



Empwerment Strategies to Build Food Security at The Miftahussalam Islamic Boarding School in Penagan Village, Indonesia

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ABSTRACT

Food security is a strategic issue for the sustainability of Islamic Boarding Bchools Miftahussalam in Bangka Regency utilizes non-productive land that has not been optimized. Local asset-based empowerment is needed to build sustainable food independence. Analyzing the strategy of empowering student in building independent food security through the asset-based community development (ABCD) approach. The study used the Participatory Action Research/PAR method with the approach through the 5 stages; Discovery, Dream, Design, Define, Destiny. The results of the study looked at what kind of empowerment strategies includes practical training in horticulture cultivation and utilization of non-productive land. non-productive land utilization. Implementation succeeded in increasing the food security of pesantren, reduce external supply dependence, and create a "green pesantren" model as an integrated agricultural learning center. pesantren" model as an integrated agricultural learning center. This is effective in building independent food security based on local assets through mobilizing the active participation of student, land optimization, and institutional strengthening. This program not only meets short-term food needs, but also creates economic and environmental sustainability. Recommendations further research includes the development of a student agripreneurship model and long-term economic impact analysis agripreneurship model and long-term economic impact analysis.

Key Words: *Food Security Sustainability, Empowerment Strategies, Islamic Boarding School Development*

INTRODUCTION

Indonesia's agricultural land from year to year has decreased, while on the other hand Indonesia's population is increasing and the need for national food supply (Boediningsih & Cahyono, 2023). This is seen from the data of the central statistics agency or BPS revealed that the remaining rice farmland in 2023 is estimated to be around 10.2 million hectares, down 225 thousand hectares or 2.45% compared to last year. (IDN Times, & Zahra, 2024) Similar to South African countries also experienced the same thing, namely the desertification of land due to a long drought that caused crop failure and affected around 27 million people and caused a prolonged hunger crisis. (Gusty et al., 2024) One of the countries experiencing a severe food crisis is the sub-saharan African country of Malawi as a clear example of how severe the consequences of prolonged drought are currently struggling against climate change Agriculture accounts for about 42% of GDP and 81% of Malawi's export earnings. (Madinah <https> 2024) Just in 2024, the country declared a disaster emergency due to el nino which disrupted rainfall patterns resulting in weather irregularities and was further exacerbated by erratic weather and climate conditions (Sanjaya et al., 2024) In the sustainable development goals or SDGs, the agreement of all countries of the world that one of the goals to be achieved is zero hunger (Pertiwi, 2023) In fact, despite global efforts, by 2022, it is estimated that 45 million children under the age of 5 suffer from underweight, 148 million experience growth retardation or stunting. (De Onis et al., 2019; Riwa et al., 2025; Verma & Prasad, 2021) To achieve

zero hunger by 2030, coordinated action to achieve this goal. (United Nations.)

This is in line with the problem of research conducted by researchers in a boarding school, that it has not utilized pesantren/islamic boarding land for agricultural activities and horticultural cultivation in meeting food needs independently to achieve the goals of food self-sufficiency from the SDGs themselves, namely without hunger and being able to meet the nutritional and nutritional needs of student. Student is a term for students at Islamic boarding schools. (Anjani & Syamsiah Badruddin, 2024; Mardhiana et al., 2025; Zurairah et al., 2025) this is why this research needs to be raised, it turns out that religious educational institutions have a big role in efforts to achieve that support the achievement of the SDGs. (Kondrla, 2023; Nugraha et al., 2024) Miftahussalam Islamic Boarding School or popular with name of Pondok Pesantren Miftahussalam which is located in the hamlet Air Petaling RT 18 RW 9 Penagan Village, Mendo Barat District, Bangka Regency.

Skills education, of course, is very important considering that this knowledge is used after graduating from the Islamic Boarding School. But, It is also hoped that students who graduate from Miftahussalam have skills that are tailored to the conditions and circumstances and the potential that exists in the Islamic Boarding School environment. (As'ad & Hakim, 2022; Kawakip, 2020; Wasehudin et al., 2023) in various fields, especially agriculture, Islamic Boarding School are required to be creative and innovative. Of course,

Islamic Boarding School have the potential to realize this common dream.(Kurnia et al., 2023) Examples in the field that researchers found there are several empty Islamic Boarding School lands that are sleeping and have not been utilized optimally and optimally, we do this for utilization in an effort to create independent food to meet the needs of pesantren. Utilizing this land is certainly one of the solutions that can be offered. So that Islamic Boarding School can independently manage it with various activities and activities in this case cultivating various horticultural crops such as vegetables and perennials or trees to green the Islamic Boarding School land.(Irawan, 2022; Karman et al., 2023; Maslani et al., 2023) Islamic Boarding Schoolare required to be more innovative, creative and develop. Islamic Boarding School have the potential to realize it.(Abubakar et al., 2025; Ma & Muna, 2023; Zakaria & Dkk, 2015)

