

Management of Alumni Donations and Alms Contributions in Empowering Students at the Nurul Abshor Garut Islamic Boarding School

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ABSTRACT

This study aims to describe the management of alumni donations and alms in empowering students at the Nurul Abshor Garut Islamic Boarding School. Using a descriptive qualitative approach, data were collected through observation, in-depth interviews, and documentation. The results of the study indicate that the Nurul Abshor Alumni Association (IANA) manages funds professionally with the principles of transparency, trustworthiness, and accountability. The funds are used for entrepreneurship programs such as goat farming and snack production, educational assistance for underprivileged students, construction of Islamic boarding school facilities, and social activities. This empowerment model integrates theological, philosophical, and theoretical approaches, creating synergy between alumni and Islamic boarding schools in strengthening the independence of students. This finding is in line with previous studies that emphasize the importance of community-based social fund management in improving the welfare and independence of Islamic boarding schools

INTRODUCTION

Islamic boarding schools are Islamic educational institutions that have strong roots in the history of the Indonesian nation. Since ancient times, Islamic boarding schools have been centers for the moral and spiritual development of Muslims, especially in maintaining Islamic values amidst the ever-evolving social dynamics. The function of Islamic boarding schools is not only limited to educational institutions, but also as a place to form the character and civilization of the people.

As a traditional institution, Islamic boarding schools have a central role in educating students to become individuals with noble morals. The education provided in Islamic boarding schools is not only theoretical, but also prioritizes exemplary behavior, discipline, and strong spiritual development. Students are formed to have strong characters and be able to contribute to the life of society based on Islamic values.

In addition to functioning as religious educational institutions, Islamic boarding schools have also developed into centers for community empowerment. This can be seen from the various programs initiated to improve the welfare of the people, both in the social, economic, and religious fields. Islamic boarding schools actively encourage students to be involved in productive activities that have religious and social value.

In this context, donations and alms from alumni are one of the great potentials that can be optimized to support the sustainability and development of Islamic boarding schools. Proper and transparent management of these funds can have a significant impact on the empowerment of students, both in terms of education, entrepreneurship, and strengthening spiritual character.

Nurul Abshor Garut Islamic Boarding School is one example of an Islamic boarding school that has begun to initiate a structured alumni donation and alms management program. Through a professional and accountable mechanism, funds from alumni are directed to fund various productive and empowering activities. Thus, collaboration between alumni and Islamic boarding schools not only strengthens emotional ties, but also presents real solutions in improving the quality and independence of students.

LITERATURE REVIEW

Alms and alms are an integral part of Islamic teachings that emphasize the importance of social solidarity and concern for others. Both are not only individual acts of worship, but also have a very strong social dimension. Through alms and alms, Islam encourages the creation of social justice and equal distribution of welfare in society.

In the Qur'an and hadith, infaq and shadaqah are positioned as a means to purify wealth and cleanse the soul from stinginess. Islamic teachings emphasize that wealth owned by humans is truly a trust from Allah SWT which must be used for the welfare of the people. Therefore, spending wealth in the form of infaq and shadaqah is one indicator of a Muslim's faith and social concern. Along with the growing needs of society and religious institutions, including Islamic boarding schools, infaq and shadaqah are not enough to be done spontaneously or incidentally. Professional, planned, and accountable

management of social funds is needed so that the benefits can be felt more widely. This is where the important role of modern management is in managing social funds so that they are right on target and sustainable.

In the context of the Nurul Abshor Garut Islamic Boarding School, the management of infaq and shadaqah contributions from alumni is a great opportunity that needs to be utilized optimally. With a systematic managerial approach starting from planning, implementation, to evaluation, the funds can become capital for empowering students, both in the fields of education, skills training, and other productive activities that support their independence in the future.

Previous Research

Research by Rochmatul Chuswinta, Tri Sudarwanto, and M. Syam'un Rosyadi published in JIES: Journal of Islamic Economics Studies in 2020 examined the management of infaq funds by the Tebuireng Islamic Boarding School Social Institution (LSPT) in Jombang. This study shows that the implementation of infaq fund management at LSPT has had a positive impact on the welfare of the Jombang community, both in terms of material and spiritual, through education, preaching, health, and social humanitarian programs.

Furthermore, research by Evy Rahman Utami and colleagues published in Berdikari: Jurnal Inovasi dan Aplikasi Ipteks in 2017, discusses the management of zakat, infaq, and shadaqah (ZIS) potential to improve community welfare. This study emphasizes the importance of socialization and accounting training for prayer room administrators in managing ZIS funds, which are then distributed for religious and social activities, such as religious studies, cleanliness, and death donations.

The third study by Ghofta Shafa Mumtaz in 2022, which is a thesis from the Metro State Islamic Institute, examines the management of zakat, infak, and shadaqah in improving the development of the Hidayatul Quran Islamic Boarding School in East Lampung. This study shows that infak and shadaqah funds are used for the physical development of Islamic boarding schools, such as dormitory buildings and other infrastructure, with management including planning, organizing, directing, and supervising.

