



Economic Empowerment Of Santripreneur-Based Islamic Boarding Schools At Nurul Amanah Islamic Boarding School, Bangkalan

Anisa Putri Armita¹; Luluk Hanifah²

^{1,2} Universitas Trunojoyo Madura, Indonesia

*Corresponding author, email; 200721100031@student.trunojoyo.ac.id ;
luluk.hanifah.trunojoyo.ac.id

ARTICLE INFO

Article history:

Received 2 October 2023

Revised 15 November 2023

Accepted 30 November 2023

Available online

<http://journal.iaialhikmahtuban.ac.id/index.php/JSE>

Keywords:

Empowerment, Islamic Boarding School Economy, Santripreneur

Turabian style in citing this

article: [citation Heading]

Anisa Putri Armita; Luluk Hanifah "Economic Empowerment Of Santripreneur-Based Islamic Boarding Schools At Nurul Amanah Islamic Boarding School, Bangkalan" *Journal of Sharia Economics* 5, No. 2 (December 2023): 268-278. 2023.

ABSTRACT

Islamic boarding schools have the responsibility to develop the potential of students and empower them in all fields including economic aspects. This is what has spurred a number of Islamic boarding schools to try to combine the religious education system with entrepreneurial training. With the aim of supporting the main task of Islamic boarding schools, namely providing religious knowledge. So that Islamic boarding schools are not only producing a spiritually competent generation, but also producing an economically competent generation. The research conducted at the Nurul Amanah Bangkalan Islamic Boarding School used qualitative research methods. The data collection techniques used in this research included documentation, observation and in-depth interviews with students and caregivers at the Nurul Amanah Bangkalan Islamic Boarding School. Nurul Amanah Islamic Boarding School is an Islamic boarding school that implements a santripreneur program for students to become entrepreneurs so that they can empower the Islamic boarding school's economy. Therefore, this research aims to determine the economic empowerment of santripreneur-based Islamic boarding schools at the Nurul Amanah Bangkalan Islamic Boarding School.

2023 Journal of Sharia Economics with CC BY SA license.

Introduction

Indonesia is the country with the largest Muslim population in the world. So it is not surprising that there are many Islamic boarding schools scattered throughout Indonesia. Islamic boarding schools are the oldest educational institutions in Indonesia. The word pesantren comes from the word "santri", which is given the prefix pe and the suffix an, making pesantrian (Islamic boarding school) meaning the place where students live, while santri are people who study or study the Islamic religion .¹ Based on data from the Ministry of Religion in 2023, it is stated that there

¹ Aslihah Aslihah and M. Ainul Yaqin, "Development of Santripreneurs at the Fathul Ulum Jombang Islamic

are 39,220 Islamic boarding schools spread throughout Indonesia. This shows that Islamic boarding schools in Indonesia have high credibility among society. Data from the Ministry of Religion for 2022-2023 explains that there are approximately 6,745 Islamic boarding schools in East Java. These data show that the number of Islamic boarding schools in Indonesia is very large, which need to be more empowered and developed from an economic perspective in order to get many benefits. And if this number is seen as a potential resource, then Islamic boarding schools become institutions that have a fairly high role in participating in developing human resources in this country.² Therefore, empowering the entrepreneurial potential of students is absolutely necessary so that students are not only competent in the field of religion (*tafaqquh fiddin*) but can also be economically independent.

Islamic boarding schools have a strategic role in Indonesia's development. UU no. 18 of 2019 concerning Islamic Boarding Schools emphasizes that Islamic boarding schools have three functions as religious institutions, education and community development. The economic development of Islamic boarding schools is included in the function of community empowerment, because it is oriented towards improving the welfare of Islamic boarding schools and the community. The role of Islamic boarding schools in community development relies on its role in providing community awareness to get out of the problem of poverty.³

The existence of Islamic boarding schools as a forum that has a strong impact on the formation of economic independence through the programs offered by Islamic boarding schools, both related to religious education and entrepreneurship training, is what motivates several Islamic boarding schools to try to integrate the religious education system with entrepreneurship training. With the strength it has, Islamic boarding schools have the potential to carry out economic empowerment.⁴ Economic empowerment in Islamic boarding schools includes providing business skills training, entrepreneurship and other forms of activities. With the aim of supporting the main task of Islamic boarding schools, namely providing religious knowledge. So that Islamic boarding schools are not only producing an intellectual and spiritually competent generation, but also producing a generation that is productive and economically competent. Economic empowerment activities are determined by the ability of Islamic boarding school managers to define and empower resources, both internal and external. Forms of economic empowerment in Islamic boarding schools include trade, services, industry and agribusiness. The businesses that are developed generally follow local businesses that are widely developed in the cottage area. The potential for economic empowerment of Islamic boarding schools can be further developed advancing the economy of the surrounding community. This will have an impact on reducing people's poverty. If