From the explanation above, there is a lot of potential for Islamic Boarding School to make breakthroughs in developing the capacity of Islamic Boarding School for the better. Therefore, this potential is developed, it is hoped that students will contribute to the development of pesantren. In this case, the research conducted is related to the management of local potential in the Islamic Boarding School such as utilizing the local potential of the Islamic Boarding School yard for small-scale agriculture so that it is expected to be able to meet food security independently and the students have an active role in the learning process together in the field. It is hoped that later this process will continue and agricultural products can be used to meet

healthy food for students in the form of vegetables, fruits and so on.(Jones et al., 2012; Leake et al., 2025)

The strategic steps that can be taken are asset development-based analysis through low-hanging fruits analysis.(Hasibulah, 2021Safradji, 2020) This method has an influence on both individuals and social communities.(Sitanggang, Sabta, and Hasiolan 2023) In terms of providing self-appreciation, self-confidence and in building solidarity or solidarity together and others.(Ani et al., 2024) This method chooses a dream that can be achieved for a period that can be implemented at the time of action and is sustainable, of course, this analysis is described as a tree that bears heavy fruit that can be picked without using a ladder so that it is easy to pick it so that it means running priorities that can be done at that time and in the process so that it is expected to be implemented in the near future.

Based on the urgency and potential, this study aims to analyze the empowerment strategies applied by the Miftahussalam Islamic Boarding School in building independent food security in Penagan Village. building independent food security in Penagan Village. The focus of the study includes Human resources empowerment model student, administrators, community in food production/processing utilization of natural resources/land of the Islamic Boarding Schoolfor food security Sustainability of the Islamic Boarding School for food security. Sustainability and the impact of the strategy on the stability of Islamic Boarding School food supply. strategies on the stability of Islamic

Boarding School food supply. This research is expected to make a practical contribution to sustainable food management in Islamic Boarding School and become a model of community empowerment based on religious institutions in Indonesia. based community empowerment model in Indonesia. Students are involved in this process with the aim of making students empowered in the academic field and also being able to survive when they graduate in terms of personal food security and in the community where they will live later.

RESEARCH METHODS

This research uses the Asset Based Community Development (ABCD) approach to analyze the strategy of empowering student in building independent food security at the Miftahussalam Islamic Boarding School. It was chosen because it focuses on utilizing local assets/potential natural, human, social, financial as a foundation for change, not on community deficiencies. This approach is implemented through a participatory Action Research method with 5 stages Discovery, Dream, Design, Define, Destiny.(Istiqlal, 2024; Putra¹ et al., 2025) That is part of the first step that is needed by a researcher to collect data, information in a research. In this approach, the four main points to be done. *First*, Focus on capacity building, preceded by mapping skills, capacities and assets. *Second*, Identify and mobilize community assets: individuals and institutions. *Third*, Communities that initiate and determine development from

within. *Fourth*, make an approach based on a social relationship.

According to that in addition to obtaining the truth, investigative work must be carried out in earnest with a long time.(Muzdalifah, 2021) That this research is a way or approach that is passed, of course, each researcher has a different way or approach in carrying out a mentoring program, the most important thing is how the program we do can run well and smoothly and of course we hope to benefit the community we are assisting. In seeing the challenge of seeing a problem in this case the term of this approach is called a challenge, seeing an asset or potential owned by the group is a focus on appreciation, meaning that seeing something potential is always thinking positively and appreciating it as a strength owned by the community. This approach emphasizes the community, and mobilizes community assets into an opportunity that is purely from the community into an opportunity for development and other positive actions.(Chui et al., 2025; Guarino et al., 2023; Qiaoyu et al., 2024) This perspective is that the potential-based approach is an innovative and creative way of looking at anything, always thinking optimism is always raised and looking at the whole holistically to see the reality that exists using something we have in order to get something we want and realize and appreciate something valuable experience in the past.(Dockrell, 2003; Lebold & Noid, 2019; Miele et al., 2025)

Empowerment of student in one of the boarding schools on the island of Bangka in assisting in the sector in building food

security. Using this method because this approach method is more interesting to explore and has a fairly long scientific historical treasure and is full of opportunities in achieving it.(Badriyah et al., 2022) It is also intends to invite us to see the first thing mapped is the identification of a local potential is as part of the gift to the community of what they want, knowledge, abilities, skills, capacities and capabilities, skills, talents, interests hobbies - as well as other local resources that can sometimes be hidden, but often neglected or dismissed as insignificant by time and life experience certainly see a social life of the community that examines the assets of both natural resources, human resources and social assets resources, financial economy and others. This asset-based approach focuses on the history of success that has been achieved; identifying reformers/agents of change or people who have been successful and appreciating the potential to mobilize and link existing strengths and assets.(Hidayah, 2021) The concepts applied to this approach are as follows :

1. Focus on strengths and assets rather than weaknesses
2. Thinking about past successes and the power to achieve them.
3. Envisioning a bright future
4. Organize competencies and resource assets and strengths.
5. Design a plan based on the power's vision and mission
6. Implement programmed action plans
7. Embrace support from various parties, including other communities, the private sector, and the government.

