

Productive Waqf-Based Educational Resource Management: A Case Study at As'adiyah Sengkang Islamic Boarding School

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ABSTRACT

Islamic schools must increase quality and financial independence because traditional finance limits sustainability. Waqf is a clever, sharia-compliant approach to making money. This study evaluates the As'adiyah Sengkang Islamic Boarding School's successful waqf-funded education. No study has evaluated an integrated Educational Resource Management (ERM) model for waqf profits allocation for curriculum development, educator welfare, and facility upkeep, despite As'adiyah Sengkang's success. Therefore, the purpose of this study is to comprehensively analyze and describe the ERM model based on the utilization of productive waqf proceeds, as well as to identify supporting and inhibiting factors for its implementation at As'adiyah Sengkang Islamic Boarding School. This study uses a qualitative approach with a descriptive case study. Data were collected through in-depth interviews with administrators (nazhir), Islamic boarding school leaders, and financial staff; direct observation of waqf assets and educational activities; and analysis of documents related to financial reports and resource allocation policies. The results of the study indicate that As'adiyah Sengkang applies a cyclical MSDP model, where the results of productive waqf investments are managed through a special business unit and allocated proportionally, with the main priority being improving teacher welfare (remuneration) and financing flagship programs. The contributions of this study are (1) Theoretical Contribution: Providing a theoretical model of sustainable Islamic MSDP based on endowment funds (productive waqf). (2) Practical Contribution: Providing best practices and applicable guidelines for other Islamic boarding schools in achieving financial independence and optimizing educational resources.

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1. INTRODUCTION

Islamic boarding schools (pesantren) are the oldest Islamic educational institutions in Indonesia, playing a fundamental role in character formation and the development of religious knowledge and contributing to the nation's social and economic development (Zukdi et al., 2022; Musaddad, 2023). Their existence extends beyond the transfer of knowledge to centers for the development of Islamic propagation (dakwah), community

empowerment, and the production of Islamic scholars. Within the context of the national education system, Islamic boarding schools are required to continuously improve the quality of their graduates in line with current developments and global challenges (Badrun, 2024; Faizin, 2024). This demand inherently requires excellent resource management.

Educational Resource Management (EMR) in the context of Islamic boarding schools is a series of integrated activities encompassing planning, organizing, directing, and supervising the institution's full potential, including human resources (HR), finances (money), infrastructure (materials), and methods/curriculum (methods) (Ikhwan & Yuniana, 2022; Bahri, 2024; Ritonga, 2025). These four pillars of EMR must be managed optimally and synergistically to achieve the stated educational goal of producing students with in-depth religious knowledge (tafaqquh fiddin) and the capability to navigate modern life.

However, in operational reality, the majority of Islamic boarding schools face a classic and crucial problem: limited and unstable funding sources (Lundeto et al., 2021). Traditionally, Islamic boarding school financing relies heavily on monthly student tuition (SPP) and incidental donations from guardians or external parties (Hamdana & Donna, 2024). This dependence creates a high risk of economic fluctuations and directly impacts the institution's ability to make long-term investments, such as increasing teacher salaries, procuring state-of-the-art learning technology, or renovating facilities. When funding is unstable, the quality of educational resources suffers, ultimately impacting the quality of student learning outcomes (Widiastuti, 2025). Therefore, a fundamental transformation is needed in the institution's financing approach, from a consumptive-subsidized model to a productive-independent one.

Islam offers a robust and historically proven social financing solution: waqf. In Sharia terminology, waqf is the retention of ownership of property to be donated in charity, some or all of its benefits to designated parties (mauquf 'alaih) for a specified period or indefinitely (Jafri & Noor, 2019; Fahmi et al., 2025). From the time of the Caliphate of Uthman ibn Affan to the golden age of Islamic civilization in Baghdad, Cairo, and Cordoba, waqf played a central role in financing leading educational institutions such as Al-Azhar University in Egypt and the Nizamiyyah Madrasah in Iraq, demonstrating that waqf is a key pillar of the sustainability of knowledge (Kasdi et al., 2022).

In Indonesia, the spirit of waqf has been accommodated in Law Number 41 of 2004 concerning Waqf (Rimanto et al., 2021). This law explicitly opens up space for the revitalization of waqf, from its original tendency toward irshad (immovable property intended for immediate consumption, such as mosques or graves) to productive waqf (istithsmariy). Productive waqf is defined as the professional management of waqf assets with the aim of generating profits that are then channeled for the benefit of mauquf 'alaih, including funding education (Azmi et al., 2021; Agustina, 2025). Productive waqf can take the form of cash waqf, shares, Islamic bonds, or property assets developed into business units.

