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Micro Enterprise Strategy for Economic Independence in Islamic Boarding Schools

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Abstract

General Background: Islamic boarding schools (pesantren) play a strategic role not only in religious and cultural education but also in community-based socio-economic empowerment. **Specific Background:** Growing economic challenges and dependence on external funding have driven pesantren to establish micro-enterprise units as instruments of institutional independence. **Knowledge Gap:** However, limited market reach, restricted capital access, and inadequate managerial competence continue to hinder the optimization of pesantren-based micro businesses. **Aims:** This study analyzes the economic development strategy of the Syaichona Moh Cholil Islamic Boarding School Bangkalan through the management of integrated micro-enterprise units. **Results:** Findings show that the pesantren has successfully strengthened economic resilience through diversified micro businesses—such as Podea sandal production, ADEM bottled water, cooperatives, retail shops, and service units—managed professionally by students and alumni using sharia principles and supported by digital technology integration. **Novelty:** This research highlights a unique model of pesantren economic governance that combines business diversification, internal human-resource mobilization, inter-pesantren collaboration, and cashless digital ecosystems linked to student financial monitoring. **Implications:** The study affirms that micro-enterprise development enhances institutional independence, cultivates entrepreneurial competence among students, and supports broader community economic empowerment.

Highlights:

- ♦ The pesantren strengthens economic independence through diversified micro-enterprises managed by students and alumni.
- ♦ Sharia-based business governance and digital financial systems improve transparency and efficiency.
- ♦ Micro-business development enhances entrepreneurial skills and community economic empowerment.

Keywords: Pesantren Economy, Micro Enterprises, Economic Independence, Sharia Based Management, Digital Transformation

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INTRODUCTION

Indonesia is a country with the largest percentage of Muslim population in the world [1]. Based on the latest data *World Population Review* in 2025, the number of Muslim populations in the world is still dominated by several major countries, one of which is Indonesia, now Indonesia is the country with the largest number of Muslim populations in the world, surpassing Pakistan. Last year Pakistan was still in first place, but now Indonesia is the first position with the most Muslims with 229.62 million people or around 87.2% of Indonesia's total population of 269.6 million people [2]. Thus, the large number of Islamic population in Indonesia can be seen in demographic data but also affects the development of Islamic traditions, culture and education which then gives birth to educational institutions, one of which is Islamic Boarding School [3]. Hut Islamic boarding schools in the historical context in Indonesia have a dual role, namely as educational institutions that strengthen the quality of human resources while encouraging the improvement of the social and economic life of the community [4]. The Islamic boarding school was first established by Sheikh Maulana Malik Ibrahim or Sheikh Maulana Morocco.

Currently, the position of pesantren is getting stronger judging from the growth in the current number of pesantren which reaches 42,369 units until August 2025, of which the most pesantren are in West Java. Meanwhile, in East Java, there are 7,347 Islamic boarding schools, making it one of the provinces that plays a major role in the development of Islamic education in Indonesia [5]. Meanwhile, on Madura Island in 2022 there are 861 Islamic boarding schools. The data shows that Madura contributes to the development of Islamic education based on Islamic boarding schools in East Java. Indonesia Data 2025 [6]. The development of Islamic boarding schools has developed quite rapidly, especially in the economic field of Islamic boarding schools not only functioning as religious education institutions but also starting to develop micro business units as a form of strengthening the institution's economy. This began to appear in the 1970s, where several pesantren tried to make adjustments in various social problems that arose in society, especially in the economic, social and political fields [7].

