Partnership Model of Islamic Boarding Schools with the Community in Realising Financial Independence: Study at the Thohir Yasin Masbagik Islamic Boarding School, East Lombok, Indonesia

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Abstract. Partnership is a form of cooperation between two or more entities that unite to achieve a common goal. Partnership as a model of cooperation has become an integral aspect of various economic and industrial sectors. The collaboration between the Thohir Yasin Islamic Boarding School in East Lombok and the community has positively supported the institution's smooth running of educational activities. By involving the local community, the Thohir Yasin Islamic boarding school in East Lombok is building partnerships in the business sector. Islamic boarding schools, as centres of traditional Islamic education in Indonesia, have great potential to establish close partnerships with the surrounding community. This research aims to determine the partnership model, partnership planning, and the organisation of partnerships and the implementation of partnerships with the community in the business sector to increase the financial independence of the Thohir Yasin Masbagik Islamic boarding School, East Lombok Regency. The research results obtained from ModelpartnershipThohir Yasin Islamic boarding school and the community use an open approach, involving activities from the community in managing the business developed by the Islamic boarding school. The partnership model developed is an innovative step in achieving financial independence and mutual prosperity. By involving teachers, the community and guardians of students around the Islamic boarding school, this model creates a strong synergy between the Islamic boarding school and the surrounding community, making achieving more significant common goals possible. The existence of a business unit managed by the Tohir Yasin East Lombok Islamic Boarding School in partnership with the community can make the Thohir Yasin Islamic Boarding School financially independent. By being economically independent, Islamic boarding schools can improve their facilities without waiting for donations from donors.

Keywords: partnership model; business; Islamic boarding school; community; financial independence.

INTRODUCTION

The author [1] defines a partnership as cooperation between two or more entities united to achieve a common goal. Partnerships include agreements in which the parties share resources, skills, or capital to achieve mutual benefits. These forms of partnership include strategic alliances, joint ventures, and public-private partnerships authors [2]. Partnerships are essential because they can optimise resources, diversify risks and increase competitiveness by the author [3]. Business partnerships often include ethical dimensions and corporate social responsibility, creating added societal value.

In various economic and industrial sectors, partnerships have become integral to growth and innovation by authors [4]. Partnerships between companies in the same or different sectors ena-

ble the exchange of resources, technology and markets. Public-private partnerships effectively meet community needs and build infrastructure by the author [5]. Market dynamics and complex societal challenges make partnerships vital for creating holistic solutions.

Islamic boarding schools, as centres of traditional Islamic education in Indonesia, have great potential to build partnerships with surrounding community authors [6]. This partnership can increase understanding of religion, education and mutual prosperity authors [7]. Islamic boarding schools can strengthen social and religious values through collaboration with government agencies, non-profit organisations, and local communities. Religious education activities, skills training and social programs at Islamic boarding schools can positively contribute to the surrounding area's social and economic development.

According to the author, this partnership can also build tolerance and togetherness between religious communities [8]. Collaboration with religious denominations and community groups makes Islamic boarding schools agents of positive change to create social harmony. Inter-religious dialogue programs, joint skills training, and joint development initiatives can positively impact both parties.

Islamic boarding school partnerships with the community involve the private sector, government, and non-profit organisations in initiatives such as skills education, local economic development, and improving shared prosperity. The success of this partnership requires a deep understanding of the dynamics and values shared by both parties, as well as inclusive and sustainable cooperation that stimulates local economic growth and strengthens community capacity.

Involving the community in various initiatives, such as skills training programs or joint economic ventures, can stimulate local economic development, while Islamic boarding schools can feel a positive impact. Financial partnerships between Islamic boarding schools and communities can include innovative approaches such as business development based on local expertise and resources. For example, entrepreneurship programs involving communities in producing and marketing local products create a sustainable economic cycle.

The Thohir Yasin Islamic boarding school in East Lombok is an example of an educational institution that has successfully developed business partnerships with the community. In the last ten years, this Islamic boarding school has experienced rapid growth in educational facilities, infrastructure, and the educational institutions it manages. This Islamic boarding school also manages various businesses such as laundry services, shops, livestock, fisheries and agriculture, which are run by the local community, especially the guardians of the students. This partnership improves community welfare and positively impacts community education in Lombok. The steps taken by the Thohir Yasin Islamic Boarding School in realising business partnerships with the community improve welfare and the education of children around the Islamic boarding school. This program also provides independence to institutions in meeting their needs.