This new paradigm positions waqf not only as an instrument of social worship but also as an economic instrument with dual social and financial value. Successful management of productive waqf can create a strong endowment fund for Islamic boarding schools (Suyatno, 2024; Mursyidah & Anwar, 2024). This endowment fund serves as the primary foundation for ensuring budget stability and enabling Islamic boarding schools to plan long-term resource development strategies without being burdened by daily funding fluctuations. Thorough implementation of productive waqf promises the institutional independence that has long been aspired to by Islamic boarding schools (Jaenudin et al., 2021).

The relationship between productive waqf and the Human Resources Development Plan (MSDP) is the primary focus of this research. Productive waqf creates a sustainable source of funds (sustainable money), and the challenge is how to manage this source of funds to optimally improve the quality of the other three educational resources (Human, Material, and Methods) (Shulthoni et al., 2018; Ekawaty et al., 2025).

First, Human Resources (HR): Proceeds from productive waqf can be allocated to improve the welfare of educators and education personnel (Muksin, 2024). Increased remuneration, certified training, and scholarships for further study for teachers are forms of human resource investment that directly and positively correlate with teaching quality and work motivation. In the context of the Resource-Based View (RBV) of an institution, prosperous and competent teachers are a unique asset that provides a competitive advantage for Islamic boarding schools. Second, Facilities and Infrastructure (Materials): Waqf funds can be used for the construction of new facilities, the procurement of laboratories, digital libraries, and routine maintenance, all of which contribute to a conducive learning environment (Mohamed & Akande, 2025). Management of waqf assets in the form of leased commercial properties, for example, directly provides funds to maintain the physical educational assets in good condition. Third, Methods and Curriculum: The stability of waqf funds allows Islamic boarding schools to invest in curriculum research, the adoption of the latest learning technologies (Mursyidah & Anwar, 2024; Afif et al., 2025) (e.g., e-learning), and the development of innovative flagship programs. This is an aspect of the MSDP that is often overlooked when institutions focus solely on meeting basic operational costs.

Therefore, a productive waqf-based MSDP involves strategic resource allocation management, not just financial gain. This includes the decision-making process regarding where waqf-generated funds should be channeled, how they are monitored, and how to ensure that the allocation aligns with the Islamic boarding school's educational vision and mission. The involvement of the nazhir (waqf administrator) and the Islamic boarding school leadership in a structured management chain is key to its success (Febrianty, 2024).

This research selected the As'adiyah Sengkang Islamic Boarding School in South Sulawesi as the case study location because it is known as one of the oldest and largest Islamic boarding schools in Eastern Indonesia and has a long history of managing religious assets (Halim, 2018; Haris, 2024). As'adiyah Sengkang is not only an

educational institution but also a center of civilization with an extensive institutional network and significant assets, including productively managed waqf assets.

The uniqueness of As'adiyah Sengkang lies in its efforts to integrate waqf-based economic activities—which may include business units, productive agricultural land, or commercial property—with the operational needs of a large-scale, multi-level education system. However, while the success of the economic aspect of its waqf is often heard, the details of its management model for allocating and overseeing educational resources remain unclear. How internal mechanisms (standard operating procedures/SOPs) regulate the correlation between waqf business unit profits and strategic decisions regarding teacher salaries or laboratory development still needs to be scientifically uncovered. Thus, As'adiyah Sengkang serves as a representative best practice worthy of in-depth analysis to provide a model that can be replicated by thousands of other Islamic boarding schools in Indonesia.

Academic studies on waqf in Indonesia generally focus on two aspects: the legal/jurisprudential (legality, nazhir regulations) and the economic/financial aspects (investment models, market potential for cash waqf). Meanwhile, studies on Islamic education management tend to focus on curriculum, leadership, or conventional financing. The research gap identified by this research is the lack of studies that holistically and implementably connect the two fields: Educational Resource Management (ERM) as a discipline and Productive Waqf as a source of sustainable financing. Existing studies are still partial or merely ideal conceptualizations without thoroughly investigating the details of operational mechanisms and procedures in the field. Therefore, the urgency of this research is to fill this gap by conducting an in-depth case study at As'adiyah Sengkang. This research not only asks, "Does productive waqf support education?" but also goes further: "How does the operational model of productive waqf planning and allocation strategically improve human resources, facilities, and curriculum within the context of ERM in Islamic boarding schools?" Answering this implementation question will make a significant contribution, particularly in providing a replicable empirical model.

