

Productive Waqf Model in Darunnajah Islamic Boarding School and its Development for Educational Institutions

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Received: Feb 07, 2024

Revised: Feb 19, 2024

Accepted: Feb 19, 2024

Online: Feb 19, 2024

ABSTRACT

This research focuses on the productive waqf model in Islamic Boarding School Darunnajah and its impact on the development of educational institutions. Islamic Boarding School Darunnajah, as one of the leading Islamic educational institutions in Indonesia, has adopted various productive waqf models to improve its financial sustainability and infrastructure development. This research aims to analyze the various productive waqf models implemented in Islamic Boarding School Darunnajah, evaluate their effectiveness in supporting the sustainability and improvement of education quality, and formulate recommendations for further development. Using a qualitative approach, data was collected through interviews with Islamic Boarding School managers, field observations, and analysis of relevant documents. The results show that Islamic Boarding School Darunnajah has successfully implemented various productive waqf models, including agricultural land management, commercial property, and financial investment. These models have contributed significantly to increasing the Islamic Boarding School's income and supporting the development of various educational programs. Based on the findings, this study recommends measures to improve the implementation of productive waqf in Islamic Boarding School Darunnajah, including increased cooperation with the government and the private sector, the development of training programs for Islamic Boarding School managers, and the establishment of strategic partnerships with financial and investment institutions. As such, this study contributes to the understanding of productive waqf practices in Islamic Boarding Schools and offers valuable insights for other Islamic educational institutions interested in developing similar models. The practical implications of this research may help in improving the financial sustainability and quality of education in Islamic Boarding School as well as other Islamic educational institutions in Indonesia.

Keywords: *Darunnajah, Infrastructure Development, Productive Waqf*

Journal Homepage

<https://journal.ypidathu.or.id/index.php/ijnis>

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How to cite:

Mursyidah, A., & Anwar, M. (2024). Productive Waqf Model in Darunnajah Islamic Boarding School and its Development for Educational Institutions. *International Journal of Noesantara Islamic Studies*, 1(1), 39-50. <https://doi.org/10.70177/ijnis.v1i1.806> Published by: Yayasan Pedidikan Islam Daarut Thufulah

INTRODUCTION

Islamic Boarding School is one of the Islamic educational institutions that has long been an integral part of the education system in Indonesia. Known for its commitment to

character development and religious knowledge (Cesar Da Silva dkk., 2021), it also has a vital role in infrastructure development and improving the quality of education. Along with the increasing financial challenges and the need for more modern infrastructure development, Islamic Boarding School need to find additional sustainable funding sources. In this regard, productive waqf has emerged as an attractive alternative (Milwright, 2023). Productive waqf allows Islamic Boarding School to optimize its assets to generate income that can be used to support daily operations and long-term development.

The first obstacle faced by productive waqf is the lack of in-depth research on productive waqf practices in Islamic Boarding Schools, especially in Islamic Boarding Schools that only study religious subjects, yellow books, or slogans that do not teach independence and entrepreneurship (Shengyao dkk., 2024). This is based on the lack of studies that specifically focus on implementing productive waqf in Islamic Boarding Schools, as well as the lack of understanding of the actual experiences, challenges, and success strategies associated with productive waqf in Islamic Boarding Schools.

Furthermore, Legal and Regulatory Obscurity is the need for more clarity or understanding of the legal and regulatory framework governing productive waqf in Indonesia, especially in the context of Islamic Boarding Schools (Iqbal dkk., 2024). This is based on the need for more literature or research that details the legal and regulatory aspects related to productive waqf in Islamic Boarding Schools, as well as the inability to understand its legal implications for the effective implementation of productive waqf.

Further Challenges in Asset Management: these are challenges in productive waqf asset management in Islamic Boarding Schools, including a limited understanding of managing productive assets such as agricultural land, commercial property, or other businesses (Mukhtar & Todd, 2023). The source of this gap may stem from the need for knowledge or resources available to Islamic Boarding School managers to manage productive waqf assets effectively (Ascarya dkk., 2022). Then Lack of Appropriate Business Model Development: i.e. the lack of business model development that suits the Islamic Boarding School context to implement productive waqf effectively (De Diego-Cordero dkk., 2024). This is based on the lack of research or literature reviewing the development of business models suitable for Islamic Boarding School, as well as the lack of understanding of the integration of Islamic values in business strategies.