This research is qualitative participatory with a participatory action research involves the student community, Islamic Boarding Schoola dministrators, community as active subjects in asset identification, planning, implementation, and program evaluation the approach with this method is designed to study something in order to change and make improvements.(Cornish et al., 2023; Ponce et al., 2025) The study often arises from an unsatisfactory situation which then encourages the desire to change to a better situation. one of the action research models that connects a process is by seeing that the community is like a glass filled with water.(Muslih, 2022) The ABCD approach is applied to shift the focus from problems to the potential of the community, building independence based on local resources.(Amalia et al., 2025; Appau et al., 2024; Nel, 2018) Creating sustainability through empowering internal capacity this illustrates that asset-based research is very necessary considering that the potential that exists in the community is actually available, it is just how to polish it so that the existing potential can be maximized properly.(Khosuma, 2024) Of course we need to know this research that involves all relevant parties in actively researching together the current actions that they experience as great potential in order to improve and maximize the existing potential.

The dynamics of the student community ± 50 people are directly involved and open to innovation. The research was conducted for 8 months (June 2021-February 2022), covering all 5 stages are Discovery, Dream, Design, Define, Destiny.(Debra J Gillespie and Brenda Petersen, 2025; Nyandeni et al., 2024) 8

active participants, boarding school caregivers, ustadz, dormitory teacher and companion institutions of As-Salam Foundation. Empowerment strategies through the utilization of land assets, human resources of student skills, and Islamic Boarding School social networks.

Data were collected by triangulation through Transect Walk Participatory Asset Mapping, Field observations to document land use, vegetation, livestock, and environmental potential of the Islamic Boarding School or known as Pesantren in Indonesia. (Basupi et al., 2017; ZB, 2024)

Appreciative Inquiry In-depth Interview open-ended interview guide to explore the success stories and individual capacities of the students focus group discussion FGD 3 sessions with students and administrators to formulate collective dreams, design action plans, and evaluation. Documentation Photos of farming practices, field notes, and Islamic Boarding School archives. (Carr-Stewart & Walker, 2003; Hung et al., 2018) Data was analyzed interactively Miles & Huberman through data reduction Findings were categorized based on assets land, human resources, institutions with participatory validation via member check with student and Islamic Boarding School management. (Fagerholm et al., 2021; Fujiwara et al., 2022).

Research Ethics Compliance Participants provided written consent for involvement the program did not disrupt student learning activities Participant identity anonymity was guaranteed. (Cullen & Walsh, 2020; Sim & Waterfield, 2019; Sugiura et al., 2017) Methodological limitations generalizability of findings is

limited to the Islamic Boarding School context with specific land and human resource characteristics so external factors weather, market fluctuations were not fully controllable during the agricultural trials.

RESULT AND DISCUSSION

Empowerment Strategies to Build Food Security at The Miftahussalam Islamic Boarding School

The origin of this boarding school was in 2011 until the next year. In 2021, it was inaugurated as a boarding school. This school has experienced growth over time. This development extends not only to physical aspects (construction) and academic aspects, but also to various other potentials that researchers and the This Islamic boarding school are trying to explore. This effort was made by trying to discover the potential and assets that exist in Islamic boarding schools.

Finding assets and potential is very important considering that in order to make a change we must be able to see correctly what strategic assets and priority assets we must map. In this case there are several assets above, namely the pentagonal assets above show that in any community it is impossible not to have assets so all things related to supporting development and supporting empowerment and change either directly or indirectly are part of the asset itself sometimes we don't even realize that everything we have is an asset like health, We do not even realize that everything we have is an asset such as health, free time, opportunity, youth, physical strength,

healthy mind and reason, willpower, life, even wealth is also an asset that we have. There is even a saying in Islam that is very philosophical, namely remember 5 before the arrival of the 5 because we should be grateful for the blessings that have been given to us. Transactional data of the area when conducting a social mapping process at the Miftahussalam Islamic Boarding School in hamlet of Air Petaling. This report outlines the findings from a transect walk through key areas of the Islamic Boarding School the Yard, Dormitory, Farm, and Prayer Building.

