

INTEGRATED FARMING MODEL STRATEGY FOR DEVELOPING THE ISLAMIC BOARDING SCHOOL ECONOMY

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Abstrak: Pesantren sebagai lembaga keagamaan memiliki potensi besar dalam upaya mengembangkan ekonomi dan kesejahteraan pesantren, serta pengaruh yang kuat dalam kehidupan komunitas pesantren. Oleh karena itu, pondok pesantren mendirikan unit usaha tani terpadu sebagai sarana untuk mengembangkan ekonomi dan kesejahteraan pesantren. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis: proses pengembangan ekonomi pesantren melalui unit usaha tani terpadu; hasil pengembangan ekonomi pondok pesantren melalui unit usaha tani terpadu; serta faktor pendukung dan penghambat pengembangan ekonomi pondok pesantren melalui unit usaha tani terpadu. Untuk menjawab rumusan masalah tersebut, peneliti menggunakan pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa pengembangan ekonomi yang dilakukan pondok pesantren melalui unit usaha tani terpadu telah berhasil meningkatkan pendapatan ekonomi mereka dan menciptakan lapangan kerja, serta meningkatkan pengetahuan, keterampilan, dan pengalaman santri dan masyarakat sekitar tentang budidaya perikanan dan pertanian modern.

Kata kunci: ekonomi, integrated farming, pondok pesantren

Abstract: Islamic boarding schools as religious institutions have great potential in efforts to develop the economy and welfare of Islamic boarding schools, as well as a strong influence on the life of the Islamic boarding school community. Therefore, the Islamic boarding school established an integrated farming business unit as a means to develop the economy and welfare of the school. This study aims to describe and analyze: the process of Islamic boarding school economic development through integrated farming units; the results of Islamic boarding school economic development through integrated farming units; as well as supporting and inhibiting factors for the economic development of Islamic boarding schools through integrated farming units. To answer the formulation of the problem, researchers used a qualitative approach. The results of this study indicate that the economic development carried out by Islamic boarding schools through integrated farming units has succeeded in increasing their economic income and creating jobs, as well as increasing the knowledge, skills, and experiences of students and their surroundings society about aquaculture and modern agriculture.

Keywords: economy, integrated farming, Islamic boarding school

Introduction

A country is said to be prosperous when it has rich natural resources and productive and quality human resources. In fact, Indonesia, which is rich in natural resources, has not been able to compete, especially from an economic point of view. Economic development is still one of the fundamental problems and the biggest challenge for the Indonesian nation. One of the triggers for failure in the Indonesian economy is due to government policies regarding the conglomerate economic system. This conglomeration-based economic system, in fact, only benefits one party that already has the ability and access to the economy. Meanwhile, those who do not have the ability and access cannot carry out economic activities that can benefit their businesses (Amrullah, 2019). Seeing the failure of the conglomerate system, economic activity must be directed to increase welfare as an alternative solution so that there is no inequality in developing the economy. The

alternative solution is to shed economic hope on people-based economic institutions that have proven their existence in the history of people's lives (Alhamuddin & Zebua, 2021).

In reality, Islamic boarding schools are considered institutions with the potential to move towards a people-based economy. In accordance with the strengths they have, Islamic boarding schools have great potential in efforts to develop the economy, both for the economic development of the schools themselves and the community around the schools. Islamic boarding schools are currently focused on developing their students' Islamic and scientific character, but their focus is also expanding to include larger topics, particularly those related to society and welfare (Marlina, 2014). A number of initiatives have been taken to accomplish the intended objectives, one of which is incorporating the neighborhood in the commercial endeavors of the Islamic boarding schools. The independence of the pesantren is the ultimate objective of the economic development of the Islamic boarding school. Islamic boarding schools have historically been characterized as being supported financially by both formal and informal institutions as well as the contributions of their pupils. Islamic boarding schools will be free from this assumption when they become strong institutions in the economic sector. That way, every building construction activity or other activity is not busy circulating proposals (Dini, 2022).

