

## EMPOWERMENT OF BOARDING SCHOOL ECONOMY BASED ON SANTRIPRENEURS THROUGH PACKAGED DRINKING WATER BUSINESS UNIT. KEPANK

Ali Imron<sup>1</sup>

Luluk Hanifah<sup>2</sup>

Universitas Trunojoyo Madura

[210721100176@student.trunojoyo.ac.id](mailto:210721100176@student.trunojoyo.ac.id)

### Abstract

*Efforts to empower the economy of Islamic boarding schools through the concept of santripreneur, which involves students in managing the business of bottled mineral water with the brand "Kepank". The study was conducted at the Al-Falah Kepang Islamic Boarding School, where this effort aims to increase the economic independence of Islamic boarding schools and the welfare of students and the surrounding community. In addition to creating jobs, this program provides entrepreneurship education to students. However, there are challenges such as business management and marketing, which require support from various parties to ensure their success and sustainability. The main objective of this study is to determine how the economic empowerment of Islamic boarding schools based on santripreneurs through the Kepank Packaged Mineral Water Business Unit at the Al-Falah Kepang Islamic Boarding School, Bangkalan and its impact on students and the community. The method that the author has used is a field research method using a qualitative approach that aims to understand in depth how the economic empowerment of Islamic boarding schools based on santripreneurs through the Kepank AMDK Business Unit and the Impact of the Kepank AMDK Business Unit on the Welfare of Al Falah Kepang Islamic Boarding School. The data sources used in this study are primary data sources and secondary data sources. Data collection techniques were obtained from interviews, observations, and documentation. The results of this study indicate that santripreneurs are directly involved in the production of AMDK Kepank to meet consumer demand and the AMDK Kepang business unit has a positive impact on the welfare of Islamic boarding schools.*

**Keywords :** Empowerment, Islamic Boarding School Economics, Santripreneur.

### INTRODUCTION

A pesantren is the first Islamic educational institution in Indonesia, with its distinctive "religious-oriented" character that enables it to establish a strong foundation in religious teachings. Pesantren not only focuses on religious education but also plays an important role in the economic empowerment of the surrounding community. The pesantren establishes a business because there are motivational goals to be achieved, namely, the pesantren seeks the pleasure of Allah, aims to be independent and not rely on external economies, wants to meet its own needs, does not wish to constantly receive financial assistance from anyone, and wants to remain free from dubious funds (funds whose halal or haram status is unclear). In this context, the economic empowerment of pesantren through the



concept of santripreneur becomes an effective solution to improve the economic independence of both the pesantren and the surrounding community. The development of a packaged bottled water business is an interesting approach for pesantren and provides economic benefits for the surrounding community. The study of Pondok Pesantren Al-Falah Kepang serves as an inspiring example of the implementation of economic empowerment in pesantren based on santripreneurship through the Bottled Water (AMDK) business unit.

Santripreneur is a term that refers to santri who are involved in entrepreneurial activities, where they not only study religion but also develop business skills. By integrating religious education and entrepreneurship, pesantren can create a generation that is not only knowledgeable about Islamic values but also capable of making economic contributions, This is especially relevant given the economic challenges faced by many pesantren, which often rely on donations and external aid. A previous study at Pondok Pesantren Belitang OKU Timur on Pesantren and Economic Independence showed that pesantren in Be Fahhma, A. M. (2020). *Pendidikan Pesantren: Pola Pengasuban, Pembentukan Karakter dan Perlindungan Anak*. Publica Institute Jakarta. Jauhari, M. A. (2017). Perilaku sosial santri pondok pesantren. *Spiritualita*, 1(1), 1–18.

Litang successfully achieved economic independence through the establishment of various business units, such as cooperatives, agriculture, fisheries, and garment production. These business units are managed by the santri and pesantren staff, who also receive entrepreneurship training. Thus, the pesantren not only creates a significant source of income for its operations but also empowers the santri with entrepreneurial skills (Muhtarom et al., 2024).

The importance of economic empowerment in pesantren through santripreneurship is to enhance economic independence and create business opportunities for the santri. In facing modern economic challenges, pesantren need to adapt and innovate in order to participate in productive economic activities. The santripreneur program is a strategic solution to create a generation of santri who not only understand religion but also possess entrepreneurial skills that can be implemented in various business sectors.