1. Land Use and Benefits

Each area serves distinct, vital functions. The Yard functions as a multi-purpose space for vehicle parking, a relaxation gazebo, and contains essential structures like the mosque, dormitory, fish ponds, and ablution (whudu) toilets. The Dormitory is the students' living quarter for sleeping, discussions, and play, also accommodating parking and laundry lines. The Farm is dedicated to cultivating horticultural crops, nursery activities, and hosts the pesantren's borehole water source. The Prayer Building is the central hub for worship, study, and various boarding school activities.

2. Vegetation Type and Soil Condition

The Yard is lush with diverse fruit trees and ornamental flowers, including guava, mango, papaya, coconut, and citrus varieties, though its soil is relatively dry, sandy, and dusty. The Dormitory area has minimal vegetation, primarily guava trees, with muddy, sandy soil. The Farm boasts fertile, dark, and moist soil supporting a variety of fruit trees like jackfruit, mango, and matoa. Around

the Prayer Building, the vegetation is sparse (guava and coconut), and the soil is coarse, rocky, and yellowish.

3. Animals and Pets

Animal life varies by area. The Yard supports intentional livestock, including chickens, ducks, goats, and catfish/tilapia in ponds, along with maggot farming. The Dormitory and Prayer Building areas have commensal animals like chickens, cats, insects, mosquitoes, and lizards. The Farm has a mix of farm chickens and cats, alongside common agricultural fauna such as mice, grasshoppers, and bees.

4. Challenges

Several challenges were identified. Littering and poor household waste management are issues in the Yard and Prayer Building. The Prayer Building also lacks sufficient Quran storage and gender-segregated spaces. Overall Islamic Boarding School management is still evolving as it is a pioneering project. The Dormitory suffers from disorganization, a lack of mattresses, and damaged equipment. The Farm faces significant water scarcity during the dry season.

5. Potential

The site holds strong potential. The Yard benefits from easy road access, an on-site water source, a socially open community, and Malay cultural hospitality, along with large underutilized land. The Dormitory serves as a key spot for meetings and has good accessibility. The Farm possesses fertile land near a pond, suitable for integrated

cultivation. The Prayer Building is a conducive environment for memorization, worship, and religious studies.

6. Actions Taken

Recent improvements include constructing an access road and a borehole well for water and sanitation in the Yard, plus a small poultry coop. A door barrier was installed at the Dormitory to keep animals out. A fence was built to organize the Farm, and the Prayer Building was repainted for a fresher, more beautiful appearance.

7. Hopes for the Future

The community's aspirations are clear. For the Yard, they hope for better organization with trash bins, evolving into a child-friendly and safe environment. They envision the Dormitory as a clean, restful, and conducive space for discussion. For the Farm, the goal is a cleaner, greener, and beautiful integrated plantation with poultry. Ultimately, for the Prayer Building and the Islamic Boarding School at large, the hope is to become a joyful center for education, learning, and worship, preparing students with both religious and life expertise.

From the data above we can see the transectional data of the area and the existing natural resource assets covering various aspects. These aspect such as land use, area vegetation, animals around the pesantren, and the potential that can be managed at the Miftahussalam Boarding School in the Air Petaling Village. All these aspects form the basis of analysis for the author in determining the right strategy

in creating the targeted sustainable food security.

Dynamics of the Organizing Process

Inculturation Process with the beginning of a researcher in carrying out this process begins with an adaptation process or an adjustment process in the field. This process is expected between the facilitator and the community under study to have mutual trust. This intimate trust building process is needed by a researcher how the positions outsiders by joining the community so that they can be well received. There is also something very important in this process is our first impression in the field with the community as the beginning of the community's interest in us, of course using the local language approach technique is very necessary in this initial process so that we can integrate into the lives of local communities where we carry out the mentoring process.

In addition, we also position ourselves equally with them, meaning that by entering and joining, we are no longer part of strangers but we are part of them at this stage we must be observant as facilitators to document and record important things regarding all the assets or potential they have and the challenges they currently face in the community that we will assist. In addition, it is also necessary to pay attention to how a researcher establishes participation in the existing community or community to realize or realize their dreams with program actions that will be carried out together. Of course, the active participation of all elements of the community is needed by researchers as

part of the mentoring process that has been carried out this research certainly will not run smoothly and well without the support and participation of the community or community that we are researching as a mandatory process.

