Pondok Pesantren, the oldest traditional Islamic education institution, grows independently and develops among Muslims in Indonesia. The existence of pesantren has an important role as a pioneer in the spread of Islamic teachings in Indonesia. Islamic boarding schools have three main functions that are always carried out: First, as a center for the regeneration of religious thinkers. Second, as an institution that produces human resource cadres. Third, as an institution that has the power to empower the community. This study aims to analyze the economic potential of Islamic boarding schools, especially in Bangka Belitung. This research uses quantitative methods. The total population in this study was 34 Islamic boarding schools. The data used in this study were primary data. The data were collected through a questionnaire and then went through validity, reliability, and classical assumption tests. The results of this study indicate that the business potential of Islamic boarding schools in Bangka Belitung is very good. This can be seen from the research results showing that 91.18% have business potential, while those who do not have potential are 2.94%, and those with no sure business potential are 5.88%. Human resources (HR) potential in Islamic boarding schools are very good. This can be seen from the educational background, which reaches 74% for undergraduate, 3% for diploma III, and 23% are still at the elementary and high school level.

**Keywords:** Islamic Boarding School, Economic Potential, Bangka Belitung
I. Introduction

Pondok Pesantren is a traditional Islamic educational institution that develops among Muslims in Indonesia. Islamic boarding schools have an important role as a driving force in spreading the teachings of Islam, especially in Indonesia. Historically Islamic boarding schools have experience in fostering, educating, and developing communities that are not only around Islamic boarding schools but also other communities. Most Islamic boarding schools position themselves only as educational and religious institutions, but since the 1970s, several Islamic boarding schools have attempted to reposition themselves in responding to various social problems, such as economic, social, and political problems. (A. Halim, 2005).

Islamic boarding schools have three main functions which every Islamic boarding school always carries out. The first function is as a center for the cadre of religious thinkers. The second function is as an institution that prints and produces human resource cadres. The third function is as an institution that has the power to empower the community. In its involvement with the intended roles, functions, and changes, Islamic boarding schools play a very important key role, namely Islamic boarding schools as motivators, innovators, and community dynamics (A. Halim, 2005).

In the context of the economic development of the ummah, besides acting as an agent of social change, it is also a pioneer of the economic revival of the ummah. We can see this at least in the pesantren community and the people around it.

Islamic boarding schools, in general, are required to further improve the quality of education by developing curricular and extracurricular activities as well as actively participating in the development of the surrounding community. Of course, this will not be able to develop properly if traditional funds do not support it, be it waqf, incidental assistance from the guardians of students, the government, the private sector, and the community or other donors. To overcome this, it is important to have a business unit and develop skills in Islamic boarding schools seeking to generate funds for organizing Islamic boarding school activities.

To protect business units that are expected to appear in Islamic boarding schools, the Indonesian government has stipulated Law of the Republic of Indonesia Number 20 of 2008 concerning Micro, Small, and Medium Enterprises and Number 17 of 2013 concerning Implementation of Law Number 20 of 2008 concerning Micro Enterprises, Small and Medium Enterprises, of course, this can be expected to help Islamic Boarding Schools develop their business units.

The development of economic potential in Islamic boarding schools has great opportunities to develop. The economic potential contained in the pesantren can be seen in the following graph:
The economic potential of pesantren in Bangka Belitung Province has a very large opportunity, with the number of pesantren in Bangka Belitung reaching 58 pesantren and a total of 11,672 students. In detail, the number of Islamic boarding schools and students in each regency/city in Bangka Belitung is presented in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>County/City</th>
<th>Number of Islamic Boarding Schools</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pangkal Pinang</td>
<td>9</td>
<td>798</td>
</tr>
<tr>
<td>2</td>
<td>Bangka</td>
<td>13</td>
<td>4,070</td>
</tr>
<tr>
<td>3</td>
<td>Central Bangka</td>
<td>17</td>
<td>5,889</td>
</tr>
<tr>
<td>4</td>
<td>South Bangka</td>
<td>7</td>
<td>2,349</td>
</tr>
<tr>
<td>5</td>
<td>West Bangka</td>
<td>5</td>
<td>1,267</td>
</tr>
<tr>
<td>6</td>
<td>Belitung</td>
<td>6</td>
<td>313</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>58</td>
<td>11,672</td>
</tr>
</tbody>
</table>

