

FACTORS INFLUENCING CASH WAQF LITERACY: EVIDENCES AMONG GONTOR STUDENTS

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Abstract

The objective of this study is to explore the factors that influence cash waqf literacy among students at Gontor Islamic Boarding School, an institution that has implemented waqf practices since it was established as a waqf-based educational entity. A quantitative research approach was utilized, with multiple linear regression as the main method of analysis. Data were collected from 120 students at Gontor who were actively involved in a cash waqf project. The respondents were selected using simple random sampling, and SPSS software version 20 was employed to analyze the data. The results of this study indicate that education (X1), environment (X2), and cash waqf practice (X3) together influence cash waqf literacy. Specifically, education and cash waqf practice were found to have a positive and significant effect on literacy, while the environment did not show a significant impact. Furthermore, the R-squared value of the model was 0.684, meaning that approximately 68.4% of the variance in cash waqf literacy can be explained by the independent variables, while the remaining 31.6% is attributed to other factors not examined in this study. These findings highlight the crucial role of education and practice in promoting cash waqf literacy and suggest potential areas for further research.

Keywords: cash waqf literacy; education, environment, cash waqf practice.

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1. Introduction

Gontor Islamic Boarding School, an educational institution operating under the boarding school system, was significantly impacted by the COVID-19 pandemic. On July 21, 2020, the school reported 50 confirmed cases of COVID-19. Despite this, Gontor managed the situation independently and privately, with support from the East Java provincial government (Ansori, 2020; Pribadi, 2020). Remarkably, the school was able to overcome these challenges by leveraging its waqf system, which has been in place since 1958 and has progressively strengthened and expanded over the years.

The success of Gontor in managing the effects of Covid-19 at that time is closely linked to the strength of its waqf system.. The waqf system was established in 1958, where the founding fathers of Gontor, as a boarding school, donated and transferred their assets to the waqf board. This declaration affirmed that Gontor is a waqf educational institution, belonging to the Muslim community. (Arroisi & Syamsuri, 2020; Zarkasyi, 2020). After succession of the waqf, Gontor then educates and literates students to practice waqf, following the example of the founding fathers who dedicated their wealth to the institution. Therefore, the development of waqf assets in Gontor, as well as the growth of cash waqf contributions from stakeholders and students, is closely tied to the waqf literacy continuously implemented and promoted by Gontor over time. (Syamsuri et al., 2020; Rofiqo et al., 2021).

Gontor's ability to effectively manage the challenges posed by the COVID-19 pandemic is closely tied to the strength of its waqf system. The system, established in 1958, was initiated by the founders of Gontor, who generously donated and transferred their assets to the waqf board. This pivotal action formally recognized Gontor as a waqf-based educational institution, owned by the Muslim community (Arroisi & Syamsuri, 2020; Zarkasyi, 2020). Following the establishment of the waqf, Gontor has consistently focused on educating its students about the practice of waqf, following the example set by its founders, who dedicated their wealth for the benefit of the institution. As a result, the expansion of waqf assets at Gontor, alongside the growing contributions of cash waqf from stakeholders and students, has been closely intertwined with the institution's continuous efforts to foster and promote waqf literacy over time (Syamsuri et al., 2020; Rofiqo et al., 2021).

Gontor's success in both implementing waqf and educating its students about its profound significance deserves to be recognized as an exemplary model. This is especially notable considering Gontor's role as a pioneer in Indonesia, where it has established waqf as the cornerstone of its educational framework, ensuring the long-term sustainability of the institution (Susilo et al., 2021). Furthermore, the impact of Gontor's waqf system extends beyond the school itself, with the benefits reaching the surrounding local communities (Susilo, 2016). Today, Gontor operates multiple branches across Indonesia, from Java to Sumatra and Sulawesi, allowing the waqf resources to benefit those in need throughout these regions (Fahamsyah, 2020).

