

**Waqf Management Strategy of Pesantren
Darunnajah Jakarta in Advancing Islamic
Educational Institutions**

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ABSTRACT

This research aims to find out how waqf management is carried out at the Darunnajah Islamic Boarding School in the context of developing Islamic Education Institutions. The research was carried out using a qualitative methodology approach, where researchers examined documents, made observations and interviewed relevant parties. The data collected was then analyzed descriptively, analytically and reflectively. This research suggests that waqf is a voluntary gift made by Islamic people for the purpose of developing Islamic society. Waqf is a form of worship that is highly recommended not only for individual relationships with God, but also for relationships between humans on this earth. Moreover, waqf can be developed in such a way as to be used as well as possible in accordance with the rules of the Islamic religion. The Darunnajah Islamic Boarding School, which was founded in 1942, has carried out waqf management with a strategic approach that is relevant to developing the resources of the Islamic Education Institution. It is hoped that the waqf management strategy at the Darunnajah Islamic Boarding School in Jakarta can be developed better so that the benefits of waqf can be felt by students, society, and the Indonesian nation.

Keywords: *Waqf, Management, Strategy, Darunnajah, Islamic*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana pengelolaan wakaf yang dilakukan di Pondok Pesantren Darunnajah dalam rangka pengembangan Lembaga Pendidikan Islam. Penelitian dilakukan dengan menggunakan pendekatan metodologi kualitatif, dimana peneliti menelaah dokumen, melakukan observasi dan wawancara dengan pihak-pihak terkait. Data yang terkumpul kemudian dianalisis secara

deskriptif, analitis dan reflektif. Hasil penelitian ini menunjukkan bahwa wakaf adalah pemberian sukarela yang dilakukan oleh umat Islam untuk tujuan pengembangan masyarakat Islam. Wakaf merupakan salah satu bentuk ibadah yang sangat dianjurkan tidak hanya untuk hubungan individu dengan Tuhan, tetapi juga untuk hubungan antar manusia di muka bumi ini. Selain itu, wakaf dapat dikembangkan sedemikian rupa untuk dimanfaatkan sebaik-baiknya sesuai dengan kaidah-kaidah agama Islam. Pondok Pesantren Darunnajah yang berdiri sejak tahun 1942 telah melakukan pengelolaan wakaf dengan pendekatan strategis yang relevan dengan pengembangan sumber daya Lembaga Pendidikan Islam. Diharapkan strategi pengelolaan wakaf di Pondok Pesantren Darunnajah Jakarta dapat dikembangkan lebih baik lagi agar manfaat wakaf dapat dirasakan oleh santri, masyarakat, dan bangsa Indonesia.

Kata kunci: Wakaf, Manajemen, Strategi, Darunnajah, Islam

INTRODUCTION

Good waqf management is currently very much needed in terms of developing Islamic Education Institutions. A modern Islamic Education Institution always places a strong emphasis on improving waqf management (Munir, 2013). The increase in quality standards for waqf management is currently highly anticipated by the public. The demand for high standard services with greater transparency is aimed at waqf institution managers (Kamaruddin et al., 2018). Because public trust is the main key to the success of waqf managers in Islamic Education Institutions.

Waqf is a gift donated by Muslims with the aim of increasing human resources and expanding waqf assets. Waqf is a priority worship in Islam because vertically it brings the relationship between humans and God closer and horizontally it brings people closer together, to love each other and provide as many benefits as possible. Various waqf management has been developed in such a way. However, there is no appropriate management framework that can be implemented in various philanthropic institutions.

The strength of waqf can be seen in its strategic role in the development of an institution, as well as in Islamic activities. The role of waqf is also seen in advancing the Islamic community in increasing its resources. However, we have yet to find a management framework that can emphasize what kind of structured management can strengthen accountable, effective and efficient administration for various types of waqf.

In research notes (Hasan et al., 2018) it was found that there are three important things in waqf management, first is research, second is investment,

third is property or assets. These three important things can provide encouragement for progress in waqf management. Furthermore, good waqf management will strengthen the quality of the Muslim community and its institutions.

Waqf is a primary mechanism for providing support for development across all layers of society, especially for the underprivileged. However, several challenges and obstacles relate to the development of waqf assets, including lack of funds and expertise, poor documentation, and recording the value of waqf assets, among others (Zunaidah et al., 2015).