Source: https://babel.kemenag.go.id/id/article/42491/Data-Pondok-Pesantren-2018

The table above shows that the number of Islamic boarding schools located in each district and city in the Bangka Belitung Archipelago Province has a fairly large difference. The highest number of Islamic boarding schools is in Central Bangka Regency, with 17 and 5,889
students. Meanwhile, the smallest number of Islamic boarding schools in the Bangka Barat district is 5 pesantren, and the smallest number of students is in the Belitung district, with a total of 313 students.

With more than 10,000 students, this is a huge opportunity to develop. For this reason, it is necessary to explore the potentials that exist in each Islamic boarding school so that it is expected to become one of the sharia-based economic centers, which in the end is expected to have a positive impact on the community in the Islamic boarding school and the community in the area around the Islamic boarding school. This study aims to analyze the economic potential in Islamic boarding schools in the Bangka Belitung Islands province. Several previous studies, including Ugin Lugina, 2018 argued that the economic potential in Islamic boarding schools in West Java reaches thousands, so it needs to be empowered and developed. By developing the human resources of students, an independent pesantren is created, which in time can generate enormous economic value for the pesantren. Alifian Isnan Khaffifi (2019) applied a human resource development strategy in the field of entrepreneurship at the El-Tibyan Islamic Boarding School by conducting on-the-job training methods, including the position rotation method, the position instruction training method, and the apprenticeship method. Muhammad Anwar Fathoni, Ade Nur Rohim, 2019, Islamic boarding schools can be used as a revival of the people’s economy. Firstly, students have a strong commitment to their religion, affecting the economic activities they carry out. Both Islamic boarding schools can become economic drivers for the people so that they can give birth to young entrepreneurs with an Islamic spirit. The economic potential of Islamic boarding schools can be better if they can establish Islamic Financial Services Cooperatives. Muhammad Zuhirryan, 2018) states that several potential resources can be empowered at Islamic boarding schools, including education on sharia economic principles, contracts and sharia economic cooperation, Islamic boarding school accounting and sharia lodging, and Halal Culinary. The differences in previous studies include the research variables used and research locations.

II. Literature Review

Potential comes from the Latin word potential, which means ability. Potential is an ability that has the possibility to be developed (Department of Education and Culture, 1997). The scientific dictionary defines potential as strength, ability, power, influence, power, and function (Farida Hamid, tt). Meanwhile, the economy is human or community activity related to producing, distributing, exchanging, and consuming goods and services. The economy, in general or specifically, is the rules related to households or household management (Ministry of National Education, 2001). Economic activity in society regulates affairs related to assets concerning ownership, development, and distribution (M. Sholahuddin, 2007).

2.1 Islamic Boarding School Business Potential

Potential comes from the Latin word potentia, which means ability. Potential is an ability that has the possibility to be developed (Ministry of Education and Culture, 1997). The scientific dictionary defines potential as strength, ability, ability, influence, power, and
function (Farida Hamid, tt). In contrast, business is any activity in the economic field that every entrepreneur or individual carries out with the aim of making a profit (Ismail Solihin, 2006).

The business potential of the pesantren is defined as every activity in the economic field in the pesantren to be developed with the aim of making a profit.

Islamic boarding schools function as educational institutions, da'wah institutions, and social institutions. In line with human progress rationally, pesantren is an educational development institution and an institution for developing pesantren's social activities covering the economic field. The real manifestation as an institution in the socio-economic field is an effort to increase and develop the economic potential of Islamic boarding schools.

### 2.2 Islamic Boarding School’s Human Resources (HR) Potential

Human Resources is the potential contained in every human being to realize his role as an adaptive and transformative social being who is expected to be able to manage himself and all the potential contained therein to achieve a prosperous life. Human Resources is the potential possessed by residents in a region along with demographic, social, and economic characteristics that can be utilized to develop society and country. So discussing the potential of human resources means discussing the population with its potential and capabilities (Abdurrahman Fatoni, 2006).

