

Development of Islamic Boarding School Economic Areas to Improve the Welfare of Santri

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Abstract (English)

The development of Islamic boarding school economic areas is a planned effort to improve the quality of human life in the economic aspect, with empowerment as one of the main approaches. This research examines the factors that influence the development of Islamic boarding schools in the economic sector, including the role of Islamic boarding school students in the empowerment process. This research uses a descriptive qualitative approach to explain the development of Islamic boarding school economic areas with the aim of improving the welfare of students. The research results show that Islamic boarding schools, as traditional Islamic educational institutions, play an important role in empowering the community's economy. In an effort to become independent and reduce dependence on other parties, Islamic boarding schools are starting to build independently managed business entities. Islamic boarding schools are also trying to expand their education into the field of sharia economics, so that they remain relevant and able to adapt to the needs of today's society. Thus, Islamic boarding schools can play an active role in the economic development of society. This research notes several economic business patterns that are generally implemented by Islamic boarding schools, including collaboration between kyai and Islamic boarding school students in agricultural businesses, Islamic boarding school economic businesses to finance their own operations, education that equips Islamic boarding school students with economic skills, and economic businesses involving Islamic boarding school alumni. Islamic boarding schools have strategic potential in increasing self-reliance, independence and community participation in economic development. They have also played an important role in the development of the cooperative sector in society. Even though it started with simple management, Islamic boarding schools have become agents of significant economic change.

Keywords; Development of Economic Zones, Islamic Boarding Schools, Santri



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INTRODUCTION

In addition to producing Islamic boarding schools, Islamic boarding schools produce competent students in producing ulama cadres who have good morals with Istiqamah religious experience and are also equipped with science and technology as well as deepening various professional skills needed to meet future needs and challenges (Hendra, 2017). According to Allerstein and Lord & Hutchiso, empowerment is a process of social action that prioritizes the participation of people, organizations and communities to achieve the goals of increasing individual and community control, political efficacy, quality of life in society and social justice, while

entrepreneurship is the soul or a person's character which is expressed through creative and innovative attitudes and behavior to carry out an activity (Al., 2017).

Empowering student entrepreneurship is an effort carried out in the form of real activities in the midst of many Islamic religious educational institutions such as Islamic boarding schools (Kristantyo, 2020). Empowerment is a step to increase society's capabilities through developing a person's potential. In empowering student entrepreneurship, namely developing the potential that students have through actions in entrepreneurship in Islamic boarding schools as provisions for the future. Entrepreneurship can be said to be a soul or characteristic that originates from a person which is depicted through creative and innovative attitudes and behavior to carry out an activity (Hendra, 2017).

With the strength it has, Islamic boarding schools have the potential to empower people, especially in the economic field. Because carrying out economic empowerment is a form of religious da'wah and at the same time implementing the knowledge they have in a concrete (applicable) manner. In Islam, economics is wasilah, not maqashid, so economics is one way to achieve happiness in this world and the hereafter. This is of course in accordance with what Islam teaches that property and economic activities are a mandate from Allah SWT as the absolute owner of everything on this earth including property, the true owner of wealth. (Antonio, 2001) That is why believers are commanded to to increase and increase their wealth through methods that are in accordance with Islamic teachings, such as by giving alms, not using usurious means because alms will increase the positive effect on wealth.

It is hoped that the student empowerment program in Islamic boarding schools can become a noble goal in obtaining blessings and blessings from Allah SWT. With the birth of creative students, they are able to create a new product. In this way, there will be many human resources who will become entrepreneurs independently and be able to compete in society (Hoerniasih, 2017). In the concept of empowerment, the importance of increasing human capacity in an effort to develop the independence and strength of human resources. The form of empowerment carried out at the Syifaul Furqon Al-Qur'an Islamic Boarding School is basically a form that means the Islamic boarding school not only teaches religious knowledge but is also required to develop the life skills of each student. Empowerment can be done (a) creating conditions and conditions that can develop the potential of human resources, (b) strengthening the potential and power of human resources, (c) providing protection.

