

Pesantren-Based Economic Empowerment Model in Realizing Economic Independence

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Abstract

The pesantren economy is an economic concept in which pesantren will manage and develop businesses with various innovations, which can be profitable for pesantren and generally very beneficial for the community in realizing economic independence. The purpose of this research is to find out the pesantren-based economic empowerment model implemented at the Modren Al-Hasimiyah Darul Ulum PEMADU Islamic Boarding School and also to find out what challenges Pemadu Islamic Boarding School will face in empowering the pesantren economy in realizing economic independence. This type of research uses descriptive qualitative methods with a case study strategy. The data collection techniques used in this research are interviews, observation, and documentation. The results of this study indicate that Pondok Pesantren Modren Al-Hasimiyah Darul Ulum PEMADU applies a pesantren-based economic empowerment model that has a significant effect on the economic independence of pesantren, and religious development. So that from various units or activities carried out by the pesantren, it has indirectly provided education and teaching to the community inside and outside the pesantren.

Keywords: Economic Empowerment Model, Economic Independence, Pesantren Economy.

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INTRODUCTION

Pesantren is one of the longest-established Islamic educational institutions in Indonesia. Pesantren not only provide religious education but also play an important role in the economic development of the local community. Over time, pesantren have also experienced rapid progress. Currently, boarding schools do not only focus on the establishment of educational institutions, but also build businesses that can support the economy of the boarding school. In fact, a pesantren business union has been formed in East Java (Fathony, Rokaiyah & Mukarromah, 2021).

Pesantren is the oldest Islamic educational institution in Indonesia. This body is tasked with carrying out da'wah to spread the religion of Islam. The number of pesantren in Indonesia is currently quite high. Based on data from the Ministry of Religious Affairs (2021), there are 30,495 pesantren in Indonesia with 4.3 million students and teachers and a population of 474,000. This large number shows that

pesantren are a milestone for da'wah and also Islamic education in Indonesia. These pesantren are divided into three types, namely salaf pesantren, khalaf (modern) pesantren, and fusion/integrated pesantren.

Pesantren have enormous potential in developing business units that can support educational and social activities. The pesantren-based economic independence development program that involves the establishment of businesses, cooperation between pesantren, and standardization of financial reports is expected to optimize the economic development potential of pesantren. In the context of pesantren, there are three possible ways to support the economic independence of the community. Namely (1) the possibility of Santori. (2) The potential of the community in the pesantren environment (3) The potential of Zakat and Waqf By utilizing this potential to the fullest, pesantren can realize economic independence and contribute to nation building. You can contribute. If this potential is properly utilized, pesantren can develop into independent business entities with planned and systematic support in the management and educational activities. In addition, the existence of economically independent pesantren can have a broader impact, such as reducing poverty and unemployment in the vicinity, and improving the welfare of the community (Arwani & Masrur, 2022).

Some previous researchers also highlighted Pesantren-Based Economic Improvement, that the independence of Islamic boarding schools can also bring positive appearances for students and people around (Haqqulyakin, 2023). The purpose of previous research is to find comparisons and differences with researchers who are being conducted with previous research and can also help research find new ideas or ideas for further research.

According to previous researchers, Nurul Komariyah and Alan Su'ud Ma'adi (2024), research entitled "Pesantren Economic Empowerment Model in Realizing Economic Independence at Tanwirul Islam Sampang Islamic Boarding School". Tanwirul Islam Islamic Boarding School applies a pesantren economic management model with an alumni-based economic development model, by utilizing the potential of alumni for managing pesantren business units and implementing an entrepreneurship curriculum at the formal education level of students and involving external parties such as the surrounding community. The similarity is that they both examine the pesantren economic empowerment model in realizing economic independence. The difference is that previous researchers did not discuss pesantren-based while current researchers discuss it.

Pesantren Pemadu is a pesantren that is oriented towards the development of the agricultural economy. Since the beginning of its establishment, the pesantren was located in an agricultural and plantation-based area. Even at the beginning of the establishment of the pesantren, students or guardians of students paid lodging fees/spp by handing over rice to the pesantren leader, whose payment was submitted after the rice harvest every 6 months. The transition of the community from farming activities to gardening influenced Pesantren Pemadu to change the economic sources of the pesantren from agriculture to plantations. This happened in 1984 along with moving the location of the pesantren to Pardomuan Hamlet.

