



One Pesantren One Product: Can It Improve Economic Growth in East Java?

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Article history: Received April 26, 2023 | Revised December 12, 2023 | Accepted January 17, 2024 | Available online on April 1, 2024

To cite this article [Turabian of style 8th edition]: Oktavia, Renny, M. Taufiq, and Anisa Fitria Utami. "One Pesantren One Product: Can It Improve Economic Growth in East Java?". *IQTISHODUNA: Jurnal Ekonomi Islam* 13, no. 1 (April 1, 2024): 131-152. Accessed April 1, 2024.

ABSTRACT

This study aims to determine the implementation of the One Pesantren One Product (OPOP) program in improving the economy of Pesantren in East Java. This research was conducted using qualitative methods, by conducting interviews and documentation at 3 pesantren in East Java. The existence of pesantren in East Java which are increasingly popular, the East Java Provincial Government has launched a new breakthrough for the community program. Governor of East Java Khofifah Indar Parawansa launched One pesantren One Product (OPOP) based on three pillars and five aspects. The increasing number of pesantren implementing the OPOP program will have a direct impact on the economy of pesantren in East Java, for example, namely the Bahrul Maghfiroh, Al Fattah Turen, and Al Yasini pesantren where they have succeeded in growing the independence of pesantren which has a positive impact on the development of their pesantren. Therefore, OPOP is a program that can improve the economy in East Java.

Keywords: pesantren, pesantrenpreneur, economic growth

INTRODUCTION

Pesantren are institutions that have a strategic role in Indonesia's development. UU no. 18 of 2019 concerning Pesantren emphasizes that pesantren have three functions as religious, educational and community development institution.¹ According to data from the Indonesian Ministry of Religion, in 2020/2021 there were 30,494 Pesantren schools in Indonesia. Then in 2021/2022 the number of Pesantren in Indonesia will be 36,600. In 2022/2023 the number of Pesantren in Indonesia will reach 39,043 Pesantren.

¹ Mohammad Ghofirin Rengga Satria. *Eko-Tren OPOP Jatim Pesantren Berdaya Masyarakat Sejahtera*. PT Micepro Indonesia, 2023.

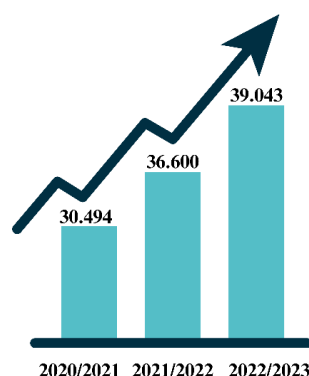


Diagram 1. Number of Pesantren in Indonesia

Source: One Data from the Ministry of Religion of the Republic of Indonesia

Based on these data, it is known that the popularity of Pesantren from 2020-2023 has increased quite well. One of the largest number of Pesantren in Indonesia is in East Java, namely with a total of 4,452 Pesantren in 2020/2021, in 2021/2022 it will reach 5,121 and then in 2022/2023 it will reach 6,744 Pesantren.

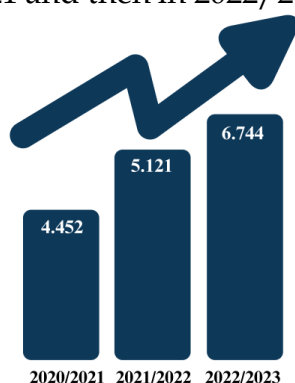


Diagram 2. Number of Pesantren in East Java.

Source: One Data from the Ministry of Religion of the Republic of Indonesia

With the existence of Pesantren in East Java which are increasingly popular, the East Java Provincial Government launched a new breakthrough for the community program. Governor of East Java Khofifah Indar Parawansa launched One Pesantren One Product (OPOP) at the same time as the peak of the 72nd Cooperative Day (Harkop) event for East Java Province in 2019. This aims to ensure that the OPOP program can reach each district/city so that there is harmony between the provincial government and the district/city government. According to the results of an initial interview with Mr. M. Ghofirin as secretary of OPOP East Java, said that up to 2022 there have been 1,000 Pesantren and 300,000 more students who have joined this OPOP program, and already have superior products.

Based on the achievement data submitted by the East Java OPOP secretary, it shows that 22.46% of the total Pesantren in East Java and 53.16% of

the total students in East Java have been touched by the OPOP program. Thus, there is still a need to synergize all parties, so that all Pesantren and students in East Java can join the OPOP program. The following diagram 1.3 shows Pesantren and diagram 4 students who have and have not joined OPOP East Java.

