

Optimizing educational philanthropy: Insights from ANP-BOCR analysis of the philanthropic cans' initiative

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Abstract

This study examines the internalization of al-Ma'un values in the Small Philanthropic Cans (KFC) Movement, an initiative aimed at fostering philanthropic awareness in children while addressing Indonesia's dropout rate. The research seeks to analyze the effectiveness of the movement and evaluate its benefits, opportunities, costs, and risks through the Analytic Network Process (ANP) and Benefit, Opportunity, Cost, Risk (BOCR) analysis. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis, with inputs from philanthropic experts and practitioners. The findings indicate that the KFC model effectively instills charitable values in students, as evidenced by the annual increase in infaq contributions. The ANP-BOCR analysis highlights "helping underprivileged students" as the most significant benefit (0.62), while "increasing parental participation" is the primary opportunity (0.68). However, the movement faces challenges such as high promotion costs (0.62) and the risk of fund misallocation (0.39). The study concludes that integrating mentoring programs (0.46) can enhance the movement's sustainability and impact on reducing educational disparities.

Keywords

Educational philanthropy, Philanthropic cans, ANP-BOCR analysis

Introduction

The achievement of national education goals is inseparable from factors related to the obsessive conditions of students and parents that must be studied, and solutions are sought to eliminate existing obstacles. Dropouts are one of the concerns; Despite the huge increase in recent decades, Unicef Indonesia has published the fact that there are still more than 4.4 million children aged 7 to 18 years who are out of school [1]. The dropout rate in Indonesia is still quite high, especially in elementary schools (0.71%), junior high schools (6.94%), and high schools (22.52%). The reasons behind dropping out of school according to several observers such as family or parental economics,

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psychology, school pressure, social environment, and school interests. Dropouts are driven by household socioeconomic problems, social marginalization, and inefficient school budget allocation, and the fact is that there are still 11 million young people who are working and not attending school [2] [3].

Based on national poverty data, the top 10 provinces are East Java, West Java, Central Java, North Sumatra, West Nusa Tenggara, South Sumatra, Lampung, Papua, Banten, and Aceh. This condition hinders the improvement of the quality of human resources, as well as the low level of education, which has an impact on finding jobs that are increasingly difficult and the human development index in Indonesia is low [4]. Given the circumstances described above, the various stakeholders involved must deal with dropouts [5], [6].

In 2022, the World Giving Index shows that Indonesia is the most generous country in the world. The spirit of giving and receiving, as well as establishing social and humanitarian contacts, has become an influential thing in Indonesian society, this spirit is recognized by many as philanthropy [7]. The current philanthropic movement is built on public funding for social services taught in religion by raising awareness and involvement in educational activities. Thus, the source of educational aid funds can come from philanthropy, so that there are alternative sources of funds for student sustainability [8].

This is in line with the concerns of K.H. Ahmad Dahlan who behind his thinking to form a proper education system. K.H. Ahmad Dahlan sees the issue of education as the main root that causes the Indonesian nation to be left behind. History records that K.H. Ahmad Dahlan based his idea of concern for Education by referring to Q.S. Al-Ma'un/107: 1-7. The Al-Ma'un movement, is recognized as an internalization of behavior that ultimately produces deep social praxis as the foundation of community empowerment, especially in the field of education. The internalization of Al-Ma'un in students has been exemplified by KH. Ahmad Dahlan from the beginning [9]. Through a charity event for the poor and homeless, K.H. Ahmad Dalan invited all students to the market to make donations to the poor, homeless, and orphaned children. The internalization of Al-Ma'un values has developed to date, as one of the latest innovations is the Philanthropic Can Movement which was initiated with the aim of increasing the social awareness of school children in helping the cost of education for others, which can ultimately reduce the dropout rate [10], [11].

The literature on the internalization of Al-Ma'un values is extensive. For example, those who link Al-Ma'un values with the quality of service, with character development, which link with social movements. However, research that investigates the Philanthropic Can Movement as a manifestation of the value of Al-Ma'un KH. Ahmad Dahlan is still unnoticed [10], [12], [13]. Furthermore, this research focuses its analysis on the context of philanthropic development which is one of the activities to build children's character to love infaq, providing lessons on the importance of sharing early and their contribution to reducing the dropout rate, which makes this research interesting and has not been

raised by previous researchers. The main purpose of this study is to examine how to internalize the spirit of Al-Ma'un K.H Ahmad Dahlan in children through the Philanthropic Cans Movement as well as describe the implementation problem, determine solutions, and describe strategies for increasing small philanthropic cans in reducing the dropout rate.

Method

Following the research onion research framework by Saunders [14], this study uses the interpretive paradigm of social sciences and is classified in the form of field studies with a qualitative orientation. This research uses inductiveness to reveal new ideas and observations in the social context [15], especially philanthropy. This research uses a case study strategy in its implementation. The time span of data collection in this study is cross-sectional, because the data of this study is collected from the sample only once at a certain time. Because this research is qualitative with an inductive approach, the techniques used in this research are interviews, observations, and secondary documents (journals, financial statements, etc.).