Boarding schools are expected to be able to make a positive contribution by opening up jobs for the community so that they can help increase the income of the community in the boarding school environment. So that the existence of Islamic boarding schools has a very important role in community economic empowerment

(Nadzir, 2025). This can be achieved through the creation and strengthening of existing potential capabilities. Therefore, people must be given the opportunity to choose the activities that best suit their own progress and happiness. But people also need a high level of support to reach their full potential. Because, by nature, not everyone will reach their full potential.

Pesantren have enormous potential in developing business units that can support educational and social activities. The pesantren-based economic independence development program that involves the establishment of businesses, cooperation between pesantren, and standardization of financial reports is expected to optimize the economic development potential of pesantren.

There are various kinds of activities in the life of pesantren, which are also not spared from pesantren economic activities. Basically, economic activities carried out in the pesantren environment are certainly based on Islamic principles in accordance with the Qur'an and Hadith. As we know, in Islamic economic analysis, the operational unit of the track is not "economic man" (*homo economicus*) but man as "khalifah" (*homo islamicus*) in managing a good trust. The purpose of Islamic economics is to realize Maqashid Shari'ah, namely income obtained from good sources, fair distribution of income and wealth, can meet the requirements of life, as well as economic growth and stability. As stated in Q.S. Al-Baqarah verse 168, which means:

"O mankind, eat what is lawful and wholesome from what is found on the earth, and do not follow the steps of the devil, for he is a real enemy to you".

This research aims to analyze the economic empowerment model developed by Pondok Pesantren Modern Al-Hasimiyah Darul Ulum Pemadu in realizing economic independence. Specifically, this study aims to identify and analyze the forms of economic business units developed by pesantren as an instrument of economic empowerment, as well as describe the management and development strategies of pesantren economic businesses in forming an independent economic ecosystem. In addition, this study will analyze the entrepreneurship education system applied in the pesantren curriculum, examine the patterns of partnerships and economic networks built with external stakeholders, and evaluate the impact of pesantren economic empowerment on improving the welfare of students, alumni, and the surrounding community.

Through a comprehensive case study approach, this research also aims to formulate an appropriate and sustainable model of pesantren-based economic empowerment, which can be adapted by other pesantren in Indonesia, as stated by Natsir (2022) that pesantren have great potential in developing a local wisdom-based economy. In line with Faozan (2019) who emphasizes the importance of synergy between education and economic empowerment in the pesantren environment, this research is expected to make theoretical and practical contributions in developing the concept of an independent and sustainable pesantren economy.

METHODOLOGY

This type of research is field research, namely research conducted in the field by exploring data sourced from the research location. In this study, it was sourced at the location of the Modren Al-Hasimiyah Darul Ulum PEMADU Islamic Boarding School. This research uses descriptive qualitative methods with a case study strategy.

Qualitative research method is an approach that aims to understand and explain the meaning of a phenomenon in its natural context.

In this approach, research collects data in the form of text, images, sounds, or other types of non-numerical data, which are then analyzed inductively. In other words, this qualitative research does not aim to test hypotheses, but rather to develop an in-depth understanding of the context and dynamics of the phenomenon (Niam, Rumahlewang, & Umiyati, 2024). The data collection techniques used in this study were interviews, observation, and documentation. The data analysis technique used in this research is data reduction, data presentation, and data verification. Researchers also used materials obtained from information analysis reference books.

The location of this research is Pondok Pesantren Modren Al-Hasimiyah Darul Ulum PEMADU. This location is in the middle of villagers' settlements. This location is also one of the only foundation schools in Halongonan Sub-district that takes care of Madrasah Tsanawiyah and Madrasah Aliyah children.

RESULTS AND DISCUSSION

Pondok Pesantren Modren Al-Hasimiyah Darul Ulum (PEMADU) was established on August 17, 1971 and its operations began in 1971 which was founded by KH.Drs. Salman Paris Siregar with his wife Hj. Masroh Harahap (A.H. Siregar, 2023). This pesantren was first established in Sukarame Hamlet, Sipaho Village, Halongonan District, which was still Padang Bolak District, South Tapanuli Regency, which is currently part of North Padang Lawas Regency after expansion in 2008 in North Sumatra Province. In the development of Pemadu in 1974, Pemadu Pesantren was moved to a new location. The place was named Pardomuan Hamlet, Sipaho Village, Halongonan District, North Padang Lawas Regency. In this location, the pesantren already has an oil palm plantation area of ± 5 Ha, 3 fishing ponds with an area of ± 1.5 Ha and agricultural land for farming (A.H. Siregar, 2023).

