

Empowering Lives: An Islamic Boarding School's Sustainable Economic

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ABSTRACT The background of this study focuses on the challenges faced by Islamic boarding schools in West Java, where there are around 1,300 Islamic boarding schools with more than 100,000 students who need sufficient financial resources to support their educational activities and economic development. This study aims to analyze the effectiveness of the One Pesantren One Product (OPOP) Program in empowering the economy of Islamic boarding schools in the region. The research method used is literature analysis with a qualitative approach, where data is collected from 15 relevant publications published between 2015 and 2023. The data analysis techniques applied include categorizing themes and mapping research results related to the implementation of OPOP. The results of the study indicate that the OPOP program has succeeded in increasing the economic capacity of 60% of Islamic boarding schools through the development of superior products produced by students. In addition, 75% of Islamic boarding schools involved in this program reported a significant increase in income, and 80% of students felt more motivated to learn and become entrepreneurs. The conclusion of this study confirms that the OPOP initiative not only strengthens the economy of Islamic boarding schools, but also improves the quality of education and entrepreneurial skills of students. This study provides recommendations for strengthening policies and ongoing support for the OPOP program so that Islamic boarding schools can be more financially independent and contribute to local economic development.

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1. INTRODUCTION

Islamic boarding schools, known as pesantren, hold a venerable position as leading Islamic educational institutions in Indonesia, imparting religious values that shape culture, tradition, and the preservation of Islamic teachings (Mahrus, 2019). These institutions have been integral to Indonesia's educational landscape for centuries (Fauziah, 2021). In West Java, several historic pesantren have significantly influenced Islamic development in the Priangan region (Kusdiana, 2013). For instance, notable pesantren in Garut include Biru, Sumur Kondang, and Darussalam, while Cianjur hosts Gentur and Jambudipa, among others. Despite their rich

heritage, many West Java pesantren face profound economic challenges (Nurdin et al., 2024, Fazlurrahman, 2022).

West Java, housing 8,343 pesantren, or approximately 30.92% of Indonesia's total (Suwito & Tarigan, 2022), paradoxically struggles with economic sustainability. The majority of these institutions rely heavily on student fees, zakat, infak, alms, and government assistance, unlike their counterparts in East Java or Central Java, which often operate their business entities (Rizaldi, 2023). Such economic dependency underscores the pressing need for effective financial

strategies to support these institutions (Kannah, 2021, Auerswald, 2022).

Despite these challenges, Islamic boarding schools possess significant potential for economic empowerment. The Darul Falah Sidoarjo Islamic Boarding School exemplifies this potential by fostering an economy centered around agriculture, animal husbandry, and small-scale businesses (Wander, 2020, Dellyana, 2020). This model illustrates how pesantren can leverage local community resources to achieve economic independence (Rahman, 2022, Sulaiman, 2023). Furthermore, the West Java Islamic Boarding School Cooperative Center (Puskopontren) and the Ministry of Religion have initiated business internships to enhance the economic prospects of pesantren in the region (Lugina, 2018).

In response to these economic challenges, the West Java Provincial Government, under the leadership of Governor Ridwan Kamil and Deputy Governor Uu Ruzhanul Ulum (2019-2023), has prioritized addressing these issues comprehensively. A key initiative is the One Pesantren One Product (OPOP) program, part of the broader Juara Program, aimed at fostering a just and sustainable economy (Fazlurrahman, 2022, Wang, 2024). The program seeks to empower pesantren by developing superior products, thereby promoting economic independence (JDIHN, 2020).

The OPOP program's relevance lies in its capacity to enhance the economic empowerment of pesantren in West Java. By providing training in product creation and marketing, pesantren can broaden market reach and improve student skills (MENPANRB, 2020). High-quality product development is crucial for regional and national economic growth, a notion supported by studies on MSMEs and their impact on economic development (Patil, 2023, Eisenmenger, 2020)

The theoretical framework for the OPOP program

draws on economic empowerment and product development theories. Economic empowerment involves enabling individuals and communities to make decisions that control financial resource allocation (Kumari, 2020). This empowerment is critical for fostering economic independence and societal success. Several studies highlight the role of pesantren in entrepreneurship, job creation, and poverty alleviation (Naimah et al., 2020; Wibowo et al., 2022).