The problem that is often faced by Islamic boarding schools is the high dependence on external funding sources both from the government, donors and the surrounding community [8]. There are also several problems that often occur in developing the pesantren economy through pesantren micro businesses [9]. First, limited access to capital, limited capital makes it difficult for pesantren to expand their business or improve product quality. Second, there are limited human resources, many students and administrators of Islamic boarding schools do not have adequate managerial or entrepreneurial skills. Third, the lack of use of digital technology in marketing and management, where digitalization is still not optimal in Islamic boarding schools. Fourth, the challenge of market competition is also a serious problem because pesantren products have to deal with other market products that are more established in terms of quality, price, and marketing strategy [10]. In addition to the problems that have been mentioned, Islamic boarding schools also face obstacles in the form of limited market share. Products produced by Islamic boarding school microbusinesses are generally only marketed in the internal environment of the pesantren or the surrounding community [11]. This condition makes the marketing reach not wide, making it difficult to expand the consumer base outside the pesantren area. The limited market share also causes pesantren products to be less widely known, both at the regional and national levels [12].

Pesantren has great potential in developing business units that can support educational and social activities [13]. The Islamic boarding school's economic independence development program involving the establishment of business units, cooperation between Islamic boarding schools and the standardization of financial statements is expected to optimize the potential for Islamic boarding school economic development [14]. Through the development of micro businesses, pesantren not only provide religious knowledge to students but also equip them with entrepreneurial skills [15]. One of the forms of strengthening the potential of the community in supporting the economic development of Islamic boarding schools is MSMEs, the development of MSMEs in Indonesia is increasingly rapid.

One of the Islamic boarding schools that carry out economic development activities through micro businesses is the Syaichona Moh Cholil Bangkalan Islamic Boarding School. As a form of implementation of economic independence at the Syaichona Moch Cholil Islamic Boarding School, there are several micro business units that are managed, including retail stores or minimarkets called Syaichona Shops, in this Syaichona store provides daily needs and also provides digital payment services through *e-wallets*. Not only that, the Islamic boarding school also manages an accessories store that sells various student equipment such as keychains, clothes, sandals and sarongs. It does not stop there, the Syaichona Moh Cholil Bangkalan Islamic Boarding School also produces bottled drinking water (AMDK) with its own brand, namely Demangan water, as well as the Islamic boarding school cooperative (Kopontren) which is the center of joint economic activities in supporting the independence of Islamic boarding schools. Based on the number of students which reached around 2,500 people, the micro business unit managed by the Syaichona Moh Islamic Boarding School. Cholil Bangkalan has a huge internal market potential. This can be seen from the achievement of sales turnover of several business units that continue to grow. The data can be seen in the following table:

Table 1. Turnover for August 2024/2025.

No.	Business Units	Turnover (Rp)	
		2024	2025
1.	Bottled Water (AMDK)	IDR 79,893,000	
2.	Sandals Production	IDR 11,210.00	
3.	Accessories Shop		IDR 18,107,000

Based on the table above, it shows that the economic role of the pesantren business unit is quite influential, especially with the large number of students as a potential market. This achievement not only strengthens the economic independence of the pesantren but also provides space for students to learn entrepreneurial practices and business management so that the pesantren plays a role as a center for sustainable community-based economic development [16]. However, even though there has been a turnover achievement, the main problem faced is the limited market share because products are still widely

circulated in the pesantren environment and the surrounding community [17].

Several previous studies have highlighted the importance of Islamic boarding school economic development in encouraging institutional independence and student welfare. As in the study Sulistia et al. (2025) found that the existence of MSMEs in the pesantren environment is able to increase income, shape character and foster student independence through entrepreneurial skills [12]. Next Yeni et al. (2025), this study shows that Islamic boarding school cooperatives have great potential as economic drivers through optimizing physical and social capital that generates profits and opens jobs for alumni and the surrounding community [18]. In addition, from the research Muhammad Khairul et al., (2024) showed that the research carried out at the Dailul Khoirot Islamic Boarding School emphasized the importance of growing the entrepreneurial spirit of students, partnerships with the community and the sustainability of business units as a strategy in building an independent pesantren economy [19].

