

# Existing Curriculum Management in Enhancing Nazhir's Professionalism; Analysis Network Process

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## Abstract:

Nazir's profession is an educational program with little attention to Islamic Education. Therefore, an alternative solution is needed to increase Nazir's professionalism through curriculum management. This study aims to identify existing curriculum management and then analyze and develop the model to find a new curriculum. The qualitative research method is based on the Analytic Network Process (ANP) decision-making strategy to obtain a curriculum model for the Nazir professional program. The study results show that the training curriculum at LSP focuses on two scopes: waqf program planning and implementation. The curriculum developed through ANP decision-making produces four competencies: religious knowledge competence, communication competence, social science competence, and moral competence. The curriculum structure can be applied to one level of Nazir professional education, with the condition that each Nazir candidate has a bachelor's degree from various disciplines, particularly Islamic Religious Education. The findings of this study revealed that the respondents agreed with a very high rate agreement of 88.2% that a professional Nazir could be formed using the curriculum of the four competency-based Nazir waqf professional programs.

**Keywords:** *Curriculum Management, Analytic Network Process, Nazir*

## Abstrak:

Profesi Nazir termasuk program pendidikan yang kurang mendapat perhatian dalam dunia Pendidikan Islam. Oleh karena itu, diperlukan alternatif solusi untuk meningkatkan profesionalitas nazir melalui manajemen kurikulum. Penelitian ini bertujuan untuk mengidentifikasi manajemen kurikulum eksisting kemudian menganalisis dan mengembangkan modelnya untuk menemukan kurikulum baru. Metode penelitian yang digunakan adalah kualitatif yang berdasarkan pada strategi pengambilan keputusan Analytic Network Process (ANP) untuk mendapatkan model kurikulum program profesi nazir. Hasil penelitian menunjukkan bahwa kurikulum pelatihan pada LSP berfokus pada dua scope yaitu perencanaan dan pelaksanaan program wakaf. Kurikulum yang dikembangkan melalui pengambilan keputusan ANP menghasilkan empat kompetensi yaitu kompetensi ilmu agama, kompetensi komunikasi, kompetensi ilmu sosial, dan kompetensi moral. Struktur kurikulum dapat diterapkan pada satu jenjang pendidikan profesi nazir, dengan syarat setiap calon nazir memiliki gelar sarjana dari berbagai disiplin ilmu, khususnya Pendidikan Agama Islam. Temuan penelitian ini mengungkapkan bahwa para responden sepakat dengan rate agreement yang sangat tinggi sebesar 88,2% bahwa nazir profesional dapat

dibentuk dengan menggunakan Kurikulum program profesi nazir wakaf berbasis empat kompetensi tersebut.

**Kata Kunci:** *Manajemen Kurikulum, Analytic Network Process, Nazir*

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## INTRODUCTION

Indonesia has arrangements for waqf, contained in Law Number 44 of 2004 concerning Waqf (Mubarok, 2019; Nuha, 2022; Hendar, 2023). Waqf opportunities and challenges can be seen based on its scope, namely awareness, research and research, technology, regulations and institutions, and human resources (Laallam et al., 2020; Thaker et al., 2021; Syarief, 2021). They have a pretty good understanding of public awareness, even though the community's knowledge of contemporary terminologies, such as cash waqf, is still limited. As for research, development and technology, waqf institutions are still in the stage of research development and technology utilization for collection and management (Ardy et al., 2021; Thamrin et al., 2021; Rahmah, 2021).

After more than fifteen years of the enactment of the 2004 Waqf Law, it is time to do an analysis and review of the effectiveness and role of the Waqf Law for the development of waqf in the country, including the extent of the participation of the Government of the Republic of Indonesia. In its development, The Waqf Agency needs to run optimally in developing waqf in the country. Therefore, efforts are needed to encourage the existence of BWI in order to make waqf effective in Indonesia. One way is to develop waqf curriculum management (Saufi & Hambali, 2019).

Scientifically, various studies in law and economics often raise the topic of waqf management (Sukarmi & Victoria, 2018), but very few educational studies reveal this. The Nazir profession is an educational program that has received less attention in Islamic education. This is evidenced by the weak waqf management in almost all waqf institutions and incredibly individual nazirs (Iman & Mohammad, 2017). Therefore, an alternative solution is needed to increase Nazir's professionalism through curriculum management.