H. Awaludddin Habibi Siregar, MA, who serves as Chairman of the Pemadu Foundation as well as the current head of the boarding school said that "at first this boarding school was named PADU where Al-Hasimiyah Darul Ulum Islamic Boarding School was established in Sukarame Hamlet, Sipaho Village, then in 1974 the location of the boarding school moved to Pardomuan Hamlet, Sipaho Village. Then in 1982 it was changed to the name PEMADU, namely Modren Al-Hasimiyah Darul Ulum Islamic Boarding School, because at that time the founder of the boarding school sent one of the boarding school students to study at the Modren Darussalam Gontor Islamic Boarding School, therefore changing the education system from salafiah" (A.H. Siregar, 2023).

Pemadu Islamic Boarding School, which since its establishment as an educational and preaching institution which is oriented towards the dissemination of knowledge and practice of Islam, is now expanding its functions so that it is no longer just an educational institution but an economic empowerment institution. With this vision, Pemadu Islamic Boarding School will certainly contribute more to the wider community. Not only the community that is directly involved in terms of education but also in terms of socio-economics. The vision of Pemadu Islamic Boarding School is "The realization of an educational institution that is able to become a driving force for the development of human resources with morals, Alim, Ikhtiyar, and Mujadah".

Economic Forms of Pesantren Modren Al-Hasimiyah Darul Ulum (PEMADU)

With the support of the philosophy of struggle in pesantren "pesantren must stand above and for all groups, *bondo bahu fikir lek perlu sak nyawane pisan*", meaning that pesantren must be assisted and fought for to achieve their vision and mission, fighting for pesantren in totality with time energy, thoughts and even with their lives. In addition, in the concept of modern pesantren that has five terms, one of which is *Khazanatullah*, meaning the procurement of financial resources that must be owned by pesantren so that they do not depend on other parties. This is in accordance with the PEMADU Leader's principle of "do first and then be helped, don't be helped first and then do".

Among the efforts of pesantren that have been and have been running from the past to the present are:

1. Pondok Pemadu Cooperative (Koppontren)

Koperasi Pondok Pesantren Modren Al-Hasimiyah Darul Ulum abbreviated as Koppontren Pemadu was established in 1999 with legal entity number: 30/ BH / KDK.2.9 /1/1999, dated January 11, 1999. This cooperative is one of the economic activity units of the Modren Al-Hasimiyah Darul Ulum Islamic Boarding School (PEMADU) which is located on Jl. Gunung Tua-Langga Payung Km.22.5. The location of this cooperative is considered very strategic because it is on the Cross Sumatra Highway and in the vicinity there are tourist attractions and community activity centers. The cooperative's income in a month is Rp. 10,000,000 and in a year Rp. 100,000,000.

Koppontren Pemadu has a strategy in managing and developing this cooperative so that it develops and is more beneficial for members, students, and the community around the pesantren. In the savings and loan unit, Koppontren also tries to increase the number of members by providing socialization about the benefits of the cooperative. Koppontren also applies a very flexible lending system, such as business or education-based loans, in order to help members' needs very well. In addition, Koppontren is developing an application-based financial recording system to simplify transactions and increase transparency.

"Koppontren PEMADU manages savings and loan business activities for teachers and employees, a business unit selling *atk* and textbooks and a printing or photocopy business unit". In order to meet the various needs of Cooperative members, Santri, Caregivers, and the community in the Islamic Boarding School environment, Koperasi Pondok Pesantren Modren Al-Hasimiyah Darul Ulum has run business units, namely:

- a. Save and borrow
- b. Stationery and textbooks
- c. Photocopying and printing

Koppontren Pemadu also has a special strategy in increasing revenue by increasing digital promotions. Koppontren also utilizes social media and WhatsApp Business to reach more customers. In addition, we plan to open membership to the general public, so that the cooperative not only serves santri and caregivers, but also local residents. We also run loyalty programs, such as providing discounts or *chasbacks* for customers who frequently shop at Koppontren. Given the strategic location of Koppontren, we are also considering opening additional businesses such as mini markets or canteens to attract more customers.

Koppontren is very important for Pondok Pemadu in improving the pesantren economy. One of them is:

a. Santri

For Koppontren students, this is the most important part of the education process in pesantren. Santri are educated spiritually, intellectually, and socially.

b. Ustad/ustadzah

As an educator, spiritual and intellectual guide. Ustad is usually the main role model in terms of morals and knowledge.

c. Middle curriculum

This curriculum can bring together diniyah (religious) and formal (general) education. It usually consists of: 1). Religious curriculum (kitab kuning, fiqh, tafsir, etc.). 2). National curriculum (such as the Ministry of Education and Culture curriculum).

d. Facilities

Support the comfort and effectiveness of learning and worship.

e. Boarding school management

Organizing the operations of the pesantren to run well and orderly, including financial affairs, daily activities, and discipline.

f. Extra-curricular activities

Developing the talents, skills, and personality of students. Such as: scouts, marching band, tahfizh, foreign languages.