Thus, partnerships between Islamic boarding schools and the community are essential to achieve financial independence and improve shared economic prosperity. Involving the community in joint business and developing local resource-based businesses creates a sustainable economic cycle that enriches both parties. Supportive policies and a conducive business environment are also critical to the success of this partnership, ensuring mutual growth and prosperity.

METHOD

Researchers conducted this study to identify a partnership model between Islamic boarding schools and the community, aiming to increase the financial independence of Islamic boarding schools. The research method used is a qualitative approach, which aims to explore and analyse field data in depth to gain insight into the dynamics of partnerships between Islamic boarding schools and the community to increase financial independence.

In this qualitative research with a descriptive approach, several procedures and stages were carried out, namely pre-field, exploration and member check. The data source in this research comes from the caretaker of the Thohir Yasin Islamic boarding school in Masbagik, East Lombok. The data collection techniques used were interview techniques and document study. The data analysed is data collected during the research process.

RESULTS AND DISCUSSION

Islamic Boarding School Business Partnership Model with the Community. The research results were from interviews, observations, and documentation researchers obtained in the field. The researcher analyses the business partnership model between the Islamic Boarding School and the community in this section.

Partnership Thohir Yasin Islamic Boarding School and the community use an open approach model involving activities from the community in managing the business developed by the Islamic boarding school. The partnership model developed is an innovative step in achieving financial independence and mutual prosperity. Based on interviews, Thohir Yasin Islamic Boarding School's business partnership model with the community openly uses the Sharia system.

The partnership model we implement uses an open partnership model using the Sharia system, where the Islamic boarding school opens the broadest possible community involvement in managing the business run by the Islamic boarding school. The community can choose the company they are interested in or are usually involved in (interview with the Management Board PPS Thohir Yasin daily November 13 2023).

Before determining an open model partnership, the Islamic boarding school must identify the community that will ally with the Islamic boarding school. The Islamic boarding school identification results of communities that want to carry out partnerships are divided into three groups: people who have capital but no skills, people who have skills but no capital, and people who have neither.

In determining the model carried out, we must look at three types of society. First, some people have capital but do not have skills, some do not have capital but have capital, and some have neither, namely no capital and no skills (interview with the daily PPS Management Board Thohir Yasin on November 13 2023).

This research introduces a planning model for business partnerships between Islamic boarding schools and the community.

Islamic boarding schools and the community must properly plan to implement their business programs effectively and achieve the desired goals. The planning model is collaborative; partners work intensively by sharing resources, information, and responsibilities to achieve common goals. This approach emphasises the importance of open communication and shared decision-making.

Stages the planning that should be done in Islamic boarding schools are as follows:

1) Needs Analysis. Islamic boarding schools must act as holders of partnership initiatives between Islamic boarding schools and the public. Muslim boarding schools start partnerships by analysing the following needs:

a) Analyse the partnership program needs in Islamic boarding schools and the community.

b) Identify previous partnerships between Islamic boarding schools and the community,

c) Identify community potential as Islamic boarding school business partners.

d) Based on the needs analysis results, a partnership program will be designed.

e) Determine partnership programs to be developed based on needs and scale priority.

Which was conveyed by AP as chairman of the Daily Management Board Islamic boarding school leader: "We at the Thohir Yasin Islamic boarding school, East Lombok, planned this partnership collaboratively, starting from analysing program needs, identifying the business, the potential of the community involved, and establishing this Islamic boarding school partnership as a priority scale." (interview with PPS Daily Management Board Thohir Yasin, November 13 2023).

2) The partnership program action plans are prepared based on the results of the needs analysis. Which was conveyed by AP as chairman of the Daily Management Board Islamic boarding school leader: "After we planned the partnership program at the Thohir Yasin Islamic boarding school in East Lombok, then we prepared a Partnership Program Action Plan (RAPK), we discussed between the Islamic boarding school and the community so that an agreement was reached until now" (interview with PPS Daily Management Board Thohir Yasin, November 13 2023).

Model of organising Islamic boarding school business partnerships with the community. Organising partnerships with communities is an essential step in ensuring the success and sustainability of joint ventures. The model used in partnerships

between Islamic boarding schools and the community is the Hierarchical Partnership model.

