



## Communication Management Assistance for Integrative Pesantrenpreneurs at Pesantren AHDA Madiun, East Java

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### ABSTRACT

Islamic boarding schools have tremendous potential, which if developed, encouraged and supported will develop and be able to become one of the pillars of the people's economy. The purpose of this PKM is to provide communication management assistance as well as motivational support and funding support to realize the existence of a pesantrenpreneur program at Ahda Pesantren in Madiun, East Java. Funding support is in the form of productive waqf for a period of five years. This PKM activity has contributed significantly in realizing the entrepreneurial pesantren program as well as being able to empower the community as empowered partners. With the implementation of this pesantrenpreneur program, the boarding school is able to meet internal needs, namely with the establishment of AHDAMART and contribute to advancing the community's economy, in the form of a goat breeding program with fostered farmers

## **INTRODUCTION**

Entrepreneurship is defined as the spirit or spirit and ability of a person, in an effort to find funds and sources of funding to achieve goals with the courage to take risks for the benefit of themselves and many people (Nafisah et al., 2024). The potential for entrepreneurship, in general, has been owned by Islamic boarding schools. Islamic boarding schools have the potential as one of the drivers of the community economy (Oktafia et al., 2024). This is because pesantren have internal and external resources that support it. Internal resources are the number of students, the ustadz and ustadzah, and the stature of the founders of the pesantren for the internal and the community, who entrust their children to the pesantren. External resources are the community environment around the boarding school, which psychologically, historically and sociologically has enough trust in the boarding school (Supriyanto & Mahsuni, 2024).

These two pesantren resources, namely internal and external resources, if mobilized together and integrated, will be able to mobilize the people's economy. This has been proven in many entrepreneurial pesantren, such as Gontorpesantren, MBS Yogyakarta pesantren, Tebu Ireng pesantren, Sidogiripesantren and others (Hasanah & Huda, 2023). PesantrenIhya'usunnah has even been able to free its students, because of the coffee plantation business managed by the pesantren's SMK (Adhim & Ta'rif, 2021). Thus, the boarding school will rise with its revival and usefulness for the surrounding community. The potential and reality is that, of course, pesantren were founded based on the spirit of entrepreneurship and independence (Oktafia et al., 2024). This can be known together, that pesantren do not depend on the sustainability or source of funds to the government. Thus, realizing pesantrenpreneur is not something difficult. The realization of pesantrenpreneur certainly requires good communication management skills (Damayanti et al., 2025), so that the unexploited potential can be maximized in function, usefulness and independence (Hikmah et al., 2024). The community around the Islamic boarding school already has adequate social capital, such as trust in the Islamic boarding school, work as farmers and other local wisdom, which can be built together and in line (integrative) with the spirit of entrepreneurship (Suharti et al., 2024) and the Islamic boarding school as its leader.

Ahda Islamic boarding school (hereinafter referred to as pontren or pesantren) located in Madiun, East Java, has internal and external potential that has not been maximized. The potential resources of santri, staff and ustaz or teachers and the agricultural environment need to be given the opportunity and integrated so that they can synergize to form pesantrenpreneurs. Pesantrenpreneur refers to the ability of pesantren in entrepreneurship. In fact, the internal needs of pesantren are quite large, so if these needs can be managed by themselves, it can increase assets for the development of the entrepreneurial spirit of this pesantren. Kitchen needs to meet the food needs of the students, the need for snacks, the need for stationery and uniforms are definite needs that can become the internal market of AhdaPontren.

The potential of the surrounding community, namely the livestock farming community, is also very supportive in order to become business land and partnerships with *pesantren*. The availability of sufficient animal feed because it is close to the rice field area, many potential farmers are invited to partner, an asset that needs to be managed properly so that there is synergy and link and match with the efforts of *pesantren* independence as well as being a community economic driver.

