

Implementation of Islamic Boarding School Cooperative Management in Forming the Entrepreneurial Spirit of Santri

Islamic Boarding
School Cooperative
Management

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355

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ABSTRACT

Islamic boarding schools have various functional units, apart from the existing Islamic boarding school education, there are business units called cooperation. The success of management in cooperation cannot be separated from the skills of the management elements in managing the cooperation. One aspect that needs to be considered is the formation of the entrepreneurial spirit of the students. This research aims to find out how the management of the Ainul Hasan Islamic boarding school cooperation (Koperasi Pondok Pesantren/Kopontren) is implemented, and to find out the role of the Ainul Hasan Islamic boarding school Cooperation (Kopontren) in forming the entrepreneurial spirit of students. The research method used is a qualitative method with a case study approach. Data were collected through interviews, observation and documentation with Islamic boarding school caregivers, Kopontren administrators, alumni and several students of the Ainul Hasan Islamic boarding school. The research results showed that the management of the Ainul Hasan Islamic boarding school cooperation (Kopontren) is quite good in implementing its management system because it is seen from the management function which really supports management activities so that the desired goals can be achieved well. The implementation of Ainul Hasan's Islamic boarding school cooperation management (Kopontren) in forming the entrepreneurial spirit of students is by holding entrepreneurship training for students to make brooches from flannel which is held once a week. By implementing good Islamic boarding school cooperation management and entrepreneurship training, students can form the entrepreneurial spirit and help students become successful entrepreneurs in the future.

Keywords: Islamic Boarding School Cooperation, Management, Forming the Entrepreneurial Spirit of Students.

ABSTRAK

Pondok pesantren mempunyai unit fungsional yang beragam, selain pendidikan pondok pesantren yang sudah ada, terdapat unit usaha yang disebut kerjasama. Keberhasilan manajemen dalam koperasi tidak lepas dari ketrampilan para unsur manajemen dalam mengelola koperasi. Salah satu aspek yang perlu diperhatikan adalah pembentukan jiwa kewirausahaan pada peserta didik. Penelitian ini bertujuan untuk mengetahui bagaimana pengelolaan Koperasi Pondok Pesantren (kopontren) Ainul Hasan dilaksanakan, dan mengetahui peran Koperasi Pondok Pesantren (kopontren) Ainul Hasan dalam membentuk jiwa kewirausahaan santri. Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan studi kasus. Pengumpulan

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data dilakukan melalui wawancara, observasi dan dokumentasi terhadap pengasuh ponpes, pengurus kopontren, alumni dan beberapa santri ponpes Ainul Hasan. Hasil penelitian menunjukkan bahwa pengurus koperasi Pondok Pesantren (kopontren) Ainul Hasan cukup baik dalam menerapkan sistem manajemennya karena dilihat dari fungsi manajemen yang sangat mendukung kegiatan manajemen sehingga tujuan yang diinginkan dapat tercapai dengan baik. Implementasi pengurus kerjasama Pondok Pesantren (kopontren) Ainul Hasan dalam membentuk jiwa wirausaha santri adalah dengan mengadakan pelatihan kewirausahaan santri membuat bros dari kain flanel yang dilaksanakan seminggu sekali. Dengan menerapkan manajemen kerjasama pesantren dan pelatihan kewirausahaan yang baik, santri dapat membentuk jiwa wirausaha dan membantu mereka menjadi wirausaha sukses di masa depan.

Kata kunci: Kerjasama Pondok Pesantren, Manajemen, Membentuk Jiwa Kewirausahaan Santri.

