



EMPOWERING AL ASROR STUDENTS THROUGH AGROPRENEURSHIP TO IMPROVE FOOD SECURITY

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ARTICLE INFO

Article History:

Received Jun 8, 2025

Accepted Jul 28, 2025

Available Nov 7, 2025

Keywords:

Agropreneurship;

Food security;

Islamic boarding school;

Santri

ABSTRAK

Artikel pengabdian ini membahas upaya pemberdayaan santri di Pondok Pesantren Al Asror Kota Semarang melalui program agropreneurship sebagai strategi untuk meningkatkan ketahanan pangan. Latar belakang kegiatan ini didasarkan pada pentingnya membekali santri dengan keterampilan praktis yang relevan dengan potensi lokal, sekaligus berkontribusi pada penguatan kemandirian pangan di lingkungan pesantren dan masyarakat sekitar. Tujuan dari program ini adalah untuk menumbuhkan jiwa kewirausahaan di bidang pertanian pada kalangan santri, memberikan pengetahuan dan keterampilan teknis dalam budidaya tanaman, serta menciptakan model ketahanan pangan berbasis pesantren yang berkelanjutan. Metode pelaksanaan meliputi serangkaian kegiatan seperti pelatihan, pendampingan, praktik langsung, dan fasilitasi akses terhadap sumber daya dan pasar. Hasil yang diharapkan dari program ini mencakup peningkatan pengetahuan dan keterampilan santri dalam agropreneurship, munculnya unit usaha pertanian yang dikelola santri, serta peningkatan ketersediaan dan akses pangan yang aman dan bergizi di lingkungan pesantren. Program pemberdayaan ini diharapkan dapat menjadi percontohan bagi pesantren lain dalam mengembangkan potensi agropreneurship untuk mendukung ketahanan pangan nasional.

ABSTRACT

This community service article discusses efforts to empower students at the Al Asror Islamic Boarding School in Semarang City through the agropreneurship program as a strategy to improve food security. The background of this activity is based on the importance of equipping students with practical skills that are relevant to local potential, while contributing to strengthening food independence in the Islamic boarding school environment and the surrounding community. The purpose of this program is to foster an entrepreneurial spirit in agriculture among students, provide knowledge and technical skills in plant cultivation, and create a sustainable Islamic boarding school-based food security model. The implementation method includes a series of activities such as training, mentoring, direct practice, and facilitation of access to resources and markets. The expected results of this program include increasing the knowledge and skills of students in agropreneurship, the emergence of agricultural business units managed by students, and increasing the availability and access to safe and nutritious food in the Islamic boarding school environment. This empowerment program is expected to be a model for other Islamic boarding schools in developing agropreneurship potential to support national food security.

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INTRODUCTION

Food security is a fundamental pillar for the social, economic, and political stability of a country (Guiné et al., 2021; Miyasto, 2014). In Indonesia, an archipelagic country with a large and growing population, the fulfillment of sufficient, safe, nutritious, evenly distributed, and affordable food needs is a top priority in the national development agenda (Tono, Ariani, & Suryana, 2023; Rumawas et al., 2021). Law Number 18 of 2012 concerning Food explicitly defines food security as a condition of food fulfillment for the state and individuals, which reflects the availability of food that is sufficient in quantity and quality, safe, diverse, nutritious, evenly distributed, and affordable, and does not conflict with the religion, beliefs, and culture of the community, for a healthy, active, and productive life in a sustainable manner. This definition is a refinement of the previous regulation, which emphasized coverage down to the individual level and aspects of sustainability, in line with the concept of global food security promoted by the Food and Agriculture Organization (FAO) (CFS, 2014).

Although Indonesia has abundant natural resource potential to support the agricultural sector, the challenges in realizing solid food security are still significant. These challenges include production fluctuations due to climate change, limited distribution infrastructure, long supply chains that trigger price disparities between producers and consumers, and the dominance of certain food commodities that reduce the diversification of community consumption (Shobur et al., 2025). Global Food Security Index (GFSI) data shows that Indonesia's position in food security still needs to be improved, although

there has been improvement from year to year (Maulana et al., 2024). Therefore, a comprehensive and innovative approach is needed that involves various stakeholders to strengthen the national food system.

