
Management Strategies of the Modern Islamic Boarding School Assalaam Cooperative to Enhance Productive Economy in Supporting the Achievement of SDGs

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Abstract

Objective: This research explores the management strategies of the Assalaam Islamic Boarding School Cooperative (Koppontren) in enhancing the productive economy and contributing to the achievement of Sustainable Development Goals (SDGs). The primary aim of this study is to analyze how the management system implemented by Koppontren Assalaam influences the development of productive economic activities within the context of an Islamic boarding school. Effective cooperative management is crucial to achieving the cooperative's goals, which include fostering internal economic development and supporting the overall progress of the institution. The study is grounded in qualitative descriptive research, utilizing observation, interviews, and documentation for data collection. **Theoretical framework:** The theoretical framework is based on management principles, cooperative economics, and SDGs, particularly focusing on sustainable economic development. **Literature Review:** The literature review highlights key concepts such as the role of cooperatives in economic empowerment, the significance of strategic management in Islamic institutions, and the alignment of cooperative practices with the SDGs. **Methods:** The research identifies essential management aspects including market strategies, financing processes, human resource development, and the importance of efficient communication and organization within cooperative operations. **Results:** The findings of this study indicate that the Assalaam cooperative employs several key strategies for its productive economic development. These include market segmentation, strategic financing, human resource management, and clear functional roles. The cooperative has developed a network of relationships that promotes effective information exchange and communication, which enhances operational efficiency. Furthermore, the cooperative has introduced pilot business models to stimulate innovation and creativity, while also implementing a dynamic monitoring and evaluation system to ensure sustainable growth and continuous improvement. **Implications:** The implications of this research suggest that the management strategies of Koppontren Assalaam not only contribute to its economic sustainability but also align with the broader objectives of SDGs, particularly in terms of sustainable economic growth and community empowerment. **Novelty:** The novelty of this research lies in its focus on the integration of cooperative management practices with the SDGs framework, offering valuable insights for similar institutions.

Keywords: management strategies, islamic boarding school, cooperative, productive economy, SDGs.

INTRODUCTION

The Assalaam Islamic Boarding School Cooperative (Koppontren) plays a vital role in developing productive economics within the boarding school environment. As an institution aimed at supporting the internal economic well-being of the pesantren, effective cooperative management is crucial to ensuring economic sustainability and achieving broader social goals, including those linked to the Sustainable Development Goals (SDGs) [1]-[3].

Assalaam Islamic Boarding School is not only known as a religious educational institution but also as an organization managing a cooperative to enhance the economic welfare of its students and the surrounding community. Proper cooperative management can stimulate the development of productive economies that support the achievement of SDGs, particularly in terms of poverty alleviation and improving social welfare. Therefore, this research aims to analyze the management strategies applied by the Assalaam cooperative in developing a productive economy and its contribution to achieving the SDGs [1]-[3].

Research Gap. While there has been research on cooperatives in the context of Islamic economics and social development, studies specifically examining the management strategies of Islamic boarding school cooperatives focused on productive economic development within the framework of SDGs are limited. This study fills this gap by investigating how Islamic boarding school cooperatives can integrate sound management principles to support economic sustainability and contribute to the achievement of sustainable development goals, particularly in the economic sector [4], [5].

The progress of a nation cannot be separated from the success of its education. Because education is a long-term investment that affects the country's economic growth. Boarding school is one of the educational institutions that produce religious and independent people who not only prioritize the transmission of Islamic knowledge, the cultivation of Islamic traditions and the improvement of scholars, but boarding school can also be a centre for health counselling, a centre for science and technology development, a centre for saving and preserving the environment, a centre for strengthening the economy of the community and its environment [1]-[3].