Boarding School," *JPEKBM (Journal of Economic, Entrepreneurship, Business and Management Education)* 5, no. 1 (July 4, 2021): 72, <https://doi.org/10.32682/jpekbm.v5i1.2122>.

² Directorate of Early Education and Islamic Boarding Schools, "Data on Islamic Boarding Schools and Islamic Religious Education," 2023, <https://ditpdpontren.kemenag.go.id/>.

³ Mohammad Arif Yunus, Ma'mun Sarma, and Lukman M Baga, "Processed Food Business Development Strategy in Islamic Boarding Schools Participating in the OPOP Program in Bogor Regency," *Journal of Business and Management Applications*, January 31, 2023, <https://doi.org/10.17358/jabm.9.1.342>.

⁴ Hasna Lathifatul Alifa, Alfi Wahyu Zahara, and Muhammad Miqdam Makfi, "The Role of Islamic Boarding Schools in Creating Modern Industrial Entrepreneurs (Study at the Aswaja Lintang Songo Islamic Boarding School)," *At-Thullab: Islamic Studies Student Journal* 2, no. 2 (April 6, 2021): 538-48, <https://doi.org/10.20885/tullab.vol2.iss2.art12>.

Islamic boarding school economic empowerment is developed and implemented widely in an area, then this will reduce the amount of poverty in that area. Ultimately, prosperity in the area will increase .

Nowadays, Islamic boarding schools also have the responsibility to develop the potential of students and empower them in all fields, including economic aspects. This is what *has* spurred a number of Islamic boarding schools to try to combine the religious education system with *entrepreneurial training* . Islamic boarding schools are alternative education and not the main choice, but have the potential to be able to rise and develop by having a strong goal and desire, ability and competitiveness in working together between students and coordinators in developing the character of *students*. through business units provided by Islamic boarding schools. *Santripreneurship* has a big impact on the economy of Islamic boarding schools, where it provides many opportunities for students who want to develop the *santripreneur character* that exists in students. Developing *santripreneur character* and economic skills, having a social spirit, and working together by having entrepreneurial activities such as the Islamic Boarding School Cooperative (Kopontren) as a holding company for mutual prosperity. So that students who graduate from Islamic boarding schools can become a development generation who have moral, entrepreneurial and independent character and are able to create business opportunities in society. Not only that, with these development models, students are better prepared when they graduate from the boarding school and enter the community .⁵

Currently, many Islamic boarding schools have started providing training entrepreneurship to its students. Among them is the Nurul Amanah Islamic Boarding School which is located in Bangkalan Regency . This Islamic boarding school was founded by Drs. KH. M. Jazuli Nur, Lc and Nyai Hj. Siti Ma'rifah Makky. The form of economic empowerment carried out by the Nurul Amanah Islamic Boarding School is through several business units such as Islamic boarding school cooperatives, magot cultivation , bottled mineral water production and this Islamic boarding school is an active OPOP participant. OPOP (*One Islamic Boarding School, One Product*) is a program to improve community welfare based on Islamic boarding schools through empowering students, Islamic boarding schools and Islamic boarding school alumni. With this strategy, where the business unit involves students in managing it, of course it can also develop the *entrepreneurial spirit* of the students.

This type of research is qualitative research. namely research that aims to understand the phenomena experienced by the research object, holistically in a descriptive manner. ⁶The data collection techniques used in this research are: (1) interviews, namely direct communication with informants (caregivers, administrators, students at the Nurul Amanah Islamic boarding school), (2) observation, namely observing the process of economic empowerment of ⁷*santripreneur* -based Islamic boarding schools in Nurul Amanah Islamic boarding school, and (3) documentation,

⁵ Elly Inriani, "Model of Entrepreneurship Character Development for Santri through the Kopontren Business Unit at Al-Hikam Islamic Boarding School and Darul Hikmah Burneh Islamic Boarding School Bangkalan," *MIYAH: Journal of Islamic Studies* 18, no. 01 (2022): 2–3.