Pesantren are not only educational institutions but pesantren also function as a fighting, social, religious and economic institution [20]. Pesantren have a great opportunity to develop the pesantren economy through the formation of business units, as well as collaboration with Islamic boarding schools. However, economic management in several Islamic boarding schools often experiences challenges, including at the Syaichona Moh Cholil Bangkalan Islamic Boarding School, the challenges faced are starting from labor, costs, and time that are still not optimal. Therefore, this study aims to analyze the economic development of pesantren through micro business units at the Syaichona Moh Cholil Islamic Boarding School Bangkalan. By emphasizing micro businesses as one of the business units that have the opportunity to develop the pesantren economy. This research also seeks to find factors that are supporters and inhibitors as well as the right strategies so that micro businesses can run more effectively, so that they can increase the economic independence of Islamic boarding schools while providing wider social benefits for students and the surrounding community.

METHODS

The type of research used in this study is qualitative with a descriptive approach. According to Sari & Abdillah (2024), qualitative research is a type of research that is carried out using methods, stages and procedures obtained through data and information directly from respondents as subjects [21]. The purpose of this research is to describe and analyze in depth the development of micro businesses in the Syaichona Moh Cholil Islamic Boarding School Bangkalan.

This research was conducted at the Syaichona Moh Cholil Islamic Boarding School Bangkalan, which is located at Jalan KH. Moh. Cholil I/6, Demangan, Bangkalan, East Java. The location of this research was chosen because the pesantren has developed many micro business units in the economic development of the pesantren economy. The data sources used in this study include primary data and secondary data. Primary data were obtained through interviews and direct observation [22]. Primary data in this study was obtained directly from the field through observation and interviews with parties related to economic activities at the Syaichona Moh Cholil Islamic Boarding School in Bangkalan. Secondary data is a source of data collected by others before [23].

Data collection techniques are a method used by researchers to collect research data from data sources. There are several data collection techniques used in qualitative method research [24]. One such technique is observation. Observation was carried out directly by the researcher by attending the Syaichona Moh Cholil Islamic Boarding School in Bangkalan. Then the interview, the interview was used to dig up in-depth information from the resource persons regarding the strategy and potential for the economic development of the Islamic boarding school. Finally, this documentation study is used to trace supporting data in the form of archives, financial reports and literature related to Islamic boarding school economic activities.

The data analysis carried out in this study was carried out using the Miles and Huberman model which consists of three stages, namely data reduction, data presentation, and conclusion drawn [25]. Data reduction is carried out by selecting and simplifying raw data into relevant information according to the focus of the research. The presentation of data is carried out by systematically compiling information in the form of a descriptive narrative. Furthermore, conclusions are drawn based on the results of the interpretation of data that has been analyzed to find the meaning, patterns, and strategies for effective Islamic boarding school economic development.

To ensure the validity of the researcher's data using triangulation, Triangulation is an effort to check the validity of data or information from different perspectives on what has been done by the researcher [26]. This study uses source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information obtained from various sources, while technical triangulation is carried out by combining the results of observations, interviews, and documentation. Through this combination, researchers can verify and confirm the accuracy of the data so that the research results have high validity and reliability.

RESULTS AND DISCUSSION

A. Overview of Syaichona Moh Cholil Islamic Boarding School Bangkalan

Syaichona Islamic Boarding School Moh. Cholil Bangkalan was founded by Kyai Haji Kholil Bangkalan. This Islamic Boarding School was founded by Kyai Haji Kholil Bangkalan who is better known as Syaichona Mohammad Kholil Bangkalan. Kyai Kholil Bangkalan Madura was highly respected by the kyai in his time and was very alike. At first he established a pesantren in the Jengkebuan area of Bangkalan, after his daughter (Siti Khatimah) was married to his own niece, kiai Muntaha; The pesantren in Jengkebuan village was handed over to his son-in-law. And Kyai Kholil himself established another pesantren in the Kademangan area, almost in the center of the city; about 200 meters west of the Bangkalan city square. The location of the new pesantren is only 1 km away from the old pesantren and the village of its birth. The latter Islamic boarding school

was later known as the Syaikhona Kholil Islamic Boarding School [27].

Along with the development of the times, the Syaikhona Moh Cholil Islamic Boarding School Bangkalan has undergone a transformation from a traditional educational institution to a more modern institution without abandoning Islamic values. This pesantren not only functions as a center for religious education and moral development but also as a socio-economic institution that plays an active role in improving the welfare of the surrounding community. With the number of students reaching thousands, this pesantren is one of the largest Islamic education centers in Madura that continues to adapt to the social and economic development of modern society.