However, while the potential of productive waqf has been recognized, its implementation still needs to be improved. These include a limited understanding of the concept of productive waqf, legal and regulatory barriers, as well as limitations in asset management and the development of appropriate business models (Siminoff dkk., 2024). However, there are still many potentials of Islamic Boarding School that must be explored, one of which is Islamic Boarding School Darunnajah, which has thousands of students and has dense activities from waking up until late at night, students are educated to be independent, sincere, responsible and disciplined in carrying out their daily habits.

Darunnajah Islamic Boarding School is an Islamic educational institution in Indonesia that not only focuses on the aspect of religious education but also has a business approach by developing various business units (Ganzar dkk., 2024). By having branches

in several locations, such as Darunnajah 2, Darunnajah 6, and Darunnajah 8, this Islamic Boarding School shows diversity and expansion in its operations.

The business units developed at Islamic Boarding School Darunnajah cover various fields, such as cooperatives, canteens, laundry, tour and travel, film production, internet cafes, photocopying, property, agriculture, animal husbandry, and wood processing (Ajgaonkar dkk., 2024). This business diversification shows that the Islamic Boarding School not only relies on funding from external parties or donations but also has diverse internal sources of income.

By developing these business units (C. Wang dkk., 2024), Islamic Boarding School Darunnajah not only supports its operational sustainability financially but also provides opportunities for Student and the surrounding community to engage in diverse economic activities (Li dkk., 2024). It can also be a practical education for Student in developing business skills and insights in various business sectors.

With this approach, Islamic Boarding School Darunnajah is not only a quality religious education center, but also an example of an independent and empowered educational institution in managing resources efficiently to support its operational sustainability.

Therefore, this study aims to investigate the productive waqf model in Islamic Boarding School Darunnajah and its impact on the development of educational institutions (Marcos-Vílchez dkk., 2024). Through an in-depth analysis of the productive waqf strategies that have been implemented and the challenges faced, it is hoped that this research will provide valuable insights for the development of productive waqf practices in Islamic Boarding School as well as other Islamic educational institutions.

LITERATURE REVIEW

Productive waqf practices play an important role in advancing the social and economic welfare of the community and expanding the positive impact of waqf assets (Engelina Siregar, 2024). By optimizing the potential of waqf for productive purposes (Kırca dkk., 2024), the community can experience greater benefits from this philanthropic endeavor, while creating a sustainable impact on the overall development of society.

Productive waqf in Islamic Boarding School has several advantages and benefits that make it a better option in the context of economic and social development in the community (Faizi dkk., 2024). Here are some reasons why productive waqf in Islamic Boarding School is considered better:

1. Educational and Religious Mission (Al-Sharmani, 2023): Islamic boarding schools not only function as centers of Islamic education, but also as institutions that teach religious and moral values to their students (Martins dkk., 2024). Through productive waqf, Islamic Boarding School can integrate religious values in economic activities, resulting in a broader and more positive social impact. Islamic Boarding School has long been a traditional educational institution in the Islamic world, which not only focuses on religious learning, but also shapes the character and morals of its students (King dkk., 2024). The educational mission of Islamic Boarding School includes Religious Education (Kerkez & Şanlı, 2024): Islamic
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Boarding School provide comprehensive religious education to their students, including an understanding of the Qur'an, Hadith, fiqh (Islamic law), aqidah (belief), and Islamic history (Abdul Shukor & Kattiyapornpong, 2024). This forms a spiritual foundation for students to understand and practice Islamic teachings in daily life (Kholis, 2019).