⁶ M. Ag Dr. Umar Sidiq, *Qualitative Research Methods in the Education Sector* (Ponorogo: CV. Nata Karya, 2019).

⁷ Prof. Dr. Supto Haryoko, *Qualitative Research Data Analysis (Concepts, Techniques, & Analysis Procedures)* (Makassar: UNM Publishing Agency, 2020).

namely by documenting research activities and research results related to the research object. The data analysis method used in this research is descriptive analysis. The descriptive analysis approach is data collected in the form of words, sentences or images. ⁸After the data has been researched and analyzed, conclusions are then drawn, namely about how to empower the *santripreneur-based Islamic boarding school economy* at the Nurul Amanah Bangkalan Islamic Boarding School.

Literature review

There are many definitions of economic empowerment. From a linguistic perspective, empowerment is a translation of *empowerment* which comes from the word *power* which means power or empowerment. Etymologically, empowerment comes from the basic word "daya" which means strength or ability. Based on this understanding, empowerment can be interpreted as a process of obtaining power or the process of providing power from parties who have power to parties who lack or do not yet have power. ⁹Empowerment refers to the ability of a person or group to have the ability to fulfill their basic needs so that they can reach productive sources that enable them to increase their income. ¹⁰Empowerment according to Islam is a system of real action that offers an alternative model for solving people's problems in the social, economic and environmental fields from an Islamic perspective. Empowerment in the economic sector is an effort to build (community) power by encouraging, motivating and raising awareness of its economic potential and making efforts to develop it. Thus, economic empowerment is a series of activities to strengthen the power or empowerment of weak groups (their economic conditions) in society. As a goal, empowerment refers to the conditions or results to be achieved, and the concept of empowerment goals is often used as an indicator of the success of empowerment as a process. Imam Khambali explained that the economic empowerment of Islamic boarding schools is empowerment using two approaches, namely, *bottom up* and *top down*, where implementation in the field is based on the initiative of caregivers or kyai who collaborate with the Islamic boarding school community (students and boarding school administrators) from planning to the implementation process.¹¹

One of the principles of empowerment is the assignment of economic capabilities, namely, the ability to utilize and manage production and service mechanisms. Competence in this context refers to personal achievement, which is a form of personal competence that can be improved through learning or direct involvement in the field, such as economic management competence. The empowerment carried out by Islamic boarding schools for their students is empowerment by increasing the economic capabilities of the students. What can be useful when they return to their community is that they can become role models either in the productive economic sector or as economic empowerment cadres.¹²

⁸ Nursapia Harahap, *Qualitative Research* (Medan: Wal Ashri Publishing, 2020).

⁹ Kholidah Altina Yopa, 'Model of Community Economic Empowerment Through Cultural Tourism Villages in Kebondalemkidul, Prambanan, Klaten, Central Java', (2017), 16.

¹⁰ Ahmad Afan Zaini, 'Empowerment and Economic Assistance at the An-Nur Semanding Islamic Boarding School, Tuban, East Java', *Keris: Journal of Community Engagement*, 02.02 (2022), 36.

¹¹ Fitria, 'Economic Empowerment of Islamic Boarding Schools Through Entrepreneurship Programs (Case Study of Darun Najah Summersuko Lumajang Islamic Boarding School Business Unit)', *Risalatuna: Journal of Islamic Boarding School Studies*, 02.02 (2022), 225.

¹² Yeni Yuliani, 'Economic Development of Islamic Boarding Schools Through the Darussalam Sindangsari

Some of the efforts made by Islamic boarding schools in economic empowerment, namely:

1. Islamic boarding school economic efforts to increase Islamic boarding school operational costs
2. Economic efforts center on Islamic boarding schools as institutions responsible for developing Islamic boarding schools
3. Students' economic efforts with abilities and skills so that they can be utilized after leaving the Islamic boarding school.¹³

Santri comes from the word *cantrik* which means student of a *kiyai*, who also live in the same environment and are called *pesantren* or hermitage. This means that Islamic boarding schools are an important part of developing social and economic education for students.¹⁴ The definition of *entrepreneur* (entrepreneurship) according to the Encyclopedia of Economics, Business and Management is an entrepreneur who is able to see opportunities, find funds and other resources needed to work on these opportunities, look for funds and other resources needed to work on these opportunities, and has the courage to take on risks associated with its implementation. An entrepreneur is also defined as a person who is able to process existing resources into a product that has value or seeks to profit from opportunities that have not been exploited by others.¹⁵ Thus, it can be concluded that *entrepreneurship* is the attitude, behavior and mentality that exists in a person in carrying out business and other economic activities to meet the needs and welfare of himself and other communities.