Empowerment is an effort to improve the quality of human resources (HR) which is expected to be in line with the Prophet SAW's goal to educate people and direct them to the path of Allah SWT. The Prophet taught to uphold a society that is just, healthy, harmonious, materially and

spiritually prosperous, this is a provision for facing the world and the afterlife (Azra, 1999). Islamic boarding schools must have a commitment to improving the quality of human resources so that they can realize the actual performance of Islamic boarding schools (Halim, 2005).

HR empowerment is one aspect of management that plays an important role and as a key, HR is required to be able to play its role in the management structure as an organizational goal. The empowerment program is the main objective in this writing. This is because Islamic boarding schools are characterized by the spirit of Islamic education in which they study Islamic laws and are currently developing.

METHOD

This research was carried out using a descriptive qualitative approach. The descriptive approach is a research approach that aims to create a factual and systematic description of the problem being studied. Through this descriptive approach, we will explain the development of Islamic boarding school economic areas to improve the welfare of students.

RESULTS AND DISCUSSION

Development of the Islamic boarding school economic area

According to Suharto (Suharto, 2004), development is a joint and planned effort to improve quality of human life. Meanwhile, according to Suharto (2004, p. 3), economic development is a joint and planned effort to improve the quality of human life in the economic sector and utilize the life skills possessed by the community. Development as a joint and planned effort

Development as a joint and planned effort, Islamic boarding schools continue to strive to be able to stand without depending on any party. Therefore, in its development, Islamic boarding schools must start building business entities that are managed independently. That way, Islamic boarding schools will not lack economic sources of livelihood to run their institutions (Supeno, 2018).

In a position where there is synergy between Islamic boarding schools and the community in terms of economic development of Islamic boarding schools, it is able to present a new reality that Islamic boarding schools can position themselves as partners and icons of change to strengthen the community's economy. In line with this, Islamic boarding schools will also become independent and have strong fundamentals. Sudjatmoko stated that economic development is not only about the economy, but also the mindset, awareness and outlook of society (NS, 2010).

Empowerment refers to the ability of people or groups, especially vulnerable and weak groups, to have the strength or ability to: (a) fulfill their basic needs so that they have freedom; (b) reaching productive sources that enable weak/vulnerable groups to increase their income and obtain needed goods and services; and (c) participate in development and decision-making processes that

affect weak/vulnerable groups (Suharto, 2005). Experts say that discussions regarding empowerment should be viewed from the objectives, processes and methods of empowerment carried out, which include:

- a. Empowerment aims to increase the power of weak or disadvantaged parties.
- b. Empowerment is a process by which a party becomes strong enough to actively participate in improving the situation.
- c. Empowerment refers to efforts to reallocate power through changing the existing economic structure in society.
- d. Empowerment is a way for people, organizations and communities to be able to control (have power over) their lives.

On the other hand, the Islamic boarding school world also needs to optimize their education in the field of sharia economics. This needs to be done so that Islamic boarding school education continues to exist, is up-to-date, and has the power to adapt to community needs. Islamic boarding schools need to develop their education system, including teaching methodology and curriculum content, one of which is by accommodating the content of muamalah ashriyyah fiqh which is more directed towards contemporary economic activities (Hakim, 2014).

The concept of the role of students in economic empowerment is very interesting to discuss, because students who are busy every day with various learning activities or reciting the Koran, apparently also have economic activities. In certain Islamic boarding schools, students are equipped with various skills/expertise in the economic field such as cooperatives, crafts and trade. All of this is done by the Islamic boarding school as an effort to equip the students with various skills or at least prepare the students' mentality and skills so that when they leave the Islamic boarding school they can be independent. Therefore, it is natural that Islamic boarding schools try to develop themselves by carrying out concrete actions (da'wah bil hal) in the community around the Islamic boarding school in all fields, including economic empowerment.