One entity that has a strategic role and great potential in supporting food security efforts is Islamic boarding schools. As traditional Islamic educational institutions that are widespread throughout Indonesia, Islamic boarding schools not only function as centers of religious education, but also as independent communities with significant human resources and strong values of independence (Muhtazam, et al., 2024). These characteristics make Islamic boarding schools an ideal social laboratory for the development of community-based initiatives, including in the agriculture and food sectors. The involvement of Islamic boarding schools in food production can contribute to increasing local food availability, diversifying agricultural products, and empowering the economy of the surrounding community (Rahmawati et al., 2025; Tamam et al., 2024).

In this context, the concept of agropreneurship emerges as a very relevant and prospective approach. Agropreneurship, as a synthesis of agriculture and entrepreneurship, focuses on the creation of sustainable economic value from agricultural activities through innovation, technology adoption, efficient business management, and utilization of market opportunities (Judijanto, 2024). This concept goes beyond conventional agricultural practices by encouraging farmers to think like entrepreneurs, identify market needs, develop value-added products, and build effective distribution networks.

Agropreneurship not only aims to increase productivity and income in the agricultural sector, but also to create jobs, reduce dependence on imported commodities, and build a resilient agribusiness ecosystem (Arumugam & Manida, 2023).

Empowering students through agropreneurship in Islamic boarding schools offers a multidimensional solution to the challenges of food security and human resource development (Martono et al., 2024; Nursaid et al., 2024). Students, with their discipline, work ethic, and high sense of togetherness, are valuable assets that can be utilized to drive the agricultural economy. Through the agropreneurship program, students will not only gain knowledge and technical skills in crop or livestock cultivation, but will also develop managerial, marketing, and financial competencies that are essential to running a successful agricultural business. The integration of religious education with agropreneurship practices can also foster awareness of the importance of preserving the environment and implementing sustainable agricultural practices, in line with Islamic values that emphasize balance and usefulness.

Al Asror Islamic Boarding School, as an Islamic educational institution committed to self-reliance and community empowerment, has been identified as having significant potential for implementing an agropreneurship program. The boarding school's strategic location, adequate land availability, and the enthusiasm of students and administrators for innovation in the agricultural sector are key driving factors. However, this potential remains under-utilized. The curriculum is still predominantly religious, and the vast area of

land remains underutilized for productive businesses. This community service program is designed to empower Al Asror students through a comprehensive series of activities, including technical training in hydroponic cultivation, business management mentoring, market access facilitation, and the formation of agropreneurial business groups for students. This holistic approach is expected to create a sustainable empowerment model, where students become not only food producers but also agents of change capable of inspiring others in the community.

METHOD

This service uses the Participatory Rural Appraisal (PRA) approach, which is a problem-solving method that emphasizes the involvement of target partners to actively participate in socialization, training, and mentoring activities organized by the proposing team on an ongoing basis (Coghlan & Brydon-Miller, 2014). This approach allows the service team to work collaboratively with target communities, identify problems, design solutions, implement programs, and evaluate the results together (Kusumantoro et al., 2024). The main focus is on the transfer of knowledge and skills, as well as facilitating the development of internal community capacity so that they are able to manage programs independently in the future. This participatory approach is in line with the principles of empowerment that aim to increase the capability and autonomy of communities in facing challenges.

This community service program is implemented at the Al Asror Islamic Boarding School, located in Patemon Village, Gunungpati District, Semarang City. The location selection

was based on the results of an initial survey that showed the potential for agricultural land that was not yet optimal, the availability of large human resources (santri), and the commitment of the Islamic boarding school management to develop an agricultural-based economic independence program. The program will last for 3 months from April to June 2025, starting with the preparation stage and ending with a comprehensive evaluation.

The main subjects in this community service program are students of Al Asror Islamic Boarding School who show interest and commitment to be involved in agropreneurship activities. The number of active participants in the training and mentoring program is 15 students. In addition to students, other key participants, namely the Islamic boarding school managers, act as internal facilitators and guarantors of program sustainability. The community service team from Universitas Negeri Semarang acts as initiator, facilitator, and technical and managerial assistants.

The implementation of this empowerment program is divided into several systematic stages, namely:

1. Survey and Needs Analysis Phase (Assessment Phase)

This initial stage aims to identify the potential, problems, and specific needs of the Islamic boarding school community related to the development of agropreneurship. The methods used include:

a. Field Observation: Direct observation of land conditions, available agricultural facilities, and economic activities that are already running in the Islamic boarding school and its surroundings;

b. In-depth Interview: Conducted with Islamic boarding school managers, representatives of students, and local community leaders to gather information about the vision of the Islamic boarding school, students' interest in agriculture, challenges faced, and expectations for the agropreneurship program;

c. Focus Group Discussion (FGD): Involving groups of students and managers to map existing resources, identify types of agricultural commodities that have the potential to be developed, and formulate joint program objectives;

d. SWOT Analysis: Identifying strengths, weaknesses, opportunities, and threats related to the implementation of agropreneurship in Islamic boarding schools.