The three studies have similarities in highlighting the importance of ZIS fund management for community welfare and Islamic boarding school development. However, there are differences in focus: the first and second studies emphasize more on the welfare of the general public, while the third study focuses on the physical development of Islamic boarding schools. In addition, the three studies do not specifically highlight the role of alumni in collecting and managing ZIS funds.

The advantage of this journal compared to the three studies is that it specifically highlights the role of alumni in collecting and managing infak and shadaqah funds for the empowerment of students. The focus on empowering students, both in terms of education, skills, and spirituality, provides a new contribution to the literature that has not been widely discussed before. In addition, by taking a case study at the Nurul Abshor Garut Islamic Boarding

School, this journal provides a more specific and in-depth perspective on the management of ZIS funds by alumni for the empowerment of students.

METHODOLOGY

This study uses a descriptive qualitative approach, which aims to deeply understand the social phenomena that occur in the context of managing alumni donations and alms at the Nurul Abshor Garut Islamic Boarding School. This approach allows researchers to explore the meanings, perceptions, and experiences of the actors involved, so that they can gain a comprehensive understanding of the dynamics that occur in the field.

The subjects in this study included the management of the Nurul Abshor Alumni Association (IANA), leaders of Islamic boarding schools, and students who receive benefits from the donation and alms program. The selection of subjects was carried out purposively, considering their roles and involvement in the management process and utilization of these social funds. Through the direct involvement of the subjects, it is hoped that relevant and in-depth data can be obtained regarding fund management practices and their impact on student empowerment.

The data in this study were collected through three main techniques: direct observation, in-depth interviews, and documentation. Observations were conducted to directly observe the activities of managing alms and charity funds, as well as the interactions between administrators, leaders of Islamic boarding schools, and students. In-depth interviews were conducted with research subjects to explore information about their experiences, views, and perceptions related to managing social funds. Meanwhile, documentation was used to collect written data such as financial reports, meeting minutes, and other supporting documents related to managing alms and charity funds.

Data analysis was conducted using an interactive model developed by Miles and Huberman, which consists of three main stages: data reduction, data presentation, and conclusion drawing. Data reduction involves the process of selecting, simplifying, and organizing raw data obtained from the field, making it easier for researchers to identify relevant patterns and themes. Data presentation is done in the form of narratives, matrices, or charts to visualize relationships between data and facilitate better understanding. The final stage is conclusion drawing, where researchers formulate key findings based on the data that has been analyzed, and verify to ensure the validity and reliability of the findings.

RESULTS AND DISCUSSION

The management of alumni donation and alms funds at the Nurul Abshor Garut Islamic Boarding School is carried out in a structured and transparent manner by a special team from the Nurul Abshor Alumni Association (IANA). Alumni contributions are collected routinely through various channels, such as social media, bank transfers, and alumni activities. The IANA team is fully responsible for financial reports and activity programs, ensuring that every incoming fund is managed with high accountability. The funds collected are used to support various student empowerment programs.

These programs include entrepreneurship training, such as goat farming and snack production, which aim to equip students with practical skills. In addition, funds are also allocated for educational assistance for underprivileged students, construction of boarding school facilities such as libraries and toilets, and social activities such as breaking the fast together and distributing basic necessities.

The empowerment model applied at the Nurul Abshor Garut Islamic Boarding School integrates an Islamic approach in every aspect. Theologically, the motivation to donate and give alms is driven by faith and spiritual awareness. Philosophically, character education through the values of amanah and trust is emphasized in every activity. Theoretically, management functions such as planning, organizing, implementing, and supervising are applied to ensure program effectiveness.

This approach is in line with the findings in research at the Al-Furqon Islamic Boarding School in Prabumulih City, which shows that empowering students through entrepreneurship can form a character that is responsible and cares about the surrounding environment. Similarly, at the Al-Islah Kadilangu Pati Islamic Boarding School, empowerment of students through the Islamic boarding school business unit helps students develop skills and independence in entrepreneurship.

Thus, the management of alumni donations and alms at the Nurul Abshor Garut Islamic Boarding School not only provides financial benefits, but also forms the character of students who are independent, responsible, and entrepreneurial. This Islamic-based empowerment model can be an example for other Islamic boarding schools in managing social funds for holistic empowerment of students.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study confirms that the professional management of alumni donations and alms at the Nurul Abshor Garut Islamic Boarding School has created a strong synergy between alumni and Islamic boarding schools in efforts to empower students. Alumni contributions are not only material, but also include spiritual and moral aspects, which strengthen the role of Islamic boarding schools as agents of social change.

The empowerment model applied integrates theological, philosophical, and theoretical approaches. Theologically, the motivation to donate and alms is driven by faith and spiritual awareness. Philosophically, character education through the values of amanah and trust is emphasized in every activity. Theoretically, management functions such as planning, organizing, implementing, and supervising are applied to ensure the effectiveness of the program.

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FURTHER STUDY

This research still has limitations, so further research is needed related to the topic of Management of Alumni Donations and Alms Contributions in Empowering Students at the Nurul Abshor Garut Islamic Boarding School in order to perfect this research and increase insight for readers.

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