According to Nicholas Madjid, boarding school is one of the national educational institutions. Historically, boarding schools are not only synonymous with the meaning of Islam but also contain Indonesian authenticity because the establishment of boarding schools has existed in the archipelago since the 15th-century era of Hindu-Buddhist rule. The strategic role of boarding schools includes economic, social, and political fields. Management is needed in economic management in Islamic boarding schools because management is a process that uses scientific and artistic methods to carry out management activities, namely planning, organizing activities, implementing and controlling the activities of a group with resources in advance to manage to achieve the goals set [4], [5].

Management is also a set of activities that target human resources to achieve goals effectively and efficiently. Boarding school is essentially an independent institution, boarding schools grow and develop with the community, and the close relationship between the existence of boarding schools and the surrounding community is also the basis for solving various social gaps. The boarding school was originally built as a centre of intellectual production, its founders were not fully aware of this [6], [7].

Boarding school produces people who are religious and independent. Thus, the boarding school family can become the centre of economic institutions for its citizens, inside and outside the students. Ancient boarding schools had many weaknesses in their development, the main cause of which was the lack of adequate skills and expertise. The management model that prevailed at that time was designed to foster a spirit of sincerity and volunteerism that could be used as the main capital of a student's life and determination.

However, the concept of developing boarding school management must adapt to the rapid changes in the global era [8].

Boarding schools that come with various desires and predicates lead to three main tasks that they always do, namely: First, as a centre of excellence. Second, as an institution that produces human resources. Third, as an institution that has the power to empower the community (development agent). The needs of students and tutors can be met through the offer of student cooperatives or other business units because cooperatives are organizations that aim to prosper their members and cooperatives are joint charities that conduct business and activities in congregation. Respond to the common needs of its members. In general, the principle of cooperatives is to promote the welfare of members through mutual assistance [9], [10]. This is following the word of Allah SWT.al-Maidah5/2:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

Meaning: Help you in virtue and piety, and do not help in sinning and enmity. Fear Allah, indeed Allah is very heavy in His torment. (QS. Al-Baqarah:2)

By practising the principle of cooperation, the students will practice what is human nature as a social being with the principle of ta'awun. The legal basis for the establishment of cooperatives in Indonesia is Law Number 25 concerning Cooperatives Year 1992. Article 3 states that the objectives of cooperatives in Indonesia are: the welfare of members in particular and the welfare of society in general, and participation in the development of the national economic order to realize an advanced, just and prosperous society based on Pancasila and the 1945 Constitution [11].

The duties and roles of cooperatives can only be fulfilled if the cooperative runs its business following the principles of the cooperative. Therefore, cooperatives are expected to be national economic institutions and one of the ways to improve people's economic development. Economic democracy based on Pancasila and the 1945 Constitution is a manifestation of the achievement of a just and prosperous society. The existence of a cooperative movement among boarding schools is not a new story because the founder of the first cooperative in the archipelago was Patih Wiriadmadja, a Muslim who knew about it and used mosque finances to establish savings and loans. The growth of the cooperation movement among students is a manifestation of the concepts of ta'awun (help), ukhuwah (brotherhood), tholabul ilmi (learning knowledge), and many other aspects of Islamic teachings [12].



Figure 1. Assalam Modern Islamic Boarding School

The form of economic (business) activity is determined by the ability of boarding leaders to identify, define, utilize and organize resources both internally and externally. The types of business ventures that can be developed in Islamic boarding schools in general can be divided into four main groups, namely: agriculture (agriculture, animal husbandry,

fisheries, plantations); services (printing, custom products, cooperatives); commercial (retail, shop, sales representative) and industrial (water treatment, furniture). Boarding schools must make financial contributions to all employees, both teachers and workers, as well as students in the boarding school environment, not forgetting also financial contributions to the community around the boarding school.

Assalaam Boarding School Cooperative (Koppontren) is one of the business institutions established by several employees of Assalaam Boarding School engaged in business and savings and loans business. It was established in 1993 and Assalaam Koppontren was legalized by law number 12579/BH/KWK. 11/XII/1995 dated December 8, 1995. Koppontren Assalaam has one business unit; Shops and canteens for students, ABC shops, kiosks, laundry, photocopiers, fishing and also other shops with water trade. Koppontren Assalaam is an economic cog in the Islamic boarding school environment that serves to meet the needs of students, teachers, employees and some of the surrounding communities. Koppontren Assalaam uses a system of murabahah and qardhul hasan contracts to stimulate the formation of efforts and mutual help [13], [14].



