

NO POVERTY

SDG 1 CONSOLIDATED REPORT

THE Impact Rankings 2027 | Reporting Year 2026

Student Access, Completion Support and Community Anti-Poverty Programmes

4,708	193	4.10%
Students (THE 2027 portal)	**Low-income students receiving aid**	**Derived share receiving poverty-related aid**

SDG 1

SDG 1 OVERVIEW

Universitas YARSI approach to reducing financial and social barriers to higher education and community livelihoods

Executive Summary

Universitas YARSI addresses SDG 1 through two complementary pathways. First, the university widens access to higher education for students facing economic disadvantage through targeted admission, tuition and living-cost support, measurable academic progression requirements, mentoring and completion-oriented assistance. Second, YARSI works with communities and public institutions to strengthen local livelihoods and access to essential services through enterprise mentoring, financial-readiness support, health and legal-literacy education, inclusive learning initiatives, and participation in policy development at national, regional and local levels, including national dialogue connected to the global post-2030 agenda.

The 2026 evidence shows an institutional response that extends beyond one-off assistance. It combines formal scholarship mechanisms and student monitoring with community-service programmes, capacity-building for village institutions and MSMEs, practical training that improves access to health, legal and inclusive-education resources, and contributions to policy dialogue and implementation. The consolidated report distinguishes direct service and training activities (Indicator 1.4.3) from policy participation and poverty-related development activities (Indicator 1.4.4), while identifying the Ciseeng BUMDes initiative as a shared programme relevant to more than one indicator dimension.

THE Portal Metrics - SDG 1.2

Indicator	2027 submission	Interpretation
1.2.1 Number of students	4,708	Total student population reported in the portal.
1.2.2 Low-income students receiving financial aid	193	Students receiving financial aid because of poverty.
Derived proportion	4.10%	193 / 4,708; derived from the displayed portal figures.

Indicator Coverage in This Consolidated Report

Indicator	Focus	Principal evidence base
1.3.1	Targeted admission for economically disadvantaged students	KIP-K guideline, 2026/2027 admissions brochure, scholarship page
1.3.2	Completion targets and monitoring	IPS 3.25 requirement, annual evaluation, tuition/living support
1.3.3	Support for low-income students to complete university	KIP-K, BSI Scholarship, BAZNAS Cendekia
1.3.4	Completion-oriented financial and developmental support	KIP-K, BSI, active KIP recipients, Masjid Jami' YARSI scholarship
1.3.5	Support for students from low/lower-middle income countries	Palestinian full scholarship, World Bank 2026 classification, OIA support
1.4.1	Free assistance to local community enterprises	Bantarsari cooperative, BUMDes Ciseeng, institutional community-service framework
1.4.2	Financial/access-to-finance assistance for local enterprises	Capital-access facilitation, SIAPIK, KUR and waqf crowdfunding support
1.4.3	Training and programmes to improve access to basic services	Digital TOGA education in Glodok; BUMDes Ciseeng service-capacity mentoring; IP and digital-literacy education at MAN 3 Jakarta; inclusive education training and accessible technology
1.4.4	Policy participation and poverty-related development activities	Bappenas Beyond 2030 national dialogue; DKI Jakarta regulatory review; Employment Bill input; Sumur Batu stunting prevention; BUMDes Ciseeng economic empowerment

SDG 1

1.3 UNIVERSITY ANTI-POVERTY PROGRAMMES

Access, progression, completion and international inclusion

1.3.1 Targeted Admission of Economically Disadvantaged Students

In 2026, Universitas YARSI operated formal admission pathways for students with economic limitations through KIP-K and Community Affirmation scholarships. Eligibility prioritises applicants from poor or vulnerable-poor households and uses recognised socioeconomic evidence such as KIP, PKH, KKS, social-welfare or poverty databases, SKTM, and household-income documentation. Selection includes programme-level assessment, ranking, university verification and validation, followed by formal determination of recipients.

The 2026/2027 admissions brochure confirms that KIP and Community Affirmation are active, dedicated admission routes. This demonstrates that targeted access for lower-income applicants is embedded in current admissions practice rather than existing only as a historical policy.

Evidence	What it demonstrates
KIP-K Selection, Development and Evaluation Guideline	Formal socioeconomic eligibility, verification, selection and ranking.
2026/2027 Admissions Brochure	Current-year KIP and Community Affirmation admission routes.
YARSI Scholarship Page	Ongoing KIP-K intake, verification, validation and final recipient determination.