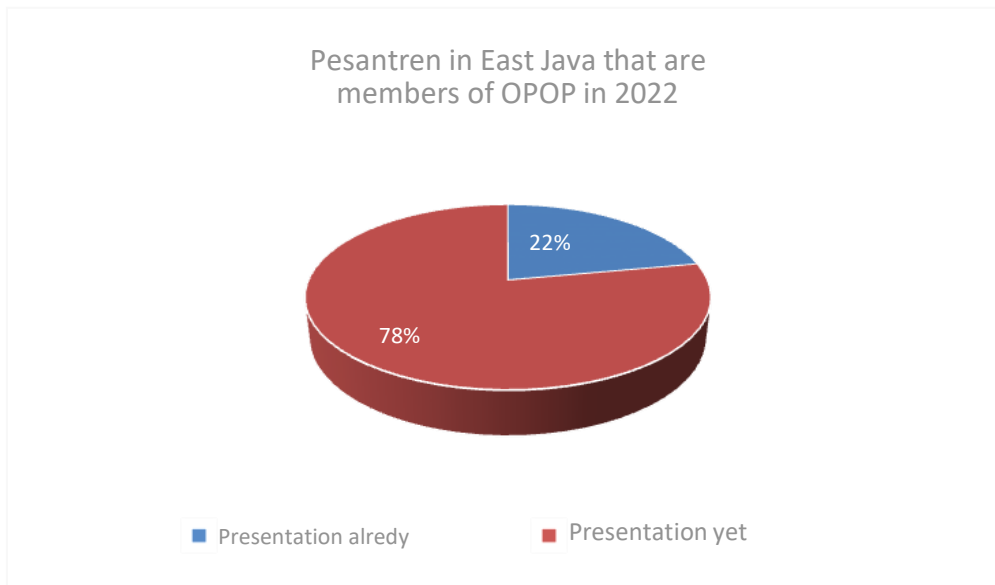


Diagram 3. Number of Pesantren in East Java that are members of OPOP in 2022

Source: Primary data processed

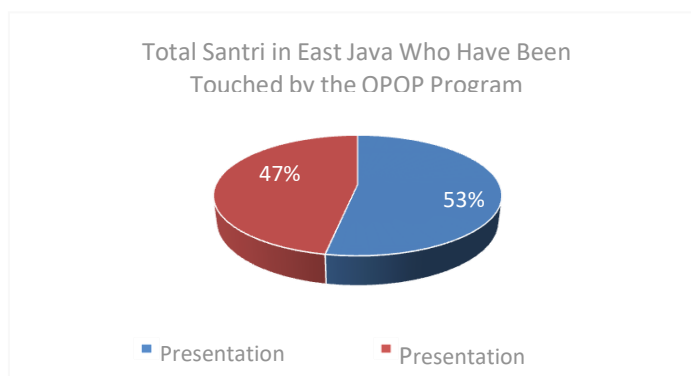


Diagram 4. Total students in East Java have been touched by the OPOP program

Source: Primary data processed

One of the potentials that can encourage economic growth in East Java is the economic resources owned by Pesantren. Based on the number of pesantren

which continues to grow every year. The potential possessed by Pesantren is quite large and can be used to help encourage economic growth. Based on the opportunities for Pesantren, then the provincial government of East Java seized them by realizing them in the form of a program that aims to improve people's welfare by empowering students, Pesantren and alumni of Pesantren. One Pesantren One Product (OPOP) has 3 (three) Pillars, namely: Santripreneurs, Pesantren Schoolspreneurs and Sociopreneurs.² The factors that affect economic growth in each region are different. Indonesia's economic growth itself is influenced by three macroeconomic variables, both foreign and domestic. variables from abroad are foreign investment in Indonesia, while domestic variables are the rupiah exchange rate against the dollar and interest rates. Foreign investment and exchange rates have a positive and significant effect on Indonesia's economic growth, while interest rates have a negative and significant effect on Indonesia's economic growth.³ Indonesia's economic growth of 80.6 percent is influenced by foreign investment (PMA), exchange rates and interest rates, while the remaining 19.4 percent is influenced by other factors outside this study⁴. Therefore, the formulation of the problem can be identified, namely: how is the implementation of the one pesantren one product (OPOP) program in improving the economy of Pesantren in East Java?. So, This article aims to analyze how the implementation of the One Pesantren One Product (OPOP) program has improved the economy of Pesantren in East Java.

Literature Review

Economic Growth

High economic growth is not only a means of achieving prosperity, but more than that, high economic growth is an indicator of the success of a region's economic development. According to *Asian Development Banks*, there are several reasons why growth must be inclusive, namely: ⁵

1. Considering equality and justice, growth should be distributed and inclusive at all levels of society and regions.

² Mohammad Ghofirin Rengga Satria. (2023). *Eko-Tren OPOP Jatim Pesantren Berdaya Masyarakat Sejahtera*. PT Micepro Indonesia.

³ Sari, G. A. A. R. M. (2018). Pengaruh Pertumbuhan Ekonomi, Suku Bunga, dan Nilai Tukar Terhadap Investasi Asing Langsung di Indonesia. *E-Jurnal Manajemen Unud*, 7(7), 4002-4030.

⁴ A, A., and Risma, "OR Analysis of Indonesia's Economic Growth in 1994-2020. *Journal of Business and Management Strategy Studies* 5, no. 1 (2021): 49-56.

⁵ Hapsari, Wulan Retno, "Analysis of Regency/City Inclusive Economic Growth in Central Java Province," *Sukowati Research and Development Journal: Media Research and Development* 3, no. 1 (2019): 11.

2. Growth with persistent inequality can harm social conditions, such as the poor and the unemployed are more prone to engage in criminal activity, women are more prone to prostitution, and unwanted child labour.
3. Inequality in sustainable outcomes and access can undermine political stability and social structure thereby reducing the potential for sustainable growth.

The economic progress of a region shows the success of a development although it is not the only indicator of the success of development. There are three kinds of measures to assess economic growth, namely:⁶

1. Output growth: output growth is used to assess production capacity growth which is affected by an increase in labor and capital in the region.
2. Growth in output per worker: growth in output per worker is often used as an indicator of changes in the region's competitiveness (through productivity growth).
3. Growth in output per capita: growth in output per capita is used as an indicator of changes in economic well-being.