One of the potential business units that can be developed in pesantren is the Bottled Water (AMDK) business. The bottled water (AMDK) business has strong prospects due to the increasing demand for packaged drinking water in society. By establishing an AMDK business unit, pesantren not only generate additional income but also provide opportunities for santri to learn and practice business management, production, and product marketing. Based on the issues mentioned above, it is crucial to conduct research to understand how the



implementation of economic empowerment in pesantren through the AMDK business unit based on santripreneurship is carried out at Pesantren Kepang. With the santripreneur program in the AMDK sector, it is hoped that it will have a positive impact on enhancing the economic independence of the pesantren and strengthening the entrepreneurial spirit among the santri.

## LITERATURE REVIEW

### Economic Empowerment

Economic empowerment is a process aimed at enhancing the ability of individuals or groups to access economic resources, increase income, and improve living conditions. It includes education, training, and access to capital as well as markets. Living conditions. This includes education, training, and access to capital as well as markets. Economic empowerment often focuses on disadvantaged groups, such as the poor, women, and local communities, so that they can actively participate in economic activities and make decisions that affect their lives. (Ristiana & Amin Yusuf, 2020) Empowerment involves the enhancement of knowledge, skills, and access to resources, enabling individuals to become more independent and capable. In the context of communities, empowerment aims to create an environment that supports active participation and improves the well-being of the community. (Yemima & Hamid, 2023) In the context of pesantren, economic empowerment involves equipping santri and the local community with the tools to effectively manage and utilize resources, create businesses, and participate in the broader economy. This leads to greater independence and an improvement in the quality of life and well-being.

### Islamic Boarding School

A pondok or dormitory is the place where santri (students) reside within the educational environment of a pesantren (Islamic boarding school). It consists of several rooms, each inhabited by around 10-20 santri. Usually, there are one or two senior santri in each room who act as room supervisors. These room supervisors are responsible for overseeing all the activities of the santri in the room. To maintain the cleanliness of the room, the supervisors will assign cleaning duties, where the residents of the room will take turns cleaning, fetching drinking water, and bringing food from the communal kitchen if any room member is ill (Fahhma, 2020). The characteristics of pesantren are as follows:

- a. **Dormitory Life:** Students live in the pesantren environment, either in the form of cottages, rooms, or dormitories provided by the pesantren. This dormitory life aims to create a conducive environment for learning and self-development.



- b. Leadership of Kyai or Ustadz: Islamic boarding schools are usually led by a kyai or ustadz who acts as an educator and
- c. Religious and General Curriculum: In addition to focusing on teaching religious knowledge such as the Qur'an, Hadith, fiqh (Islamic law), tafsir (interpretation of the Qur'an), and Arabic, Islamic boarding schools also teach general knowledge such as mathematics, science, Indonesian, and other subjects according to the needs of the times.
- d. Character and Moral Development: Pesantren does not only emphasize academic aspects, but also on the development of character, morals, and ethics of students. Values such as discipline, responsibility, honesty, and solidarity are taught and applied in daily life in pesantren.
- e. Extracurricular Activities: Many Islamic boarding schools provide various extracurricular activities such as sports, arts, crafts, and other skills to support the development of the students' potential as a whole.

### **Santripreneur**

Santri is a term that refers to individuals, generally Muslims, who study at Islamic boarding schools. Islamic boarding schools are traditional Islamic educational institutions that focus on learning Islamic religion, such as the Qur'an, Hadith, fiqh, Arabic, and various other religious disciplines (Fahhma, 2020). Students not only learn about religious knowledge but are also often provided with character education and life skills that are relevant to Islamic values. (Anggung & Prasetyo, 2021)

In addition, Islamic boarding schools are also often used as a place for various social and religious activities, such as religious studies, holy book studies, and charity activities (Jauhari, 2017). . Thus, Islamic boarding schools are not only a place to study religion, but also a place to strengthen Islamic brotherhood and develop self-potential holistically. With these activities, Islamic boarding schools become an ideal environment to strengthen the faith and spirituality of students.

Santripreneur is a term that refers to students (students at Islamic boarding schools) who are involved in entrepreneurial activities or business ventures. (Sofia et al., 2023) The concept of santripreneur combines Islamic values taught in Islamic boarding schools with modern entrepreneurial skills. Santripreneurs do not only focus on achieving financial gain, but also on the application of ethics and sharia principles in business.

In the context of empowering the Islamic boarding school economy, santripreneurs aim to encourage students to become independent, creative, and



competitive entrepreneurs, and to be able to provide economic contributions to the Islamic boarding school and the surrounding community. (Isti & Fauzan, 2023) In addition, santripreneurs also teach students to integrate religious values with ethical and sustainable business practices.