In the field of education, the Syaikhona Moh Cholil Islamic Boarding School Bangkalan has various levels of formal and non-formal education, ranging from madrasah diniyah, formal schools to the tahfidz Al-Qur'an program. The curriculum applied in this pesantren integrates religious science with general knowledge to form students who have broad insights, noble character, and are able to contribute to the development of the nation. The teaching of the yellow book remains the main characteristic of this Islamic boarding school, accompanied by character development and strict student discipline. In addition to focusing on education, the Syaikhona Moh Cholil Islamic Boarding School also develops various micro business units and productive economic activities as a form of implementation of the concept of pesantren independence.

The efforts of the Syaikhona Moh Cholil Bangkalan Islamic Boarding School in developing the economic sector are based on sharia economic values that emphasize the principles of justice, blessings and the benefit of the people. Every economic activity in the pesantren environment is carried out in accordance with Sharia principles. Through the management of this sharia-based micro-business, the pesantren seeks to realize sustainable economic independence while strengthening its social role in society. Thus, the Syaikhona Moh Cholil Bangkalan Islamic Boarding School is not only a religious education institution that produces cadres of scholars and leaders of the ummah, but also a model for economic empowerment of Islamic boarding schools that are able to integrate education, spirituality and entrepreneurship in one system. This makes the pesantren a pioneer in the development of an economy based on Islamic values in Madura and an inspiration for other Islamic educational institutions in Indonesia.

B. Islamic Boarding School Economic Development Strategy at Syaikhona Moh Cholil Islamic Boarding School

Based on the results of the interview on the economic development strategy carried out by the Syaikhona Moh Cholil Islamic Boarding School by building various business units that not only aim to increase the financial independence of the institution, but also become a source of experience in the field of entrepreneurship for students. Micro businesses built by the Syaikhona Moh Cholil Islamic Boarding School include cooperatives, shops, product processing (for example, bottled water, sandal production) and services. The existence of a micro business unit built and established by the Syaikhona Moh Cholil Islamic Boarding School shows that this pesantren is not only a center for Islamic religious education but also a center for social and economic empowerment of the community. Through the management of the business units that are run, the pesantren not only functions as a center for religious education, but also as a place for practical skills development for students. The various trainings provided related to the fields of economics and entrepreneurship aim to provide students with skills that can be applied in daily life and when they go directly into the business world. With this practice-based learning, students can understand how to manage a business, do planning, and marketing strategies in accordance with sharia values. In addition, with the existence of micro businesses built by the Syaikhona Moh Cholil Islamic Boarding School, it also obtains the results of economic activities that can be used as a source of internal funding that is useful for financing the operational needs of Islamic boarding schools, improving facilities and infrastructure and supporting institutional development programs.

The economic potential of Islamic boarding schools can actually still be further developed to encourage the economic progress of the surrounding community. Pesantren-based economic empowerment plays an important role in reducing poverty among the people. If the empowerment model can be widely applied at the city and provincial levels, the impact will be significant on reducing the number of poor people in the region, so that people's welfare will be further improved. So far, there are still some people who have an inappropriate view of Islamic boarding schools, which are considered an environment that is synonymous with poverty, limitations and poorly managed conditions. In fact, the existence of Islamic boarding schools actually brings a positive influence to the community, especially in improving welfare, sufficiency and as a driver of socio-economic and community empowerment [28].

