem" related to the selection process.

4. **Centralized data management and direct engagement with program participants.**
   Although the management of the Perintis Scholarship program is entrusted to partners, it is advisable for the Rumah Amal Salman team to maintain direct engagement with participants and manage data and information in a centralized manner. This is essential to enhance the brand awareness of the Rumah Amal Salman and to facilitate access to information for future needs

Specifically for measuring social value in the future:

1. **Informing all stakeholders about program impact measurement**
At the beginning of each year or at the start of the program, all stakeholders need to be socialized that there will be a program impact measurement process. By explaining the importance of their involvement in data collection, it is hoped that the level of stakeholder participation will be higher.

2. **Designing a more concise yet effective questionnaire**
In the previous process, there was a risk of bias in the questionnaire questions which could be caused by the large number of questions in the questionnaire. Thus, the questionnaire needs to be designed shorter but still covers the required research data.

3. **Integrating impact evaluation into routine program evaluation**
Program impact evaluation can be part of routine evaluation so that the process of measuring social value is more structured. This step allows the team to monitor the development of impact continuously and ensure that evaluation becomes an integral part of the program cycle.

4. **Develop more differentiated indicators for measuring each outcome**
Future impact measurement should incorporate diverse and outcome-specific indicators to enhance accuracy. Using multiple relevant indicators will provide a more comprehensive understanding of impact and reduce potential biases in the assessment process.

5. **Ensuring continuous verification of findings with stakeholders**
Throughout the research and evaluation process, it is essential to engage stakeholders in reviewing and verifying key findings. Verification sessions should be held regularly with different stakeholder groups, including program participants, alumni, and management teams, to confirm the validity of the impact data, the relevance of outcomes, and the appropriateness of valuation methods used in social impact measurement

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# Appendix 1
# Discussion Guide

1. **Background Information**
   - Name
   - What program did you follow and what year?
   - What roles are you in?
   - What activities are involved?

2. **Outcome-related**
   - What changes did you feel after participating in the Perintis Scholarship as a participant/tutor/facilitator/mentor?
   - What conditions have changed? Why is that important?
   - What happened then?
   - What happened later?
   - Are all these changes in line with initial expectations or are there any that are beyond expectations?
   - On a scale of 0-10, where were you at the start (before joining the program) and where were you after?
   - On a scale of 1-10, how important is this change to you?
   - If you're not joining Perintis Scholarship, will these changes still occur? If so, approximately what percentage of change will occur?
   - Have you participated in any other similar programs?
   - Have you experienced any negative changes?
   - Are there any other parties affected by your changes? Who and why?
   - Which changes is the most valuable yo you? Why?

to another participants in FGD:

   - Do you also experience the same changes?
   - Does activity xxx also makes you feel the same way? What happened?

# Appendix 2
# Questionnaire

This questionnaire distributed to participants is in Bahasa Indonesia.

### 1. Questionnaire for LC Participants – non PLP

Thank you for taking the time to complete this questionnaire.

This questionnaire aims to verify the changes generally experienced by using the SROI (Social Return on Investment) method which can also be used to develop the Pioneer Scholarship program in the future. The Pioneer Scholarship Program consists of two main activities, specifically in this form, we are assessing the impact of the LC program.

Selected respondents will receive an e-money balance!

We expect honest responses according to what colleagues experience after participating in the Pioneer Scholarship program. Any response you give will not affect any relationship/process related to Rumah Amal Salman or the provision of e-money to lucky respondents. Thank you for your free time in filling out this questionnaire.

All information provided is confidential/confidential and will only be used for this research.

\* Indicates required question

**1.** Name
Fill in your name that is associated with the e-wallet, if you want a chance to get e- money.

_____

**2.** No HP
Fill in the mobile number that is associated with the e-wallet, if you want to have the opportunity to get e-money

_____

**3.** Types of e-wallets
Fill it out if you want a chance to get e-money
*Mark only one oval.*

1. Year of Learning Camp (LC) *
The year in question is the year when participating in the camp learning process, not when participating in the selection.
*Mark only one oval.*

( ) 2018
( ) 2020

Impact of Pioneer Scholarship Program (Learning Camp)
In this section and the following, some of the predicted impacts/changes arising from the Pioneer Scholarship program on Learning Camp (LC) activities will be presented.
You can fill in according to the changes you experienced after participating in the Pioneer Scholarship program activities.

