

IMPLEMENTATION OF THE ONE ISLAMIC BOARDING SCHOOL ONE PRODUCT (OPOP) PROGRAM POLICY IN REALIZING CHAMPION ISLAMIC BOARDING SCHOOLS IN WEST JAVA

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Abstract

This article aims to review literature related to the One Pesantren One Product (OPOP) Program as a strategy for realizing the economic empowerment of Islamic boarding schools in West Java. The research method used is qualitative. This approach involves interviews with Islamic boarding school leaders and members of the surrounding community to gain an in-depth understanding of the vision, goals, and challenges in implementing the OPOP program. The results of this study show that the role of the West Java provincial government is adaptive and innovative in realizing the OPOP program in West Java, and this program has an impact on economic empowerment for the Islamic boarding school community in West Java. This literature review concludes that the One Pesantren One Product (OPOP) Program in West Java has successfully empowered the community in Islamic boarding schools through innovative economic activities.

Keywords: One Islamic Boarding School, one product, economic empowerment

Abstrak

Artikel ini bertujuan untuk meninjau literatur terkait Program One Pesantren One Product (OPOP) sebagai strategi untuk mewujudkan pemberdayaan ekonomi pesantren di Jawa Barat. Metode penelitian yang digunakan adalah kualitatif. Pendekatan ini melibatkan wawancara dengan pimpinan pesantren dan anggota masyarakat sekitar untuk mendapatkan pemahaman mendalam tentang visi, tujuan, dan tantangan dalam pelaksanaan program OPOP. Hasil penelitian ini menunjukkan bahwa peran pemerintah provinsi Jawa Barat bersifat adaptif dan inovatif dalam mewujudkan program OPOP di Jawa Barat, dan program ini berdampak pada pemberdayaan ekonomi bagi komunitas pesantren di Jawa Barat. Tinjauan literatur ini menyimpulkan bahwa Program One Pesantren One Product (OPOP) di Jawa Barat telah berhasil memberdayakan masyarakat di pesantren melalui kegiatan ekonomi yang inovatif.

Kata kunci: Satu Pesantren, Satu Produk, Pemberdayaan Ekonomi

Introduction

Pesantren is a traditional Islamic educational institution where students live together and study under the guidance of teachers called kiai (Pribadi, 2020). Based on the Law of the Republic of Indonesia Number 18 of 2019 concerning Islamic Boarding Schools, Islamic boarding schools, dayah, surau, Menasha, or other names, from now on referred to as Islamic boarding schools, are established by individuals, foundations, or Islamic community organizations as community-based institutions. Apart from that, Islamic boarding schools are also a type of educational institution that has existed in Indonesia for centuries (Hermawan, 2023). Islamic boarding schools have a massive role in shaping

the character of Muslims according to religious law. Apart from that, Islamic boarding schools also have an important history in developing the people's economy. Islamic boarding schools are a forum for establishing various educational, economic, social, and da'wah institutions. The transformation of Islamic boarding schools into agents of community empowerment reflects the need for a holistic approach to dealing with social and economic issues. As a center for education and character development, Islamic boarding schools can potentially guide society toward sustainable economic development (Susilo et al., 2021).

In West Java, several old Islamic boarding schools have significantly influenced the development of Islam in the Priangan area. Among them, in the Garut area, there are Pesantren Biru, Sumur Kondang, Kresek, Sukaraja, Cipari, Pangkalan, and Darussalam. In the Cianjur area, there are the Gentur Islamic Boarding School, Kandang Sapi, and Jambudipa. The Minjahul Karomah Cibeunteur Islamic Boarding School and the Miftahul Huda Al-Azhar Citangkolo Islamic Boarding School are in the Banjar area. In the Bandung area, there are Islamic boarding schools Mahmud, Sukapakir, Sukamiskin, Al-Bidayah Cangkorah, Al-Asyikin, Islamiyah Cijawura, Cikapayang, Sindangsari Al-Jawami, Al-Ittifaq, Islamic boarding school (Persis), Palgenep, Hegarmanah, Cigondewah, Sinarmiskin, Sadangsari, and Cijerah. In the Sumedang area are the Asyrofudin Islamic Boarding School, the Sumedang Subang Performance, and Darul Hikmah. In the Tasikmalaya area, there are the Kudang, Suryalaya, Cilenga, Cintawana, Mathlaul Khair, Assalam, Bahrul Ulum, Sukahideung Sukamanah, and Cipasung Islamic boarding schools. In the Ciamis area, there are the Darul Ulum Islamic Boarding School, Cidewa/Darussalam Islamic Boarding School, Cijantung Al-Qur'an Islamic Boarding School, Miftahul Hoer Islamic Boarding School, and al-Fadhiliyah (Petir) Islamic Boarding School. Meanwhile, in the Sukabumi area, the Cantayan, Genteng, and Syamsul Ulum Gunung Puyuh Islamic boarding schools (Shaikh & Alam Kazmi, 2022). In addition, based on data from the Ministry of Religion, in January 2022, Indonesia had 26,975 Islamic boarding schools. West Java Province has the most significant number of Islamic boarding schools, namely 8,343, which cover around 30.92% of all Islamic boarding schools in Indonesia. (Mulazid, 2021).