One fact, that *Pesantren Ahda Madiun*, until the time of the pre-survey and personal approach with the leadership of the *pesantren*, did not have an independent business either managed internally or link and match with the surrounding community. In this *pesantren*, there is not even an economic division. In general, the fulfillment of economic and financing needs still relies on education donation fees from the santri guardians and cottage donors. By looking at this reality and encouraged by the willingness to participate in advancing the potential of the boarding school to become a *pesantrenpreneur*, this PKM activity was carried out.

The purpose of this PKM activity is to provide motivation, sharing sessions on communication management and community empowerment as well as assistance in order to realize the existence of *pesantrenpreneurs* while partnering with the surrounding community. This is so that *pesantren* are more empowered and have initiatives in contributing to efforts to meet internal needs and broadly contribute to the benefits of the people's economy.

This community service began with a friendly visit as well as a pre-survey of local needs. Furthermore, exploring the possibility of carrying out PKM activities at *Ahdapesantren*, in the context of integrating *pesantrenpreneur* with community empowerment. Then the time, form of activity and follow-up of the mentoring activities were determined.

## **METHODS AND IMPLEMENTATION**

The implementation of this PKM is at AHDA Islamic boarding school in Madiun, East Java. The implementation of this PKM activity stems from the service provider's involvement as a non-permanent donor for this Ahda Islamic boarding school. Feeling that the servant has not been able to become a good permanent donor and taking into account the large internal and external potential of the *pesantren*, the servant conducted an exploration in order to make this *pesantren* a model of *pesantrenpreneur*. The pre-survey showed that the *pesantren* needed motivators and driving agents as well as initiators to help the *pesantren* become *pesantrenpreneurs*. Reflecting on several large established *pesantren*, it is very possible that the *pesantrenpreneur* program will also be implemented in the *Ahdapesantren*.

After conducting a location survey and family talks with all components of the founder and appointed staff, this *pesantren* entrepreneur mentoring activity was carried out. It was agreed together on several things related to the facilities needed to realize this program, including activity proposals and examples of *pesantren* entrepreneur models and the main thing is funding. With funding support, the *pesantren* entrepreneur model can be carried out well

because the potential of internal and external human resources is sufficient to fulfill its needs. In addition, it has also been agreed that the mentoring time for the pesantrenpreneur program activities is for 5 (five) years. This is because the provision of funds is given in the form of productive waqf for a period of 5 (five) years.

The process of implementing this PKM is presented in the form of an activity scheme below:

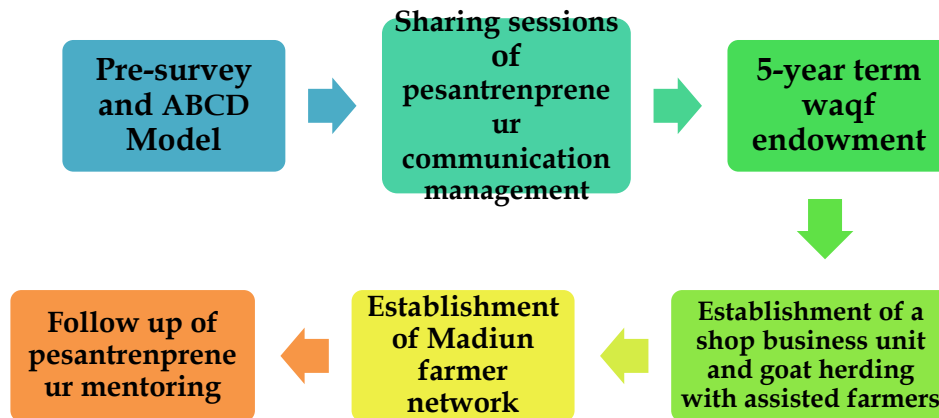


Figure 1. Activity Scheme of Communication Management Assistance Program for Pesantrenpreneurs in AHDA Pesantren

Based on the implementation scheme of the implementation of this PKM, it is described as follows:

1. The process of accessing local needs at the activity location is carried out with the ABCD Model, namely the introduction of the situation and conditions and local needs. In this activity, face-to-face discussions and follow-up discussions regarding various matters related to the needs, abilities and resources available at the Islamic boarding school in the context of implementing the integrated Islamic boarding school entrepreneur program with community empowerment activities.
2. Sharing sessions regarding the Islamic boarding school entrepreneur program, examples and modeling by providing proposals for Islamic boarding school activity models.
3. Implementation of providing capital in the form of productive endowments for a period of 5 years, for: opening a shop and cooperation in livestock farming with trusted fostered farmers who have the ability to raise goats.
4. Evaluation of performance and development is good, then the second stage of productive endowment funds is disbursed. This is based on the results of financial reports and the sustainability of cooperation with fostered farmers as well as the existence of an internal shop that is able to meet the internal needs of the Islamic boarding school and the establishment of a Muhammadiyah farmer network in the local district.

5. Monitoring and evaluation are continued with the possibility of linking and matching with producers and Islamic boarding school-based UMKM networks throughout Indonesia.

## RESULT AND DISCUSSION

This PKM activity has had a significant impact on the development of Islamic boarding schools in participating in the economy of the people. The design of organizational communication management to realize pesantrenpreneur very quickly received a positive response. This is because pesantren already have a strong entrepreneurial climate and spirit (Fawaidi, 2022). In addition, Islamic philanthropy has become a culture among Muslims, such as the concept and implementation of "Hands Above Are Better than Hands Below", zakat, infaq sadaqah and waqf (ZISWAF), which shows how many models of philanthropy in Islam (Bintang Virgo & Subaidi, 2022)

With the involvement of pesantren in the economic activities of the community, the public's trust in pesantren is getting better. Conversely, the boarding school is also more confident in meeting its internal needs, as well as in efforts to produce santripreneurs who utilize the business units it has established. This is to realize pesantren as one of the pillars of the community's economy and contribute to alleviating poverty (Hayati & Soemitra, 2022). With the business unit, the students can take turns looking after the shop and learning to make snacks to sell at the Ahdamart shop.

For now, the shop has not been able to meet the needs of the community outside the cottage, however, the needs of the cottage have been able to be met by themselves through this Ahdamart shop. Kitchen needs, toilet needs of students, snacks and healthy snacks of students, stationery needs to student uniforms have been fulfilled independently through the AHDAMART shop.

At the stage and stage of its implementation, the establishment of the Ahdamart shop business unit was established from the profit sharing of the livestock breeding program. Thus, the pesantrenpreneur program can meet internal needs and at the same time integrate with the empowerment of farmers from the community around the pesantren. In community empowerment activities with the livestock herding system, many benefits have been felt by the herding community (Suharti & Ulhaq, 2023). Several other pesantren also carry out community empowerment with agricultural programs and other services, not only to serve the internal needs of their students (Permana et al., 2023).

Before the existence of Ahdamart, only a small stall was available, where the stationery needed by the students was only placed on a small table. This stall cannot be said to be a shop, because it only provides stationery that is not much and is only placed improvisedly on the table. The income from the livestock share has contributed to the establishment of a more permanent and representative Ahdamart store that is comfortable and more complete. Although it must be admitted, that for now it has not been able to meet the needs of the surrounding community, the existence of this shop has been able to meet the internal needs of the santri and the consumption needs of all residents of the pesantren, as well as a means of education and training for santri about entrepreneurship.

Below is presented documentation of the existence of the AHDAMART store in the AHDA East Java pesantren.