2. Community economic empowerment through the implementation of productive waqf in the Islamic Boarding School is a process that involves various efforts to increase the economic independence of the community around the Islamic Boarding School (M. Wang dkk., 2024). The following is a more detailed explanation of how the implementation of productive waqf in Islamic Boarding Schools can empower the community's economy, including 1). Creating Jobs; The implementation of productive waqf in Islamic Boarding School often involves the development of economic enterprises such as agriculture, animal husbandry, crafts, or other micro and small businesses (Vera Cruz dkk., 2024). With these businesses, there are opportunities for the community around the Islamic Boarding School to work and contribute to these economic activities. For example, the establishment of agricultural businesses on waqf land can create jobs for local farmers who are involved in the process of planting, maintaining, and harvesting agricultural products. 2) Increasing Income: With the employment opportunities created by productive waqf enterprises, the community around the Islamic Boarding School has the opportunity to increase their income. They can earn income from wage labor, sales of produce, or from micro and small businesses supported by the Islamic Boarding School (Ashraf, 2023). For example, farmers involved in the waqf farming program can increase their income through the sale of their harvest. 3) Reducing Poverty Levels (Imran & Mardhiah, 2023): By creating jobs and increasing people's income, the implementation of productive waqf in Islamic Boarding School can effectively help reduce the poverty rate in the region. Through access to employment and better income, people have the opportunity to fulfill their basic needs such as food, education, health, and housing. In addition, increased income can also help the community to reduce dependence on social assistance or donations from other parties. Example Implementation: Islamic Boarding School Gontor (2020) In a study conducted by Gontor in 2020 (Olivas Castellanos & De Gunther Delgado, 2024), Islamic Boarding School Gontor successfully implemented a productive waqf program that helped in the economic empowerment of the surrounding community. Through the development of waqf farming businesses involving local communities, the Islamic Boarding School was able to create new jobs and increase community income. As a result, the poverty rate in the region has decreased significantly, while the welfare and economic independence of the community has increased significantly (Guo dkk., 2024). Thus, the implementation of productive waqf in Islamic Boarding School has great potential to empower the economy of the surrounding community, create jobs, increase income, and significantly reduce poverty levels (Cullinan dkk., 2024). This shows that productive waqf is not only an economic instrument, but also an effective tool in driving inclusive and sustainable economic development at the local level (Firmansyah, 2020).
 3. Professional Management: Islamic Boarding School usually have a well-organized management system, including financial management, human resources, and infrastructure (Panah dkk., 2024). This enables Islamic Boarding School to manage waqf assets professionally and efficiently. Professional management is an important
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aspect in the implementation of productive waqf in Islamic Boarding School. A well-organized management structure and capabilities in financial and human resource management enable Islamic Boarding School to manage waqf assets efficiently and effectively (Büssing, 2024). The following is a more detailed explanation of professional management in the context of Islamic Boarding School:

- 1) Organized Organizational Structure. Islamic Boarding School generally have a well-organized organizational structure. This structure includes a clear division of duties and responsibilities between various units or departments within the Islamic Boarding School, such as the education, finance, and waqf development divisions. The existence of an organized structure facilitates coordination and collaboration between sections, and allows for quick and precise decision-making.
- 2) Professional Financial Management (Haustein, 2023).
- 3) Islamic Boarding School often have experience and expertise in financial management, including bookkeeping, budget planning, and financial reporting. This capability is crucial in managing waqf assets, such as land, buildings, or waqf funds. With professional financial management, Islamic Boarding School can ensure the efficient and transparent use of waqf funds, as well as maximize the income potential of their waqf assets.
- 4) Effective Human Resource Management (Prakash dkk., 2024). Islamic Boarding School also have experience in managing human resources (HR) effectively. This includes recruitment, training, performance evaluation, and career development of staff and faculty. By having qualified and trained human resources, Islamic Boarding School can run productive waqf programs more efficiently, and ensure the sustainability and continuity of waqf activities in the long run.
- 5) Transparency and Accountability. Professional management also includes aspects of transparency and accountability in every activity related to waqf assets. Islamic Boarding School need to maintain openness and provide clear information to related parties, such as donors, students, and the general public, about the use of waqf funds and the results achieved. Thus, the Islamic Boarding School can build trust and gain greater support from various parties (Ascarya & Tanjung, 2021).

Implementation Example: Study by Nawir et al. (2020) The study conducted by Nawir et al. in 2020 provides an example of how Islamic Boarding School professionally manage waqf assets. Through an analysis of Islamic Boarding School that have successfully implemented productive waqf, the study shows that a well-organized management structure and capabilities in financial and human resource management play a key role in the success of productive waqf programs. Thus, professional management in Islamic Boarding School provides a strong foundation for the implementation of productive waqf. By using sound management principles, Islamic Boarding School can optimize the potential of waqf assets and achieve a broader and more positive social and economic impact on society.

Social and Cultural Support: Productive waqf in Islamic Boarding School receives strong social and cultural support from the surrounding community as well as the alumni network. This strengthens the sustainability of the program and increases community participation in the implementation of productive waqf (Huda, 2019). By considering these advantages, productive waqf in Islamic Boarding School is considered better because it is able to integrate religious values, empower local communities, and build an independent and sustainable economy. Productive waqf in Islamic Boarding School has a number of advantages that make it a better choice in the economic and social development of the community.

RESEARCH METHODOLOGY

This research is qualitative research because of the type of data. Qualitative research emphasizes an in-depth understanding of the problem rather than conducting generalization research. Another concept, Creswell states that ‘a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e. the multiple meanings of individual experiences meanings socially and historically constructed, with an intention of developing a theory or pattern) or advocacy/participatory perspectives (i.e. political, issue-oriented, collaborative, or change-oriented) or both’ (Creswell, 2003, p. 18).