The initial process that will be carried out by researchers in the research is the process of mentoring with the community in this case the educational institution where this mentoring is a process or an activity that must and must be carried out by a researcher or as a facilitator of the assisted community whose purpose is none other than to encourage or provide support, direct, motivate, and facilitate every program to be implemented and facilitate all assets owned by the community. While the main actors or subjects in this mentoring activity are the boarding school community, in this case the student and administrators of the institution, the theme raised or the title is the empowerment of them in building food security at the in the educational institution in the hamlet of Air Petaling of Penagan village, Mendobarat sub-district, Bangka Regency, Bangka Belitung Islands Province.

The main target is that the first thing that researchers did when they entered the field at the Islamic Boarding School was to expect the potential of Islamic Boarding School land or assets to be managed properly. Non-productive land can be utilized optimally and is also expected to be able to meet the needs and availability of food independently for pesantren. In addition, of course we expect to be able to increase the economic income of Islamic Boarding School with the existence of business units so that they can be

independent in meeting their food needs economically through the empowerment process that researchers do. So that existing assets can work well in managing the Islamic Boarding School area land.

In this inculturation process, the first step taken by researchers is the mentoring process for 8 months from the beginning of June 2021 to February 2022, it is hoped that the mentoring process in the field will really run well. The facilitator fully understands the characteristics of the community under study. As well as knowing in depth the abilities and capacities of each individual member of the Miftahussalam Boarding School Community group with validated and concrete evidence in the field, not making up fictitious stories in the field.

In this initial process, the facilitator approached the head of the boarding school, Ustadz Agus as the founder of the boarding school as a person who has the capacity to foster the boarding school. This is the initial key so that in the field research process there is no rejection from the community so that this will give great hope and participate in its success together.

The purpose of this research process is so that later access to the Islamic Boarding School community will be easy, especially since this is a social-religious-based, of course, entering with a religious approach is mandatory for researchers. It is hoped that later it can facilitate Islamic Boarding School in various empowerment program activities to improve the economy and meet food needs for Islamic Boarding School and organize and manage by collaborating to

find innovations together by conducting partnerships and intense relationships between existing stakeholders. After obtaining permission to research at the pesantren, the next stage carried out by researchers is the blending process. mingle with the environment of the student community there to greet and communicate intensely to realize mutual trust between each other. So the need for good communication skills that must be owned by a researcher.

Strengthening Institutional Capacity

it has stages that are arranged by a researcher. There are stages or processes that are passed in stages depending on the state of the community or society that we assist. The process of organizing dynamics carried out is to start an approach with the community, this process will determine the next path which is a very crucial process, a very important thing considering this approach as our first impression of the community so that it will build awareness of respect between researchers and research subjects or the community itself. All organizing processes are carried out by researchers as facilitators to facilitate the process that will take place, be it discussions with them and facilitating the facilities and infrastructure needed in the assistance. Next is designing this strategy strategy is important because it will be a step for the future to carry out the design that has been made before. To develop a strategy for institutional strengthening a program strategy is needed, in this case a coordination meeting is held every month to ensure performance in the field for the previous 1 month and a meeting is held to see how successful the program has been

made and how effective and efficient it is in running it and that is the importance of preparing an RKTL (Follow-up Work Plan). Furthermore, organizing the organization and its sustainability, namely building a support system. Each community certainly has diverse and different characteristics, especially in terms of the background of the Islamic Boarding School community. It's also used to see the initial things we will do before and after the research process. Of course sometimes have different processes, of course this will affect the mentoring process that we carry out in a social empowerment activity.

There was a message from the head of the institution, Mr. A he said *"please carry out an empowerment program for students and we even support it, especially the concept that will be built is based on green pesantren, of course this will also support the Pesantren (Islamic Boarding School) program itself"*. However, one thing that needs to be known is that later it is hoped that the empowerment carried out will not interfere with the activities of the students' learning and teaching activities, "he explained.

The process of empowering has 5 stages in asset-based community development approach.

1. Discovery

Identifying Assets Revealing the Past of Individuals and Islamic Boarding School Communities. This early stage is a process where the community is invited to discover their potential from the smallest to the largest. And mapped everything as capital to go to the dream stage of identifying past success as a foothold and

lesson to be developed again to be even better, this process is carried out by interviews and through personal personal discovery conversations about what the individual contributes to his group. In this discovery stage, we invite individual students to feel proud of what they have as a form of gratitude for the gifts given by God Almighty. Be it skills, thinking intelligence, ability to act, sensitivity to the environment, sense of belonging, compassion, independence and many other things. Finding past successes is not to be arrogant but to remain humble, this will provide the power of motivation and excite that we humans are born as winners not losers. Honestly recognize and what it looks like to contribute to the progress of the pesantren. There is a particular challenge for a researcher or facilitator, namely asking the right questions to build the right series. With inclusive questions to encourage participants to reveal life experiences of past success experiences. As well as their role to achieve it, of course, it must be supported by hard work training and enthusiasm and motivation that is encouraged so as to achieve what is desired.