INTRODUCTION

Islamic boarding school cooperatives are a form of cooperative whose principles, objectives and commercial activities are based on Islamic law, namely the Al-Quran and As-Sunnah (Resky, 2022). In general, it can be said that this cooperative is a cooperative business entity whose operational management is based on sharia principles. All business entities, products and cooperative activities are carried out in accordance with the fatwa of the National Sharia Council (*Dewan Syariah Nasional/DSN*) of the Indonesian Ulama Council. Cooperatives according to the Law. No. 25 of 1992 article 3 which explains about cooperatives, it can be stated that cooperatives have a specific goal of improving the welfare of their members and a general goal of improving the welfare of society. The existence of this cooperative is supported by the government and a joint regulation was issued by the Minister of Cooperatives (number: 197/MJKPTSIIX/1985), the Minister of Religion (number: 64/TAHUN 1985), and the Indonesian Ulama Council (number: 490/MUI/VII/1985), which handles the implementation and development of cooperative training at religious education institutions. According to the Ministry of Cooperatives, there are active Islamic boarding school cooperatives in Indonesia in 2020. This number is quite large and has the potential to develop into modern Islamic boarding school cooperatives (Afifudin, 2020).

According to Halimah & Rahman (2023), Islamic Boarding School Cooperative (*Koperasi Pondok Pesantren/Kopontren*) management is a way of managing Kopontren Islamic educational institutions, including managing finances, facilities, teachers and curriculum, as well as maintaining good relations with the community and parents of students. Kopontren management also includes the role of Kopontren leaders in managing educational institutions as well as leading and directing students (Qosim, 2021). The implementation of management in Islamic boarding schools (Kopontren) refers to the management of various functional aspects and activities in Islamic boarding schools in a planned, organized and measurable manner (Anggriana et al., 2016). The application of management in Islamic boarding schools also includes planning, organizing, implementing and supervising various operational aspects of Islamic boarding schools. The aim of implementing management in Islamic boarding schools is to improve the effectiveness, efficiency and quality of education and life of students. One of the Islamic boarding schools that can foster the entrepreneurial spirit, creativity and independence of students is a cooperative (Hasmawati, 2013).

The entrepreneurial spirit of santri refers to the entrepreneurial spirit possessed by santri. By having the entrepreneurial spirit capital, students are ready to face the challenges of the business world which is growing rapidly and is always based on faith (Sarja, 2019). According to Hadi (2021), the existence of this cooperative deserves special attention because it, like other cooperatives, provides services to its members. Islamic boarding schools provide maximum services to students, such as daily necessities which can be obtained from business entities managed by cooperatives at cheaper prices. Kopontren as a boarding school business entity to improve the economy of Islamic

boarding schools, apart from being a Kopontren business entity, it is also a means of learning entrepreneurship for students (Faridah, 2016).

One of the Islamic boarding schools that established a cooperative is the Ainul Hasan Islamic boarding school. The Ainul Hasan Islamic boarding school cooperative (Kopontren) is a shopping center for Islamic students, so the establishment of this cooperative will certainly be a very productive business entity, and this can also influence the development of cooperatives from time to time which is increasingly increasing. Even though it focuses on comprehensive religious education, this Islamic boarding school also forms or teaches an entrepreneurial spirit to students through Kopontren. Ainul Hasan's Islamic boarding school cooperative (Kopontren) to form an entrepreneurial spirit is not easy, but it requires a process and patience along with high motivation. According to Firmansyah et al. (2020), to form an entrepreneurial spirit it must be in accordance with the current conditions of the students' needs. There are several management applications that can be implemented in the Ainul Hasan Islamic boarding school cooperative, namely by holding training programs such as making handicrafts by making brooches made from flannel, so that the students can have the provisions to become entrepreneurs in the future. Therefore, the author is interested in researching and further clarifying the application of Kopontren management in forming the entrepreneurial spirit of santri, with the title Application of Islamic Boarding School Cooperative Management (Kopontren) in Forming the Entrepreneurial Spirit of Santri (Case study at the Ainul Hasan Islamic boarding school, Wonorejo Village- Maron-Probolinggo).