Even though West Java has the most significant number of Islamic boarding schools in Indonesia, the majority of Islamic boarding schools in this region face economic difficulties. As a result, the function of Islamic boarding schools is very dependent on student fees, zakat, infaq, alms, and government assistance. This condition is different from Islamic boarding schools in other provinces, such as East Java and Central Java, which have their own Islamic boarding school-owned business entities (Fatmawati & Mulazid, 2021). According to research conducted by Dorsey, (2024), Islamic boarding schools in Indonesia generally grapple with various economic problems, including lack of financial resources, dependence on donations, lack of expertise and business skills, and limited market access, as well as the challenge of balancing religious teaching with economic development

goals. Although these economic problems are similar to those experienced by Islamic boarding schools throughout Indonesia, the high number of Islamic boarding schools in West Java makes this a more prominent issue. Islamic boarding schools, as traditional Islamic educational institutions in Indonesia, have a significant role in shaping society's character, morals and spiritual life. In recent years, there has been a paradigm shift in the role of Islamic boarding schools, from just religious educational institutions to centers for community empowerment (Malihah et al., 2023).

In response to this, the West Java Provincial Government during the 2019-2023 period under the leadership of Governor Ridwan Kamil and Deputy Governor Uu Ruzhanul Ulum adopted a comprehensive approach to economic problems in Islamic boarding schools. They included this issue in the Champion Program, which aims to support the realization of a just and sustainable economy by implementing the One Pesantren One Product program. (Widayat et al., 2023). In this context, the Department of Cooperatives and Small and Medium Enterprises is running an Islamic boarding school economic empowerment program in West Java through an initiative called One Pesantren One Product (OPOP) (Sagara, 2020). Implementing the OPOP program in the field refers to the Governor of West Java Province Regulation Number 24 of 2019 concerning implementing One Islamic Boarding School, One Product. The main aim of this program is to empower the potential of Islamic boarding schools to produce superior products so that these Islamic boarding schools can be economically independent. (Amzat, 2022).

One of the striking initiatives in this effort is the One Pesantren One Product (OPOP) Program. The OPOP program is one of 17 initiatives designed to create Champion Islamic Boarding Schools, focusing on economic empowerment in the Islamic boarding school environment. This program aims to build independence through economic empowerment by assisting Islamic boarding schools in selecting commodities that have market potential and providing training, internships and assistance needed in production, marketing and financial aspects. The One Islamic Boarding School One Product (OPOP) program is very important in increasing the economic empowerment of Islamic boarding schools in West Java. This is because Islamic boarding schools in the area can take part in training to create superior goods with high selling value through the OPOP program. This program helps Islamic boarding schools strengthen their product manufacturing and marketing capabilities, expand their market reach, and increase their students' talents (MENPANRB, 2020).

A study shows that micro, small, and medium enterprises (MSMEs) that can create high-quality products and have high selling value can significantly improve the economy at both regional and national levels (Jauhari et al., 2022). This is very relevant for Islamic boarding schools through the OPOP program. Apart from that, the products produced also help Islamic boarding schools improve their reputation as educational institutions capable of producing high-quality products and teaching religious lessons (Supriatnoko & Redyanita, 2023). In its concept, the One Pesantren One Product

(OPOP) program is based on two main theories: economic empowerment theory and product development theory. Economic empowerment theory discusses how OPOP can improve the economy of Islamic boarding schools in West Java. In contrast, product development theory focuses on strategies for effectively developing and marketing products produced by Islamic boarding schools.

Several studies have highlighted the important role of Islamic boarding schools in economic empowerment. One found that Islamic boarding schools are key in creating new jobs, reducing poverty, and contributing to the country's economic growth (Hongxuan, 2023). In addition, other research suggests that economic education in Islamic boarding schools can increase entrepreneurship as part of a broader social impact (Suseno et al., 2022). There are also findings which reveal that the concept of economic empowerment at the Pagelaran III Islamic Boarding School in Subang Regency is based on Community Economic Development by implementing the One Islamic Boarding School One Product (OPOP) program, which is being encouraged by the Regional Government of West Java Province (Klinken, 2021). Real examples of economic empowerment by Islamic boarding schools are also reflected in studies that mention the efforts of the Lintang Songo Islamic Boarding School in the fields of agriculture, plantations, animal husbandry, forestry, fisheries, home industry, food and convection to empower students and their communities (Noorhaidi Hasan, 2020). Overall, these studies show that economic empowerment in Islamic boarding schools can be realized through social entrepreneurship, the OPOP program, and various types of industry, which will ultimately produce independent graduates and improve the economic welfare of the surrounding community.