Econometric studies in several developed countries indicate that the increase in the productivity of each worker per unit of capital is a more important source of growth than the addition of capital per worker. The increase in productivity was due to advances in knowledge, better education and training, learning from experience, institutional improvements, *economies of scale*, and a shift in resources. Research on growth in developing countries provides evidence that the share of capital per worker is an important factor for economic growth. This is due to the large marginal productivity of capital and the higher growth rate of capital.⁷

The growth and inequality of economic development is determined by the characteristics of the development policy area. Therefore, it is necessary to pay attention to several things as follows:⁸

1. In formulating regional policies, the government must pay attention to the aspect of inequality between development policy areas.
2. Empowerment of remote indigenous communities in particular to improve welfare and adaptability to a more competitive community life.
3. Increasing the linkages of economic activity in relatively underdeveloped regions with developed and strategic regions, especially through the

⁶ Widada, R., Hakim, DB, and Mulatsih, S., "Analysis of Economic Growth in Districts/Cities as a Result of Expansion in Indonesia," *Journal of Regional Development Management* 6, no. 2 (2019): 1-15.

⁷ Chendrawan, TS, "History of Economic Growth." *Tirtayasa Economics* 12, no. 1 (2017): 123.

⁸ Berlianantiya, M. "Economic growth and inequality in economic development between areas of development policy in East Java Province." *EQUILIBRIUM: Scientific Journal of Economics and Learning* 5, no. 2 (2017): 163.

development of a transportation network system that connects between regions and between islands.

The factors that affect economic growth in each region are different. Indonesia's economic growth itself is influenced by three macroeconomic variables, both foreign and domestic. Foreign variables are foreign investment in Indonesia, while domestic variables are the rupiah exchange rate against the dollar and interest rates. Foreign investment and exchange rates have a positive and significant effect on economic growth in Indonesia. Indonesia's economic growth of 80.6% is influenced by foreign investment (PMA), exchange rates and interest rates, while the remaining 19.4% is influenced by other factors outside of this research.⁹

Likewise, what happened in East Java, where the factors that affect economic growth are as follows:¹⁰

1. Government spending in general has a significant effect on economic growth in several districts/cities in East Java.
2. Poverty has a significant negative effect on economic growth in several districts/cities in East Java.
3. The open unemployment rate has a significant negative effect on economic growth in several districts/cities in East Java.
4. The human development index has a significant negative effect on economic growth in several districts/cities in East Java.
5. Meanwhile, education and investment have a significant positive effect on economic growth in several districts/cities in East Java.

Pesantren

Pesantren is a religious institution, which provides education as well as develops and spreads the Islamic religion. A pondok pesantren is basically a traditional Islamic education hostel where students live together and study under the guidance of one or more teachers known as a Kyai.

Characteristics that are typical of Pesantren, especially in Indonesia as Islamic educational institutions compared to the education system in general, include:¹¹

1. Using a traditional system that has full freedom compared to modern schools so that there is a two-way relationship between students and *kiai*,
2. Life in Pesantren displays the spirit of democracy because they practically work together to overcome their non-curricular problems.

⁹ A, A., & Risma, OR, "Analysis of Indonesia's Economic Growth in 1994-2020." *Journal of Business and Management Strategy Studies* 5, no. 1 (2021): 49-56.

¹⁰ Erdkhadifa, R., "Factors Influencing Economic Growth In East Java Using Spatial Regression Approach," *IQTISHADUNA: Scientific Journal of Our Economy* 11, no. 2 (2022): 122-140.

¹¹ Ferdinand, "Pesantren and Characteristics of Their Development," *TARBAWI: Journal of Islamic Religious Education* 53, no. 1 (2018): 13.

3. The Pesantren system prioritizes simplicity, idealism, brotherhood, equality, self-confidence and courage. Besides that, there is a hut where the kyai and his students are, there is a mosque where teaching and learning activities are held, there are students and kyai who are central figures in the pesantren which provide teachings and classical Islamic books.

The specific objectives of the pesantren are as follows:¹²

1. Educate students/santri members of the community to become Muslims who fear Allah SWT, have noble character, have intelligence, skills and be physically and mentally healthy as citizens who have Pancasila;
2. Educate students/students to make Muslim human beings as cadres of scholars and preachers who are sincere, steadfast, resilient, entrepreneurial in practicing Islamic history as a whole and dynamically;
3. Acquiring personality and strengthening the national spirit in order to grow development people who can develop themselves and are responsible for the development of the nation and state;
4. Educating extension workers for micro (family) and regional (rural/community) development so that they become skilled workers in various development sectors, especially mental-spiritual development;
5. Help improve the social welfare of the environmental community in the context of nation-building efforts.

The goals of Pesantren are in line with or in accordance with the goals of National Education. Pesantren education is to shape the nation's civilization through learning *ta'lim muta'alim* or lectures that are usually given by Kyai as well as educating life and having noble character. In Pesantren there is also education that forms pious people, where students are expected to be able to live on their own and Pesantren produce students so that humans are independent. Potential students in Pesantren, commonly called *santri*, have the hope of becoming human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.¹³

Pesantrenpreneur

Pesantrenpreneur exist in the midst of Indonesia's youth unemployment, which is increasing. The presence of this concept opens space for young people to take part in economic activities, in order to provide state revenue. Pesantren as educational institutions that have been understood as the front guard in *tafaqquh fiddin* efforts, also play a role as originators of the idea of strengthening

¹² Kariyanto, H. "The Role of Pesantren in Modern Society," *Journal of Education "Multicultural Education* 2, no. 2 (2020): 22-23.

