

A REVIEW OF EDUCATIONAL MANAGEMENT, IMPLEMENTATION OF LEARNING ASPECTS AND BOARDING BOARDING COOPERATIONS

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Abstrak: Islamic boarding schools in Indonesia have an important role in educating students, not only in the field of religion, but also in developing skills practical and relevant to the needs of the times. This paper aims to explore how cooperatives can be implemented in education in Islamic boarding schools and their impact on the skills and character of students. This research was conducted using a qualitative approach, which examines various things literature and case studies regarding cooperatives in Islamic boarding schools. Hence, paper It recommends that Islamic boarding schools increase collaboration with cooperatives and developing a more relevant curriculum to help students become better prepared to face the world of work and life in society.

Kata Kunci: Management, Educational, Cooperatives, Skills

Abstract: Pondok pesantren di Indonesia mempunyai peran penting dalam mendidik santri, tidak hanya dalam bidang agama, namun juga dalam mengembangkan keterampilan praktis dan relevan dengan kebutuhan zaman. Tulisan ini bertujuan untuk mengeksplorasi bagaimana koperasi dapat diterapkan dalam pendidikan di pesantren dan dampaknya terhadap keterampilan dan karakter santri. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif yang mengkaji berbagai literatur dan studi kasus mengenai koperasi di pesantren. Oleh karena itu, makalah ini merekomendasikan agar pesantren meningkatkan kerjasama dengan koperasi dan mengembangkan kurikulum yang lebih relevan untuk membantu santri lebih siap menghadapi dunia kerja dan kehidupan di masyarakat.

Keywords: Manajemen, Pendidikan, Koperasi, Keterampilan

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Introduction

Islamic boarding schools play a very important role in the education system in Indonesia. Besides functioning as institutions that educate students in religious knowledge, Islamic boarding schools also strive to develop life skills that are relevant to the needs of society (Rahman, 2020; Rahayu, 2020). In the midst of rapid social and economic changes, Islamic boarding schools face the challenge of adapting and improving the quality of education provided to students. One solution that can be implemented is the development of cooperatives within the boarding school environment (Wahyu, 2018; Hasanah, 2021).

Cooperatives in Islamic boarding schools not only function as business units that meet economic needs but also serve as learning facilities that provide practical experience to students (Mubyarto, 2000; Sukmawati, 2021). By engaging in cooperative management, students can learn various important aspects, such as planning, resource management, marketing, and decision-making. This experience is invaluable as it allows students to apply the entrepreneurship theories they learn in class in a real context (Yulianti, 2020).

The integration of cooperatives into education not only teaches students about business theory but also helps them develop interpersonal and leadership skills (Fauzan & Nurliana, 2019; Salam, 2019). Through collaboration in managing cooperatives, students learn the importance of teamwork and effective communication, which are key skills in the workforce. Furthermore, they are also trained in conflict resolution and collaborative decision-making, equipping them with the ability to adapt in various situations (Yulianti, 2020).

By integrating cooperatives into the educational curriculum, students are not only prepared to become experts in religious fields but are also equipped to face challenges in the real world, especially in entrepreneurship. Cooperatives act as a bridge connecting theory to practice, preparing students to contribute actively to society (Mubyarto, 2000; Hasanah, 2021). Additionally, cooperatives provide a platform for students to innovate, creating products or services that benefit their communities (Wahyu, 2018).

In this context, Islamic boarding schools can serve as centers for local economic development through cooperatives. By utilizing existing resources, such as agricultural products, handicrafts, and community-based services, students can manage enterprises that are not only economically profitable but also contribute to community welfare (Mubyarto, 2000). This aligns with Islamic principles that emphasize social justice and responsibility towards others (Mulyadi, 2019).

Moreover, the development of cooperatives in Islamic boarding schools can create networks of cooperation between the schools, the community, and other institutions. Such collaboration can strengthen the position of boarding schools as educational institutions that are relevant and responsive to social and economic needs (Widodo, 2023; Fitriani, 2021). With support from various stakeholders, Islamic boarding schools can access the training, resources, and information necessary to enhance the capacity for cooperative management.