Islamic boarding schools are institutions in which there is a very strong bond of trust between the kiyai, students, parents of students, alumni, alumni families, and the surrounding community. The existence of this strong bond of trust is a form of social capital that must be maintained because it is very valuable for economic activity (Iswahyudi et al., 2023). The development of Islamic boarding schools in Indonesia has continuously increased. Data from the Director General of Diniyah Education and Islamic Boarding Schools in 2021 recorded a total of 33,218 Islamic boarding schools spread throughout Indonesia. With that many Islamic boarding schools, there is potential that can be maximized through empowerment programs, especially in terms of the economy (Matheus, 2019). Talking about the function of Islamic boarding schools, Islamic boarding schools have the function of being a da'wah institution, an educational institution, and a center for clerical cadre. Through the Islamic Boarding School and Community Development Center (P3M), Islamic boarding schools have an additional new function, namely as community empowerment institutions. From their latest functions, many Islamic boarding schools have realized their role, function, and potential in the social and economic fields and have been able to align their steps with economic development (Mokodenseho & Puspitaningrum, 2022).

The Islamic boarding school, which was established on January, 1920, not only played its function as an educational institution and broadcast religion in general but also carried out economic development by establishing productive business units in the agribusiness sector as a basis for economic development that could benefit Islamic boarding schools (Zebua & Sunarti, 2020). This productive business unit was built for the economic development and welfare of Islamic boarding schools (Rufaidah, 2002). The function of this productive business, apart from being a learning medium for students, is also to increase the pesantren's income in an effort to develop the economy and welfare of the pesantren community. Various alternative economic business activities are determined by Islamic boarding school managers through reading, defining, utilizing, and organizing resources, both internal and external (Sudarminto, 2014).

Currently, Islamic boarding schools also involve students and the surrounding community in developing integrated farming business units (Suharto, 2004). This integrated farming is a combination of traditional farming systems and modern science that combines agriculture, fisheries, and animal husbandry on one land. On agricultural land, there are various types of plants that are developed, including kale, shallots, cayenne pepper, tomatoes, and so on. The existence of community involvement in managing this integrated agriculture is a form of implementing Islamic boarding schools as economic institutions for the welfare of students and the wider community with a vision. In order to develop the pesantren economy, the government, through the Directorate General of Aquaculture, the Ministry of Maritime Affairs and Fisheries, and the West Java Provincial Bank of Indonesia, provided assistance as one of the efforts to support the realization of an economic independence development program. This, of course, will greatly assist Islamic boarding schools in developing integrated farming business unit programs.

Islamic boarding schools are actual settings for practice in all respects, including the development of their economies. Given that the community uses Islamic boarding schools as examples and role models in their daily activities, this is also a very wise strategic move (Suharto, 2014). The community will undoubtedly follow the pesantren if they reach their full potential and prosper economically (Suyatman, 2017). On the other hand, the community's economic development will undoubtedly suffer if the pesantren are unactive and uncaring. Islamic boarding schools continue to try to be able to stand without relying on any party as development as a shared and deliberate endeavor to improve quality of life. Therefore, in its development,

Islamic boarding schools must start building business entities that are managed independently. That way, Islamic boarding schools will not lack sources of economic livelihood to run their institutions (Supeno, 2019).

According to the report of the World Food Agency (FAO) for the Asia and Pacific region cited by Matheus et al. (2019, p. 6), what is meant by in order to maintain continuity between the production and use of natural resources, integrated farming is a farming enterprise that combines multiple agricultural activities with plants and animals in a system (Zebua, 2021). In order to create conditions that protect the environment and assist farmers in increasing land productivity and income through a variety of farming activities, integrated farming's fundamental idea is the combination of various types of plants and animals (livestock, fish), as well as the application of various techniques. The definition of integrated farming is an activity of farmers in optimally and integratedly utilizing more than one agricultural product, including both components of food farming, horticulture, livestock, and fisheries on the same land unit. Term integrated agriculture as a system of plant and animal production practices that have specific visible applications that will span a long period of time (Ramli et al., 2023).