Source: KIP-K Guideline

Source: 2026/2027 Admissions Brochure

Source: Universitas YARSI - Beasiswa

1.3.2 Completion-Oriented Targets and Monitoring

YARSI applies a structured completion-oriented framework for KIP-K recipients. Students are required to maintain measurable academic performance, including a minimum semester GPA (IPS) of 3.25, remain active in student-development activities, and undergo regular monitoring. Annual evaluation considers academic performance, economic condition and personal circumstances to determine continuation of scholarship support.

KIP-K assistance covers tuition and living costs throughout the permitted study period, while mentoring and semester-based evaluation address both financial and academic risks to persistence. A 2026 activity involving active KIP Kuliah recipients further demonstrates motivational and developmental support aimed at sustained achievement and continued study.



Figure 1. Active KIP Kuliah recipients participating in a 2026 YARSI support activity.

Source: YARSI KIP-K Guideline

Source: YARSI KIP Kuliah activity, 11 May 2026

1.3.3 Support for Low-Income Students to Complete University

Universitas YARSI maintains a layered support system so that financial hardship does not interrupt university completion. KIP-K provides full education-cost and living-cost assistance for eligible students, complemented by selection, mentoring and routine semester evaluation. In 2026, YARSI also facilitated the BSI Scholarship for prasejahtera students and the BAZNAS Cendekia Scholarship for active students.

The BSI scheme provides multi-semester tuition assistance together with mentoring, leadership and character development, Islamic economics and finance training, and internship opportunities. The BAZNAS Cendekia Scholarship adds tuition subsidies, mentoring and final-research assistance, directly supporting students through regular study and the final research stage.

Scheme	Financial support	Completion-related support
KIP-K	Full tuition and living costs	Mentoring and semester evaluation
BSI Scholarship 2026	IDR 3,000,000 tuition assistance for six semesters	Mentoring, leadership, financial-literacy development, internship
BAZNAS Cendekia 2026	Up to IDR 4,000,000/semester; IDR 3,000,000 final-research assistance	Scholarship mentoring and final-stage support

Source: Universitas YARSI - Beasiswa

1.3.4 Completion-Oriented Financial and Developmental Support

The 2026 evidence further shows that YARSI combines major scholarship schemes with additional completion-oriented support. KIP-K removes core tuition and living-cost barriers; the BSI Scholarship targets underprivileged students with multi-semester assistance; active KIP recipients receive motivational and developmental support; and the Masjid Jami' YARSI

scholarship provides an additional channel intended to reduce education-cost burdens and strengthen students' ability to focus on and complete their studies.



Figure 2. Scholarship support through Masjid Jami' YARSI and partner institutions.

Source: Masjid Jami' YARSI Scholarship, 21 January 2026

1.3.5 Support for Students from Low or Lower-Middle Income Countries

Universitas YARSI provides an international support pathway for students from lower-income country contexts. The strongest documented case is a full degree scholarship for a Palestinian medical student, covering tuition, accommodation and living costs, complemented by psychosocial guidance and Indonesian-language preparation. The World Bank's April 2026 Human Capital Country Brief classifies West Bank and Gaza as a lower-middle-income economy. This establishes the country-income component of THE Indicator 1.3.5; where available, a 2026 record confirming the recipient's individual economic-disadvantage status should be retained as supplementary audit evidence.

The scholarship is supported by YARSI's Office for International Affairs, which provides a formal degree-admission route and practical assistance with admissions, visas, permits and living in Jakarta. This combination reduces both financial and non-financial barriers to successful study. For audit completeness, retain a 2026 active-student/funding confirmation because the public scholarship announcement originated in 2024, together with any available documentation of the recipient's individual economic-disadvantage status.



Figure 3. Universitas YARSI full degree scholarship support for a Palestinian medical student.

