

## REVIEWER'S REPORT

Manuscript No.: IJAR-55717

**Title: ZAKAT, INFAQ, AND SADAQAH-BASED EDUCATION FINANCING MODEL: AN ALTERNATIVE SOLUTION TO NATIONAL EDUCATIONAL INEQUALITY.**

### Recommendation:

Accept as it is .....

**Accept after minor revision.....**

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity			✓	
Significance	✓			

Reviewer Name: Shafiya Akhter

### Reviewer's Comment for Publication.

The manuscript explores an important and socially relevant issue: educational inequality and alternative education financing through Islamic philanthropy, specifically Zakat, Infaq, and Sadaqah (ZIS). The topic is **highly significant**, particularly in the Indonesian context, where educational disparities persist despite substantial state budget allocations. The paper offers a **normative and conceptual contribution** by positioning ZIS as a complementary and sustainable education financing mechanism.

### Strengths

#### 1. High social and policy relevance:

The manuscript addresses national educational inequality using an Islamic economics and philanthropy perspective, which is highly relevant for countries with large Muslim populations.

#### 2. Strong normative and theoretical grounding:

The discussion is well-supported by Islamic economic theory, classical and contemporary scholars, and national policy frameworks, strengthening the manuscript's conceptual foundation.

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### 3. Comprehensive literature coverage:

The paper draws extensively on national and international literature related to zakat management, education financing, distributive justice, and Islamic philanthropy.

### 4. Clear articulation of ZIS potential:

The manuscript convincingly explains the normative legitimacy, flexibility, and redistributive power of ZIS in addressing access, quality, and sustainability of education.

### 5. Structured discussion of models and contributions:

The categorization of ZIS distribution models and their contributions to reducing educational inequality is systematic and informative.

## Areas Requiring Minor Revision

### 1. Language clarity and readability:

- The manuscript contains numerous long and dense sentences that affect readability.
- Minor grammatical errors, spacing issues, and formatting inconsistencies should be corrected to improve clarity and academic presentation.

### 2. Methodological depth:

- While the qualitative documentation and literature review approach is appropriate, the methodology section would benefit from clearer justification of data selection criteria and analytical rigor.
- A brief explanation of how key documents were prioritized would strengthen methodological transparency.

### 3. Analytical balance:

- The discussion is predominantly descriptive and normative.
- Greater critical analysis—particularly regarding risks, limitations, and possible unintended consequences of ZIS-based education financing—would strengthen the academic contribution.

### 4. Empirical illustration:

- The manuscript would benefit from concrete examples or brief case illustrations of successful ZIS-based education financing initiatives to support the arguments.

### 5. Conclusion refinement:

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- The conclusion should be slightly more concise and explicitly highlight policy implications, implementation strategies, and future research directions.

### Conclusion of the Reviewer

Overall, this manuscript presents a **valuable and timely contribution** to the discourse on alternative education financing and Islamic philanthropy. It offers strong normative justification and policy relevance for integrating ZIS into national education financing systems. With **minor revisions** focusing on language clarity, methodological transparency, and analytical depth, the manuscript will be suitable for publication.