The Syaikhona Moh Cholil Islamic Boarding School has a number of strategies in developing the pesantren economy. The following are some of the development strategies carried out by the Syaikhona Moh Cholil Islamic Boarding School in developing the pesantren economy, including:

1. Development of Islamic Boarding School Business Units

The Syaikhona Moh Cholil Islamic Boarding School in developing the pesantren economy does not only depend on one business field, but also implements a strategy to develop business types (diversification) so that the source of income is more stable and sustainable. Currently, the pesantren manages various micro business units that are the main pillars of the economic independence of the pesantren, including cooperatives, the production of sandals, the production of bottled drinking water (AMDK) branded "Air Demangan (ADEM)," as well as student accessory stores. The existence of cooperatives functions as a center for internal economic transactions of Islamic boarding schools, while the production of sandals is a characteristic that directly involves the skills of students. The bottled drinking water business (AMDK) is one of the sectors with promising prospects because it is able to meet the daily consumption needs of students while being marketed to the surrounding community. Meanwhile, the accessories store provides the supporting needs of students, ranging from worship equipment to daily needs.

This is in accordance with my observation when making observations that the Syaichona Moh Cholil Islamic Boarding School has a high awareness of the importance of economic independence. The business diversification strategy implemented is not only aimed at maintaining the stability of pesantren income, but also becomes a forum for learning economic practices for students. Through the direct involvement of students in various business units so that the pesantren is able to foster an entrepreneurial spirit, discipline and responsibility in students.

2. Utilization of Human Resources (HR) of Students and Alumni

The Syaichona Moh Cholil Islamic Boarding School in developing the pesantren economy utilizes the potential of students to be directly involved in the management of business units. The empowerment of students at the Syaichona Moh Cholil Islamic Boarding School is carried out through a simple recruitment system that is open. Based on the results of the interview, the process of recruiting students who are interested in joining is usually carried out by distributing brochures to each student room. The brochure contains information about business units managed by the pesantren as well as opportunities for students who want to participate in entrepreneurial activities.

This method is considered effective because it is able to reach all students while providing the same opportunity for students to be involved. Thus, this process can be likened to a form of "internal job vacancies" aimed specifically at students who have an interest in the business field. Through this mechanism, pesantren not only opens up space for participation, but also encourages the emergence of entrepreneurial spirit from an early age among students. Furthermore, the Syaichona Moh Cholil Islamic Boarding School not only utilizes the potential of students who are still active, but also involves alumni in the management of business units. Alumni play the role of companions and main drivers in the development of micro businesses, because alumni have had a wider experience outside the pesantren. The involvement of alumni is an added value in the economic development of the pesantren, because alumni can contribute in the form of innovative ideas, managerial skills, and useful relationship networks to expand the market. The synergy between students and alumni makes the micro business unit at the Syaichona Moh Cholil Islamic Boarding School not only function as a means of entrepreneurship education, but also as a forum for cross-generational collaboration in realizing the economic independence of the Islamic boarding school.

3. Cooperation between Islamic Boarding Schools and Outsiders

The Syaichona Moh Cholil Islamic Boarding School in an effort to strengthen micro businesses collaborates with various external parties who have experience and capacity in the fields of production and business management. One form of cooperation is carried out with other Islamic boarding schools that already have growing micro businesses. For example, in making sarongs, the Syaichona Moh Cholil Islamic Boarding School collaborates with the Sidogiri Islamic Boarding School. In this collaboration, the design and brand of the sarong are the result of the design of the Syaichona Moh Cholil Islamic Boarding School itself, while the production process is handed over to the Sidogiri Islamic Boarding School. This is because the Syaichona Moh Cholil Islamic Boarding School does not have adequate equipment or production machinery for making sarongs. In addition, in the development of sandal production, the Syaichona Moh Cholil Islamic Boarding School also collaborates with the sandal factory industry in Bandung and Surabaya. This form of cooperation is carried out through comparative study activities to industrial locations to study the production process directly.

C. Pesantren Economic Development Strategy Through Micro Enterprises at Syaichona Moh Cholil Islamic Boarding School Bangkalan

The economic development of Islamic boarding schools through micro business units is one of the main focuses of the Syaichona Moh Cholil Islamic Boarding School in realizing institutional independence. This strategy is directed at optimizing the management of existing business units and the development of new units that have the potential to become a source of income for Islamic boarding schools. The economic development of pesantren through micro businesses is also to create entrepreneurial experiences for students. Through the development of the micro business unit, the pesantren seeks to build an independent and sustainable economic system by involving all elements of the pesantren, both caregivers, administrators, students, and alumni. Each business unit is not only focused on achieving financial gains, but also as a means of character education, managerial training, and inculcating Islamic business ethics values.