## **RESEARCH METHOD**

This study uses a qualitative approach with a field study method. Field study data can be obtained from all parties concerned, in other words, in this study it was collected from various sources. The data in this study are primary data. Data collection techniques through interviews and observations. In-depth interviews were conducted with informants related to this study, namely the Islamic boarding school and the AMDK Kepank. Data analysis techniques in this study consist of data reduction, data presentation and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **Empowerment of Islamic Boarding School Economy Based on Santri Preneur Through AMDK Kepank Business Unit**

Al-Falah Kepang Islamic Boarding School, as one of the Islamic boarding schools that has a big role in producing a generation of independent students, has developed a bottled mineral water business unit with the trade name Kepank which is located in Saksak Baipajung Tanah Merah. Kepank is a drinking water product managed and owned by the Aneka Usaha Kepang Islamic Boarding School Cooperative (KOPPONTREN AL FALAH KEPANK). Economic empowerment of Islamic boarding schools is very important to carry out, because empowerment is a process to increase the ability and independence of individuals or communities. Its implementation is not merely to seek profit, but also to provide a positive impact on Islamic boarding schools and realize the economic welfare of Islamic boarding schools. The Kepank Packaged Drinking Water (AMDK) Business Unit at the Al-Falah Kepang Islamic Boarding School is a concrete example of the application of the santripreneur concept. This business is not only aimed at generating income, but also to provide entrepreneurship training to students. By involving students in the production and management process, Islamic boarding schools can improve the practical skills of students which are very important for their future.

In empowering the Islamic boarding school economy based on santripreneurs through the AMDK Kepank business unit, the role of the santri who are directly



involved in the production, promotion and distribution of AMDK Kepank cannot be separated. To meet consumer demand, AMDK Kepank recruited 50 employees from alumni students and some of the local community around the factory. To maintain product quality, samples are taken every day to check product suitability so that the quality of the products distributed is maintained. As a business owned by an Islamic boarding school that combines Islamic values taught in Islamic boarding schools with modern entrepreneurial skills, AMDK Kepank continues to maintain religious values in the business world by making it a habit to read the sholawat nariyah rotib syaikhona kholil and burdah every Thursday afternoon.

This empowerment program is very effective in improving the welfare of Islamic boarding schools. The high level of involvement of students in the empowerment process, from the production stage to distribution, is one sign of success. When students actively participate, it shows a sense of ownership and responsibility for the program being run. increasing students' access to resources that support students' economic independence, increasing their productivity and income so that they can improve their standard of living.

### **The Impact of the AMDK Kepank Business Unit on the Welfare of Islamic Boarding Schools**

The AMDK Kepank business unit has a significant positive impact on the welfare of Islamic boarding schools. Developing a packaged mineral water business unit is an attractive way for Islamic boarding schools and provides economic benefits for the surrounding community. Al-Falah Kepang Islamic Boarding School is an inspiring example in the implementation of santripreneur-based Islamic boarding school economic empowerment through the Bottled Drinking Water (AMDK) business unit. The AMDK business unit of Al-Falah Kepang Islamic Boarding School has succeeded in providing a positive impact on the Islamic boarding school and the surrounding community. This business is one of the sources of independent income that can support various Islamic boarding school needs, such as facility maintenance, education costs, and daily operations. With this source of income, Islamic boarding schools no longer depend on donations or assistance from external parties, creating jobs for students and the



surrounding community, and improving the welfare of students. Thus, this business unit not only functions as a source of income, but also as a tool to empower students and the community, as well as strengthen the position of Islamic boarding schools in the social and economic context.

According to Ustadz Fuad as the head of AMDK Kepank production, this business makes Islamic boarding schools more financially independent. In addition, this business also creates opportunities for students to gain practical skills in production, management, and marketing, which can improve their welfare in the future. Islamic boarding schools can also provide employment to the surrounding community, which contributes to improving the local economy. Every month AMDK Kepank makes a deposit to the boarding school of 35,000,000.00., from the deposit it is then allocated for development, orphans who are still actively studying at the Kepang Islamic boarding school, bisyaroh ustadz from outside and family councils.

## **CONCLUSION**

Based on the results of research conducted at the AMDK Kepank business unit, it has successfully implemented the santripreneur concept by involving students in the production, promotion, and distribution processes. This effort has had a significant positive impact on the welfare of Islamic boarding schools, with a monthly financial contribution of Rp35,000,000.00. AMDK Kepank has succeeded in creating economic independence for Islamic boarding schools by reducing dependence on donations or external assistance, while providing practical entrepreneurship training opportunities for students. As well as proving that the santripreneur concept can be an effective model in empowering Islamic boarding school economies, while maintaining a balance between Islamic values and modern business practices.

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