Santripreneur has the meaning of a *santri* (a person studying at an Islamic boarding school) who has his own business, a *santri* who dares to open independent productive activities. Can Also interpreted as Students Which brave take risk with operate his business Alone with utilise opportunity business new or with use ways business Which innovative, try become tough, tough And independent in face challenge competition.¹⁶

Results and Discussion

General description of the Nurul Amanah Bangkalan Islamic Boarding School

The Nurul Amanah Bangkalan Islamic Boarding School is located in Bangkalan, precisely on Jl. Raya Tragah Bangkalan No.09, Sungai Dajah, Basanah, Kec. Tanah Merah, Bangkalan Regency.¹⁷ The Nurul Amanah Islamic Boarding School was founded by Drs. KH. Jazuli Nur, Lc and Nyai Hj. Siti Ma'rifah Makky was legally founded on 19 July 1994 and inaugurated on 7 June 1996 at the Nurul Amanah Islamic boarding school. Drs. KH. Jazuli Nur, Lc is the daughter-in-law of

Kersamanah Islamic Boarding School Business Unit, Garut, West Java', 2020, 16.

¹³ Angga Syahputra, "Sharia Economic Approach for the Economic Empowerment of Islamic Boarding Schools," *Dimasejati* 04, no. 01 (2022): 124.

¹⁴ Abd. Hamid Wahid, "Santripreneur Development Through Strengthening the Islamic Boarding School Curriculum Based on Local Wisdom in the Era of Disruption," *Risalah, Journal of Islamic Education and Studies* 06, no. 01 (2020): 88.

¹⁵ Sukmadi, *Innovation and Entrepreneurship New Entrepreneurship Paradigm Edition* (Bandung: Humaniora Utama Press, 2016).

¹⁶ Toha Maksam, "Developing Islamic Boarding School Independence Through the Santripreneur Program," *Engagement* 2, no. 2 (2018): 82–83.

¹⁷ Observations in Bangkalan 6 October 2023

the late KH. Makki Syarbini then started to pioneer the establishment of an Islamic boarding school which he hoped would be able to meet the needs of the community, especially in the fields of education and religion. The Nurul Amanah Islamic Boarding School has developed rapidly and has several business units, namely, Kopontren, maggot cultivation, bottled drinking water (AMDK) and this Islamic boarding school is an active OPOP participant. OPOP (*One Islamic Boarding School, One Product*) is a program to improve community welfare based on Islamic boarding schools through empowering students, Islamic boarding schools and Islamic boarding school alumni. With this strategy, where the business unit involves students in managing it, of course it can also develop the *entrepreneurial spirit* of the students. In order to support *the skills* and skills of students at vocational school level, there are convection business units and welding workshops. The existence of this business unit shows that the economic empowerment of the Nurul Amanah Islamic boarding school has gone well.

Analysis of Santripreneur-Based Islamic Boarding School Economic Empowerment at the Nurul Amanah Bangkalan Islamic Boarding School

The Nurul Amanah Bangkalan Islamic boarding school is an Islamic boarding school that is not only producing a spiritually competent generation, but also producing an economically competent generation. In implementing the *santripreneur program*, this Islamic boarding school is supported by establishing Vocational High Schools (SMK) across departments. Santri and students are involved in production activities and product development for Islamic boarding school business units, for example, vocational school students carry out field work practices in workshops or convections owned by the foundation. This kind of practical method provides experience that will stick more closely with students and santri.¹⁸ This is done to support the students' good skills, abilities and literacy about entrepreneurship, so that they are not only proficient in the field of religious sciences, but also have entrepreneurial abilities and skills.