The curriculum management of the waqf nazir professional program is the most critical stage in this research. Responding to the findings of the existing condition of the waqf profession program curriculum at LSP waqf and overcoming existing weaknesses (Munawar, 2021), researchers compiled steps for developing the waqf nazir professional program curriculum based on qualitative methods using the Analysis Network Process or better known as ANP (Saaty & Vargas, 2013; Bathaei et al., 2019; Matin et al., 2020).

The ANP approach is carried out to get an ideal prototype from a Nazir figure equipped with specific competencies so that later with his competence, Nazir can develop waqf professionally and provide many benefits for the ummah.

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The harmonization approach is meant to use the theory offered by John Henry Merryman in the form of curriculum reconstruction in the form of a renewal model, which consists of three domains, namely tinkering, following and leading or trying, following and leading, to achieve one the result is expected to provide harmonious change (Merryman, 1981). In addition, changes to the curriculum of the waqf nazir profession program also rely on the maslahat theory initiated by Yusuf al-Qardhawi (1999) through three levels, namely; first, starting from maintaining the core of the original building while maintaining its character and characteristics; secondly, repairing collapsed objects and strengthening weak joints; thirdly, includes several updates without changing the original character and characteristics.

The management steps for developing the curriculum for the waqf Nazir profession program to produce professional Nazirs must remain based on the

Indonesian National Qualifications Framework (KKNI) so that the level of professionalism of the Nazir can be measured and determined by regulatory provisions stipulated by the Indonesian National Work Competency Standards (SKKNI) (Hamidiyah et al., 2022). This article aims to find a solution for developing a competency-based curriculum for the Nazhir professional program through the Analysis Network Process (ANP).

## RESEARCH METHODS

Data collection consisted of primary data and secondary data, where the primary data was in the form of curriculum documents and questionnaire data, and secondary data was in the form of land waqf data and the profile of the Nazir professional certification body. In addition, data collection techniques consisted of direct interviews with waqf experts, nazirs, managers of professional certification bodies, and educational curriculum experts. While the data collected is an important research component, the data used must be valid and accurate, so it is done using triangulation techniques. In addition, in collecting quantitative data, researchers used a questionnaire about the relationship between criteria and sub-criteria followed by pairwise comparisons as was done in the Analytical Network Process (ANP) method. (Ayuniyyah & Kartika, 2019).

Data processing is done by applying the ANP method. The processing results answer the problem formulation stated at the beginning and conclude. The initial stage is the determination of Criteria and Sub-Criteria, which is formulating a strategy for determining professional Nazir criteria. This study has four criteria: Religious Science Competence, Communication Competence, Social Science Competence, and Moral Competence. In addition, there are nine sub-criteria, including: 'Aqidah, Fiqh Mu'amalah, Istikhlaf, Aspirational, Flexible, Caring/Concern, Civil Law, Financial Management, Risk Management, Transparency, Trustworthiness, and Full Timer. As for determining the weight of importance using the following scale:

**Table 1. Interest Scale**

Importance Value	Definition
1	Not important/irrelevant/not influential
3	Less important/Less Relevant/Less Influential
5	Important/Relevant/Influential
7	Very important/Very relevant/Very influential
9	Most important/Most Relevant/Most Influential
2,4,6,8	The middle value between two adjacent values

Source: Thomas L. Saaty

Questionnaire Assessment was carried out by filling out a questionnaire by expert respondents; in this case, the expert respondents consisted of seven experts in the fields of waqf, civil law, and educational curriculum. Designing the ANP Model uses Super Decision Software to design interrelated criteria and sub-criteria models to determine the relationship between criteria and sub-criteria.

The Pairwise Comparison Matrix is used to determine the groups to be compared according to the criteria to determine the most decisive alternative as a Nazir, namely comparing the elements of the criteria with the sub-criteria by

distributing questionnaires to 7 respondents with the ANP numerical scale as shown in the following table:

**Table 2. Example of a Pairwise Comparison Questionnaire**

Criteria	Numerical Value								
	1	2	3	4	5	6	7	8	9
Social Sciences Risk management									9