Although there are many ways to improve waqf management, it is essential to consider the relationship between waqf managers and beneficiaries. This relationship should not view beneficiaries merely as passive recipients of aid but as active participants in enhancing waqf management. There is potential in the concept of downward accountability to complement conventional upward accountability. In other words, while efforts to improve waqf management effectiveness tend to focus on reporting and accountability upwards to supervisory boards, similar to corporate reporting to boards of directors, there is significant potential in listening to and engaging in dialogue with beneficiaries. Better downward accountability relationships with beneficiaries offer opportunities to improve waqf management effectiveness and efficiency (Osman, 2010).

The governance of hospitals based on waqf must be sustainable. The transformation of waqf hospital management is essential to make it more modern and well-structured, in line with corporate institutional standards. Between the 8th and 14th centuries, successful waqf hospitals were characterized by strong architectural and engineering foundations. At that time, waqf hospitals were managed by waqf asset managers in terms of administration. Today, the management of waqf hospitals should ideally integrate management patterns from earlier waqf hospitals and combine them with public-private partnership models based on profit-sharing or *mudarabah*. This is done to achieve sustainable governance of waqf hospitals for better public healthcare services (Aishah et al., 2022).

Waqf is a form of charity performed by holding the original asset (*tahbisul awal*) and then donating its benefits generally. One use of waqf assets is to establish Islamic educational institutions or *pesantren*. *Pesantren* are

Islamic educational institutions that teach Islamic sciences and general knowledge. In pesantren, students are also educated with multicultural education. Multicultural education has actually been implemented in various pesantrens in Indonesia. The implementation of multicultural education in these pesantrens is adapted to the approaches and cultures of each pesantren. This implementation has had an extraordinary impact, particularly in curbing radicalism and extremism in Indonesia (Marzuki et al., 2020).

Darunnajah Central Pesantren in Jakarta is located in South Jakarta and currently has several branches and dozens of educational institutions in various regions of Indonesia. Pondok Pesantren Darunnajah has thousands of students living in the pesantren (Darajat et al., 2022).

Research Methodology

The research conducted by the researcher in this study uses a qualitative research approach that is descriptive, analytical, and reflective. The research results will be described, then analyzed with theories relevant to this study, and the researcher will reflect on the findings and analysis. The qualitative research approach is naturalistic, following the actual conditions in the field, so the researcher must be open to all phenomena that may arise.

The first data collection technique is interviews. Interviews are a way to obtain data by asking questions to informants relevant to the research topic (Mulyana, 2006). Interviews can be conducted in various ways, adapting to field conditions.

The researcher will conduct interviews face-to-face or online via digital media. In-depth interviews are also necessary for robust data collection in this dissertation research (Moleong, 2005). Interviews will be conducted with relevant parties such as pesantren leaders, foundation leaders, and managers of institutions at Darunnajah Jakarta.

Second, the researcher will collect documents related to the research focus. Documents that can be references in this study include notes, photos, videos, and other documentation accessible to the researcher (Alwasilah, 2006).

The researcher will examine documents that can be traced through the internet and those accessible during visits to Pesantren Darunnajah Jakarta. The researcher will conduct both direct and indirect observations at Pesantren Darunnajah Jakarta. Through these observations, the researcher can compare or verify the collected data and draw conclusions (Alwasilah, 2006).

The data collected will be analyzed using the management theory approach used in this study. The researcher will conduct all stages of data collection diligently.

LITERATURE REVIEW

Based theory is a theory from a management perspective. This theory reviews resources that can be increased. Because the RBV theory assumes that a resource cannot stand alone, it must be supported by various aspects related to it. A number of factors that are the main concepts in the RBV theory are value, scarcity, imitation, impossibility of substitution, and alternative strategies. By considering these factors and evaluating the relationship between resources and other elements, we can understand how value can be created and how resources can be maximized in this value creation process (Salazar and Armando, 2017).

One of the perspectives developed in the RBV theory is integrating company resources with other resources to create value that is developed at the institution. This paradigm presupposes an understanding of resources, both physical assets, skills and technology, that can collaborate to produce competitive value for an institution.