Figure 2. Assalam Modern Islamic Boarding School

To maintain the continuity of better implementation of Assalaam Koppontren, an effective, functional and professional management concept is needed, which can further affect the implementation of members' welfare and welfare. To the surrounding community. Therefore, further research on the Islamic boarding school cooperative model (koppontren) is important for the development of Islamic boarding school economic institutions to realize the independence of Islamic boarding schools in increasing mutual benefit [15].

LITERATURE REVIEW

The role of cooperatives in Islamic economic systems has been widely discussed in the literature, particularly in the context of poverty alleviation and community development. According to Shafii, cooperatives are considered a means to empower local communities by pooling resources and sharing profits. In Islamic teachings, cooperatives align with the principles of mutual help (ta'awun) and fairness, which are fundamental to fostering economic justice and social welfare. The concept of takaful (mutual assistance) in Islamic law also supports the cooperative model as a tool for collective well-being [15].

In the context of Islamic boarding schools (pesantren), Koppontren plays an integral role in bridging the gap between education and economic empowerment. Studies such as those by Sari & Gunawan show that managing a cooperative within an Islamic boarding school can provide financial independence and resources for students and their families. Furthermore, research by Al-Mubarak highlights the importance of strategic management in cooperative success, noting that effective planning, market segmentation, and human resource management are essential for long-term viability [16].

Additionally, recent studies on SDGs emphasize the alignment of cooperative practices with goals like poverty reduction, decent work, and economic growth (SDG 1, 8). The cooperative model, when managed effectively, can contribute significantly to these SDGs by fostering economic sustainability and community empowerment. Thus, understanding management strategies in Koppontren is crucial for optimizing their potential contribution to achieving the SDGs [17].

Table 1. Literature Review

Author/Study	Focus	Key Findings	Relevance to the Study
Shaffi	Cooperatives in Islamic economic systems	Cooperatives empower communities by pooling resources and sharing profits. They align with principles of mutual help and fairness.	Highlights the Islamic values of mutual assistance (<i>ta'awun</i>) and economic justice, which are foundational for Koppontren management.
Sari & Gunawan	Islamic boarding schools and cooperative management	Koppontren can provide financial independence for students and their families through the proper management of cooperative resources.	Demonstrates the role of Koppontren in bridging education and economic empowerment within pesantren.
Al-Mubarak	Strategic management in cooperatives	Effective cooperative management requires strategic planning, market segmentation, and human resource development.	Focuses on the key management elements that are essential for Koppontren's success in economic development.
UN	The alignment of cooperative practices with SDGs	Cooperatives contribute to SDGs by fostering sustainable economic growth, reducing poverty, and providing decent work.	Establishes the connection between cooperative management and achieving SDGs, which is central to the study's objective.

METHODOLOGY

This research is based on qualitative descriptive field research, which is a research procedure that produces descriptive data in the form of written or spoken words from the necessary people that can be observed. Data collection techniques through observation, interviews, and documentation. The observations were made by directly observing the activities of cooperatives in Koppontren Assalaam to understand the management practices used.



Figure 3. Assalam Islamic Boarding School Cooperative for Boys

Interviews were conducted with related parties, such as cooperative administrators, directors of Islamic boarding schools and members of cooperatives, to better understand cooperative management and productive economic development. Documentation is also used to gather information from related documents, such as financial statements, work plans or cooperation policies. Once the data was collected, an analysis was conducted to identify models, findings and conclusions related to cooperative management in Koppontren Assalaam [16].