¹³ Sabil, NF, and Diantoro, F., "National Education System in Pesantren," *Al-Ishlah Journal of Islamic Education* 19, no. 2 (2021): 209-230.

the people's economy, with various types of businesses owned. One of the Pesantren that work on the preneur sector is the Sidogiri Pesantren, which can build its business strength to what it is today.¹⁴

Pesantrenpreneur is an educational institution that has developed with a combination of religious education and entrepreneurship. In Indonesia in particular, there are many Pesantren that equip their students with entrepreneurship education, including the El- Bayan Pesantren in Cilacap, the Al-Qurthuby Pesantren in the Bondowoso area, East Java and the al-Nadhlah Pesantren located in Depok. This has become a special attraction for the development of a pesantrenpreneur education model, including the Ummul Ayman Aceh Pesantren for its students. This combination is the first step in creating a generation with an entrepreneurial spirit by prioritizing business morals and ethics so that this attitude is integrated into its business activities guided by the values contained in the Islamic economy.¹⁵ The pesantrenpreneur ecosystem requires optimization of all important systems and elements in the business world. Position each element proportionally and intertwined. However, in entrepreneurship that has a smaller scope and scale, this ecosystem can be simplified according to the core business in a business unit, such as a business unit that is in and managed by Pesantren, known as an institution or religious education institution that has its own uniqueness and peculiarity. One of the uniqueness of Pesantren is the entrepreneurial ecosystem they develop. By relying on the principle of self-reliance and developing the people's economy, Pesantren entrepreneurs emphasize three aspects of business development, namely [1] Human Resource Capacity, [2] Process and production management, and [3] Marketing strategy used. These three important elements are then referred to as the "Pesantrenpreneur Ecosystem".¹⁶

Previous Research

Pesantren as the oldest Islamic educational institutions and closest to the community have an important role in empowering the economy of the people in Indonesia. Pesantren have potential resources so that they deserve to be pioneers in empowering the people's economy. The ways that pesantren can do in empowering the people's economy are divided into several aspects, namely in terms of employment, business opportunities and the establishment of business entities, financial institutions and/or pesantren social institutions

¹⁴ Masruroh, N., and Zahirah, F., "Branding Strategy in Implementing Pesantren Preneur," *Istinbath* 18, no. 1 (2019): 46-75.

¹⁵ Rahmati, Arinal, Husnurrosyidah, Husnurrosyidah, and Ruhamak, Muhammad, "Pesantrenpreneur: Entrepreneurship Strategy at Pesantren Through Satoimo Taro Commodities," *Equilibrium: Journal of Islamic Economics* 8, no. 2 (2020): 383.

¹⁶ Adhim, F., and Ta'rif, "Local Potential Development-Based Pesantren Ecosystem," *Education: Journal of Religious and Religious Education Research* 19, no. 2 (2021): 127-140.

and education of students. These aspects can be developed into more detailed and targeted programs. This Pesantren -based economic empowerment is very appropriate to do while preaching or what is commonly called empowerment preaching. In addition to aiming at the welfare of the community, this empowerment da'wah also aims to educate the community. It is hoped that the community's economy will improve at the same time public knowledge about Islamic teachings, especially Islamic economics.¹⁷

In its journey, several Pesantren have been able to balance and align educational, da'wah and economic activities. Especially considering the enormous potential of Pesantren in efforts to develop the economy. And this proves and confirms that Pesantren have a significant contribution and potential to build and develop empowerment in the economic field. One of the Pesantren that also participated in the series of activities was the Al Muttaqien Pesantren in Balikpapan. The business owned by the Al Muttaqien Pesantren, namely: PT. Kaltim Prima Artha (General and Supplier), PT. Faris Wisata (Tour and Travel), CV. Zamzami Segara Artha (General, Supplier and Convection), Al Muttaqien Berkah Mandiri Syariah Cooperative. With the existence of a business unit owned by the modern Pesantren Al Muttaqien Balikpapan, there are several benefits that can be generated for Pesantren, namely: subsidizing tuition fees for students who can't afford it, building facilities or facilities to support Pesantren activities, improving the welfare of teachers and employees.¹⁸

On August 27 2020, together with the national webinar, a declaration was made to form the Solo Raya Pesantren Business Economic Association (HEBITREN) chaired by KH Miftahul Huda. Hebitren Solo Raya has mapped the Pesantren business units spread across Solo Raya. Hebitren Solo Raya is a place for pesantren independence to encourage economic strengthening through existing businesses at Pesantren. Hebitren Solo Raya has an impact on the joined pesantren because it provides networks and services to increase business. Hebitren continues to improve its neat management system and reaches out to Pesantren that do not yet have a business so that they are able to have their own business and join in. Hebitren makes a special house or container to sell the goods obtained in Hebitren. Hebitren cooperates with

¹⁷ Fathoni, MA, and Rohim, AN, "The role of Pesantren in empowering the people's economy in Indonesia," *CIMAE: Conference on Islamic Management, Accounting, and Economics* 2 (2019): 133-140.

¹⁸ Irawan, M., Darmawati, Fadhilah, N., & Noni, Y., "Forms of Economic Empowerment at the Modern Pesantren Al Muttaqien Balikpapan," *Borneo Islamic Finance and Economics Journal* 2, no. 1 (2022): 37-52.

large entrepreneurs to improve students' abilities in entrepreneurship training.¹⁹

Pesantren in Indonesia have enormous potential and role when viewed from the number of pesantren, their students and the resources they have. This reality is the background for the implementation of the One Pesantren One Product (OPOP) program at the West Java Provincial Government. This research shows that the pesantren business has many weaknesses but has various opportunities to be developed. The blue ocean analysis illustrates that the pesantren business is still in tight business competition (red ocean). Therefore, pesantren are recommended to make strategic changes through market penetration and product development strategies. Market penetration strategy through increasing product branding, Preneur business networks and utilizing e-commerce technology. The product development strategy is carried out through product innovation typical of Pesantren.²⁰

Optimizing business units can create pesantren economic independence. Even so, the fact is that there are still many pesantren that have not utilized their potential. The pesantren that has succeeded in achieving economic independence through its agribusiness business unit is the Al-Ittifaq Pesantren in Bandung. Factors that influence the economic independence of the Al-Ittifaq Pesantren are divided into four aspects, namely institutional, production, stakeholder and market aspects. The priority results show that the market aspect has the greatest influence on the economic independence of the Al-Ittifaq Pesantren and the four most influential factors are the leadership of the clerics and administrators, production information systems, capital, and market availability.²¹