Method

This study adopted a qualitative methodology. A case study was the method of research used in this investigation. The secretaries of Islamic boarding schools, who were experts in the field of economic growth, served as the study's subjects, as well as those in charge of integrated farming business units at Islamic boarding schools, as well as employees and students who participate in managing integrated farming business units. The goal of this study is to understand how integrated farming business units might help Islamic boarding schools flourish economically. Purposive sampling was employed for this study since it used original or recently updated data. The study's primary data came from interviews. The primary qualitative research data collection procedures, according to Catherine Marshall and Giretchen B. Rossman, were observation, interviews, and documentation. These assertions served as the foundation for the data collection approach used in this study. The triangulation approach was employed as the data validity validation tool in this investigation.

Findings and Discussion

Islamic Boarding School Economic Development Process Through Integrated Farming

Based on field findings, according the person in charge of the economic development of the integrated farming business unit, he felt that he had not identified the problem because Islamic boarding schools actually already had assistance facilities from the government that could be utilized. At this stage, the process of economic development is carried out by exploring potential, namely by developing the management of existing fishing facilities. "We may actually not do identification because there is what is called a government program that provides assistance to Islamic boarding schools. Now, through BI, the economic development program through the concept of integrated farming is here. Incidentally, we take it because of what? because we had earlier, initially, catfish farming. Why do we integrate catfish cultivation? Because the waste from these fish can be used to grow plants. So the catfish's waste water goes to agriculture as fertilizer. From fisheries, maggot cultivation feed appears. The waste from the Islamic boarding school is used for maggot feed."

From the results of the interviews above, it can be seen that one of the potentials of Islamic boarding schools is the biofloc catfish farming facility. Starting from the idea to develop catfish farming into something more valuable, the Islamic boarding school finally developed a strategy by integrating catfish cultivation with agriculture. Even though there were capital constraints to building agricultural infrastructure, this could be anticipated through financial assistance from Bank Indonesia, which was previously proposed by the Islamic boarding school.

Based on these interviews, it can be seen that the goal to be achieved from the process of developing the Islamic boarding school's economy through integrated farming is to grow the economy by utilizing the infrastructure owned by Islamic boarding schools to be utilized and managed so that it can be economically valuable, sustainable, and sustainable so that it can be used as a source of financing. operational environment of the Islamic boarding school itself. In addition, integrated farming also has another purpose as a means of training and developing the skills of students and the surrounding community in the fields of fisheries and agriculture. Of these several objectives, there are other objectives, as stated by the respondent in the interviews that have been conducted, as follows: I was unemployed; I was pulled here; I'm glad we were pulled. Moreover, those who are husband and wife don't have a job, so they are happy to be sodakoh. God willing." Another goal of this integrated farming activity is to help the surrounding community by employing some of them. In addition to work, they can get knowledge about aquaculture systems and modern agriculture, as

well as be able to practice it on their own. From some of the objectives of the integrated farming activities above, it can be achieved when the three factors are fulfilled, which consist of good quality management so as to produce good crops, good marketing, and loyal leaders.

At this stage, the findings obtained by researchers regarding the planned activities to be carried out are determined from the results of previous identification of the potential and existing problems. The following is a statement from the respondent regarding the preparation of the activity plan: "Initially, we planned to use the infrastructure owned by the Islamic boarding school to be utilized and managed so that it could be of economic value and sustainable. At first, we invited the residents to a partnership, or what is management cooperation?" From the results of the interviews above, it can be seen that the activity plan to be implemented departs from the potential that was identified at the previous identification stage, which began with developing existing infrastructure facilities and then integrating them. Furthermore, the Islamic boarding schools feel the need to involve the community in the integrated farming business unit, which is carried out through a partnership or management cooperation. The partnership activity plan in question is in the form of the management of modern agricultural systems. Modern farming methods to be implemented consist of NFT or DFT. Not only NFT or DFT, there are other modern agricultural installations, namely drip fertigation installations, the Dutch Bucket System (DBS), and maggot cultivation facilities as an alternative to waste treatment. The pattern of modern farming methods that are not common is the reason for conducting socialization and discussion regarding the cultivation system so that, in the future, the community will not be surprised by this pattern of methods.