1a. Have you experienced establishment of **better self-discpline**? *

*Mark only one oval.*

◯ Yes *Skip to question 6*

◯ No *Skip to question 13*

**If YES, go to 1b**

1b. On a scale of 1 - 10, where did your self-discipline stand before join the LC?
*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

1c. On a scale of 1 - 10, where would you rank your self-discpline after joining the LC?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

1d. Did the improvement in self-discipline occur during the program or after the p r ogram ends?
*Mark only one oval.*

◯ During the program ◯ After the program ends

1e. Approximately how much time self-discpline improvement was influenced by the LC program last? (count from the first time the change is experienced)
*Mark only one oval.*

◯ 0-1 year

◯ 1-2 years

◯ 2-3 years

◯ 3-4 years

◯ above 4 year

1f. Would the improvement in time management have occurred WITHOUT the following Pioneer Scholarship? If YES, approximately where is the position? If no, fill in 0

*Mark only one oval.*

|  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|----|
|  | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

1g. Are there any other parties/organizations/programs that have influenced the self-displine improvement*?
Write down party/organization/program:

_____

_____

_____

1h. How influential is the stakeholder in improving your self-discpline

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
|---|---|---|---|---|---|---|---|---|---|----|---|
| **San g s** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | **All** changes are influenced by the party |

## 2. Broadened open-mindset & openness

Fill in "Yes" if your mindset is more open after attending the LC.

2a. Do you think you have experienced an increase in open-mindedness after joining the LC?

*Mark only one oval.*

◯ Yes

◯ No          *Skip to question 21*

If YES, go to 2b

2b. On a scale of 1 - 10, where did you stand on open-mindedness before follow the LC?
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
|  | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

2c. On a scale of 1 - 10, where do you stand on open-mindedness after joining the LC?

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
|  | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

2d. Did an increase in open-mindedness occur during the program*? after the program ends?
*Mark only one oval.*

◯ During the program     ◯ After the program end

2e. Approximately how long did it take for the increase in open-mindedness to be influenced by the LC program last? (count from the first time the change is experienced)

*Mark only one oval.*

◯ 0-1 year

◯ 1-2 years

◯ 2-3 years

◯ 3-4 years

◯ above 4 years

2f. Would the increase in open-mindedness still occur WITHOUT Pioneer Scholarship? If YES, approximately where is the position? If no, fill in 0

*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

2g. Are there any other parties/organizations/programs that influence openness*? your mindset? Write down party/organization/program:

_____

_____

_____

2h. How influential are these stakeholders in increasing your open-mindedness?

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|---|---|---|---|---|---|----|---|
| San g s | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | All changes are influenced by the party |

## 3. Increased academic motivation

Fill in "Yes" if your academic motivation has increased after attending the LC.

3a. Have you experienced an increase in academic motivation after following LC?
*Mark only one oval.*

◯ Yes

◯ No          *Skip to question 29*

If YES, go to 3b

3b. On a scale of 1 - 10, where did you place your academic motivation before joining the program? LC?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

3c. On a scale of 1 - 10, where do you stand in terms of your academic motivation after taking the LC?
*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

3d. Did academic motivation increase during the program or after the program ends?
*Mark only one oval.*

○ During the program      ○ After the program ends

3e. Approximately how long was the increase in academic motivation influenced by the LC program last? (count from the first time the change is experienced)
*Mark only one oval.*

○ 0-1 year          ○ 2-3 years          ○ above 4 years
○ 1-2 years         ○ 3-4 years

3f. Would the increase in academic motivation still have occurred WITHOUT following* Pioneer Scholarship?
If YES, approximately where is the position? If no, fill in 0
*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

3g. Are there other parties/organizations/programs that influence motivation?                    *
Your academic? Write down party/organization/program:

_____

_____

_____

_____

3h. How influential are these stakeholders in increasing your academic motivation?
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|---|---|---|---|---|---|----|---|
| San g s | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | **All** changes are influenced by the party |

## 4. Developing a mindset & habits that align more with Islamic values

Fill in "Yes" if mindset and life habits that are more in line with Islamic values are formed after attending the LC.

4a. Have you experienced changes in your mindset and living habits that more aligned with Islamic values because of following the LC?

*Mark only one oval.*

○ Yes

○ No          *Skip to question 53*

• • •

4b. From a scale of 1 - 10, where is the position of "Developing a mindset & habits that align more with Islamic values before you joined the LC?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○  |

4c. From a scale of 1 - 10, where is the position of " Developing a mindset & habits that align more with Islamic values" after joining the LC?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○  |

4d. Is your change in mindset & habits that align more with Islamic values during the program or after the program ended?

*Mark only one oval*

◯ During the program    ◯ After the program ends

4e. Approximately how long does it take to change " Developing a mindset & habits that align more with Islamic values" that LC influenced will last? (counted from the first time the change is experienced)

*Mark only one oval.*

◯ 0-1 year

◯ 1-2 years

◯ 2-3 years

◯ 3-4 years

◯ above 4 years

4f. Whether the improvement of " Developing a mindset & habits that align more with Islamic values " will remain* happened WITHOUT taking part in the Pioneer Scholarship? If YES, approximately where is the position?
If not, fill in 0

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
|   | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

4g. Are there any other parties/organizations/programs that influence " Developing a mindset & habits that align more with Islamic values". Write down party/organization/program:

_____

_____

_____

4h. How influential is the stakeholder in your " Developing a mindset & habits that align more with Islamic values":
*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |
|---|---|---|---|---|---|---|---|---|---|----|---|
| San g s | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | **All** changes are influenced by the party |

## 5. Lower self-esteem

Fill in "Yes" if you experienced a lower self-esteem after not passing the campus/PLP selection.