There are several analysis of the economic empowerment of *santripreneur-based Islamic boarding schools* at the Nurul Amanah Bangkalan Islamic Boarding School, namely:

1. Empowerment analysis of entrepreneurship awareness at the Nurul Amanah Bangkalan Islamic Boarding School.

In carrying out awareness raising carried out by the Nurul Amanah Bangkalan Islamic Boarding School, namely by implementing several strategies to develop the *santripreneur spirit* by providing motivation and providing theory. Through this strategy, it is hoped that all students will understand the world of entrepreneurship in Islamic boarding schools. Providing motivation and enlightening students about the importance of *life skills* by giving a short lecture on the importance of *life skills* every time they recite the Koran.¹⁹ It is hoped that providing this motivation will soothe the soul students are motivated to carry out

¹⁸ Bachtiar Ridho Virgi Harindiaryah and Firman Setiawan, "Analysis of Actors and Factors in the Implementation of the Islamic Boarding School Entrepreneurship Ecosystem (Case Study of the Nurul Amanah Bangkalan Islamic Boarding School)," *Maro: Journal of Sharia Economics and Business* 4, no. 2 (2021): 87–100, <https://doi.org/10.31949/maro.v4i2.1699>.

¹⁹ Farida Fatmawati, "Strategy for Developing the Entrepreneurial Spirit of Santri in Creating Santripreneurs (Case Study of the Al Mawaddah Kudus Entrepreneurial Islamic Boarding School)," 2023, 51.

entrepreneurial activities, as expressed by one of the students named Aufal Marom:

"Guardians always provide motivation for their students to be enthusiastic about entrepreneurship."²⁰

By providing motivation, students are indoctrinated to be enthusiastic about entrepreneurship. The tutor provides motivation not only when reciting the Koran but also when the students practice running a business at the Islamic boarding school, he often provides advice and motivation so that the students are enthusiastic about being independent in entrepreneurship. Apart from that, the next strategy carried out was providing theory. Providing this theory is not only carried out in Islamic boarding schools but at schools or formally, as expressed by administrator Ali Imron:

"The strategy itself is to provide theory about entrepreneurship not only at Islamic boarding schools but also from schools or formally. "Then after getting the theory, students can practice through several existing businesses such as maggot cultivation, AMDK, and others"²¹

By providing this theory, students are equipped with theories about entrepreneurship such as how to manage a business, build good entrepreneurial character and so on.

2. Empowerment analysis of *empowering* student entrepreneurship at the Nurul Amanah Bangkalan Islamic Boarding School

In empowering the *santripreneur-based Islamic boarding school economy*, at the Nurul Amanah Islamic Boarding School, after obtaining the theories, the next step is the application of these theories through direct practice in the Islamic boarding school's business units. Apart from formal and religious education, santri and students are also taught to be entrepreneurs through business units at the foundation. The business units at the Nurul Amanah Islamic Boarding School are:

a. Islamic Boarding School Cooperative

Islamic boarding school cooperatives are economic institutions within the Islamic boarding school environment and can be a medium for students to carry out work practices. In this case there is the value of economic empowerment, namely the Islamic boarding school cooperative in providing goods or facilities needed by the students, the cooperative collaborates with the community, they are given facilities to sell their goods within the Islamic boarding school environment.²²

b. Magot Cultivation

Magot cultivation is the processing of Islamic boarding school waste which is used for animal feed and organic fertilizer. In organizing magot cultivation at the Nurul Amanah Islamic Boarding School, the members are the people in charge who have been entrusted by the boarding school

²⁰Aufal Marom, Interview, Bangkalan 6 October 2023

²¹Ali Imron, Interview, Bangkalan 6 October 2023

²² Dzikrulloh, "Optimizing the Islamic Boarding School Business by Electronizing the Payment System. Case Study of the Nurul Amanah Islamic Boarding School Bangkalan Madura," *Dinar: Journal of Islamic Economics and Finance* 04, no. 01 (2017): 08.

administrators to their students as managers. The maximum number of workers is 3 people, including the person in charge of the business on a permanent basis with working hours starting from start to harvest.²³

c. Production of Bottled Mineral Water

The condition of bottled mineral water (AMDK) at the Nurul Amanah Islamic boarding school is still in the licensing process. This AMDK is still produced for individual groups. The students involved in this production are scheduled alternately. Every day there are only 15 students and they keep taking turns until they return to the beginning. AMDK production is for stock and orders. The production carried out by the students per hour can produce 100-200 boxes, for 300-500 then stop or take a break.²⁴

d. Participants (*One Pesantren One Product*) OPOP

After participating in the OPOP program, the Nurul Amanah Islamic Boarding School is increasingly developing in various aspects, one of which is in business management, financial management and marketing. Nurul Amanah Islamic Boarding School creates superior products where the quality of these products is then developed and improved, so that they become market attractive and have large profits. Moment This Wrong One product mainstay boarding school is chips mold Which Already Lots for sale in various area And outside island, these mushroom chips were named "Nura Chips", for the Nura Mushroom Chips those who took part were alumni from the Nurul Amanah Islamic boarding school.