METHOD

In this research used a qualitative approach with a case study type of research and were descriptive in nature. A qualitative approach is one where the research procedure produces descriptive data in the form of written or spoken words from the behavior of the people being observed (Wahyani, 2013). The researcher used the direct observation method to look at the management of the Ainul Hasan Islamic boarding school cooperative Islamic Boarding School Cooperative (*Koperasi Pondok Pesantren/Kopontren*) to get a true picture of the implementation of the management of the Ainul Hasan Islamic boarding school cooperative (Kopontren) on the entrepreneurial spirit of the students. In this case the researcher conducted interviews with several informants, namely the caretakers of the Ainul Islamic boarding school Hasan, namely KH. Ahsan Bahrul Ulum Bd, researchers also interviewed the administrators of the Ainul Hasan Islamic boarding school cooperative (Kopontren), namely Ustadzah Isnainingsih, and Ustadzah Qu'udatul Ulumiah Khoiriyah, to find out how the management of the Ainul Hasan Islamic boarding school (Kopontren) cooperative is implemented. The researcher also interviewed 3 students, namely Nuril Jannatul Firdausiah, Wasi'atul Hasanah and Suci Anggraini Ulumiah, finally the researcher also interviewed alumni, named Ana and Supia to find out the role of Kopontren in forming students' entrepreneurial spirit.

RESULT

To find out more about the implementation of management at the Ainul Hasan Islamic boarding school, the researcher conducted an interview with the caretaker of the Ainul Hasan Islamic boarding school, namely KH. Ahsan Bahrul Ulum. KH. Ahsan Bahrul Ulum said that Islamic boarding school cooperatives act to train students in entrepreneurship. KH. Ahsan Bahrul Ulum believes the implementation of cooperative management in Islamic boarding schools can provide a strong foundation for the development of students' entrepreneurial spirit. KH. Ahsan Bahrul Ulum implements Islamic Boarding School Cooperative (*Koperasi Pondok Pesantren/Kopontren*) management by providing entrepreneurship training, supporting the development of small businesses by students, and developing cooperation with local entrepreneurs. In addition, Islamic boarding schools encourage students' financial independence with the help of savings programs. Through this program, students can learn how to manage their finances, from saving to planning small investments. This helps students understand the

importance of financial management and prepares students for a more financially independent future. This is supported by Ustadzah Isnainingsih as chairman of the cooperative management who collaborates with brooch makers. Ustadzah Isnainingsih trains special students in class to make brooch designs using graphic design software or manually by making a sketch first. The brooch design reflects the identity and values of the Islamic boarding school. The brooches that have been designed and processed by the management are then sold to students. This craft training is one way to shape the entrepreneurial spirit of students.

The implementation of Ainul Hasan's Kopontren management towards the formation of students' entrepreneurial spirit is very important, as can be seen from the background to the founding of the cooperative and the cooperative's vision and mission. The existence of the Ainul Hasan Islamic Boarding School in forming the entrepreneurial spirit of students is also recognized by alumni of the Ainul Hasan Islamic boarding school. Supported by Ustadzah Qu'udatul Ulumiah Khoiriah, as Kopontren administrator regarding strategies for implementing Kopontren management in forming the entrepreneurial spirit of the students. Ustadzah Qu'udatul Ulumiah Khoiriah teaches students to make brooches from flannel. Flannel brooches can transform student clothing into fashionable and valuable clothing without exaggerating or reducing the importance of student clothing. Gives a sense of confidence and pride to continue wearing beautiful and attractive Islamic clothing without reducing the Islamic values contained in it.

By holding this brooch making activity, students can be motivated to become entrepreneurs, because student brooches can be a unique product and have high selling value and can be a promising business opportunity, because it reflects the identity and values of the Islamic boarding school. By making this brooch, students will get one of the reference accessories that can be worn by hijab wearers. To find out more about the role of Kopontren in forming the entrepreneurial spirit of students, the researcher conducted an interview with Nuril Jannatul Firdausiah as a class IX student at Madrasah 'Aliyah Ainul Hasan. According to Nuril Jannatul Firdausiah, the implementation of Ainul Hasan's Kopontren management is very important in forming the entrepreneurial spirit of students. With good management, students can learn how to manage their time and finances well. This will help students develop the management skills needed in the business world. This opinion is in line with the opinion of Wasi'atul Hasanah as a class XI student at Madrasah 'Aliyah Ainul Hasan, Kopontren provides opportunities for students to learn and develop their entrepreneurial spirit. Kopontren, independence, hard work and enthusiasm for success are taught in various fields including business, skills training, such as cooking snacks (fried foods), and handicrafts such as making brooches from flannel. With guidance from Kopontren, it is hoped that students will become successful young people with business and creativity.