Content analysis, also known as content analysis, was used in this study. Krippendorff refers to content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.” Neoendorf (2002) defines content analysis as “An in-depth analysis that can use both quantitative and qualitative techniques of messages using scientific methods and is not limited to the types of variables that can be measured or the contexts in which the messages are used.”

Based on literary theory, social sciences (such as ethnomethodology and symbolic interactionism), and critical scholars, a qualitative approach to analyzing content can use different types of analysis. In a qualitative approach, content analysis can involve classification and categorization of the content of communication, such as photography, conversations, written texts, and interviews. The main focus of content analysis is to maintain and extend the benefits of quantitative content analysis in communication science to qualitative-interpretive analysis. Content analysis can cover any type of recorded communication. Unlike its name, content analysis does not only look at the visible content of the material. Becker & Lissmann (1973) distinguish content analysis into two levels: the main content is the themes and main ideas in the text, and the hidden content is the context information. Content analysis also includes the use of replicable and valid methods to make specific inferences from text about other statements. The data source in this research is productive waqf in Islamic Boarding School Darunnajah. There are already preliminary observations that show a very surprising phenomenon; therefore, further observations will be made. Representatives of various responsible parties at Islamic Boarding School Darunnajah, including the Waqf Board (Nadzir), Managers, and Student, were interviewed. To find out what productive waqf actually is, literature research was conducted on various primary sources and libraries. Analysis was conducted using triangulation techniques.

RESULT AND DISCUSSION

In 2021, the balance of waqf financial statements at Islamic Boarding School Darunnajah Jakarta amounted to Rp. 55,017,010,000 (9%), then increased to Rp. 197,033,025,000 (33%) in 2022 and continued to increase to Rp. 350,107,496,000 (58%)

in 2023. This is due to the increase in waqf assets from year to year given by benefactors to Darunnajah Foundation to be managed properly.

Year	Financial Report	Percentage
2021	Rp. 55,017,010,000	9%
2022	Rp.197,033,025,000	33%
2023	Rp. 350,107,496,000	58%

The funds obtained from productive waqf management are used for various purposes, such as providing scholarships to students, the welfare of teachers and employees, as well as providing assistance to the poor, abandoned children, orphans, and for the welfare of the people. Islamic Boarding School Darunnajah Jakarta also uses waqf funds to build facilities and infrastructure, and open business units to maximize the benefits of its waqf assets.

The following is the financial data of productive waqf of Islamic Boarding School Darunnajah Jakarta in the form of a diagram:



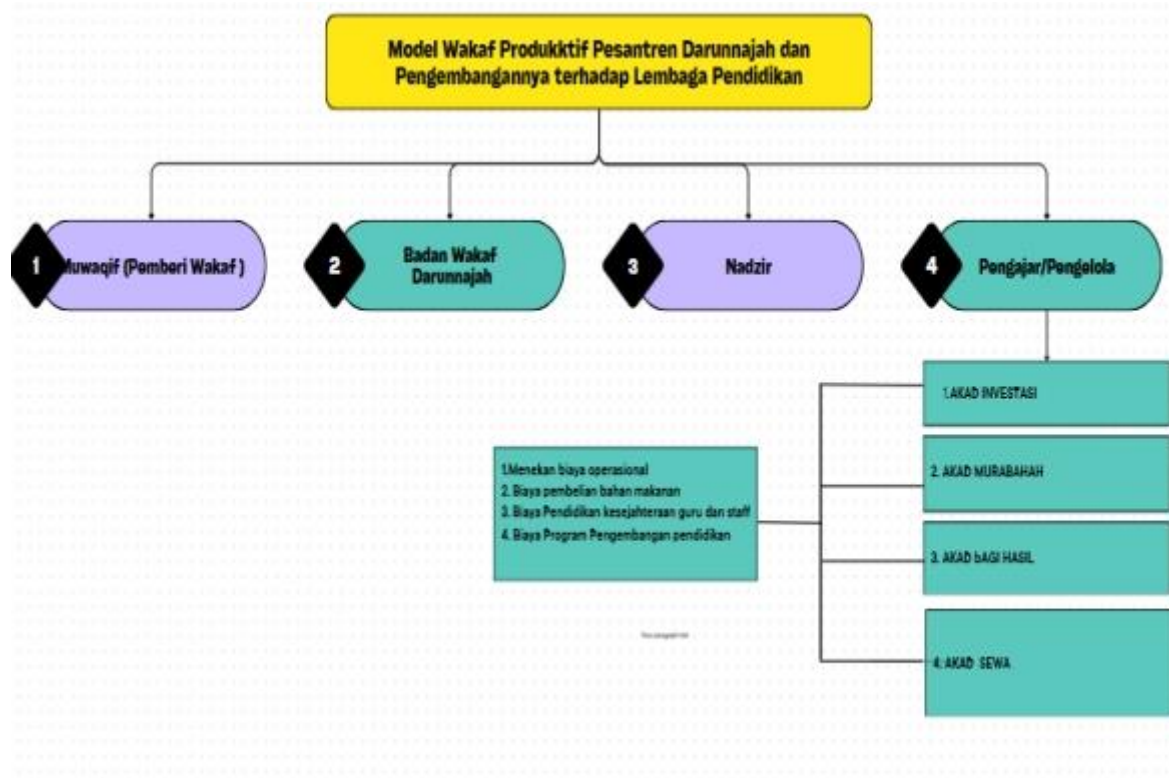
This data reflects the significant growth in productive waqf finances of Islamic Boarding School Darunnajah Jakarta from year to year, demonstrating the effectiveness of waqf asset management to support Islamic Boarding School activities and benefit the surrounding community.