There are differences in data analysis techniques in the first and second research objectives. The first question was analyzed using content analysis to analyze the internalization of the spirit of Al-Ma'un in children in the development of philanthropy carried out by Lazismu Magelang. The second question is to use ANP-BOCR network analysis by involving researchers and experts in the field of philanthropy consisting of the stages of model construction, model quantification, and research data synthesis [16].

The synthesis and analysis of the assessment data results are then collected and input through "super decision" software to be processed so as to produce outputs in the form of priorities and supermatrices [17]. Then it was continued by looking for the geometric mean (GMk) value and the Kendall's Coefficient of Concordance value which is a measuring tool for calculating the rater agreement using Microsoft Excel.

Results and Discussion

Muhammadiyah philanthropic cans initiations

For Muhammadiyah, humanitarian movements are not only a social action, but also an integral part of their role in the life of the nation and state. This movement is the embodiment of Muhammadiyah's mission to spread goodness and prevent evil. The spirit of Muhammadiyah as a populist and populist Islamic organization continues to be encouraged by KH. Ahmad Dahlan through the Philanthropic Cans program, Lazismu Magelang is a symbol of concern for the future of children's education in Indonesia [18].

On the basis of the value of Al-Ma'un, it was initiated into the Philanthropic Cans Program which was born from the concern of the Muhammadiyah Magelang Primary and Secondary Education Council for the educational conditions in its area. Council for

Elementary, Secondary, and Non-formal Education Muhammadiyah found various problems in Muhammadiyah schools, especially in the suburbs, such as inadequate infrastructure, they were also concerned about the condition of teachers with salaries below the underprivileged rate.

The Little Philanthropic Cans Program was initiated in 2017 until now. The Philanthropic Cans Program is an initiative that aims to foster the habit of saving and charity in children from an early age. According to Fury Fariansyah as the Manager of Lazismu Magelang City, this program is expected to give birth to a new generation of philanthropy in the future. To achieve this goal, Lazismu Magelang collaborates with various primary and secondary education institutions in Magelang Regency and City, especially Council for Elementary, Secondary, and Non-formal Education Muhammadiyah. In the Philanthropic Cans program, Lazismu Magelang and the collaborating educational institutions have different roles and functions. Lazismu Magelang plays the role of the manager and implementer of the program, while the educational institution plays the role of the partner and target of the program.

Pace et al. stated that education should instill human values and social care, as well as encourage students to be involved in real action to help those in need [19]. The Philanthropic Cans activity is here to grow children's character so that they like to infaq and understand the importance of sharing from an early age. This program is open to all students, where students can fill the cans at school or at home. The students were invited to set aside their money and put it in the Philanthropic Cans program that had been provided. As a form of support, Lazismu provides Cans as a saving medium for each program participant.

Lazismu not only provides Little Philanthropic Cans as an infaq learning medium for students, but also actively organizes various supporting activities to maintain students' enthusiasm and interest in filling the cans. This effort aims to maximize the benefits of the Philanthropic Cans program in fostering character and human values in the younger generation. The infaq funds collected in the Little Philanthropic Cans from each student are deposited to their respective homeroom teachers. The deposit of these funds is carried out periodically, with a frequency determined by the school's policy, with a maximum period of once a month. The homeroom teacher acts as a facilitator in receiving and collecting infaq funds from all students in his class, and then handing them over to Lazismu to be managed and distributed.

However, the implementation of KFC cannot be separated from obstacles in the process. Based on interviews and studies of previous literature, the obstacles that are often faced by Lazismu in the philanthropic cans program are first, Amil Lazismu faces difficulties in finding a school, second, there is a difference in mindset between the principal and Lazismu, third, after there is an agreement between the teacher/homeroom teacher who does not care to inform the collection of the cans.

Benefits, opportunities, costs, and risks of the KFC movement

The constraints that have been known in the previous section are used by the research team as an important element in analyzing the benefits, opportunities, costs and risks of philanthropic cans initiatives. The BOCR analysis data in this research was obtained from 3 philanthropic experts (Fury/manager, Mucklis/practitioner, Andi/expert) which were then organized into a criterion framework model obtained from a literature study regarding the benefits, opportunities, costs, and risks of the small philanthropic can movement model. The questionnaire that has been filled out is then processed using SuperDecision software. Questionnaires are placed through pairwise comparison, to determine whether a group of elements has a greater influence than the other.

The BOCR framework in this study evaluates the clusters of Benefits (3 elements), Opportunities (3 elements), Costs (3 elements), and Risks (3 elements), and alternative clustering approaches have four elements. Cluster Benefits include: 1) Increased sense of empathy and care; 2) Promoting Islamic values; 3) Helping underprivileged students. Opportunity Clusters include: 1) Cooperation with other organizations; 2) Increase parental participation; 3) Active involvement of students. The cost cluster includes: 1) Program development costs; 2) Promotion and socialization; 3) Manufacture of philanthropic cans. Risk clusters include: 1) Lack of interest and participation of students; 2) Program unsustainability; 3) Inaccuracy of the target. Alternative strategies include: 1) Zakat education programs; 2) Mentoring programs; 3) Community service activities; 4) Online fundraising. The synthesis findings of the model and overall priorities are based on four aspects that affect the strategy selection criteria (benefits, opportunities, costs, and risks) through a combination of the viewpoints of philanthropic experts. Priorities are determined using normalized BOCR aspects. The BOCR side with the largest normalization value has the highest rating, and vice versa.

