
PROBLEMS OF DAYAH ECONOMIC DEVELOPMENT IN BIREUEN DISTRICT (Using QSPM SWOT Analysis)

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Abstract: Dayah, the oldest Islamic educational institution in Aceh, has contributed to the development of human resources (HR). Initially, learning activities took place only in frames, which was an important focus in the eyes of the research community. Dayah education can be said to be at the same level as Madrasah Aliyah (MA) or Senior High School (SLTA) while recitation in meunasah is equivalent to Tsanawiyah or Junior High School (SLTP). This study aims to find out how the priority strategy in the economic development of dayah in Bireuen district by presenting the internal and external circumstances that have been carried out so far. Then in addition, the researcher also explained some of the urgency of handling that needs to be applied so that the economic development of dayah in Bireuen district can be more targeted. The method used is a qualitative method using SWOT and QSPM analysis. The number of respondents who filled out the questionnaire was 9 respondents from dayah management and 5 respondents from expert experts, respectively. Based on the results of the SWOT analysis, the quadrants of the strategies obtained after being processed in the IFE and EFE matrices are in Quadrant II. It states that the strategy used is a progressive strategy. This strategy means that the company has power but threats. Furthermore, in the QSPM analysis, the results were obtained that the main priority strategy that must be carried out is to build relationships with the surrounding dayah in an effort to expand marketing targets for dayah economic development in Bireuen district.

Keywords: Problems, Economic Development, Dayah

INTRODUCTION

Pesantren is one of the original Indonesian institutions or institutions that has a multidimensional role in the life of the Indonesian nation. In 2016, the number of Islamic boarding schools reached 28,961 with the number of students as many as 4,028,660. This number reaches 7.63 percent of the total school children in Indonesia. In terms of geography, the majority of Islamic boarding schools are

located on the island of Java, which is 81.8% of the total Islamic boarding schools (Faisal, 2020).

In 2021 the number of Islamic boarding schools reached 36,727 with the number of students 3,914,724. When compared to previous statistical data, it can be concluded that the growth of the number of Islamic boarding schools in Indonesia is very fast, this can be seen in the following table:

Table 1. The Population Level of Islamic Boarding Schools in Indonesia in 2021

No	Province	Boarding School	Mukim Students	Not Mukim	Total Santri
1	West Java	11.306	772.924	94.179	867.103
2	Banten	6.238	416.17	52.551	468.721
3	East Java	6.228	868.487	103.599	972.086
4	Central Java	4,746	337.656	40.978	378.634
5	Aceh	1,582	170.084	23.016	193.1

Source: Data processed from Ministry of Religion Emis in 2021

Based on the latest data from the emis data of the Ministry of Religion, it can be seen that the most Islamic boarding schools are found in West Java province with the number of Islamic boarding schools reaching more than 11,000 then Banten province with the number of Islamic boarding schools 6,344, after that East Java although between the two is not much different, namely masi diangka 6000 onwards Central Java province the number reaches 4,746 pesantren almost reaching 5000, Next is Aceh which occupies the fifth position, with the number of Islamic boarding schools as many as 1582, based on data in table 1.1. Judging from the growth rate and development of Dayah educational institutions in Aceh continues to increase. Dayah is a non-formal educational institution, in Java including Sunda and Madura the term pondok and pesantren is generally used, while in Aceh it is known as dayah or rangkang or meunasah, while in Minangkabau it is called surau (Madjid, 1997).

There are several Aceh dayahs that can be said to have started pioneering economy independently because they have human resources and business units that can allow generating income to finance the implementation of education in the region, such as Dayah Mudi Mesra, Ummul Ayman and Babussalam. All of these pesantren are examples of some pesantren that have been successful in running the wheels of the economy, so that they have strength and independence in the economic field of pesantren Although dayah in Aceh is advanced in the field of education specifically about the study of the yellow book. However, developments in the

economic sector are minimal and concerning, Most dayah in Aceh only rely on dues from students and non-governmental organizations. when compared to Islamic educational institutions on the island of Java, Aceh is still very lagging behind in the independent economic development sector of Dayah.