Source: YARSI scholarship for Palestinians to study Medicine

Source: World Bank - West Bank and Gaza Human Capital Country Brief (April 2026)

Source: YARSI Office for International Affairs - Degree Program

SDG 1

1.4 COMMUNITY ANTI-POVERTY PROGRAMMES

Enterprise capacity, local economic resilience and access to finance

1.4.1 Free Assistance to Local Community Enterprises

In 2026, Universitas YARSI provided free, practical assistance to local communities to strengthen financially and socially sustainable enterprises. Through community-service programmes, YARSI academics supported cooperatives, village-owned enterprises and MSMEs with institutional strengthening, organisational governance, digitalisation, financial management, access-to-capital facilitation, halal-related assistance, business creation and digital marketing. The Ciseeng BUMDes programme is also relevant to Indicators 1.4.3 and 1.4.4 because the same documented engagement included service-capacity mentoring and local economic-development objectives.

Current-year implementation includes support for Koperasi Karang Taruna Bantarsari through institutional strengthening and digitalisation, and mentoring for BUMDes Ciseeng on governance, organisational development, technology use and sustainable service improvement. These activities demonstrate free enterprise assistance and organisational capacity-building; the Ciseeng activity is cross-referenced rather than counted as a separate event in the other indicator sections.



Figure 4. YARSI community engagement supporting BUMDes Ciseeng governance and digital transformation.

Source: Universitas YARSI - Pengabdian Kepada Masyarakat

Source: Ciseeng Menuju Smart Ecosystem, Aamiin

Source: YARSI Community Service Framework

Source: YARSI Internal PkM Grants

1.4.2 Financial and Access-to-Finance Assistance for Local Community Enterprises

Universitas YARSI's community-service framework explicitly includes facilitation of access to capital for local enterprises. This is integrated with financial-management mentoring, business creation, halal-audit facilitation and digital-marketing support. YARSI also funds MSME capacity-building programmes such as the SIAPIK Android accounting initiative, which links stronger financial records with improved readiness to access business capital.

Complementary community-service programmes connect enterprises with financing mechanisms including digital KUR access and waqf crowdfunding. The evidence therefore supports a strong claim of access-to-finance assistance and institutionally funded financing-readiness support. It should not, however, be interpreted as evidence that YARSI directly transferred cash capital to beneficiaries unless separate disbursement documentation is attached.

Evidence stream	Documented contribution
Institutional framework	Facilitation of access to capital for community businesses.
SIAPIK programme	Institution-funded accounting support to improve MSME finance readiness and access to capital.
Financing mechanisms	Programmes involving KUR access, business-capital support and waqf crowdfunding.

Source: Universitas YARSI - Pengabdian Kepada Masyarakat

Source: YARSI Internal PkM Grants

Source: YARSI External PkM Grants

SDG 1

SDG 1 CONSOLIDATED CONTRIBUTION

From access to completion, and from community capacity to economic resilience

Integrated Contribution to No Poverty

1.4.3 Training and Programmes to Improve Access to Basic Services

In 2026, Universitas YARSI directly organised training and community programmes intended to improve access to basic services in health, village public services, legal protection and inclusive education. The evidence comprises four initiatives: practical and digital health education in Glodok; capacity-building for village governance and services in Ciseeng; intellectual-property and digital-literacy education with follow-up copyright assistance at MAN 3 Jakarta; and staff training and accessible learning technology for students with disabilities.

Assessment area	Documented 2026 contribution
Community health	Digital Family Medicinal Plants (TOGA) education in Glodok, combining practical instruction, smartphone access to a digital herbal encyclopedia and hands-on planting.
Village public services	Mentoring for Ciseeng Village and BUMDes managers on institutional governance, organisational development, information-technology use and sustainable service improvement.
Legal information and protection	MAN 3 Jakarta students received education on intellectual property, digital ethics and responsible use of social media and AI; pre-/post-test results indicated improved understanding, followed by copyright-registration assistance for two student works.
Inclusive education	Staff training and development of accessible learning approaches and technology, including screen-reader-compatible LAYAR e-learning and hybrid learning for students with disabilities.

Evidence 1 — Community Health: Digital TOGA Education in Glodok

On 5 August 2026, Universitas YARSI organised a community-service programme for residents of RT 05/RW 05, Glodok, West Jakarta. The programme combined education on Family Medicinal Plants (TOGA), access to a digital herbal encyclopedia through smartphones and hands-on planting. YARSI lecturers and students worked with community and industry partners to strengthen practical health knowledge, household use of medicinal plants and awareness of their economic potential. This is direct evidence of training that improves access to usable health information and household health resources.