The students are trained to manage their business professionally based on the principles of trust, honesty, cooperation and responsibility. The Syaichona Moh Cholil Islamic Boarding School is one of the Islamic boarding schools that is able to develop the economy through the micro businesses that are built. The micro businesses built by the Syaichona Moh Cholil Islamic Boarding School are in the fields of production, trade and services. The existence of this business activity not only aims to obtain income for the institution, but also becomes a training forum for students to have entrepreneurial skills. Through direct involvement in business management, students are accustomed to thinking creatively, responsibly, and being able to apply Islamic values in daily business practices. Thus, the development of micro businesses at the Syaichona Moh Cholil Islamic Boarding School is a real step in building sustainable Islamic boarding school economic independence and oriented towards empowering the people. The existence of this strategy is directed so that pesantren are able to achieve economic independence without dependence on external assistance. The strategies applied in the development of micro businesses at the Syaichona Moh Cholil Islamic Boarding School include:

1. Business Management Strategy

The Syaichona Moh Cholil Islamic Boarding School implements a simple but structured system. Where each business unit has a person in charge who comes from students and alumni who have experience in the field of entrepreneurship. The division of tasks is carried out clearly starting from production, distribution, to financial statements. Through this system,

the Syaichona Moh Cholil Islamic Boarding School ensures that the business activities built have run efficiently, coordinated, and in accordance with sharia principles. The management that is applied also emphasizes the principle of trust or honesty, and responsibility which is the main value in business management within the Syaichona Moh Cholil Islamic Boarding School.

2. Product Marketing Strategy

The Syaichona Moh Cholil Islamic Boarding School in marketing products utilizes the great internal potential, which is around 2,500 students as the main market. In addition to utilizing the internal market, pesantren also began to market between Islamic boarding schools in the Madura region as the first step in introducing their products. This strategy was taken because the products produced are still relatively new and are at the stage of introduction to the public so that the marketing reach is still limited. Through this strategy, the pesantren hopes to build trust and interest from other pesantren environments and the surrounding community. After the product begins to be known and in demand, the pesantren plans to expand marketing outside the pesantren.

In addition, the Syaichona Moh Cholil Islamic Boarding School also involves an alumni network in promotional and marketing activities. Alumni play an important role as partners as well as promotional agents, both through direct recommendations to the community and by selling pesantren products in their areas of residence. With the involvement of alumni, the marketing network of the Syaichona Moh Cholil Islamic Boarding School has become wider, because many of them have been directly involved in the field and have experience in the business world and interaction with the community. In addition to the general promotional strategy, the Syaichona Moh Cholil Islamic Boarding School has also begun to utilize digital platforms and online marketplaces such as Shopee and Tokopedia as a means of promotion and product sales. Through this digital marketing, pesantren seeks to adapt to technological developments and modern consumer behavior that is more one-line shopping.

The marketing strategy of the Syaichona Moh Cholil Islamic Boarding School is carried out in stages, starting from the use of the internal market for students, then expanded to include Islamic boarding schools in the Madura area. The involvement of alumni also strengthens the marketing network because they play an active role in promotion in their respective areas. In addition, Islamic boarding schools have also begun to utilize digital platforms such as Shopee and Tokopedia to reach a wider market. Thus, the marketing strategy of the pesantren combines traditional and digital methods so that the product is better known and able to compete in the modern era.

3. Digital Technology Utilization Strategy

The use of digital technology is one of the important strategies implemented by the Syaichona Moh Cholil Islamic Boarding School in developing the pesantren economy through micro businesses. The application of technology is carried out to improve operational efficiency, expand marketing reach, and provide ease of transactions for students and the general public. The Syaichona Moh Cholil Islamic Boarding School has integrated technology in various aspects of economic activities, both in the payment system, promotion and financial administration. As a tangible manifestation of the digitalization of the Islamic boarding school, the Syaichona Moh Cholil Islamic Boarding School Bangkalan has established strategic cooperation with Bank Syariah Indonesia (BSI) through the signing of a Memorandum of Understanding (MoU) on July 23, 2025. This collaboration aims to make it easier for students to carry out financial transactions in the pesantren environment in a cashless manner.