The synthesis findings show that the element “helping underprivileged students” ranks first in the benefit aspect with higher normalization and limiting values than other elements as seen in Table 1. The element of “helping underprivileged students” is the most important of the three elements, with an average score of 0.62. This means that the philanthropic cans program is aimed at helping, as conveyed by Fauzia et al. [20]. The second most important element in the benefit aspect with an average of 0.25 is “increased empathy and care” followed by “promoting Islamic values” (0.13).

Table 1. Results of a paired comparison of the benefits

Elements	Average	Grade
Increases empathy and care	0.25	2
Promoting Islamic values	0.13	3
Helping underprivileged students	0.62	1

On the opportunity side, the results can be seen in Table 2, where the main priority is the element of “increasing parental participation” with an average score of 0.68. The second priority is “active student engagement” with an average score of 0.19. The last priority is “Cooperation with other organizations” with a value of 0.13.

Table 2. Results of a paired comparison of the opportunities

Elements	Average	Grade
Cooperation with other organizations	0.13	3
Increase parental participation	0.68	1
Active student engagement	0.19	2

The results of the paired comparison for the cost cluster shown in **Table 3** show that the element that is the top priority in financing the philanthropic cans program is the “promotion and socialization cost element” with a value of 0.62.

Table 3. Results of a paired comparison of the costs elements

Elements	Average	Grade
Program development costs	0.10	3
Promotion and socialization	0.62	1
Philanthropic canning	0.28	2

In the risk cluster, the results of the paired comparison of risk clusters in **Table 4** revealed that the “risk of target misprecision” risk was the highest with an average value of 0.39.

Table 4. Results of a paired comparison of the risks elements

Elements	Average	Grade
Lack of interest and participation of students	0.27	3
Program unsustainability	0.34	2
Target inaccuracy	0.39	1

In order to maximize the philanthropic cans program, several alternative strategies are needed as described in **Table 5**. The element of “mentoring program” is the highest (average 0.46) as the main strategy of the philanthropic cans program. This is acknowledged by the fact that mentoring students can motivate them to be more found of giving alms.

Table 5. Results of a paired comparison of the alternatives elements

Elements	Average	Grade
Zakat education program	0.35	2
Program mentoring	0.46	1
Community service activities	0.27	3
Online fundraising	0.11	4

The findings of this study highlight the effectiveness of the Philanthropic Cans Movement as a philanthropic initiative rooted in the values of al-Ma’un, which plays a significant role in fostering social responsibility and reducing the dropout rate among students. The increasing trend in infaq contributions from year to year suggests that the internalization of these values within school communities has been successful. The ANP-BOCR analysis further validates this, demonstrating that the most significant benefit is the direct impact on underprivileged students, reinforcing the idea that small-scale philanthropy can yield substantial educational outcomes.

However, despite its positive contributions, the Philanthropic Cans movement faces several critical challenges. The high cost of promotion and socialization emerges as a major financial burden, indicating that greater efficiency in outreach strategies is

necessary. Moreover, the risk of fund misallocation highlights the need for stricter monitoring mechanisms to ensure that contributions are effectively utilized for educational purposes. The findings also reveal the importance of parental engagement in sustaining the program, suggesting that strengthening partnerships with families and communities could enhance both participation and long-term commitment.

To address these challenges, the study recommends integrating structured mentoring programs, which were identified as the most effective strategic intervention. By fostering a culture of giving from an early age, such programs can reinforce students' philanthropic habits and ensure continuity in the movement's impact. Additionally, leveraging digital platforms for online fundraising and outreach could help optimize cost management while expanding donor engagement. Ultimately, this study underscores the importance of community-driven philanthropic models in promoting educational equity and suggests that the al-Ma'un framework can serve as a powerful foundation for broader social initiatives aimed at reducing educational disparities in Indonesia.

Conclusion

The realization of national education goals cannot be separated from various factors related to the psychological condition of students and parents. These factors need to be studied in depth and solutions are found in order to eliminate obstacles that hinder the achievement of educational goals. Research shows that the internalization of Al Maun values in small philanthropic cans is considered quite successful, this can be seen from how the increase in the number of infak in the form of small philanthropic cans program increases from year to year. Through the BOCR (Benefit, Opportunity, Cost, Risk) Analysis on philanthropic experts and practitioners, "helping underprivileged students" is the most important benefit element with an average of 0.62. "Opportunity to increase parental participation" is the most important element in the opportunity element with an average of 0.68. Meanwhile, "promotion and socialization costs" are felt as the highest element in the cost aspect. And finally, "target mis precision risk" becomes the biggest risk in the small philanthropic can movement.

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