The Role Of Kopontren Hamdalah In Improving Economic Welfare And Infrastructure At The Raudhatul Muta'allimin Al Aziziyah 2 Sebaneh Bangkalan

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Abstract

The development of islamic boarding schools is influenced by a good education system and institutional governance, the increasing number of students and the strength of an independent economy. Therefore, realizing an independent economy requires good systems and bisnis models that must be formed by Islamic boarding school. This research aims to analyze the role of Kopontren Hamdalah in inproving economic welfare and infrastructure at the Raudhatul Muta'allimin Al-Aziziyah 2 Sebaneh Bangkalan. The method used is a qualitative descriptive method with interview and observation data collection techniques. Data analysis used is deductive and inductive data analysis which is drawn from general to specific data and vice versa from specific to general facts. This research shows that Hamdalah plays a strategic role in meeting the needs of students by providing affordable products and prices, as well as serving as a medium for teaching students about entrepreneurship. As a source of income for Islamic boarding schools, Hamdalah is able to support the provision of infrastructure such as the construction of dormitories, bathrooms, and study rooms for students.

Keywords **:** *Improving Economic, Kopontren Hamdalah, Raudhatul Muta'allimin Al-Aziziyah 2*

INTRODUCTION

As the oldest Islamic educational institution in Indonesia, Islamic boarding schools play an important role in shaping the character of the nation's future generations. Not only that, Islamic boarding schools are able to make a real contribution to the country in the fields of education, social, cultural, and economic development. With this potential, Islamic boarding schools can become centers for various sectors in the dynamics of life, especially in terms of economic empowerment of the community. Therefore, Islamic boarding schools have great economic potential because they meet the needs of residents and the surrounding community. They have even developed into economic actors capable of empowering the community as a whole. This can lead to Islamic boarding schools becoming a strategic force in the economic sector in supporting universal economic movement.

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. (Ali Imron, luluk Hanifah, 2024)

Many Islamic boarding schools have proven themselves to be business centers capable of helping the community. Through these businesses, the economy of the community and the boarding school continues to grow and become a real competitor to businesses managed by non-boarding schools. The economic management model of boarding schools continues to evolve and adapt to the modernization of digital transactions and payment systems. Similarly, Islamic boarding school cooperatives, known as kopontren, were formed to achieve economic independence for Islamic boarding schools with modern digital-based management. These business units are managed by santri and Islamic boarding school staff, who also receive entrepreneurship training. Thus, Islamic boarding schools not only create a significant source of income for their operations but also empower santri with entrepreneurial skills (Muhtarom et al., 2024).

The models or management systems of Islamic boarding school cooperatives established by boarding school economic managers vary. They range from traditional, modern, and new modern management systems. Sometimes they also include digital-based payment, production, and marketing systems. Therefore, Islamic boarding school cooperative managers must have formulas and models in their efforts to strengthen the boarding school economy and create an advanced and sustainable boarding school economy. They have even developed into economic actors capable of empowering the wider community and providing economic welfare and optimal infrastructure support to help Islamic boarding schools provide optimal services to

students. Islamic boarding school cooperatives have a dual role. First, Islamic boarding school cooperatives aim to contribute to the improvement of Islamic boarding schools and second, Islamic boarding school cooperatives aim to meet the daily needs of teachers and students. (Hikmawati, Syahriyah Semaun, Damira, 2019). A study by Hidayat (2019) shows that well-managed cooperatives can increase santri income by up to 30% in one year. This shows that cooperatives not only function as economic institutions, but also as drivers of economic independence for santri (Hidayat, 2019). Fauziah (2020), in her research, argues that pesantren cooperatives play an important role in improving the welfare of santri and the surrounding community through the provision of employment and access to microfinance. According to data from the Indonesian Ministry of Cooperatives and Small and Medium Enterprises (2020), there are more than 4,000 Islamic boarding school cooperatives spread across Indonesia. This number shows the great potential of Islamic boarding school cooperatives in contributing to the national economy (Fitria Ningsih, Isa Kholili, 2025).