Accordingly, previous studies have shown that cash waqf literacy is crucial for increasing the funds garnered through cash waqf and unlocking its significant potential, particularly in Indonesia. (Kasanah, 2019). Some studies state that education factors would

lead to increase literacy level (Chairunissa et al., 2021; Mubarak, 2021). Others argued that financial ability or environment would affect the level of literacy (Indahsari et al., 2014; Yasmin et al., 2014). Meanwhile, some studies suggest that when societal or public figures engage in cash waqf, it can enhance cash waqf literacy and promote cash waqf inclusion. Such practices may inspire others in society to follow suit, encouraged by their respected figures. (Nasiri et al., 2019; Machmud & Suryaningsih, 2020; Mansyur & Rahmat, 2020).

Previous studies have highlighted the importance of cash waqf literacy in boosting the funds raised through cash waqf and unlocking its considerable potential, especially in Indonesia (Kasanah, 2019). Several studies suggest that education plays a key role in enhancing literacy levels (Chairunissa et al., 2021; Mubarak, 2021). Other research indicates that factors such as financial capacity or the surrounding environment can also influence literacy levels (Indahsari et al., 2014; Yasmin et al., 2014). Additionally, some studies argue that the involvement of public figures or community leaders in cash waqf initiatives can significantly boost literacy and promote broader participation in cash waqf. Such actions may inspire others in the community to engage in similar practices, motivated by the example set by respected figures (Nasiri et al., 2019; Machmud & Suryaningsih, 2020; Mansyur & Rahmat, 2020).

Therefore, this study aims to investigate the main aspects that determine cash waqf literacy in Gontor, with the goal of increasing cash waqf participation among students, their families, government officials, and sympathizers of Gontor in performing waqf..

2. Literature Review

2.1 Cash Wqaf Literacy

Several studies have been discussed about cash waqf literacy as well as the influence of waqf literacy on waqf intention and so on. Yet, some studies have developed the cash waqf literacy on it level, whether in basic understanding, advance, and the level of the literacy. The level of literacy could be increased through strategy or the model of the literacy on cash waqf.

Mubarak (2021) suggests that improving cash waqf literacy requires collaborative efforts with relevant organizations, developing educational materials on cash waqf for the public, and conducting training programs to raise awareness. Similarly, Chairunissa et al. (2021) propose comparable strategies but emphasize additional initiatives, such as leveraging digital platforms and social media to enhance cash waqf literacy. The use of social media has been proven effective in increasing awareness and understanding. Platforms like Instagram, WhatsApp, Telegram, and Twitter are particularly beneficial for the current generation, as they provide accessible and engaging tools for learning about cash waqf (Hakiki et al., 2020).

Education is one of the factors that influence the literacy of cash waqf. Education as a determinant of literacy is studied by Yasmin et al., (2014) which stated that education level is significantly related to the literacy. Moreover, in terms of cash waqf literacy,

education as the medium of literacy is significantly influence to the intention of cash waqf. This mean, education is related to the literacy of cash waqf (Indahsari et al., 2014).

Meanwhile, Andansari, (2018) examine financial attitude and social environment effect on literacy and found that financial attitude and social environment have a positive significant effect on student financial literacy partially and simultaneously. The study on environment effect on literacy also showed that environment influence on the literacy conducted among the student in Labora Management Institute along with learning process as other independent variable partially and simultaneously (Kartikaningsih, 2020).

Furthermore, the practices of cash waqf encourage the literacy, awareness and acceptance of cash waqf. A study showed that cash waqf practice have a positive significant effect on the acceptance of waqf (Nasiri et al., 2019). In line with that, in order to achieve school literacy movement, practice is one of the factors that have a big influence of it. Therefore, 2 steps of practice is habituation and learning this is including increasing cash waqf literacy (Machmud & Suryaningsih, 2020; Mansyur & Rahmat, 2020).