After being introduced to business units with the aim of improving skills in entrepreneurship. So when students participate in economic empowerment, they already have entrepreneurial skills, so of course they already have an entrepreneurial spirit embedded in them so it is easy to develop. Meanwhile, students who have no previous experience or are new to the world of entrepreneurship will find it difficult to develop and therefore require more assistance. As a result of the training provided, the students continue to develop the business run by the Islamic boarding school. So, it is hoped that the students will not be left in the pockets of their parents because they are involved in managing the Islamic boarding school business at the boarding school. Apart from that, they can also have an online shop to sell Islamic boarding school products and other products marketed via Facebook, WhatsApp, Shopee and Tiktok. The entrepreneurial empowerment (*santripreneur*) program activities aim to train students' life skills to become millennial students and can train students' independence so that they can be useful after entering society, and can open up employment opportunities for the community.

In empowering the *santripreneur-based Islamic boarding school economy*, there are supporting and inhibiting factors, namely:

1. Supporting factors

a. Business Facilities

At the Nurul Amanah Bangkalan Islamic Boarding School, economic empowerment has supporting factors, one of which is the existence of business facilities which can support students to practice.

²³ Zainuddin, "Management Analysis of Magot Cultivation Business from an Islamic Economic Perspective," *Madinah: Journal of Islamic Studies* 07, no. 02 (2020): 235.

²⁴Dzikrulloh, Interview, Bangkalan 23 September 2023

- b. Environment
Environmental factors are important in influencing a person's mental and soul. The environment greatly influences students to be enthusiastic about entrepreneurship and can improve the entrepreneurial spirit of students .
2. Obstacle factor
 - a. Different Abilities of Santri
Each student at the Nurul Amanah Islamic boarding school has different entrepreneurial interests, which means that before entering the boarding school, there are students whose entrepreneurial spirit has already been formed, so they are easy to guide. However, this is different from students who have little or no knowledge of the world of entrepreneurship, so they will be difficult to guide and therefore need more assistance. As expressed by the Muhayyanah administrator:
"Each student has different abilities from one another. Because students who already have entrepreneurial skills will find it easier to understand and be more easily guided. Meanwhile, students who do not have *skills* in entrepreneurship or have no experience will have a little difficulty."²⁵
 - b. Managing time
The students at the Nurul Amanah Islamic Boarding School not only study at the Islamic boarding school, but they also go to school formally and have their own activities. So every student must be good at managing their time between school and activities at the Islamic boarding school.

Conclusion

Based on the results of research on the economic empowerment of *santripreneur- based Islamic boarding* schools at the Nurul Amanah Bangkalan Islamic Boarding School, it can be concluded that the results of the empowerment analysis of entrepreneurial awareness at the Nurul Amanah Bangkalan Islamic Boarding School in developing the entrepreneurial spirit of students in producing *santripreneurs* in general are by providing motivation, theory and practice. directly to the students . And the results of the empowerment analysis on *empowering* student entrepreneurship at the Nurul Amanah Bangkalan Islamic Boarding School are by providing students with opportunities to run businesses run by the Nurul Amanah Bangkalan Islamic Boarding School with the aim of creating *students* .

Reference list

Article

- Alifa, Hasna Lathifatul, Alfi Wahyu Zahara, and Muhammad Miqdam Makfi. "The Role of Islamic Boarding Schools in Creating Modern Industrial Entrepreneurs (Study at the Aswaja Lintang Songo Islamic Boarding School)." *At-Thullab: Islamic Studies Student Journal* 2, no. 2 (April 6, 2021): 538–48. <https://doi.org/10.20885/tullab.vol2.iss2.art12>.
- Aslihah, Aslihah, and M. Ainul Yaqin. "Development of Santripreneurs at the Fathul