Thus, waqf finance in Islamic Boarding School Darunnajah Jakarta has a very important role in supporting educational, social, and economic activities in the Islamic Boarding School, as well as providing extensive benefits to the surrounding community.



Rekapitulasi aset Ponpes Darunnajah (Dok. Istimewa)

In 2024, Darunnajah's waqf land assets reached 677.5 hectares spread across Indonesia such as in Riau, Kalimantan, Bandung, Jakarta, Bogor, Banten, Lampung, Bengkulu, and others. Besides land, Darunnajah has various waqf assets such as educational institutions, buildings, plantations, agriculture, and so on. These waqf assets need good management to be productive. The following is the productive waqf model in Darunnajah Islamic Boarding School and its development in the field of education.



Source: Darunnajah Islamic Boarding School (processed by the author 2024)

By applying the productive waqf model at Islamic Boarding School Darunnajah, some costs that can be minimized or reduced are as follows: 1) Operational Costs: Islamic

Boarding School Darunnajah can reduce operational costs associated with daily activities, such as electricity, water, and fuel costs, by utilizing the production of productive waqf, for example by utilizing solar energy for electricity needs, and utilizing natural water sources for water needs. 2) Food Purchasing Costs: By optimizing the waqf agricultural land, Islamic Boarding School can produce some of the foodstuffs needed, such as rice, vegetables, and fruits, thus reducing the cost of purchasing foodstuffs from outside. 3) Infrastructure Maintenance Costs: By earning additional income from commercial properties owned by the Islamic Boarding School, such as bookstores or canteens, the Islamic Boarding School can use the income to maintain and develop the Islamic Boarding School's infrastructure, thereby reducing the burden of maintenance costs. 4) Education Costs and Welfare of Teachers and Staff: By having an additional source of income from productive waqf financial investments, Islamic Boarding School can reduce the burden of education costs and the welfare of teachers and staff, thereby improving their welfare and increasing their motivation to contribute to the development of education in Islamic Boarding School. 5) Education Program Development Costs: By earning additional income from the independent business of productive waqf, Islamic Boarding School can reduce the cost of developing educational programs, such as the cost of providing books and learning tools, thereby improving the quality of education offered by the Islamic Boarding School.

By reducing or minimizing various operational and development costs, Islamic Boarding School Darunnajah can use its resources more efficiently and effectively, thus increasing the financial sustainability and overall development of educational institutions.

Islamic Boarding School Darunnajah Jakarta has significant waqf finances in supporting educational and social activities in the Islamic Boarding School. Based on the data presented, there is a considerable increase in the balance of the financial statements from year to year, which shows the effectiveness of productive waqf management in the Islamic Boarding School.

CONCLUSION

Islamic Boarding School Darunnajah has successfully managed its waqf assets in a productive and sharia manner to support the financial sustainability and development of educational institutions. The results showed an increase in the balance of waqf financial statements and land assets at Islamic Boarding School Darunnajah from year to year, which is due to the increase in well-managed waqf assets. Thus, Islamic Boarding School Darunnajah has set a good example in managing waqf assets productively to support the financial sustainability and development of educational institutions, and this research provides an in-depth view of the implementation of the productive waqf model in the Islamic Boarding School.

ACKNOWLEDGEMENT

The role of Darunnajah in the field of education is highly significant, considering the increasing productive endowments over the years, especially in terms of monetary and

land assets With professionalism, sincerity, and Islamic-based management principles, Darunnajah's impact on the community, particularly in the field of economics, will be more beneficial.

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