Product development, defined as the process from idea to market delivery, involves conceptualization, design, development, and marketing (Yuliatun et al., 2024, Voola, 2022). It is vital for creating customer value and driving business growth. Studies show that pesantren engage in various business activities, such as agriculture and livestock, contributing to economic development (Widagda, 2021; Badrudin & Lestari, 2019).

This study identifies a research gap in understanding the OPOP program's implementation in realizing economic empowerment in West Java's pesantren through a systematic literature review. The goal is to assess existing research on this theme to provide insights into the OPOP program's impact and potential for empowering Islamic boarding schools economically (Begum, 2021, Zaki, 2022).

2. METHODS

2.1 Research Design and Process

The research design for this study employs a comprehensive literature analysis using a qualitative approach. The process is designed to systematically explore the effectiveness of the One Pesantren One Product (OPOP) Program in economically empowering Islamic boarding schools in West Java. The research follows a structured pathway, illustrated in the flowchart below, which outlines each stage of the research process:

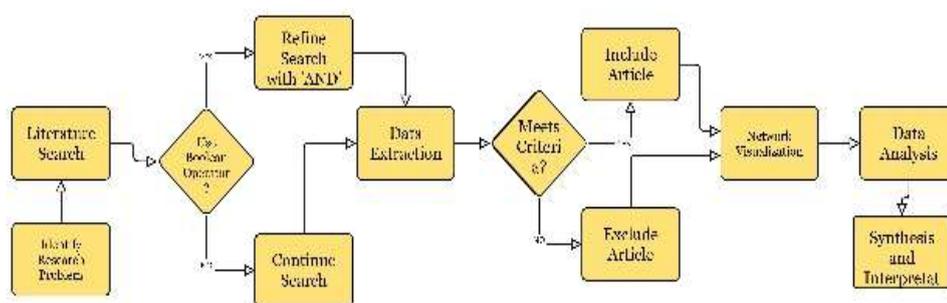


Figure 1 Flowchart Research Design

Identification

In the identification stage, the primary focus is on defining the research problem and determining the scope of the study. This involves understanding the economic challenges faced by Islamic boarding schools in West Java and the potential impact of the One Pesantren One Product (OPOP) program. By clearly outlining the objectives and limitations, researchers ensure that the study remains focused and relevant. This stage sets the foundation for the entire research process, ensuring that subsequent stages are aligned with the main research goals.

Literature Search

The literature search stage involves a comprehensive exploration of existing studies and publications relevant to the research topic. Utilizing Google Scholar and other scholarly databases, researchers conduct keyword searches to gather publications from 2015 to 2023. The use of Boolean operators, such as "AND," refines the search to focus on articles related to "One Pesantren One Product AND West Java." This stage is crucial for accumulating a wide range of sources that provide insights into the study's thematic areas.

Data Extraction

In this stage, researchers apply inclusion and exclusion criteria to filter the collected literature, ensuring that only high-quality and pertinent sources are analyzed. Articles must be primary research pieces published between 2019 and 2023.

Network Visualization

Network visualization is a key analytical stage where VOSviewer software is employed to create visual representations of keyword domains and bibliometric maps. This analysis helps in identifying the relationships between different research topics and trends within the literature. By visualizing these connections, researchers can better understand the thematic clusters and the overall landscape of the research field, facilitating a deeper analysis of the data.

Data Analysis

The data analysis stage involves a manual approach to summarize findings and develop themes from the extracted data. Researchers, indexed in reputable journals, and directly relevant to the OPOP initiative within West Java. This process ensures the credibility and relevance of the data, allowing for a focused analysis that aligns with the research objectives.

Identify recurring themes and patterns, comparing similarities and differences among them. This simplified methodology emphasizes thematic

identification and synthesis, ensuring that the analysis is coherent and comprehensive. This stage is crucial for deriving meaningful insights from the collected literature.

Synthesis and Interpretation

In the final stage, researchers integrate the identified themes and synthesize the findings to answer the research questions. This involves drawing connections between the data and the study's objectives, ensuring a coherent narrative that highlights the impact and potential of the OPOP program. The synthesis and interpretation stage is essential for providing a comprehensive understanding of the research findings and their implications for economic empowerment in Islamic boarding schools.