5a. Did you experience a lower self-esteem after not qualifying campus selection/PLP?
*Mark only one oval.*

◯ Yes

◯ No          *Skip to question 60*

If YES, go to 5b

5b. On a scale of 1 - 10, where did your "self-confidence" stand before joining the program?

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
|   | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

5c. On a scale of 1 - 10, where does your "self-confidence" stand after joining the LC and did not pass the campus/PLP?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

5d. Approximately how long was the lower self-esteem affected by LC last? (counted from the first time the change was experienced)

*Mark only one oval.*

○ 0-1 year

○ 1-2 years

○ 2-3 years

○ 3-4 years

○ above 4 years

5e. Would the lower self-esteem still occur WITHOUT following   \* Pioneer Scholarship?
If YES, approximately where is the position? If no, fill in 0

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

5f. Were there any other parties/organizations/programs that influenced the lower self-esteem?
Write down party/organization/program:

_____

_____

_____

_____

5g. How much influence these stakeholders have in lowering your self-esteem:

_____

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

**San g**s ○ ○ ○ ○ ○ ○ ○ ○ ○   **All** changes are influenced by the party

General

On a scale of 1-10, how valuable is the change you are experiencing to you? \*
Fill in 0 if there is no change.
Rank the changes experienced with 10 being the most valuable. Multiple changes can have the same position.
*Check all that apply.*

| Outcomes | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Establish a better self-discipline | | | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Broadened mindset and openness | | | | | | | | | |
| Increased academic motivation | | | | | | | | | |
| Developing a mindset & habits that align more with islamic values | | | | | | | | | |
| Lower self-esteem | | | | | | | | | |

**4.** Wishes & Hope for future Pioneer Scholarships:

_____

_____

_____

_____

_____

## 2. Questionnaire for LC & PLP Participants

Thank you for taking the time to complete this questionnaire.

This questionnaire aims to verify the changes that are generally experienced using the SROI (Social Return on Investment) method which can also be used as material for the development of the Perintis Scholarship program in the future.

Selected respondents will get e-money balance!

We expect the most honest response according to what you experienced after participating in the Perintis Scholarship program. Any response you provide does not affect any relationship/process related to Rumah Amal Salman. Thank you for the time you have given to fill out this questionnaire.

All information provided is confidential and will only be used for this research.

<span style="color:red">* Indicates required question</span>

1. Name

   Name You Which affiliated with e-wallet, If want to have the opportunity get e- money

   _____

2. No MOBILE PHONE

   Contents number mobile phone Which affiliated with e-wallet, If want to have the opportunity get e- money

   _____

3. Type e- wallet

   Contents If You want to have the opportunity get e- money

   *Mark only one oval.*

   ◯ Gopay ◯ OVO ◯ DANA ◯ Shopeepay ◯ Credit regular

4. Year of Learning Camp (LC) *

   Year Which meant is year when follow process camp learning, not during the selection process.

   *Mark only one oval.*

   ◯ 2018   ◯ 2022

   ◯ 2020   ◯ 2023

**Impact of Perintis Scholarship Program (LC and PLP)**

In this section and the next, some of the predicted impacts/changes the Pioneer Scholarship program on LC and PLP activities will be presented.
You can **fill** in according to the changes you experienced after participating in the Pioneer Scholarship program activities

1a. Have you experienced better self-discipline? *

*Mark only one oval.*

( ) Yes    *Skip to question 6*

( ) No    *Skip to question 14*

If YES, go to 1b

1b. On a scale of 1 - 10, where did your self-discipline stand before joining LC?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

1c. On a scale of 1 - 10, where would you rank your self-discipline after the LC or before the PLP?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

1d. On a scale of 1 - 10, where would you place your self-discipline after attending PLP?

*Mark only one oval.*

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1e. Did the improvement in self-discipline happen during the program or after the program ends?
*Mark only one oval.*

( ) During the program    ( ) After the program ends

1f. Approximately how much self-discipline improvement was influenced by LC and PLP programs will survive? (counted from the first time changes are experienced)

*Mark only one oval.*

( ) 0-1 year

( ) 1-2 years

( ) 2-3 years

( ) 3-4 years

( ) above 4 years

1g. Would the improvement in self-discipline have occurred WITHOUT joining Pioneer Scholarship? If NO, fill in 0

If YES, where is the position?