Table 2. Research Methods

Research Method	Description	Data Collection Techniques	Relevance to SDGs
Qualitative Descriptive Field Research	A research procedure that produces descriptive data in the form of written or spoken words from relevant informants.	Field observations, interviews, and documentation.	Supports SDGs by providing in-depth insights into cooperative management for economic growth (SDG 8) and poverty reduction (SDG 1).
Observation	Directly observing the activities of cooperatives in Koppontren Assalaam to understand management practices.	On-site observation of cooperative activities and operations.	Promotes SDG 8 (Decent Work and Economic Growth) by analyzing cooperative effectiveness and productivity.
Interviews	Conducting interviews with cooperative administrators, directors of Islamic boarding schools, and cooperative members.	Semi-structured interviews with key informants.	Contributes to SDG 16 (Peace, Justice, and Strong Institutions) by understanding governance and management practices.
Documentation	Reviewing relevant documents such as financial statements, work plans, and cooperation policies.	Analysis of financial reports, strategic plans, and policies.	Supports SDG 8 (Economic Growth) by assessing cooperative financial sustainability and management transparency.
Data Analysis	Analyzing the collected data to identify models, findings, and conclusions regarding cooperative management.	Data coding, thematic analysis, and interpretation of findings.	Directly contributes to SDG 9 (Industry, Innovation, and Infrastructure) by identifying scalable management models.

RESULTS AND DISCUSSION

The research findings reveal that the management strategies employed by the Assalaam Islamic Boarding School Cooperative (Koppontren) are integral to the development of a productive economy within the pesantren. Several key elements emerged from the analysis:

1. **Market Strategy and Segmentation:** Koppontren Assalaam has implemented a targeted market strategy that effectively identifies and caters to the needs of specific customer segments. This includes providing products and services that align with both the local community and the broader Islamic values, creating a sustainable demand base for the cooperative's economic activities [17].

2. **Financing and Resource Allocation:** Proper management of finances, including the efficient allocation of resources, is a key factor in sustaining the cooperative's operations. The cooperative relies on both internal funds and external partnerships to finance its productive economic ventures, contributing to economic stability within the pesantren.

3. **Human Resource Development:** The cooperative places a strong emphasis on building human resources by training cooperative members and staff, fostering a culture of

continuous improvement and innovation. This approach supports not only the internal economy of the pesantren but also contributes to the broader SDG of promoting decent work and economic growth (SDG 8).

4. Communication and Monitoring: A robust system of communication and dynamic monitoring helps ensure that all operations align with the cooperative's objectives, allowing for quick adjustments when necessary. This participatory monitoring system contributes to the overall sustainability and growth of the cooperative [17].

These findings suggest that Koppontren Assalaam's management strategies align with SDGs, particularly in fostering sustainable economic development, reducing poverty, and promoting innovation in local economies.

Implementation of Productive Economy in Modern Islamic Boarding School Assalaam

Cooperatives have a strategic role in improving the economic system of boarding school development as stated by Ustadz Drs. Muhammad Shodiq Anwar, M.M. that one of the determinants of the back and forth of Islamic boarding schools lies in the cooperative arrangements in it. The Boarding School Cooperative (Kopontren) grows and develops along with the development of the Islamic boarding school where it is sheltered. In addition to having an inward role in meeting the needs of the students, the existence of Kopontren is also important for the cottage. The same applies to the Assalaam Islamic Boarding School Cooperative [17].



Figure 4. Assalam Islamic Boarding School Cooperative for Girls

Indonesia's national law in economic development aims to provide the greatest welfare to the community, this is regulated in Article 33 Paragraph One of the constitution which states that "the economic system in Indonesia is formed based on the principle of kinship" The explanation in the article places cooperatives as supporters of the national economy, so that cooperatives have a strategic position in growing the economic potential of the people with the principle of togetherness, kinship, and openness. The Assalaam Islamic Modern Islamic Boarding School Cooperative has a vital role in developing the economy within the scope of the Islamic boarding school and has proven to have a contribution as a place to provide buying and selling of stationery, school uniforms, student daily necessities such as mattresses, pillows, bolsters, bed linen as well as various kinds of food and drinks for students. Assalaam Islamic Modern Islamic Boarding School Cooperative in carrying out daily activities has a schedule for opening and closing kopontren, every day kopontren opens at 09.30-10.30 WIB and reopens at 13.30-14.30 WIB then at night kopontren does not open due to night learning activities except Saturday night [18].