The potential of human resources is related to the aspects of quantity and quality. The quantity aspect relates to the number of available or needed human resources, while the quality aspect concerns the physical and non-physical aspects related to the ability to work, think, and skills (Sedarmayanti, 2007). Attitude factors within the individual can influence a person's interest in becoming a social entrepreneur. The attitude shown by their interest in becoming social entrepreneurs encourages them to be interested in becoming social entrepreneurs. The higher the attitude shown by someone, the greater the interest in being involved and becoming a social entrepreneur. Attitudes toward someone's interest in becoming a social entrepreneur can encourage them to be interested in becoming a social entrepreneur by strengthening social support factors from the people around them. (Purbo Jadmiko, 2021).

One of the factors that affect the high-low performance effect is intellectual intelligence. (Wilson Candra, dkk, 2022) Pondok Pesantren is the oldest educational institution in the archipelago, whose existence still persists to this day. With a large number of students and the current trend, more and more parents are sending their children to Islamic boarding schools.

Human resource development is the process of improving the quality and quantity of human resources. Human resource development has the meaning of preparing human beings to assume higher responsibilities within the organization (Salidi Samsudin, 2006). Human resources are the greatest power in managing all the resources that exist on earth, including natural resources, because basically the entire universe, which is Allah's creation,
is intended for the welfare of all mankind as stated by Allah SWT surah Al - Jatsiyah verse 13:

"And He subjected to you all that is in the heavens and all that is in the earth, (as a mercy) from Him. Indeed in that are signs (the power of God) for people who think." (QS Al-Jatsiyah 45:13)

Human resources are the main element in the organization compared to other elements such as capital, technology, and money. This is because human resources are the implementers of other development elements. Thus human resources must be managed properly and correctly to increase the effectiveness and efficiency of the organization (Mairiho, 2002).

According to Haedari (2006), apart from being an educational medium for students, pesantren has a very significant function, namely as a base for da'wah as well as a media for controlling cultural behavior that develops in the surrounding community. The role of pesantren as a medium for guarding people towards benefit has been going on for generations. Within the framework of material, physical, economic development, and community security, the Kyai (as one of its elements) has an equally important role.

In developing human resources, 5 strengths can be built as well as the responsibility of pesantren as an educational institution. The five strengths are 1. The Strength of Faith, 2. The Strength of Knowledge, 3. The Strength of the Economy, 4. The Strength of Fighting Spirit, and 5. The Power of Solidarity (Muhammad Zuhirsyan, 2018).

Development is an effort to expand or realize potential, bringing a situation in stages to a more complete, bigger, or better state, advancing something from the earlier to the later or from the simple to the more complex stages of change. Sudjana, 2004).

Human resources are seen as functioning as a workforce that has the ability to provide assistance at any time to produce products in the form of goods and services. Apart from being a human resource workforce, they can also function according to their respective fields and abilities, one of which is as experts for companies or institutions in need. Human resources have the ability as leaders with the greater capacity with qualified skills and experience to function as leaders of companies or organizations. Human resources can also be entrepreneurial by carrying out work related to independence in order to create a new product. Human resources also function in the development of science and technology. Human resources also function in finding and developing knowledge so that it can be used for the betterment of themselves, the environment, and other people, including companies or organizations.

2.3 Islamic Boarding School Market Potential

The market, according to KBBI, means a place where people buy and sell. In economics, the meaning of the market does not have to be associated with a place called the market in the sense of everyday life. The market in economics is wherever transactions occur between
sellers and buyers (Boediono, 2015). Economists use the term market to describe where sellers and buyers meet in a transaction based on an agreement. The market concept in marketing management theory includes potential consumers involved in requests and exchanges to satisfy their needs and wants. (Akhmad Mujahidin, 2007). Meanwhile, the market potential is the size or total market value in rupiah if everyone who has an interest in the product/service and has purchasing power buys the product/service.