This research will produce a framework detailing the collaboration mechanism between the Waqf Unit (Nazhir) and the Education Unit (Headmaster/Principal), including standard operating procedures (SOPs) for fund allocation, a reward system based on waqf results, and an internal audit system. This model differs from previous studies that only discussed potential, as this research presents factual implementation in the field. This research will also identify patterns of waqf-based resource allocation that prioritize investment in quality (e.g., teacher incentives, learning technology) over simply meeting routine operational expenses. This article will yield findings on priority variables influenced by waqf, providing guidance to other Islamic boarding schools on how to most effectively use waqf profits to promote educational quality. Furthermore, this case study will provide an empirical basis for developing the concept of educational institution independence through Waqf endowment. It enriches strategic management theory for non-profit institutions in Indonesia with a sharia perspective, demonstrating that a pesantren's financial stability can be achieved through professional management

of mauquf assets, positioning As'adiyah Sengkang as a theoretical and practical role model. With a focus on operational management and strategic resource allocation at the As'adiyah Sengkang Islamic Boarding School, this research is expected to not only enrich the knowledge of Islamic education management but also provide concrete and applicable solutions to the challenges of financing Islamic boarding schools nationally.

2. METHOD

This research employs a qualitative approach with a descriptive case study approach. The case study approach was chosen because it allows the researcher to conduct an in-depth and holistic investigation of a contemporary phenomenon within a real-life context, namely the model of integrating productive waqf into Educational Resource Management (MSDP) at a specific institution. This descriptive nature aims to comprehensively describe the operational mechanisms and procedures implemented by the As'adiyah Sengkang Islamic Boarding School. The research model is presented in Figure 1.



Figure 1. Descriptive Case Study Design

The research location is the As'adiyah Sengkang Islamic Boarding School in Wajo Regency, South Sulawesi. This location was selected based on purposive sampling criteria because it is known as an Islamic educational institution with significant waqf assets and has successfully managed them productively to support educational operations. Research Subjects (Key Informants): The determination of research subjects was also conducted using purposive sampling. Key informants include parties directly involved in the decision-making process and implementation of the MSDP (Money Donation Management) and productive waqf management, including the Head of the Islamic Boarding School/Director of Education (Determinant of MSDP policy), the Head of the Foundation/Member of the Waqf Board (Nazhir)/Manager of the Waqf Business Unit (Executor of productive waqf management), and the Head of Finance/Treasurer of the Islamic Boarding School (Executor of fund allocation and budget preparation).

The data used in this study is divided into two categories: Primary Data: Data obtained directly from informants through in-depth interviews and field observations. This data includes information on procedures, policies, experiences, and perspectives of informants regarding the integration of productive waqf into the allocation of educational resources. Secondary Data: Data obtained from documents, archives, and written reports of the institution. This data includes the organizational structure of Islamic boarding schools and waqf units, annual financial reports/budgets of Islamic boarding schools, policy documents or SOPs for waqf asset management and education fund allocation, institutional profiles, waqf history, and productive business units.

Data collection techniques used to achieve data triangulation (ensuring data validity) include In-depth interviews: conducted in structured and unstructured ways with key informants to obtain detailed information regarding the planning, organization, implementation, supervision, and evaluation of productive waqf-based MSDP. Non-Active Participatory Observation: Conducted to directly watch the working mechanisms of productive waqf units, the allocation of waqf-funded infrastructure, and interactions between waqf management units and educational units. Documentation: Data collection through written and digital archives relevant to the research topic, particularly those related to financial policies and waqf accountability reports.

Data analysis in this qualitative research uses the interactive model by Miles, Huberman, and Saldana, which includes three main stages carried out continuously: Data Collection: Gathering data from interviews, observations, and documentation. Data Reduction: Selecting, focusing, simplifying, abstracting, and transforming raw data in the field. Data relevant to MSDP and productive waqf will be retained. Data Display: Presenting data in narrative, matrix, or chart form to facilitate understanding of the MSDP model based on productive waqf at As'adiyah Sengkang. Conclusion Drawing/Verification: Drawing credible conclusions based on the findings of the reduced and presented data. Additionally, the validity of the research findings will be confirmed using both data source triangulation and triangulation of data collection techniques.

3. RESULTS AND DISCUSSION

Results

The results of this study present a comprehensive description of the Educational Resource Management (ERM) model integrated with productive waqf management at the As'adiyah Sengkang Islamic Boarding School, covering the waqf management mechanism, resource allocation process, and its impact on primary educational resources.