The hierarchical partnership model involves a clear structure with one dominant entity that directs and coordinates partnership activities. This dominant entity usually has greater control and is responsible for strategic decisions, while other partners serve as operational support. First, it is necessary to identify parties who can potentially be involved in the partnership; this includes mapping community groups based on their respective expertise. For example, in a farmer group business, people with the ability and habit of farming are taken. In the service sector, people who have expertise in the service sector are taken, and so on. As explained by MN, one of the people involved in the business is run by the Thohir Yasin Islamic boarding school in East Lombok.

"I am involved in this agricultural business, especially in rice cultivation; other friends here work in vegetable cultivation, depending on what we can do. "Those who like farming can also enter cattle, chicken, and maggot farming. There is laundry, printing, and many other types of businesses for women, depending on what we are good at"(interview November 14, 2023).

The next step is to structure the partnership organisation; this includes determining the roles and responsibilities of each party, as well as establishing a team or committee that will manage and monitor the partnership. For example, the Islamic boarding school administrators act as supervisors, the head of the Islamic boarding school economic unit is the person in charge of the business, the training sector to manage training programs, the marketing sector to promote agricultural products and other services, and the financial sector to manage partnership finances and the results of the business being run.

Effective communication and coordination mechanisms between all parties involved; this involves the maintenance of Discussion forums, weekly meetings, monthly meetings, and even annual meetings, which are packaged into Annual Member Meetings (RAT) and scheduled with the Annual Working Meeting (RKT) of the Thohir Yasin Islamic Boarding School. As stated by AP as chairman of the Daily Management Board during an interview: "We at the Thohir Yasin Islamic boarding school always carry out routine coordination and reports, both teaching and learning activities and the Islamic boarding school's eco-

nomic activities, but if the results of the business are carried out every month so that each business sector will know the development of other industries and the problems they are facing and can be solved individually. Together, and for KBM activities every Monday, we always hold an evaluation to find out the shortcomings of the previous and subsequent programs. At the end of the year, we always have an Annual Member Meeting (RAT) as well as an Annual Work Meeting (RKT) "(interview November 13, 2023).

Democratic and inclusive decision-making system. Local communities can participate in decision-making processes, especially those related to partnership objectives, programs, and resource allocation; this is done through the Annual Member Meeting (RAT). This Annual Member Meeting is a significant part of the business development strategy. It discusses various business partnership agendas, starting with an evaluation of the previous period's management, the obstacles faced, the selection of new cooperative management, work plans that will later be carried out, and the distribution of Remaining Business Results (SHU). Apart from the Annual Member Meeting, the Islamic Boarding School also holds an Annual Work Meeting (RKT) to plan activities for the following year.

Implementation Model for Islamic Boarding School Business Partnerships with the Community. Implementation of Partnership with the community is essential for sustainable and inclusive business development. This partnership includes close collaboration between the Thohir Yasin East Lombok Islamic Boarding School and the community to achieve common goals, namely a joint venture model. A joint venture is a partnership model in which two or more companies form a new business entity to pursue common goals. Each joint venture company owns shares and contributes to the capital, risks, and profits obtained.

In this context, implementing partnerships can positively impact poverty alleviation, financial independence of Islamic boarding schools, improving community welfare, and preserving the environment.

Implementing partnerships with the community provides various significant benefits. This partnership enables the transfer of knowledge and skills from the Islamic Boarding School to the community, expands community access to resources, and opens up new opportunities for

community economic development. Additionally, through partnerships, communities have a more active role in the decision-making processes affecting their lives, creating a greater sense of ownership and responsibility for joint efforts.

"Collaboration between Islamic boarding schools and the community has enormous benefits, including the priority for communities whose children study at Islamic boarding schools, helping them run businesses according to their respective skills. As for the system implemented by the boarding school, they provide capital and land to manage. "Then the results are obtained using a profit-sharing system so that both parties can benefit; apart from that, students whose parents work are exempt from financing"(MY interview dated November 13 2023)

Even though it has excellent potential, implementing partnerships with the community is also faced with several challenges. One of them is the power gap that may arise between the parties involved. Therefore, there needs to be a fair and transparent mechanism in decision-making. In addition, the partnership must address cultural factors, differences in values, and varying levels of community participation to achieve a good balance. Thohir Yasin Islamic Boarding School addresses these problems by holding regular monthly meetings, allowing members to resolve common issues and close gaps that typically arise in the field.