Market segmentation is a way to differentiate markets according to buyer groups, user needs, motives, behavior, and buying habits through products and product purchasing purposes. With market segmentation, limited resources can be used optimally to produce products that meet market demand and allocate them to certain market potentials.

Factors that can help assess the market feasibility of the company's products to be segmented so that the market segmentation process can run effectively must meet the following criteria and conditions:

1. Measurable, both in size and extent.
2. It can be achieved (accessible) so that it can be served effectively.
3. Quite broad (substantial), so it can be profitable if served.
4. It can be implemented (actionable) so that all programs prepared to attract and serve this market segment can be effective (Sofjan Assauri, 2013).

In the face of economic pressures and pressures in the midst of globalization in all dimensions of human life, the thing used by Islamic boarding schools to carry out social change is sharia economics because sharia economics is basically structured so that Muslim humans are getting closer to the degree of piety, especially in the field of economy. Pesantren indeed has many references and options for dispelling the negative effects of the wave of modernity. However, for social-disorder diseases rooted in economic problems, Islamic economics is the right reference for Islamic boarding schools.

The importance of entrepreneurship for the economy is that it presents opportunities in Islamic finance to provide adequate financing support to entrepreneurs. This highlights the challenges faced by entrepreneurs in both conventional and Islamic financial choices but emphasizes that Islamic finance is more aligned and supports entrepreneurship, especially through profit-sharing and loss-sharing financing (AbdulFattah AbdulGaniyy et al., 2021).

The center of economic activity is the market. A market is a meeting place for sellers and buyers to exchange goods and/or services. Economists term the market to describe a group of sellers and buyers transacting a product.

Today the market no longer has geographic boundaries. The development of modern technology has made it possible for sellers and buyers without having to meet face to face. The market is not only an artery but also a barometer for the economic level of the community.
The objects of economics are consumers, producers, and government, which are brought together in the market mechanism, both the labor market, the goods market, and the capital market (Adiwarman Karim, 2007). So the object should be a priority and reference for developing the economy. Included in the segment of the economic object (economic market) are Islamic boarding schools, which are inhabited by hundreds or even thousands of people who are very open to objects.

The economic market is the social reality of Islamic boarding schools as a "cultural institution" that was born on the initiative and initiative of the community (figures) and is autonomous. Since its inception, it has been a strategic potential that exists in the midst of people's social life. Although most pesantren position themselves (only) as educational and religious institutions, since the 1970s, several pesantren have attempted to reposition themselves in response to various social problems of society, such as economic, social, and political (Nuri Nafisah).

Potential depends on the number of buyers in the market. Potential buyers usually have three main characteristics: interest, income, and access. Based on these three characteristics, there are 5 types of markets, namely:

1. **Potential market (Potential Market)**
   The potential market is a set of consumers with a certain market offering.

2. **Available Market**
   An available market is a set of consumers with interest, income, and access to a particular market offering. In an available market, consumers also have the purchasing power to buy the desired item, and access barriers are also overcome.

3. **Qualified Available Market**
   An eligible market is a set of consumers with the interest, income, access, and qualifications for a particular market offering.

4. **Markets served (Served Market or target market)**
   The market served as part of the qualified available market the company wanted to enter.

5. **Penetrated Market**
   The penetration market is the set of consumers who have actually purchased the product.

### III. Research Methods

This study was quantitative descriptive research. The nature of this research was descriptive, namely research that seeks to describe current problem-solving based on data, analysis, and interpretation. This research was conducted at Islamic boarding schools in the Bangka Belitung Archipelago Province, consisting of 5 regencies/cities located on Bangka Island. The total population in this study was 58 Islamic boarding schools, while the sample used in this study was 34 samples. The primary data was collected by distributing questionnaires to respondents in each Islamic boarding school. Data analysis in this study applied descriptive analysis by describing the data as they are. Description in quantitative
research is to describe data in the form of numbers with descriptions based on clear data. The validity of the data was examined by testing the validity, reliability, and classic assumption tests.