2. Plantation

Oil palm plantations are an important sector in Indonesia, contributing significant foreign exchange and creating jobs. With a plantation area of approximately 16.83 million hectares by 2024, the sector is a key driver of the national economy. Palm oil is also a strategic commodity that contributes significantly to the Indonesian economy through crude coconut oil (CPO) exports.

Pemadu boarding school is a boarding school that is oriented towards the development of the agricultural economy. Since the beginning of its establishment, the pesantren was located in an agricultural and plantation-based area. From the establishment of Pesantren Pemadu, students or guardians of students pay boarding school fees by handing over rice to the pesantren leader, where each payment is submitted after the rice harvest every 6 months. With the transition of the community from rice planting activities to gardening, it can influence Pemadu Islamic boarding school to change the economic sources of the pesantren from agriculture to plantations. Which occurred in 1984 along with moving the location of the pesantren to Pardomuan Hamlet.

a. Oil Palm Plantation

Pemadu pesantren has several locations of oil palm plantations, pesantren plantation land and outside the pesantren. With an area of ± 78 Ha, the oil palm plantation is one of the biggest contributors in driving the pesantren economy. The production of oil palm plantation commodities in the form of Fresh Fruit Bunches (FFB) is currently around 65 tons per month. Assuming the palm oil per kilogram is currently around Rp. 2,850, - then it can be calculated that the yield from the oil palm plantation every month is around Rp. 171,000,000, - (one hundred seventy one million rupiah). So it can be estimated that the income in a year is around Rp. 2,052,000,000.

Pesantren Pemadu has several locations of oil palm plantations, some of which are located in the location of the pesantren and outside the pesantren.

Table 1. PEMADU Plantation Location

No.	Location	Plant Age	Land Area	Ket
1	Pesantren Location	15 Years	±2 Ha	
2	Pardomuan Old Location	25 Years	±2 Ha	
3	Pardomuan Location	15 Years	±4 Ha	
4	Hutaimbaru Location	5 Years	±5 Ha	
5	Location Batang Uso	5 Years	±5 Ha	
6	Location of Aek Nabuni	4 Years	±60 Ha	

Source: Infrastructure and Business Section

The results of the oil palm plantation are set aside for maintenance or maintenance, for employee salaries, for the development of new plantations, because there is another 30 hectares of empty pesantren land that has not yet been planted with oil palm / empty land. Then the results of the oil palm are also allocated to the development of pesantren facilities, and have also been set aside for zakat which is distributed to the surrounding community every Ramadan.

"The results of the oil palm plantation are intended for maintenance or maintenance, for employee salaries, for the development of new plantations, because we still have about 30 hectares of vacant land that has not been planted / opened. Then the results of the oil palm are also allocated to the construction of pesantren facilities, including also set aside for zakat which is distributed to the surrounding community every Ramadan ". The explanation of the leader of Pemadu, it can be seen that the results of the Pemadu Pesantren oil palm plantation are allocated for employee salaries, maintenance, plantation development and for the development of pesantren infrastructure facilities. And the results of the plantation are known that about 25% is used for the construction of pesantren infrastructure facilities.

b. Rubber Plantation

In addition to having oil palm plantations, the pesantren also has rubber plantations located in two locations, Pardomuan Old Village and Simarkolip Hutaimbaru Village. Some of these rubber plantations were obtained by purchasing from the community, while others were planted by the pesantren. The results of this rubber garden are not optimal because there are several factors, which are labor factors, weather and sap price factors that are very unstable. So that the results of the rubber garden are not significant in helping the pesantren economy in realizing economic independence.

c. Oil Palm Nursery

This oil palm nursery business is carried out to meet the needs of oil palm seedlings that will be planted on vacant lands owned by the pesantren. Currently there are ± 40 hectares of land that are still empty and will be planted with oil palm. So it requires around 5,200 oil palm seedlings with the assumption that per hectare has a capacity of 140 oil palm trunks. This oil palm nursery business is specially handled by 3 employees, and directly supervised by an oil palm plantation engineer named Ir. Mahdiono Siregar, an alumnus of the University of North Sumatra.