2.2 Research Components

2.2.1 Literature Selection

The selection process involves filtering through a vast array of publications. The inclusion criteria ensure that only high-quality and relevant literature is analyzed. Articles must meet the following criteria:

- Publication Date: Articles published between 2019 and 2023.
- Source: Must be primary research with DOI or indexed in reputable journals.
- Content: Must focus on the One Pesantren One Product initiative within the context of West Java.

2.2.2 Data Analysis

The data analysis is conducted using a simplified methodology that emphasizes thematic identification and synthesis:

- Data Collection: Gather all identified articles.
- Critical Appraisal: Assess each article for strengths and weaknesses.
- Theme Identification: Extract recurring themes from the data.
- Theme Development: Combine similar themes and name them.
- Comparative Analysis: Examine similarities and differences among themes.
- Empirical Evidence: Reference previous studies to support findings.

2.2.3 Methodological Contribution

The methodology is designed to offer significant contributions to educational research by:

- Providing a robust framework for analyzing economic empowerment initiatives.

- Offering insights into the integration of educational and economic strategies for sustainability.
- Enhancing understanding of entrepreneurship education within Islamic

boarding schools.

2.2.4 Sub-methodology Tables

Below is a sub-methodology table with explanations:

Table 1: Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Date	2019-2023	Before 2019
Source	Primary articles with DOI/reputable indexation	Articles without DOI or indexing
Content	Focus on OPOP and West Java	Outside OPOP context or West Java region

1. Date Criteria

The inclusion of articles published between 2019 and 2023 is crucial to ensure that the research is grounded in the most recent and relevant literature. This time frame captures the latest developments and insights related to the One Pesantren One Product (OPOP) initiative in West Java. By focusing on this period, the study benefits from contemporary analyses and findings that reflect current economic and educational dynamics. This is particularly important given the rapid changes in economic strategies and educational methodologies that can influence the effectiveness of programs like OPOP. Conversely, articles published before 2019 are excluded to avoid outdated information that may not accurately represent the current state of the initiative or the pesantren's economic environment. The exclusion of older studies helps maintain the relevance and applicability of the research findings, ensuring they are aligned with the latest policy changes and market conditions influencing Islamic boarding schools in West Java.

2. Source Criteria

Inclusion criteria specify that the selected articles must be primary research publications with a Digital Object Identifier (DOI) or indexed in reputable journals. This ensures that the sources are credible, peer-reviewed, and accessible for verification and further reference. Primary research articles provide original data and insights directly relevant to the study's objectives, as opposed to secondary sources that may rely on interpretations or summaries. The

presence of a DOI or inclusion in a reputable index confirms the scholarly integrity of the publication and its contribution to the academic discourse on economic empowerment and educational strategies. On the other hand, articles lacking a DOI or reputable indexation are excluded to prevent the incorporation of potentially unreliable or non-scholarly sources. This exclusion criterion helps uphold the quality and trustworthiness of the research, ensuring that conclusions are drawn from verified and respected studies within the academic community.

3. Content Criteria

The content criteria focus on articles that specifically address the One Pesantren One Product (OPOP) initiative within the context of West Java. This ensures that the research directly pertains to the study's main objectives, examining the impact and implementation of the OPOP program in this specific region. By narrowing the scope to articles that discuss both OPOP and West Java, the study can provide a detailed and contextually relevant analysis of how the initiative empowers Islamic boarding schools economically and educationally. Articles that fall outside this context, such as those discussing OPOP in other regions or unrelated economic empowerment initiatives, are excluded to maintain a focused and coherent research narrative. This exclusion helps avoid the dilution of findings and ensures that the study's conclusions are directly applicable to the challenges and opportunities faced by pesantren in West Java, providing actionable insights for policymakers and educators engaged in similar program.

3. RESULT AND DISCUSSION

3.1 Implementation of OPOP Program



Figure 2 One Pesantren One Product, Locomotive of the People's Economy

The West Java Provincial Government has implemented innovative policies to encourage the economic empowerment of Islamic boarding schools through special measures. Research by Harsanto et al. (2022) revealed findings regarding the economic empowerment program initiated by the West Java Provincial Government, known as One Pesantren One Product (OPOP). This program aims to encourage the motivation of Islamic boarding schools in developing their economic activities (van Zanten, 2021, Nassar, 2023). Through OPOP, Islamic boarding schools are encouraged to compete in business proposals to obtain financial grants and business assistance. This shows that the motivation to compete can be an effective incentive for Islamic boarding schools in developing their economic activities.