Currently, many Pesantren do not only focus on instilling religious values, ethics and knowledge, but also develop a spirit of instilling entrepreneurial values in the hope of carrying out social transformation in appreciating changes and forming an attitude of independence and maturity so that they are able to respond to challenges. era in the era of global competition. The strategy for the Al-Falah Pesantren, Pacet District, Mojokerto Regency in the Development of the Santripreneur Independent Economy is to use: a) Doctrination of students through the process of religious learning, b) Adjusting the areas of expertise of students according to interests and talents by selection, c) Establishing partnerships and collaboration with outsiders, d)

¹⁹ Saputro, A., Ayu, P., Wardani, K., & Ramadani, KD, "Hebitren and Pesantren Economic Empowerment in Solo Raya," *Journal of Multi-Perspective Islamic Studies* 2, no. 2 (2022): 316-333.

²⁰ Mohammad Ghofirin Rengga Satria. *Eko-Tren OPOP Jatim Pesantren Berdaya Masyarakat Sejahtera*. PT Micepro Indonesia, 2023.

²¹ Maya Silvana, and Lubis, D., "Factors Affecting Pesantren Economic Independence (Study of Al-Ittifaq Pesantren Bandung)," *Al-Muzara' Ah* 9, no. 2 (2021): 129-146.

Incorporating independent economic entrepreneurship education in Pesantren extracurricular activities, e) Eliminating education costs for students, f) Santri are required to have savings at Pesantren, g) Establishing vocational training centers.²²

METHODS

The type of research method used qualitative research methods using the Grounded Theory study approach. The reason chose to use Grounded Theory is also called local theory where Grounded Theory must be directly involved with the world being studied to ensure "down to earth" results from the people being studied. The reason chose to use the Grounded Theory (GT) study approach is because s want to reveal a phenomenon that is expected in this analysis to produce a theory that can explain phenomena related to the implementation of One Pesantren One Product : Can It Improve Economic Growth in East Java?²³

This research was conducted in several pesantren in East Java, especially at pesantren Bahrul Maghfiroh, Al Yasini, and Al Fattah. Types and sources of data in this study using primary and secondary data. Primary data collection was obtained from informant interviews with OPOP secretaries and pesantren staff in East Java, while secondary data was obtained from the official OPOP website. Data collection techniques in this study used three methods, including:

1. Observation using passive participant observation. This is because researchers only see the daily activities of pesantren.²⁴
2. The interview uses in-depth interview techniques by asking questions to informants.²⁵
3. Documentation is used as evidence to strengthen the results of research conducted in the field such as photos, transcripts of recordings during interviews at pesantren.²⁶

The data analysis technique in this study uses the stages developed by Colaizzi, including²⁷:

²² Shofiyuddin, M., and Swandari, T., "Strategies for Caregivers of Pesantren in Developing Santripreneur Independent Economics," *Review of Islamic Education* 1, no 1 (2021): 10-24.

²³ Dewi, H. "Grounded Theory disertai Model Triple-C dalam Upaya Meminimalisir Prokrastinasi Akademik Belajar Fisika Berbasis Livezopadizdo. 7, no. 1 (2022): 61-69.

²⁴ Halik, A, "Paradigma Kritik Penelitian Komunikasi," *Tabligh* 19, no. 2 (2018): 162-178.

²⁵ Salmaniah Siregar, N. S, "Metode dan teknik wawancara," *Journal of Direktorat Pengembangan Kemahasiswaan* (2002): 1-2.

²⁶ Atmaji, T. "Media Pembelajaran Interaktif Melalui Permainan Tradisional Untuk Memperkuat Pendidikan Karakter," *PROSIDING SEMINAR NASIONAL "Penguatan Karakter Berbasis Literasi Ajaran Tamansiswa Menghadapi Revolusi Industri 4.0* 1, no. 2 (2019): 329-337.

²⁷ Cabral, E. D. D., Tahu, S. K., & Tage, P. K, "Modus Adaptasi Pasien Diabetes Mellitus terhadap Penyakit yang di Derita dengan Pendekatan Konsep Model Sisiter Calista Roy," *CHMK Health Journal* 1, no. 1 (2020): 316-296.

1. Describe the phenomena studied in the implementation of One pesantren One Product in economic development in East Java
2. Collect descriptions related to information from informants about the phenomenon.
3. Make a transcript followed by a description of all informants.
4. Write a complete and in-depth description, validate the results of the data analysis directly to the informants.

RESULT AND DISCUSSION

One Product Pesantren (OPOP) activities in East Java

Basically the implementation of the education and teaching system in Pesantren is classified into 3 types, namely the first in a non-classical way (*bandungan* and *sorogan* system) where a *kiai* teaches based on books written in Arabic, and then the students live in Pesantren to study at Pesantren. The *kiai* Second, with the *weton* system, where students come in droves at a certain time. Actually the *weton* system is the same as the first system, but the difference is that the students are not provided with accommodation but live scattered all over the village around the pesantren. The third is the Pesantren system which combines the *bandungan*, *sorogan*, and *wetonan* systems. In this system, Pesantren also organize formal education in the form of madrasas and even public schools at various levels and vocational schools according to the needs of the community. The One Pesantren One Product (OPOP) program, which has 3 (three) pillars, namely:

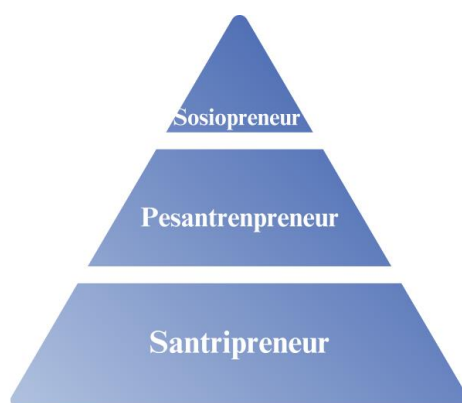


Diagram 5. Pillars of the OPOP Program

Source: Processed primary data

Based on the results of an interview with Mr. M.Ghofirin as Secretary of OPOP, it was said that the One Pesantren One Product (OPOP) Program has three Pillars, namely: Santripreneurs, Pesantren spreneurs and Sociopreneurs. The first one pillar, namely santripreneur, students who are entrepreneurs or are known to use the word santripreneur are needed to empower the people's economy. Implementation of self- assessment in realizing santripreneurs among

Pesantren by: optimizing the potential of students, by incorporating the science of entrepreneurship in the Pesantren learning syllabus, there is a need for additional entrepreneurship training in order to form "santripreneurs".

The second is Pesantrenpreneur, an educational institution that has developed with a combination of religious education and entrepreneurship. In Indonesia in particular, many Pesantren have provided their students with entrepreneurship education, the prener pesantren e- cosystem requires optimization of all systems and important elements in the business world. Position each element proportionally and intertwined. However, in entrepreneurship that has a smaller scope and scale, this ecosystem can be simplified according to the core business in a business unit, such as a business unit that is inside and managed by Pesantren, known as an institution or religious education institution that has its own uniqueness and peculiarity. One of the uniqueness of Pesantren is the entrepreneurial ecosystem they develop.

Third, namely Sociopreneur, Social Entrepreneur is someone who understands social problems and uses entrepreneurship abilities to make social changes, especially covering the fields of welfare, education and health. If entrepreneurship measures success from its financial performance (profits or income), then sociopreneurs' success is measured by the benefits felt by the community.

Activities of Pesantren in Economic Empowerment in East Java

The governor of East Java has the determination to improve the economic welfare of the community based on Pesantren through empowering students, Pesantren, and the community around the Pesantren by initiating the East Java OPOP Eco-Trend program. OPOP's Eco-Trends have succeeded in creating new entrepreneurs from alumni of Pesantren in East Java through sociopreneurs. In addition, the OPOP Eco-Trend gave birth to 1,000 santripreneurs in 2022. The OPOP Eco-Trend through pesantrenpreneurs also formed pesantren cooperatives or business entities in 750 Pesantren.

In the period 2019-2022 the OPOP Eco-Trend has succeeded in realizing the development of a boarding school-based business by absorbing 4,125 workers, this was conveyed by Mr. M.Ghofirin. With the Eco-Trend OPOP program, it can encourage Pesantren to continue to innovate to produce superior products so that the competitiveness of each Pesantren. Several Pesantren that are members of OPOP are Bahrul Maghfiroh, Al Fattah Turen, and Al Yasini.

The first is the Bahrul Maghfiroh Pesantren which is one of the Pesantren in Malang City. Based on the results of interviews with Mr. Fajrul as staff and management of the Bahrul Maghfiroh Pesantren cooperative, the purpose of establishing this Pesantren is to educate students to become Muslim human beings as cadres of Ulama and Mubaligh who are sincere, steadfast, tough, independent in practicing the teachings Islam as a whole and dynamically, and ready to serve and care for the community. In achieving this goal, this Pesantren

has extracurricular activities including Tahfidzul Al- Qur'an , Study of the Yellow Book, Banjari, The Art of Reading the Qur'an , Broadcasting, Graphic Design, Scientific Work, Journalism, Paskibra, Scouts, Sports: Football/ Futsal, Volleyball, Basketball, Table Tennis, Pencak silat, and Entrepreneurship: Agriculture, Fisheries, Graphic Design, Software. From entrepreneurship extracurriculars, Bahrul Maghfiroh Pesantren has business units, including:

Table 1. Bahrul Maghfiroh Business Unit

Bahrul Maghfiroh Islamic Boarding School business unit			
Argofarm	Ritel and Resto	Industry	Service
1. Freshwater fish farming 2. Hydroponic vegetable cultivation 3. Orchid cultivation 4. Mushroom cultivation	1. Bahrul Maghfiroh Mart (BM Mart) 2. BM kitchen	Sultan Coffe	1. BM Media Creative 2. BM Transport & Travel 3. Software House (ERP)
			

Source: Processed primary data

Second, the Al Fattah Turen Pesantren is one of the Pesantren in Malang Regency. Based on the results of an interview with Mr. Moch.Khozen Anwar as staff and management of the Al Fattah Pesantren cooperative, he stated that Al Fattah is a foundation engaged in education, social, religion and humanity which aims for the welfare and benefit of the people. The flagship product of the Al Fattah Pesantren is chips. This Jess Chips is a superior product that has been produced since 2015.