One of the Islamic boarding school cooperatives currently being established as an effort to become a business center in supporting the welfare of students and promoting Islamic boarding school infrastructure is Kopontren Hamdalah Pondok Pesantren Raudhatul Muta'allimin Al-Aziziyah 2 Sebaneh Bangkalan. Located in Bangkalan Regency, this boarding school is known by the community as a boarding school with a large number of students and alumni spread across various regions in the archipelago and even abroad. This boarding school continues to make efforts to build a strong, independent, and self-sufficient boarding school economy so that it can provide optimal services to its students.

Currently, Kopontren Hamdalah has two branches built in the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic boarding school area and Tanah Merah District. Kopontren Hamdalah was established with a wholesale and retail sales system to serve the needs of students and the community. Payments can now be made through digital transactions. However, the impact of Kopontren Hamdalah's establishment is whether it has been able to provide economic support to the students and contribute to the development of the boarding school's infrastructure. In addition, the Hamdalah boarding school cooperative is always striving to be a center for business and economic development for the Raudhatul Muta'allimin Al-Aziziyah 2 Sebaneh Bangkalan Islamic Boarding School. Therefore, it is important to conduct further research on how the role of Islamic boarding school cooperatives can concretely improve the economic welfare of students and the development of boarding school infrastructure. (Ridho & Thamrin, 2023).

These efforts have encouraged researchers to study the strategic steps taken to create economic prosperity for santri and the ongoing development of infrastructure.

Therefore, this study aims to analyze the role of Kopontren Hamdalah in improving the economic welfare and infrastructure of the Raudhatul Muta'allimin Al-Aziziyah 2 Sebaneh Bangkalan Islamic Boarding School.

LITERATURE REVIEW

Modern Islamic Boarding School Cooperative

Literally, the word cooperative comes from Latin, namely from the word eum, which means with, and the word aperari, which means to work. From these two words, in English they are known as co and opera-tion. In Dutch, the term cooperative vereneging is used, which roughly means working together with people to achieve a goal. The word co-operation was then standardized into the economic term ko-operasi, which became known as koperasi, meaning an economic organization with voluntary membership. (Nindyo Pramono, 1986).

Based on the literal meaning above, then terminologically, according to Law No. 25 of 1992, a cooperative is a business entity consisting of individuals or legal entities, whose activities are based on cooperative principles as well as a people's economic movement based on the principle of kinship. Therefore, a cooperative can be defined as an organization that is not a capital association (not an accumulation of capital), but rather an association of people based on social principles, working together and sharing responsibility.

Cooperative can be defined as "cooperation." Cooperative comes from the word co-operation, which means "cooperation." According to Enriques, a cooperative is defined as helping one another or working hand in hand. (Arifin Sitio & Halomoan Tamba, 2001). The term kopontren is a combination of two words, Koperasi (cooperative) and Pondok Pesantren (Islamic boarding school). In essence, kopontren is a cooperative formed by Islamic boarding schools to support the needs of students, alumni, and the surrounding community. However, in its current development, Kopontren not only serves the needs of boarding school residents but also the surrounding community. (Angga Ade Saputra et all, 2023). Therefore, the existence of Kopontren can be viewed through three dimensions: First, as a supporter of the pesantren boarding school mechanism. Second, as a cooperative cadre development program. Third, as a driver of the pesantren's socio-economic development. (M Haikal. dkk, 2022).

As a business unit, Islamic boarding school cooperatives, commonly abbreviated as kopontren, have their own management model. The ability of Islamic boarding schools to manage them can be seen from the development of Islamic boarding school cooperatives over time. The variety of products sold and the increasingly modern systems implemented also determine the profile of the Islamic boarding school cooperatives that are managed. The majority of Islamic boarding schools in Indonesia still manage traditional-based Islamic boarding school cooperatives, although some have begun to transform towards a more modern approach. These traditional cooperatives often focus on basic services for students and the surrounding community, with manual management and still influenced by traditional management patterns. The characteristics of traditional Islamic boarding school cooperative management are:

a. Manual management: Transactions or recording of sales and purchases involving cash inflows and outflows are still done manually with entries in books; digital technology is not yet used.
b. Focus on basic services for students: Pesantren cooperatives like this generally provide basic necessities for students and administrators, such as stationery, food, and household needs.
c. Management is still traditional: The management of Islamic boarding school cooperatives still refers to traditional management patterns that are not yet structured and professional.