Several studies also highlight the contribution of Islamic boarding schools in producing economically valuable products through product development. For example, the Raudhatul Jannah Islamic Boarding School has utilized the potential of halal tourism and implemented local community empowerment programs, which have made the Islamic boarding school an economic centre with various business activities such as raising catfish and goats, as well as cultivating oranges and bananas (Dorsey, 2024b). In addition, a study found that the Al Ittifak Ciwidey Islamic Boarding School manages aspects of Islamic boarding school financing through needs analysis, calculation, allocation and distribution of funds based on social entrepreneurship in agribusinesses such as agriculture, vegetables, and animal husbandry. (Malihah et al., 2023). These studies show that Islamic boarding schools not only produce economic products through business activities such as agriculture, animal husbandry, and entrepreneurship but also create jobs and contribute to local economic development.

Based on previous studies, the author found an interesting gap for further research, namely implementing the One Pesantren One Product (OPOP) program in realizing the economic empowerment of Islamic boarding schools in West Java through reviewing literature that discusses OPOP in the context of West Java. Therefore, this study aims to identify the role of the OPOP program in realizing the economic empowerment of Islamic boarding schools in West Java by systematically

conducting a literature review of existing works that raise the theme of One Product One Islamic Boarding School in West Java. Thus, this study will present a literature review of various relevant works within the scope of the research.

Methods

This research method is qualitative, the approach involved interviews with Islamic boarding school leaders and members of the surrounding community to gain an in-depth understanding of the vision, goals, and challenges in implementing the OPOP program and the views and direct experiences of the Islamic boarding school and community. Additionally, direct observations and surveys were carried out on implementing the OPOP program to get a more detailed picture. Policy analysis was also carried out to evaluate the impact of government policies related to the OPOP program (Winarni, 2021).

Result and Discussion

West Java Provincial Government Policy Innovation for Economic Empowerment of Islamic Boarding Schools

The West Java Provincial Government has implemented innovative policies to encourage the economic empowerment of Islamic boarding schools through special steps. Research conducted by Rochmah, (2023) revealed findings related to the economic empowerment program launched by the West Java Provincial Government, known as One Pesantren One Product (OPOP). This program aims to increase Islamic boarding school motivation in developing their economic activities. Through OPOP, Islamic boarding schools are encouraged to participate in business proposals to obtain financial and business assistance. This shows that the drive to compete can effectively incentivize Islamic boarding schools to develop their economic activities.

Research conducted by Wirdiyanti et al., (2023) identified several key factors for success in running an Islamic boarding school business, including producing quality products that suit market needs, creative and innovative business management, and the application of sharia principles. These findings show that Islamic boarding schools that are successful in economic empowerment can produce superior products that align with Sharia principles in their business operations.

Research conducted by Sari et al., (2024), found that the OPOP program was influential in the four Islamic boarding schools that were the focus of the research. However, there are shortcomings in this program's socialization and training stages. Obstacles faced in implementing the program include inadequate availability of media and socialization facilities and a mismatch between the internship location and the type of business run by the Islamic

boarding school. These findings indicate the need for improvements in the socialization and training stages to ensure the success of the OPOP program.

The study conducted by Tjilen, (2019), describes the concept of economic empowerment at the Pagelaran III Islamic Boarding School, Subang Regency, which is rooted in the concept of Ummah Economic Development through the One Islamic Boarding School One Product (OPOP) program. This research shows that the West Java Province's regional government is increasing the intensity of the OPOP program. This reflects the government's commitment to supporting the economic empowerment of Islamic boarding schools through this innovative program.

The West Java Provincial Government's policy innovation in encouraging the economic empowerment of Islamic boarding schools through the One Pesantren One Product (OPOP) program has had a significant positive impact. This program has succeeded in encouraging Islamic boarding schools' motivation to develop their economic activities through competition in business proposals to obtain financial grants and business assistance. The research findings also show several key success factors in empowering Islamic boarding school economics, such as superior product quality that meets market needs, creative and innovative business management, and applying Sharia principles. Islamic boarding schools that are successful in economic empowerment can develop quality products and comply with Sharia principles in all their business processes.