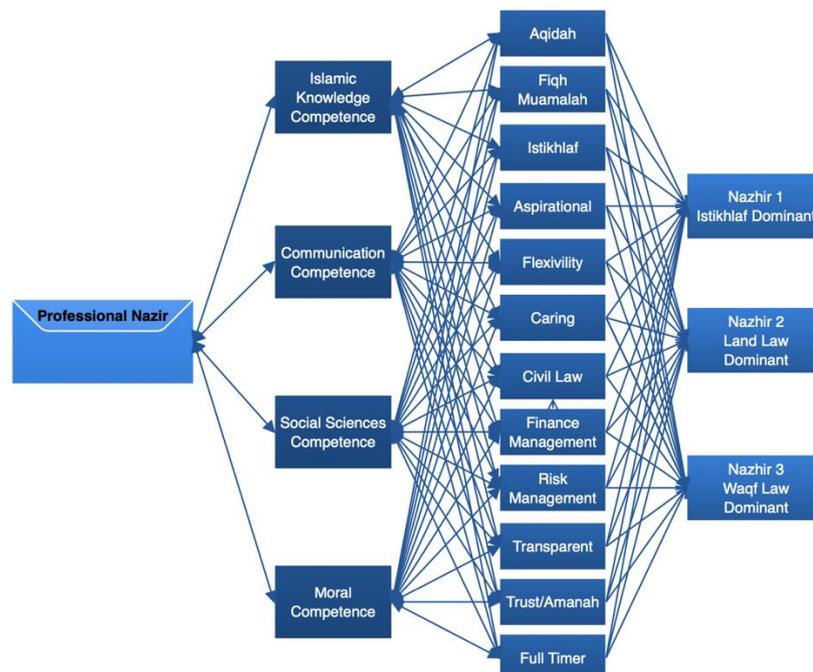
Note:

The choice of number 9 in the assessment column indicates the most important/most relevant/most influential Competency criterion for "Social Science" for the "Risk Management" sub-criteria

The next step is to calculate the weighted normalized matrix; the preference weight (w) is the result of processing using the ANP method, then multiplied by the normalized matrix value for each criterion and alternative. Finally, the preference value of each alternative can be calculated so that from the calculation determining the preference value, a ranking of values will be obtained from the highest to the lowest. After the data is processed, the final analysis is carried out, and the results are obtained according to the method used. Based on the results of the data processing, a more in-depth analysis of the results of the processing can be carried out, as well as providing recommendations for model reconstruction of existing conditions so that the results of the analysis can make decisions that support the results of data processing.

## RESULTS AND DISCUSSION

Competency-Based Curriculum Development in the early stages was carried out by processing ANP data resulting from the accumulation of the level of agreement of all respondents. The Network Process Analysis Model resulting from the collection of research data is as follows:



**Figure 1. Network Process Analysis Model for Nazir Professional**

The results of calculations based on the classification model of curriculum development for the nazir waqf professional program at the nazir waqf professional certification institution determined the level of respondent's approval. There is an intensity value scale at the level of agreement of all respondents, as shown in the following table:

**Table 3. Level of Agreement Intensity Values**

Very High	High	Moderate	Low	Very Low
1.000	0.578	0.235	0.118	0.063

Source: Saaty & Vargas, 2006

The intensity value scale table above is a parameter to determine the level of agreement reached in this study with the following data:

**Table 4. Comparison of Agreement Levels**

Cluster	Rate Agreement	
Alternative	0.758	High
Professional Nazir	0.882	High
Religious Science Competency	0.0013	Very Low
Communication Competency	0.116	Moderate
Social Science Competency	0.106	Moderate
Moral Competence	0.340	High

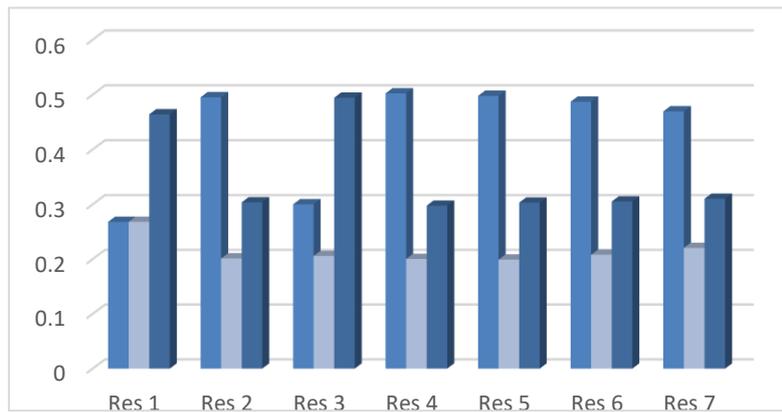
Source: Researcher

Table 4 can explain that respondents' agreement level in the professional Nazir cluster is high, with a value of 0.882 or 88.2%. Then following the alternatives of 0.758 or 75.8%, moral competence of 0.340 or 34.0%, communication competence of 0.116 or 11.6%, social science competence of 0.106 or 10.6%, and Religion Science competence of 0.0013 or 0.13%.