Based on the findings from the field, at the beginning of the integrated farming holding, it received capital assistance for facilities and infrastructure from Bank Indonesia, West Java. As stated by Mr. Oman as follows: "This started from assistance, and from this assistance we will continue to develop it; after that, we will start building the infrastructure and then integrate it. There are nine tables for kale. If you calculate it, the area is 7 by 20 meters." From the results of the interview above, the initial steps taken at the implementation stage of this activity were after obtaining capital assistance, namely developing, building, and preparing facilities and infrastructure for modern agriculture, which were then integrated with fisheries. In practice, this agricultural activity, starting from sowing seeds to planting, is carried out after the facilities and infrastructure are cleaned beforehand so that they are ready for use. For the continuity of this activity, everything from the process of cleaning the installation, the seeding process, the planting process, to the harvesting process is usually carried out together.

As for the beginning of the activity, the plants to be planted were obtained through self-help without assistance from any party. However, because Islamic boarding schools do not have the basics of agriculture and fisheries, training is provided directly by experts. However, bearing in mind that we are currently still in a pandemic, training activities are only carried out to the extent of sharing experiences. The implementation of this experience-sharing activity is intended to motivate and attract interest, increase the knowledge of students and the surrounding community about the management of this modern agriculture, and serve as an example so that students and the community around the Islamic boarding school can be inspired and participate in caring for plants. In addition to increasing knowledge, this sharing activity is intended to develop activities in a new way.

The evaluation phase is carried out to see how the process and results of the implementation of activities are carried out. In this evaluation phase, the person in charge of the program usually conducts direct supervision in the field and holds discussions with all the administrators involved. So in this case, the respondent is usually the person in charge who carries out his own supervision of the location of the integrated farming facilities and discusses giving direct directions to the administrators involved in integrated farming. This monitoring activity is usually carried out in order to avoid excess yields when there is no demand from the market. So from the beginning of the planting process transplanting until harvest, everything must be scheduled. In addition to monitoring, evaluation also needs to be done in order to minimize existing obstacles. This evaluation was carried out with the issues discussed regarding the condition of the plants, the water used, and the results obtained. This activity is usually carried out to find out complaints, needs, strengths, and weaknesses, as well as conditions in the field. This evaluation is important for the improvement and development of integrated farming activities. However, from the results of these interviews, it can be seen that the implementation of this evaluation still does not have a definite schedule, so the evaluation is carried out when all those involved have time to gather.

Based on the results of the research, the Islamic boarding school had the idea to develop biofloc catfish aquaculture facilities to become something more useful by creating a strategy to integrate catfish farming with agriculture. The need felt in this regard is regarding the construction of agricultural facilities and

infrastructure, which is constrained by costs, but this can be anticipated through financial assistance from Bank Indonesia, which was previously proposed by the Islamic boarding school. As the person in charge of the integrated farming business unit, the respondent said in an interview that the management of the business unit must involve all parties, including students and the community. Therefore, he felt the need to carry out socialization and discussions to decide on an activity plan to be implemented in order to meet common needs.