The potential of each element needs to be synergized in the right configuration to improve the quality of an institution. This improvement requires strong interaction between related resources and not just collecting existing assets. For example, in an institution, advantage might not only come from advanced technology but also from how that technology is integrated with employees' skills and an organizational culture that supports innovation. This is what enables an institution to create value that cannot be easily replicated by competitors.

In Resource-Based View (RBV) theory, scarcity and value are often used together to explain the potential for creating competitive advantage. Barney (1991) emphasized that to be a source of competitive advantage, a resource must not only be valuable but also scarce.

This scarcity mechanism means that if only a few companies have access to or control over valuable resources in an industry, those companies have a greater opportunity to leverage those resources to create competitive advantage. However, scarcity alone is not enough. A resource may be scarce,

but if it cannot create value or contribute to the company's operational excellence, its scarcity will not provide a strategic benefit.

Moreover, scarcity can also depend on the level of analysis. At a certain level, every company has something unique, such as corporate culture, internal processes, or specific individuals within the organization who possess rare skills. But more important than mere scarcity is how those resources can be configured to create value. In other words, scarce resources must be placed in the right context to be used effectively to create a sustainable competitive advantage.

Difficult to Imitate and Without Strategic Substitutes

If companies operate in different environments, before deciding to imitate a successful company, we must ensure that the imitation will bring positive results within our current company configuration, considering the existing resources and capabilities. It is important to remember that a strategy or resource that works for one company may not work when adopted by another company, especially if the environmental conditions, organizational culture, or available resources are vastly different.

According to Resource-Based View (RBV) theory, one of the conditions for a resource to create sustainable competitive advantage is that the resource must be difficult for competitors to imitate. If competitors can easily imitate a company's resources or capabilities, the company's competitive advantage will be temporary. Factors that make a resource difficult to imitate include social complexity (e.g., unique corporate culture), historical processes that cannot be duplicated, or reliance on specialized expertise that cannot be easily transferred or acquired by other companies.

In addition to being difficult to imitate, resources or capabilities must also lack strategic substitutes that can provide the same or similar function. Strategic substitutes are alternatives that can provide the same benefit without using the same resources. If the resource can be replaced by another alternative that is cheaper or more easily accessible to competitors, the competitive advantage generated by that resource will not be sustainable.

Therefore, before attempting to imitate a successful company, a company should analyze whether the resource to be adopted is truly difficult to imitate and lacks strategic substitutes. Additionally, they should consider whether this imitation will align with their own resource configuration and environment.

A culture that supports innovation and experimentation can accelerate

the emergence of new capabilities and value creation. A flexible organizational structure allows companies to respond to changes more quickly and effectively. Given their interdependence, one needs to study how capabilities are created in a firm. Winter (2000) asks, "How do dynamic capabilities, broadly understood as those that address the firm's ability to integrate, reconfigure, gain, and release resources, to match and even create market change, emerge in the first place?" Capabilities are the product of processes and routines embedded in firms, and a more accurate understanding of them requires careful observation of their emergence, including where they reside (Ambrosini and Bowman, 2009).

RESULT AND DISCUSSION

The Management Process of Waqf at Darunnajah Islamic Boarding School Jakarta

At Darunnajah Islamic Boarding School in Jakarta, the management of waqf begins with receiving waqf assets, such as land or buildings, from donors. The boarding school ensures that these assets are managed in accordance with Islamic principles and applicable legal regulations. This management process involves several stages:

A. Documentation of Waqf Assets at the Darunnajah Islamic Boarding School

Documentation of waqf assets is the main pillar in managing waqf at the Darunnajah Islamic Boarding School. Data collection and documentation of assets owned by the Darunnajah Islamic Boarding School in Jakarta was carried out carefully starting from the central Islamic boarding school, twenty branches, fifty institutions under the auspices of Darunnajah and Darunnajah University.

Darunnajah Islamic Boarding School has seriously recorded waqf documentation since its inception. In fact, one of the sons of the founder of the Darunnajah Jakarta Islamic Boarding School was sent to a special school to study law and notary law. This is done so that Islamic boarding school administrators understand the legal aspects regarding notarial deeds as part of the official document which shows that the land owned by Darunnajah Islamic Boarding School is also recorded in state documents.