*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

1h. Are there any other parties/organizations/programs that have influenced the your self-discipline? Write down party/organization/program:

_____

_____

_____

_____

1i. How much influence does the stakeholder have in improving your self-discipline

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|---|---|---|---|---|---|----|---|
| **San g** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | **All** changes are influenced by the party |

## 2. Broadened mindset & openness

2a. Would you say that you experienced broadened mindset & openness? *

*Mark only one oval.*

◯ Yes

◯ No          *Skip to question 23*

If YES, go to 2b

2b. On a scale of 1 - 10, where did you stand on open-mindedness before joining the program? LC?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

2c. From a scale of 1 - 10, where do you stand on the openness of your mindset after participating in the LC or before the PLP?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

2d. From a scale of 1 - 10, where do you stand on open-mindedness after attending PLP?

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
|   | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

**2e.** Did the increase in open-mindedness occur during the program or after the program ends?

*Mark only one oval.*

◯ During the program    ◯ After the program ends

**2f.** Approximately how long did it take for the increase in open-mindedness to be influenced by LC and PLP programs will survive? (counted from the first time the change is experienced)

*Mark only one oval.*

◯ 0-1 year

◯ 1-2 years

◯ 2-3 years

◯ 3-4 years

◯ above 4 years

**2g.** Would the increase in open-mindedness still occur WITHOUT Pioneer Scholarship? If no, fill in 0
If YES, where is the position?

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
|   | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

**2h.** Are there any other parties/organizations/programs that influence openness*? Write down party/organization/program:

_____

_____

_____

_____

**2i.** How influential are these stakeholders in increasing your open-mindedness?

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |
|---|---|---|---|---|---|---|---|---|---|----|---|
| **San g** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | **All** changes are influenced by the party |

## 3. Increased academic motivation

**3a.** Have you experienced an increase in academic motivation after attending the LC and PLP?

*Mark only one oval.*

◯ Yes

◯ No        *Skip to question 34*

If YES, go to 3b

3b. On a scale of 1 - 10, where did you place your academic motivation prior to attending*
LC?

*Mark only one oval.*

|     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----|---|---|---|---|---|---|---|---|---|----|
|     | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯  |

3c. On a scale of 1 - 10, where do you stand on your academic motivation after attending LC or before joining the PLP?
*Mark only one oval.*

|     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----|---|---|---|---|---|---|---|---|---|----|
|     | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯  |

3d. On a scale of 1 - 10, where would you place your academic motivation after attending PLP?
*Mark only one oval.*

|     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----|---|---|---|---|---|---|---|---|---|----|
|     | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯  |

3e. Did you achieve the GPA target set by Salman Charity House (min * 3.0)
*Mark only one oval.*

◯ Yes ◯ No

3f. Have you published any scientific works or *papers*? *

*Mark only one oval.*

◯ Yes ◯ No

3g. Did the increase in academic motivation occur during the program or after the program ends?
*Mark only one oval.*

◯ During the program   ◯ After the program ends

3h. Approximately how long was the increase in academic motivation influenced by * LC and PLP programs will survive? (counted from the first time the change is experienced)
*Mark only one oval.*

◯ 0-1 year        ◯ 2-3 years
◯ 1-2 years       ◯ 3-4 years
        ◯ above 4 years

3i. Would the increase in academic motivation still have occurred WITHOUT following the Pioneer Scholarship? If YES, approximately where is the position? If no, fill in 0

*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

3j. Are there other parties/organizations/programs that influence y o u r  a c a d e m i c  motivation? Write down party/organization/program:

_____

_____

_____

_____

_____

3k. How influential are these stakeholders in increasing your academic motivation?

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|---|---|---|---|---|---|----|---|
| **San g** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | **All** changes are influenced by the party |

## 4. Growing volunteerism

4a. Do you think you experienced growth in your volunteering traits because of the LC and PLP?

*Mark only one oval.*

◯ Yes

◯ No          *Skip to question 43*

If YES, go to 4b

4b. On a scale of 1 - 10, where would you rank your volunteering traits before joining the LC? *

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

4c. On a scale of 1 - 10, where do you stand on your volunteerism traits after attending the LC? *
or before joining the PLP?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

4d. On a scale of 1 - 10, where do you place your volunteering traits after attending PLP?
*Mark only one oval.*

    1    2    3    4    5    6    7    8    9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

4e. Did the growth of volunteerism occur during the program or after the program ends?
*Mark only one oval.*

◯ During the program   ◯ After the program ends

4f. Approximately how long does it take for the growth of volunteerism to be influenced by LC and PLP programs will survive? (counted from the first time the change is experienced)
*Mark only one oval.*

◯ 0-1 year
◯ 1-2 years
◯ 2-3 years
◯ 3-4 years
◯ above 4 years

4g. Will the growth of volunteerism still happen WITHOUT joining Pioneer Scholarship?
If YES, where is the position? If no, fill in 0

*Mark only one oval.*

    0    1    2    3    4    5    6    7    8    9   10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

4h. Are there any other parties/organizations/programs that influence the nature of Your volunteerism? Write down party/organization/program:

4i. How influential is this stakeholder in the growth of your volunteering trait?

