
How Pesantren Can Be Economically Independent: A Literature Review

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Abstract

Pesantren has a very big role in creating a superior and character-building generation in the nation. Since the beginning of the birth of Pesantren, the independence of Pesantren as a religious educational institution has not been in doubt. This study aims to synthesize the results of research on the economic independence of Islamic boarding schools to explore the research findings. So, it was obtaining a formula to realize the independence of Islamic boarding schools. This study is a literature review by using content analysis on a number of articles that have been published in various journals using Mendeley Searches with the keyword "Economic Independence of Islamic Boarding Schools" in the three-year range 2021-2023. These research steps adopt the theory developed by Francis & Baldesari (2006). Data obtained from Mendeley Searches was selected according to the research theme. Next, a content analysis is carried out. The findings of this study show that pesantren has the potential to achieve economic independence. The potential is elected from within the pesantren and outside the pesantren. There are several factors that can be implemented to realize the independence of pesantren, namely internal factors and external factors. This study also found measures that can be applied to realize the economic independence of pesantren in a sustainable manner

Keywords: *Bisnis Pesantren, Ekonomi Pesantren, Manajemen Pesantren.*

INTRODUCTION

Pesantren is recognized as the center of Islamic religious education in Indonesia (Ibrahimsyah et al., 2021; Muhibbin et al., 2022; Ryandono, 2018) that teaches Islamic values culturally. Based on data from the Directorate of Education and Islamic boarding schools, there are 30,494 Islamic boarding schools spread across various regions in Indonesia. (Cindy Mutia Annur, 2023). In practice, pesantren not only teaches religious understanding; pesantren also educates students with social sciences and entrepreneurship (ADAWIYAH, 2018; Maftuchach et al., 2021). So that students who have completed their education at boarding schools, in addition to being qualified in religious matters, also have expertise in trying.

The importance of pesantren as an educational institution in social society is very large (Permana, 2020). As a religious educational institution, pesantren not only teaches religious education but also teaches economic independence. Pesantren education does not recognize the dichotomy between world affairs and hereafter affairs (Muslim Marpaung, 2022) on the contrary, Islam actually advocates harmony between worldly life and the hereafter. As the oldest Islamic educational institution in Indonesia, the pesantren education system is believed to be the most ideal education system for balancing world and hereafter affairs (Kholifah, 2022). So pesantren is believed to have an important role in overcoming the nation's economic problems (Maya Silvana & Lubis, 2021).

Independence is a basic value that is always taught to Santri (Latipah, 2019; Rahma & Suryanto, 2022). In various literature, it is known that the independence of pesantren can be seen starting from the process of establishing the pesantren itself, which was built by Kiyai's personal funds, then gradually developing independently with students and the surrounding community (Adnan Mahdi, 2013). It is a necessity that must be continuously developed in order to realize pesantren with strong and sustainable economic independence so that it can act optimally without the dependence of certain parties (Maya Silvana & Lubis, 2021).

Pesantren has the potential for resources that can be empowered to increase their economic independence (Zuhirsyan, 2018). Besides that, pesantren also has strategic potential in helping build the national economy (Alifa et al., 2021). To realize the independence of the boarding school, there are many factors that influence it both internally and externally (Hakim et al., 2022; Rahma & Suryanto, 2022). The independence of pesantren is a necessity that cannot be avoided by every pesantren institution. Thus, the strategic goal of pesantren independence is the strengthening of pesantren functions in producing superior human resources, both in religion, work skills, and interprainership. Other functions are the strengthening of pesantren in managing business units as economic resources, the strengthening of pesantren as a community economic entity, and the strengthening of the role of the Ministry of Religious Affairs in realizing the pesantren independence programe (Indah, 2021).

The indicator of pesantren independence in the economy is when the results of business units have a positive contribution on an ongoing basis to learning activities and Ponpes operations so that pesantren operations do not depend on syahriah santri or other party donations. (Khoeron, 2022). Some business clisters that can be applied as pesantren business units are UKM Cooperatives and sharia economics, agribusiness, Agriculture, Animal Farm, Halal Food and Beverage Cluster, Muslim Fashion Cluster, Halal Pharmaceuticals and Cosmetics Cluster, Halal Media and Recreation Cluster, Renewable energy (Indonesian