In increasing the economic income of boarding schools or helping to meet the needs of students, the existence of Koppontren Assalam has the following roles:

1. Provide items needed by students.
2. Cooperate with distributors in meeting the needs of students in Kopontren.
3. Fighting monopolies and other forms of capital concentration.
4. Teach to always be honest and open in managing a business.
5. Maintain the ratio of the amount of need/demand and supply.
6. Simplifying and streamlining transaction systems.
7. Developing kopontren business at certain events in boarding school.

Allah Almighty said in verse 10 of QS al Jumuah teaches humans to have a prosperous economy, namely:

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِن فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَّعَلَّكُمْ تُفْلِحُونَ

It means: "When prayers have been offered, scatter you on the earth and seek the grace of Allah and remember Allah many so that you may be lucky."

1. Performance of Productive Economic Enterprises

The analytical method used by Kopontren Assalaam in improving the boarding school economy is SWOT analysis (Strength, Weakness, Opportunity, Threats), which is an analysis that regulates and sees strengths, weaknesses, opportunities and threats for Kopontren to make it easier to formulate steps to overcome them and opportunities to optimize them. In addition, social institution analysis methods help researchers understand the roles of local community organizations about their existence. It can describe institutions that are considered important that understand recognized interests and beliefs and help identify what is being done with existing institutions to outside groups [19].

2. Excellence in the Development of Productive Economic Enterprises Kopontren Assalaam

The community around PPMI Assalaam has the potential to support the development of productive economic enterprises. The community has been affected by the flow of modernization, it can be seen that the surrounding community is students who migrate so the flow of modernization is very thick and strong. Its potential and ability cannot be equated with the people, it cannot be underestimated in social life. Students can convey aspirations to the government and can be used as political control. In social life, students become agents of change who must drive change for the better. The press release of the coordinating ministry for economic affairs (HM.4.6/128/SET. M.Ekon.3/3/2022) stated that high-quality young people (students) play an important role in growth in the era of society 5.0. Meanwhile, in the local community, the PPMI assalaam environment in reality has medium to upper financial capabilities. From the results of interviews, several villagers stated that the livelihood of the community varied among teachers, traders, and others [20].

Interestingly, almost every family has boarding houses that are usually rented for students. As a consequence of the social stratification of the upper middle class, people tend to dress according to trends and are very modern, generally, this group has many titles or ranks. So this class society is known as an intelligent group. Being an intelligent community group does not make the community not uphold what is the social institutions of the local community. Existing guidelines and prohibitions in society still have binding force so that direct or informal "social control" runs very effectively. Business actors in the community are visionary entrepreneurs because they want to make life more prosperous and prosperous [21].

Weaknesses in the Development of Productive Economic Enterprises of Koppontren Assalaam

In terms of human resources, a high level of education makes a high entrepreneurial spirit a weak human resource in the development of productive economic enterprises. This makes the number of MSMEs operating in the surrounding environment with a variety of products and services for sale, making it quite difficult to find opportunities in the development of productive economic businesses [\[22\]](#).

Another element is the speed of modernization that enters the community and students, making some MSME businesses that cannot compete forced to go out of business. Other elements or factors are that the upper-middle-class people are more indifferent or do not care about their neighbours. According to them "Business is business", this makes competition quite tight in doing business in the environment around PPMI Assalaam [\[23\]](#)-[\[25\]](#).

Various Opportunities in the Development of Productive Economic Enterprises Koppontren Assalaam

The role of PPMI Assalaam through Koppontren plays an active role in the development of a productive economy through methods of increasing cooperation between surrounding communities with sharia financing, MSMEs, and several other business opportunities. This cooperation policy aims to strengthen the position of the productive financing economic sector. The following is a policy model applied in the development of a productive economy [\[26\]](#), [\[27\]](#).