Then the third is the Al Yasini Pesantren in Pasuruan Regency with the number of Al Yasini students reaching 3,800 students in 2022. Based on the results of interviews with Mr. Samsul Arifin as staff and administrators of the Al Yasini Pesantren cooperative, the purpose of establishing this Pesantren namely the realization of integrative education based on Pesantren as part of the strength of local wisdom which can produce superior students. The extracurriculars provided are jami'iyatul Muballighin/ghot, Qiro'ah Bittaghonni, Sholawat Al Banjari and Ishari, Calligraphy, Bahtsul Masa'il, Skills. Entrepreneurship/Entrepreneurship, Santri Gymnastics, Pencak Nusa Penitentiary. Thanks to the extracurricular entrepreneurship / entrepreneur at this Pesantren, Al Yasini can bear the title of the best Pesantren cooperative in the field of marketing by having 9 branches of outlets for marketing its products and Al Yasini also has 9 branches of savings and loan units. With the products produced as follows:

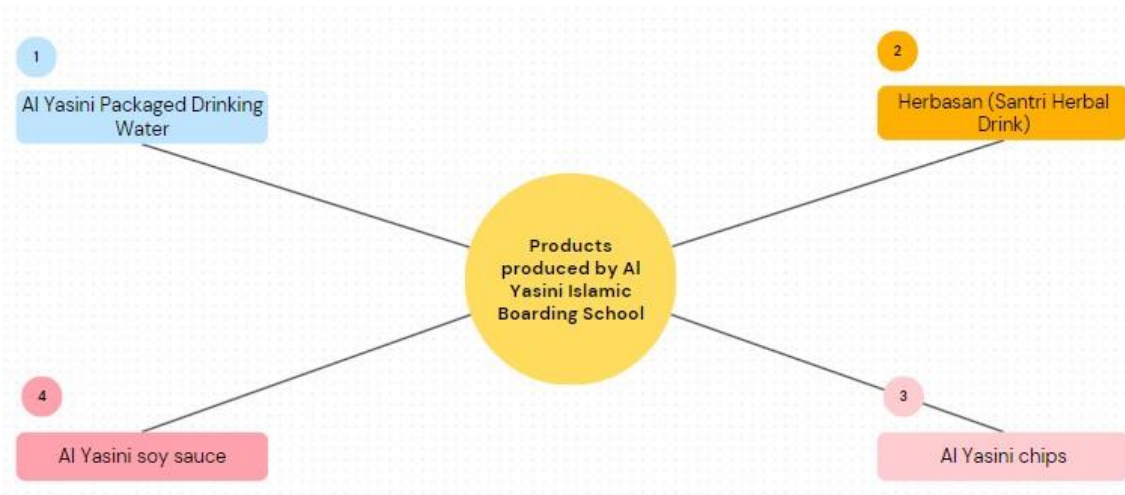


Figure 1. Al Yasini Business Unit

Source: Primary data processed Then the third is *Pondok Al Yasini*

Implementation of the One Product Pesantren (OPOP) Program in Improving the Economy of Pesantren in East Java

The OPOP Eco-Trend Program has three things that are used to measure its level of success, namely being able to carry out professional and effective management, being innovative and open to collaborating with other parties, this is in the digipreneur which was conveyed by Mr. M. Ghofirin as OPOP secretary. In digipreneurs, it is hoped that students and alumni of Pesantren can own businesses and create jobs so that they can benefit the surrounding community which can then increase welfare and reduce unemployment.

Synergy in the implementation of the 3 pillars of the East Java OPOP Eco-Trend which was conveyed by Mr. M. Ghofirin as OPOP secretary, namely the first santripreneur by holding Santri OPOP Camp, Santripreneurship Webinars, Santripreneur Business Innovation Competence, OPOP Vocational Vocational School, Santripreneur Award, Digital OPOP Santri Training, and Santripreneur Expo. Then in the theory and practice of student entrepreneurship, it can be carried out intra-curricularly or extra-curricularly, then these students will be fostered, trained, and accompanied to master the theory and practice of entrepreneurship.

Then the second is the pesantrenpreneur whose economic empowerment program is through the Pesantren cooperative. In its implementation there are five aspects, namely:

Table 2. Five aspects of pesantrenpreneur

INSTITUTIONAL		HUMAN RESOURCES	
Islamic Boarding School Typology: 1. Already have kopontren Facility : 1. Assistance to become a quality healthy cooperative 2. Kopontren revitalization training and assistance	Islamic Boarding School Typology: 1. Don't have a kopontren yet Facility : 1. Socialization and Assistance in the Establishment of Kopontren	Islamic Boarding School Typology: 1. Professional Human Resources Facility : 1. Addition of competency scheme 2. Training and Test certificates	Islamic Boarding School Typology: 1. Beginner Human Resources Facility : 1. Organizational, business and financial training
PRODUCT		MARKETING	
Islamic Boarding School Typology: 1. Have superior quality products Facility : 1. Training, mentoring, and managing product licensing	Islamic Boarding School Typology: 1. Have stub products Facility : 1. Product development idea training	Islamic Boarding School Typology: 1. Internal - local - national - international level marketing Facility : 1. Increasing access to online and offline product marketing in internal, local, national and international markets	
ASPECT			
Islamic Boarding School Typology: 1. Kopontren already has sufficient working capital Facility : 1. Increasing transparent and accountable financial management and reporting 2. Improvement of tax reporting capabilities		Islamic Boarding School Typology: 1. Kopontren does not yet have sufficient venture capital Facility : 1. Increasing access to capital through alternative schemes, namely grants, loans from Revolving Fund Management Institutions, People's Business Credit Loans, Partnership and Community Development / Corporate Social Responsibility Program Loans, and crowdfunding	

Source: Processed primary data

Furthermore, the third is sociopreneurs who will help Pesantren alumni to develop their businesses, one of which is by utilizing technology so that product marketing can reach a wider market.

In building the East Java OPOP Eco-Trend, various parties must be involved who then work together through pentahelix collaboration. The collaboration of various parties who have the same position and role will strengthen the OPOP Eco-Trend ecosystem and will also make it a creative, independent, innovative, solutive, and useful organization.