*Mark only one oval.*

    1    2    3    4    5    6    7    8    9   10

San g ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ All changes are influenced by the party

## 5. Increased adaptability in university life

5a. Do you think you've experienced increased adaptability in university life because of joining the LC?
*Mark only one oval.*

◯ Yes

If YES, go to 5b

5b. On a scale of 1 - 10, where would you place your " adaptability in university life"before joining the LC?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

5c. On a scale of 1 - 10, where do you place "ease of adaptation on campus" after joining the LC?

*Mark only one oval.*

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5e. Approximately how long does it take to increase the ease of adaptation on a campus that is influenced by LC will persist? (count from the first time the change is experienced)

*Mark only one oval.*

○ 0-1 year
○ 1-2 years
○ 2-3 years
○ 3-4 years
○ above 4 year

5f. Whether the increase in "ease of adaptation on campus" will continue to occur WITHOUT joining the Pioneer Scholarship? If YES, where is the position? If not, fill in 0

*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

5g. Are there any other parties/organizations/programs that have influenced your "increased ease of adaptation on campus"? Please list these parties/organizations/programs:

_____

_____

_____

_____

_____

5h. How influential are these stakeholders in your "increased ease of adaptation on campus":

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
|--|---|---|---|---|---|---|---|---|---|----|--|

**San g** ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ **All** changes are influenced by the party

## 6. Increased empathy

6a. Have you experienced an increase in empathy after attending LC PLP? *
*Mark only one oval.*

⬭ Yes

⬭ No          *Skip to question 59*

If YES, go to 6b

6b. On a scale of 1 - 10, where did you place your empathy traits before attending PLP? *
*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

6c. On a scale of 1 - 10, where do you place your empathy traits after attending PLP? *
*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

6d. Did the increase in empathy occur during or after the program or program ends?
*Mark only one oval.*

⬭ During the program      ⬭ After the program ends

6e. Approximately how long will the PLP-influenced increase in empathy last? (counted from the first time the change was experienced)
*Mark only one oval.*

⬭ 0-1 year

⬭ 1-2 years

⬭ 2-3 years

⬭ 3-4 years

⬭ above 4 year

6f. Would the increase in empathy have occurred WITHOUT the Scholarship Pioneer?
If YES, approximately where is the position? If no, fill in 0
*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

6g. Are there any other parties/organizations/programs that have influenced the improvement of Your empathy? Write down party/organization/program:

6h. How influential is the stakeholder in increasing your empathy:

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|

**San g** ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ **All** changes are influenced by the party

## 7. More future-oriented

7a. Are you more future-oriented because of the PLP? *

*Mark only one oval.*

◯ Yes

◯ No         *Skip to question 67*

If YES, go to 7b

7b. On a scale of 1 - 10, where do you place your future-oriented traits before joining the PLP?

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|

◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯

7c. On a scale of 1 - 10, where do you place your future-oriented trait after attending PLP?
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|

◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯

7d. Has the future-oriented trait increased during the program or after the program ends?
*Mark only one oval.*

◯ During the program     ◯ After the program ends

7e. Approximately how long does it take for the future-oriented trait to increase influenced by PLP will persist? (count from the first time the change is experienced)

*Mark only one oval.*

◯ 0-1 year

◯ 1-2 years

◯ 2-3 years

◯ 3-4 years

◯ above 4 year

7f. Whether the increase in future-oriented traits will persist WITHOUT participating in the Pioneer Scholarship? If YES, approximately where is the position? If no, fill in 0

*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

7g. Have any other parties/organizations/programs influenced your your future-oriented improvement? Please list these parties/organizations/programs:

_____

_____

7h. How influential is the stakeholder in your future-oriented improvement:

_____

_____

*Mark only one oval.*

_____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**San g** ○ ○ ○ ○ ○ ○ ○ ○ ○ **All** changes are influenced by the party

## 8. Increased sense of financial security

8a. Has there been an increase in financial security as a result of participating in PLP?
*Mark only one oval.*

○ Yes

○ No        *Skip to question 75*

If YES, go to 8 b

8b. On a scale of 1 - 10, where did your sense of financial security stand before participating in PLP?
*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

8c. On a scale of 1 - 10, where do you feel financially secure after attending PLP?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

8d. Approximately how long is the increase in financial security affected by PLP will last?
(count from the first time the change is experienced)

*Mark only one oval*

○ 0-1 year

○ 1-2 years

○ 2-3 years

○ 3-4 years

○ Above 4 year

8f. Would there have been an increase in financial security WITHOUT the Pioneer Scholarship? If YES, approximately where is the position? If no, fill in 0

*Mark only one oval.*

       0    1    2    3    4    5    6    7    8    9    10

       ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯

8g. Are there any other parties/organizations/programs that have influenced the improvement of your sense of financial security? Write down party/organization/program:

_____

_____

_____

_____

8h. How influential is the stakeholder in increasing your sense of financial security:

*Mark only one oval.*

               1    2    3    4    5    6    7    8    9    10

**San g** ◯  ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯  **All**    changes are influenced by the party

## 9. Improved communication skills

9a. Have you experienced any improvement in your communication skills due to participating in PLP?