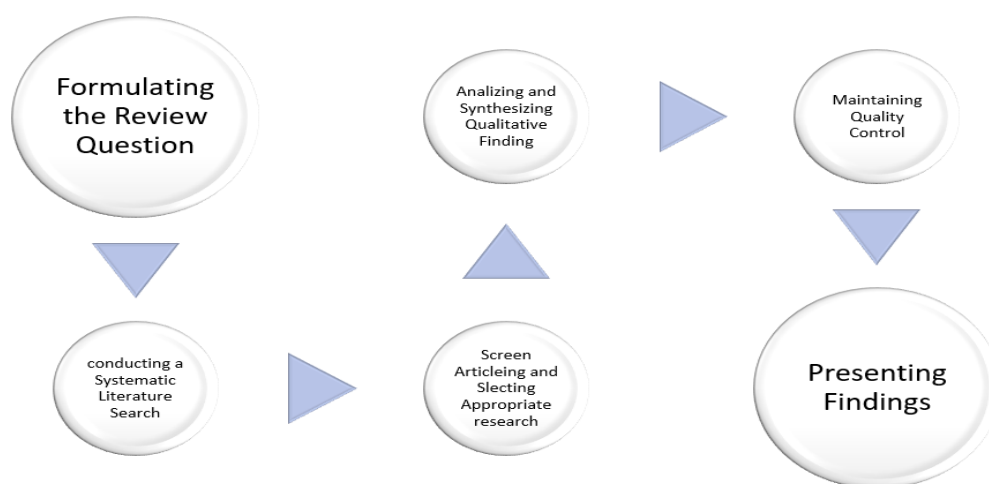
Ministry of National Development Planning, 2019). In addition, the agricultural and livestock sectors and pesantren cooperatives (KOPONTREN) are the most suitable business fields considering that the purpose of cooperatives is to prosper members. (Ariatin et al., 2022).

Ironically, there are still many boarding schools that have not been able to realize their economic independence. There are still many boarding schools that only rely on tuition fees (SPP) from students and outside help (Kholis, K, et al., 2021). It is evident that there are still many pesantren in the management of pesantren that still use traditional management and that there is a lack of business literacy among pesantren (Amirudin, 2019), as well as a lack of business cooperation relations among pesantren. This theme is very interesting to study in an effort to find a formula that can be applied to Islamic boarding schools in order to achieve sustainable economic independence.

RESEARCH METHODOLOGY

The literature review system (SLR) is used as a method in this study, with the aim of analyzing, evaluating, and systematizing all relevant articles to answer the question of how Islamic boarding schools can be economically independent. Due to the limited research time, the data search only uses one database, namely *Mendeley*, with the keyword “economic independence of Islamic boarding schools,” in a span of three years, starting from 2021 to 2023. Then the data obtained is filtered and selected so as to obtain articles in accordance with the topic of discussion. The steps in this study adopted the literature research steps developed by Francis and Baldesari (Francis C & Baldesari, 2006).

Figure 1. Step of the Research



RESULTS AND DISCUSSION

Using Mendeley's database with the keyword “economic independence of Islamic boarding schools” in the period 2021–2023, it was found that there were 122 articles, and then

a screening process was carried out to leave 24 articles that had related themes to answer existing questions.