1. Productive Waqf Management Model (Upstream)

The As'adiyah Sengkang Islamic Boarding School manages its productive waqf through a dedicated unit that is operationally separate but policy-integrated with the

Islamic boarding school foundation. This management model is known as the Business Unit-Based Corporate Nazhir Model:

- Waqf Assets: Most productive waqf assets consist of commercial properties (shophouses, leased agricultural land) and Islamic boarding school-owned business units (e.g., printing presses and minimarkets).
- Institutional: Waqf asset management is handled by a professional Nazhir team under the auspices of the As'adiyah Foundation. This team is fully responsible for the development, maintenance, and yield of the waqf assets.
- Productive Mechanism: Waqf funds are not retained, but rather reinvested or used as working capital for business units that generate regular profits. These profits are then categorized as Independent Funding Sources.

2. Resource Integration and Allocation Mechanism (Downstream)

The integration of productive waqf proceeds and Islamic boarding school MSDP is regulated through a Centralized Budget with Special Priorities mechanism. This process involves the following stages, as shown in Table 1.

Table 1. Resource Integration and Allocation Mechanism

Stages	Mechanism Description	Linkage to the MSDP
Planning (Synchronization)	The Nazhir Unit submits a Regular Net Profit Report (monthly/annually) to the Islamic Boarding School Leadership and the Finance Department. The Islamic Boarding School Leadership determines allocation priorities at the annual work meeting.	Ensure the availability of long-term funding for strategic programs, not just basic operations.
Human Resource (HR) Allocation	The highest allocation of productive waqf proceeds is prioritized for the welfare of educators and education personnel. This allocation is used for additional remuneration (incentives) beyond the base salary, health insurance, and scholarships for teachers for further study.	Improve teacher motivation and competence, which directly impacts teaching quality.
Infrastructure Allocation	Waqf proceeds are used for routine maintenance of vital assets (e.g., dormitory and classroom renovations) and technology procurement (e.g., computerization and smart classrooms).	Ensure a conducive and modern learning environment that supports the learning process.
Monitoring and Evaluation	The Foundation maintains an internal audit system to ensure that waqf funds are used in accordance with established educational objectives and are not misused for non-educational purposes.	Maintain the accountability and credibility of waqf management in the eyes of the public and donors.

3. Impact of Productive Waqf on Educational Resources

Integrated productive waqf management has had a significant impact on the three main pillars of educational resources at the As'adiyah Sengkang Islamic Boarding School:

Human Resources (HR)

The most obvious impact is seen in the stability and professionalism of educators. With incentives from waqf, the turnover rate of qualified teachers tends to be low. The Islamic boarding school is able to retain and attract competent educators due to the guaranteed welfare compared to similar institutions that rely solely on tuition fees.

Facilities and Infrastructure

Waqf funds enable the Islamic boarding school to invest in assets that enhance competitiveness, such as the construction of a Student Activity Center and a Digital Library. This reflects planned and sustainable resource development, not just emergency repairs.

Curriculum and Flagship Programs

The financial stability supported by waqf allows the Islamic boarding school to fund non-routine flagship programs, such as curriculum development workshops, soft skills-based extracurricular activities, and intensive Tahfiz programs, which often require additional and ongoing operational costs. This demonstrates budget flexibility for educational innovation.

4. Supporting and Inhibiting Factors

Table 2. Supporting and Inhibiting Factors

Aspect	Supporting Factors	Inhibiting Factors
Internal	Visionary Leadership: Islamic boarding school leaders have a strong commitment to independence. Professional Nazhir Human Resources: Waqf managers have a background in economics/business.	Training Limitations: Lack of formal training for education staff in Waqf-based financial administration.
External	Public Trust: High level of public trust (especially waqifs) in the Foundation's credibility. Extensive Business Network: Facilitates diversification of Waqf business units.	Regional Regulations: The licensing and bureaucratic processes for waqf assets can sometimes be lengthy.

Overall, the Productive Waqf-Based Educational Resource Management at the As'adiyah Sengkang Islamic Boarding School is characterized by the principles of sustainability, accountability, and prioritization of improving the quality of human resources, making it a successful endowment fund model implemented in Islamic educational institutions.

Discussion

This section discusses and analyzes research findings regarding the Productive Waqf-based Educational Resource Management (MSDP) model at the As'adiyah Sengkang Islamic Boarding School, links it to the theoretical framework of MSDP, and compares it with the financing practices of other Islamic educational institutions.

Integration of Productive Waqf as a Pillar of Institutional Independence

The finding that As'adiyah Sengkang implements the Business Unit-Based Corporate Nazhir Model confirms a paradigm shift from consumptive waqf to productive waqf. This model fundamentally supports the Resource-Based View (RBV) of Institutions, where unique and difficult-to-imitate resources (in this case, endowment funds from waqf proceeds) become a sustainable competitive advantage for Islamic boarding schools.