B. Maintenance and Development of Waqf Assets at the Darunnajah Islamic Boarding School, Jakarta

Waqf management at the Darunnajah Islamic Boarding School is led by the Nadzir Council. The highest body of the Darunnajah Islamic Boarding School is the Darunnajah Foundation which was formed on September 22 1986. The Darunnajah Foundation is a Legal Entity that oversees all organizations within the foundation and within the Islamic Boarding School environment. This legal entity consists of the Nazir Council. The Nazir Council are those trusted by the founder as supervisors in the organization, consisting of 11 people.

The administrators at the board of the Darunnajah Islamic Boarding School, Jakarta, meet once a year to discuss the maintenance and development of waqf assets. Asset growth and development is the main discussion in this important meeting. This was done because public trust in the Darunnajah Islamic Boarding School continues to increase, one of which can be seen by a number of people giving away hectares of land to be managed and developed into a Darunnajah branch Islamic boarding school.

C. Financial Management at the Darunnajah Islamic Boarding School, Jakarta

Financial management at the Darunnajah Jakarta Islamic Boarding School is managed by the Islamic boarding school administration sector which is adjusted to their respective positions, both at the center, branches and universities. These financial managers report regularly to the leadership of the Darunnajah Islamic Boarding School. Then every year this financial management is reported and discussed at a meeting of the leadership board of the Darunnajah Islamic Boarding School.

Good administration is one of the main keys to successful waqf management at the Darunnajah Islamic Boarding School, Jakarta. This tiered financial management is expected to be able to demonstrate financial performance with a high level of accountability. Apart from honesty and sincerity, this financial manager is also full of high dedication for the progress of an Islamic educational institution called Pesantren Darunnajah Jakarta.

D. Investment Strategy for Sustainability of Waqf Funds

According to the Head of the Darunnajah Jakarta Islamic Boarding School, Dr. KH. Sofwan Manaf, in an interview with the author, said that one

of the waqf management at the institution he leads is providing a portion for asset investment in the context of waqf sustainability. Every year, 30 percent of the financial income received by Darunnajah is allocated for developing waqf investments in the form of land, buildings and human resources.

Annual financial income is divided into three parts, first for operations, human resource development, third for investment and development of waqf assets. Operations certainly require good funds for the smooth and successful management of an Islamic Educational Institution. Human resource development is also important because the running of an institution must be supported by qualified human resources. In terms of developing waqf institutions, the expansion of waqf land and the construction of both dormitories and buildings for schools and lectures are also carefully considered by Islamic boarding school leaders.

E. The Importance of Stakeholder Involvement

Stakeholder involvement is well understood by the leadership of the Darunnajah Islamic Boarding School in Jakarta. These policy makers are invited by the leadership to give public lectures or introductions to Islamic boarding schools or campuses to get to know the institution better. So then these stakeholders voluntarily help Islamic Education Institutions both morally and materially.

These policy holders, such as officials in government, both at the center and in the regions, are given more attention by the Darunnajah leadership. Like the President and Vice President of the Republic of Indonesia, even leaders of countries from Europe such as England and Islamic countries came to Darunnajah. These policy makers came because they were invited or they voluntarily came to visit the Darunnajah Islamic boarding school. Apart from that, other policy stakeholders, namely those providing waqf, are also given more attention. They are given an annual report on how the waqf given to Darunnajah is best managed.

CONCLUSION

The waqf management strategy at the Darunnajah Islamic Boarding School in Jakarta is well managed. The leaders at Darunnajah take various approaches in their strategies, such as recording waqf assets, maintaining and

developing waqf assets, managing finances that are accountable and accountable, making investments for the sustainability of waqf, and understanding well the importance of involving policy stakeholders.

The Darunnajah Islamic Boarding School, which was founded in 1942, is a modern Islamic educational institution that was founded in the Special Region of Jakarta, where the government of the Republic of Indonesia is located. This strategic location is a good asset to develop for the progress of an Islamic educational institution.

Darunnajah Islamic Boarding School is a private institution established to develop superior Muslim human resources. So that Muslims can feel the results of the efforts carried out by the Darunnajah Jakarta Islamic Boarding School, namely the students who later become leaders in various levels of society. They are equipped with well-integrated general knowledge and Islamic knowledge. So that wherever they are they will be useful for the people and nation.

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