To sum up, there are 3 variables that would be investigate in its influence to cash waqf literacy which are education, environment, and cash waqf practice. Hence, the hypotheses of this study formulated and the framework of this study also figured as follow:

H1: education has a relationship with cash waqf literacy

H2: environment has a relationship with cash waqf literacy

H3: cash waqf practice has a relationship with cash waqf literacy

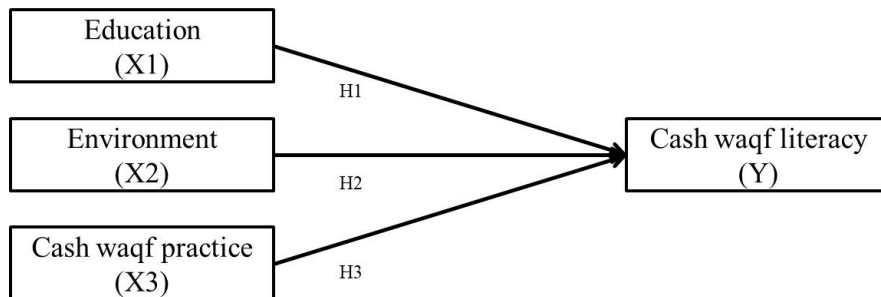


Figure 1: research framework model

3. Methodology

3.1 Data collection

The data for this study were collected from students of Gontor Islamic Boarding School in Indonesia who were involved in a cash waqf project, using a questionnaire. Approximately 175 students were involved in the cash waqf project, and the sample size of 122 students was determined using the Slovin equation (Sugiyono, 2011). The sample was selected using simple random sampling. At the end, around 120 respondents returned their completed questionnaires, which were then received and analyzed for the study.

3.2 Data analysis

The data that received from the respondents will be analyzed through SPSS software version 20. In addition, the software was utilized due to the ability to compute the data qualitatively and quantitatively. Multiple linier regressions were deployed to analyze the data and seek the significant value among the variables (Hair et al., 2014).

3.3 Demography of respondents

The respondents comprised 63.3% males and 36.7% females. Most students, approximately 50%, were aged 17 years or older, followed by 45% aged 15 to 16 years and 5% aged below 14 years. Regarding their education levels, 45.8% were at the college stage, 33.3% were in secondary education, and 20.8% were at the university level. A total of 46.7% of respondents participated in unidentified cash waqf projects, while 22.5% were involved in restaurants, 20% in mini-markets, and 10.8% in laundry services.

In terms of roles within the cash waqf projects, 40% of respondents served as managers, 17.5% as sellers, 15% as cashiers, 13.3% as technicians, and 14.2% undertook unspecified tasks. Additionally, the income generated from these projects varied, with 36.7% earning less than 5 million, 13.3% earning between 11 million and 20 million, and approximately 25% earning between 6 million to 10 million and over 21 million, respectively. Detail of the respondent demography of this study summarized and presented in the table below:

Table 1: Respondents Profile

Contents	Frequencies	Percentages
Gender		
Male	76	63.3%
Female	44	36.7%
Age		
Less than 14 years old	6	5%
15 to 16 years old	54	45%
Above 17 years old	60	50%
Education Level		
Secondary	40	33.3%
Collage	55	45.8%
University	25	20.8%
Cash Waqf Project		
Restaurant	27	22.5%
Mini Market	24	20%
Laundry	13	10.8%
Others	56	46.7%

Task in Cash Waqf Project		
Technician	16	13.3%
Seller	21	17.5%
Cashier	18	15%
Manager	48	40%
Others	17	14.2%
Cash Waqf Project Return		
Less than 5 million	44	36.7%
6 million to 10 million	30	25%
11 million to 20 million	16	13.3%
Above 21 million	30	25%

4. Analysis and Discussions

This section is divided into 2 sections, first section is data analysis which employs normality test, partial test (t-test), simultaneous test (F-test), regression equation, and R2 result. Second section is discussion of study from the result of data analysis.

