

Implementation of Management Functions in Islamic Boarding School Cooperatives Based on Social-Religious Values

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ABSTRACT

This study uses a descriptive qualitative approach with data collection methods of interviews, documentation, and literature review to analyze the management of Islamic boarding school cooperatives based on social and religious values. The results show that the implementation of management functions such as planning, organizing, mobilizing, monitoring, and evaluation in cooperatives faces significant challenges related to human resources and financial transparency. This cooperative operates a retail outlet, laundry services, and sharia savings and loans that empower students and alumni in a sustainable manner. Research recommendations include strengthening management capabilities, improving administrative systems, and increasing member participation to enhance the professionalism and sustainability of Islamic boarding school cooperatives.

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1. INTRODUCTION

Islamic boarding schools (pesantren) are Islamic educational institutions that play a vital role in developing the character and morals of their students. (Fahmi Habibi Musthofa¹, 2023) Islamic boarding schools have long been recognized as Islamic educational institutions that prioritize spiritual development and the teaching of religious knowledge. However, with the changing times and the dynamic needs of society, Islamic boarding schools now function not only as centers of religious education but also as a means of economic empowerment for students and the surrounding community. (Budimansyah, 2023) One concrete manifestation of this role is the development of Islamic boarding school cooperatives as important business entities. Cooperatives play a vital role in improving the community's economy. With their unique potential, Islamic boarding schools can act as pioneers in developing the community's economy. (Jannah et al., 2023)

Currently, the characteristics and uniqueness of Islamic boarding schools are considered inadequate to meet the increasingly complex and evolving needs of society in the contemporary era. This is because, since their inception, Islamic boarding schools have played a strategic role in society. (Fikri, Ahmad Lutfi Rijalul, Muaidy Yasin, 2018) Cooperatives in Islamic boarding schools play an important role as a means of developing entrepreneurship that not only encourages economic

independence but also shapes social character and religious values in business activities. (Barokah et al., 2022) Islamic boarding school cooperatives are one option for economic management based on the principles of collaboration, transparency, and justice, and offer business opportunities that can improve the welfare of members and support the continuity of Islamic boarding school education. (Fikri, Ahmad Lutfi Rijalul, Muaidy Yasin, 2018) Therefore, Islamic boarding school cooperatives function not only as business units, but as important socio-economic institutions in strengthening the people's economy in an inclusive and sustainable manner. (Hamid, 2015) With these principles, Islamic boarding school cooperatives become a strategic means to empower members together while maintaining the sustainability and quality of education in the Islamic boarding school environment. Therefore, the existence of Islamic boarding school cooperatives can be seen from three different dimensions (Nur Kholis, 2023).

First, cooperatives (cooperatives) function as a supporter of the Islamic boarding school's economic mechanisms. In this context, cooperatives provide various goods and services needed by students in their daily activities at the Islamic boarding school. Through cooperatives, students can gain easy and affordable access to the products and services they need. Second, cooperatives play a role in developing cooperative cadres. Through participation in cooperatives, students can participate directly in cooperative management, learn cooperative principles, and improve their entrepreneurial skills. This helps produce a young generation with entrepreneurial skills and an understanding of cooperative values, thus playing a role as drivers of change in society. Third, cooperatives function as economic drivers. By meeting the needs of the surrounding community, cooperatives have a positive influence in encouraging economic activity and providing business opportunities.

In the context of Islamic boarding schools, cooperatives grow as business entities supported by integrated entrepreneurial management, implementing professional and innovative management strategies, with a focus on sustainability and student economic empowerment. (Mardyanto, 2016) Efficient cooperative management is a key factor in supporting various business activities and improving the welfare of members. (Saleh, 2019) Therefore, efficient cooperatives not only provide direct economic benefits, but also strengthen social aspects and empower members sustainably. (Tata et al., 2023) Islamic boarding school cooperatives that are managed professionally and innovatively have great potential to become independent and sustainable economic drivers. Recent research by Adriyansyah and Maftuhah highlights that clear financial management, improving managerial capabilities, and strengthening the entrepreneurial spirit are important factors in the financial success of Islamic boarding schools. (Jenal Aripin1 & 1, 2025) Cooperatives function not only as economic tools, but also as a place to develop student potential and creativity that encourages product and service innovation according to current market demand.