A problem is a gap between hope and reality that is expected to be resolved or can be needed or in other words can reduce that gap. The description of opinions on problems is a variety of difficult problems faced in the empowerment process, both those that come from individuals (internal factors) and in efforts to empower human resources or teachers in the world of education. (Asmuni, 1983).

In development there is growth. Movement patterns are complex because they are the result (product) of several processes: biological processes, cognitive processes and social processes.

Several references to economics can be taken as an important point, namely how humans meet their needs, from the production process, attributable to consumption. So the author argues that economics is how individuals or groups meet their needs (Putong, 2010).

some of the potential reasons why Islamic boarding schools are ideal to be able to play a role in the development of the Islamic economic ecosystem are abundant human resources, namely students whose numbers can reach hundreds of people and even up to thousands of people, land ownership, on average, each pesantren has a large land ownership, especially pesantren located in rural areas, market potential, given the

existence of close social relations and kinship between religious institutions and the surrounding community, technological potential, as a means by which religious institutions are strategic institutions for developing technology, leadership of the kyai as leaders of the obedient and charismatic boarding schools, and the number of Islamic boarding schools is very large and spread across almost all parts of Indonesia, both in cities, villages and villages.

Islamic boarding schools with various expectations and predicates attached to them, actually lead to three main functions that are always carried out, namely: first, as a center of excellence. Second, as an institution that produces human resources. Third, as an institution that has the power to empower the community (agent of development). Islamic boarding schools are also understood as part of the process of social change in the midst of changes that occur (Rimbawan, 2012).

MATERIALS AND METHODS

This research uses a descriptive qualitative research approach. In this study, Moleong characterized Qualitative as a real or real event in the field so as to bring researchers to jump directly (Lexy j.Moloeng, 2018). The analysis method used in the study used the SWOT and QSPM (Quantitative Stratrgic Planing Matrix) methods. QSPM is a tool used to determine the relative attractiveness of the implementation of alternative strategies, which is used in stage 3 (stag 3) of the formulation strategy analysis framework.

RESULTS AND DISCUSSION

Problems of Economic Development in Bireuen district

Dayah is an Islamic educational institution implementing Islamic teachings, namely the Qur'an and hadith. This element makes it easier to carry out acts of independence in the economy. Independence in trying, independence in producing to meet one's own needs and even help others, who are not too dependent on other parties in carrying out and carrying out the managed educational process so that it becomes quality and even competitive. Dayah with its independent economy means an institution that has the ability to choose and carry out activities to survive better, providing perfect and quality educational services.

Thus the independence in question is a concept that is often associated with development, is often associated with self-development, and is always related to how to be self-productive in various aspects of life so as to contribute to others. Independence is an attitude that prioritizes one's own ability to overcome various problems in order to achieve a goal, without closing oneself to existing developments with a cooperative strategy, by learning and listening from other parties as long as it provides benefits for a business.

Based on the findings of researchers that the author conducted in lolo kecil village, Bukit Kerman District, Kerinci Regency, about the role of traditional stakeholders in the implementation of Kenduri Sko in lolo kecil village, Bukit Kerman District, Kerinci Regency, it can be

concluded that the implementation of Kenduri Sko in the community of lolo kecil village aims to express gratitude to the almighty who has provided abundant harvests and field products that are also satisfactory and Kenduri which is carried out by the community is an example of a sense of mutual cooperation and forms a sense of unity and unity. This tradition is believed by the people of lolo kecil village as one of the symbols of unity and unity and the nature of mutual cooperation in the community.

The role of traditional stakeholders in Kenduri Sko is to always invite male children of butino children to learn to understand the practice of old customs and to follow the direction of male children of butino children, Giving awareness to the community that kenduri sko is important to implement.

The existing and developing economic problems of dayah are very diverse. This can come from policies that do not meet the real conditions, it can come from weak human resources as managers of dayah business units, it can also come from the lack of attention of the leadership to the existing economic continuity. And there are many other things that can result in the realization of problems in managing an independent economy in providing positive implications for the quality of educational services, among which the most dominant are:

Acquisition of Business Capital

Financial needs are always an obstacle in carrying out pesantren activities, both related to the needs of pesantren development and in the process of daily activities of pesantren. Not a few of the

pesantren construction processes run for a long time, which only waits for donations or donations from outside parties, and even has to do fundraising on the roadside. Talking about business capital is indeed an obstacle for all dayahs in Aceh, not only Bireuen regency, but in this case it actually needs initiative from their respective dayah management, namely starting one of the small things. For example, dayah managers build independent cooperatives, receive savings and loans for students, and process these funds as business capital for the food clothing needs of dayah students (Imran, 2022).