Compared with research on Islamic boarding school financing dominated by student fees (SPP), the model at As'adiyah Sengkang demonstrates institutional innovation. Stable waqf returns not only cover operational deficits but also strategically enable the Islamic boarding school to invest in long-term internal capacity (Masyhadi, 2024; Hidayatullah & Saiin, 2025). This stability frees educational management from short-term financial pressures, aligning with the endowment fund concept implemented at leading global universities, where endowments ensure academic flexibility and innovation.

Human Resources (HR) Allocation as a Strategic Priority

The research results show that the highest allocation of waqf funds is prioritized for the welfare of educators and education personnel (additional remuneration and training). This allocation decision is highly relevant to Strategic Human Resource Management (SRM) theory. In SRM, investment in the quality and retention of human resources is considered the expenditure that yields the highest long-term returns.

This priority directly addresses a classic problem in Islamic boarding schools: low teacher welfare, which often leads to brain drain or low motivation. By making teacher welfare the primary objective of waqf, As'adiyah Sengkang implements a performance- and retention-based financing model. This distinguishes it from the practice of many other Islamic boarding schools that use limited funds to pay teachers, thus confirming that productive waqf-based MSDP focuses on the quality of input (teachers) to ensure the quality of output (students).

Synergy and Accountability in MSDP (Integration Mechanism)

The integration mechanism implemented—through regular profit reports from the Nazir unit to the Islamic Boarding School Leadership and Finance Department—demonstrates strong horizontal coordination. The success of this synergy reflects the principles of Islamic boarding school Good Corporate Governance, which emphasizes accountability and transparency.

- Planning: Synchronizing waqf financial reports with the Islamic Boarding School Annual Work Plan (RKTP) ensures that waqf funds are allocated in line with the educational vision, not just immediate needs.
- Oversight: Internal audits mitigate the risk of misuse (inefficiency) and maintain public trust, the greatest social capital for the sustainability of waqf.

This mechanism is crucial for distinguishing between operational funds (from tuition fees/subsidies) and strategic investment funds (from waqf). Waqf funds should not simply replace operational funds but should be used for added value (such as curriculum development and technological infrastructure) (Khan et al., 2018; Nafar, 2019), a practice successfully implemented by As'adiyah Sengkang.

Determining Factors and Development of Theoretical Models

The key supporting factors, namely visionary leadership and professional Nazhir human resources, are crucial findings. The success of productive waqf management is determined not only by assets but also by managerial capacity (Munawar & Pangestu, 2022; Ghani & bin Aziz, 2023). This supports the theory of transformational leadership, where institutional leaders must be capable of being social entrepreneurs who dare to take investment risks while upholding religious values (Wiltshire et al., 2018).

Conversely, the inhibiting factor of limited training for educational staff in waqf-based financial administration indicates a competency gap across units. To refine this MSDP model, consideration should be given to improving waqf financial literacy for all educational management staff so they can actively participate in resource allocation planning (Al-Mursal et al., 2025).

Theoretically, the practice at As'adiyah Sengkang validates and enriches the Islamic MSDP Model, which must incorporate the sustainability of Islamic financing as one of the main indicators of management success, alongside the quality of the curriculum and leadership. This provides an empirical basis for the development of a Waqf-based MSDPI model.

4. CONCLUSION

Research findings indicate that the Educational Resource Management (ERM) model integrated with productive waqf at the As'adiyah Sengkang Islamic Boarding School has successfully implemented a sustainable ERM model through productive waqf management. This model is characterized by functional integration between the waqf management unit (Corporate Nazhir) and educational management. Net profits generated by productive waqf assets (commercial properties and business units) are routinely allocated as non-conventional financing sources, ensuring the institution's financial independence. Strategic Priorities for Resource Allocation: The mechanism for allocating funds from productive waqf at As'adiyah Sengkang is strategic and quality oriented. The highest priority for resource allocation is directed toward improving the welfare and competence of educational human resources (HR), such as providing additional incentives (remuneration) and

scholarships for teachers. Furthermore, waqf funds are also used to invest in infrastructure that supports innovation, such as technology procurement and the development of flagship programs, which directly improve the quality of educational services.

In addition, success and accountability: The success of the MSDP integration is supported by two key factors: (1) visionary leadership with a strong commitment to the institution's self-financing and (2) a robust accountability system, with reporting and internal audit mechanisms in place to ensure transparency in the use of waqf funds in accordance with established educational objectives. Overall, the Productive Waqf-Based Educational Resource Management at the As'adiyah Sengkang Islamic Boarding School represents a best practice that validates that waqf can act as an endowment fund that stabilizes the budget, improves educator welfare, and ensures sustainable investment in educational quality.

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