An-Nawawi Islamic Boarding School, as one of the modern Islamic boarding schools, has established a cooperative with entrepreneurial management that combines economic, social, and spiritual elements. With a management system that follows cooperative principles and involves management functions such as planning, organizing, implementing, and supervising, this cooperative strives to run productive and sustainable business units to support the educational needs and economic empowerment of students. (Warlizasusi, 2020) Cooperative activities that include savings and loan businesses, student needs shops, and other business units are clear evidence of the cooperative's contribution to the economic empowerment of Islamic boarding schools.

Other business units, such as the An-Nawawi printing and laundry services, managed by the Islamic boarding school cooperative, also provide opportunities for students to learn entrepreneurship directly within the Islamic boarding school environment, while simultaneously increasing the cooperative's revenue sources. These activities not only improve the welfare of members but also strengthen the independence and sustainability of education at the Islamic boarding school. Therefore, Islamic boarding school cooperatives require effective management to ensure their effective operation and success. Several aspects of Islamic boarding school cooperative management need to be considered, including financial management, human resource management, and marketing management. (Romadhon, 2016)

According to a study on entrepreneurial management at the Raudhatul Ummah Islamic Boarding School in Batu City (KUSUMAWATY, 2021), entrepreneurship in Islamic boarding schools serves not only as a tool to increase economic independence but also as a medium for character formation and the development of students' moral vision. This study revealed that structured entrepreneurial management includes program structuring, training and encouragement, monitoring through performance assessments, and impact evaluation, which comprehensively impacts the independence of Islamic boarding schools. This context emphasizes the importance of a flexible and empowerment-focused managerial approach, which aligns with the Islamic boarding school's religious and social values. Thus, Islamic boarding school entrepreneurship serves not only as an economic endeavor but also builds a moral and social foundation that is essential for the continuity of Islamic boarding school education and the empowerment of its community.

In addition to the managerial aspects that must be implemented effectively, the successful management of cooperatives and business units in Islamic boarding schools depends heavily on how the Islamic values characteristic of Islamic boarding schools are integrated into every aspect of their management. This includes the application of the principles of justice, openness, and the spirit of mutual cooperation, which serve as the foundation for strengthening the solidarity of cooperative members and the Islamic boarding school community as a whole. Therefore, cooperative management should not only focus on optimizing economic aspects, but also serve as a tool for developing the character of students and strengthening social networks that support the sustainability of Islamic education as a whole. Responsive and empowering management strategies can encourage the development of entrepreneurial innovations that align with modern demands, while instilling noble values that support the advancement of independent and competitive Islamic boarding schools. Therefore, combining comprehensive cooperative management with the development of Islamic-based entrepreneurship is a key factor in advancing the economic and social potential of Islamic boarding schools.

2. METHODS

This research uses a descriptive qualitative approach. Qualitative research emphasizes meaning, processes, and in-depth understanding of the research object, rather than simply numbers or generalizations (Mouwn Erland, 2020). Therefore, this method is relevant for uncovering the meaning **contained** in the text by focusing on the experiences and perspectives of cooperative administrators and members. This qualitative approach avoids statistical generalizations and emphasizes the rich and complex real-world context.

The data collection techniques in this study were conducted through literature studies, interviews, and documentation relevant to the context of Islamic boarding school cooperative management. Documentation was carried out by collecting photos and recordings of the operational activities of the An Nawawi Islamic Boarding School cooperative unit as primary data that reflects the actual **process** of implementing cooperative entrepreneurship. In-depth interviews with cooperative administrators and members aimed to explore their understanding and experience in managing cooperatives, especially regarding entrepreneurial management based on the social and religious values of Islamic boarding schools. Literature studies were conducted to collect secondary data from scientific literature relevant to cooperative management, entrepreneurship, and economic education in Islamic boarding schools, thus providing a strong theoretical foundation for data analysis.