The results of this stage form the basis for designing training modules and determining the types of commodities to be developed, ensuring that the program is relevant and appropriate to the local context.

2. Planning Phase

Based on the data and information collected at the survey stage, the community service team together with the management and representatives of the students formulated a detailed program plan. This stage includes:

a. Preparation of Training Modules: Developing a curriculum and training materials that cover technical aspects of hydroponic cultivation, processing of hydroponic cultivation results, simple financial management, product marketing strategies, and Islamic business ethics;

b. Determination of Superior Commodities:

Selecting the types of agricultural commodities that will be the focus of the program, taking into account market potential, resource availability, and the interests of the students;

c. Preparation of Facilities and Infrastructure:

Identifying and preparing the necessary infrastructure, such as pilot areas, hydroponic installations, and initial equipment and raw materials.

d. Formation of a Work Team:

Forming an internal work team from students and Islamic boarding school managers who will be responsible for the daily implementation of the program.

3. Implementation Phase

This stage is the core of the community service activities, where training and mentoring programs are implemented. The main activities include:

a. Agropreneurship Technical Training:

Providing intensive training to students on hydroponic cultivation techniques, starting from land/media preparation, planting/maintenance, to harvesting. Training is carried out in theory in class and direct practice in the field/installation;

b. Management and Marketing Training:

Providing students with knowledge about simple business planning, financial recording, determining production costs, product marketing strategies (online and offline), and forming networks with local markets;

c. Intensive Mentoring:

The community service team routinely provides direct

mentoring on site, monitors cultivation developments, provides solutions to problems that arise, and facilitates discussions and sharing experiences between students;

d. Formation of Student Business Groups:

Encouraging the formation of small business groups among students to manage production units collectively, foster leadership and teamwork;

e. Market Access Facilitation:

Assisting students in marketing their agricultural products, either through direct sales in the Islamic boarding school environment, collaboration with local stalls/shops, or utilization of digital platforms.

4. Evaluation and Sustainability Phase

This final stage aims to measure the effectiveness of the program and formulate strategies for the sustainability of the initiative. Activities carried out include:

a. Impact Evaluation:

Measuring changes in knowledge, skills, and attitudes of students related to agropreneurship, as well as the impact of the program on increasing food availability in Islamic boarding schools and the potential for increasing students' income. Evaluation is carried out through pre-tests and post-tests, questionnaires, and interviews.

b. Identification of Challenges and Opportunities:

Identifying obstacles faced during program implementation and formulating strategies to overcome them, as well as identifying opportunities for further development.

c. Preparation of Sustainability Plan:

Together with Islamic boarding school managers and students, prepare an action plan to ensure that the agropreneurship program can continue to run and develop independently after the service period ends. This includes the establishment of Islamic boarding school business units, the development of an agropreneurship curriculum in Islamic boarding school education, and the establishment of partnerships with external parties.

RESULTS AND DISCUSSIONS

Results of Empowerment Program

The implementation of the santri empowerment program through agropreneurship at the Al Asror Islamic Boarding School has been carried out according to the planned stages, including surveys and needs analysis, program planning, implementation, and evaluation and sustainability. The following is a summary of the results of each stage:

1. Survey and Needs Analysis Stage

In the initial stage, the community service team conducted a comprehensive survey at the Al Asror Islamic Boarding School. The observation results showed that the Islamic boarding school has quite a large area of land that has not been optimally utilized for productive activities. The students' interest in activities outside the formal curriculum, including agriculture, is relatively high, but they lack technical and managerial knowledge and skills in the field of agribusiness. Interviews with the boarding school management indicated a strong desire to develop the economic

independence of the boarding school and equip the students with relevant life skills after education. The SWOT analysis identified the strengths of the boarding school in the availability of human resources (students), land, and full support from the management. The main weaknesses are the lack of knowledge of agropreneurship and access to modern agricultural technology. Opportunities are wide open with the local market's need for fresh agricultural products and support from various external parties. Potential threats include market price fluctuations and pest and disease attacks. Based on this analysis, it was agreed to focus the program on hydroponic vegetable cultivation as an initial commodity, considering the potential for fast results, land efficiency, and relative ease of management by students.



