



Management of Productive Wakaf for Education In Indonesia: National Empirical Analysis and Integrative Model Based on Pentahelik

Inayah M. Saleh R

Pascasarjana Iain Takengon Aceh Tengah

Corresponding Author: Inayah M. Saleh R inayah220022@gmail.com

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Internasional.



ABSTRACT

Productive waqf has great potential to help fund sustainable education if managed professionally. This study uses a systematic literature review method and analyzes secondary data to identify various obstacles and develop a management model for productive waqf aimed at education. The study shows that the gap between existing capabilities and achieved results is caused by several factors, such as incomplete data, lack of understanding about waqf, low quality of work among nazhirs, and limited investment tools that comply with Sharia principles. This study offers an integrated pentahelix model, which combines wakif, professional nazhir, educational institutions, Islamic banks, and the government to maximize the use of endowment funds for education. This model is expected to serve as a foundation for the formulation of national policies related to the sustainable use of productive research approaches

INTRODUCTION

Productive waqf is one of the social financial tools in Islam that has great potential to help fund sustainable education. The latest national data shows that Indonesia has around 451,000 waqf land plots with a total area of 57,263.69 hectares. In addition, there is a potential annual cash waqf of around IDR 180 trillion, but in reality, only about IDR 3 trillion is realized on the ground.

Education is a very important tool in building human resources. Even though the education budget allocation reaches 20% of the national revenue budget, the actual needs on the ground are still lacking, especially in terms of scholarships, research, and educational facilities. In this case, Waqf has a sustainable nature and, legally, can be allocated for educational activities, as regulated in Law Number 41 of 2004. 'Facilities and activities for education and health...'

The potential for waqf in Indonesia is really huge because of the large number of Muslims, but the actual waqf contributions to education are still very low. That's why it's important to do research to analyze this gap and develop a productive and effective waqf management model.

LITERATURE RIVIEW

Productive Waqf Theory:

1. Rozalinda (2015) explains that productive waqf is the professional management of donated assets so that they can generate sustainable profits without reducing the principal value of the assets. Furthermore, in this regard, Mannan (1999) emphasizes the role of cash waqf in driving social capital.
2. Waqf and the Provision of Public Goods Kuran (2001) explains that the existing waqf system used to help provide public goods, but it had issues in management. This shows that improvements are needed for more modern management.
3. Waqf for Education Financing, Pitchay and his colleagues (2018) showed that cash waqf can be an alternative for financing higher education through endowment funds. In this case, systemic integration is needed so that the waqf's potential can be optimal.

METHODOLOGY

Using a Systematic Literature Review (SLR)

- Range: 2000–2025
- Databases: Scopus, SINTA, Google Scholar
- Keywords: productive waqf, cash waqf, education financing
- Total articles analyzed: 42 → 23 meet the criteria

Secondary Data Analysis

Data sources: National waqf statistics, regulator reports, philanthropic institution publications. Analysis is done with a gap analysis: potential vs waqf realization.

RESULT AND DISCUSSION

National Waqf Statistics

- Waqf land plots: ±451,000
- Waqf land area: ±57,263.69 hectares
- Potential cash waqf: IDR 180 trillion/year
- Realization: IDR 3 trillion (1.67%)

Barriers

1. Low literacy of cash waqf
2. Fragmentation of national data
3. Nazhir not yet professional
4. Limited sharia investment instruments

International Comparative Analysis

- Malaysia: centralized waqf authority and integration with state universities
- Bangladesh: cash waqf certificates for education
- Indonesia: still institutional fragmentation

Productive Waqf Model for Education



Figure 1. Productive Waqf Model for Education

Pentahelix Model

The Pentahelix model is an approach that brings together five key elements—Academics, Business, Community, Government, and Media (ABCGM)—to drive innovation, economic development, and solve complex problems in a synergistic way. This model is an evolution of the Triple Helix and Quadruple Helix, highlighting the role of media in publishing and the community in accelerating development.

Five Main Elements of the Pentahelix (ABCGM):

1. Academic: Responsible for coming up with ideas, conducting research, providing knowledge, and innovation.
2. Business: Functions as a driver of the economy, a channel for capital, and a supporter of infrastructure.
3. KComunitas (Community): Acts as an accelerator, supporter, and connector for the community.
4. Government: Plays the role of supervisor, facilitator, and policy maker.
5. Media: Acts as a developer, brand image shaper, and information spreader.
6. Components:
 - a. Waqf: Source of funds
 - b. Professional Nazhir: Waqf manager
 - c. Sharia Investment: Islamic banks and property
 - d. Endowment Fund for Education: Endowment fund
 - e. Educational Output: Scholarships, infrastructure, research

Professional Model Diagram

A visual diagram with the following flow:

Wakif → Nazhir → Investment → Endowment Fund → Scholarships/Infrastructure/Research

Equipped with a Pentahelix label: Government, Educational Institutions, Islamic Banks, Community.

DISCUSSION

If 10% of the potential cash waqf is realized → IDR 18 trillion/year:

1. 1 million scholarships @ IDR 18 million/year
2. Construction of thousands of schools and laboratories
3. Support for national education research
4. This shows that productive waqf has the potential to become an endowment for education if managed in an integrated way.

Policy Implications

1. Digitalization of the national waqf dashboard
2. Nazhir competency certification
3. Educational Waqf Sukuk
4. Integration with LPDP and BOS

CONCLUSIONS AND RECOMMENDATIONS

1. The potential for productive waqf in Indonesia is really huge.
2. The gap in realization is due to still low institutional management, literacy, and investment instruments, which will need prompt and ongoing attention.
3. The pentahelix model provides an effective governance framework for sustainable education.

FURTHER STUDY

This research still has limitations, so further studies are needed on the topic of Management of Productive Wakaf for Education in Indonesia: National Empirical Analysis and Integrative Model Based on Pentahelix to refine this research and provide more insights for readers and the author.

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