2. Dream

Building Community Dreams students and boarding school administrators the next process is *dreaming*. Dreaming is building dreams together after identifying assets, conducting joint research by prioritizing the dreams of the students, the next step is for researchers to invite students to make dreams together to achieve.

Dream is an activity to invite the community to dream of hopes or ideals that they want to achieve together by telling a past full of success stories and successes that they have experienced during their lives. In this empowerment process, the community's hopes will be realized with the support of the community members if they can take part in the process of these stages.

The technique used by researchers at this stage uses techniques through appreciative interviews with students, namely the FGD approach technique which was held on July 05, 2021. We invite students to dream of having dreams both for their own personalities and also for building. Of course, with interview techniques and active discussions we can determine and find dreams that we want to build together. With the help of the blackboard and marker method, I previously explained that of course building dreams from before, namely finding the potential assets that exist within each student. Then the researchers directed them to make their dreams by writing down their dreams by formulating and imagining dreams or hopes from the potential they have to the maximum which previously could not be achieved by them. By utilizing the potential of each of them, of course this will benefit the students both during their education in the boarding school and after graduating from the boarding school. After doing the process of imagining and describing dreams.

3. Design

Plan and design a Joint Action Strategy Student after formulating the dreams and

hopes of the student expressed by the student both orally and in writing, the next stage is to design or design actions with the student community to be carried out next is to plan actions to realize these dreams. This stage was called *design* which is a continuation of the dream after identifying the assets owned by the students to then make a priority scale or scale of needs which must be implemented which then from this dream can be realized. This planning needs to start with action by finding strategies, processes, and making and taking a decision.

At this stage, it contains strategies to be achieved through potential assets and dreams that are then identified and prioritized. What is further identified by researchers and subsequent students is to take advantage of the free time they have to execute in the field and also with their respective awareness in making action plans well and running smoothly. This program strategy plan describes the potential assets owned to achieve common goals or expectations through program strategies as solutions or follow-up work plans. The following is a table analyzing the strategies that will be carried out.

In this mentoring process where the community and the boarding school community group can examine and review together to see the assets and potential that have been mapped together which can be managed and utilized optimally so that in an inclusive, collaborative, constructive and innovative way so that a common goal and aspirations can be achieved as described above, some of these assets are

owned as facilities and infrastructure to achieve what the boarding school community wants to hope for.

The strategy for planning the action of the activities to be carried out so that it is easy to understand and observe the strategy is compiled as follows: Strategies to achieve common goals there are several steps taken:

1. Asset or potential mapping and group formation: Group formation is a very crucial thing that is the basic thing that needs to be done in a community empowerment because in the basic formation of social processes begins. Where people or communities want to consciously form a group together and the community also consciously wants to make changes together if it is successful at this level, this strategy will run well and the next community empowerment process will run well too.

- 2.) mentoring: at this level a reform agent must be able to become a facilitator, communicator, dynamizer, and motivator in this case it becomes our provision to provide motivation so that the community is inspired and willing to change for the better.

- 3.) Planning and designing action activities in carrying out actions include integration, trust togetherness participation, independence. Of course, the process of planning this program is carried out with the Islamic Boarding Schoolcommunity by conducting coordination meetings every 1 month we discuss the Follow-up work plan or RKTL which is always carried out for the next 1 month program.

During the discussion, the facilitator together with the students made and determined what steps should be taken to implement the action for the students. It's carried out by utilizing the potential of human assets and land assets in the form of skills and non-productive vacant land of Islamic Boarding School to be managed properly. The strategic planning steps that will be implemented are as follows;

Training and practice of learning to grow horticultural crops. It's not only knowing but direct practice in the field such as land clearing, preparation and seeding and intensive maintenance and watering are carried out. The target of this program is male students to learn horticultural farming and learning. It is hoped that the activities of this program can channel the creativity of the students so that the students can be productive for activities in addition to learning in class and learning together with the surrounding nature.

The implementation plan is structured into three main phases in Design an Action Plan.

1. Preparation & Policy Phase: Establish Islamic Boarding School environmental policies. Form student working groups. Build cooperation with external institutions. Conduct initial socialization and training.

2. Training Implementation Phase: Begins with education on food security determining schedules, locations, logistical preparation, gathering students through to activity execution and evaluation.

3. Group Strengthening and Sustainability Phase: Focuses on strengthening the established student groups by coordinating, mapping their potential, planning programs (RKTL), and conducting continuous evaluation.