Based on data and field findings, the aim of the process of developing the pesantren economy through integrated farming is to grow the pesantren economy as a source of financial income in an effort to support the operational costs of Islamic boarding schools. In addition, another goal is to provide training and skills development for students and the surrounding community in the field of fisheries and agriculture so that they can gain experience and knowledge about modern aquaculture and modern agricultural systems and can practice them themselves. Based on the discussion regarding the general objective of the pesantren economic development process through integrated farming, namely so that students and the community involved have new knowledge and abilities in the fields of fisheries and agriculture. In the process of economic development that will be carried out, of course, before doing preparation and developing activity plans. The planned activities carried out in the Islamic boarding school economic development process through integrated farming are utilizing the infrastructure owned by the school to be managed so that it can be economically valuable by involving the community to join the integrated farming business unit, which is carried out through an approach known as a partnership or management cooperation. The intended partnership activity plan is the management of a modern agricultural system consisting of NFT or DFT drip fertigation, the Dutch bucket system (DBS), and maggot cultivation facilities as an alternative to organic waste processing.

In its implementation, based on data and research findings after obtaining capital assistance from Bank Indonesia, the first thing to do is to build and prepare modern agricultural facilities and infrastructure, which will then be integrated with fisheries. When the facilities and infrastructure are ready for use, the next stage is the process of sowing the seeds and planting, which is carried out jointly with all those involved in order to ease the work. In order to provide provisions to the students and the surrounding community who are involved, the Islamic boarding school feels the need to conduct training given directly by experts because Islamic boarding schools do not have the basics of agriculture and fisheries. However, bearing in mind that there is still a pandemic like today, training activities are only carried out internally through briefings and sharing of experiences with the aim of being able to motivate and attract the interest of the students and the community involved so as to increase knowledge about modern agricultural management, as well as a pilot so that students and the community can be moved and participate in maintaining plants.

At this stage, the Islamic boarding school supervises and evaluates integrated farming activities, which in this case are represented by the person in charge of the integrated farming business unit, Mr. Oman. Based on the data and findings in the previous chapter, it can be seen that the supervision of the integrated farming activity program is usually carried out, who comes directly to the location of the integrated farming facility and provides directions to the students or the community involved in integrated farming. This monitoring activity needs to be carried out to determine the quality and health of the plants because the cultivation pattern used requires strict care, besides that, to avoid excess yields, so that from the beginning of the planting process, transplanting, to harvesting, everything must be scheduled. In addition to monitoring activities, evaluation also needs to be carried out to minimize obstacles, find out the causes of good and poor yields, and find out complaints, needs, strengths, weaknesses, and conditions in the field.

Results of Islamic Boarding School Economic Development Through Integrated Farming Business Units

From the data found in the field, it can be seen that the process of developing the Islamic boarding schools' economy, which is carried out through the integrated farming business unit, shows an increase in economic income at Islamic boarding schools, as stated by the respondent income and earnings so that they are able to contribute to the operations of Islamic boarding schools." Based on this explanation, Islamic boarding schools receive additional income from the integrated farming business unit, which is used to help cover their operational costs. Even though the integrated farming business unit is not the main source of income for Islamic boarding schools, at least with the integrated farming business unit it can contribute to increasing Islamic boarding school income to cover operational costs. Based on the research results, it can be seen that the integrated farming business unit's yields from hydroponic farming facilities NFT (Nutrient Film Technique) and DBS (Dutch Bucket System) 5% for ZIS, and the net profit is IDR 22,862,306 per harvest season within ± 2 months. The yield from the drip fertigation facility is IDR 19,622,825 with a profit sharing of 15% for the cost of building the Islamic boarding school business, 5% for the land owner, and 5% for ZIS, so the net profit obtained is IDR 15,698,260 per harvest season in the period of ± 4 months. While the yield from

biofloc catfish cultivation is IDR 80,922,500 with a profit sharing of 20% for the cost of building the pesantren business and 5% for ZIS, the net profit is IDR 60,691,892 per harvest season within \pm 3 months.