The collected data were analyzed using content analysis to identify patterns and messages related to cooperative entrepreneurship management at the An Nawawi Islamic Boarding School. This content analysis serves to provide in-depth insights into the managerial elements, entrepreneurial strategies, and religious values applied in the cooperative practices of the Islamic boarding school (Neuendorf, 2002). In addition, a qualitative descriptive approach was applied to systematically explain the management processes and practices that occur, as well as the meanings formed by the cooperative administrators and members. This method allows researchers to explore the entrepreneurial practices

of the Islamic boarding school in depth from cognitive, affective, and evaluative perspectives, thus providing a comprehensive picture of the dynamics of cooperative management based on the principles of justice and collaboration in the Islamic boarding school context (Assarroudi et al., 2018; Sugiyono, 2018). This method is very appropriate to use because it makes it easier for researchers to conduct in-depth analysis of text data sourced from both documents and field interviews, thus providing a comprehensive picture of the entrepreneurial management practices of Islamic boarding schools that are appropriate to the context and culture of the Islamic boarding school itself.

To ensure data validity, source triangulation techniques were used by comparing the results of **interviews** with cooperative administrators and members, operational documents from the An Nawawi Islamic Boarding School cooperative, and academic literature related to cooperative management and Islamic boarding school entrepreneurship. This approach aligns with the view that validity in qualitative research can be achieved through cross-confirmation of various data sources, resulting in more accurate and reliable data (Arianto, 2024; Sugiyono, 2016). Thus, source triangulation techniques enabled researchers to in-depth examine existing cooperative entrepreneurship management practices and compare them with theories and practices in other Islamic boarding schools, resulting in valid and comprehensive findings.

Similar references are used in various qualitative studies on Islamic boarding school cooperatives to maintain the credibility and validity of the information, such as in the study on Islamic boarding school economic empowerment, which integrated data from interviews, documentation, and a literature review.

3. FINDINGS AND DISCUSSION

2.1. The Concept of Cooperative Management

Fundamentally, the management of an institution or organization is always related to the efforts to develop and lead a team or group of people within a unit, utilizing existing resources, all aimed at achieving common goals. Therefore, it is not surprising to associate management with the issue of leadership. Etymologically, management comes from the verb "manage," which, according to The Random House Dictionary of the English Language, College Edition, is derived from the Italian "manegg (iare)," meaning "hand." Literally, management means to lead, guide, or organize (Zaedun Na'im, 2021). Terminologically, management, according to George Terry, is a process consisting of planning, organizing, motivating, and supervising, carried out using human resources and other resources to achieve goals (Syarhani, 2022). Furthermore, Din Wahyudin defines management as a process carried out to achieve organizational goals through planning, organizing, directing, and controlling people. (Warlizasusi, 2020) Based on the definition above, it can be concluded that management is an effort to optimize existing resources to achieve organizational goals effectively and efficiently.

Based on the understanding that management is an effort to optimize existing resources in achieving organizational goals effectively and efficiently, this is very relevant to the role of the An-Nawawi Berjan Purworejo Islamic Boarding School Cooperative which was established in 1995 and the first amendment to the articles of association (PAD) was made in 1996. The Islamic Boarding School Cooperative itself can be interpreted as a cooperative established in the Islamic boarding school environment to improve welfare, both in the Islamic boarding school environment itself and in the outside community, by optimizing the resources in the environment around the Islamic boarding school so as to have a positive impact. (Fadhilah & Zaki, 2020) The An-Nawawi Islamic Boarding School Cooperative has shown quite good progress, this can be seen from several types of businesses it runs, so it is very interesting to know the implementation of management functions and forms of business carried out at the An-Nawawi Berjan Purworejo Islamic Boarding School Cooperative.

According to Sondang P. Hasibuan (in Dr. M Yusuf, Dr. Cecep Haryoto, 2023), management functions consist of:

1. Planning is defined as the process of setting organizational goals and formulating the steps and

strategies necessary to achieve those goals.