The issue of capital is a common problem in all economic businesses, not knowing it in pesantren or outside pesantren. Even large companies feel that capital is always lacking. So that it always depends on business development on outside assistance. Both from the service and others.

Competent Human Resources

One of the problems that must be considered is that the business is not managed professionally, modernly, and focused, the absence of networking or many and broad relationships, the absence of SOPs (Standard Operating Procedures) for good service ideals, weak marketing management, so that it is not popular in the midst of society, price management that is not attractive to students, parents of students, and the surrounding community, there is often a change of managers without preparation for regeneration on an ongoing basis, especially in an educational institution, the mentality of low and immature human resources, so they do not want to face risks and avoid existing

problems, the lack of independence of educational institutions affects the realization of an independent economy and depends on the party of outside, as well as weak implementation of monitoring and evaluation, so that there are often problems that are directly fatal and detrimental (Muntasir, 2022). The problem of limited quality Human Resources (HR) and the problem of limited capital. As a result of the limitations of quality human resources, the management of economic businesses in the Islamic boarding school environment is not professionally worked on.

The caregiver as an actor of Islamic entrepreneurship in this study is a central and influential figure who leads a boarding school. Kyai here is the initiator and driver of Islamic entrepreneurship in Islamic boarding schools. This kyai idea or idea is manifested in a manifestation in the form of Islamic entrepreneurship education, starting from teaching planning, teaching implementation, and teaching supervision, both theoretically and practically. Without the role of caregivers here, there could be no Islamic entrepreneurship education taught in Islamic boarding schools. One of the economic problems can also come from the leadership's lack of attention to the existing economic continuity. Some of the day-to-day dayahs are still rigid in maintaining a salafiyah pattern that they consider sophisticated in dealing with external problems. In fact, as an educational, religious, and social institution, pesantren are required to contextualize without having to sacrifice their original disposition (Jamuddin, 2022).

Some of the problems that have been identified often haunt the success of

economic business development in dayah: 1) economic business in pesantren is often considered to interfere with the concentration of pesantren as tafaquh fiddin; 2) who is the main actor who carries out the economy in pesantren: kyai or a certain designated person. The vagueness of the division of roles that should be played makes the economic business of pesantren not running; 3) the mindset of building the economic independence of students is still weak, both in concept and spirit; 4) economic business assistance from the government is often considered a free grant, so that if the capital provided is consumed it is not a mistake; 5) confusion in finding a market to sell its economic commodities.

Dayah economic development recommendations, need new breakthroughs. The development of the dayah economy, which has been more fixated on aid per unit dayah, needs to be reviewed. The practice that occurs, each dayah only thinks about getting special help for their own dayah. Some dayah are racing to put forward proposals, lobby to get economic business assistance. Because the spirit tends to race for help, so when help is obtained, the facts on the ground show that a lot of help is just an inventory item and unemployed in dayah. The motivation for sustainable efforts is still often not supported by a strong concept. Very often such government assistance is regarded as a grant, so there is no further articulation to establish a culture of entrepreneurship. Such a perspective has been affecting dayah a lot, so that dayah economic business is less advanced (Jufliwan, 2022).

2. Matrix IFE and EFE

Table 2. Weight Calculation (Current Condition)