Through this collaboration, BSI launched a multifunctional digital student karti based on NfC technology (*Near Field Communication*) which is integrated with the "SYAICHONA" application. This digital card not only functions as a non-cash payment instrument in cooperatives, canteens and other pesantren business units, but is also directly connected to the account of students' parents. Through the SYAICHONA application, parents can monitor student transaction activities in real-time, limit the nominal daily expenses, and top up the balance easily. This system provides better financial control and transparency, while fostering the habit of students to transact safely, disciplinedly and in accordance with sharia principles. In addition to being useful for students and parents, this application also helps pesantren administrators in managing financial transactions efficiently. Features such as instant mutation checks and digital cash flow monitoring allow administrators to minimize manual errors and increase the transparency of Islamic boarding school financial statements. In addition to the digital card system, the "Syaichona" store also provides payment services through e-wallet applications such as DANA, OVO and GoPay. This step is part of the Islamic boarding school's efforts to adapt to the development of modern financial technology while increasing digital economy literacy for students. Thus, the Syaichona Moh Cholil Islamic Boarding School is not only an Islamic educational institution, but also a pioneer of digital-based Islamic boarding schools that are efficient and competitive in the modern era.



Figure 1. Scheme of Economic Development Strategy Scheme of Syaichona Moh Cholil Islamic Boarding School Bangkalan.

D. Pondok Business Unit at Syaichona Moh Cholil Islamic Boarding School Bangkalan

The Syaikhona Moch Cholil Islamic Boarding School through the field of pesantren economics always strives to improve business units. The business units built by the pesantren are very supportive of the economic independence of the pesantren. The business units that have been created are as follows:

1. Podea Sandals (Degangan Product Sandals)

Podea sandals (sandals of demangan products) are the original products of the Syaikhona Muhammad Cholil Islamic Boarding School which was made by students through creative economy design. Where starting from the design process, cutting materials, assembling to packing is carried out in the pesantren environment. Podea sandals have their own trical power because in addition to quality, they also reflect the creativity of students in developing local pesantren products. The production of these sandals is one of the means of training entrepreneurial skills for students and a source of income for Islamic boarding schools that continue to grow. The production of podea sandals in the boarding school only has one unit.

2. Adem (Demanganese Water)

Adem (demangan water) is a bottled drinking water product produced directly by the Islamic boarding school. The name "Adem" is taken from the location of the pesantren located in the Demangan area. This product has obtained a distribution permit and is professionally managed by students and alumni who have a background in management and production. In addition to meeting the daily consumption needs of students, "Adem" water is also marketed to the surrounding community. The existence of this business unit shows the commitment of the pesantren in developing a business that is oriented towards financial independence while opening up jobs for students.

3. Accessories Shop

This store sells various needs and supplies for students such as sarongs, peci, cocoa clothes, mukena, sandals, and keychains with the theme of the Islamic boarding school. Some products, such as keychains and slippers, are the result of internal production of students. This accessory store is one of the training places for students in the field of consumer service and sales governance. In addition to serving the internal needs of the Islamic boarding school, this store is also open to the general public who want to buy Syaichona Moh Cholil's typical products.

4. Distro Syaichona

Distro Syaichona is engaged in Islamic fashion by selling clothes themed with santri and Islamic boarding schools, such as t-shirts, jackets and casual Muslim clothes. This distro is managed by creative students who have an interest in design and marketing. Distro products are not only sold in the pesantren environment, but also marketed through social media and online marketplaces. Through this effort, the pesantren seeks to foster students' interest in the creative industry that is still based on Islamic values.