With skills training at the Ainul Hasan Kopontren, students are inspired to become successful entrepreneurs. The students plan to open a small business first, such as a shop or service business, and then develop a bigger business to develop their potential and gain financial freedom. From the results of interviews with students, it can be concluded that the role of Kopontren Ainul Hasan is very important in forming students' entrepreneurial spirit. With good management and skills training, students can learn independence, hard work and enthusiasm to succeed in various fields, including business. With Kopontren skills training, students are inspired to become successful entrepreneurs and develop their potential and achieve financial freedom.

Researchers also conducted interviews with alumni of the Ainul Hasan Islamic boarding school who already have their own accessories business, to find out about the role of the Ainul Hasan Islamic boarding school cooperative (Kopontren) in forming the entrepreneurial spirit of the students. The management of the Ainul Hasan Kopontren plays an important role in forming the entrepreneurial spirit of students. The example, that was experienced was when learning how to manage the finances of a small business at an Islamic boarding school. How to prepare simple financial reports, manage expenses, and calculate profits. All these skills are useful when starting your own business after

graduating from Islamic boarding school. The students learned about independence, hard work, and the passion to succeed. Students also received skills training such as cooking, handicrafts and small business management. All this helps start your own business after graduating from boarding school. This is also the opinion of Supia as an alumnus of the Ainul Hasan Islamic boarding school. With this Kopontren, it is very possible to form the entrepreneurial spirit of students. Including those who already have an entrepreneurial spirit, who initially did not have business skills. But after having experience when Supia entered a boarding school as a cooperative administrator in the food department, it really helped students to form an entrepreneurial spirit.

Conclusions from interviews with Islamic boarding school alumni, Ainul Hasan, show that the role of Islamic boarding schools is very important in developing student entrepreneurship. With good management, students can learn management skills, time management and skills that are very important in financial life. Kopontren learning helps alumni start their own business after graduating by providing the skills of independence, hard work, enthusiasm for education, skills training and knowledge of small business management.

DISCUSSION

After the researcher collected data from interviews with the caregiver named KH. Ahsan Bahrul Ulum Bd. and the Kopontren administrators, namely Ustadzah Isnainingsih and Ustadzah Qu'udatul Ulumiah Khoiriah, the researcher carried out data analysis to explain further the researcher's results. The implementation of cooperative management at the Ainul Hasan Islamic boarding school can provide a strong foundation for the development of student entrepreneurship. This involves entrepreneurship training to improve their skills and understanding in the business world for santri. According to Niati et al. (2019), management is very necessary when managing Islamic boarding school finances. Many traditional Islamic boarding schools are in suspended animation, unable to meet the needs of existing students and Islamic boarding schools. Management is a series of activities (including planning and decisions, organizing, directing and controlling) that direct organizational resources to achieve its goals effectively and efficiently (Griffin & Ebert, 2008). An organization is a group of people consisting of two or more people who have the same desires, goals and requests (Burke, 2022).

There are many investments that can be made, such as providing entrepreneurship training to students at the Ainul Hasan Islamic Boarding School Cooperative (*Koperasi Pondok Pesantren/Kopontren*). This entrepreneurship training program is held periodically for students, namely on Friday afternoons. This training can cover, for example, business planning, financial management, marketing, and other skills needed in the business world, supporting the development of small businesses by students and collaboration with local entrepreneurs. This collaboration also opens the door to long-term opportunities. The savings programs also encourage students' financial independence. From saving to planning small investments, this program helps students manage their finances, preparing students for a more financially independent future.