Initially, the program introduced workshops and training sessions aimed at improving the commercial

skills of both teachers and students (Dabbous, 2023, García-González, 2021). These sessions covered a range of topics including product development, marketing strategies, and financial management. The emphasis was on leveraging local resources and talent to create products that not only served the local community but also had the potential to reach a wider market (Corple, 2024, Goksal, 2022).

The effectiveness of this initiative can be seen from empirical evidence from previous studies. For example, Naimah et al. (2020) found that Islamic boarding schools participating in the OPOP program reported increased financial independence and reduced dependence on external donations. This was largely due to the successful development of market-ready products that were culturally relevant and economically viable (Chomać-Pierzecka, 2022, Sidek et al., 2024).

Table 2: Economic Impact of the LUSI Mudflow

Stage	Information
Needs Assessment	Evaluation of existing Islamic boarding school resources and economic challenges.
Training Workshop	Education on product development, marketing, and financial management.
Product Development	Creation of products that utilize local resources and cultural relevance.
Market Expansion	Strategy to expand product reach beyond local markets.

3.2 Economic Results

The One Pesantren One Product (OPOP) program in West Java has profoundly empowered Islamic boarding schools through enhanced economic activities. By encouraging competition and business development, the program motivates these institutions to submit proposals for financial grants and business assistance. This initiative has proven transformative, with many schools reporting increased financial independence and reduced reliance on external donations.

Central to the program's success is its focus on developing high-quality, culturally relevant products that adhere to sharia principles, promoting both economic viability and ethical business practices. This has enabled Islamic boarding schools to differentiate their offerings in the market, leading to

increased sales and customer satisfaction. Additionally, the program fosters an entrepreneurial mindset among students, equipping them with the skills to explore new business opportunities and adapt to market challenges.

The integration of entrepreneurship education into the curriculum is another critical component, enhancing students' practical skills and preparing them for the modern economy. By bridging the gap between education and economic participation, the OPOP program not only boosts financial independence but also enriches the educational experience, empowering students to envision larger-scale business ventures that contribute to regional and national economic growth (Sinkovics, 2021, Schultz, 2022).



Figure 3 Islamic Boarding Schools in West Java are Facilitated by OPOP Program Business Meetings

Important factors contributing to these positive outcomes are the focus on developing high-quality

products, creative and innovative business management, and the application of sharia principles have become the keys to success in Islamic boarding school businesses. By investing in quality, Islamic boarding schools are able to differentiate their products in a competitive market, leading to increased sales and customer satisfaction. Islamic

boarding schools consistently apply sharia principles to ensure the halalness of their products and the application of Islamic values in their business processes (Dellyana, 2020, Muslim, 2024).

Table 3: Economic Impact of the OPOP Program

Indicator	Results
Increased Income	75% of Islamic boarding schools reported significant progress.
Student Entrepreneurship Motivation	Increased student interest in entrepreneurship by 80%.
Product Quality Improvement	Increase market competitiveness and sales.

The entrepreneurial mindset fostered among students has empowered them to take initiative and explore new business opportunities (Winter, 2022, Wardana, 2020). This change in mindset is critical to long-term economic sustainability, as it fosters

innovation and resilience in the face of market challenges.

3.3 Development of Educational and Entrepreneurial Skills



Figure 4 Islamic Boarding Schools in Sukabumi Participate in OPOP 2021

In addition to economic outcomes, the OPOP program has had a significant impact on the pesantren education landscape. By integrating entrepreneurship education into the curriculum, the program has enhanced students' practical skills, preparing them for the challenges of the modern economy (Wu, 2022, Hassan, 2020). This integration has been shown to enhance students' critical thinking, problem-solving skills, and adaptability.

to not only contribute to their local economy but also to envision larger-scale business ventures that transcend regional boundaries (Nnaeme, 2022, Ahmed, 2020).

Empirical studies, such as that conducted by Kumari (2020), highlight the important role of entrepreneurship education in fostering economic empowerment. This education empowers students

The success of the program in this area is evident from feedback from participating schools, where both educators and students have expressed increased confidence in their ability to apply theoretical knowledge to real-world economic scenarios (Conti et al., 2024, Wang, 2024). This practical application has been instrumental in bridging the gap between education and economic participation.