Expected outcome for the Islamic Boarding School productive land, a beautiful environment "green pesantren" independent businesses, and food security. For the (Student): Possess creativity, organic farming skills, the ability to make organic fertilizers/pesticides, and an entrepreneurial mindset beneficial even after graduation. From the data above, it explains about the plans and designs that want to be achieved together with the ideals and hopes together by writing the ultimate goal and the main goal in empowering the organization of these students and of course compiling a schedule of activities to be carried out. The strategic steps taken in this empowerment activity are as follows;

- a. Training and cultivation of the yard to that each student.
- b. Farming training utilizing non-productive land to grow horticulture

4. Define

Action of this stage, it can execute together the actions that have been previously arranged in accordance with the collective agreement. While the implementation of this action will be carried out by the students in particular and the boarding school administrators accompanied by the facilitator, it reflects on the head of the Islamic Boarding School who will later become the director

so that the students can absorb and learn more about farming.

A priority scale, or low-hanging fruit, is one of the lists or various levels of needs arranged based on a scale of needs, namely from the most important things to needs that can be postponed or processed gradually. This priority scale is one way or action that is young enough to determine which dreams need to be prioritized to be done first by compiling a list of scales both short and medium term and long term. Which ones can be realized first by using the community's own potential without any help from outside parties.

After going through the stages in mentoring, then we organize the community in the field, so that the action to be carried out runs smoothly. Then communication between the facilitator or researcher and the student community is needed. It is hoped that it can make the next mentoring process easier. This table is a detailed explanation of community organizing implementation of student actions

Student work effectively in teams, applying their practical skills in daily activities such as hoeing, spraying, planting, and tying plants. Through consistent practice and learning, the students' abilities are well-developed, leading to increased capacity, insight, and knowledge. With their acquired skills, the student assist ustadz when needed and continuously work to improve their competencies. They cultivate various crops, including horticultural plants like cucumbers, eggplants, spinach, and cassava leaves; food crops such as

cassava. Each student raises free-range chickens in self-built coops, taking responsibility for care and feeding.

They also learn to utilized another side land of boarding schooll to raise fish including tilapia, gourami, goldfish, catfish, and carpin tarpaulin ponds located in the dormitory yard. Through study groups, the student develope their skills collaboratively. These groups help nurture talents in farming and expand business knowledge through agripreneurship.

Action strategy is a plan of action that will be carried out to achieve goals in an action of change in particular individual students of the community and society. At this stage, important things to achive the goals are also carried out as below:

- I. Training and practice of sowing cucumber and eggplant seeds. Conducting FGDs with students. This stage use by Conduct FGDs with students, Determine training materials, Determination of sources, Implementation of seeding training, Preparation of tools and materials, and the last monitoring and evaluation
- II. Create a group of students. The goal is that with this group, the training will be well organized and neat and all students can understand well in the process of the field process. FGD Group formation Preparation of an activity plan Monitoring and evaluation
- III. Action Implementation. After conducting a discussion process with students and administrators of the boarding school, a priority scale was made, with a term of 2

models to be developed in Short and medium term and Long term.

Field Practice of Cucumber and Blue Eggplant Planting

The training and field practice of planting vegetables, especially cucumbers and eggplants, is a manifestation or effort to realize the implementation of the program from the strategic planning compiled in the previous RCTL (work plan and follow up) in an effort to improve the skills of the students The implementation has 2 stages, the first planting cucumbers after planting eggplants.

Installation of wood on eggplant plants



Source; researcher documentation.

The first training was on October 1, 2021, which took place in front of the men's dormitory yard of the Miftahussalam Islamic boarding school, totally 8 people. This farming practice training begins with an introduction to what tools and materials are needed in farming cucumber and eggplant, as for the things or tools and materials needed are as follows:

a) Tools and Materials

1. Cucumber seedlings 2 packs
2. Blue eggplant seedlings 2 packs

3. Semi-organic fertilizer / 50kg cow feses fertilizer and 20% chemical fertilizer as a catalyst
4. Drum container of liquid fertilizer /rumen waste or cow and goat stomach contents and chicken waste 300 liters
5. Catfish pond waste water 300 liters
6. Ropes and scissors and hoe
7. Rice and household washing water waste 150 liters
8. Used glass drinking water container/specialized for eggplant nursery
9. Small wood to support plants / both cucumber and eggplant 150 sticks

Sowing eggplant seedlings



Source: researcher documentation data

The next step is the process of introducing tools and materials and then practicing farming in the field as for the following steps.

b) Cultivate the Land

1. Clear the land ready for planting of weeds and grass.
2. Make a mound to prepare the seeds ready for planting.
3. After that, do the second cleaning to make sure the land is