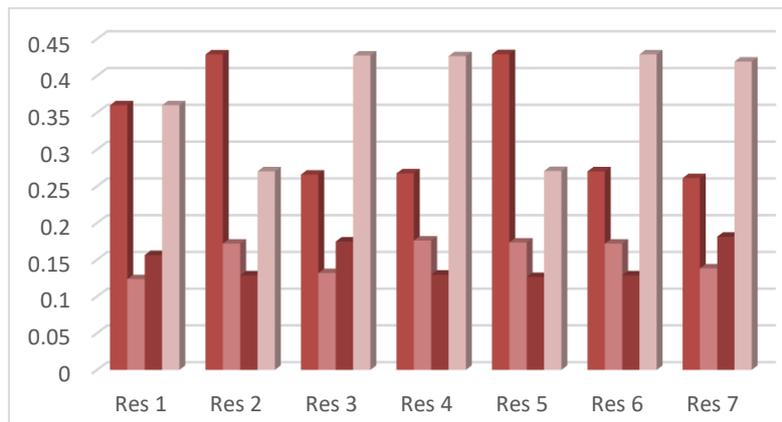
The differences in the intensity of the agreement scale illustrate the extent to which the responses from various experts have similarities or significant differences, which in turn helps evaluate the order of importance of the various factors that influence the curriculum development model for the nazir waqf professional program at the nazir waqf professional certification institution. Despite the higher score, many specialists have chosen the same response when selecting the criterion index order.

In addition, the results of the ANP show that there are four different criteria, namely as follows: Religion Competency, Communication Competence, Social Science Competence, and Moral Competence.

There are three alternatives, Nazir 1, Nazir 2, and Nazir 3, depicted in Figure 2. Of the three aspects, Nazir 1 is the alternative chosen with the highest score from the respondents, followed by Nazir 3 and Nazir 2. It can be concluded that the criteria clusters' suitability level is 0.758 ( $W=0.758$ ). The value of assessor agreement is from a large scale, which indicates that the experts agree in determining the priority of alternative clusters.

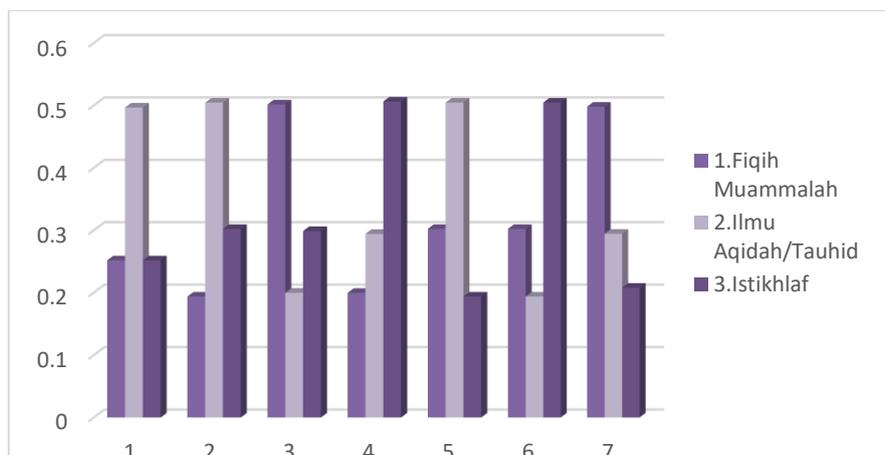


**Figure 2. Level of Agreement on Alternatives**



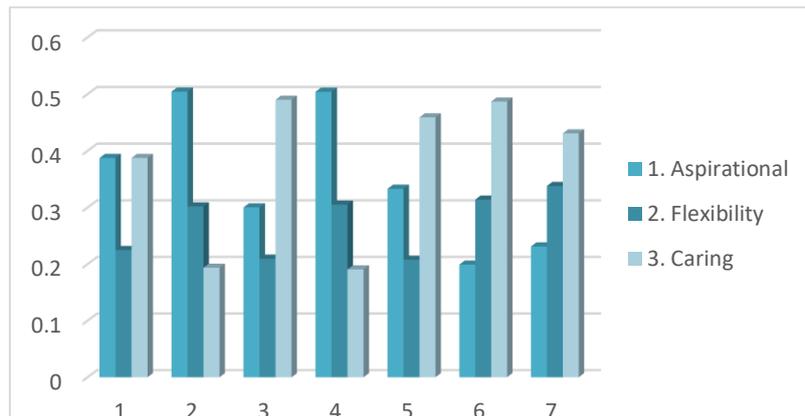
**Figure 3. Professional Nazir Agreement Level**