5. Syaichona Cell

Syaichona Cell's business unit provides credit sales services, data packages, electricity tokens, and mobile phone accessories. The existence of this unit helps meet the communication needs of students and the surrounding community. In addition, this business is managed by students who receive basic training in financial management and customer service. This unit is also an example of a service-based micro business that develops in the pesantren environment.

6. Islamic Boarding School Cooperative (Kopontren)

Cooperatives are the center of economic activities at the Syaichona Moh Cholil Islamic Boarding School. This cooperative provides basic daily necessities such as snacks and drinks, stationery, and toiletries for students. In addition, cooperatives

are also a training forum for students in managing administration, financial records, and consumer services. Until now, the cooperative has eight branch units spread across the pesantren area to facilitate services to students.

7. Syaichona Shop

The Syaichona store functions as a pesantren minimarket that provides various needs of students such as food, drinks, stationery, and daily necessities. Toko Syaichona also provides e-wallet services such as DANA, OVO and GoPay. The existence of this store is one of the tangible forms of the efforts of the Syaichona Moh Cholil Islamic Boarding School in realizing the economic independence of the pesantren through the management of professional and service-oriented business units. In addition to serving the internal needs of students, this store is also open to the surrounding community so that it contributes to strengthening socio-economic relations between the pesantren and the surrounding environment.

Table 2. Business Units of Syaichona Moh Cholil Islamic Boarding School Bangkalan.

No	Business Name	Business Field	Unit
1.	Sandal Floor	Sandal production	1
2.	Adem (Drinking Water)	Bottled Water Production (AMDK)	1
3.	Accessories Shop	Keychain production	1
4.	Distro Syaichona	Clothing or fashion	1
5.	Syaichona Cell	Selling credit and data packages	1
6.	Islamic Boarding School Cooperative	Daily necessities	8
7.	Syaichona Shop	Retail Stores	1

CONCLUSIONS

Based on the results of research on the economic development strategy of pesantren through micro business units at the Syaichona Moh Cholil Islamic Boarding School Bangkalan, it can be concluded that this pesantren has succeeded in realizing economic independence through the management of various integrated micro business units based on sharia values. The business units developed include the production of Podea sandals, ADEM bottled drinking water, Islamic boarding school cooperatives, Syaichona stores, and various other services. Each business unit is managed professionally by involving students and alumni as the main implementers of Islamic boarding school economic activities.

The main strategies implemented by the Syaichona Moh Cholil Bangkalan Islamic Boarding School include business diversification, utilization of Islamic boarding school human resources, cooperation with external parties, and the use of digital technology in the transaction system and product marketing. Digitalization of the economy through collaboration with Bank Syariah Indonesia (BSI) is a significant innovation that increases the efficiency and financial transparency of Islamic boarding schools. In addition, the involvement of students in entrepreneurial activities has a positive impact on improving managerial skills, discipline, and the spirit of independence.

Thus, the development of micro businesses at the Syaichona Moh Cholil Bangkalan Islamic Boarding School not only strengthens the economic resilience of Islamic boarding schools, but also becomes a means of sharia-based economic education for students. Pesantren has succeeded in becoming a model of Islamic economic implementation that integrates education, spirituality, and entrepreneurship in one complementary system.

Based on the results of the research, there are several suggestions that can be considered for the sustainability of economic development at the Syaichona Moh Cholil Bangkalan Islamic Boarding School, namely with the expansion of market share becoming a priority so that the products of the micro business of the pesantren can be known more widely at the regional and national levels. This can be done through digital marketing optimization, cooperation between Islamic boarding schools and participation in Islamic boarding school-based MSME product exhibitions. Islamic boarding schools also need to strengthen the capacity of human resources through continuous training and mentoring programs for administrators and students. Such as increasing competencies in the fields of business management, sharia entrepreneurship, digital literacy, and Islamic financial management will support the performance of micro businesses to be more efficient. Furthermore, it is also important for Islamic boarding schools to build strategic partnerships with various parties such as local governments, Islamic financial institutions, universities and local business actors. With this collaboration, it will be able to open access to capital, training and product innovations that are oriented towards economic empowerment of the people.

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