1. Financiers with Sharia Principles

The target of this provision is an effort to increase MSME financing through the linkage between BPRS and commercial banks, this provision is regulated in Bank Indonesia circular letter No.15/26/BPBS dated July 10, 2013, concerning the implementation of accounting guidelines for Indonesian Islamic banks. As well as additional provisions there is a need for information on prudential and monetary principles. This improvement intends to embrace monetary needs through the renewability of the economic sector and MSMEs. Because MSMEs are the main unit regarding prudential and monetary principles. Islamic banks have an effective and sustainable regulatory, supervisory, and monitoring model in an integrated and cross-sector manner. In this policy, Koppontren Assalaam is expected to flap its wings as a financier for the surrounding community who want to establish MSMEs with Sharia principles (Murabahah and Qardhul Hasan) in collaboration with Islamic banks around the pesantren environment [\[28\]](#).

2. Shop Rental

Property is a long-term investment that is very flexible and has a great opportunity because it is sold or rented and the owner can still use it when there is no desire to sell it. Nowadays people are very up to date about the development of land prices. And can be an opportunity for people who want to have a business but do not have enough capital to buy land or shophouses.

3. Fisheries Economic Business

Business in terms of fisheries is also one of the opportunities because there is no one around PPMI Assalaam. Aquaculture business is an economic activity in the field of fish farming by using containers such as ponds to maintain and cultivate fish. In the aquaculture fishery business, it is divided into two types, namely freshwater and brackish water fisheries. Examples of freshwater fishery products are catfish, carp, tilapia, and gourami. Meanwhile, examples of brackish water fish such as milkfish [\[29\]](#).

Currently, the fish cultivated by the Assalaam Islamic boarding school cooperative are catfish and catfish where the catfish harvest period is approximately once every 3 months

while for catfish every 6 months. However, the harvest obtained so far is not distributed for sale due to many factors. This activity in the field of fisheries is a collaboration between cooperatives and alumni of Diponegoro University Semarang majoring in fisheries. He is one of the fish farming consultants of the Assalaam Islamic boarding school cooperative. In developing his knowledge in the Assalaam Islamic boarding School cooperative, he never expected anything in return because he aimed to help the development of the cooperative to be able to prosper the community around the Assalaam Islamic boarding School [30].

Challenges or Obstacles in the Development of Productive Economic Enterprises Koppontren Assalaam

Similar to industry, productive economic businesses produce a product by managing existing factors of production. Some of the challenges in the development of productive economic businesses within PPMI Assalaam include productivity levels that still need to be improved, especially in two sources of growth, namely human resources and capital formation [31].

Development of entrepreneurial awareness and motives in the surrounding community in fierce competition among others. Even though this is a fundamental need to achieve improvement in the quality of human resources. The number of people who already have the awareness to be independent, resilient, hardworking, never give up, responsible, dare to bear risks, economically motivated, respect time and take advantage of every opportunity, productive, creative and innovative makes a big challenge in MSME businesses that may be established around PPMI Assalaam.

Demographic capital is also a big challenge because of the limited strategic land available in the implementation of the productive economy of the environment around PPMI Assalaam, so the right strategy is needed so that challenges and obstacles can be overcome properly. In addition, financing is also one of the challenges for students or the surrounding community who want to establish MSMEs in the environment around PPMI Assalaam [32].

Strategy in Productive Economic Business Development Koppontren Assalaam

To face these challenges, several strategies are needed to answer existing problems.

1. Market Strategy and Segmentation

The selected market segment must have great potential to bring profits to the business. Choose a market segment with a small number of competitors, and has profitable potential. A small number of competitors will benefit the position of the business in profit generation. In addition, it is necessary to pay attention to the size of the segments. This is so that business people can adjust targets according to their respective abilities. Market segments are dynamic so they are very likely to change. Analyzing segment growth should be done before determining the target market. In this case, Koppontren can cooperate with several business actors to enlarge the market [33].

