

IMPLEMENTATION OF TRAINING METHODS AND COMPETENCY TESTS WAQF PROPERTY RECEIPT IMPLEMENTATION SCHEME SULTAN STATE ISLAMIC UNIVERSITY STUDENTS MAULANA HASANUDIN, BANTEN

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Abstract

The Education and Training Institute and the Professional Certification Institute of the Indonesian Waqf Board have carried out training and competency certification in collaboration with Sultan Maulana Hasanuddin Banten State Islamic University with the scheme of implementing the receipt of waqf property. 52 students participated in the accession from the Islamic economics department. The analysis method used is direct observation and participation to determine the implementation of training and competency test assessment organized by the Lemdiklat and LSP of the Indonesian Waqf Board. The training will be held online on June 16-17, 2023. Training materials were provided by 3 resource persons with competency units for the scheme of implementing the receipt of waqf property as follows: (1) Managing Wakif Loyalty, (2) Carrying Out Waqf Property Receipt, (3) Managing Waqf Complaints. The speaker was Mr. Ahmad Zubaidi, MA who presented material with the title of unit (1) Marketing the waqf program, (2) Evaluating the receipt of waqf property, (3) Managing reputation risk. The implementation of the competency test assessment will be carried out offline on July 4, 2023, by presenting eleven assessors as examiners. The stages of the competency test are divided into three main parts, namely: (1) filling in 50 multiple-choice questions with a minimum passing grade of 66. (2) demonstration practice, and (3) direct observation through interviews. The results of the competency test on 52 accessions were declared all passed competent. The students also gave high satisfaction with the implementation of training and competency test certification. The competency certificate received by students will be used as a companion to the diploma when they have graduated from the Islamic economics department.

Keywords: Certification, Competency, Endowments, Training.

INTRODUCTION

As one of the philanthropies of Islam, waqf has a significant role in the history of Islamic civilization. Waqf property has proven to be an Islamic instrument used to build facilities and infrastructure for the ummah because it has dimensions of eternity and benefit. In the context of providing Islamic education, the role of waqf is very strategic as a source of financing for land acquisition and physical facilities such as school buildings and supporting facilities. The large potential of Zakat, Infaq, shodaqoh, and waqf (ZISWAF) as one of the financial sources for the implementation of education must be balanced with professional human resources, both in the implementation of collection, empowerment, and development, to distribution to appropriate beneficiaries (Syafri, et al, 2022). The active role of the younger generation must also be encouraged to optimize the potential of this ZISWAF so that the existing potential can be converted properly through better quality management of Islamic education financial management.

According to the Central Statistics Agency, the results of the Indonesian population census until September 2020 show that Generation Z and the Millennial generation dominate the composition of the population in Indonesia at 27.94 percent and 25.87 percent respectively (Qolbi, 2021). In the Student Workshop and Campus Waqf Movement on April 29, 2021, held by BWI and attended by students from various campuses throughout Jabodetabek, Prof. Dr. Nurul Huda in his material said that the millennial generation is idealistic and generation Z is pragmatic. Generation Z has higher expectations for innovation than millennials. Generation Z has a higher awareness of giving (sharing habit) even though the amount of social funds distributed is not as large as the millennial generation. The majority of Generation Z is currently at the higher education level which is now a student (Huda, 2021). This shows that the potential for waqf among students is quite high if given good literacy and socialization about waqf.

In addition to potential factors in terms of demographics and awareness of donation, one of the keys to the successful management and development of waqf property is the role of Nazhir. One of the duties of the nazhir in the regulation of Law No. 41 of 2004 concerning waqf is to manage and develop the waqf property it manages by its purpose, function, and designation. Therefore, a nazhir is expected to have the competence and meet certain criteria in the hope that waqf funds can be managed more productively.

One of the competencies needed by a nazhir is to fundraise waqf property. This is very important because waqf fundraising activities are the first activity that must be carried out by nazhirs which is then continued with guarding, managing, distributing, and reporting activities. Therefore, fundraising activities are important because they aim to raise funds, increase donors/wakif, improve or build the image of the institution, gather sympathizers/relations and supporters, and increase donor satisfaction.