There are four sub-criteria for professional nazir: religious knowledge competence, social science competence, communication competence, and moral competence. Of the four aspects, moral competence is the most practical alternative for respondents, followed by Islamic science, communication, and social competence. Thus, the rater agreement value of the criteria cluster is 0.882 ( $W=0.882$ ). The value of assessor agreement is from a high scale, which indicates that the experts agree in determining the priority of cluster criteria.



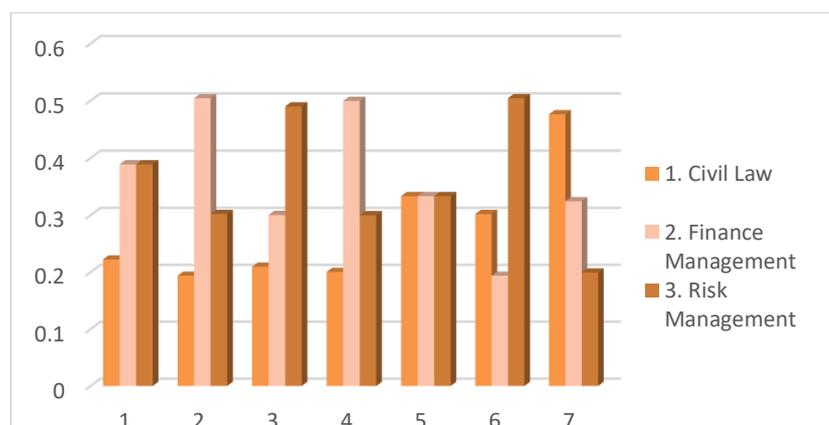
**Figure 4. Level of Agreement on Religious Sciences**

Based on Figure 4 above, there are three sub-criteria for Islamic science competence: fiqh muamalah, the science of aqidah/monotheism, and the concept of istikhlaf. Of the three aspects, knowledge of aqidah/tauhid is the alternative chosen with the most outstanding value from the respondents, followed by fiqh muamalah, and the concept of i'tikaf has the same value. It can be concluded that the rater agreement value of the criteria cluster is 0.0013 ( $W=0.0013$ ). Scores on the agreement scale were shallow, indicating that experts differed in prioritizing the criteria clusters. This is understandable because a Nazir chosen by the wakif should already be sure that he has sufficient competence in terms of Islamic knowledge to handle this material.



**Figure 5. Level of Agreement on Communication Competence**

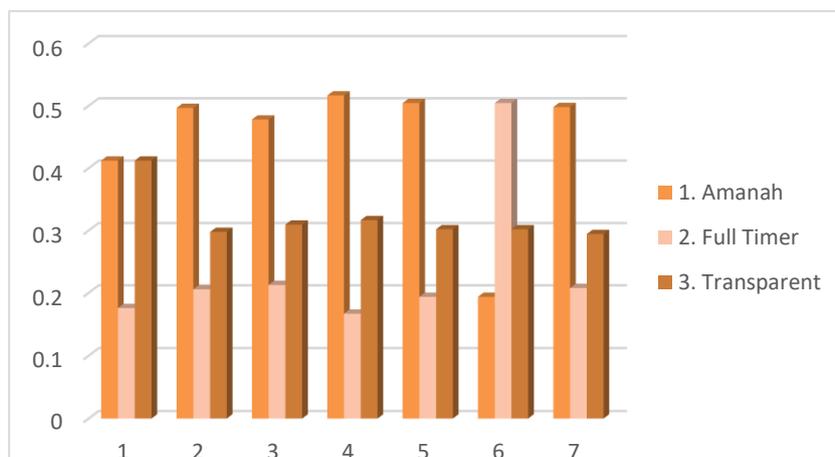
Based on Figure 5, there are three communication competency sub-criteria, namely aspirational, flexible, and caring. Of the three aspects, the caring cluster is the selected sub-criteria with the highest value from respondents, followed by aspirational and flexible/flexible. It can be concluded that the rater agreement value of the criteria cluster is 0.116 ( $W=0.116$ ). This value is in the moderate category, indicating that the experts agree on the answers in determining cluster priorities.