Source: Universitas YARSI, “Digital TOGA Education in Glodok,” 11 August 2026. https://www.yarsi.ac.id/dari-ceramah-hingga-cangkul-universitas-yarsi-dan-vijja-care-gelar-edukasi-toga-berbasis-digital-di-glodok

Evidence 2 — Village Public Services: Ciseeng Towards a Smart Ecosystem

On 6 July 2026, a Universitas YARSI community-engagement team from the Faculty of Law and Faculty of Information Technology supported Ciseeng Village in strengthening BUMDes institutions and improving the use of information technology in village governance and services. Village government and BUMDes managers received mentoring and interactive capacity-building on institutional governance, organisational development and sustainable service-improvement strategies. The programme demonstrates direct training intended to improve the quality and sustainability of local public-service delivery. This is the same Ciseeng engagement cross-referenced under Indicators 1.4.1 and 1.4.4, not a separate event.

Source: Universitas YARSI, “Ciseeng Menuju Smart Ecosystem, Aamiin,” 6 July 2026. https://www.yarsi.ac.id/ciseeng-menuju-smart-ecosystem-aamiin

Evidence 3 — Legal Literacy and Protection: MAN 3 Jakarta

On 15 June 2026, Universitas YARSI conducted a community-service programme at MAN 3 Jakarta to strengthen students’ understanding of intellectual property rights, digital ethics and responsible use of social media and artificial intelligence. The programme covered copyright, trademarks, patents, industrial designs, trade secrets, plagiarism and legal protection of creative works. Pre- and post-test results showed increased understanding, and follow-up mentoring continued through facilitation of copyright registration for two student creative works. This demonstrates practical access to legal information and protection mechanisms.

Source: Universitas YARSI, “Intellectual Property and Digital Literacy Programme at MAN 3 Jakarta,” 17 June 2026. https://www.yarsi.ac.id/yarsi-gelar-pengmas-di-man-3-semoga-lahirkan-siswa-kreatifcerdas-media-sosial-basis-hki

Evidence 4 — Inclusive Education: Human Resources and Accessible Technology

On 13 August 2026, Universitas YARSI strengthened inclusive education through staff training and the development of facilities and technology for students with disabilities. The programme addressed inclusive service delivery, adapted learning methods and accessible technology. YARSI’s LAYAR e-learning platform supports screen readers, while hybrid learning broadens access and the university is pursuing a dedicated disability service unit. This evidence shows institutional training and service development aimed at reducing barriers to education for persons with disabilities.

Source: Universitas YARSI, “YARSI Strengthens Inclusive Education through Human Resources and Technology,” 24 August 2026. https://www.yarsi.ac.id/yarsi-perkuat-pendidikan-inklusif-dari-segi-sdm-hingga-teknologi

1.4.4 Policy Participation and Poverty-Related Development Activities

In 2026, Universitas YARSI demonstrated multi-level participation in policy development and implementation relevant to poverty reduction and inclusive development. The evidence spans national policy dialogue linked to the global post-2030 agenda, regional regulatory review, national legislative input and local government collaboration. Local initiatives on stunting prevention and village economic empowerment connect policy objectives with practical action on health, human development and livelihoods.

Policy/development level	Documented contribution
National policy dialogue with global relevance	Participation in Bappenas' Beyond 2030 agenda discussion towards the SDG Summit 2027, addressing post-2030 developments, the 5P framework and integration of SDGs into national planning.
Regional policy review	Faculty of Law participation in evaluating draft and enacted DKI Jakarta regulations from a human-rights perspective, with findings prepared as recommendations for the Governor.
National legislative input	Expert contribution to an FGD on the Employment Bill, emphasising adaptive labour regulation and stronger protection for vulnerable groups.
Local human development	Joint training with Kelurahan Sumur Batu for 80 Posyandu cadres from seven community units on stunting prevention and positive parenting.
Local economic empowerment	Collaboration with Ciseeng Village to strengthen BUMDes governance, organisational development, technology use and service improvement.

Evidence 1 — Global/National Policy Dialogue: Beyond 2030 Agenda towards SDG Summit 2027

On 11 May 2026, Bappenas through the National SDGs Secretariat convened a multi-stakeholder FGD on Indonesia's positioning in the Beyond 2030 agenda towards the SDG Summit 2027. The discussion addressed global post-2030 developments, the 5P framework, integration of SDGs into national planning and strategic issues for Indonesia's international positioning, linking academic perspectives with the evolving global sustainable-development agenda.