2. Financing Process and Implementation

Providing convenience through loan applications so that MSMEs do not find it difficult when applying for loans. Therefore, Islamic banking together with Koppontren Assalaam needs to streamline processes and focus on building relationships with MSMEs or potential customers. An easy application process must also be supported by easy access to finance by MSME actors by targeting 50 per cent of MSME entrepreneurs who are eligible for loans [34].

3. Human Resources

Intense competition between communities that establish MSMEs can be considered an obstacle. To remedy this situation, the Assalaam Koppontren Institute can incorporate better training procedures into the framework of the organization. The implementation of

good training enables Non-Bank Sharia Institutions to serve MSMEs more effectively and help market segmentation. Alauddin and Chowdhury explained that workers need a special program for the establishment of training institutions on entrepreneurship development to be able to increase the knowledge of MSME actors. The majority of MSMEs do not have sufficient knowledge of finance and management, business skills (such as financial modelling, future planning, and budgeting) and information related to government regulations and regulations that impact their business [35].

Management Strategy of Koppontren Assalaam in Productive Economic Development

The management system carried out by Koppontren Assalaam, based on the process of planning and internal and external analysis of cooperatives with an approach to financial development of boarding school, is based on the principle of shodaqah as Allah says in the Quran surah al-Baqarah verse 261, namely:

مَثَلُ الَّذِينَ يُنْفِقُونَ أَمْوَالَهُمْ فِي سَبِيلِ اللَّهِ كَمَثَلِ حَبَّةٍ أَنْبَتَتْ سَبْعَ سَنَابِلٍ فِي كُلِّ سُنْبُلَةٍ مِائَةُ حَبَّةٍ ۗ وَاللَّهُ يُضَاعِفُ لِمَنْ يَشَاءُ وَاللَّهُ وَاسِعٌ عَلِيمٌ

Means: "The parable of those who spend their wealth in the way of God is similar to a seed growing seven grains, on each of them one hundred seeds. God multiplies (rewards) for whom he wills. And Allah is vast (His gift) again All-Knowing".

The Qur'an surah al-baqarah verse 261 explains that Muslims who spend their wealth/shodaqah, then Allah will reward them by multiplying their wealth sustenance. This verse is used as a principle in building the Assalam Cooperative with the belief that the more often you give sadaqah, the more benefits you get, the more business activities will progress and develop [36], [37].

On the other hand, alms will cleanse the treasure to make it more blessed and fertile, which brings benefits to the life of the world and the hereafter. Another prospect that the Modern Islamic Boarding School Cooperative Assalaam Surakarta wants to achieve is to foster a culture of people who love shodaqah activities as a step to improve the finances of members and cooperatives of boarding schools. Supporting factors for the growth and development of cooperatives within the scope of Koppontren Assalaam are not only supported by high capital or a trained workforce but because by the intention and hard work efforts of all elements to get maximum results. Other development of Islamic boarding school cooperatives is carried out through workshops or training to increase knowledge and experience with concrete management references, and anticipatory in minimizing problems that occur [38]. The management references used are:

1. There is a clear formulation of functions and tasks from the Cooperative of Modern Islamic Boarding School Assalaam Surakarta.

Starting from the problem of unclear division of staff functions and duties, there will be adverse effects such as the performance burden only piled up on a few active administrators and ending with ineffective cooperative performance as a whole, Koppontren Assalaam applies the division of functions and duties of each staff with careful consideration so that they can work according to their respective expectations with a sense of responsibility. With this, there is no devolution of work to only one person [39].

2. The formation of a pattern of relations between the Modern Islamic Boarding School Cooperative Assalaam Surakarta to facilitate information and communication quickly and precisely.

So far, the system that runs is that all incoming information is rarely disseminated to members and also sometimes the information conveyed is not very effective, other factors of coordination meetings that are carried out do not run optimally because of the large number of absent members. So the Assalam kappontren socializes quickly and carefully

every existing information to all staff, this is done to facilitate the performance between members to be in line with the urgency of the existing information and will foster a sense of belonging to the kappontren [40].