2. Organizing is the process of arranging resources, including human, material, and financial, so that they can work together effectively to achieve goals.
 3. Motivating is defined as the entire process of encouraging subordinates to work hard to achieve organizational goals.
 4. Controlling is the process of observing the implementation of all organizational activities to ensure that all work is carried out according to the established plan.
 5. Evaluation is the final stage of the process. Evaluation is defined as the process of measuring and comparing final results in the field with the initial planned goals.
- Penerapan Fungsi-Fungsi Manajemen Koperasi Pondok Pesantren An-Nawawi

The management function is very important in an activity because it serves as a framework for organizing and managing existing resources effectively and efficiently. (Badrudin, 2015) In general, management is often associated with planning, organizing, placement, supervision, direction, decision-making, and communication carried out by an organization with the aim of managing various available resources to create an effective service. (Dian & Wahyuni, 2019) Therefore, management requires various activities that are carried out comprehensively to achieve predetermined goals. The following are the results of the application of management functions:

1. Planning Function

The primary objective of the An-Nawawi Islamic Boarding School Cooperative is to improve the economic welfare of its members and groups, including the board of directors, administrators, and members. This objective requires the board of directors to develop constructive plans to achieve the cooperative's objectives. Furthermore, the An-Nawawi Islamic Boarding School Cooperative also aims to optimize economic activities within the Islamic boarding school environment and provide opportunities for students to learn not only religious knowledge but also entrepreneurship.

The An-Nawawi Islamic Boarding School Cooperative's planning includes providing an adequate cooperative office, training in good cooperative management, orderly administration and regular financial reporting, and improving the quality of its business. Furthermore, the An-Nawawi Islamic Boarding School Cooperative also conducts strategic planning by developing business units such as BMT (Bandung Islamic Boarding School), a printing shop, a bookstore, and a laundry, all connected to the santripreneur program to develop the students' entrepreneurial skills.

2. Organizing Function

The organizing function of the An-Nawawi Islamic Boarding School Cooperative is as follows:

a. Cooperative Membership

The An-Nawawi Islamic Boarding School Cooperative has 350 members, consisting of teaching staff, administrators of the male and female Islamic boarding schools, and employees of the cooperative's units. Each cooperative member is required to pay a principal fee and mandatory savings, the amount of which is agreed upon at a member meeting. However, obstacles remain, such as discrepancies between field data and the cooperative's data. This presents a significant challenge for the An-Nawawi Islamic Boarding School Cooperative and must be addressed immediately.

Membership inequality is often found in other Islamic boarding school cooperatives, where manual recording results in inaccurate recording of mandatory and principal savings, thus hampering the distribution of Business Surplus (SHU) and democratic decision-making. To address these issues, the An-Nawawi Islamic Boarding School Cooperative must implement a digital information system such as an integrated member database, conduct regular verification through annual member meetings (RAT), and educate members about voluntary membership obligations in accordance with Law No. 25 of 1992 concerning cooperatives. (Rahmat et al., 1992) This method not only improves field data but also strengthens the active involvement of members from among students, teachers, and employees in managing the cooperative in a transparent and accountable manner. (Marwini, n.d.)

b. Cooperative Manager

In its management, the An-Nawawi Islamic Boarding School cooperative carries out various activities, including a clear division of tasks and responsibilities for its management. The cooperative leadership directs and supervises all cooperative activities and establishes strategic policies, assisted by a secretary in managing administration and communication, both internally and externally. The treasurer is responsible for managing finances and preparing clear and accountable financial reports. In addition, the management also holds regular meetings between the management and members to coordinate, evaluate, and oversee efficient operations. The professional separation of business units under unit management is also an organizational element to improve the quality of service and productivity for members. The implementation of this organization is expected to enable the cooperative to function efficiently and transparently in accordance with its principles, empower members, and improve welfare in a sustainable manner.