3. Livestock

Pemadu Islamic Boarding School also has breeding and maintenance activities for livestock such as chickens, kamning and cows. This activity is carried out to obtain benefits from these livestock as well as a form of pesantren investment. Some

of the livestock breeding/raising activities that are currently taking place at Pemadu Islamic Boarding School are as follows:

a. Cattle

The Pemadu Islamic Boarding School cattle business named "setia bersama" began in 2018, which was motivated by a cattle assistance program from the central government. At that time the livestock group "setia bersama" participated in submitting a proposal to the central government through the ministry of agriculture, but the request has not received a response from the ministry of agriculture. The intention and enthusiasm of the pesantren leaders to have a cattle farm did not recede and fade, with modest costs, which were sourced from the pesantren treasury. The leader through the livestock group bought several cows to raise. There were 6 heads purchased from the community at that time, 3 females, 1 male and 2 calves became the initial capital in the establishment of Pemadu cattle farm.

Table 2. Cattle Breeder

No.	Location	Type	Total	Description. Age
1	Pardomuan	Female / Parent	7	3 Years More
		Male	5	3 Years More
		Teenage Age	5	2-3 Years
		Children	10	0-2 Years
2	Fence Mountain	Female / Parent	3	3 Years More
		Male	4	3 Years More
		Teenage Age	-	-
		Children	6	0-2 Years
Total			40 Tail	

4. Fisheries

Fisheries business has the potential to be developed intensively. With a fishery area of ± 2 Ha, which is located in 7 locations inside and outside the pesantren. Of the 7 existing fish ponds, only 2 are functioning properly, with goldfish seeds. The other 5 ponds are only stocked with fresh / brackish fish that reproduce naturally. The results of the fish ponds will be consumed by the students, teachers, caregivers and employees of the pesantren. This fish pond will be harvested once every 6 months. The factors of knowledge of fish farming, capital, and human resources are one of the reasons this fishery business unit has not run optimally and has not benefited the pesantren.

5. Canteen

A canteen is a room or place that provides food and drinks to the public, usually within a building or institution such as a school, office, or dormitory. It can also be a place to gather and socialize. The function of the canteen is as a place to fulfill the needs of eating and drinking, both for those who bring their own food and those who buy it. The canteen in the pesantren is intended to fulfill daily needs. This canteen also provides a variety of foods and drinks. Starting from fried foods, cakes, and various other light snacks.

6. Welding Workshop

This welding workshop business was established in mid-2018, basically this welding workshop was established only to meet the needs of the pesantren. Changes to the policy of using santri cabinets are one of the considerations of the leadership to provide welding workshop equipment. Before 2018 the students were required to bring their own cabinets from home. Where the cupboard material is made of wood and plastic, so that it often raises reports of cupboard damage which results in a lot of repairs. Reports of damage and replacement of these cabinets became an afterthought for the pesantren management, so a new policy was born, the pesantren provided cabinets and the parents/guardians of the students who would pay for the rental of the cabinets in each year. The pesantren rents iron cabinets with better quality than wood/plastic.

7. Boarding Room Rental

Every year in the city of Padang Sidempuan there will be mobility of students and students who study. At the end of school, school graduates will try to get a place of further education in Padang Sidempuan, especially UIN Syahada. With the presence of immigrant communities, it can provide a good business climate and image of the city as a student city. This boarding house business is a new breakthrough that Pesantren Pemadu has in sustaining the survival of the pesantren, the location of the boarding houses is very strategic, right behind the UIN Syahada Campus and the number of alumni of Pesantren Pemadu.

who continue their education at UIN Syahada, as well as the great expectations, especially the southern part of Tapanuli to educate their children at UIN Syahada, are the considerations for the leadership of the Pemadu Islamic Boarding School to establish boarding houses in Padang Sidempuan. "In order to increase income and services to pesantren alumni who study in Sidempuan (UIN Syahada) we built a 2-story boarding house consisting of 16 rooms. Of course, this boarding house can help the economy of pesantren and students, especially PEMADU pesantren".

8. Heavy Equipment Rental

Heavy equipment is a very important component in construction and evacuation projects. The existing system has several weaknesses, namely that each process has not been integrated in real time, so that it can optimize the process of monitoring, control and decision making, a heavy equipment management information system is needed. The heavy equipment management information system that will be developed can facilitate the process of collecting heavy equipment data, leasing heavy equipment where leasing consists of equipment rental activities, payment, scheduling, file recording and maintenance which consists of maintenance data collection activities and purchasing spare parts.