Partnership Control Model for Islamic Boarding School Businesses with the Community. Controlling partnerships with the community is essential to ensuring the continuity and success of cooperation between various parties. This partnership involves organising, managing, controlling resources and interacting with the parties involved. In this context, identifying effective control mechanisms is essential to ensure that common goals are achieved, resources are managed efficiently, and relationships between parties remain harmonious. The Feedforward control model ensures these objectives are met. Feedforward control is a control model that focuses on preventing problems before they occur by identifying and overcoming factors that can cause deviations from plans.

"In the management of business partnerships between Islamic boarding schools and the community, there is an organisational structure for managing and supervising activities that function to regulate and supervise the running of the

business carried out, consisting of field administrators and core administrators who regulate the entire implementation of the management of the business carried out"(MN interview dated November 15 2023).

The partnership control strategy establishes a clear organisational structure and systematic and coordinated decisions. Determining the roles and responsibilities of each party involved is very important to avoid ambiguity and conflicts that can arise. In addition, the author [9] needs to develop measurable performance indicators and objectives to assess the progress and results of the partnership. Control is a determining factor for success in carrying out partnerships with the community. Effective control strategies include establishing a clear organisational structure, good communication and transparency, performance measurement and coordinated conflict management. By involving the parties involved, such as the Islamic Boarding School and the Community, in the decision-making process, the partnership can become sustainable and provide optimal benefits for all parties involved. Through this approach, partnerships can be essential in achieving sustainable development goals.

Results of Islamic Boarding School Business Partnerships with the Community

1) Islamic Boarding School Business Independence. The Thohir Yasin Islamic boarding school in East Lombok has succeeded in achieving financial independence through success in income diversification. Apart from donations and donations from students' parents, this Islamic boarding school has succeeded in developing independent business units in various sectors, such as the agricultural, livestock, fisheries, trade, and service sectors. Income from these activities supports daily operations and helps develop infrastructure and educational programs at the Thohir Yasin Islamic boarding school. Income diversification has provided financial stability, reduced dependence on a single source of income, and strengthened the Islamic boarding school's economic independence.

Thohir Yasin Islamic Boarding School in East Lombok achieves financial independence through effective financial management. Islamic boarding school leaders and the financial team carry out careful financial audits and planning. They wisely allocate budgets to meet priority needs, including education, welfare, and maintenance of Islamic boarding school facilities. Addi-

tionally, implementing a rigorous financial monitoring and evaluation system helps identify potential savings and minimise financial risks. These steps have increased financial transparency and built trust between parties, creating a solid foundation for financial independence.

Financially independent Islamic boarding schools also demonstrate successful entrepreneurial initiatives. They utilise Islamic boarding schools' potential and internal expertise to open sustainable businesses. An example is opening a bookstore that sells books related to Islam. These entrepreneurial initiatives generate additional income and strengthen connections and support from the wider community. The success of this entrepreneurial initiative has proven that Islamic boarding schools can act as entrepreneurial centres that empower the surrounding community.

Financial independence by the Thohir Yasin East Lombok Islamic Boarding School is also built through increasing understanding and practice of financial education among managers, teachers and students. They involve financial experts and local entrepreneurs to provide training and workshops on financial management by the authors [10], sustainable investment, and Islamic economic principles. By better understanding how to manage finances wisely, Islamic boarding schools can optimise the use of funds and identify investment opportunities that can increase long-term financial independence by authors [11]. This approach also helps create a positive financial culture in the Islamic boarding school environment, providing a sustainable positive impact in achieving financial independence.

2) Islamic Boarding School Business Development. By focusing on financial development, Pondok Pesantren Thohir Yasin East Lombok has succeeded in making itself a competitive education centre. They recognise opportunities in the modern education industry and develop superior programs that meet market demands. This approach not only increases the attractiveness of new students but also attracts the interest of investors who see the potential for high-quality education. As a result, income from education fees and external investment support has significantly increased, providing financial stability and resources to continue improving the quality of education the author [12].

Islamic Boarding School by Pondok Pesantren Thohir Yasin East Lombok achieves financial independence through intelligent investment diversification. This Islamic boarding school identifies investment opportunities in various business sectors besides donations and education costs. They developed the Islamic boarding school's land for businesses by opening a bookstore, agricultural medicine shop, agricultural products shop, and so on. This investment diversification provides Islamic boarding schools with a stable source of additional income and involves the broader community in the Islamic boarding school's economic activities. This success not only increases financial independence but also positively impacts the economy and society.