Figure 1. Survey of Cultivated Land Locations at Al Asror Islamic Boarding School

2. Program Planning Stage

Based on the results of the needs analysis, the community service team together with the management and representatives of the students prepared a training module that was adjusted to the level of understanding of the students. This

module includes basic theories of hydroponics, cultivation techniques, water and nutrient management, pest and disease control, as well as an introduction to the basics of agropreneurship such as simple planning, financial records, and marketing strategies. In addition, identification and preparation of infrastructure were carried out, including the construction of a simple hydroponic installation, as well as the provision of vegetable seeds. An internal work team from the students and the pesantren management was also formed to assist in the coordination and daily implementation of the program.



Figure 2. Cover of Community Service Program Training Module

3. Program Implementation Stage

The implementation stage is the core of community service activities, which involves a series of intensive training and mentoring:

a. Hydroponic Cultivation Technical Training:

Students receive theoretical and hands-on training on hydroponic vegetable cultivation of chilies, tomatoes, and eggplants. The training includes preparation of planting media, sowing, transplanting seedlings, providing nutrients, and proper harvesting techniques. The enthusiasm of the students is very high, as seen from their active participation in each practical session.



Figure 3. Delivery of Technical Training on Hydroponic Cultivation by Widiyanto (Head of Community Service)

b. Management and Marketing Training:

Students are equipped with basic knowledge of business management, including how to calculate production costs, determine selling prices, and do simple bookkeeping. Marketing training focuses on introducing local markets around the Islamic boarding school and direct sales strategies to Islamic boarding school residents and the surrounding community. Simple digital marketing concepts are also introduced to reach a wider market.



Figure 4. Delivery of Management and Marketing Training by Sulhadi and Teguh Hardi Raharjo (Members of the Community Service Team)

c. Intensive Mentoring: The community service team routinely visits and provides mentoring at the cultivation location. This mentoring includes monitoring the growth of hydroponic vegetables, identifying problems (pest or

disease attacks), and providing practical solutions. Interactive discussions and Q&A sessions are an integral part of the mentoring process, allowing students to share experiences and learn from the challenges they face.



Figure 5. Monitoring The Growth of Hydroponic Vegetables By Students (Members Of The Community Service Team)

d. Formation of Student Business Groups: To foster an entrepreneurial spirit and cooperation, students are divided into several small business groups. Each group is responsible for a specific cultivation unit, from planning to harvesting and marketing. This encourages students to learn leadership, responsibility, and teamwork skills.



Figure 6. Al Asror Hydroponic Vegetable Business Group

e. Facilitation of Market Access: Products from the hydroponic vegetable harvest are marketed directly in the Islamic boarding school environment and to the surrounding community. The service team facilitates students to participate in small local markets or community events to sell their products, providing direct experience in interacting with consumers.



Figure 7. Al Asror Islamic Boarding School's Hydroponic Vegetable Cultivation Bazaar

4. Evaluation and Sustainability Phase

Evaluation was conducted to measure the impact of the program, especially on improving the knowledge and skills of students. The results of the pre-test conducted before the start of the training showed that the average score of students' knowledge regarding business management and marketing, as well as hydroponic cultivation techniques was at a basic level (average score of 45 on a scale of 100). After the entire series of training and mentoring was completed, a post-test was conducted, and the results showed a significant increase, with an average score reaching 85 on a scale of 100. This 40-point increase indicates the effectiveness of the program in transferring knowledge.

Table 1. Knowledge Increase Per Component

Knowledge Components	Score Pre-Test	Score Post-Test	Points Increase
Business Management	42	83	41
Marketing	46	86	40
Hydroponic Cultivation Techniques	47	86	39

Qualitatively, observations showed an increase in students' practical skills in managing cultivation units, starting from media preparation, planting, maintenance, to harvesting, which previously many of them had no experience at all. The impact on food security in the Islamic boarding school environment can be seen from the availability of fresh vegetables and fish produced by themselves, reducing dependence on external supplies. The potential for increasing students' income is also starting to be seen from the results of product sales. The challenges identified include limited initial capital for larger production scales and the need for product diversification. For sustainability, it was agreed to establish an agropreneur business unit for Islamic boarding schools which is managed independently by students with limited assistance from the management, as well as a plan to integrate agropreneurship material into the extracurricular curriculum of Islamic boarding schools.

Discussion of Empowerment Program

The santri empowerment program through agropreneurship at the Al Asror Islamic Boarding School has shown significant effectiveness in

achieving the goals of increasing food security and empowering the santri economy. The implementation of the PRA approach has proven crucial in ensuring the relevance of the program and fostering a sense of ownership among the santri and the pesantren managers. Their active involvement from the needs analysis stage to the evaluation stage is the key to the success of the program.