Figure 2. The Existence of the Ahdamart Store has Fulfilled the Internal Needs of the Pesantren

Farmers around the pesantren have been involved in this pesantrenpreneur program. This is because raising their own livestock by the pesantren is not yet possible because the land is still limited. With the involvement of the farmers around the pesantren, they have contributed to the pesantren. This activity can be harvested a year in 2 book closures. With the portion of profit sharing or goat rearing with a portion of 70: 30 percent. &) percent for partner farmers while 30 percent for pontren. From the results of this livestock sharing, the pontren began to be able to add several kinds of goods to be sold at AhdaMart as well as in the future will be further developed into Ahdamart canteens and cafes. With the development and addition of canteens and cafes, in the future it is hoped that this shop can serve the surrounding community in need, not only for internal pesantren. The flow of this PKM activity is made in the scheme below:

Table 1. Pesantrenpreneur Communication Management Mentoring Activities

No	Activities	Material	Pre-state	After state
1.	<b>Planning and - Organizing</b> :Pre-survey and activity agreement	<ul style="list-style-type: none"> <li>• Identification of internal and external potential</li> <li>• Sharing the pesantrenpreneur program</li> </ul>	<ul style="list-style-type: none"> <li>• There is no pesantrenpreneur program yet</li> <li>• There is no pontren economic division yet</li> </ul>	<ul style="list-style-type: none"> <li>• The existence of a pesantrenpreneur program (entrepreneurial pesantren)</li> <li>• Establishment of the pontren economic division</li> </ul>
2.	<b>Organizingan d Action1</b> :Sharing session implementation	<ul style="list-style-type: none"> <li>• Sharing the form of pesantrenpreneur activities</li> <li>• Pesantrenpreneur proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Does not yet have a pesantrenpreneur program that is integrated with community empowerment</li> <li>• Has not yet involved the community in economic development</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement on an integrative pesantrenpreneur model with local community empowerment</li> <li>• Community involvement in the pesantrenpreneur program</li> </ul>
3.	<b>Actions2</b> :Funding Implementation	<ul style="list-style-type: none"> <li>• Sharing funding for 2 enterprising fields of pesantrenpreneur, namely: AhdaMart stores and profit sharing of goat herding systems with partners.</li> </ul>	<ul style="list-style-type: none"> <li>• No funds have been budgeted in the pesantrenpreneur program.</li> <li>• There is no permanent shop and cooperation in raising goats with partner farmers</li> </ul>	<ul style="list-style-type: none"> <li>• There is pesantrenpreneur funding support</li> <li>• Establishment of AhdaMart and goat breeding partnerships with partner farmers around Ahda's boarding school</li> </ul>
4.	<b>Monitoring and evaluation</b> :Follow up of Pesantrenpreneur Assistance	<ul style="list-style-type: none"> <li>• Sharing obstacles and solutions</li> <li>• WA group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• No mentoring yet</li> <li>• Farmer network not yet established</li> </ul>	<ul style="list-style-type: none"> <li>• There has been a pattern of mentoring and interactive discussions in WA groups that discuss various</li> </ul>

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- development potentials and obstacles to development.
  - Established Madiun farmer network (JATAM)
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## CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations from this PKM activity are as follows:

1. Islamic boarding schools can be encouraged to play a more active role and become one of the economic pillars of the people/community.
2. It is necessary to involve motivators and initiators as well as financial supporters, so that the pesantrenpreneur program is not just a concept or dream, but a dream that is realized.
3. Pesantrenpreneur should be one of the mainstay programs of the boarding school so that the boarding school and its students can learn and will develop an entrepreneurial spirit and independence.
4. Funding is needed from the company's CSR, in order to realize integrated pesantrenpreneur with community empowerment.

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In the implementation of this PKM activity, the author feels honored and honored because this program can be accepted and implemented properly. For the support and implementation of this happy activity, it is appropriate for the author to express his highest gratitude to the founders and teachers and students at the AHDA Madiun East Java Islamic boarding school. Without their sincerity, acceptance and enthusiasm, it is impossible for this activity to be carried out properly and run smoothly. For all the shortcomings and limitations of the servants, both in terms of implementation and funding of this pesantrenpreneur program, we must express our deepest apologies to all of them. Hopefully in the future it can be realized and continued into a sustainable program that is more beneficial and contributes to the economy of the people based on circular economy. Maybe in time, regional companies will be called upon, to provide their CSR funds, for the development of pesantrenpreneurs in this boarding school. Hopefully.

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