Although the OPOP program has been proven effective in several Islamic boarding schools, research has also found deficiencies in the socialization and training stages of the program. The lack of media and means of socialization and the incompatibility of internship locations with the Islamic boarding school business type are obstacles to implementing this program. Therefore, improvements in the socialization and training stages are important to ensure the success of the OPOP program. A study of the concept of economic empowerment at the Pagelaran III Islamic Boarding School, Subang Regency, also shows the commitment of the West Java Province regional government to increasing the intensity of the OPOP program. This shows that the government is serious about supporting the economic empowerment of Islamic boarding schools through this innovative program.

In developing the economic empowerment of Islamic boarding schools, it is important to continue to improve coordination between Islamic boarding schools, the provincial government, and the community. Close collaboration will enable meetings between Islamic boarding schools and business people, suppliers, and financial institutions to build wider networks and support the development of Islamic boarding school products. Overall, the West Java Provincial Government's policy innovations in empowering the Islamic boarding school economy have had a positive impact. However, there is room for improvement in implementing the OPOP program,

especially regarding outreach, training, and coordination between related parties. By continuing to develop and improve this program, it is hoped that the economic empowerment of Islamic boarding schools in West Java can achieve better and more sustainable results.

Economic Empowerment of Islamic Boarding Schools Through the OPOP Program

The One Pesantren One Product (OPOP) program in West Java has had a significant impact on empowering the community in Islamic boarding schools through various economic activities. OPOP motivates Islamic boarding schools to compete and develop their businesses by submitting business proposals to obtain financial grants and assistance (Rochmah, 2023). The successful implementation of OPOP in several Islamic boarding schools shows impressive achievements in running Islamic boarding school businesses. Factors such as superior product quality, creative and innovative business management, and the application of sharia principles have become the keys to success in Islamic boarding school businesses. Islamic boarding schools consistently apply Sharia principles to ensure halal products and the application of Islamic values in their business processes (Leasiwal, 2013).

Although overall, the implementation of the OPOP program has proven to be effective in the four Islamic boarding schools, there are obstacles at the socialization and training stages. The socialization stage experienced obstacles due to the lack of support from adequate socialization media and the involvement of related parties such as regional organization officials, Islamic boarding school associations, and letters from related agencies. Apart from that, there is a mismatch between the internship's location and the type of Islamic boarding school business at the training stage (Fatmawati & Mulazid, 2021).

Furthermore, the concept of economic empowerment in Islamic boarding schools can be realized through the OPOP program based on Ummah Economic Development (Ahyani et al., 2021). This program provides opportunities for Islamic boarding schools to develop their businesses through market penetration and product development strategies. To increase competitiveness, Islamic boarding schools are advised to improve product branding, expand business networks, and utilize e-commerce technology (Arribath et al., 2021). Of course, this is supported by the knowledge chain in Islamic boarding schools, which is the key to sustainable entrepreneurship development. By combining internal and external creativity and understanding the market and competitors, the knowledge chain can help Islamic boarding schools continue to innovate and succeed in entrepreneurial practices (Sirojudin et al., 2020). Through this program, students are given comprehensive knowledge and insight that prepares them to face challenges in the era of globalization (Akbari & Sahibzada, 2020).

The OPOP program cannot be separated from the influence of adaptive leadership, as shown by Ridwan Kamil in West Java, which has proven effective in producing policy and program innovations, including the OPOP program. Adaptive leadership allows the creation of policies responsive to changes and challenges faced by Islamic boarding schools so that the OPOP program can develop and significantly impact the economic empowerment of Islamic boarding schools (Amzat, 2022). For example, the OPOP award given by the Governor of West Java is a recognition of the hard work and achievements of the residents who contributed to the program. Many companies owned by Nahdlatul Ulama (NU) activists have won OPOP awards as an award for their contribution to the economic empowerment of Islamic boarding schools. (Aghnia, 2023).

Overall, the OPOP program has strengthened economic independence in Islamic boarding schools by increasing human resource knowledge and producing superior products. This program has opened up opportunities for Islamic boarding schools to participate in the local economy and compete in the global market. Through OPOP, Islamic boarding schools have become institutions that not only teach religion but also develop economic skills and contribute to the economic development of the ummah (Liu et al., 2023).

Conclusion

The One Pesantren One Product (OPOP) program in West Java has successfully empowered the Islamic boarding school community through innovative economic activities. OPOP has encouraged Islamic boarding schools to compete and develop their businesses by submitting business proposals and obtaining financial grants and business assistance. This program has successfully run an Islamic boarding school business with factors such as superior product quality, creative and innovative business management, and the application of Sharia principles. Even though there are several obstacles to implementing the OPOP program, the concept of economic empowerment in Islamic boarding schools through this program has great potential to increase Islamic boarding schools' economic independence and human resource knowledge and produce superior products.

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