**Figure 6. Level of Agreement on Social Science Competency**

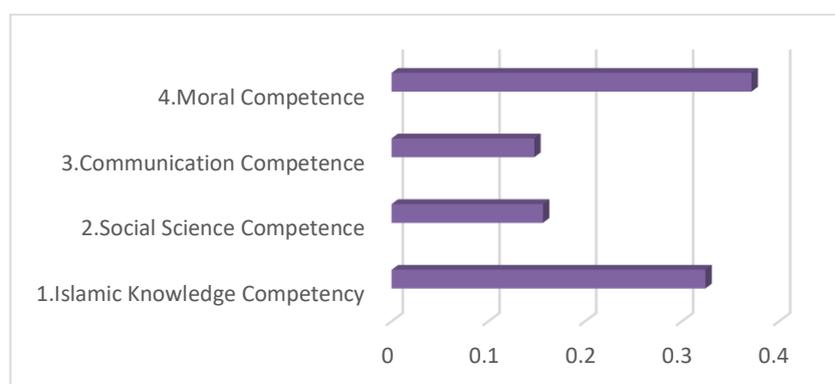
Based on Figure 6, there are three social science sub-criteria: civil law, financial management, and risk management. Of the three aspects, financial management and risk management are the sub-criteria that are the choices with

the most outstanding value from respondents, followed by civil law. It can be concluded that the rater agreement value of the criteria cluster is 0.105 ( $W=0.105$ ). This value is in the moderate category, indicating that the experts agree on the answers in determining cluster priorities.



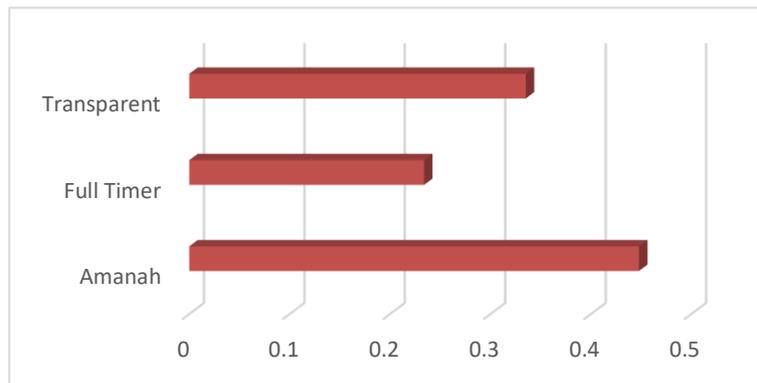
**Figure 7. Level of Agreement on Moral Competence**

Based on Figure 7, there are three sub-criteria for moral competence, namely being trustworthy, working full time, and being transparent. Of the three aspects, trust management is the sub-criteria that is the choice with the most outstanding value from respondents, followed by transparency and working full time. It can be concluded that the rater agreement value of the criteria cluster is 0.339 ( $W=0.339$ ). This score is on a high and perfect scale, indicating that the experts strongly agree with the answer in determining priorities.



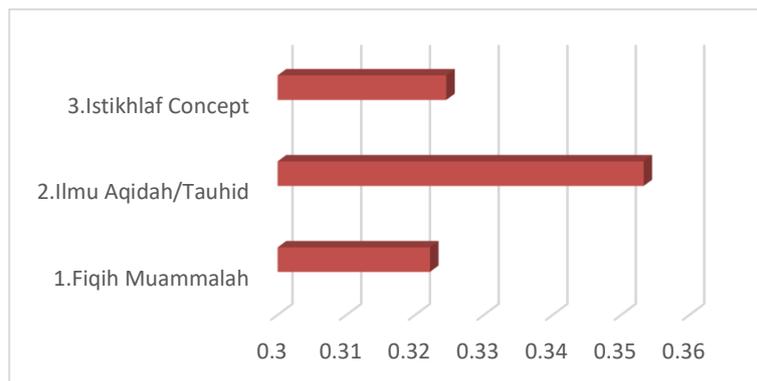
**Figure 8. Nazir Professional's Geometric Means**

Moral competence is the most critical factor influencing the curriculum development model for the nazir waqf professional program at the nazir waqf professional certification institution, according to the level of importance resulting from the overall ANP model. The following sequential components are religious science competence, social science competence, and communication competence, where all of these categories show a level of agreement ( $W = 0.882$ ) or 88.2%. This shows that almost all of the different categories of respondents agree with this perspective on the importance of Nazir's Profession element.