Pondok Pesantren Thohir Yasin East Lombok achieves financial independence by developing a creative economy. They succeeded in identifying potential in various sectors. This Islamic boarding school opens various businesses from 5 business sectors, which are opened by involving the community. Income from the creative economy sector provides financial stability and supports the preservation of Islamic and cultural values. With this approach, Islamic boarding schools are not only educational institutions but also centres of creative economic activities that positively impact financial development.

3) Community Welfare. The business collaboration with Pondok Pesantren Thohir Yasin East Lombok has positively impacted community welfare by increasing access to education. With support from the results of the managed business, the Islamic boarding school has succeeded in providing educational scholarships to children from underprivileged families, especially those whose parents are involved in the Islamic boarding school business; this not only helps increase educational participation in the community but also provides wider opportunities for children to access quality education in an Islamic environment.

Pondok Pesantren Thohir Yasin East Lombok establishes partnerships with local businesses to support economic empowerment programs for the surrounding community. They involve the community in agricultural activities and other business sectors run by Islamic boarding schools. As a result, many local communities can earn additional income through participation in these projects. This partnership helps improve the community's economic standard of living and provides opportunities for them to develop microeconomic skills and businesses.

The business partnership model between Thohir Yasin Islamic Boarding School and the community. Islamic boarding school, East Lombok. Model partnership: Thohir Yasin Islamic Boarding School and the community use an open approach, involving activities from the community in managing the business developed by the Islamic boarding school. The partnership model developed is an innovative step in achieving financial independence and mutual prosperity. By involving teachers, the community and guardians of students around the Islamic boarding school, this model creates a strong synergy between the Islamic boarding school and the surrounding community, making achieving more significant common goals possible.

Based on the researchers' findings, the Thohir Yasin Islamic Boarding School's business partnership with the community is open using the Sharia system. Before determining an open model partnership, the Islamic boarding school must identify the community that will ally with the Islamic boarding school. The Islamic boarding school identification results of communities who want to carry out partnerships are divided into three groups: people who have capital but no skills, people who have skills but no capital, and people who have neither.

1) People with capital or land but do not have the expertise to manage it. In communities like this, Islamic boarding schools offer several partnership models, including the Syirkah agreement; this means that Islamic boarding schools make this community a partner in the capital. Both spend business capital to develop it through the agreed-upon type of business.

Or with the Mudharabah model, where Islamic boarding schools with expertise in running a business position themselves as managers and the community as capital owners, then build an agreement on the type of business to be run with profits and losses shared according to the agreement. Another option is to use the land as cashable capital by renting it out for the agreed period.

2) People with entrepreneurship skills or can manage agricultural land, plantations and other businesses but do not have sufficient capital. In communities like this, Islamic boarding schools offer a partnership model; for those who have expertise, this is a professional employee position in a business developed by the Islamic boarding school through several stages starting from interview onwards. However, if you have expertise in managing agricultural land or plantations, the Muzara'ah model is offered, where the Islamic boarding school owns the land. The community is the manager, the Islamic boarding school bears all operational management costs, and the harvest is divided according to agreement.

3) People who do not have financial capital or expertise but desire to work or partner. In this case, Islamic boarding schools continue to provide partnership opportunities to the entire community as long as the community has the desire or willingness to build partnerships. In dealing with a society like this, Islamic boarding schools will provide training tailored to the community's wishes and the facilities the Islamic boarding school has. For example, people who want to run agricultural and plantation businesses will be facilitated and given training on how to grow crops, or those who want to build a livestock business will be given training related to how to raise livestock so that when the time comes, people like this are fit to be employed. The Islamic boarding school will position the community in their respective fields.

According to the statement above, this partnership activity is based on the concept explained by the author [13]. According to the agreement, the two parties will share the profits from this collaboration. Likewise, according to the author [14], the Muzara'ah Model describes land management, such as rice fields or gardens, where the land owner finances the seeds and management costs, and the results are shared fairly. Mukhabarat refers to working on land such as paddy fields or fields, where responsibility for the seeds and work costs are entirely borne by the party managing it.

The partnership model implemented by the Thohir Yasin Islamic boarding school in East Lombok includes capital cooperation using Sharia contracts; this means that the Islamic boarding school, in this case, is the land owner or capital owner while the community is the manager.