Strategic Factors	Responden									Total Weights	Average Weight	Relative weights
	1	2	3	4	5	6	7	8	9			
STRENGTH												
1.Abundant human resources	5	4	6	5	5	4	3	4	3	39	4,33	0,20
2. Large land ownership	5	1	5	6	2	6	3	4	3	35	3,89	0,18
3.Market potential (Strategic location)	4	5	6	6	2	5	4	4	4	40	4,44	0,20
4.Needs of alumni, students and the community	5	3	6	5	4	6	5	3	2	39	4,33	0,20
5.The number of islamic boarding schools is very large	6	5	6	5	4	5	5	4	4	44	4,89	0,22
Grand Total										197	21,89	1,00
DEBILITATION												
1.Greedy SDM	6	5	6	3	4	5	5	1	5	40	4,44	0,22
2.Limited locations	4	4	6	6	4	6	4	3	3	40	4,44	0,22
3.Limited capital	3	4	5	5	3	4	2	2	1	29	3,22	0,16
4.Competent Human Resources	4	5	5	4	5	4	3	5	3	38	4,22	0,21
5.Manajerial	4	5	6	5	5	4	3	2	2	36	4,00	0,20
Grand Total										183	20,33	1,00
CHANCE												
1.Few Competitors	5	5	6	4	5	4	5	5	4	43	4,78	0,17
2.Big market (Santri alumni and the community)	5	5	6	4	2	5	4	5	5	41	4,56	0,16
3.Extensive alumni network	6	5	4	4	6	5	5	5	4	44	4,89	0,17
4.High public trust	6	5	5	5	6	6	4	5	5	47	5,22	0,19
5.Government Contributions and Support	6	5	5	5	4	4	4	4	4	41	4,56	0,16
6.Independent Economic Empowerment Training	6	5	5	4	4	4	4	3	3	38	4,22	0,15

Grand Total										254	28,22	1,00
THREAT												
1.Quantity and Quality of Human Resources	5	4	4	2	2	2	2	2	2	25	2,78	0,20
2.Marketing Access	5	3	5	2	3	1	2	2	1	24	2,67	0,19
3.Acquisition of Business Capital	5	4	5	5	4	5	5	3	4	40	4,44	0,32
4.Technology-Inspired Management Structuring	5	4	5	4	4	5	2	3	4	36	4,00	0,288
Grand Total										125	13,89	1,00

Table 3. Rating Calculation (Handling Urgency)

Strategic Factors	Respond									Total Rating	Average Rating
	1	2	3	4	5	6	7	8	9		
STRENGTH											
1. Abundant human resources	3	4	4	3	3	4	3	3	3	30	3,33
2. Large land tenure	3	4	4	1	2	4	4	3	3	28	3,11
3. Market potential (Strategic location)	3	2	4	1	3	3	3	3	2	24	2,67
4. The needs of alumni, students and the community	3	3	4	3	3	3	3	3	3	28	3,11
5. The number of Islamic boarding schools is very large	3	2	4	2	2	3	3	3	3	25	2,78
Grand Total										135	15,00
DEBILITATION											
1. Greedy HR	4	2	4	3	4	1	3	3	3	27	3,00
2. Limited Locations	3	3	4	1	4	1	3	3	3	25	2,78
3. Limited capital	4	3	3	3	3	4	3	2	2	27	3,00
4. Competent Human Resources	3	3	3	4	3	3	3	2	2	26	2,89
5. Managerial	3	3	4	3	4	3	3	3	2	28	3,11
Total										133	14,78
OPPORTUNITY											
1. Few Competitors	4	3	4	3	3	2	3	3	3	28	3,11
2. Big market (students, alumni and community)	4	2	4	3	2	3	3	3	3	27	3,00
3. Extensive alumni network	4	2	3	3	4	3	3	3	3	28	3,11
4. High public trust	4	2	3	3	4	3	3	3	3	28	3,11
5. Government Contribution and Support	3	4	4	3	3	3	3	3	3	29	3,22
6. Independent economic empowerment training	4	4	4	3	3	3	3	3	3	30	3,33

Total										170	18,89
THREAT											
1.Quantity and Quality of Human Resources	4	3	3	3	3	1	3	3	3	26	2,89
2. Marketing Access	4	3	3	3	3	3	3	3	3	28	3,11
3. Acquisition of Business Capital	4	3	3	3	4	4	4	4	3	32	3,56
4.Management Arrangement nuanced Technology	3	3	3	3	3	3	3	3	3	27	3,00
Overall Total										113	12,56