**Figure 9. Geometric Mean Moral Competence Cluster**

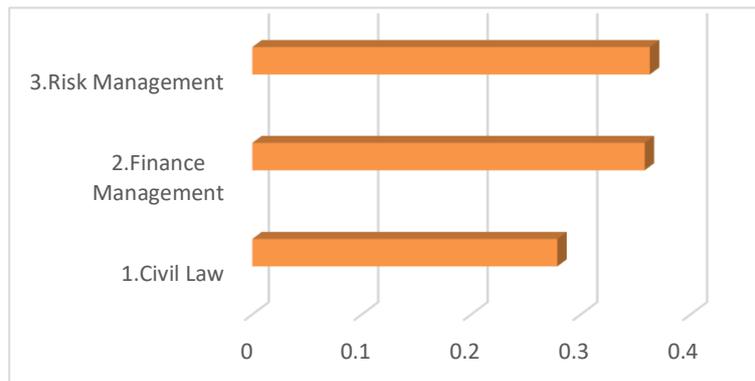
The exact priority of each element of the moral competence sub-cluster is used to calculate the overall ANP. Based on these findings, the trustworthiness and transparency clusters occupy two main priorities as the most critical drivers of the nazir waqf professional program curriculum development model at the nazir waqf professional certification institution. These clusters come under the moral competence cluster. The level of agreement among respondents is quite strong; this is indicated by the level of agreement in this cluster of 0.340 which means it is relatively high.



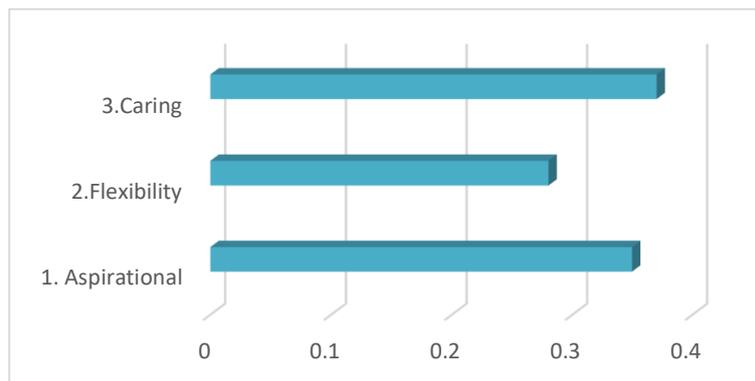
**Figure 10. Geometric Mean Cluster of Religion Competency**

This finding also reveals that knowledge of aqidah/monotheism and the concept of istikhlaf are the two most important characteristics of Islamic knowledge competence. However, the number of agreements in this cluster is minimal, only 0.0013, which indicates a high level of different views among respondents.

Moreover, the data in Figure 11 below reveals the importance of Social Competence, with Risk Management and Financial Management being the two most important objectives. This is shown by the fact that they are the two most important priorities. Respondents' perspectives on the relevance of risk management and financial management vary widely, with a W of 0.106. Moreover, Risk Management and Financial Management are the two most crucial sub-criteria in the social competency cluster.

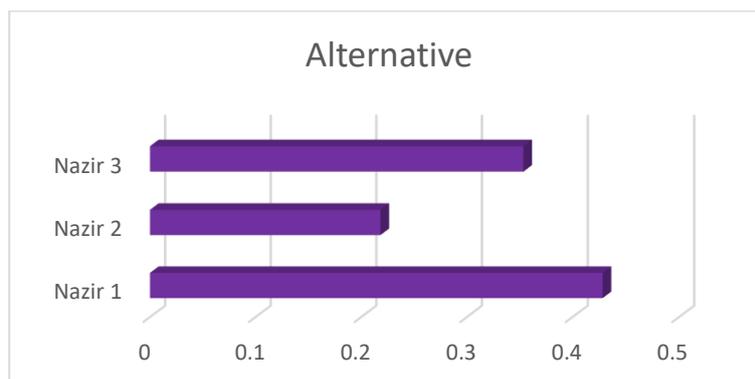


**Figure 11. Geometric Mean Social Science Competency Clusters**



**Figure 12. Geometric Mean Communication Competency Cluster**

The data above presents ANP analysis in the communication competency cluster, with the highest priority being caring/attentive while being flexible is the lowest variable. The value under this cluster indicates a relatively moderate agreement by the rater of 0.116.