Cooperative management also continues to provide training and guidance to members to enhance their understanding of cooperative principles and entrepreneurial skills. Furthermore, the implementation of a clear and accountable reporting system is a key focus so that all cooperative activities can be monitored accurately and precisely. Strengthening interactions between management and members through digital media and face-to-face meetings is increasingly being carried out to maintain synergy and build a strong sense of community. Therefore, cooperatives function not only as economic institutions but also as communities that encourage the comprehensive and sustainable improvement of the capabilities and well-being of all members.

c. Annual Members' Meeting (RAT)

The RAT is a routine annual activity that serves as a key milestone in the cooperative's financial accountability. This activity demonstrates the accountability of the elected cooperative management for the implementation of predetermined activities. Therefore, the more members attend and participate in these meetings, the better the results of decision-making that aligns with the needs of the cooperative's members. The annual members' meeting typically discusses the distribution of remaining operating profits (SHU) to members. However, due to incomplete data, the distribution of SHU has been hampered to date. Furthermore, limited professional human resources require the Islamic Boarding School Cooperative to undertake regular improvements. Fungsi Penggerakan (Motivating)

The An-Nawawi Islamic Boarding School Cooperative was originally established to improve the welfare of students through the provision of basic necessities. However, at that time, due to the cooperative's administrators holding multiple positions, the cooperative's management became less effective. Entering the 2000s, the cooperative's administrators began to focus on a single position. This led to an increase in the cooperative's various activities. Several cooperative business units now focus on savings and loans, printing, a bookstore, student uniforms, and laundry. Significant developments in the cooperative's business are now beginning to be felt, from the focus of each administrator's duties to the annual increase in the number of cooperative members, which has an impact on increasing daily needs.

The obstacle often faced by the An-Nawawi Islamic Boarding School Cooperative is the division of time with Islamic boarding school activities, so that the Islamic Boarding School Cooperative's activity calendar must be adjusted to the Islamic boarding school calendar. Motivation has been provided to the cooperative's administrators and employees, including providing timely compensation, providing various services and facilities as needed, and developing the cooperative's physical building so that activities run smoothly. The provision of this motivation is hoped that in the future the An-Nawawi Islamic Boarding School Cooperative will be able to provide services and meet the needs of students with good quality and in the future can develop other business activities.

3. Supervisory Function (Control)

Supervision is crucial for assessing the results of planned activities and ensuring improvements are made to prevent recurrence. Supervision is an organizational tool empowered by the members' meeting

to oversee decisions made at members' meetings regarding the organization, institutions, education, and outreach. (Barokah et al., 2022) The cooperative chairman and administrators coordinate with each other in carrying out supervisory activities. Furthermore, the An-Nawawi Islamic Boarding School cooperative also receives external supervision from the Indonesian Regional Cooperatives Office.

Internal oversight is conducted periodically through routine meetings involving all management to assess target achievement and identify any issues. Furthermore, transparent financial audits are conducted to ensure the cooperative's funds are used according to their intended purpose and to prevent any irregularities. External oversight from the Regional Cooperatives Office (Diskopda) provides additional validation and suggestions for improvements that support improved cooperative performance. Through this integrated oversight mechanism, the An-Nawawi Islamic Boarding School Cooperative can maintain accountability, increase member trust, and ensure the cooperative's programs are implemented effectively and in accordance with applicable cooperative principles.

4. Evaluation Function

In general, evaluations are ongoing. Evaluations, such as the distribution of remaining business profits every two years, have not been implemented effectively. Cooperative management recognizes that cooperative management is not aligned with the proper cooperative system. The evaluations conducted have been limited to internal cooperative units. This is a major management concern and needs to be addressed immediately.

2.2. Forms of Cooperative Entrepreneurship at An-Nawawi Islamic Boarding School

1. Shop Business Unit

The An-Nawawi Islamic Boarding School Cooperative provides educational needs for students and teachers, both at the Islamic boarding school and school level. In interviews, researchers stated that the quality of service provided at the shop unit was considered good, both in terms of customer service, availability of goods, and affordable prices. The An-Nawawi Islamic Boarding School shop business unit not only provides educational needs for students and teachers but also consists of various sub-business units that support comprehensive needs. The cooperative has a printing unit that provides various printing needs, such as books, banners, modules, and teaching materials, which are essential for teaching and learning activities at the Islamic boarding school. In addition, there is a bookstore that stocks various products, such as books, textbooks, and other student supplies. With these two business units, the cooperative is able to meet the needs of students' learning and religious activities in a more comprehensive and targeted manner, thus supporting the smooth running of the educational process at the Islamic boarding school.