*Mark only one oval.*

◯ Yes

◯ No          *Skip to question 83*

If YES, go to 9b

9b. On a scale of 1 - 10, where did your communication skills stand before participating in PLP?

*Mark only one oval.*

       1    2    3    4    5    6    7    8    9    10

       ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯    ◯

9c. On a scale of 1 - 10, where would you place your communication skills after attending PLP?

*Mark only one oval.*

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

**9d.** Did communication skills improve during the program ongoing or after the program ends?

*Mark only one oval.*

○ During the program  ○ After the program ends

**9e.** Approximately how long is the improvement in communication ability affected by *
PLP will last? (count from the first time the change is experienced)

*Mark only one oval.*

○ 0-1 year

○ 1-2 years

○ 2-3 years

○ 3-4 years

○ above 4 year

**9f.** Would the improvement in communication skills still occur WITHOUT Pioneer Scholarship?

If YES, approximately where is the position? If no, fill in 0

*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

**9g.** Are there any other parties/organizations/programs that have influenced the improvement of your communication skills? Write down party/organization/program:

_____

_____

_____

_____

**9h.** How influential the stakeholder has been in improving your communication skills:

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**San g** ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **All**     changes are influenced by the party

## 10. Increase sense of self-responsibility

10a. Are you experiencing a growing sense of responsibility because of the PLP?

*Mark only one oval.*

◯ Yes

◯ No          *Skip to question 100*

If YES, go to 10b

10b. On a scale of 1 - 10, where did you place your responsible nature before participating in PLP?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

10c. On a scale of 1 - 10, where do you place your responsible nature after attending PLP?

*Mark only one oval.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

10d. How many times have you participated in monthly coaching activities during college*?

*Mark only one oval.*

◯      <  39 times

◯ >=39 times

10e. Did the growth of responsibility occur during the program ongoing or after the p rogram ends?

*Mark only one oval.*

◯ During the program          ◯ After the program

10f. Approximately how long does it take for responsibility traits t o develop that are influenced by PLP will last? (count from the first time the change is experienced)

*Mark only one oval.*

◯ 0-1 year

◯ 1-2 years

◯ 2-3 years

○ 3-4 years

○ above 4 years

10g. Would the growth of responsibility have occurred WITHOUT Pioneer Scholarship?
If YES, approximately where is the position? If no, fill in 0
*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

10h. Are there any other parties/organizations/programs that influenced your the growth of your responsibility trait? Please list these parties/organizations/programs:

_____

_____

_____

10i. How much influence did the stakeholder have in your growing sense of responsibility:
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|---|---|---|---|---|---|----|---|
| **San g** | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | **All** |

changes are influenced by the party

## 11. Unintended outcome: Stress levels and mental burden

11a. Have you experienced any changes in your stress level and mental load

* because of the PLP?
*Mark only one oval.*

○ Yes

○ No          *Skip to question 106*

If YES, go to 11b

11b. Compared to before the Pioneer Scholarship, how *much* of a change in your stress level and mental load has been influenced by the Pioneer Scholarship?
*Mark only one oval.*

○ -5. My stress level and mental load became so bad because of the
Pioneer Scholarship

○ -4.

○ -3.

○ -2.

◯ -1. My stress level and mental load got a little worse because of the Pioneer Scholarship

◯ 0. My stress level and mental load are not affected by the Pioneer Scholarship

◯ 1. My stress level and mental load have gotten a little better because of the Pioneer Scholarship

◯ 2.

◯ 3.

◯ 4.

◯ 5. My stress levels and mental load are greatly improved because of the Pioneer Scholarship

11c. Approximately how long is the level of stress and mental burden influenced by

*Pioneer Scholarship will last? (counted from the first time the change is experienced)
*Mark only one oval.*

◯ 2-3 years       ◯ above 4 years

◯ 0-1 year       ◯ 3-4 years

◯ 1-2 years

11d. Whether changes in stress levels and mental burden will persist WITHOUT participating in the Pioneer Scholarship? If YES, approximately where is the position? If no, fill in 0
*Mark only one oval.*

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

11e. Are there any other parties/organizations/programs that influence the level of your stress and mental burden? Write down party/organization/program:

_____

_____

11f. How much does the stakeholder affect your stress level and mental burden:
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|---|---|---|---|---|---|----|---|
| San g | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | | All |

changes are influenced by the party

General

1. On a scale of 1-10, how valuable is the change you are experiencing to you? *
   Fill in 0 if you did not experience the change in question. Rank the changes experienced with a scale of 10 being the most valuable. Multiple changes can have the same position.