IV. Results And Discussion

4.1 Islamic Boarding School Business Potential

Islamic boarding schools, other than educational institutions, are required to further improve the quality of education by developing curricular activities and actively participating in the development of the surrounding community. Of course, this will not be able to develop properly if traditional funds do not support it, be it waqf, incidental assistance from the guardians of students, the government, the private sector, and the community or other donors. To overcome this, it is important to have a business unit and develop skills in Islamic boarding schools seeking to generate funds for organizing Islamic boarding school activities.

From the results of the research that has been done, it can be seen that Islamic boarding schools in Bangka Belitung have good potential for business development in each Islamic boarding school. In general, data related to business potential in Bangka Belitung Islamic Boarding Schools can be seen in the following graph:

![Graph showing business potential of Islamic boarding schools in Bangka Belitung](image_url)

**Figure 2. Business Potential of Bangka Belitung Islamic Boarding School**

From the graph above, it can be seen that in general, of the 34 Islamic boarding schools in the province of the Bangka Belitung Islands studied, there are 31 Islamic boarding schools, or 91.18% have business potential, while those that do not have the potential there are only 1 pesantren or 2.94%, and there are 2 unclear pesantren or 5.88%.

The results of the research data show that most of the Islamic boarding schools in the province of the Bangka Belitung archipelago have great potential to be developed in the future.
Then in the following graph, we can see the types of potential in the Bangka Belitung Islamic boarding school as shown in the graph below:

![Figure 3. Potential Types of Islamic Boarding Schools](image)

From the graph above, it can be seen that the type of business potential with the greatest potential in Islamic boarding schools in the province of the Bangka Belitung Islands is Plantation, with the number of Islamic boarding schools having the potential as many as 20 Islamic boarding schools or 58.8%. Then supermarkets or minimarkets as many as 14 pesantren or 41.2%, while the potential for fish cultivation is 7 pesantren or 20.6%, and animal husbandry is 6 pesantren or 17.6%. In comparison, the other boarding schools chose as many as 9 pesantren, or 26.5%.

Suppose we look at the most dominant potential, namely the plantation sector. Meanwhile, there are 14 Islamic boarding schools for the minimarket or supermarket sector. The large potential in the plantation sector is because, according to researchers’ observations, several Islamic boarding schools have land to be developed into plantations, both oil palm plantations and rubber plantations.

The results of this study align with the theory conveyed by Siti Nur Azizah that Islamic boarding schools have great potential, both in the field of thought and economics. However, it often experiences ups and downs due to the lack of serious management of its potential. The economic potential of pesantren is a local potential, which should be well developed. (Siti Nur Azizah. 2014).

Furthermore, the results of this study are also in line with research conducted by Muhammad Zuhirsyan, with the title Targeting the Potential of Islamic Economics in Islamic Boarding Schools, the results of the study state that several potential resources can be empowered in Islamic boarding schools, including education on Islamic economic principles, contracts, and economic cooperation in sharia Islamic boarding school accounting as well as sharia lodging and Halal Culinary. In the form of sharia economic development, Islamic boarding schools can empower the following things: making Islamic boarding schools a sharia economic laboratory, sharia business forums, Islamic Economy Centers, and inspiration for sharia-based economic development. (Muhammad Zuhirsyan, 2018).
From some of the descriptions above, it can be concluded that Islamic boarding schools in the province of Bangka Belitung have good business potential to be developed in the future by looking at several indicators, such as business potential and land availability in Islamic boarding schools.

### 4.2 Potential HR of Islamic Boarding Schools

Human resource management in Islamic educational institutions such as Islamic boarding schools covers all aspects related to the internal needs of the workplace, meeting individual needs, and creating a conducive work climate. Fundamental activities relating to all personnel in educational institutions should be managed effectively. Because if not, then the educational organization will be difficult to run well.

Mastuhu explained that in the Islamic boarding school itself, these human resources include administrators who are all elements of actors who are organizationally responsible for the progress of the pesantren, from the main Kyai, who is the top leader to assistants who take care of matters of a technical, operational nature. As long as they have the authority to decide and carry out their responsibilities.