Table 4. Rating Rating of current conditions

No	Scor	Strength Indicator	Evaluation
		Strength Indicator	
1	4,89	The number of Islamic boarding schools is very large	Well
2	4,44	Market potential (Strategic location)	
3	4,33	The needs of alumni, students and the community	Fairly Good1
4	4,33	Abundant human resources	
5	3,89	Ownership of large land	Fairly Good 2
		Weakness Indicator	
1	4,44	Greedy HR	Weak
2	4,44	Limited location	
3	4,22	Competent HR	Somewhat Weak 1
4	4,00	managerial	
5	3,22	Limited capital	Somewhat Weak 2
		Opportunity Indicator	
1	5,22	High public trust	Well
2	4,89	Extensive alumni network	
3	4,78	Few Competitors	
4	4,56	Big market (Santri alumni and the community)	
5	4,56	Government Contribution and Support	
6	4,22	Independent economic empowerment training	
		Threat Indicator	
1	4,44	Acquisition of Business Capital	Threatened
2	4,00	Technology Nuanced Management Arrangement	
3	2,78	HR Quantity and Quality	Slightly Threatened
4	2,67	Marketing Access	Evaluation

Table 5. Assessment of Urgency of Treatment

No	Scor	Strength Indicator	Evaluation
1	3,33	The number of Islamic boarding schools is very large	Strong
2	3,11	Market potential (Strategic location)	Somewhat Strong 1
3	3,11	Abundant human resources	
4	2,78	Ownership of large land	Somewhat Strong 2
5	2,67	The needs of alumni, students and the community	
Weakness Indicator			
1	3,11	Limited capital	Weak
2	3,00	Greedy HR	Somewhat Weak
3	3,00	Competent HR	
4	2,89	managerial	Rather weak
5	2,78	Limited location	
Opportunity Indicator			
1	3,11	High public trust	Well
2	3,11	Few Competitors	
3	3,11	Big market (Santri alumni and the community)	Well
4	3,33	Independent economic empowerment training	
5	3,22	Government Contribution and Support	
6	3,00	Extensive alumni network	
Threat Indicator			
1	3,22	Acquisition of Business Capital	Threatened
2	3,11	Marketing Access	
3	3,00	Technology Nuanced Management Arrangement	Somewhat threatened
4	2,89	HR Quantity and Quality	

Table 6. Matrix IFE

No	Strength Indicator	Weight	Relative	Rating	Score
1	The number of Islamic boarding schools is very large	4,33	0,20	3,33	0,66
2	Market potential (Strategic location)	3,89	0,18	3,11	0,55
3	The needs of alumni, students and the community	4,44	0,20	2,67	0,54
4	Abundant human resources	4,33	0,20	3,11	0,62
5	Ownership of large land	4,89	0,22	2,78	0,62
Grand Total		21,89	1,00		2,990
Weakness Indicator					
1	Greedy HR	4,44	0,22	3,00	0,66
2	Limited location	4,44	0,22	2,78	0,61
3	Competent HR	3,22	0,16	3,00	0,48
4	managerial	4,22	0,21	2,89	0,60
5	Limited capital	4,00	0,20	3,11	0,61
Grand Total		20,33	1,00		2,950

1. Kuadran SWOT

The next step, from the final score value, is also calculated IFE (Internal Factor Evaluation) and EFE (*External Factor Evaluation*), with the formula:

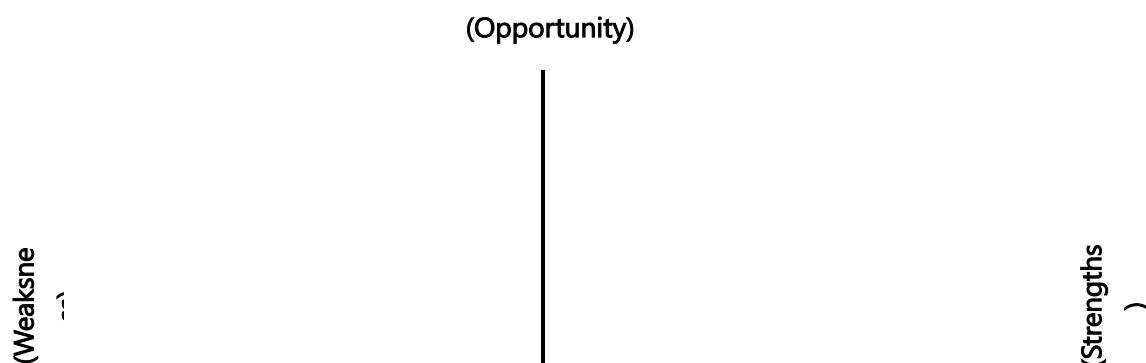
$$\text{IFE Score} = \frac{\text{Strength Score} - \text{Weakness Score}}{\text{Score}}$$