Modern Islamic boarding school cooperatives (kopontren) are business entities established within Islamic boarding schools to promote economic independence by adopting digital technology for efficiency, effectiveness, and transparency in kopontren management. One indicator of modern Islamic boarding school cooperative management that keeps up with the times is:

a. Digital-based management by conducting transactions and organizing sales and purchases using modern digital applications.
b. Meeting needs by providing basic necessities for students and the community in general in the form of consumer operations.
c. Improving the economy of Islamic boarding schools, where Kopontren acts as the driving force behind the economy of Islamic boarding schools and the surrounding community through various business activities.
d. Building independence by training students to become entrepreneurs through optimal and comprehensive management of local resources
e. Training students by providing entrepreneurial opportunities to prepare them for the workforce in a modern economic system

The Role and Principles of Islamic Boarding School Cooperatives

As stated in the vision and mission of the establishment of the Islamic boarding school cooperative, it is for the students and the boarding school. The boarding school cooperative is one of the economic pillars that is the source of life for the boarding school without depending on other parties. Pesantren are required to manage pesantren cooperatives in line with the times, as they will become the spirit and flow of finance that circulates from students to students. The establishment of pesantren cooperatives plays an important role in the advancement of education, especially in economic aspects.

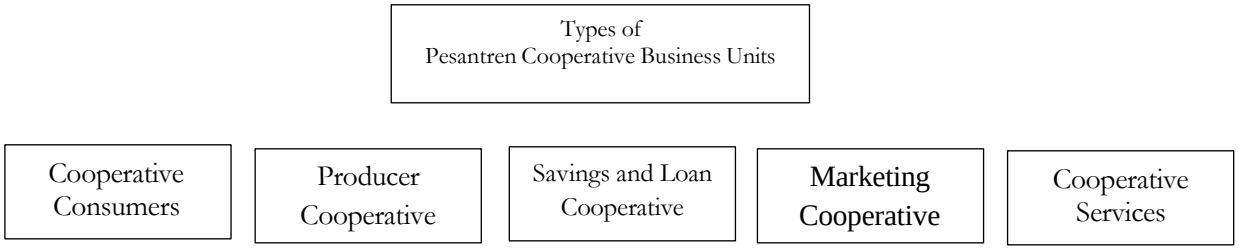
Bruce J. Coben and Sahat Situmorang define role as an action expected of someone who holds a certain status by other people. (Bruce J Coben dan Sahat Situmorang, 1983). Poerwodarminto revealed that something that is part of or has a leading role (in the occurrence of something or an event) is called a role. (Purwodarminto, 2009). In addition, roles are components of status that can be changed. When a person exercises their rights and obligations in accordance with their

status, they are performing a role (Soerjono Soemkamto, 2006). Therefore, a role is defined as a task or function associated with an individual's position in an organization to achieve a goal.

The existence of Koppontren is considered to be a means of economic and social education for santri. The existence of Koppontren is also considered to have a social function, namely the economic empowerment of santri. This means that the existence of Koppontren can combine the functions of Islamic boarding schools as a means of education and a means of economic and social empowerment for santri and the community (Mohammad Ghofirin Et All, 2019). The establishment of Islamic boarding school cooperatives plays an important role in supporting progress and providing good services to students. The role of Islamic boarding school cooperatives as cooperatives, Koppontren, has functions and roles as stipulated in Article 4 of Law No. 25 of 1992. The functions and roles of cooperatives are (Article of Law No. 25 of 1992):

a. Building and developing the economic potential and capabilities of members in particular and the community in general to improve their economic and social welfare;
b. Playing an active role in improving the quality of life of individuals and communities;
c. Strengthening the people's economy as the foundation of national economic strength and resilience; and
d. Striving to realize and develop a national economy that is a joint effort based on the principles of kinship and economic democracy.