Figure 2. Identification of related articles through the database

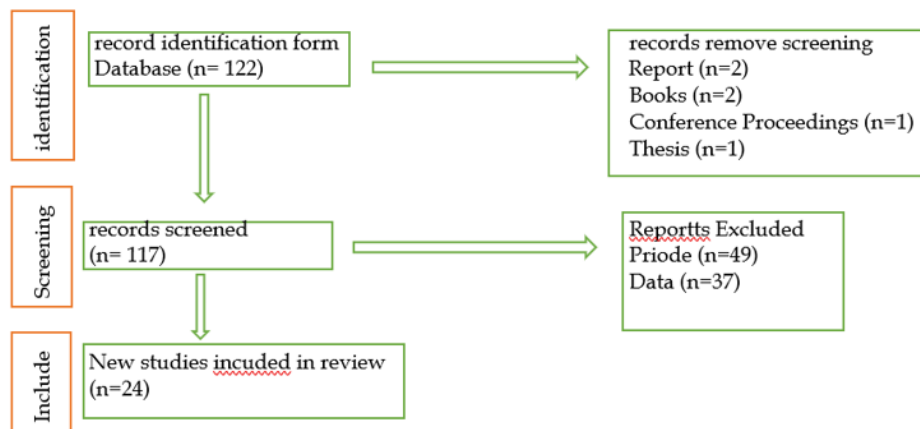


Table 1. Article Data

No	Nama Peneliti	Judul	Metode
1	Maya Silvana, Deni Lubis (2021)	<i>“Factors Affecting the Economic Independence of Islamic Boarding Schools (Study of Islamic Boarding Schools Al-Ittifaq Bandung)”</i>	Analytical Network Process (ANP)
2	Taufiqur Rahman, Alan Su’ud Ma’adi (2022)	<i>“The Role of the Entrepreneurship Character of Islamic Students in the Economic Independence of Islamic Boarding Schools in Bangkalan”</i>	qualitative
3	Miftahal Anjar (2021)	<i>“Kiai and Economic Independence: Kiai’s Strategy in Realizing the Independence of Darul Fiqhi Islamic Boarding School Lamongan, East Java”</i>	qualitative
4	Abdulloh Majid, Heni Noviarita, Erike Anggraeni (2023)	<i>“The Role of Economic Digitalization to Form the Economic Independence of Islamic Boarding Schools”</i>	quantitative
5	Alvan Fathony, Rokaiyah, Sofiyatul M (2021)	<i>“Development of the Potential of Nurul Jadid Islamic Boarding School Business Unit through Ecoprotection”</i>	qualitative
6	Wahyu Setiawan D, Taufiqur Rahman (2023)	<i>“Model of Strengthening Economic Independence of Islamic Boarding Schools Through the Development of Halal Product Potential at An-Nasyiin Islamic</i>	qualitative

<u><i>Boarding School Pamekasan</i></u>			
7	Ahmad Fauzul H, Mukhlis M Nur, Ichsan Ichsan (2022)	<u><i>“Factors Affecting the Economic Independence of Islamic Boarding Schools”</i></u>	qualitative
8	Nur Rofiq, M. Zidny Nafi’ Hasbi, Nashih Muhammad, Ahmad Asroni, and Agus Irfan (2022)	<u><i>“Contribution to Islamic Philanthropy Through Productive Ownership Efforts to Enjoy the Economic Independence of Islamic Boarding Schools”</i></u>	PMDG
9	Bayu Sudrajat, Aji Fany Permana, Ichsan Firmansyah, Catur Ira Wati (2022)	<u><i>“Development of Nuzea Corn Marning Entrepreneurship on the Entrepreneurial Skills of Tarbiyah Islamiyah Islamic Boarding School Students, Cinyawang Village, Patimuan District”</i></u>	qualitative
10	Ivan Yulivan (2022)	<u><i>“Economic empowerment in the framework of State Defense in Bandung District Islamic boarding schools”</i></u>	qualitative
11	Devi Maudiani, Ismaulina Ismaulina (2021)	<u><i>“THE INFLUENCE OF SPIRITUAL CHARACTER ON STUDENT PRODUCTIVITY”</i></u>	quantitative
12	Husain Isnawan, Asnawan (2023)	<u><i>“SHARIA-BASED ECONOMIC EMPOWERMENT FOR ISLAMIC BOARDING SCHOOL: A STUDY ON GONTOR MODERN ISLAMIC BOARDING SCHOOL AT SOUTH KONAWE”</i></u>	qualitative
13	Muhammad Irawan, Darmawati Darmawati, Nurul Fadhilah, Yovanda Noni (2022)	<u><i>“Forms of Economic Empowerment at Al Muttaqien Modern Islamic Boarding School Balikpapan”</i></u>	qualitative
14	Fatmawati Fatmawati, Ade Sofyan Mulazid (2021)	<u><i>“Impact of Covid-19 Pandemic on Ministry of Religious Affairs Policy in Entrepreneurial Development of Pondok Pesantren”</i></u>	qualitative
15	Moch Shofiyuddin, Tatik Swandari	<u><i>“Strategies of Islamic Boarding School Caregivers in the Development of Santripreneur Independent Economy”</i></u>	qualitative

	(2021)		
16	Anis Humaidi (2023)	<u>“Efforts of Islamic Boarding Schools to Prepare for Economic Independence of Students in the Era of Industrial Revolution 4.0 (Case Study at Ar-Risalah Lirboyo Islamic Boarding School, Kediri City)”</u>	qualitative
17	S Hadiyanto, R Firdaus Nuzula (2022)	<u>“Realizing the Independence of the Darul Falah Cimenteng Subang Islamic Boarding School with the Concept of Productive Waqf and the Application of Islamic Law Principles”</u>	qualitative
18	Nur Alifiyah (2022)	<u>“A Strategy Business Development Strategy Trough The Canvas Model Artwork House AL-FALAH Ploso Mojo”</u>	qualitative
19	Nor Kholis, M Mudhofi, Nur Hamid, Elvara Norma Aroyandin (2021)	<u>“Da'wah Bil-Hal Kiai as an Effort to Empower Students”</u>	Qualitative field
20	Reza Ahmad Aulia, Dwi Wulandari (2022)	<u>“Islamic Boarding School-Based Economic Empowerment Model: A Case Study of Entrepreneurship Units at the Bahrul Maghfiroh Islamic Boarding School, Malang City”</u>	qualitative
21	Tika Diliana (2021)	<u>“Competitive Strategy of Sunan Drajat Islamic Boarding School Business in Lamongan”</u>	Qualitative
22	Saipul Wakit, Ilfi Nurdiana, Indah Yuliana (2022)	<u>“Kyai's Leadership Style in Increasing Santri Interpreneur During the Covid-19 Pandemic”</u>	qualitative
23	M. Zidny Nafi' Hasbi, Ipuk Widayanti (2022)	<u>“Optimization of Management of Islamic Philanthropy Based on Productive Ownership Efforts for Empowering the Economic Independence”</u>	qualitative
24	Muhammad Amin Nur, Nurul Yaqien (2023)	<u>“Kiai's Leadership in Developing Entrepreneurship in Islamic Boarding Schools”</u>	qualitative