3. Forming a pilot business pattern as a foothold for increasing innovation and creativity.

This activity is carried out as an effort to foster creative reasoning in each member of the cooperative. The concrete form of the cooperative will organize or establish new businesses to spur the motivation of members to always be creative with new ideas. The relationship with the implementation of the management strategy of Koppontren Assalaam, namely with the creativity possessed by cooperative members will greatly help in giving birth to varied steps in efforts to develop a financial boarding school. And with the creativity possessed will give birth to new ideas that are useful for the development or progress of the business owned by the cooperative [15].

4. The existence of a dynamic and participatory monitoring and evaluation system

Starting from the accumulation of problems that have no meeting point for solutions, creating inhibiting factors in every implementation of work programs. The ineffective evaluation process is also one of the inhibiting factors that affect productivity and performance. In addition, it can be seen from the habit of the Assalaam Surakarta Modern Islamic Boarding School Cooperative which carries out the evaluation process only during the implementation of the cooperative agenda routine, namely during monthly meetings of members. And that is usually only done by the cooperative board [41].

From this background, the existence of a monitoring and evaluation system is very necessary. With the system that has been run, it should be a cooperative culture to monitor and evaluate every time after carrying out activities or every time a problem arises. This system is expected to cause a sense of concern by all cooperative members for existing problems to find ideas to solve problems that are inhibiting factors so that management strategies in efforts to develop financial boarding schools can be realized and implemented properly [42].

CONCLUSION

Koppontren Assalaam, operating under the auspices of the Assalaam Modern Cottage, exemplifies how a boarding school cooperative can play a vital role in fostering a productive economy through effective management strategies. By employing a systematic approach rooted in Islamic values and modern management principles, Koppontren Assalaam actively contributes to the Sustainable Development Goals (SDGs), particularly in promoting economic growth (SDG 8) and reducing inequality (SDG 10). The cooperative's success is attributed to its mature management system, which includes detailed planning, effective organization, clear direction, and efficient control. These management strategies have enabled Koppontren Assalaam to achieve its goal of developing a productive economy while instilling ethical business values in its members and the broader Pesantren community. The cooperative engages in diverse economic activities, such as providing essential goods for students, forming partnerships with distributors to meet demands, combating monopolies, and promoting fairness and transparency in business management. Furthermore, Koppontren Assalaam's focus on maintaining a balance between demand and supply and simplifying transaction processes ensures efficient operations. The cooperative also seizes opportunities to expand its business during specific events held in the boarding school, maximizing its economic impact. This approach not only strengthens the pesantren's internal economy but also aligns with the broader objectives of the SDGs by fostering innovation (SDG 9) and ensuring sustainable practices. The cooperative's emphasis on teaching honesty and openness in business management contributes to ethical entrepreneurship, reflecting the Islamic principle of Amanah (trustworthiness). Additionally, by providing goods and

services that meet students' needs and improve their overall welfare, Koppontren Assalaam demonstrates how education-based economic institutions can significantly enhance local economic development. Koppontren Assalaam's management model highlights the integration of Islamic values with modern cooperative strategies, creating a blueprint for similar institutions to emulate. Its ability to balance social, economic, and ethical objectives underscores the relevance of Islamic boarding school cooperatives in achieving sustainable development. In conclusion, Koppontren Assalaam's contributions go beyond the pesantren environment, offering a tangible example of how Islamic boarding school cooperatives can align with SDGs to create inclusive and sustainable economic growth. This study highlights the critical role of ethical management and strategic economic planning in transforming educational institutions into hubs for economic and social progress. Future research could explore how such models can be replicated in other Islamic boarding schools to expand their impact on a national or global scale.

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Author Contribution

All authors contributed equally to the main contributor to this paper, some are as chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

Conflicts of Interest

All authors declare no conflict of interest.

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