Research shows that students involved in cooperatives have higher incomes than those who are not involved. This is due to the improvement in skills and access to capital obtained through cooperatives (Anwar, 2021). Pesantren cooperatives have proven to be an effective means of creating economic independence for pesantren, reducing dependence on external assistance, and becoming a key pillar in community-based sustainable development (Julaicha & Badriyah, 2022). In addition to improving the welfare of students, teaching students entrepreneurship and creating a good service climate in Islamic boarding schools. The role of Kopontren is to support sustainable infrastructure development. The following are various types of cooperatives that can be established by Islamic boarding schools as Islamic boarding school cooperatives (Kopontren).



Strengthening the Economy of Islamic Boarding Schools Through Business Units

The purpose of economic strengthening is for Islamic boarding schools to create an independent economy by creating businesses and developing existing businesses. This will have an impact on the independent economy of Islamic boarding schools.. According to Priambodo, as quoted by Djazimah and explained by Saifudin and Supriyanto (2021) in the research of Khabib Solihin, Imam Azro'i (2024), the concept of economic independence has certain standards or parameters (Saifudin R & Supriyanto, 2021), namely as follows:

1. Economic independence can be identified through the existence of a business or job that is run with an economic approach. This means that the activity is aimed at making a profit or gain.
2. Self-confidence is an indication of independence when engaging in economic activities, such as trade, business, or entrepreneurship, including home industries, company management, and the like..
3. Economic independence can be seen from active involvement in economic activities with perseverance over a long period of time. The aim is for a person to build economic strength that enables progress and development.
4. People or groups who are bold in taking risks demonstrate economic independence. This involves determination and hard work to achieve goals, making rational and realistic calculations regarding business capital, and daring to take steps such as borrowing money and making business decisions to assess existing opportunities and potential.
5. Not being bound or influenced by the economic policies of others reflects economic independence. This can be seen in the attitude of individuals who are not easily influenced or bound by the economic policies of others. (Saifudin R & Supriyanto, 2021)

Islamic boarding schools must have business units to create independent economic circulation and education in line with the times. The pillar of strength of Islamic boarding schools is the Kiai, so the Kiai must open a boarding school business to achieve the vision, mission, and goals of the boarding school. One of the efforts in creating a business in an Islamic boarding school is:

a. Kiai and family councils jointly commit to creating transparent and modern pesantren businesses.
b. Santri and alumni jointly support pesantren businesses.
c. The businesses established not only meet the basic needs of santri but also the needs of the community in general.

d. Pesantren establish cooperation with internal and external factors to build businesses.
e. The pesantren prepares human resources specifically as managers of business units

A business climate for Islamic boarding schools with integrity and transparent management must be created. This can be accommodated by the boarding school's economic management or by creating a Boarding School-Owned Enterprise (BUMP). The main function of BUMP is to consolidate the economic activities of Islamic boarding schools into a more orderly, professional, and sustainable management system (Riana, 2023). Furthermore, BUMP acts as a strategic instrument in distributing business funds to important posts in Islamic boarding schools. Through the Profit Sharing Fund system implemented by BUMP, Islamic boarding schools can flexibly allocate business surpluses to support the three main functions of Islamic boarding schools: education, da'wah, and community empowerment (Albirruni, 2024).

RESEARCH METHOD

According to Moleong, qualitative research is research that aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and others holistically, and through description in the form of words and language, in a natural context and utilizing various natural methods. (Moleong, 2019). The data sources used are primary and secondary data sources. Primary data sources are obtained from the head of Kopontren Hamdalah, pesantren administrators, pesantren economic managers, and santri. Secondary data is obtained from research results such as journals, theses, and books to supplement data from primary data sources. According to Sugiono (2018), data collection techniques are the most strategic step in research, because the main objective of research is to obtain data. This study used data collection techniques such as interviews, observation, and documentation. Data analysis techniques used inductive and deductive data analysis.