In addition to nazhirs, competence, and knowledge of waqf fundraising can be given to students, especially those majoring in Islamic economics. Several universities have also opened zakat and waqf study programs. This justifies that the role of waqf in the future is very important as part of economic activities, especially the Islamic economy. Therefore, students need to be given a good understanding and skills of waqf competencies, such as waqf fundraising competencies. The competency certificates obtained by students can be used as provisions for a career in nazhir institutions or directly involved in carrying out nazhir activities in the future. However, the challenges of wakafan conditions in Indonesia are very heavy. One

of the fundamental problems of waqf implementation in Indonesia is literacy and socialization. According to (Hasanah, 2017) fundraising money endowments in Indonesia also explain the obstacles to waqf development caused by Muslims' inadequate understanding of waqf.

Waqf literacy in Indonesia is a challenge in carrying out fundraising activities and dissemination of waqf. The results of the 2021 National Waqf Index measurement show that waqf literacy in general is still in the Less Category with a value score of 0.139. The value of the national waqf index in 2021 has increased compared to 2020 with an index value of 0.123. However, the value of the waqf literacy index which is still in the Less Category (0.139) shows that one of the fundamental problems that will be a challenge for nazhirs and the community is the problem of waqf literacy.

Waqf literacy is still not optimal in the community and has implications for fundraising patterns and waqf management. Currently, the pattern of fundraising by nazhirs is still not optimal because the nazhirs' understanding of waqf is also still traditional. The nazhirs considered waqf assets such as waqf land, intended only for places of worship and cemeteries. This certainly has implications for the non-optimal economic effects caused to the community if waqf assets are only used for traditional purposes (Huda, et al, 2016).

Nazhir in Indonesia has always been synonymous with someone who is old and retired. The younger generation who should be at the forefront of developing incoming waqf assets has not been found, both individual nazhirs and institutional and organizational nazhirs. This then has implications for the competence and professionalism of nazhir which is still not ideal. According to Huda et.al (2017), the main problem of nazhir is the low competence of nazhir in developing waqf assets. So the solution is training and certification of nazhir waqf. This is in line with the opinion of Muhammad & Sari (2021) where currently special competency standards are needed for nazhirs through a structured education process and measurable assessments so that nazhirs have competent human resources in managing waqf assets. To improve nazir competence, the Government has issued the Indonesian National Work Competency Standard (SKKNI) Number 47 of 2021 concerning Waqf Management. This work competency standard is a reference for nazhir to have competence in waqf management. By Law Number 41 of 2004, one of BWI's duties is to conduct nazhir coaching.

To carry out its duties and functions to carry out nazhir coaching and provide wakafan literacy to the community, BWI established the Professional Certification Institute (LSP). LSP BWI obtained a license from the National Professional Certification Agency (BNSP) Number BNSP-LSP-2015-D based on the decree. Chairman of BNSP Number KEP.2159/BNSP/X/2012 dated October 25, 2021. LSP BWI was established with a vision to become a credible professional certification body in terms of quality and integrity, as well as becoming a national and international reference. The missions of LSP BWI are as follows: 1. Encourage the implementation of the principles of Good Corporate Governance by providing certification for professionals in the field of nazhiran to improve the economic welfare of the people; 2. Encourage the implementation of quality nazhir management in all types of waqf assets and economic sectors; and 3. Giving birth to a nazhir profession that is dignified and has reliable competence in developing the benefits of waqf assets for the welfare of the people.

LSP BWI currently has 8 certification schemes with cluster patterns, namely four planning schemes and 4 implementation schemes, ranging from receiving waqf property, managing & developing waqf property, safeguarding waqf property, and distributing benefits

to mauquf alaih. LSP BWI has 68 competency assessors from 10 cities in Java and Sumatra. Since obtaining permission from BNSP in October 2021 until September 2022, LSP BWI has held 34 training and certification batches with 1,140 participants from 690 institutions from 120 cities in 24 provinces in Indonesia. Some of the trainees and certifications have worked in nazhir institutions, some are applying for permits to become money waqf nazhirs and some are people who want to participate in the wakafan movement.