The service at this shopping center is highly rated, not only for the friendly and professional attitude of its staff but also for the wide range of products available and the guaranteed quality of its goods. Through efficient system management, this cooperative's shopping center serves as a pillar of daily activities and a vital source of income for the cooperative's sustainability and the overall well-being of the Islamic boarding school community. The An-Nawawi Islamic Boarding School Cooperative is under the supervision of its management, which serves as a significant motivation to operate its various business units professionally. This business unit has established partnerships with a number of trusted suppliers to ensure the availability and quality of goods. This cooperative shop serves as a primary needs center for students and administrators, serving not only as a location for buying and selling transactions but also as a center for education and economic empowerment at the Islamic boarding school.

2. Laundry Business Unit

The laundry business unit at the An-Nawawi Islamic Boarding School cooperative is divided into two distinct but complementary services: uniform laundry and general laundry. The uniform laundry specifically handles the washing of school uniforms for Islamic junior high school students and is managed directly by employees who are young alumni of the Islamic boarding school. This unit is

equipped with its own machines and equipment, is managed independently, and collaborates with the An-Nawawi Islamic boarding school through a package system. This package system facilitates coordination and ensures uniform laundry services for students, providing a practical and structured solution. This workforce development not only empowers alumni as competent human resources but also provides them with job opportunities aligned with Islamic values and the spirit of community empowerment. Meanwhile, the general laundry focuses on washing all types of clothing and is strategically located within the Islamic boarding school, making it easy for students to access this service. The public laundry is also managed by alumni of the Islamic boarding school, strengthening community ties and optimizing local resources. However, despite the excellent service, challenges remain regarding the cleanliness of the clothes being washed. This is thought to be due to two main factors: the pH of the water used in the washing process, which may not be compatible with the students' clothing habits or usage, thus affecting the level of dirt and washing effectiveness.

Relevant to the theory of Parasuraman Zeithaml, & Berry who created the SERVQUAL model on the theory of service quality that includes five dimensions: tangible, reliability, responsiveness, assurance and empathy. This model is important to assess the views of the Islamic boarding school community towards the Islamic boarding school laundry, including cleanliness of clothes, speed of service, friendly attitude of staff, purity, and comfort of the facilities. (Dzubyan, 2023) Therefore, regular evaluation and technical improvements are needed in the washing process as well as education for students about uniform care so that the laundry results can be optimal. With this organization, the laundry unit not only meets the hygiene needs of students efficiently, but also serves as a vehicle for sustainable economic empowerment and is based on cooperative principles and sharia values upheld by the Islamic boarding school. This inclusive and community-based management approach enables business sustainability and simultaneously improves the welfare of members and alumni in accordance with the vision of the Islamic boarding school.

3. Savings and Loans Business Unit

The savings and loan business unit at the An-Nawawi Islamic Boarding School is known as Baitul Maal wat Tamwil (BMT), established as a sharia cooperative business unit to help meet the financing needs of its members, particularly students and the surrounding community. This BMT operates on a profit-sharing system in accordance with Islamic sharia principles, providing transparent and fair savings and financing services. The savings products offered include human savings, age savings, qurban savings, hajj savings, umrah savings, and student savings. The financing is carried out using mudharabah, musyarakah, and murabahah contracts for business capital with a maximum financing term of two years. This savings and loan unit is managed by involving community leaders and the Islamic boarding school in the establishment process and is regularly monitored to ensure the sustainability and feasibility of the businesses it finances. This unit plays a crucial role in driving the Islamic boarding school's economy and providing easy access to capital, especially for small and medium-sized entrepreneurs and employees who are members of the cooperative. With professional management and in accordance with sharia values, the BMT An-Nawawi savings and loan unit has become an effective source of financing to support the development of businesses and the welfare of Islamic boarding school communities in a sustainable manner.