RESULTS AND DISCUSSION

Strengthening the Economy of Islamic Boarding Schools Through Kopontren Hamdalah

Kopontren Hamdalah is one of the business units established by the Raudhatul Muta'allimin Al-Aziziyah 2 Sebaneh Bangkalan Islamic Boarding School. It was established in 2017 by the Caretaker and the Caretaker Council to provide an open space for alumni to participate in creating an independent economic system for the Islamic boarding school without relying on external parties at the Raudhatul Muta'allimin Al-Aziziyah 2 Sebaneh Bangkalan Islamic Boarding School. Additionally, the hope for the formation of Kopontren Hamdalah is to establish a symbiotic mutualistic relationship between the boarding school and its alumni, not only as a

teacher-student bond but also strengthened by the creation of a modern boarding school economic model that can be maintained collectively.

At the beginning of its establishment, the Caretaker, through the Caretaker Council, gathered alumni and supporters. At that time, they gathered at PPRM 2 Sebaneh Bangkalan with one goal: to create a pesantren business unit as a source of finance to meet the needs of the pesantren by forming a business unit. Kopontren Hamdalah was formed as a first step and designed as a macro-scale santri cooperative. The cooperative provides basic needs for students and the general public. Kopontren Hamdalah uses a B2B (Business To Business) system between the Islamic boarding school and alumni. This business-to-business system is considered one of the solutions that can meet the needs of the Islamic boarding school, particularly in terms of education and infrastructure.

Kopontren Hamdalah is led directly by the Manager, assisted by the Marketing Division, Production Division, and Operations Division. The profit sharing between the Islamic boarding school and alumni has been determined in advance, with a decision to allocate a portion of the profit specifically to the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School. Although managed professionally and transparently to create a professional business climate, Kopontren Hamdalah has provided educational value to students about entrepreneurship and how to do business as preparation for when they leave the Islamic boarding school. Based on the various categories of cooperatives, Kopontren Hamdalah belongs to the consumer cooperative category, which provides retail and wholesale sales of basic necessities for santri (Islamic boarding school students). This green cooperative stands out from other kopontren (Islamic boarding school cooperatives).

To expand and improve sales access and compete in the sale of daily necessities, the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School, through its board of trustees and alumni, has opened a branch of Kopontren Hamdalah in the Bangkalan area, namely Tanah Merah District. This is part of the expansion of pesantren-based economic da'wah, which continues to be managed professionally and transparently. At the same time, Kopontren Hamdalah is able to empower alumni as managers in the area of the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School and the Tanah Merah District.

As a pesantren business unit, Hamdalah displays sharia business ethics as capital in its services, namely Hamdalah employees wear Muslim clothing, skullcaps, and sarongs. In addition, it promotes good communication values to customers based on Islamic business ethics. There is a store manager appointed as the Hamdalah Kopontren coordinator in each unit, assisted by employees.

Table 1
Hamdalah Islamic Boarding School Raudhatul Muta'allimin Al-Aziziyah 2

Business Unit Name	Unit	Cooperative Sector	Cooperative System	Cooperative Categories
Hamdalah Islamic Boarding School Cooperative (Kopontren)	Currently, there are two Hamdalah Kopontren Units. They are located in the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School Area and Tanah Merah.	Consumer cooperatives provide primary and secondary necessities for students and the community.	The Hamdalah Kopontren System is Now Digital-Based, using digital payment transactions	Consumer Cooperative

The Role of Kopontren Hamdalah in Improving the Economic Welfare of Islamic Boarding Schools