Factors influencing the development of Islamic boarding schools

To move forward with a development program based on economic empowerment, at least the Islamic boarding school must meet the following requirements: (a) the activities carried out must be targeted and benefit the Islamic boarding school and the surrounding community, especially the weak, (b) the implementation is carried out by the Islamic boarding school and the community itself, (c) because Islamic boarding schools and weak communities find it difficult to work independently due to lack of power, efforts to empower Islamic boarding schools also involve developing joint business activities (cooperatives) in specific groups related to business units that can

be empowered by the students, (d) mobilize the participation of local communities to help each other in the context of social solidarity. This includes the participation of local people who have progressed.

There are several Islamic boarding schools that are trying to make an effort to increase the students' abilities in the field of entrepreneurship or economics. Starting from the awareness that not all students will become ulama, several Islamic boarding schools try to equip students with skills in the field of economic development. This means that the students produced are expected to have experience and have certain practical skills which will later be used as capital to earn a living income after leaving the Islamic boarding school. If we look closely at economic behavior in the Islamic boarding school environment in general, we can guess what possible models are currently running in these businesses. There are at least four possible types of economic business patterns in the Islamic boarding school environment; First, economic efforts centered on kyai as the people most responsible for developing Islamic boarding schools. For example, a kyai has a large clove plantation. For maintenance and harvesting, the kyai involves his students to do the work. So a mutually beneficial relationship occurs: the clerics can produce their plantations, the students have additional opinions, and ultimately the profits generated from the plantations

cloves so that the kyai can support the development needs of their Islamic boarding school (Murtadlo, 2011).

Second, Islamic boarding school economic efforts to strengthen Islamic boarding school operational costs. For example, Islamic boarding schools have productive business units such as renting out meeting buildings, houses, etc. From the profits of these productive businesses, Islamic boarding schools are able to finance themselves, so that all operational costs of Islamic boarding schools can be covered by these economic efforts. Like the Sidogiri Islamic boarding school which has several businesses such as supermarkets and grocery stores whose proceeds are used to finance the Islamic boarding school.

Third, economic efforts for students by providing skills and abilities for students so that these skills can be utilized after leaving the Islamic boarding school. Islamic boarding schools create educational programs in such a way that they are related to economic businesses such as agriculture and animal husbandry. The aim is solely to equip students to have additional skills, with the hope that they will become provisions and tools to earn a living income. The Baitul Hamdi Islamic Boarding School in Menes Pandeglang can be used as a sample of this type of Islamic boarding school too, because there the students are invited to do farming and gardening.

Fourth, economic efforts for student alumni. The boarding school management, by involving the student alumni, is raising a particular business with the aim of initiating a productive business for

individual alumni, thankfully the remaining profits can be used to develop the boarding school. The main priority remains to empower student alumni. This is what is done by the Sidogiri Islamic boarding school in Pasuruan, East Java and the Maslakul Huda Islamic boarding school in Kajen Pati, Central Java.

The potential and role of Islamic boarding schools, as mentioned above, has quite strategic and significant value in providing contributions and roles to increase self-reliance, independence and community participation. In fact, Islamic boarding schools are listed as the first to welcome and develop the cooperative sector. In the beginning, of course, it was still run with very simple management.

CLOSING

In this research, it was found that empowering human resources (HR) is an important effort in improving the quality of Islamic boarding schools. Islamic boarding schools must have a commitment to improving the quality of human resources in order to realize good performance. This research uses a descriptive qualitative approach to explain the development of Islamic boarding school economic areas in improving the welfare of students. In its development, Islamic boarding schools need to build business entities that are managed independently so that they do not depend on other parties. Economic empowerment of Islamic boarding schools can be a form of da'wah and implementation of the knowledge possessed by Islamic boarding schools. It is hoped that the student empowerment program can create creative and independent human resources in entrepreneurship. Empowerment is also important in increasing human capacity and developing HR independence.

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