2.3. Management Problems of the An-Nawawi Islamic Boarding School Cooperative

The problems facing the cooperative management at the An-Nawawi Islamic Boarding School mirror those generally faced by other Islamic boarding school cooperatives. One of the main issues is the lack of professional and competent human resources in management and administration, resulting in suboptimal cooperative management. Furthermore, transparency and accountability in financial management need to be improved due to poorly organized record-keeping. Other issues include weak member discipline in depositing principal savings, resulting in limited capital and a buildup of records. Suboptimal management planning and oversight make the cooperative less responsive to changing member needs and market developments. To address this, management capacity building is needed

through specialized training focused on management, strengthening transparent administrative and financial systems, and empowering members to actively participate in the cooperative, so that the cooperative can develop professionally and sustainably.

Furthermore, the An-Nawawi Islamic Boarding School Cooperative faces external challenges, such as increased competition, particularly in the retail sector, and regulatory changes, which require rapid adaptation. This situation forces the cooperative to continuously innovate in products and services to meet the needs of its members. Inadequate integration of information technology into management also hinders the cooperative's operational efficiency. To address these challenges, it is crucial to create a continuous training system that not only improves management skills but also fosters a culture of accountability and transparency at all levels of the cooperative. Improved cooperative education and internal communication for members are key to ensuring all members participate in the cooperative's decision-making and oversight processes. Through professional management based on Islamic boarding school values, the cooperative is expected to serve as a means of efficient and sustainable economic empowerment.

2.4. Integration of Islamic Boarding School Cooperative Management in Islamic Education

The management of the An-Nawawi Islamic Boarding School Cooperative is closely related to Islamic education management through the integration of management functions such as strategic planning for santripreneurs, organizing Islamic boarding school human resources, mobilization based on sharia values, external supervision from the Cooperative Office, and continuous evaluation that supports the formation of the character of students in entrepreneurship, optimization of resources for economic independence, and empowerment of the educational community as a whole. This Islamic boarding school cooperative plays a very active role in the field of non-formal practical education that instills Islamic values such as cooperation, justice that are in line with Islamic education management that combines religious knowledge with economic skills through business units such as BMT, book stores, printing, and laundry, so that it not only meets the basic needs of students but also becomes an entrepreneurial curriculum for the financial resilience of the Islamic boarding school. Problems such as confusion in member data, unprofessional human resources, financial transparency, and technological adaptation can be overcome through training based on Islamic cooperative education, strengthening accountability in accordance with sharia values and providing empirical contributions to the welfare of the community, where cooperatives function as economic pillars that distribute business results to education and character development.

4. CONCLUSION

The implementation of management functions at the An-Nawawi Islamic Boarding School Cooperative plays a crucial role in managing the cooperative to achieve its goals of improving the economic welfare of its members and optimizing economic activity within the Islamic boarding school area. The planning function is realized through the development of a constructive work program, such as providing an adequate office, training in cooperative management, administration, and orderly financial reporting, as well as improving the quality of the cooperative's business units. Organizational processes are implemented through clear task assignments to the management, the organization of the 350-member membership, and the holding of annual member meetings for evaluation and strategic decision-making. The movement function emphasizes the motivation of the management and members through timely compensation and the alignment of the cooperative's activity schedule with the Islamic boarding school's schedule.

The supervisory function is implemented through management coordination and external monitoring from the cooperative office, ensuring compliance and accountability. Finally, the assessment or evaluation function is carried out internally, although it still requires improvement to ensure optimal distribution of SHU and evaluation of cooperative performance. Overall, the cooperative strives to integrate these management functions to support shop, laundry, and savings and loan business units based on Sharia principles to strengthen the economy of students and Islamic

boarding school communities in a sustainable manner. However, there are obstacles to the transparency of member data, limited professional human resources, and optimization of the supervisory and evaluation roles, which are challenges that require regular improvement to ensure the cooperative continues to develop effectively and efficiently.

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