Hamidiyah, et al (2022) also explained, first, the nazhir competency certification held by the Indonesian Waqf Board had a positive impact on improving nazhir performance. The performance of the nazhir can be seen from the increase in waqf collection, waqf property management, distribution of waqf benefits, management, and reporting. Second, nazhir competency certification also has a positive impact on the participation of non-nazir participants. The participation of non-nazir participants after attending training and competency certification has increased in the form of 1. Respondents often endow money; 2. Respondents invite relatives and friends to the endowment; 3. Respondents pay attention to information about waqf in the mass media; 4. Respondents are always looking for the latest information on endowments; 5. Respondents are often invited to become waqf managers; 6. Respondents almost always attend lectures, online and offline classes on waqf; 7. Endowments have become part of the respondents' lifestyles; 8. Respondents share information about endowments with relatives, friends, and the work environment; 9. Respondents are active in movements that promote waqf (symbol P9); 10. The respondent assists the waqf institution around the respondent.

This is in line with the explanations of Sutrisno and Gilang (2018), Nurhidayat, (2022), Octosiva et al. (2018), and Yusnita & Salfutra (2021) which also shows that competence has a significant influence on performance. Therefore, the author will describe the implementation and problems faced in the implementation of competency-based training on waqf fundraising for students at the Indonesian Waqf Board based on existing data and literature studies from several literatures and then further analyze and then draw a conclusion.

This community service activity is expected to provide benefits for related parties, namely: 1. BWI Education and Training Institute, as a reference for the implementation of competency-based training activities for the implementation of waqf property receipt schemes for students, as well as input material, to make a more appropriate curriculum for participants from students to have a positive influence on literacy and the implementation of wakafan in Indonesia, 2. Indonesian Waqf Board, as a reference to formulate and determine material for the development of students; 3. Academics, as material for further study; and 4. The government is a reference for making policies related to competency-based training and certification for students.

METHODS USED

The implementation of this activity uses an approach of observation and direct participation. According to Sugiyono (2018), observation techniques have specific characteristics because they are not only limited to people but also to other natural objects. Observations in this activity were carried out through direct observation in the field to see the actual conditions during the implementation of training and competency tests for fundraising

waqf LSP Indonesian Waqf Agency. The author also tries to combine data from various literary sources such as books, journals, proceedings, and scientific articles related to the title of this community service activity. The author then analyzes and studies related theories. The author seeks to present the results of the data objectively and systematically through descriptive data analysis techniques to explain the implementation of competency-based training methods of waqf fundraising for students at the Indonesian Waqf Board (Sukmadinata, 2013).

RESULTS AND DISCUSSION

A. Implementation of Competency-Based Training on Waqf Property Receipt Implementation Scheme

The implementation of competency-based training for the waqf property receipt scheme will be carried out online on June 16-17, 2023. Students who participated in competency-based training on the implementation scheme of receiving waqf property amounted to 52 people. Accessions who attend training in addition to being given material are also required to do questions and assignments that have been given by the speaker. The answers to the assignments given will be assessed by the speaker according to the title of the material unit given as material for consideration of student assessment as a pass or not in attending training.

The material given to the accessors was delivered by three speakers. First, Prof. Nurul Huda brought general knowledge about wakafan in general. The two Mr. Soleh Hidayat, SE who presented material with the title of competency units include: (1) Managing Wakif Loyalty, (2) Carrying Out Waqf Property Receipts, (3) Managing Wakif Complaints. The speaker was Mr. Ahmad Zubaidi, MA who presented material with the title of unit (1) Marketing the waqf program, (2) Evaluating the receipt of waqf property, (3) Managing reputation risk. The following is the title of the competency unit of the Waqf Property Receipt scheme tested by LSP BWI.