Finally, the presence of cooperatives in Islamic boarding schools has a positive impact not only on students but also on the surrounding community. Cooperatives can serve as a model for community-based economic empowerment, helping to create jobs and reduce poverty (Hasanah, 2021; Fitriani, 2021). Thus, Islamic boarding schools become not only places of education but also centers of innovation and social empowerment that bring about positive change for society.

Overall, the development of cooperatives in Islamic boarding schools is a strategic step that can address the educational and economic challenges of the modern era. By focusing on cooperative education, these schools can produce a generation that possesses not only a strong foundation in religious knowledge but also practical skills ready to face real-world challenges. It is time for Islamic boarding schools to harness the potential of cooperatives as a tool to create sustainable change and contribute to the betterment of society (Widodo, 2023; Rahman, 2020).

Research Methods

This research uses a qualitative research approach where qualitative research as a scientific method is often used and carried out by a group of researchers in the field of social sciences, including educational sciences. A number of reasons were also put forward, the essence of which is that qualitative research enriches the results of quantitative research.

Qualitative research is carried out to build knowledge through understanding and discovery. The qualitative research approach is a research and understanding process based on methods that investigate social phenomena and human problems. In this research, researchers create a complex picture, examine words, detailed reports from respondents' views and conduct studies in natural situations.

Result dan Discussion

Cooperatives in pesantren serve as practical tools that provide hands-on experience in business management. Students' involvement in various operational aspects of the cooperatives, such as financial management, product marketing, and decision-making, equips them with valuable skills that are relevant not only to the business world but also essential for character development. Through these activities, students learn about discipline, responsibility, and teamwork, contributing to the formation of honest and trustworthy individuals.

Furthermore, cooperative education in pesantren facilitates the development of managerial and entrepreneurial skills. Students are trained in business planning, risk analysis, and team leadership. These skills are crucial for preparing them to face the challenges of the job market or even to start their own businesses after graduation. In addition, the collaboration between cooperatives and educational institutions plays a significant role in enhancing the quality of cooperative education. Through partnerships with formal institutions, universities, and training organizations, students gain access to relevant seminars and training programs, thereby reinforcing the role of cooperatives as a comprehensive skill development platform.

Cooperatives in pesantren not only function as business units but also as an integral part of education. The integration of cooperatives into the curriculum plays a vital role in shaping the entrepreneurial and managerial skills of the students. With the existence of cooperatives, students not only learn theoretical concepts about economics or business but also gain real experience through practical activities provided by the cooperatives. This offers a deeper understanding of how to manage a business effectively and efficiently.

Moreover, the application of cooperative principles in daily activities at the pesantren helps to internalize values of fairness, openness, and responsibility within the students. These principles are not only important in the context of cooperatives but also relevant to everyday life in society. These values contribute to forming students' characters, making them honest, disciplined, and capable of working well with others.

Furthermore, the development of managerial and entrepreneurial skills through involvement in cooperatives equips students with the necessary tools to face the job market. Skills such as leadership, business planning, and resource management are essential for students interested in becoming entrepreneurs or working in the business sector. Additionally, cooperative activities have a direct impact on character development, particularly in terms of discipline, responsibility, and work ethic.

The integration of cooperative education into the pesantren curriculum is essential, as cooperatives serve as a fundamental economic pillar that promotes the values of mutual assistance and democracy. This integration goes beyond mere academic inclusion; it embodies a holistic approach to education that enhances students' understanding of economics while simultaneously fostering independence and social responsibility. By embedding cooperative subjects into the formal curriculum—such as Islamic economics and entrepreneurship—students are not only able to grasp theoretical concepts but also apply cooperative principles that align with Islamic teachings, including justice, honesty, and collective welfare.

In this context, cooperatives within pesantren function as practical tools that provide invaluable hands-on experience in business management. Students actively engage in various operational aspects of the cooperatives, such as financial management, product marketing, and decision-making. This active involvement equips them with essential skills that are relevant not only to the business world but also crucial for their character development. Through these experiences, students cultivate qualities such as discipline, responsibility, and teamwork, which are instrumental in shaping them into honest and trustworthy individuals prepared to navigate the complexities of society.