**Figure 13. Alternative Geometric Means (choice of the respondents)**

In ANP's findings, the alternative Nazir 1 cluster is the main priority in determining the curriculum development model for the waqf Nazir professional program at Nazir professional certification institutions, followed by Nazir 3 and Nazir 2. In this cluster, the level of agreement of Nazir 1 respondents is very high, with a W of 0.758.

According to the ANP findings, there are four different variables to consider. This includes Islamic Science Competency, Communication Competence, Social Science Competence, and Moral Competence. Based on these findings, the most significant factor determining the curriculum development model for the nazir waqf professional program at the nazir waqf professional certification institution is the factor that is under the moral competency cluster. These factors are trustworthy and transparent.

This finding also reveals that knowledge of aqidah/monotheism and the concept of istikhlaf are the most critical factors of the Islamic Sciences competency cluster. Respondents' perspectives on the Science of Aqidah/Tawhid and the Concept of Istikhlaf are very different, with a  $W$  of 0.0013. Even though the two most essential factors in the Islamic Science Competency cluster are knowledge of aqidah/monotheism and the concept of istikhlaf, this is the problem.

Based on these findings, risk management and financial management are the two most important factors for the social science competency cluster. Respondents' level of agreement in this cluster is relatively moderate, with a  $W$  entry of 0.106. Furthermore, the highest priority in the communication competency cluster is caring/concern and aspirational. The agreement value of respondents in this cluster is also relatively moderate, namely 0.116.

Finally, this study found that two alternative curriculum development models for the nazir waqf professional program at the nazir professional certification institution, according to the detailed results of the ANP in the alternative clusters, were Nazir 1 and Nazir 3, followed by Nazir 2 with a very high level of agreement ( $W = 0.758$ ).

The data presented in this study is focused on the Nazir professional program, which still needs to be created. However, BWI has initiated an educational program to certify zakat, especially cash waqf (Rusydia et al., 2021). This paper is more aimed at land waqf, which has so far been prone to conflict (Suma, 2022), disputes (Komariah, 2014), or neglect (Purnomo & Khakim, 2019).

It is hoped that the implications of the results of this research will become a common concern, especially the waqf stakeholders in Indonesia and academics to pay more attention to the Nazirs who have a heavy duty in carrying out the waqf mandate. With a structured scale of competence, it is ensured that every inch of waqf land will be more productive and impact socio-economic benefits for the people, as the main objective of the establishment of waqf.

## CONCLUSION

There are four variables to consider for a nazir; Islamic Knowledge Competence, Communication Competence, Social Science Competence, and Moral Competence. Based on the results of a poll of experts as informants (respondents), it was found that the most significant factor determining the importance of the curriculum development model for the nazir waqf professional program was the moral competency cluster, namely the "transparent" sub-criteria and sub-criteria. These findings also reveal that knowledge of

aqidah/monotheism and the concept of istikhlaf are the most critical factors in the competency cluster of Islamic sciences, even though respondents have a low level of agreement with a W value of 0.0013, meaning that respondents do not judge in determining the choice of sub-criteria in Islamic science content. Furthermore, in the communication competency cluster, which received the highest priority was the aspect of concern/concern and aspirations, the respondent's agreement value in this cluster was also relatively moderate, namely 0.116. Quantitatively, two alternative models of curriculum development were found for the nazir waqf professional program according to the results of ANP in alternative clusters with a high level of agreement, namely  $W = 0.758$ , where Nazir is dominant in the concept of i'tikaf, and Nazir is dominant in waqf science. However, overall, respondents suggested with a very high level of approval ( $W = 0.882$ ), or 88.2%, that a professional nazir could be formed using the waqf nazir professional program curriculum based on these four competencies.

As a suggestion from the research, comprehensive efforts are needed from the stakeholders of Islamic education institutions to increase literacy towards developing waqf insights nationally, especially at the tertiary level, by opening study programs or waqf subjects textually and contextually to open waqf subjects. Gateway to a new paradigm in exploring waqf discourse.

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