Figure 2. Pentahelix Collaboration

Source: Processed primary data

Based on the three pillars and five aspects of the pesantrenpreneur which must also be implemented by OPOP in East Java, several obstacles arise from these five aspects from the Bahrul Maghfiroh, Al Fattah Turen, and Al Yasini Pesantren. Based on the results of interviews with Mr. Fajrul as the staff and management of the Bahrul Maghfiroh Pesantren cooperative, there are several obstacles in implementing these five aspects, namely:

Table 3. constraints and solutions for the Bahrul Maghfiroh Pesantren

ASPECT	CONSTRAINT	SOLUTION
Capital	Lack of capital so that Islamic boarding schools have difficulty moving in the business sector	Capital is not only obtained through grants, but can come from increasing access to capital through alternative schemes, namely Revolving Fund Management Institution loans, People's Business Credit Loans, Partnership and Community Development / Corporate Social Responsibility Program Loans, and crowdfunding.

Source: Processed primary data

This is in line with research that has been carried out states that business development is from Islamic Microfinance Institutions that can be used as additional capital for Pesantren to meet their business capital needs so that Pesantren cooperatives can run optimally²⁸.

Then the second is based on the results of an interview with Mr. Moch.Khozen Anwar as staff and management of the Al Fattah Pesantren cooperative, namely the obstacles experienced by the Al Fattah Turen Pesantren in implementing these five aspects, namely:

Table 4. Constraints and solutions for the Al Fattah Turen Pesantren

ASPECT	CONSTRAINT	SOLUTION
Human Resources	<ol style="list-style-type: none"> 1.Lack of Human Resources at Al Fattah Islamic Boarding School 2. There is no mentor and the difficulty of dividing time between business and pesantren education 	<ol style="list-style-type: none"> 1. Maximizing soft skills and hard skills owned by students and teaching staff in managing their business units 2. The Office of Cooperatives provides organizational, business and financial training
Marketing	<ol style="list-style-type: none"> 1.Lack of soft skills possessed by students in managing non-cash payment systems when goods are exported 	<ol style="list-style-type: none"> 1.Increase access to online payments in the process of exporting products

Source: Processed primary data

This is also explained in the research conducted by (Taufiqurrahman, 2019) which states that human resource management needs to be given proper attention to improve the quality of formal and non-formal education so that the

²⁸ Fathoni, MA, and Rohim, AN, "The role of Pesantren in empowering the people's economy in Indonesia, *CIMAE: Conference on Islamic Management, Accounting, and Economics 2* (2019): 133-140.

objectives of establishing Pesantren can be optimally implemented. Then the solutions to marketing problems are carried out which are in line with research conducted by²⁹ namely counseling activities related to digital marketing and digital payments need to be carried out so that Pesantren can reach a wider market.

Then the third is based on the results of an interview with Mr. Samsul Arifin as the staff and administrator of the Al Yasini Pesantren cooperative, namely the obstacles experienced by the Al Yasini Pesantren in implementing these five aspects, namely:

Table 5. constraints and solutions for the Al Yasini Pesantren

ASPECT	CONSTRAINT	SOLUTION
Human Resources	1. Inadequate human resources for the government if Islamic boarding school cooperatives want to be promoted 2. The number of students is 500-1000 people, there is a need for Human Resource management to prepare good and quality Human Resources	1. Provide socialization and organizational, business, and financial training
Institutional	1. Lack of knowledge about operations 2. Kasbon system which is felt more and more becomes a problem	1. Socialization and assistance regarding kopontren

Source: Processed primary data

The constraints and solutions are in line with the research conducted by³⁰ that human resources must also be given training and outreach through studies on creative entrepreneurship development and fostering an entrepreneurial spirit among students, educators, and the community involved.

The implementation carried out by each pesantren in improving the economy in the OPOP program has been well implemented by each pesantren starting from the products produced to the discovery of problems related to aspects of the OPOP program. Based on these problems, a solution has actually been found, it's just that the implementation of each Pesantren has a different level of difficulty so that the collaboration that is built must have strong bonds between elements.

CONCLUSION

The One Pesantren One Product (OPOP) program which has been implemented in 1000 Pesantren in East Java can build economic independence

²⁹ Wardani, I., Dewi, TR, Widiastuti, L., and Rachmawatie, SJ, "Counseling on Digital Marketing of Agricultural Products at Nirwana Tirtomoyo Wonogiri Quran Pesantren," *Real Wasana* 5, no. 1 (2021): 40-44.

³⁰ Fauzi, Y., "The Role of Boarding Schools In Entrepreneurship Human Resources Management (MSDM) Development Efforts (Qualitative Research at Al-Ittifaq Rancabali pesantren , Bandung)," *UNIGA Journal of Education* 6, no. 1 (2017): 1-8.

for each implementing Pesantren. Pesantren currently do not only function as educational institutions and da'wah institutions but also function as community empowerment institutions. With the implementation of the OPOP program, Pesantren can absorb workers from both students, alumni, and the surrounding community, then the business units that are run are also able to contribute directly to Pesantren. Therefore, the increasing number of Pesantren implementing the OPOP program will have a direct impact on the economy of Pesantren in East Java, for example, namely the Bahrul Maghfiroh, Al Fattah Turen, and Al Yasini.

This research has several limitations, including the research location that was taken only focused on three Pesantren. So the data produced was only the smallest sample. Therefore, it is hoped that further research can be improved by adding research locations.

Author's Contribution

M. Taufiq: Contribute to formulating research ideas, collecting data, processing data, and interpreting data.

Anisa Fitria Utami: Contributing to writing systematics, research methods.

Renny Oktafia: Contributing to analyzing interpretation results, the language proofread.

Acknowledgements

The author is grateful to those who helped in the completion of this article, especially during the data collection process and article review.

Declaration of Competing Interest

The author declares that there is no conflict of interest.

Ethical Approval

Ethical approval No patient-identifying parts in this paper were used or known to the authors. Therefore, no ethical approval was requested.

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