Planning Model Islamic boarding school business partnership with the community. The planning model used by the Tohir Yasin Islamic Boarding School with the community is collaborative. The collaborative model is one of the most commonly used partnership planning models. In this model, partners work together intensively by sharing resources, information, and responsibili-

ties to achieve common goals. This approach emphasises the importance of open communication and shared decision-making authors [15].

Planning is a working guide for the relevant actors, both managers and staff, in performing their respective roles and responsibilities; it can also be interpreted as the definition of goals to be achieved in the future. Based on the results of interviews with informants, findings at the planning staged at Thohir Yasin Islamic boarding school, East Lombok, as follows:

1) Needs Analysis. Pondok Pesantren begins a partnership by analysing needs as follows:

a) The Islamic Boarding School Economics Sector/Division carries out an analysis of the needs of the partnership program in terms of the Islamic boarding school and the community; this needs Analysis can be carried out through polling activities and opinions involving elements from Islamic boarding schools and community through special meetings or questionnaires;

b) The Islamic Boarding School Economics Sector/Division identifies partnerships that have been carried out previously between Islamic boarding schools and the community so that they can become a reference for subsequent activities;

c) The Islamic Boarding School Economics Sector/Division identifies the community's potential as an Islamic boarding school business partner. The potential The meaning can be from various points of view, including economics, work, skills and experience, and so on;

d) Furthermore, the management designs a partnership program based on the results of the needs analysis and

e) The Islamic Boarding School determines the partnership program to develop based on needs and priority scale.

2) Preparation of Partnership Program Action Plan (RAPK). The Islamic Boarding School prepares the RAPK with the following steps:

a) The Islamic boarding school management held a deliberation involving the Islamic boarding school and the public;

b) The board of Islamic boarding schools formulate partnership objectives that are built based on data and facts;

c) The Islamic boarding school management formulates partnership programs and activities that refer to the partnership objectives it has been agreed;

d) The Islamic Boarding School administrators prepared a draft of the RAPK in a simple and easy-to-understand format.

e) Boarding School Administratordiscussing the draft RAPK in Focused Group Discussion activities; and

f) Make the agreed RAPK in the form of a pocketbook, which each party must have.

This RAPK contains the background of the partnership, the formulation of partnership objectives and the partnership activity program. This statement follows what the author said [16] in the planning stage of analysing needs for activity development within a certain period, which is the main focus that needs attention.

In this case, the Thohir Yasin Islamic Boarding School, East Lombok, has also used the principles of efficiency and effectiveness in partnership planning by determining the priority scale, namely by carrying out activities according to Fattah theory, namely through systematic stages where the Islamic boarding school first identifies the needs of the partnership program that must be issued, by Islamic boarding schools, and then classified according to their needs.

Organising Model Islamic boarding school business partnership with the community. Interviews conducted by researchers regarding the organisation of the Thohir Yasin Islamic Boarding School, namely, organised alliances with the community, are an essential step in ensuring the success and sustainability of joint efforts. The Islamic boarding school and the community must each play their respective roles in their areas of expertise - such as agriculture, animal husbandry, services, and other fields - to achieve the goal of financial independence for both parties through the partnership.

Organisations are a fundamental aspect of building partnerships, where the organising process involves determining tasks, authority and responsibilities in detail according to the respective areas and limits of authority [17]. This statement is in line with the concept explained by authors [18], where organising means creating a structure consisting of various integrated parts so that they influence each other.

There needs to be coordination between one partner and another, as well as the ability to communicate with the leadership, namely the head of the boarding school's daily board, so that what is being done can be known about its pro-

gress. In this partnership program, the management plays the most crucial role in the activity's success because the management is directly involved in assisting the community or Islamic boarding school business partners. Based on this, authors [18] explain that "organising is an activity of arranging or distributing work allocated to a group of people or employees whose implementation is given responsibility and authority so that organisational goals can be achieved effectively and efficiently." In this way, business partnership activities can run according to the objectives if all members of the partnership organisation can be involved and work together well.

Implementation Model Islamic boarding school business partnership with the community. Implementation is moving all components of the organisational structure so that they implement everything planned thoughtfully. Implementation will allow all members of the organisation to work together. Therefore, implementation is the most critical aspect of management because this aspect determines the success or failure of achieving organisational goals author [19]; the model used in implementing partnerships uses the Joint Venture model. A joint venture is a partnership model in which two or more companies form a new business entity to pursue common goals. Each joint venture company owns shares and contributes to the capital, risks, and profits obtained. This model is often used to expand into new markets or develop new products author [20].