Factors affecting the economic independence of boarding schools

Based on the results of a review of the 24 articles above, several factors can affect the economic independence of boarding schools. Maya and Lubis explained that there are four factors that can affect the independence of pesantren, namely, market aspects, institutional aspects, production aspects, and stakeholder aspects. Of the factors that exist, the kiyai

leadership factor is the main factor (Maya Silvana & Lubis, 2021). Kiai has a role as an idea giver, supervisor, and decision maker (Anjar, 2021) Kiai is a role model through example (*da'wah bil Hal*) (Kholis, Mudhofi, et al., 2021) and the motivation given to students can generate the entrepreneurial spirit of students so that it becomes the main driver for the realization of pesantren's independence (Akuntansi et al., 2020; Wakit et al., 2022). In this case, the Kiai understanding of the boarding school business plays a big role.

External factors that can help realize the independence of the pesantren are stakeholder aspects through cooperation with other parties. There are four things that need to be emphasized properly, namely carrying out cooperation with other parties, always maintaining trust, being responsible, and contributing to each other (Hakim et al., 2022). The cooperation based on the attitude of trust, responsibility, and mutual benefit is a fundamental value in the teachings of Islam. Therefore, the spiritual character becomes the foundation for running a boarding school business. This is in accordance with the results of research conducted by Maudiani and Ismaulina, who said that spiritual character has a positive effect on student productivity (Maudiani & Ismaulina, 2021). Other supporting factors are the trust and loyalty of clients, a good network between institutions, and the participation of the public with support from the government and the private sector. Factors inhibiting the independence of pesantren can be the lack of capital owned, the fact that the location of the business is not strategic, and tight competition (Irawan et al., 2022).

Business Potential of Pesantren

Ecoprotection-based business units of Islamic boarding schools are fundamental considering that the majority of Indonesian people are Muslims. The Pesantren business unit has a fairly wide market, making it the main capital for the independence of pesantren (Fathony et al., 2021). The big potential of pesantren can be developed through entrepreneurship training for students, as has been done in Pondok Pesantren Tarbiyah Islamiyah Cinyawang Patimuan, without eliminating its main characteristics, namely deepening religious education. Efforts taken by Ponpes Tarbiyah Islamiyah are to develop the production of snacks in the form of corn (marning) with the trademark "Nuzea." Managed businesses not only have a positive impact on the development of the pesantren economy but also have a positive impact on improving the economy of the surrounding community (Sudrajat et al., 2022).

Pesantren has considerable business potential to realize the independence of sustainable pesantren. Irwan, in his research at Al Muttaqien Islamic Boarding School, found that there are several business units owned by Al Muttaqien Islamic Boarding School, namely business in the field of general and suppliers through PT. Kaltim Prima Arta, tour and travel services business, convection business, and Sharia Cooperative Blessing Mandiri al Muttaqien (Irawan et al., 2022). Pesantren also has the potential for Islamic philanthropy, such as productive Waqf funds that can be managed in various forms of pesantren businesses, such as Pondok Pesantren Darul Falah Cimenteng Subang. The productive Waqf managed by Nazir is used as business capital in the form of workshops, mini-marks, and also agriculture (Hadiyanto & Nuzula, 2022).

Management and Strategy of Pesantren Economic Independence

Pesantren business management with good management is needed to determine the success of the vision and mission of the pesantren. Good management has a positive impact on achieving mutual prosperity. Among the real impacts are the formation of cadre patterns of students and people who have economic independence, the realization of pesantren that have economic independence, making pesantren partners for the government in building economic independence, and being able to improve the economy of the community around the pesantren for the wider community (Fathony et al., 2021). Pesantren Management, which originally still used traditional management, must begin to be improved and switch to more structured modern management (Yulivan, 2022).