Currently, the production of integrated farming facilities has been marketed independently to the Cianjur and Depok markets, as well as restaurants and super markets, which are marketed through collectors. From the yields of the three integrated agricultural facilities, when added up over a period of one year, they will generate income in the following amounts: IDR 427,018.18. The proceeds of this income are used as a source of financial capture in an effort to support the operational costs of Islamic boarding schools, which consist of building maintenance costs, electricity costs, the purchase of ATK, salaries of teachers and staff, and other costs. The amount issued by Islamic boarding schools for the operational costs of all stages of education in Islamic boarding schools within one month is 275 million. The process of developing the pesantren economy is made and designed to have an impact on changes in the economic condition of the pesantren. Based on the data found, it can be seen that the result of the economic development process carried out by Islamic boarding schools through integrated agricultural business units is an increase in the schools' income. From the results of this income, researchers analyzed the net income from NFT and DBS facilities per harvest season for two months, amounting to IDR 22,862,306; net income from drip fertigation facilities per harvest season for four months, amounting to IDR 15,698,260; and lastly, the net income from biofloc catfish cultivation facilities per harvest season for three months, amounting to IDR 60,691,894. If the total income from the harvest is added up and multiplied for one year, Islamic boarding schools through integrated agricultural business units will generate additional income in the amount of IDR 427,018,184.

The results of the integrated farming business unit of Islamic boarding schools are used as a source of financial income to support the operational costs of these schools. This is as explained by Mursyid (2011) in his journal that one of the economic business models that runs in the pesantren environment is the pesantren economic business to support the operational costs of the pesantren. Within one year, approximately 13% of the total expenses of Islamic boarding schools for operational costs were assisted by the sales of products from the integrated farming business unit. Therefore, from the results of this analysis, it can be said that the income obtained from the integrated farming business unit can increase the pesantren's income and help the pesantren's economic independence. Not only does it increase the pesantren's economic income, but the surrounding community members who are involved as administrators also feel the same way, so that they can meet their own needs and be used as jobs. In addition to improving the economy, some of the informants said that after participating in integrated farming activities, it could help increase their knowledge and skills on how to care for catfish from nurseries to catfish ready for harvest, as well as knowledge about how to plant with modern cultivation systems. By being involved in integrated farming activities, they can gain experience in the fields of fisheries and agriculture.

What was felt by the santri and the community who were involved in the previous integrated farming activities was the same as what was stated by Suharto (2014, p. 60): the purpose of economic development is to have the knowledge and ability to fulfill their needs both physically and economically, as well as socially. In addition to their income, their knowledge and experience increase. Integrated farming activities involving many parties indirectly open independent businesses and create jobs. The surrounding community can increase their fishing business with the biofloc system without having to own large areas of land. Through the maggot cultivation business, it can be an alternative for processing organic waste and utilizing the results for fish feed and plant media. Then, with a hydroponic or aquaponic farming system, they can utilize their yard or narrow land around it for the cultivation of vegetable farming for food security.

Islamic Boarding School Economic Development Factors through the Integrated Farming Business Unit

Based on the results of interviews with several informants, the supporting factors in the process of economic development through integrated farming business units in Islamic boarding schools are: "So you have to take advantage of this opportunity." The same thing was conveyed by Mr. Yuyus in an interview that was conducted as follows: "Yes, the supporters, because this facility already exists, right? We don't have any capital, right? From the results of the interviews above, it can be concluded that the supporting factors for the process of economic development through integrated farming business units in Islamic boarding schools are adequate facilities and infrastructure, and administrators who are experts in their fields. Apart from that, self-motivation, honesty, and hard work are other supporting factors.

In the implementation of a program, of course, it will not always run smoothly without any obstacles. In integrated farming activities, the marketing of activity results is one of the inhibiting factors in these activities. This is because not everyone knows how to market a product. This is as stated by Mr. Yuyus as

follows: "Actually there are no obstacles; the ones that do exist are in the market. One in the market because not everyone can market it. Because, for example, kangkung is expensive, if what is usually directly sold in the market at the shop costs two thousand silver, it can cost four thousand silver. Now that's the problem because this water spinach has to be marketed to the middle and upper middle classes. If it's middle and lower, it's difficult for us to market it, and so far I haven't been able to market it to the supermarket because there have to be some steps. Kudu kandel skin is disgusting." From the results of the interviews above, it can be concluded that the constraints that are inhibiting factors in integrated farming activities as an effort to develop the economies of Islamic boarding schools according to each informant are different. Some of these obstacles include pests and weather. In this case, these inhibiting factors can cause the condition of the plants to be unfavorable. Indirectly, this unfavorable plant condition can reduce the quality and selling price later. Another obstacle is the lack of human resources, which will be felt when the harvest season arrives. However, the one that hindered me the most was marketing, which happened due to limited knowledge and human resources.