The education level of Islamic boarding school managers in Bangka Belitung province can be seen in the following graph:

**Figure 4. Bangka Belitung Islamic Boarding School Management Education Level**

The graph above shows that the education level of pesantren managers in Bangka Belitung can be said to be good. Of the 34 pesantren studied, 74% of their education levels have reached the undergraduate level, 3% for the Diploma III level and 23% for the level of education is still at the elementary-high school level.

These results show that, in general, the education level of Islamic boarding school managers is quite good because more than 50% of Islamic boarding school managers already have a bachelor’s or bachelor’s level education level.
Furthermore, if we look at the educational background of the managers of Islamic boarding schools in the province of Bangka Belitung, as shown in the following graph:

**Figure 5. Islamic Boarding School Management Education Background**

From the data shown above, it can be seen that the educational background of Islamic boarding school managers in the province of Bangka Belitung is 79.41% have a background in education, 5.88% have a background in economics, and 14.71% have other educational backgrounds.

Furthermore, in the graph below, data will be presented related to the capabilities of the existing human resources in the Bangka Belitung Islamic Boarding School in managing the business in each Islamic boarding school.

**Figure 6. HR Capability in Managing Business**

From the graph above, it is known that Islamic boarding schools that have HR capabilities in managing businesses are quite good. From the data above there are 65% of Islamic boarding schools have human resources capable of managing businesses, 23% of those who do not have human resources who are able to manage businesses are uncertain, 6%, and the others have 6%.

Then if we look at the ability of Islamic boarding school managers to manage existing businesses, the data shows that there are 65% of Islamic boarding schools have human resources capable of managing businesses. In comparison, 23% are uncertain, and those
who do not have human resources capable of managing businesses are only 6%, and others are as much as 6%. When viewed from this data, it shows a very good potential because pesantren managers are considered capable of opening and managing businesses.

One of the principles of empowerment is mastery of economic capacity, namely, the ability to utilize and manage production, distribution, carpentry, and service mechanisms. Ability in this context concerns individual performance, a form of individual competence that can be increased through the learning process or directly involved in the field, such as the competence to manage the economy. Ability (knowledge and skills of economic managers) that need to be improved; as expressed by Damihartini and Jahi are related to aspects of (1) human resources; (2) entrepreneurship/entrepreneurship; (3) administration and management (organization); and (4) agricultural techniques.

This study's results support or align with the results of research conducted by Marlina. In the results of this study, it is stated that with the resources owned by pesantren as an inseparable part of the social system of the Muslim community in Indonesia, pesantren has the potential to play its role in developing the sharia economy in Indonesia. Indonesia. The potential of Islamic boarding schools to develop the sharia economy is at least in three respects, namely (1) Islamic boarding schools as agents of social change in the field of sharia economics; (2) pesantren as a sharia business laboratory; and (3) Islamic boarding schools as centers for learning Islamic economics. (Marlina. 2014).

In general, the research results show that Islamic boarding schools in the province of Bangka Belitung have good human resource potential (HR) to be considered in economic development at Islamic boarding schools.

4.3 Islamic Boarding School Market Potential

Pondok Pesantren is a laboratory that can be used as a place for the real practice of the theory of sharia economics. This role is also very strategic, considering that people see Islamic boarding schools as examples and role models in their daily activities. If Islamic boarding schools can develop their potential in the Islamic economy and succeed, the people around them will follow this. On the other hand, passive and apathetic Islamic boarding schools certainly have an effect on the surrounding community, especially if they still interact with the conventional economy.

The following graph will present the average number of students in Islamic boarding schools in the Bangka Belitung archipelago province. The number of students is as shown in the following graph:
The graph above shows that the average number of students at the Bangka Belitung Islamic boarding school can be said to be a lot. This can be seen from the distribution of the data displayed in the graph that the average number of students above 500 is 8 Islamic boarding schools or 23.53%, the number of students 401-500 as many as 4 pesantren or 11.76%, the average number of students from 251-500 as many as 5 pesantren or by 14.71%, the average number of students from 101-250 as many as 10 pesantren or by 29.41% and the average number of 10-100 students is 7 pesantren or 20.59%.

In general, the number of students in Islamic boarding schools in Bangka Belitung province is large enough to serve as a potential market for Bangka Belitung Islamic boarding schools. On average, the number of students in the Bangka Belitung Islamic Boarding School has reached over 100 students.