The results of interviews conducted by researchers showed that the Islamic boarding school's implementation of partnerships with the community is an essential strategy for sustainable and inclusive business development. The implementation of this partnership includes close collaboration between the Islamic Boarding School and the community to achieve the common goal of realising financial independence.

Based on interviews with Islamic boarding schools in the field of Islamic boarding school economics, the findings at the Thohir Yasin Islamic boarding school in East Lombok at the Islamic boarding school partnership implementation stage are:

1) Islamic boarding school holds Islamic boarding school business identification,

2) Holds socialisation,

3) Holds planning,

4) Conducts approval.

This statement is in line with the concept authors [21] said that the steps for the partnership include:

1) Internal identification of the institution,

2) Formulating the aspects that need to be partnered with,

3) Once the components that will be partnered with are known, the next step is to look for suitable potential partner institutions with predetermined needs and criteria.

4) Agree with the prospective partner institution.

5) After a candidate has been determined based on the required criteria, the next step is to agree on the rights and obligations of the working partner.
This decision is based on the agreement of both parties. Next, both parties will create mutually agreed-upon regulations to serve as guidelines for implementing the partnership.

Based on the theory used by researchers and research findings at the Thohir Yasin Islamic boarding school, the steps for implementing a partnership have referred to existing theories and the stages. Even though the approach aligns with the theory, the partnership must still implement several actions, including collaborating with companies to build a more comprehensive network. Thus, with the stages in implementing this partnership, a good cooperative relationship will be established between the Islamic boarding school and the community in the business sector, and the programs that are the collaboration's objectives can be achieved well.

Partnership Control Model for Islamic Boarding School Businesses with the Community. The final stage in business partnerships is partnership control. Controlling business partnerships with the community is essential to ensuring the continuity and success of cooperation between the two parties. This partnership involves planning, organising, managing and controlling resources and interactions between parties. In this context, it is essential to identify effective control mechanisms to ensure that common goals are achieved, resources are managed efficiently, and harmonious relationships between parties.

The control model for business partnerships between Islamic boarding schools and the community uses the Feedforward control model. Feedforward control is a control model that focuses

on preventing problems before they occur by identifying and overcoming factors that can cause deviations from the plan. This model uses data and information to make predictions and take corrective action before business activities occur [22].

Partnership control is an effort by the parties involved to manage and control the authors of the partnership relationship [23]. The main aim is to ensure that the partnership runs according to the plans and objectives set and to overcome potential conflicts or problems that may arise between the parties author.

Based on the results of interviews and document review at the Thohir Yasin Islamic Boarding School, East Lombok, researchers found that the control stage of business partnerships with the community was carried out through:

a) Problem data collection;

b) Identify the source of the problem encountered;

c) Create a coaching and development program;

d) Implement coaching and development programs; and

e) Carry out supervision/monitoring in the implementation of the program.

This statement is similar to that made by the authors [21]. Monitoring and evaluation need to be carried out during the partnership. Monitoring aims to monitor the progress of implementing activities so that deviations from the goals can be prevented. In addition, solutions can be found for problems in implementing the partnership. Monitoring results can be used as a basis for conducting evaluations. Evaluation needs to be carried out jointly between partnering parties to determine whether activities have gone according to plan. Apart from that, solutions can be found for problems and weaknesses that hinder the achievement of goals.

The management of the business partnership between the Thohir Yasin Islamic Boarding School and the community has an organisational structure for management and supervision of the implementation of activities which functions to regulate and supervise the running of the business carried out, consisting of field administrators and core administrators who regulate the entire management of the company carried out. The field management consists of coordinators for each business being run, while the core management is those within the Islamic boarding school who regulate the company's running with the community.

CONCLUSIONS

1) The Thohir Yasin East Lombok Islamic Boarding School business partnership model with the community is by using an open model:

2) Thohir Yasin Islamic Boarding School business partnership planning model with the community using a collaborative model.

3) organising Islamic boarding school business partnerships with the community is based on a hierarchical model.

4) The model for implementing the Islamic boarding school business partnership with the community uses a joint venture model.

5) The partnership control model for Islamic boarding school businesses with the community uses the Feedforward control model.

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