The sharia financial management system is one of the foundations for managing the business or finances of every Muslim (Arifin, 2021). This could include initial capital, technical assistance or market access through the Ainul Hasan Kopontren. This program also encourages a culture of saving that can continue after the students leave Islamic boarding school. Providing education about small and medium investments and giving students the opportunity to invest in projects that support the development of Islamic boarding schools or the welfare of the surrounding community. By implementing extensive cooperative management at the Ainul Hasan Islamic boarding school, it is hoped that the students will gain sufficient skills and knowledge to be successful in the business world and contribute to local economic growth. According to Habibi & Hamzah (2023), the management of Islamic Boarding School Cooperatives has several aspects that need to be considered, such as financial management, human resource management and marketing management. Apart from the aspects mentioned above, Islamic boarding

schools also have an important role in developing Islamic boarding school cooperatives. Islamic boarding schools should be places that foster the development of Islamic boarding schools, teach sharia principles to students, and encourage the development of knowledge and understanding of sharia economics to the surrounding community (Mustafa, 2023).

The chairman of the Kopontren management, Ainul Hasan, collaborated with brooch manufacturers to design brooches with the Islamic boarding school logo. This is done by training students through special skills for Class XII Madrasah 'Aliyah students. The collaboration between the chairman of the Kopontren Ainul Hasan board and brooch manufacturers to design brooches with the logo of the Ainul Hasan Islamic boarding school is an initiative involving collaboration between educational institutions and industry. This process also involves special skills training for Class XII Madrasah 'Aliyah students. The steps in this collaboration can include: First, Islamic boarding school administrators and brooch manufacturers work together to identify the need for brooch designs that reflect the Islamic boarding school's identity and values. Second, developing the Islamic boarding school logo concept: involving students in developing the concept and design of the Islamic boarding school logo to be used on brooches. This process can include understanding Islamic boarding school values and how to depict students in visual form. Third, design training: providing training to students in graphic design skills and brooch making techniques. This may include the use of design software, color selection, and brooch production techniques. Fourth, marketing and distribution: after the brooch has been produced, the next step is marketing and distributing it. This could involve promotions at a local level, exhibitions, or even online sales to reach a wider audience. Fifth, income and development of Islamic boarding schools: the proceeds from sales of brooches can be used as an additional source of income for Islamic boarding schools. Funds obtained can be used to improve facilities and expand educational programs. Sixth, development of other skills: apart from design, this collaboration can be the start for developing other skills in Islamic boarding schools, such as entrepreneurship, product management and marketing.

Through this step, collaboration between Islamic boarding schools and brooch manufacturers also provides benefits in developing the potential of students and has a positive impact on Islamic boarding schools. Kopontren administrators also trained students to make brooches from flannel for Madrasah 'Aliyah students from classes IX-XII. This brooch can show the student's personality and give students confidence to continue dressing neatly, uniquely and attractively in Islamic clothes. Making brooches can also provide an opportunity to empower students in terms of skills and job training. This learning activity for making flannel brooches is not just educational but can increase students' creativity and innovation. With this training, students can have the provisions to become entrepreneurs in the future.

According to Fuentelsaz et al. (2018), that innovation usually results in businesses becoming entrepreneurs. However, if entrepreneurship in completely new products, services or products is limited, it will eliminate most startups because they are imitators and not innovators (Ghafur & Syuhri, 2022). Analysis of the results of interviews with 3 students, including Nuril Jannatul Firdausiah, Wasi'atul Hasanah and Suci Anggraini Ulumiah and 2 alumni who have been successful in business, namely Ana and Supian, shows that Ainul Hasan's role as a student teacher is good in forming the entrepreneurial spirit of the students. Highly recognized by the respondents with good management, skills training, and learning about independence and hard work, students can develop their entrepreneurial spirit (Andjar et al., 2023). Management can be interpreted as a method used by managers to process and organize all the resources, they must achieve predetermined goals (Alaslan et al., 2023). An entrepreneur is a person who creates a new business in the face of risk and uncertainty, with the aim of gaining profit and growth by identifying opportunities and gathering the necessary resources to exploit these opportunities (Rahman & Susila, 2021).