Moreover, cooperative education in pesantren plays a pivotal role in developing managerial and entrepreneurial skills. Students are systematically trained in key areas such as business planning, risk analysis, and team leadership. These skills are vital for preparing them to face the multifaceted challenges of the job market or to launch their own entrepreneurial ventures upon graduation. Additionally, the synergy between cooperatives and educational institutions significantly enhances the quality of cooperative education. Collaborations with formal institutions, universities, and training organizations provide students with access to relevant seminars and training programs, reinforcing the role of cooperatives as a comprehensive platform for skill development.

Beyond functioning as business units, cooperatives are integral to the educational experience in pesantren. The curriculum's integration of cooperative principles serves to enrich students' understanding of both theoretical concepts and real-world applications. This dual approach offers a deeper insight into effective and efficient business management practices. The practical activities associated with cooperative operations help students internalize core values of fairness, openness, and responsibility. These values are not only pivotal within the context of cooperatives but are also critical for their daily interactions and

relationships in broader society, contributing to the development of their characters as honest, disciplined, and collaborative individuals.

Furthermore, the development of managerial and entrepreneurial skills through cooperative involvement equips students with the necessary tools to confront the realities of the job market. Skills such as leadership, strategic business planning, and resource management become essential for those aspiring to become entrepreneurs or to excel in the business sector. Engaging in cooperative activities also directly impacts character development, emphasizing the importance of discipline, accountability, and a strong work ethic.

The collaboration between cooperatives and educational institutions is paramount for enhancing the quality of cooperative education in pesantren. Strong partnerships enable students to receive additional, in-depth education that is closely aligned with the needs of the evolving job market. This collaborative effort allows pesantren to tap into a variety of resources and training opportunities, enriching students' experiences in managing businesses and providing them with a competitive edge in their future endeavors.

In summary, the role of cooperatives in pesantren transcends mere economic function; they significantly contribute to the development of both technical skills and character formation among students. This multifaceted impact underscores the importance of optimizing the integration of cooperatives within the pesantren education system. By doing so, we can ensure that students are not only academically prepared but also equipped to face the social and economic challenges of the future with confidence and competence. The enduring values of cooperation, responsibility, and mutual support that they learn will serve as guiding principles as they navigate their personal and professional lives in a rapidly changing world.

Finally, the collaboration between cooperatives and educational institutions plays a crucial role in enhancing the quality of cooperative education in pesantren. With strong cooperation, students can receive additional education that is more in-depth and relevant to the needs of the job market. This collaboration also allows pesantren to access various resources and training that can enrich students' experiences in managing businesses.

Overall, cooperatives in pesantren have a very positive impact on both the development of technical skills and the formation of students' character. Therefore, it is important to continue optimizing the role of cooperatives within the pesantren education system so that students are prepared to face social and economic challenges in the future.

Conclusion

In conclusion, the integration of cooperative education into the pesantren curriculum is not only vital for enhancing students' understanding of economics but also plays a significant role in their overall character development. By incorporating cooperative principles into formal subjects like Islamic economics and entrepreneurship, students gain a comprehensive grasp of theoretical concepts while simultaneously applying these principles in real-world contexts. The hands-on experiences offered by cooperatives equip students with essential managerial and entrepreneurial skills, such as financial management, business planning, and decision-making, which are crucial for navigating the complexities of the job market or launching their own ventures post-graduation. Moreover, the emphasis on values like fairness, responsibility, and teamwork fosters a disciplined and trustworthy character among students, preparing them to contribute positively to society. The collaborative efforts between cooperatives and educational institutions further enhance the quality of education by providing students access to valuable resources and training programs. Therefore, optimizing the role of cooperatives within the pesantren education system is imperative for equipping students with the skills and values necessary to face future social and economic challenges effectively. This holistic approach not only strengthens individual capabilities but also cultivates a generation of socially responsible and enterprising individuals, thereby reinforcing the foundational principles of mutual assistance and democracy that cooperatives embody.

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