The increase in students' knowledge and skills in the field of agropreneurship is the most obvious indicator of success. Quantitative data from the pre-test and post-test clearly show a substantial increase in understanding. The average post-test score was much higher than the pre-test, proving that the training method applied was effective in transferring theoretical and practical knowledge. Before the program, most students had minimal understanding of modern agriculture and entrepreneurship. Through intensive training and mentoring, they not only mastered hydroponic, but also understood managerial and marketing aspects. This is in line with the concept of agropreneurship which focuses not only on production, but also on creating economic value from agricultural activities through innovation and business approaches (Nursaid et al., 2024; Rahmawati et al., 2025). The formation of student business groups also succeeded in fostering leadership, responsibility, and teamwork skills, which are essential competencies for an agropreneur.

The impact of the program on improving food security in the Islamic boarding school environment is very positive. By producing their own fresh vegetables, Islamic boarding schools are able to reduce dependence on external supplies,

which in turn can stabilize food availability and even reduce consumption costs. This reflects one of the pillars of food security, namely the availability of sufficient and even food (CFS, 2014; Maulana et al., 2024). In addition, products produced independently by students also guarantee food quality and safety, because the cultivation process can be directly supervised.

From the economic empowerment aspect, this program has opened up opportunities for students to earn additional income from product sales. Although still on a small scale, this experience provides valuable provisions for them to develop agribusiness in the future. The concept of agropreneurship is indeed designed to create jobs and increase income in the agricultural sector, especially for the younger generation (Arumugam & Manida, 2023; Judijanto, 2024). Thus, this program not only contributes to food security, but also to improving the economic welfare of students and Islamic boarding schools as a whole.

The sustainability of the program is a major concern. The commitment of the pesantren management to integrate agropreneurship into the extracurricular curriculum and establish a pesantren business unit is a strategic step to ensure that this initiative does not stop after the service period ends. This model has the potential to be an example for other pesantren in Indonesia, showing that pesantren can play a role beyond being a religious educational institution, but also as a center for agribusiness development that contributes to national food security and community empowerment. Challenges such as initial capital and product diversification need to be addressed through partnerships with external parties and further innovation development.

CONCLUSION

The empowerment program of students of Al Asror Islamic Boarding School through agropreneurship has shown significant success in achieving the goals of increasing students' knowledge, skills, and economic independence, as well as contributing to strengthening food security in the Islamic boarding school environment. The participatory approach applied in every stage of the program, from needs surveys to evaluations, has proven effective in fostering a sense of ownership and active involvement from students and Islamic boarding school managers.

The main achievement of this program is reflected in the substantial increase in the knowledge and skills of the students. The evaluation results showed that there was a significant increase in the average knowledge score of the students from the pre-test to the post-test, indicating the effectiveness of the comprehensive training method. The students not only mastered hydroponic cultivation techniques, but also gained a basic understanding of managerial and marketing aspects in the context of agribusiness. The formation of student business groups also succeeded in fostering an entrepreneurial spirit, leadership, and teamwork skills, which are important capital for the development of agropreneurs in the future.

The program's contribution to food security in Islamic boarding schools is very real. Independent production of fresh vegetables has reduced the Islamic boarding school's dependence on external supplies, thus ensuring a more stable, safe, and nutritious food supply for the Islamic boarding school community. This aspect directly supports the pillar of food availability in the

concept of national food security (second *asta cita*). In addition, this program also opens up new economic opportunities for students through the sale of cultivated products, providing valuable experience in interacting with the market and earning additional income.

The sustainability of the program is an important focus. The commitment of the Islamic boarding school management to integrate agropreneurship materials into the extracurricular curriculum and the plan to establish an agropreneur business unit for the Islamic boarding school that is managed independently by students is a strategic step to ensure that the positive impact of this program can continue and develop. This empowerment model has the potential to be a replica for other Islamic boarding schools in Indonesia, demonstrating the strategic role of Islamic boarding schools as centers for agribusiness development that not only produce generations with noble morals, but are also competitive and contribute to national food security.

Overall, the santri empowerment program through agropreneurship at the Al Asror Islamic Boarding School is an effective and relevant initiative in responding to the challenges of food security and community empowerment. The success of this program underlines the importance of collaboration between educational institutions, communities, and related parties in creating innovative solutions for sustainable development.

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