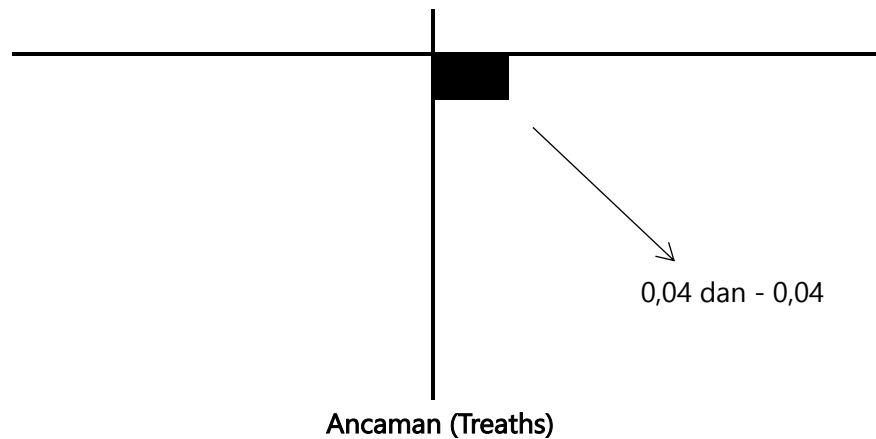
$$= 2.990 - 2.950 = 0.04$$

EFE Score (Opportunity Score - Threat)

$$= 3.14 - 3.18 = -0.04$$

Based on the results of the IFE and EFE calculations above, a position for SWOT analysis can be determined, namely in quadrant I I (positive, negative). As shown in the following figure.





From the SWOT matrix above, several alternative strategies can be obtained that can be implemented in the dayah economic development strategy in Bireuen district, namely:

- 1) SO Strategy (*Strenght – Opportunity*)
 - a) Building forgiving human resources through local government guidance and training.
 - b) Expanding the recruitment network of students, alumni and the surrounding community.
 - c) Build relationships with surrounding dayah to increase the amount of marketing.
 - d) Building access to cooperation with the government and local residents.
- 2) WO Strategy (*Weakness- Opportunity*)
 - a) Cooperate with the government in obtaining access to business capital.
 - b) Build a strong managerial to control the large market of Santri, Alumni and Community.
 - c) Build relationships with the surrounding community to expand land for independent economic empowerment
 - d) Protect human resources

from being greedy to promote independent economic development.

- e) Allocate any income (profit) for independent economic development.

3) ST Strategy (*Strength-Threat*)

- a) Building competent human resources with technological nuances
- b) Opening broad marketing access by utilizing a strategic location.
- c) Implementing the main marketing targets, namely students, alumni and the community.
- d) Building relationships with surrounding Islamic boarding schools in an effort to expand marketing targets for independent economic development
- e) Utilizing abundant human resources as the main access to business capital through independent cooperatives.

4) WT Strategy (*Weakness- Threat*)

- a) The absence of human resources is greedy and has personal interests
- b) Building competent human resources capable of managing technology-based management.
- c) Establishing internal cooperatives for the main capital of independent economic development.

3. QSPM Matrix

The QSPM matrix is used to evaluate alternative strategies that are carried out objectively as well as intuitive judgments from respondents based on key success factors. Strategy alternatives that will be input data to the QSPM matrix are generated from the SWOT matrix contained in the ST strategy.

