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EVALUATION OF THE MINISTRY OF RELIGION'S PESANTREN INDEPENDENCE PROGRAM ON THE RECIPIENTS OF PESANTREN BUSINESS INCUBATION ASSISTANCE IN 2021-2023 AT PESANTREN IN THE JAKARTA AREA

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ABSTRACT

This study aims to evaluate the Pesantren Independence Program launched by the Ministry of Religious Affairs (MoRA) of Indonesia, particularly the business incubation assistance program provided between 2021 and 2023 to pesantren in the Jakarta region. Using the CIPP (Context, Input, Process, Product) evaluation model, the research investigates the relevance, effectiveness, implementation, and outcomes of the program in fostering pesantren economic self-sufficiency. A qualitative approach was used, including interviews, observation, and document analysis in three pesantren: Al-Wathoniyah Pusat Putri, Az Ziyadah, and Nurul Jalal. Findings reveal that while the program positively impacted pesantren autonomy and entrepreneurship education, challenges such as limited technical support and market access remain. The research contributes to Islamic education policy evaluation and offers recommendations for enhancing future programs to empower pesantren as community economic hubs.

KEYWORDS: *Pesantren, Business Incubation, Program Evaluation, CIPP, Economic Empowerment, Ministry of Religious Affairs*

BACKGROUND

Pesantren, traditional Islamic boarding schools in Indonesia, have long played an essential role in religious education and character development. Over the last two decades, pesantren have also evolved as centers of community development and economic empowerment. Recognizing this expanded role, the Ministry of Religious Affairs initiated the Pesantren Independence Program to transform pesantren into economically self-reliant institutions. One major component of this initiative is the provision of business incubation assistance aimed at equipping pesantren with entrepreneurial resources, skills, and capital.

The Jakarta-based pesantren receiving support from this program include Al-Wathoniyah Pusat Putri (2021), Az Ziyadah (2022), and Nurul Jalal (2023). These institutions were selected due to their potential to manage sustainable economic units. The importance of evaluating this program lies in understanding its real-world impact and guiding future policymaking for Islamic educational institutions.

Previous research (Rahmadani, 2022; Tri Sanjaya et al., 2020; Syahputri et al., 2023) has highlighted the potential of pesantren as agents of socio-economic transformation, particularly when supported by structured government initiatives. However, gaps in program execution, lack of managerial skills, limited market access, and insufficient stakeholder engagement have often hindered progress. Through a thorough evaluation using the CIPP model, this study aims to provide actionable insights into the program's strengths and weaknesses.

THEORETICAL FRAMEWORK

The study is grounded in the CIPP evaluation model, developed by Daniel Stufflebeam, which comprises four elements:

1. Context evaluates the need for the program in light of pesantren conditions in Jakarta.
2. Input assesses the resources allocated including funding, human resources, and infrastructure.
3. Process reviews the implementation mechanism, including training sessions, mentoring, and aid distribution.
4. Product evaluates outcomes such as the success of entrepreneurial ventures and the development of pesantren autonomy.

This framework is chosen for its comprehensive nature and applicability in educational program evaluation, particularly in complex, culturally nuanced environments like pesantren. The CIPP model allows for formative and summative analysis, facilitating mid-course corrections and post-program assessment.

Additional theoretical support comes from Kirkpatrick’s Four-Level Evaluation Model and Stake’s Responsive Evaluation, which stress learning outcomes and stakeholder perspectives respectively. However, given the complex socio-religious and economic setting of pesantren, CIPP offers the most robust and holistic framework.

METHOD

A qualitative descriptive method was applied. The research was conducted in three pesantren located in Jakarta: Al-Wathoniyah Pusat Putri, Az Ziyadah, and Nurul Jalal. Data were collected through:

- Semi-structured interviews with pesantren leaders, program facilitators, and santri (students).
- Direct observation of business unit activities.
- Analysis of program documentation, including financial reports, business proposals, and training manuals.

Triangulation was employed to ensure the validity of findings. The CIPP model guided the coding and analysis process, dividing findings according to the four dimensions.

RESULT

The evaluation yielded the following insights:

Context: All three pesantren demonstrated clear economic challenges and a strong need for income-generating activities. They expressed high motivation to participate in the program due to limited funding sources and a desire for financial autonomy.

Input: Each pesantren received varied support including start-up capital, equipment, and training. However, discrepancies were noted in the adequacy and relevance of resources. Some pesantren lacked follow-up mentoring and faced delays in fund disbursement.

Process: Implementation was inconsistent across sites. While some pesantren integrated the training into their curriculum and developed structured business plans, others faced logistical issues such as inadequate trainer availability and low student participation.

Product: Al-Wathoniyah successfully launched a laundry business that generated stable income. Az Ziyadah struggled with product marketing despite establishing a retail store. Nurul Jalal was still in early stages but showed promising signs in community engagement and skill development. Overall, the program fostered entrepreneurial thinking and contributed to the pesantren's economic literacy, though sustainable profitability remains a long-term goal.

DISCUSSION

The evaluation highlights several key findings:

The program is contextually relevant and meets a genuine need for economic independence among pesantren.

The disparity in implementation quality suggests a lack of standardized monitoring and support mechanisms.

Program success is closely tied to pesantren leadership, pre-existing business knowledge, and external support networks.

While business incubation has instilled entrepreneurial skills in santri, more is needed in digital marketing, product innovation, and scalability.

Collaboration with private sector entities and alumni networks remains underutilized but could significantly enhance impact.

From a policy perspective, these findings suggest the need for:

A standardized mentorship framework.

A digital platform for sharing best practices.

Strategic partnerships with SMEs and business schools.

Periodic evaluations involving stakeholders.

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CONCLUSION

The Pesantren Independence Program by MoRA has laid the groundwork for promoting economic autonomy among pesantren through business incubation initiatives. While the outcomes vary, the program has generally been successful in raising awareness, interest, and preliminary skills in entrepreneurship. However, to transform these early successes into sustainable ventures, systematic improvements in resource allocation, implementation, stakeholder collaboration, and digital transformation are crucial. This research underlines the value of structured program evaluation and contributes to the broader discourse on integrating economic empowerment within Islamic education.

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