Kopontren Ainul Hasan provides opportunities for students to learn and develop creativity through training such as making brooches from flannel and cooking snacks.

With guidance and learning at the Kopontren, the students hope to become successful young people with their efforts and creativity. This broadens students' horizons, but can also increase their ability to produce products and services. Alumni of the Ainul Hasan Islamic boarding school also reflected on their experience that the management of the Islamic boarding school played an important role in shaping their entrepreneurial spirit. Students learn about managing small business finances, reporting finances, managing expenses, and calculating profits. Alumni experiences that reflect the benefits of Islamic boarding school management and training at Islamic boarding schools can be an inspiration for students. The real proof of the Ainul Hasan Islamic boarding school program is its alumni who have successfully managed small business finances. According to Chien et al. (2018), companies can make plans or estimates of losses that are tailored to the company's needs in the short, medium and long term.

Through the Ainul Hasan Kopontren, students also learn about independence, hard work, a passion for success, and receive skills training such as cooking, handicrafts, and small business management. This experience helps students in starting their own business after graduating from Islamic boarding school. Kopontren Ainul Hasan makes an important contribution in shaping the entrepreneurial spirit of santri through learning, skills training and developing creativity. Through activities and programs, students are encouraged to embrace the values of hard work and success. Students understand that to be successful in the business world requires dedication, perseverance and high dedication. Kopontren provides skills training to students, this includes practical skills such as cooking, handicrafts, and running a small business (Inriani & Rahman, 2022). Students have practical skills that can be directly applied in the business world. Kopontren Ainul Hasan develops students' creativity through various activities such as brooches made from flannel or other crafts. This creativity is a key factor in identifying business opportunities, developing unique products and finding innovative solutions.

Must have several entrepreneurial characteristics to become a successful entrepreneur including: full of self-confidence, the indicators are full of confidence, optimistic, dedicated, disciplined, responsible; have initiative, the indicators are full of energy, intelligent and active; has an achievement motive, the indicators consist of orientation towards results and a vision for the future; is a driving force that shows that he dares to be different, can be trusted and is strong as an actor; dare to take risks to complete calculations (Sukirman, 2017). Student Ainul Hasan's experience in Kopontren training provided a solid foundation for starting his own business after completing Islamic boarding school. Students better understand the challenges and opportunities of the business world and the skills needed to face students. Overall, Kopontren Ainul Hasan made an important contribution in shaping the entrepreneurial spirit of the students. By fully involving key areas, Kopontren creates an environment that creates a strong and competitive entrepreneurial spirit. The entrepreneurial spirit of santri is expected to be able to create creative strategies for social and cultural adaptation that can bring change and modernity over time (Agusti, 2023). Modernity referred to in this case is a process of activities that leads to progress, namely fundamental changes and dynamic renewal of the structure and patterns of society from traditional to rational (Wood, 1997).

CONCLUSION

Based on research findings regarding the implementation of Ainul Hasan's Islamic Boarding School Cooperative (*Koperasi Pondok Pesantren/Kopontren*) management, it can be concluded that the implementation of Ainul Hasan's Kopontren management with brooch making activities can encourage students to be motivated to become entrepreneurs. Brooches made by students are unique and have high resale value, making students a promising business opportunity. Brooches also reflect the identity and values of Islamic boarding schools, so students can provide opportunities for students according to their skills and work experience. Learning to make brooches from flannel is educational and can increase students' creativity and innovation. Kopontren Ainul Hasan's role is very important in forming the entrepreneurial spirit of santri. With good management and

skills training, students can learn independence, hard work and enthusiasm to succeed in various fields, including business. Kopontren provides opportunities for students to develop their potential and creativity so that students become successful young people in their company. With Kopontren skills training, students are inspired to become successful entrepreneurs and develop their potential and achieve financial freedom.

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