- completely clear of weeds and weeds.
4. Next, water the land with liquid fertilizer from the drum to the prepared land.
 5. After that, the land is fenced with wareng to prevent chickens from entering because they can damage the mounds of soil.
 6. For eggplant, the seedlings are prepared in used cups and after 2 weeks the seedlings are ready to move to the field. Meanwhile, cucumbers are planted directly on the land that has been hollowed out with a hoe.
 7. After 1 week of cultivating the land with basic fertilizer, planting seedlings can be done. Specialty cucumbers ready for planting
 8. Seedlings are planted to a depth of 5 to 8 cm with a distance of 20 to 30 cm between stems.
 9. Stage seedlings aged 1 week to 3 weeks routinely spray with organic fertilizer with EM4 content that is reproduced. and always monitor if there are plant disrupting organisms or pests to anticipate using insecticides and optional fungicides.
 10. At the age of 14 days, cucumbers are ready to be installed with wooden tiers to maximize fruiting while eggplants are installed with wood at the age of 21 days.
 11. Clean and weed weeds and grass to anticipate and maintain nutrients so that they are not absorbed by weeds or weeds.
 12. In the vegetative phase of eggplant and cucumber plants, the multiplication of the element N or nitrogen can be from Urea or NPK 16 with a low dose. 1 month of age routinely flush 1 time in 2 days. Especially for cucumbers 1 time a day so that the weight of a lot of fruit.
 13. Water regularly twice a day during this phase.
 14. At the age of 30 days more add organic fertilizers such as petroganik to increase the organic carbon element in the soil so that the roots of eggplant and cucumber plants.
 15. The age phase of 45 days to 60 days usually cucumbers have entered the generative phase starting to bear fruit for up to 3 months while for eggplants it is more than 60 days and the harvest period is longer than cucumbers in this phase the elements of phosphate and potassium or K are more dominant for dense fruit yields also needed microelements 16 essential and functional elements
 16. In the harvest phase, choose fruits that are ready to harvest for eggplants, usually harvested every 2 to 3 days for up to 3 months, characterized by large cucumber fruits that are ready to be harvested, while eggplants are usually 7 days to 10 once harvested and can last up to 5 months.

The information above explains how to prepare the land for planting until harvest. These methods must be carried out diligently by students so that the harvest is successful. The

steps above also help ensure the land never goes empty. It's always productive and yields crops consistently, as eggplant and cucumber are vegetables that can be harvested periodically over several months.

Picture of cucumber plants



Source: Researcher Documentation

Reguler watering of eggplant plants



Source; researcher archive documentation

Destiny

Monitoring and evaluation of empowerment programs the evaluation itself is carried out after or completion of the empowerment program carried out to find out how efficient and effective the mentoring activities are carried out in the course of a social activity empowerment program.

In the process of activities carried out in this mentoring training, of course, it must be supported and good cooperation is needed between the students and researchers as facilitators and stakeholders. So that the process of cultivating land for farming runs well and smoothly in this continuity. Of course the facilitator or researcher have held discussions with the students beforehand. Researchers also expect the activeness or participation of students is needed in this activity.

Assistants as researchers in the field can only monitor remotely whether or not the activity is effective, or whether there is still a need for improvement in various matters to be taken more seriously. When viewed in the process of monitoring and evaluating activities carried out by researchers as follows. Impact of Community Change holds an evaluation process with groups of students and administrators so that what is dreamed of can be carried out well, especially being able to meet the food needs of boarding school students besides that the Islamic Boarding School environment which was previously non-productive or idle can be utilized optimally and there is also an increase in the Islamic Boarding Schooleconomy as well.

CONCLUSION

This study examines the strategy of empowering student in building food security at the Miftahussalam Islamic Boarding School through the Asset Based Community Development (ABCD) approach. The results showed that the

utilization of non-productive Islamic Boarding School land for horticultural agriculture succeeded in improving food security while developing the capacity of student in farming skills. The empowerment process carried out through the 5 stages (Discovery, Dream, Design, Define, Destiny) proved effective in mobilizing local assets, building active participation of students, and creating program sustainability. Some of the key findings of this research include Strengthening Student Capacity, Practical farming training such as cultivating cucumbers, eggplants, and food crops. Improves the soft skills of students and forms the food independence of pesantren. Local Asset Optimization. Initially unproductive yard land is successfully managed into an integrated agricultural garden, supporting the supply of healthy food for students.

Multi-Stakeholder Collaboration Support from the village government, social networks, and Islamic Boarding School institutions strengthens program implementation and sustainability. Sustainable Impact: The program not only meets short-term food needs, but also creates a green Islamic Boarding School model as a center for sustainable agricultural learning. The implications of this study emphasize the importance of an asset-based approach in empowering Islamic Boarding School communities, especially in areas with limited land potential. Recommendations for future research are the exploration of student agripreneurship business models as well as the analysis of the long-term economic impact of future programs.

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