   *Check all that apply.*

| Outcomes | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Increased academic motivation | | | | | | | | | | | |
| Increased adaptability into university life | | | | | | | | | | | |
| Growing volunteerism | | | | | | | | | | | |
| Broadened mindset and openness | | | | | | | | | | | |
| Establish a better self-discipline | | | | | | | | | | | |
| Increased sense of financial security | | | | | | | | | | | |
| More future oriented | | | | | | | | | | | |
| Improved communication skills | | | | | | | | | | | |
| Increased empathy | | | | | | | | | | | |
| Improved stress levels and mental burden | | | | | | | | | | | |
| Increased sense of responsibility | | | | | | | | | | | |
| Increased levels of stress and mental burden | | | | | | | | | | | |

2. Hope & wishes for future Pioneer Scholarships:

_____

_____

_____

_____

_____

# Appendix 3
# SROI Value Map

Available in a separate document.

# Appendix 4
## Monetary Approach Alternatives for Each Outcome

| Outcomes | | Alternative Monetary Approach | Activity Duration |
|---|---|---|---|
| **1. LC Participants** | | | |
| **1.1** | Establish a better self-discipline | One program that is likely to produce relatively similar outcomes is time management training. This training includes, among other things, being able to prioritize and utilize time well. Some of the providers of time management training are; Basic Time Management by Gemilang, Rp6,000,000 Time Management Training by Bandung Training, Rp7,600,000<br><br>So the average cost is Rp6,800,000 | Three days |
| **1.2** | Broadened mindset and openness | Using the revealed preference method<br><br>It is assumed that by following a camping program with critical thinking content and meeting new people in it, it can increase the openness of the participants' mindset. The organizer of the camp on critical thinking is the Critical & Design Thinking Camp for Teens by Ingatan Gajah at a cost of Rp6,000,000 | one week |
| **1.3** | Increased academic motivation | Using the revealed preference method In intensive learning activities at Learning Camp, every day participants carry out two learning sessions and additional sessions with facilitators and try-outs. So that the total sessions during the Learning Camp period are approximately 40 sessions. A similar program that will produce relatively the same outcome is Super Quantum with a cost of Rp20,000,000 | 40 sessions |
| **1.4** | Growing volunteerism | Using the revealed preference method. Assuming participants spend a maximum of one hour during the four-week (20 meetings) Learning Camp, then a similar program that is likely to produce the same outcome is; Voluntary teaching of street children by Kita Bisa, Rp235,000 per meeting * 20 meetings = Rp4,700,000 | |

| | Outcomes | Alternative Monetary Approach | Activity Duration |
|---|---|---|---|
| **1.5** | Increased adaptability into university life | Using the revealed preference method, the University Life Introduction Program for New Students (PKKMB) aims to facilitate new students' adaptation to the university environment. This program is assumed to produce relatively the same outcomes, with a cost of IDR 800,000 from both Pasundan University and PIKSI Ganesha Polytechnic located in Bandung. | One week |
| **2. PLP Participants** | | | |
| **2.1** | Establish a better self-discipline | One of the programs that is likely to produce relatively similar outcomes is time management training. This training includes, among other things, being able to prioritize and utilize time well. Some of the providers of time management training are; Basic Time Management by Gemilang, Rp6,000,000 Time Management Training by Bandung Training, Rp7,600,000<br><br>So the average cost is Rp6,800,000 | three days |
| **2.2** | Broadened mindset and openness | It is assumed that by participating in critical thinking training and meeting new people in it, it can increase the openness of the participants' mindset. The organizers of training or camps on critical thinking are as follows: Arcarta Consultant, Rp. 5,800,000 Gemilang Training, Rp. 6,000,000<br><br>So, the average cost is Rp. 5,900,000 | three days |
| **2.3** | Increased academic motivation | One of the programs that is likely to produce relatively similar outcomes is a motivational seminar activity specifically for students.<br>Some institutions that provide similar programs are; Student Motivation Seminar by Gelora Cipta Mandiri, IDR 200,000 per pax<br>Teacher and Student Motivation Training Package by Pelangi Outbond, IDR 275,000 per pax<br><br>So the average cost is IDR 237,500 per pax | |
| **2.4** | Growing volunteerism | Assuming that participants spend time for volunteer activities every weekend during the college period minus the semester break, then the participants' volunteer activities are carried out for 54 meetings. One of the volunteer activities carried out is teaching the Koran to kindergarten/elementary school children. Similar programs that are likely to produce relatively the same | |