4.1 Data Analysis

First of all, Regression hypothesis test requires that the tested data have normality. In this study, the normality test of the data is presented in the 2 figures below:

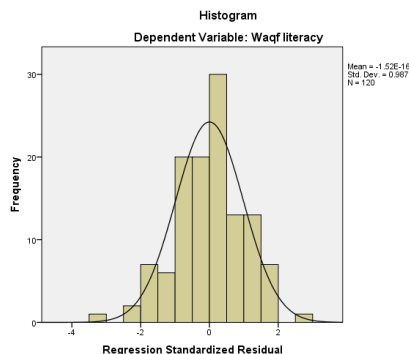


Figure 2: histogram of normality test

To ensure the data is normally distributed, P-P plot is employed which shows the data is normally distributed through the graph line. The result as follows:

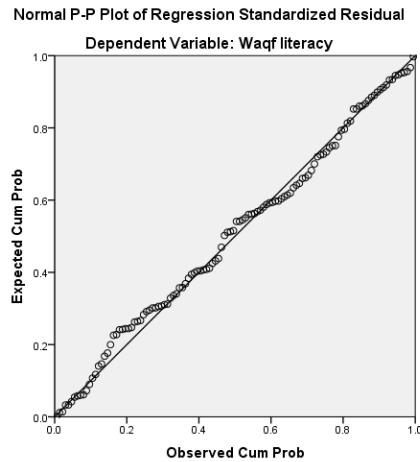


Figure 3: P-P plot of normality test

To strengthen both of the result Kolmogorov-Smirnov normality test also employed. The result as follow:

Table 2: test of normality result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		120
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	3.22153150
Most Extreme Differences	Absolute	.065
	Positive	.037
	Negative	-.065
Kolmogorov-Smirnov Z		.708
Asymp. Sig. (2-tailed)		.698

a. Test distribution is Normal.

b. Calculated from data.

In summary, the normality test results confirm that the data in this study are normally distributed. This conclusion is supported by the histogram analysis, which shows a balanced distribution without skewness to either side. Additionally, the P-P plot analysis indicates that the data closely align with the diagonal line, further validating normality.

Lastly, the Kolmogorov-Smirnov test yielded an insignificant value of 0.698, providing additional evidence that the data conform to a normal distribution.

Partially, the influence of independent variables to dependent variable is presented from the result of multiple linear regressions table below:

Table 3: partial effect of independent variables on dependent variables

Coefficients ^a							
Model	Unstandardized Coefficients		t	Sig.	Collinearity Statistics		
	B	Std. Error			Tolerance	VIF	
1	(Constant)	1.199	1.446	.829	.409		
	Education	.677	.109	6.230	.000	.372	2.687
	Environment	.057	.136	.417	.678	.300	3.336
	Practice	.321	.085	3.790	.000	.375	2.665

a. Dependent Variable: Waqf literacy

Referring to Table 3, the analysis shows that X1 (education) has a positive and significant influence on cash waqf literacy, as evidenced by a p-value below 0.05 and a coefficient of 0.677. This confirms that H1 is supported, indicating that education significantly contributes to cash waqf literacy. Conversely, X2 (environment) displays a p-value of 0.678, which exceeds the 0.05 threshold, suggesting that H2 is not supported and that the environment does not have a significant impact on cash waqf literacy. Lastly, X3 (cash waqf practice) demonstrates a significant positive effect on cash waqf literacy, with a p-value below 0.05 and a coefficient of 0.321, thereby supporting H3.

Table 3 also presents the results of the multicollinearity test, with the tolerance threshold set below 1 and the Variance Inflation Factor (VIF) below 10. The test results indicate that all tolerance values meet this criterion: education at 0.372, environment at 0.300, and cash waqf practice at 0.375. Similarly, the VIF values for education (2.687), environment (3.336), and cash waqf practice (2.665) are all well within acceptable limits. These findings confirm the absence of multicollinearity issues. Additionally, the regression equation derived from Table 3 is as follows:

$$Y = 1.199 + 0.677X1 + 0.057X2 + 0.321X3 + e$$

The regression equation shows that the constant is about 1.199 means the value of cash waqf literacy in this study is about 1.199 and this applies *ceteris paribus*, namely if the variable is not influenced by other variables. Furthermore, X1 or education in this study is about 0.677 means if education changes by 1 point, cash waqf literacy would be change about 0.677 and its applies *ceteris paribus* as well. Respectively, if there is increasing point

of X2 or environment and X3 pr cash waqf practice 1 point, cash waqf literacy would be increased about 0.057 from environment and 0.321 from cash waqf practice.