Furthermore, if we look at the potential consumers who are in the Bangka Belitung Islamic boarding school, we can see graphically in the following data:

The data shown in the graph above shows that Islamic boarding schools have large consumers. Of the 34 Islamic boarding schools studied, 23 pesantren, or 67.65% pesantren have great potential, while the rest, there are several results, such as 2 pesantren, or 5.88%, not having potential consumers, 6 pesantren, or 17.65%, not knowing and 3 Islamic
The potential of Islamic boarding schools in the province of the Bangka Belitung archipelago is very good. This can be seen from the results showing that 91.18% or 31 Islamic boarding schools have business potential while those that do not have the potential, there are only 1 pesantren or 2.94%, and those that have not, there must be 2 pesantren or 5.88%.

Furthermore, let's look at the magnitude of the economic potential of Islamic boarding schools in Bangka Belitung based on the results of research that has been carried out. It shows consumers' potential at Islamic boarding schools in Bangka Belitung. It can be seen from the 34 Islamic boarding schools studied that there are 23 Islamic boarding schools, or 67.65% of Islamic boarding schools, have large consumer potential. At the same time, there are several results such as 2 pesantren, or 5.88%, do not have potential consumers, 6 pesantren, or 17.65%, do not know, and 3 pesantren, or 8.82% are not sure whether they have potential consumers or not.

This study's results align with the theory, which states that market potential depends on the number of buyers in the market. Potential buyers usually have three main characteristics: interest, income, and access.

In addition to the results of research submitted by Arif Rahman Nurul Amin and Maya Panorama, which states that Islamic boarding schools are seen as having an ideal economic ecosystem, here are some potential reasons why pesantren are ideal for being able to play a role in the development of the Islamic economic ecosystem: (1) good human resources abundant, namely the students whose number can reach hundreds of people and even up to thousands of people; (2) land ownership, on average each pesantren has extensive land ownership, especially pesantren located in rural areas; (3) market potential, given the existence of close social relations and kinship between religious institutions and the surrounding community; (4) the potential of technology, as a means where religious institutions are strategic institutions to develop technology; and (5) the leadership of the Kyai as leaders of the Islamic boarding school who are obedient and charismatic. (6) The number of Islamic boarding schools is very large and spread in almost all parts of Indonesia, both in urban, rural, and village areas. (Wise Rahman Nurul Amin & Maya Panorama. 2021).

V. Conclusion and Suggestion

5.1 Conclusion

The potential of Islamic boarding schools in the province of the Bangka Belitung archipelago is very good. This can be seen from the results showing that 91.18% or 31 Islamic boarding schools have business potential while those that do not have the potential, there are only 1 pesantren or 2.94%, and those that have not, there must be 2 pesantren or 5.88%.

The potential of Human Resources (HR) of Islamic boarding schools in Bangka Belitung is very good. This can be seen from the educational background of the managers of the pesantren. The level of education is still at the elementary-high school level. The ability of Islamic boarding school managers to manage existing businesses, the results of the study show that 65% of Islamic boarding schools have human resources capable of managing businesses. In comparison, those who are uncertain are 23%, those who do not have human resources capable of managing businesses are only 6%, and others as many as 6%.
The implications of this research are: 

1. **Looking at the size of the business potential, the potential of human resources, and the potential of the market in Islamic boarding schools in Bangka Belitung, it is hoped that policymakers can manage or develop this potential so that pesantren in Bangka Belitung can maximize the existing potential so that the existence of Islamic boarding schools can contribute to all communities.**

2. **One of the shortcomings of Islamic boarding schools in developing their business is the unavailability of capital for the Islamic banking sector in order to provide the widest possible access for the managers of Islamic boarding schools to obtain capital assistance to increase business capital in each Islamic boarding school.**

3. **Due to the limited number of Islamic boarding school managers who are able to manage businesses, it is hoped that the parties will be able to conduct training related to business management aimed at managers of Islamic boarding schools, especially in the province of Bangka Belitung.**

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