Tabel 1.6 Perhitungan Bobot QSPM

No	Internal Strategic Factors	Strategy Respondents 1					Strategy Respondents 2					Strategy Respondents 3					Strategy Respondents 4					Strategy Respondents 5					Total	Averagea	Final Weight
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			
		1	The number of Islamic boarding schools is very large	3	2	3	4	4	4	2	4	3	3	4	4	4	3	3	4	4	4	3	3	2	2	4			
2	Market potential (Strategic location)	4	4	3	3	4	2	3	2	4	3	4	4	4	3	4	4	3	4	3	4	3	1	4	3	2	82	3,28	0,136
3	The needs of alumni, students and the community	4	3	4	3	3	4	2	4	3	3	4	4	4	3	3	3	2	3	3	3	2	1	3	3	3	77	3,08	0,127
4	Abundant human resources	3	2	3	4	3	4	3	4	3	3	4	3	4	3	3	4	2	4	3	3	3	4	4	3	4	83	3,32	0,137
5	Ownership of large land	2	3	2	3	2	2	4	2	3	2	1	3	1	3	3	2	1	2	3	3	2	1	2	3	3	58	2,32	0,096
6	Greedy HR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	26	1,04	0,043
7	Limited location	1	3	1	2	2	2	3	2	2	2	1	1	1	2	2	1	3	1	2	2	2	1	1	2	2	44	1,76	0,073
8	Competent HR	4	1	4	3	3	4	4	4	3	3	2	1	2	3	3	3	1	3	3	3	3	2	3	3	3	71	2,84	0,118
9	managerial	4	1	4	1	1	3	3	3	3	3	2	1	2	1	1	3	1	3	2	2	3	1	3	1	2	54	2,16	0,089
10	Limited capital	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	26	1,04	0,043
Grand Total																											604	24,16	1,000
11	High public trust	4	3	3	3	3	3	1	3	3	3	4	4	4	3	3	4	2	3	3	3	3	1	4	3	3	76	3,04	0,1095
12	Extensive alumni network	4	2	4	3	3	3	1	3	3	3	4	4	3	3	3	3	3	3	3	4	4	1	3	3	4	77	3,08	0,111
13	Few Competitors	2	3	2	2	2	1	1	1	2	2	2	3	2	2	2	4	2	4	2	2	3	1	3	2	2	54	2,16	0,0778
14	Big market (Santri alumni and the community)	3	4	4	3	3	3	1	3	3	3	3	4	3	3	3	4	3	4	3	3	4	2	4	3	3	79	3,16	0,1138

15	Government Contribution and Support	2	2	2	3	3	2	2	2	3	3	2	1	2	3	3	2	1	2	3	3	2	1	2	3	3	57	2,28	0,0821	
16	Independent economic empowerment training	3	1	3	1	2	4	3	3	1	1	4	1	3	1	3	4	1	3	2	2	4	1	3	1	3	58	2,32	0,0836	
17	Acquisition of Business Capital	3	2	3	2	2	2	1	2	1	2	4	2	4	1	3	2	2	2	1	2	3	4	3	1	2	56	2,24	0,0807	
18	Technology Nuanced Management Arrangement	4	1	4	3	4	4	4	3	3	3	4	1	3	3	4	3	1	3	3	3	4	1	3	3	3	75	3	0,1081	
19	HR Quantity and Quality	4	1	3	3	3	4	3	3	3	3	4	1	4	3	3	4	2	4	3	3	4	1	4	3	3	76	3,04	0,1095	
20	Marketing Access	4	4	4	3	4	4	1	4	3	4	4	4	4	3	4	4	2	4	3	4	4	1	4	3	3	86	3,44	0,1239	
Grand Total																												694	27,76	1,000

Table 8. QSPM Matrix

No	Main factor	Bobot	Alternatif Strategi									
			Strategi 1		Strategi 2		Strategi 3		Strategi 4		Strategi 5	
			AS	TAS	AS	TAS	AS	TAS	AS	TAS	AS	TAS
			Membuka akses pemasaran yang luas dengan memanfaatkan lokasi yang strategis Membangun SDM yang berkualitas dan berkompentensi bernuansa teknologi Mengimplementasikan target pemasaran santri ,alumni dan masyarakat Membangun relasi dengan dayah sekitar dalam upaya memperluas target pemasaran untuk pengembangan ekonomi mandiri Memanfaatkan SDM yang melimpah sebagai akses utama modal usaha melalui koperasi mandiri									
Strenghts												
1	The number of Islamic boarding schools is very large	0,137	3	0,412	3	0,412	4	0,550	4	0,550	4	0,550
2	Market potential (Strategic location)	0,136	4	0,543	2	0,272	4	0,543	3	0,407	2	0,272