Table 1. List of Competency Units for Waqf Property Receipt Implementation Scheme

No.	Kode Unit	Judul Unit	Jenis Standar (Standar Khusus/Standar Internasional/SKKNI)
1.	Q.88NZR00.008.1	Mengelola Loyalitas Wakif	SKKNI No 47 Tahun 2021 Bidang Pengelolaan Wakaf
2.	Q.88NZR00.009.1	Melaksanakan Penerimaan Harta Benda Wakaf	SKKNI No 47 Tahun 2021 Bidang Pengelolaan Wakaf
3.	Q.88NZR00.010.1	Mengelola Keluhan Wakif	SKKNI No 47 Tahun 2021 Bidang Pengelolaan Wakaf
4.	Q.88NZR00.011.1	Memasarkan Program Wakaf	SKKNI No 47 Tahun 2021 Bidang Pengelolaan Wakaf
5.	Q.88NZR00.012.1	Mengevaluasi Penerimaan Harta Benda Wakaf	SKKNI No 47 Tahun 2021 Bidang Pengelolaan Wakaf
6.	K.64MRP00.013.2	Mengelola Risiko Reputasi	SKKNI No 128 Tahun 2020 Bidang Manajemen Risiko

Source: LSP BWI, 2023

The following is documentation of the implementation of the training of the resource persons when providing online training to UIN Sultan Maulana Hasanudin Banten student sessions.

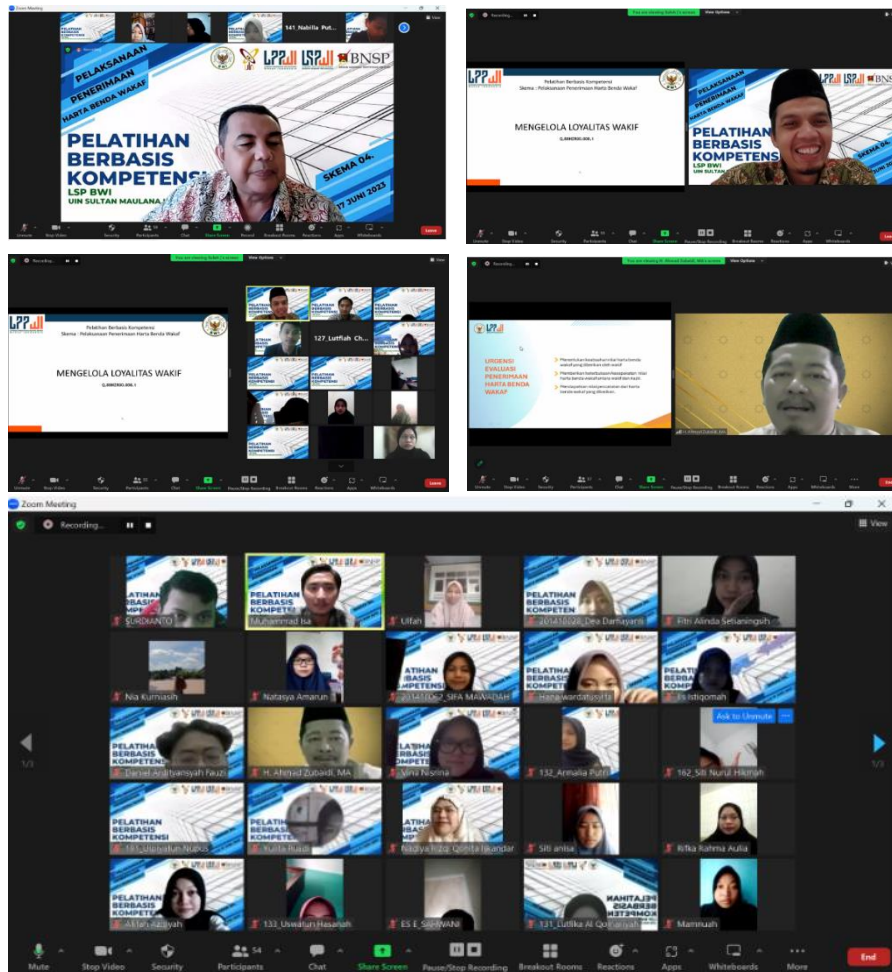


Figure 1. Implementation of Student Accession Training UIN Sultan Maulana Hasanudin Banten