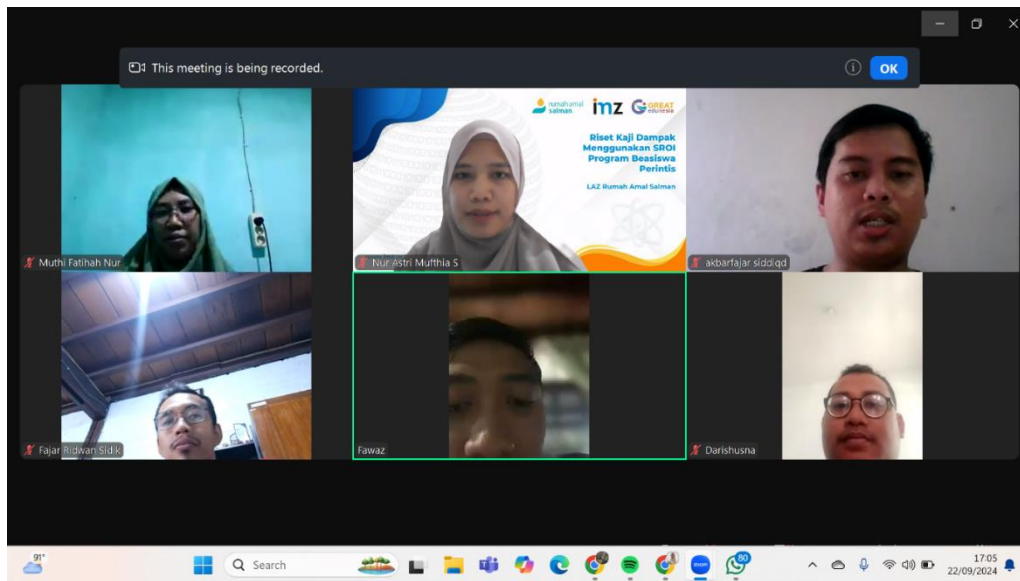| | Outcomes | Alternative Monetary Approach | Activity Duration |
|---|---|---|---|
| | | outcomes *are;* Voluntary teaching trip for street children by Kita Bisa, IDR 235,000 per meeting * 54 meetings = IDR 12,690,000 | |
| 2.5 | Improved communication skills | By following emotional intelligence training, it is assumed that the level of empathy of participants will increase. The institution that provides similar programs is Valueconsult with a cost of Rp5,650,000 | one day |
| 2.6 | More future oriented | One of the programs that is likely to produce relatively similar outcomes is a counseling session to identify interests, talents, self-potential, and career planning. The institution that provides related services is Arsanara at a cost of IDR 500,000 per session. PLP participants participate in 39 coaching activities during their studies, so the session fee will be multiplied by 39 meetings.<br><br>IDR 500,000 x 39 meetings = IDR 19,500,000 | |
| 2.7 | Increased sense of financial security | Savings on all UKT (Single Tuition Fee) and living expenses for 4 years. This is obtained from the financial report of the Perintis - Rumah Amal Salman program | |
| 2.8 | Improved communication skills | It is assumed that by participating in effective communication training and meeting new people in it, participants' communication skills can be improved. The organizer of effective communication training is Indo Asia with a cost of IDR 6,500,000. | three days |
| 2.9 | Increased sense of responsibility | It is assumed that by participating in leadership training, the participants will develop a sense of responsibility. The organizers of the leadership training are as follows; Effective Leadership PPM Executive Development Program, Rp7,000,000, Fundamental Leadership Program Dale Carniege Rp7,350,000.<br><br>So the average cost of the program is Rp7,175,000 | one day |
| 2.10 | Improved stress levels and mental burden | It is assumed that by attending 3x counseling sessions with a psychologist, the participants' mentality will improve. The following are psychology institutions that provide 3x session counseling package services; Satupersen, Rp900,000 Qalboo, Rp510,000 with an average cost of Rp705,000 | |
| 2.11 | Increased levels of stress and mental burden | Using the anchoring method on the same outcome multiplied by negative | |

# Appendix 5
## Research Documentation
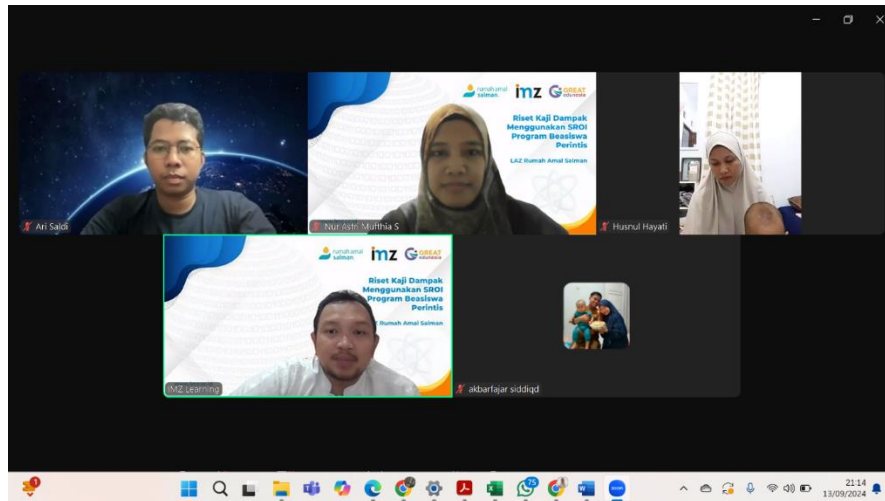
FGD with stakeholders



Progress meeting IMZ & Rumah Amal Salman

FGD with stakeholders



Result Verification Session to stakeholders representative