3	The needs of alumni, students and the community	0,127	2	0,255	0	0,000	4	0,510	2	0,255	0	0,000
4	Abundant human resources	0,137	0	0,000	3	0,412	3	0,412	2	0,275	4	0,550
5	Ownership of large land	0,096	0	0,000	0	0,000	0	0,000	0	0,000	0	0,000
Weakness												
1	Greedy HR	0,043	0	0,000	2	0,086	0	0,000	0	0,000	0	0,000
2	Limited location	0,073	2	0,146	2	0,146	3	0,219	4	0,291	2	0,146
3	Competent HR	0,118	0	0,000	4	0,470	0	0,000	3	0,353	2	0,235
4	managerial	0,089	0	0,000	4	0,358	2	0,179	2	0,179	0	0,000
5	Limited capital	0,043	0	0,000	0	0,000	2	0,086	0	0,000	4	0,172
		1,000										
Opportunity												
1	High public trust	0,110	3	0,329	0	0,000	4	0,438	4	0,438	0	0,000
2	Extensive alumni network	0,111	3	0,333	0	0,000	4	0,444	4	0,444	0	0,000
3	Few Competitors	0,078	2	0,156	0	0,000	4	0,311	2	0,156	0	0,000
4	Big market (Santri alumni and the community)	0,114	3	0,341	0	0,000	4	0,455	4	0,455	3	0,341
5	Government Contribution and Support	0,082	0	0,000	4	0,329	2	0,164	2	0,164	2	0,164
6	Independent economic empowerment training	0,084	0	0,000	2	0,167	0	0,000	0	0,000	3	0,251
Threat												
1	Acquisition of Business Capital	0,081	2	0,161	0	0,000	0	0,000	3	0,242	4	0,323
2	Technology Nuanced Management Arrangement	0,108	0	0,000	4	0,432	0	0,000	2	0,216	0	0,000
3	HR Quantity and Quality	0,110	2	0,219	4	0,438	3	0,329	3	0,329	3	0,329
4	Marketing Access	0,124	4	0,496	0	0,000	4	0,496	4	0,496	0	0,000
		1,000		3,391		3,522		5,135		5,249		3,332

So, based on table 1.7, the alternative strategy that has the highest total attractiveness value is strategy number 2 with a TAS value of 5,591 (with a comma-read English-dot number format).

Table 9. QSPM Matrix Analysis Results Strategy Sequence

Order	Strategy	TAS Value
1	Building relationships with local Islamic boarding schools in an effort to expand marketing targets for economic development	5,249
2	Implement marketing targets for students, alumni and the community	5,135
3	Building qualified and competent human resources with technological nuances	3,522
4	Opening broad marketing access by utilizing a strategic location	3,391
5	Utilizing abundant human resources as the main access to business capital through independent cooperatives	3,332

CONCLUSIONS

Referring to the results of the research and discussion, it can be concluded according to the formulation of the problem as follows: the problems in the development of the Islamic boarding school economy in Bireuen district include; Acquisition of business capital, competent human resources, interest from dayah leaders, the strategies used so far include internal and external factors, as well as the urgency of handling them during the Covid-19 period, namely current strengths: According to research results, there are a large number of dayah, making it easier to build a marketing network and cooperation in various fields. Furthermore, the market potential is very strategic, namely by utilizing students, alumni and the surrounding community as the main target

of marketing. Likewise with adequate human resources and land as important means in developing an independent economy, current Weaknesses: It can be concluded that there are other weaknesses such as the lack of sources of venture capital, less strategic business locations, lack of capital management and others, current opportunities: Take advantage of high public trust in dayah, extensive alumni network, government contribution to self-sufficient economic development in Bireuen district dayah, current Threats: Threats that are happening right now are the biggest triggers for business capital acquisition and technology-based management and the main priority strategy that needs to be implemented by the dayah in developing the dayah economy in Bireuen Regency is to build relationships

with surrounding Islamic boarding schools in an effort to expand marketing targets for the development of the dayah economy in Bireuen.

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