Source: Universitas YARSI, "Ministry of PPN/Bappenas Holds FGD on Indonesia's Positioning in Beyond 2030 Agenda Discourse Towards SDG Summit 2027." https://www.yarsi.ac.id/ministry-of-ppn-bappenas-holds-fgd-on-indonesias-positioning-in-beyond-2030-agenda-discourse-towards-sdg-summit-2027

Evidence 2 — Regional Policy Review: Evaluation of DKI Jakarta Regulations

In February 2026, the Faculty of Law of Universitas YARSI participated in evaluating draft and enacted DKI Jakarta regulations from a human-rights perspective. The expert team's

findings were prepared as recommendation material for the Governor, addressing non-discrimination, protection of vulnerable groups, reduced inequalities and inclusive governance.

Source: Universitas YARSI, "Faculty of Law Universitas YARSI Entrusted by Ministry of Human Rights to Evaluate Regional Regulations of DKI Jakarta." https://www.yarsi.ac.id/faculty-of-law-universitas-yarsi-entrusted-by-ministry-of-human-rights-to-evaluate-regional-regulations-of-dki-jakarta-from-human-rights-perspective

Evidence 3 — National Legislative Policy Input: Employment Bill

On 9 July 2026, Mohammad Ryan Bakry, Dean of the Faculty of Law at Universitas YARSI, contributed expert input to an FGD on Indonesia's Employment Bill at the Parliament complex. The forum involved government, legislators, academics, unions and employers. YARSI's input emphasised adaptive labour regulation and stronger protection for vulnerable groups.

Source: Fraksi PKS DPR RI, "FGD Fraksi PKS, Ahli Hukum Ryan Bakry Tegaskan RUU Ketenagakerjaan Jangan Sekadar Salin UU Lama," 9 July 2026. https://fraksi.pks.id/2026/07/09/fgd-fraksi-pks-ahli-hukum-ryan-bakry-tegaskan-ruu-ketenagakerjaan-jangan-sekadar-salin-uu-lama/

Evidence 4 — Local Implementation: Stunting Prevention in Sumur Batu

In July 2026, Kelurahan Sumur Batu and Universitas YARSI jointly trained 80 Posyandu cadres from seven community units on stunting prevention and positive parenting. The programme was designed for knowledge dissemination to families, translating inclusive-development objectives into direct action on child nutrition, health and human development.

Source: Pemerintah Kota Administrasi Jakarta Pusat, "Puluhan Kader Posyandu Sumur Batu Ikut Pembekalan Pencegahan Stunting," 2026.
https://pusat.jakarta.go.id/revamp/berita/general/kesejahteraan-rakyat/Puluhan%20Kader%20Posyandu%20Sumur%20Batu%20Ikut%20Pembekalan%20Pencegahan%20Stunting

Evidence 5 — Local Economic Empowerment: BUMDes Ciseeng

On 6 July 2026, a YARSI team from the Faculty of Law and Faculty of Information Technology worked with Ciseeng Village to strengthen BUMDes institutions and the use of information technology for improved governance and services. Mentoring on institutional governance, organisational development and service improvement supported BUMDes as a driver of village development and economic empowerment. This is the same Ciseeng programme described under Indicators 1.4.1 and 1.4.3; its relevance here is the local economic-development and policy-implementation dimension.

Source: Universitas YARSI, "Ciseeng Menuju Smart Ecosystem, Aamiin," 6 July 2026.
https://www.yarsi.ac.id/ciseeng-menuju-smart-ecosystem-aamiin

The consolidated evidence presents an integrated institutional response to poverty. At the student level, YARSI combines targeted admission with verified socioeconomic eligibility, sustained financial support, measurable academic expectations, monitoring, mentoring and additional completion assistance. This reduces barriers at the points where economic disadvantage can prevent entry, disrupt persistence or delay graduation.

At the community and policy levels, YARSI extends this approach through free enterprise mentoring and financial-access programmes; training that improves access to practical health information, village services, legal protection and inclusive education; and participation in policy dialogue, regulatory review and local development initiatives addressing vulnerable groups, stunting and village economic empowerment. Together, these activities connect educational continuity, access to basic services, inclusive governance and sustainable local livelihoods—the core pathways through which a university can contribute to reducing poverty and vulnerability.