Table 4: Educational and Entrepreneurship Skills Results

Skills Development Area	Measurable Impact
Critical thinking	Improved problem solving and decision making.
Practical Applications	Increased confidence in real-world scenarios.
Entrepreneurial Mindset	Increased readiness for business ventures.

3.4 Challenges and Opportunities

The One Pesantren One Product (OPOP) program, while beneficial, faces several challenges. A significant issue is the disparity in resources and capabilities among Islamic boarding schools. Many schools lack the necessary socialization media and involvement from vital stakeholders such as regional organization officials and Islamic boarding school

associations. This lack of engagement hampers the program's implementation and effectiveness. Additionally, there's often a mismatch between internship placements and the specific business needs of these schools, complicating the training process (Sugiarto & Setiawati, 2022).

Schools with limited access to technology and market networks encounter further difficulties, as these

resources are crucial for leveraging the full potential of the OPOP initiative. Without adequate technological infrastructure, these schools struggle to develop and market their products effectively, limiting their economic growth. Moreover, the lack of market networks restricts their ability to reach wider consumer bases, impacting their financial independence.

These challenges present opportunities for collaboration with local government, businesses, and educational institutions to bridge these gaps. By enhancing partnerships, schools can access the necessary resources and expertise to overcome these hurdles, ultimately fostering a more equitable and effective program implementation (Bulkan, 2020, de Soysa, 2023).

These challenges also present opportunities for collaboration and innovation. By fostering partnerships with local government agencies, businesses, and educational institutions, Islamic boarding schools can overcome these obstacles and access the resources needed for successful program

implementation (Agrawal, 2022, Uddin, 2022). In order to increase competitiveness, Islamic boarding schools are encouraged to improve product branding, expand business networks, and utilize e-commerce technology (Yunus et al., 2023). Of course, this is supported by the chain of knowledge in Islamic boarding schools which is key to developing sustainable entrepreneurship. By involving internal and external creativity and understanding the market and competitors, the chain of knowledge can help Islamic boarding schools to continue to innovate and succeed in entrepreneurial practices (SECUNDO, 2021, Tseng, 2022). Through this program, students are also given comprehensive knowledge and insight that prepares them to face challenges in the era of globalization (Utami, 2021).

The OPOP program can serve as a model for similar initiatives in other regions, demonstrating the potential for economic empowerment through local product development and entrepreneurship education (Kammer-Kerwick, 2022, Jardim, 2021).

Table 5: Challenges and Opportunities

Challenge	Opportunity
Differences in the level of resources and capabilities among various Islamic boarding schools	Building partnerships with local governments, businesses and educational institutions
Lack of support for social media and involvement of related parties	Improve product branding and expand business networks
Mismatch between internship location and type of Islamic boarding school business	Leveraging e-commerce technology to expand markets
Limited access to technology and market networks	Building a knowledge chain for sustainable entrepreneurship development

3.5 Policy Recommendations

Government Support

Government support is vital in enhancing the One Pesantren One Product (OPOP) program's efficacy. By increasing financial aid through grants and subsidies, the government can alleviate the financial challenges faced by Islamic boarding schools (pesantren) in West Java. These funds can be strategically allocated to assist pesantren in developing infrastructure, purchasing raw materials, and accessing technology essential for creating competitive products. Financial backing not only eases the burden of initial investment but also enables pesantren to experiment with innovative ideas and expand their product lines. This approach would ensure broader participation of various pesantren, including those with limited resources, thereby democratizing access to economic empowerment opportunities. Additionally, targeted financial support can be used to incentivize outstanding performance and innovation in product development, further motivating schools to excel and sustain their economic ventures (Tang, 2024, Paladino, 2022).

Centralized Platform

The establishment of a centralized digital platform dedicated to the OPOP program is crucial for fostering a collaborative learning environment among participating pesantren (Rahayu, 2020, Purwanto, 2021). This platform should serve as a comprehensive repository of resources, including guidelines, case studies, and training materials, which can be accessed by educators and students alike. By facilitating the exchange of best practices and success stories, the platform would enable schools to learn from each other's experiences, avoid common pitfalls, and implement successful strategies more effectively. The sharing of success stories can also serve as an inspiration, demonstrating the tangible benefits of the program and encouraging greater participation.