²⁵ Muhayyanah, Interview, Bangkalan 6 October 2023

- Ulum Jombang Islamic Boarding School." *JPEKBM (Journal of Economic Education, Entrepreneurship, Business and Management)* 5, no. 1 (July 4, 2021): 72. <https://doi.org/10.32682/jpekbm.v5i1.2122>.
- Dhikrulloh. "Optimizing the Islamic Boarding School Business by Electronizing the Payment System. Case Study of the Nurul Amanah Islamic Boarding School, Bangkalan Madura." *Dinar: Journal of Islamic Economics and Finance* 04, no. 01 (2017): 08.
- Fatmawati, Farida. "Strategy for Developing the Entrepreneurial Spirit of Santri in Creating Santripreneurs (Case Study of the Al Mawaddah Kudus Entrepreneurial Islamic Boarding School)," 2023, 51.
- Fitria. "Economic Empowerment of Islamic Boarding Schools Through the Entrepreneurship Program (Case Study of the Darun Najah Sumberuko Lumajang Islamic Boarding School Business Unit)." *Risalatuna: Journal of Islamic Boarding School Studies* 02, no. 02 (2022): 225.
- Inriani, Elly. "Model of Entrepreneurship Character Development for Santri through the Kopontren Business Unit at Al-Hikam Islamic Boarding School and Darul Hikmah Burneh Bangkalan Islamic Boarding School." *MIYAH: Journal of Islamic Studies* 18, no. 01 (2022): 2–3.
- Maximum, Toha. "Developing Islamic Boarding School Independence Through the Santripreneur Program." *Engagement* 2, no. 2 (2018): 82–83.
- Islamic Boarding School, Directorate of Early Education and Islamic Boarding Schools. "Data on Islamic Boarding Schools and Religious Education," 2023. <https://ditpdpontren.kemenag.go.id/>.
- Ridho Virgi Harindiarsyah, Bachtiar, and Firman Setiawan. "Analysis of Actors and Factors in the Implementation of the Islamic Boarding School Entrepreneurship Ecosystem (Case Study of the Nurul Amanah Bangkalan Islamic Boarding School)." *Maro: Journal of Sharia Economics and Business* 4, no. 2 (2021): 87–100. <https://doi.org/10.31949/maro.v4i2.1699>.
- Sukmadi. *Innovation and Entrepreneurship New Entrepreneurship Paradigm Edition*. Bandung: Humaniora Utama Press, 2016.
- Syahputra, Angga. "Sharia Economic Approach for the Economic Empowerment of Islamic Boarding Schools." *Dimasejati* 04, no. 01 (2022): 124.
- Wahid, Abd. Hamid. "Development of Santripreneurs through Strengthening the Islamic Boarding School Curriculum Based on Local Wisdom in the Era of Disruption." *Risâlah, Journal of Islamic Education and Studies* 06, no. 01 (2020): 88.
- Yopa, Kholiidah altina. "Model of Community Economic Empowerment Through Cultural Tourism Villages in Kebondalemkidul, Prambanan, Klaten, Central Java," 2017.
- Yuliani, Yeni. "Economic Development of Islamic Boarding Schools Through the Darussalam Sindangsari Kersamanah Islamic Boarding School Business Unit, Garut, West Java," 2020, 16.
- Yunus, Mohammad Arif, Ma'mun Sarma, and Lukman M Baga. "Processed Food Business Development Strategy in Islamic Boarding Schools Participating in the OPOP Program in Bogor Regency." *Journal of Business and Management Applications*, January 31, 2023. <https://doi.org/10.17358/jabm.9.1.342>.
- Zaini, Ahmad Afan. "Empowerment and Economic Assistance at the An-Nur Semanding Islamic Boarding School, Tuban, East Java." *Keris: Journal of*

Community Engagement 02, no. 02 (2022): 36.

Zainuddin. "Management Analysis of Magot Cultivation Business from an Islamic Economic Perspective." *Medina: Journal of Islamic Studies* 07, no. 02 (2020): 235.

Book

Dr. Umar Sidiq, M. Ag. *Qualitative Research Methods in Education* . Ponorogo: CV. Nata Karya, 2019.

Please, Nursapia. *Qualitative Research* . Medan: Wal Ashri Publishing, 2020.

Haryoko, Prof. Dr. Sapto. *Qualitative Research Data Analysis (Concepts, Techniques, & Analysis Procedures)* . Makassar: UNM Publishing Agency, 2020.

Observation

Observations in Bangkalan 6 October 2023

Interview

Ali Imron, Interview, Bangkalan 6 October 2023

Aufal Marom, Interview, Bangkalan 6 October 2023

Dzikrulloh, Interview, Bangkalan 23 September 2023

Muhayyanah, Interview, Bangkalan 6 October 2023