In practice, each activity can usually be influenced by several factors, both internal and external. Likewise, what happened to the implementation of the Islamic boarding school economic development process through integrated farming? There were supporting and inhibiting factors that influenced the course of these activities, which included: Supporting Factors. The first supporting factor is resources, which include land that can be used as a means of and adequate infrastructure, assisted by administrators, who in this case are facilitators who are experts in their fields. The second is motivation, motivation from within oneself, which is influenced by the intention and willingness to develop to be better than before. This motivation can be the main factor in carrying out integrated farming activities, especially if it is accompanied by honesty and a desire to work hard.

Inhibiting Factors According to Yasma, cited by Arimbawa (one of the obstacles to integrated farming is the low quality of human resources. It's the same with data and research findings that indicate the inhibiting factor is the low quality of human resources, which in this case can hinder marketing because not everyone knows how to market products, especially organic agricultural products. The lack of human resources involved is also another obstacle. Not too many students and the community joined in this activity, so when the harvesting process arrived, it felt more difficult. Other inhibiting factors are pests and weather. Pests that attack and weather that can't be predicted when it will arrive have moved everyone involved to respond quickly in dealing with these obstacles. In this case, both pests and weather can adversely affect the condition of the plants. Indirectly, this unfavorable plant condition can reduce the quality and selling price later.

Conclusion

Islamic boarding schools have an economic development program, namely integrated farming as a development of the management of biofloc catfish aquaculture facilities. In the process of developing the Islamic boarding school's economy, there are several stages, including: Problem identification: this stage is carried out by looking at opportunities for the biofloc catfish cultivation system to be integrated with agriculture so that it becomes more useful. The goal-setting stage is divided into two parts: general goals and specific goals. The general objective is to use the project as a means of training and developing the skills of students and the surrounding community so that they have knowledge and skills in the fields of fisheries and agriculture. Meanwhile, the specific purpose is to serve as a source of financial income in an effort to support the operational costs of Islamic boarding schools. At the stage of preparing and developing an activity plan, the activities that are prepared and planned are trying to involve the community as a partnership or management cooperation in utilizing the infrastructure owned by the Islamic boarding school, which consists of biofloc catfish farming, NFT or DFT agriculture, drip fertigation, the Dutch bucket system (DBS), as well as maggot cultivation facilities that need to be managed so that they can be of economic value. The activity implementation stage: in the implementation of integrated farming activities, there is internal training, briefings, and experience sharing that aim to motivate and attract the students and surrounding communities involved so as to increase their knowledge of modern agricultural management. At the evaluation stage, this activity is carried out to find out the conditions in the field, minimize obstacles, and find out the causes of good and bad yields.

The results of the economic development carried out by Islamic boarding schools through the integrated farming business unit show that it can increase the economic income of Islamic boarding schools as a source of financial income to support the operational costs of Islamic boarding schools and improve the economy of the surrounding community because it can create jobs. In addition, other results are that it can increase the knowledge, skills, and experience of students and the surrounding community regarding

aquaculture and modern agriculture. Supporting factors in the process of developing the Islamic boarding school economy through integrated farming are the existence of adequate facilities and infrastructure, as well as self-motivation, which is influenced by the intention and willingness to develop to be better than before. Behind the supporting factors are obstacles that become inhibiting factors, including the low quality of human resources and lack of human resources involved, as well as other inhibiting factors, namely pests and weather.

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