Simultaneously, all independent variables – education, environment, and cash waqf practice – influences the dependent variable (cash waqf literacy). It is shown by the F count that greater than F table which about 83.869 with level of significant is 0.000 which below 0.05. the summary of simultaneously presented in the table 4 below:

Table 4: Simultaneously Effect All Independent Variables to Dependent Variable

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2678.778	3	892.926	83.869	.000 ^b
	Residual	1235.014	116	10.647		
	Total	3913.792	119			

a. Dependent Variable: Waqf literacy

b. Predictors: (Constant), Practice, Education, Environment

Furthermore, to find the level of relationship of independent variables on dependent variable R2 coefficient determination is utilized in the model summary. The R2 of model summary as follow:

Table 5: R square of regression model

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.676	3.26292

a. Predictors: (Constant), Practice, Education, Environment

b. Dependent Variable: Waqf literacy

Table 5 shows that the r square of this study is about 0.684 which mean 68.4% of dependent variable or cash waqf literacy is explained by independent variables. In other word, education, environment, and cash waqf practice explain the cash waqf literacy about 68.4% while the rest of it about 31.6% explained by other variables which were not investigated in this study.

4.2 Discussion

The findings of this study reveal that education plays a significant role in enhancing cash waqf literacy. This aligns with the work of Yasmin et al. (2014), who examined the determinants of economic literacy and found that education has a notable impact on literacy

levels. Similarly, Indahsari et al. (2014) identified education as a key factor in improving literacy, which in turn influences an individual's intentions regarding zakah, alms, and waqf. Undoubtedly, education serves as a powerful tool to boost literacy. In this context, education goes beyond the mere transfer of knowledge; it also shapes an individual's mindset and behavior through scientific experiences gained at various educational levels. Furthermore, a well-educated individual tends to exhibit attitudes and behaviors that reflect their level of learning (Rosida et al., 2017).

This study also found that the environment has an insignificant impact on cash waqf literacy. This result contrasts with Andansari (2018), who reported that the social environment has a positive and significant effect on students' financial literacy. Similarly, Kartikaningsih (2020) observed that the environment significantly contributes to literacy levels. However, an interesting anomaly emerged in this study: while the environment does not directly influence cash waqf literacy, students' literacy levels still positively affect their intention to participate in cash waqf projects.

This suggests that the surrounding environment may still play a subtle but important role. For instance, students residing in dormitories may not explicitly recognize the influence of their environment on their cash waqf literacy (Nugraha et al., 2019). Nonetheless, waqf understanding is often indirectly shaped by various channels, such as word-of-mouth communication, social media platforms, audiovisual media, and religious teachings, all of which encourage comprehension and engagement with cash waqf practices (Latif et al., 2021).

The findings indicate that engaging in cash waqf practices has a positive and significant impact on cash waqf literacy. This aligns with Nasiri et al. (2019), who highlighted that practicing cash waqf significantly enhances its acceptance among individuals. Similarly, this study supports the conclusions of Machmud and Suryaningsih (2020), who argued that habitual practice can simplify the process of improving financial literacy. Moreover, it is consistent with the work of Mansyur and Rahmat (2020), who emphasized that active participation and practice are essential steps in fostering literacy among students.

5. Conclusion and Limitation

To conclude, the determinants of cash waqf literacy collectively influence the literacy variable. Specifically, education and cash waqf practice individually exhibit a positive and significant impact on cash waqf literacy, while the environment shows insignificant influence. Therefore, H1 and H3 are supported, while H2 is rejected. This study did not incorporate other variables such as religiosity as moderating or intervening variables. Moreover, the investigation of these determinants was conducted through multiple linear regressions. Further research using Structural Equation Modeling (SEM) is recommended to explore the strength of correlations among the variables.

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