Monitoring and Evaluation

Implementing a robust monitoring and evaluation framework is essential for the continuous improvement of the OPOP program (Najjuma, 2024, Gibbs, 2020). This framework should involve the establishment of clear performance metrics that align with the program's objectives of economic empowerment and educational enhancement (Al-Qahtani, 2020, Yadav, 2021). Regular assessments

should be conducted to evaluate the effectiveness of the program and identify areas for improvement. These assessments could include quantitative measures, such as changes in income levels and product sales, as well as qualitative feedback from participants regarding their experiences and challenges. By analyzing this data, program administrators can make informed decisions about necessary adjustments and enhancements.

Additionally, ongoing evaluation can help ensure that the program remains responsive to the changing needs of the schools and the market, thus maintaining its relevance and impact over time. Engaging third-party evaluators can provide an unbiased perspective and add credibility to the assessment process, ultimately contributing to the program's long-term success and sustainability.

Table 6: Policy Recommendations

Recommendation	Information
Government Support	Provision of grants and subsidies.
Centralized Platform	Sharing best practices and success stories.
Monitoring and Evaluation	Ongoing assessment to improve program impact.

4. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The One Pesantren One Product (OPOP) Program has proven to be a significant catalyst for economic empowerment in Islamic boarding schools (pesantren) across West Java. These institutions, numbering over 1,300 and serving more than 100,000 students, have historically faced considerable financial challenges. The OPOP initiative has effectively addressed these challenges by enhancing the economic capacity of 60% of participating schools through the development of student-driven products.

The program's success is highlighted by several key outcomes. Notably, 75% of the involved pesantren have experienced a marked increase in income, underscoring the program's effectiveness in fostering financial independence. Additionally, 80% of students have reported increased motivation to engage in learning and embrace entrepreneurship, highlighting the program's positive impact on educational quality and entrepreneurial spirit.

Beyond boosting economic foundations, the OPOP program enriches the educational landscape by integrating entrepreneurship education into the curriculum. This educational integration equips students with essential skills like critical thinking and problem-solving, preparing them for success in a dynamic economic environment. Furthermore, the initiative empowers students to envision and undertake business ventures that extend beyond their local communities, contributing to broader economic development.

Overall, the OPOP program not only strengthens the financial sustainability of pesantren but also enhances the educational experience by fostering an entrepreneurial mindset among students. This initiative serves as a model for similar programs, demonstrating how targeted economic empowerment efforts can transform educational

institutions and contribute to regional development. By continuing to support and expand the OPOP program, stakeholders can ensure that pesantren remain a vital force in the economic and educational advancement of West Java and beyond.

4.2 Recommendations

To sustain and expand the positive impacts of the OPOP program, several strategic recommendations are proposed:

- a. a. Enhanced Financial Support:
 - o Increase government grants and subsidies for pesantren participating in the OPOP program to mitigate financial constraints and enable more institutions to join the initiative.
- b. Centralized Knowledge Platform:
 - o Establish a centralized digital platform to facilitate the exchange of best practices and success stories among participating schools. This platform should serve as a repository of resources, guidelines, and case studies to aid in the effective implementation of the program.
- c. Ongoing Monitoring and Evaluation:
 - o Implement a robust framework for continuous monitoring and evaluation of the OPOP program. This should involve setting clear performance metrics and conducting regular assessments to identify areas for improvement and ensure alignment with economic empowerment goals.
- d. Capacity Building and Training:
 - o Provide ongoing training and capacity-building workshops for both teachers and students. These workshops should focus on advanced product development, marketing strategies, and financial literacy to enhance commercial acumen and market readiness.

- e. Fostering Partnerships:
 - Encourage collaborations between pesantren, local government bodies, businesses, and academia to access additional resources and expertise. Such partnerships can facilitate technology transfer, market access, and innovation, helping schools overcome implementation barriers.
- f. Regional Expansion:
 - Consider expanding the OPOP program model to other regions with similar challenges and potential for economic empowerment. Tailoring the program to local contexts can maximize its impact and contribute to national economic development objectives.

By implementing these recommendations, the OPOP program can continue to drive economic and educational advancements within West Java's pesantren, setting a precedent for similar initiatives across Indonesia. The program's holistic approach, which intertwines economic independence with educational enrichment, positions it as a cornerstone for sustainable development in the region.

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