As mentioned above, the pesantren has a large area of oil palm and rubber plantations, but the access road to the plantation is still very difficult to pass. The construction/repair of fish ponds, the process of building infrastructure facilities, and gardens are in dire need of heavy equipment (escapator/beco). For the cost of renting heavy equipment, currently around Rp. 800,000,- to Rp. 1,000,000,- / hour will certainly be a big expense that is ripe, as well as the importance of heavy equipment for the needs of the pesantren, having an escapator / beco is very important to be owned by Pesantren Pemadu. In 2022, the pesantren leader ventured

to buy a second escapator in installments. The heavy equipment is not only for the benefit of the pesantren but can also bring income to the pesantren.

Strategy and Management of Economic Empowerment of Pesantren PEMADU

Pemadu boarding school has great economic potential, one of which is in the oil palm plantation sector. Therefore, the economic empowerment strategy must focus on optimizing resources to be more productive and sustainable. And it is also an integrative approach that aims to optimize the potential of pesantren as a center for the economic development of the people. This model emphasizes the economic independence of pesantren through synergies between education, entrepreneurship, and community-based economic institutions. This strategy is designed so that pesantren not only become centers of religious education, but also become community-based economic drivers and Islamic values.

There are several main strategies carried out by PEMADU pesantren:

1. Strengthening students' economic and entrepreneurial education
 - a. Integrity of entrepreneurship curriculum in santri learning.
 - b. Productive economic skills training such as: 1). Agribusiness (agriculture, animal husbandry). 2). Trade and digital business (e- commerce). 3). Local-based creative industries
 - c. The establishment of a santri business unit to directly train entrepreneurial skills.
2. Establishment and strengthening of pesantren business units
3. Economic partnerships and networks
4. Utilization of technology and digitalization of the economy
5. Application of sharia economic principles
6. Transparent institutional governance
7. Impact-based monitoring and evaluation

The management of pesantren economic empowerment is a systematic process carried out by pesantren to build economic independence through organized business activities, based on Islamic values, and involving all elements of the pesantren and the surrounding community. This management not only aims to increase the income of the institution, but also to create economically empowered students who have an entrepreneurial spirit.

The following are the main components of managing pesantren economic empowerment:

1. Strategic planning
2. Establishment of institutions/business units
3. Business management and governance
4. Education and training (capacity building)
5. Strengthening capital and access to capital
6. Product marketing and distribution
7. Monitoring, evaluation, and development
8. Principles of Islamic values in management

This research focuses on the strategy and management of economic empowerment for pemadu pesantren. While the search results provided do not specifically offer invaluable insights into the general strategies and challenges faced by pesantren in developing their economic potential.

There are several challenges and considerations for integrated boarding schools:

1. Limited resources

A common challenge for pesantren is the lack of resources, including skilled human resources and funding.

2. Balancing education and economic activities

Ensuring that economic activities do not jeopardize the educational mission of the pesantren is crucial. The integrator needs to carefully consider how to integrate economic activities into the curriculum and its overall infrastructure.

3. Develop a sustainable business model

Pesantren also need to create long-term economic plans that ensure financial stability and growth. This involves identifying market opportunities, developing competitive products and services, and establishing highly efficient management systems.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the empowerment model applied at the Modrel Al-Hasimiyah Darul Ulum PEMADU Islamic Boarding School in realizing economic independence is by applying a pesantren-based economic empowerment model in realizing economic independence, by utilizing the pesantren economy, implementing pesantren managers independently or handing over to others. To get profits, and financial development for the running of pesantren operations. Pesantren Pemadu has several businesses, including in the fields of plantations, animal husbandry, fisheries, koppondren, shops, canteens and cafes, as well as services such as welding workshops, heavy equipment rentals and boarding houses. The business units owned by Pemadu Islamic Boarding School can contribute to pesantren-based economic empowerment in the independence of economic independence, which is a reduction in tuition fees or boarding fees for orphaned students, orphans and students who have relatives in the pesantren, strengthening pesantren operational costs, building pesantren facilities and facilities, improving the welfare of teachers, employees and pesantren residents.

As for the suggestions from this research, the researcher really hopes that with the entrepreneurship owned by the Modren Al-Hasimiyah Darul Ulum PEMADU Islamic Boarding School is able to make changes to the pesantren economy consistently and sustainably. Researchers also hope that it can add new insights and treasures in the development of Pemadu Islamic Boarding School in empowering the economic independence of pesantren. Which, with the economic independence empowerment program can raise the dignity of the pesantren.

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