Building the economic independence of pesantren can be started by analyzing the potential of students and then carrying out various trainings, both formal and non-formal, so as to improve the quality of pesantren resources to produce a commercial product. In this case, the doctrine is carried out to the students through religious lessons and adjustments to the students' areas of expertise according to interests and talents, including entrepreneurship education and establishing a job training center (Shofiyuddin & Swandari, 2021). The next step is to find capital and marketing cooperation partners (Djodi & Rahman, 2023), alternative capital can be obtained by optimizing the management of existing productive Waqf (Rofiq et al., 2022). Productive Waqf funds can be used to strengthen the pesantren economy and surrounding communities (Hasbi & Widayanti, 2022).

In more detail, (Ahmad Aulia & Wulandari, 2022) described for several step that can be done to build a pesantren business unit. In this step, the analysis of the strength in the resources and business potential of the pesantren is carried out. Next, the procurement of capital. Capital can come from the personal funds of caregivers, donor donations, government assistance (BI), and cooperation with other private parties. After that, look for professionals to manage the business and guidance for students to manage the business. The second stage is the implementation; this stage begins with the recruitment of members, namely students (Santri Pondok) who has graduated from high school, and then holds education and training for the provision of the students. Furthermore, the formation of a family program in each unit, from production to distribution, the third step is monitoring and evaluation. Supervision and evaluation are important in business activities so that they can run as expected (Ahmad Aulia & Wulandari, 2022).

The economic independence of pesantren can also be achieved by instilling the entrepreneurial character of santri and equipping them with life skills based on technology and language (Humaidi, 2023; Rahman & Ma'adi, 2022) In addition, increasing the digitalization of the pesantren economy is an important thing to prioritize. This is in line with the results of research by Majid et al., which said that the digitization of the economy has a significant influence on economic independence in Islamic boarding school Darul Muttaqiem Al-Islami (Majid et al., 2023). A deference strategy in product marketing can be used to stay ahead in the midst of many similar business competitions (Tika Diliansa et al., 2021).

To achieve maximum marketing goals, pesantren business strategy must be done firmly. Business units must make good communication efforts with customers (consumers) to create loyal customers (Alifiyah, 2022). The marketing must be true that holds the principles of Sharia. So, it can build better consumer confidence and increase consumer loyalty. In

addition, the work ethic must be continuously improved to achieve the desired goals in a sustainable manner (HUSAIN INSAWAN, ASNAWAN, 2023).

CONCLUSION

This study aims to synthesize the results of research on the economic independence of Islamic boarding schools to explore the research findings so as to obtain a formula to realize the independence of Islamic boarding schools. By examining this study, an understanding of the factors that affect the independence of pesantren includes internal factors, including institutional and production aspects, and external factors, including market and stakeholder aspects. In the internal steps of Kiai leadership, factors become the most dominant. So that the consistency and expertise of Kiai in leading are needed to realize the independence of pesantren. Meanwhile, in external factors, cooperation with other parties is the main factor that must be maintained by prioritizing Islamic values such as trust, responsibility, and mutual benefit as the main capital in building the economic independence of pesantren.

The enormous potential of the traineeship reinforces the importance of building a traineeship unit in order to realize the independence of the internship. Large market shares, both coming from inside and outside the gym, are the primary capital for building the gym business unit. The number of Indonesian Muslims, which is almost 90% of the total population of Indonesia, is a great opportunity for the company to expand its business unit. It's not just focused on training; it can be developed nationally and even internationally. Among the enterprise units that can be developed to realize the independence of the party are sharia cooperation, mini markets, conventions, agriculture, farming, food production (halal food), printing, and the provision of transportation equipment, tours, and travels.

This study offers a formula that can be used to realize the economic independence of pesantren in a sustainable manner. The steps that need to be taken are: first, to make a doctrine about the urgency of pesantren economic independence to Kiai, policymakers, and students. Second, to analyze the existing resources in pesantren by mapping the potential of existing businesses. Third, build cooperation with related parties, both government and private, related to the procurement of capital and human resources. Fourth, conduct business and entrepreneurship training. Fifth, the implementation phase includes business planning, the production process, and marketing. Sixth, supervision and evaluation are important to do as a control and a way to measure the success rate of a business.

The contribution of this research lies in the knowledge that can be gained to realize the economic independence of the student in a sustainable way. Understanding the measures offered is expected to be a policy for the leader of the teacher who wants to realize an independent economy. The limited scope of research requires further research on similar themes to produce more comprehensive and in-depth findings.

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