B. Implementation of Competency Test for Waqf Property Revenue Implementation Scheme

After the students as accessions who take part in competency-based training organized by the BWI Education and Training Institute, the next stage is the implementation of the Competency Test for the Waqf Property Fundraising Scheme organized by the BWI Professional Certification Institute. The implementation of activities is carried out offline. Students are required to complete the required files for the administration of the competency test. The requirements requested include a copy of personal data, a certificate of having attended a BWI education and training institution, Biodata (CV), and 3x4 and 4x6 size photos. Students are also required to fill out the pre-assessment process through the LSP BWI website online. The assessors will check and approve the pre-assessment process for an offline Competency Test.

The implementation of the LSP BWI Competency Test for UIN Sultan Maulana Hasanuddin Banten students will be held on July 4, 2023, at the Faculty of Sharia Economics, UIN Sultan Maulana Hasanuddin Banten Campus. 52 students had graduated from BWI Training Institute. The number of assessors who will test for the assessment of the scheme for

the implementation of waqf property receipts is eleven people. Each assessor gets the number of sessions to be assessed, which amounts to 6-2 students. Before carrying out the assessment, the assessors will briefing related to the implementation of activities as well as the distribution of Competency Test Materials and Assessment Tools.

The implementation of the Competency Test began with the opening of the event by the head of the UIN academic community Sultan Maulana Hasanuddin Banten and the head of LSP BWI. The event then continued with a briefing and filling out a multiple-choice written exam with a total of 50 questions. Students as an accession must at least get a grade according to the passing grade, which is ≤ 66 . If students get the results of the minimum passing grade that has been set, they can continue to the next stage of assessment. If students as an accessor get a grade below the passing grade, they will be asked to re-examine so that the score is at least the same as the passing grade. The opportunity to re-examine multiple-choice questions is carried out after students take part in the assessment stages of the Demonstration Practice exam and the implementation of observation interviews.

The implementation of competency tests conducted by assessors is carried out by the rules and guidelines for assessment implementation methods from the National Professional Standardization Agency. Assessors are asked to record the implementation of the assessment using Competency Test Materials and assessment tools that have been determined by LSP BWI as guidelines for the implementation of the assessment. The assessment process is carried out using a written test which is divided into 2 stages, namely a demonstration practice test by answering questions given using laptop or computer media. The second stage is filling out multiple-choice questions through the LSP BWI website application. The second stage of the exam is conducted using interviews or direct observation. The assessor can explore shortcomings and weaknesses in the answers submitted by the accession in the previous stage of the exam.

In the last stage, the assessors will provide recommendations to all assessors on whether they are competent (K) or not competent (BK). Providing recommendations based on the results of answers throughout the assessment process, from answering multiple-choice questions, and demonstration practices, to conducting interview observations. All recommendations from all assessors will be met and finalized by the Technical Committee appointed by LSP BWI. The results of the meeting from the Technical Committee become the final decision for all sessions whether declared competent (K) or not yet competent (BK). The decision of the Technical Committee will be presented before all sessions that follow the assessment. The following is documentation of the implementation of the assessment of 52 sessions for UIN Sultan Maulana Hasanuddin Banten students held by LSP BWI.



