

EMPOWERING MIGRANT WORKERS THROUGH VISION AND MISSION SETTING: A PATH TO INDEPENDENCE

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ABSTRACT Waqf is a vital financial instrument in Islamic economics that has long supported educational institutions. The program employed a combination of lectures, interactive discussions, and case study simulations. A total of 30 participants, including teachers and school administrators, attended the session. The program covered fundamental concepts of educational waqf, its benefits, and strategic implementation methods. The results indicate a significant improvement in participants' knowledge of waqf as a sustainable financing model for education. Participants expressed interest in establishing a School Waqf Unit to ensure systematic and transparent waqf management. The outreach program successfully raised awareness about the importance of educational waqf. To ensure long-term sustainability, further capacity-building initiatives, structured waqf governance, and strategic partnerships with waqf organizations are recommended. Future efforts should focus on training school administrators in waqf financial management and exploring digital waqf platforms to enhance accessibility and transparency.

KEYWORDS: *Educational Waqf, Islamic Economics, School Financing, Waqf Management, Community Engagement*

1. INTRODUCTION

Waqf is one of the key instruments in Islamic economics, with significant potential to support various sectors, including education. In Islamic jurisprudence, waqf is defined as the dedication of assets whose benefits are continuously provided to the community (Kahf, 2003). Specifically, educational waqf refers to the endowment of resources dedicated to the development and administration of educational institutions. These resources may include physical assets such as land and buildings, as well as financial assets such as endowment funds (Cizakca, 2011).

Educational waqf has played a pivotal role in sustaining academic institutions across different countries. For instance, Al-Azhar University in Egypt has thrived for centuries due to its strong waqf system, which provides stable financial support for its operations (Mohsin, 2013). In Turkey, the General Directorate of Foundations oversees the management of waqf assets to fund scholarships and educational programs (Abdulrezzak, 2016). Similarly, in Malaysia and Indonesia,

institutions such as the Indonesian Waqf Board (Badan Wakaf Indonesia, BWI) actively manage waqf funds to support education on a long-term basis (Nofianti, et al., 2024; Ismail et al., 2023).

Despite its proven effectiveness in financing education, the implementation of educational waqf in some regions still faces significant challenges, particularly in terms of governance, transparency, and public awareness. Lukmanurhakim Islamic School in Yala, Thailand, is one such institution that struggles with funding and resource management. A lack of understanding of the waqf system, coupled with the absence of structured implementation strategies, has hindered the optimization of waqf as an alternative financial solution for the school. This community engagement initiative aims to: (1) Enhance the understanding of teachers and school administrators regarding the concept of educational waqf; (2) Educate participants on the benefits and importance of waqf in ensuring the sustainability of Islamic education; (3) Provide practical strategies for the effective implementation of educational waqf; (4) Encourage the establishment of a School Waqf Unit to ensure professional and sustainable waqf management. Through this outreach program, participants are expected to develop a more comprehensive understanding of educational waqf and apply its principles to strengthen the financial foundation of Lukmanurhakim Islamic School, ultimately improving the quality of education.

2. METHOD

The outreach program was conducted on November 3, 2024, at Lukmanurhakim Islamic School, Yala, Thailand. The event took place in the school's main hall, ensuring an accessible and conducive learning environment for all participants.

This educational waqf outreach program was attended by 30 participants, consisting of teachers and school administrators from Lukmanurhakim Islamic School, Yala, Thailand. The participants were selected based on their roles in school management and financial administration, ensuring they could directly implement the knowledge gained in the institution. The outreach program was structured into five key stages:

Table 1: The outreach program schedule

Stage	Activity	Duration (Minutes)
Opening Session	Welcome speech from the organizing committee and school representatives. - Brief introduction to the objectives and significance of educational waqf.	5 min
Lecture Session	- Presentation on the fundamental concepts of educational waqf, including history, types, and legal aspects. - Explanation of the benefits of educational waqf, particularly for sustainable school funding. - Discussion on strategies for implementing waqf effectively, including financial management and governance practices.	30 min
Interactive Discussion	- Open Q&A session where participants discuss challenges and solutions for waqf implementation. - Case study analysis of successful educational waqf models.	20 min
Simulation and Case Study	- Group work: Designing a School Waqf Unit model. - Practical exercises on waqf collection, management, and allocation. - Group presentations followed by expert feedback and recommendations.	10 min
Closing Session	Summary of key takeaways from the program. - Reflection on how participants plan to apply their knowledge. 30 min session. - Closing remarks from the organizers and a group photo session. Total Duration: 4 hours This format ensures a clear overview of the session structure, time allocation, and activities. Let me know if you need further adjustments! 4o	5 min



Figure 1. Partisipants at the workshop

3. RESULTS AND DISCUSSION

One of the key outcomes of the outreach program was a notable increase in participants' awareness of educational waqf as a sustainable funding model for Islamic schools. Many participants initially viewed school funding as solely dependent on tuition fees, donations, or government assistance. However, after engaging in discussions and case studies, they realized that waqf could provide long-term financial stability without placing a continuous financial burden on students and parents (Elkady, 2024).

Educational waqf has historically played a significant role in supporting academic institutions, particularly in the Islamic world. Institutions such as Al-Azhar University in Egypt and Darul Uloom in India have thrived for centuries due to their well-managed waqf systems (Cizakca, 2011). By learning about these successful models, participants began to see waqf not just as a religious obligation but as an economic instrument that ensures the sustainability of their school.

Another significant finding was the participants' enthusiasm for establishing a dedicated School Waqf Unit. This unit would serve as the core administrative body responsible for waqf fundraising, asset management, and financial reporting. According to Kahf (2003), an effective waqf system requires a structured approach that includes clear governance mechanisms, financial transparency, and active stakeholder engagement.

The need for professional and transparent management was heavily emphasized in the discussions. Participants acknowledged that for a waqf initiative to succeed, a proper governance structure with clear policies on how waqf assets are collected, invested, and distributed is necessary (Ismail, et al., 2019). Without this, the risk of mismanagement and inefficiency could compromise the long-term sustainability of the initiative.

An important realization among the participants was the need to collaborate with established waqf institutions to maximize the impact of educational waqf. Rather than working in isolation, Lukmanurhakim Islamic School could benefit from leveraging the expertise, financial networks, and regulatory frameworks of larger waqf organizations such as Thailand's Islamic Council or international waqf management bodies (Asutay & Yilmaz, 2024).

By partnering with these institutions, the school could gain technical assistance in developing waqf management plans. Access established waqf funds that could provide initial capital for the school's waqf initiatives. Ensure compliance with Islamic financial regulations to maintain credibility and attract more donors. This approach aligns with the model implemented in Malaysia, where the State Islamic Religious Councils manage educational waqf in collaboration with universities and other stakeholders (Hasan, 2019). By adopting a similar approach, Lukmanurhakim Islamic School could accelerate the implementation of a sustainable waqf model.

Leveraging technology to create digital platforms for waqf contributions, which can increase donor engagement while reducing administrative burdens (Asutay, 2010).

The results are also supported by media reports, such as the one published by Unimal News: <https://news.unimal.ac.id/index.single/6323/dosen-akuntansi-unimal-gelar-penyuluhan-pengelolaan-wakaf-pendidikan-di-thailand>

4. CONCLUSION

The waqf education outreach program successfully enhanced participants' understanding of waqf as a sustainable financial model for schools. While enthusiasm for waqf implementation was high, challenges related to limited knowledge, financial constraints, and lack of professional expertise must be addressed through continuous training, institutional support, and strategic partnerships. By implementing the recommended strategies, Lukmanurhakim Islamic School can establish a long-term, sustainable waqf system that strengthens its financial resilience and enhances educational opportunities for future generations.

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