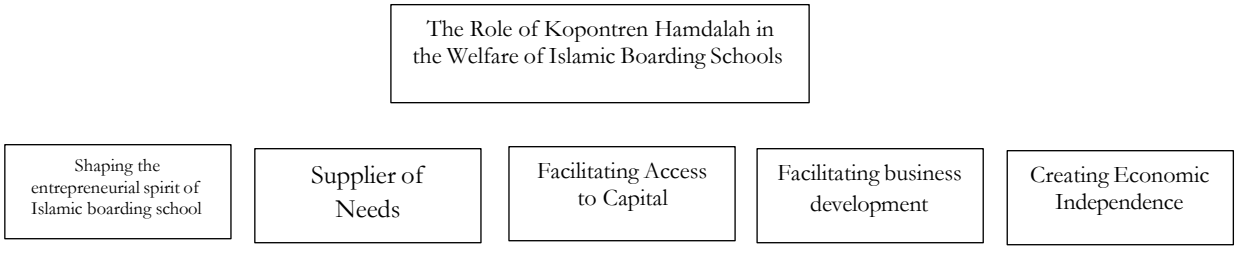
Since its establishment, Kopontren Hamdalah by Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School has had a significant impact on the economic welfare of the boarding school. The purpose of this study is to examine the economic welfare of the boarding school, which is the impact of an increase in the boarding school's income, not only through Syahriyah Santri but also supported by the profits provided by Kopontren Hamdalah to the boarding school.. The profit is in the form of money that is given regularly every month by the management of Kopontren Hamdalah to the management of the Islamic boarding school. Kopontren Hamdalah, which is managed professionally and transparently, is able to have an impact on Islamic boarding schools by performing its role as:

1. Kopontren Hamdalah Shaping the entrepreneurial spirit of Islamic boarding school students

   Kopontren Hamdalah as a business unit not only serves as economic development and increases the economic income of Islamic boarding schools. But also as a learning medium for students to learn entrepreneurial skills in managing Kopontren Hamdalah, which will be useful when they become alumni. Kopontren Hamdalah provides opportunities for students to be involved in Kopontren Hamdalah activities. Through active participation, students can learn about financial

management, marketing strategies, business skills, and other topics related to entrepreneurship.

2. Kopontren Hamdalah as a Provider of Necessities
   Kopontren Hamdalah provides primary and secondary needs for students and ensures access to products at student prices. This means that students do not have to look for basic necessities outside the pesantren and can be well served
3. Kopontren Hamdalah Facilitates Access to Capital
   Kopontren Hamdalah is a business institution that facilitates access to capital for the Raudhatul Muta'allimin Islamic boarding school when expanding its business to other sectors. For example, in the agriculture, livestock, plantation, and other sectors. At that time, the Raudhatul Muta'allimin Islamic boarding school was able to use Kopontren Hamdalah as the main medium for access to capital. This has been proven when establishing a business unit providing photo and video shooting services called Al-Aziziyah Media.
4. Kopontren Hamdalah Mempermudah pengembangan usaha pesantren
   Kopontren Hamdalah tidak hanya menjual barang saja yang dikelola secara profesional, namun juga telah memperluas usaha bisnisnya sendiri dan menghasilkan profit yang disetor setiap rutin kepada Pondok Pesantren Raudhatul Muta'allimin Al-Aziziyah 2 sehingga membantu mempermudah pengembangan usaha disektor lain.
5. Kopontren Hamdalah Has Created Economic Independence for Islamic Boarding Schools
   Kopontren Hamdalah has been able to position itself as an important source of funding for the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic boarding school. Currently, with the implementation of a professional and transparent management system, Kopontren Hamdalah is able to be more economically independent and not reliant on external sources of funding.



Kopontren Hamdalah has been able to explore the economic sector of Islamic boarding schools because its presence has opened up new economic opportunities, supported the strengthening and financial independence of the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School, and improved the quality of life of students,

alumni, and the community. This is realized through the role of Kopontren Hamdalah as a pesantren business institution that prioritizes religious values. Islamic business ethics are implemented by the management of Kopontren Hamdalah, adding value to this pesantren-based cooperative.