Figure 2. LSP BWI Assessment Implementation of UIN Sultan Maulana Hasanudin Student Accession, Banten, July 4, 2023

C. The Effect of Waqf Training and Competency Test on the Implementation of Waqf Property Receipt Scheme for the Accession of UIN Sultan Maulana Hasanudin students, Banten

The results of the assessment of the implementation of the Waqf Competency Test Scheme for the Implementation of Waqf Property Receipts for the Accession of UIN Sultan Maulana Hasanudin students, Banten stated that all 52 accessions were declared competent. This means that after being given training for two days, students can take the competency test well and get competency recognition for the scheme tested from BNSP. Students get a certificate of competency for the scheme tested from BNSP as well as a companion certificate when students graduate from UIN Sultan Maulana Hasanudin, Banten. Based on interviews and testimonials submitted by some students who participated in the training and competency test, they admitted to getting new material and understanding about waqf. The material obtained so far has not been obtained comprehensively in lectures so far. The provision of material, as well as a certificate from BNSP, provides high confidence in students as well as official recognition from the state of the competence possessed by students for the scheme of implementing the receipt of waqf property.

The level of student satisfaction in assessing the implementation of training activities organized by the BWI Training Institute is very high. Of the 36 students who filled out the satisfaction survey, as many as 23 (63.9 percent) people expressed very satisfaction with the implementation of the training. Adapn 11 (30.6 percent) people expressed satisfaction, and 2 (5.6 percent) people expressed quiet satisfaction.

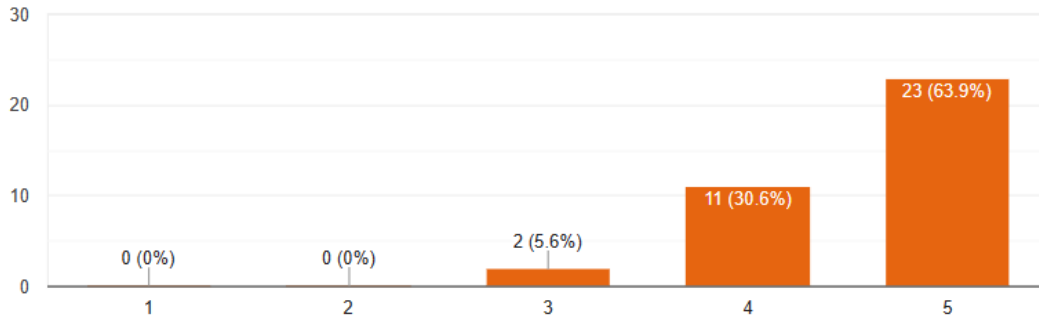


Table 1. The Level of Student Satisfaction with the Implementation of Training Organized by the BWI Training Institute

The level of student accession satisfaction with the implementation of the certification assessment activity organized by LSP BWI on July 4, 2023, is also very high. Of the 36 students who filled out the satisfaction survey, as many as 23 (63.9 percent) people expressed very satisfaction with the implementation of the certification assessment. While 13 people (33.3 percent) expressed satisfaction, and 1 person (2.8 percent) stated quite satisfied.

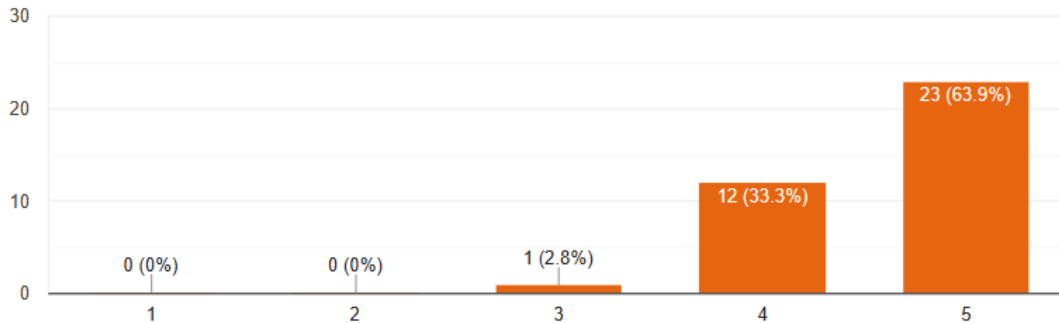


Table 1. Level of Student Satisfaction with the Implementation of Certification Assessment Organized by LSP BWI

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