The Role of Kopontren Hamdalah in Supporting the Improvement of Islamic Boarding School Infrastructure

The existence of Kopontren Hamdalah as a source of finance for the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic boarding school has had a significant impact on the economic cycle of the boarding school. The purchasing power of students and the community is very high and has made a noticeable difference before and after the establishment of Kopontren Hamdalah. In terms of coordination, Kopontren Hamdalah is under the instruction of the supervisor and supervisory board, which is directly assisted by the cooperative supervisory board. The empowerment of students and alumni is one of the objectives of Kopontren Hamdalah. As a result, sales circulation continues to increase every month. This is in line with the increasing and stable contributions or profits given to Islamic boarding schools.

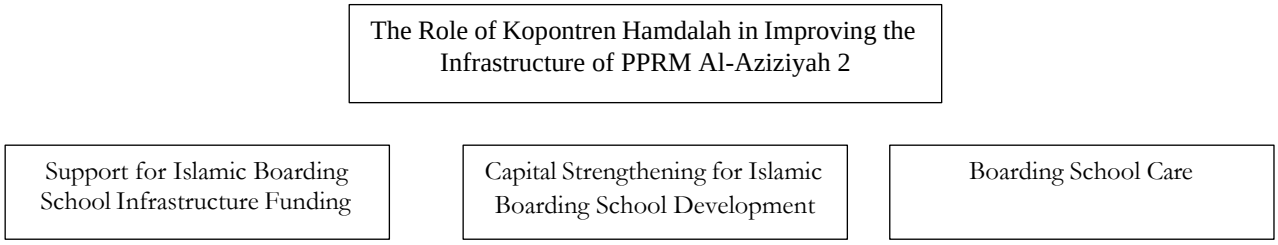
Through the Hamdalah kopontren, funds and assistance to Islamic boarding schools can improve and enhance infrastructure. The funds provided can reduce the burden on Islamic boarding schools in improving infrastructure to create a more suitable environment for the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School. Although not all of the development was carried out by the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School, the presence of Kopontren Hamdalah has reduced the burden on the boarding school in improving infrastructure in the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School environment.

The pesantren infrastructure that has been supported by Kopontren Hamdalah funds includes the renovation of pesantren buildings, the renovation and construction of student study rooms, the renovation and construction of student bathrooms, and the maintenance of student dormitories. In view of this, the role of Kopontren Hamdalah as a business unit at the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School is as follows:

1. Support for Islamic Boarding School Infrastructure Funding Kopontren Hamdalah contributed to the construction, repair, and maintenance of infrastructure in the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic boarding school environment. This is based on the infrastructure improvements that have been built to date.
2. Capital strengthening for the construction of Islamic boarding schools Kopontren Hamdalah provides capital support for the development and maintenance of infrastructure within the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School.

3. Boarding School Student Care

Kopontren Hamdalah as a donor to the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School to be allocated for the maintenance of the male and female student dormitories. This material support has an impact on the students who can directly feel the infrastructure in the environment of the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School.



Kopontren Hamdalah's future plan is to expand its contribution to infrastructure, not only in the form of repairing and maintaining pesantren facilities, but also participating in large-scale developments such as the construction of new student dormitories and the provision of modern learning facilities. In addition, it can also support the welfare of Islamic boarding school teaching staff in an equitable manner so that Kopontren Hamdalah can function properly and continue to grow.

CONCLUSION

The existence of the Hamdalah Islamic boarding school cooperative (Kopontren) is a special attraction for students and alumni. Not only are we proud that Raudhatul Muta'allimin Al-Aziziyah 2 Islamic Boarding School has its own source of income, but it has also contributed to other Islamic boarding schools. Not only in terms of the economic welfare of Islamic boarding schools and supporting the improvement of their infrastructure, but also in terms of human resource development, namely the students. They can learn entrepreneurship and business management as preparation for when they leave the pesantren. Kopontren Hamdalah is required to continuously innovate and be creative so that it can compete with modern stores that are developing rapidly in remote villages and around pesantren. The role of the Hamdalah cooperative is not only as a medium for teaching entrepreneurship to students, but also as a source of economic strength for the Raudhatul Muta'allimin Al-Aziziyah 2 Islamic boarding school.

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