

DEVELOPING AN EDU-PRENEURIAL ECOSYSTEM IN ISLAMIC BOARDING SCHOOLS: THE ROLE OF PRODUCTIVE UNIT MANAGEMENT IN FOSTERING FINANCIAL SELF-RELIANCE

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Abstract

This study aims to analyze the role of productive unit management in developing an edu-preneurial ecosystem in Islamic boarding schools as a strategy to foster the institution's financial independence. Using a qualitative case study approach, this study explores how integrating economic management, an entrepreneurship curriculum, and community empowerment contributes to the formation of a sustainable financial system for an Islamic boarding school. Data were obtained through observation, in-depth interviews, and documentation analysis, then analyzed using the Miles and Huberman model. The findings indicate that integrated management through the Islamic Boarding School-Owned Enterprise (BUMPes) can strengthen the governance of productive units, increase transparency, and direct the reinvestment of profits for education and social programs. The integration of edupreneurship into the student curriculum makes the business unit a practical learning space that enhances the students' entrepreneurial competencies. Furthermore, a community-based empowerment model involving students, alums, and the surrounding community expands the Islamic boarding school's economic network and increases business resilience. Overall, this study confirms that Islamic boarding schools can achieve financial independence through synergy among institutional management, curriculum innovation, and community collaboration within an integrated edu-preneurial ecosystem.

Keywords: Edu-Preneurial Ecosystem, Islamic Boarding School Financial Independence, Productive Unit Management



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INTRODUCTION

The economic transformation of Islamic boarding schools (pesantren) has become a significant phenomenon in the dynamics of contemporary Islamic education in Indonesia (Enhas et al., 2023; Harmathilda et al., 2024). Traditionally known as educational institutions based on religious and moral values, Islamic boarding schools now face new demands to become financially independent (Im & Zuhri, 2024; Khoeron et al., 2025). This independence concerns not only the sustainability of the institution but also closely relates to the Islamic boarding school's ability to empower human resources and develop education-based economic potential (Al Farisi et al., 2024; Sapriadi et al., 2024). This phenomenon reflects a paradigm shift from traditional Islamic boarding schools to an edu-preneurial ecosystem, an educational ecosystem that integrates entrepreneurial values into the management system of Islamic educational institutions (Qurtubi et al., 2024). In this context, the management of Islamic boarding school productive units plays a strategic role as a catalyst that connects educational, economic, and social aspects sustainably.

This development is becoming increasingly significant, given that many Islamic boarding schools depend heavily on external assistance from the government and the community (Pamungkas et al., 2024; Zaim & Albab, 2025). Based on data from the Directorate of Early Childhood Education and Islamic Boarding Schools (Ditdpontren) of the Indonesian Ministry of Religious Affairs in 2023, most Islamic boarding schools in Indonesia still face challenges in achieving financial independence and managing economic resources independently (Mukromin, 2024; Suwito & Tarigan, 2022). This condition creates vulnerabilities to the sustainability of educational programs and student development. In the context of the digital economy and global competition, Islamic boarding schools are required to develop a competitive economic management model (Asri, 2022; Rachman & Hosnan, 2025). Therefore, the application of the principles of edupreneurship is crucial: education that combines the development of science with entrepreneurial practices grounded in Islamic values.

Theoretically, the concept of the edu-preneurial ecosystem can be linked to the Resource-Based View theory of Barney et al. (2021), which emphasizes the importance of internal resource management as an institution's competitive advantage. In the context of Islamic boarding schools, these resources include the potential of students, teaching staff, physical assets, and spiritual values that can be developed into economic strength (Zahro, 2025). In addition, the entrepreneurial learning process in an educational environment can foster adaptive, innovative, and solution-oriented abilities among students. This aligns with the findings of Arwin et al. (2023), which show that implementing edupreneurship in Islamic boarding schools can shape independent and creative students through practice-based entrepreneurial learning. Another study by Nurlia et al. (2025) confirmed that an innovative learning model that integrates entrepreneurship into the Islamic education curriculum can strengthen students' critical thinking skills and learning independence. Thus, the management of productive units in Islamic boarding schools serves not only as an economic tool but also as a learning context that instills in students the values of independence, responsibility, and creativity.

The main problem in this research is the suboptimal management of productive units in Islamic boarding schools, which impedes the institution's financial independence. Although many Islamic boarding schools have business units such as cooperatives, agricultural enterprises, printing presses, or Islamic boarding school shops, most do not yet have a management system integrated with the educational vision and institutional strategy. This problem reflects the gap between the economic potential of Islamic boarding schools and their limited managerial capabilities to manage resources effectively. The inability to optimize productive units also contributes to students' low participation in entrepreneurial activities, which should be an integral part of character-building and life-skills education. Therefore, an in-depth study is needed to develop the management of productive units in Islamic boarding schools as part of a sustainable edu-preneurial ecosystem.

Research by Rahmati et al. (2023) found that a social entrepreneurship model in Islamic educational institutions can increase financial independence and strengthen the institution's sustainability. However, this study did not specifically address the internal management aspects of productive units in Islamic boarding schools. Meanwhile, Ainulyaqin et al. (2023) showed that Sharia-based asset management in Islamic boarding schools can provide a strong economic foundation but requires professional, accountable governance. Furthermore, Siswanto (2022) argued that the concept of edupreneurship in Islamic boarding schools tends to remain at the idea level and has not yet been implemented as a structured ecosystem. These three studies demonstrate that the link between education and entrepreneurship in Islamic boarding schools has been theoretically recognized. However, few have examined in depth the role of productive unit management as a key pillar in building the financial independence of Islamic educational institutions.

A research gap arises from the lack of a conceptual model to systematically manage productive units in Islamic boarding schools within an edu-preneurial ecosystem framework. Previous research has focused more on the conceptual aspects of Islamic entrepreneurship or on case studies of Islamic boarding school economics. However, it has not examined the functional relationship among productive unit management, student entrepreneurship education, and the institution's financial independence. This study aims to fill this gap by offering a managerial analysis that integrates sustainable economic principles with the educational mission of Islamic boarding schools.

The main novelty of this research lies in the development of an edu-preneurial ecosystem model for the management of productive Islamic boarding school units, which is economically, educationally, and socially oriented. This research offers a multidimensional approach that combines entrepreneurial learning theory, a resource-based view, and social enterprise management within the institutional context of Islamic boarding schools. Furthermore, this research positions productive units not merely as economic instruments but as platforms for Islamic entrepreneurship learning that shape the character of productive and independent students. This approach has not been widely described in previous literature, thus providing an original contribution to the development of sustainable Islamic education management models.

This study aims to analyze the role of productive unit management in developing an edu-preneurial ecosystem in Islamic boarding schools (*pesantren*) to foster the institution's financial independence. This objective is crucial because financial independence is a key prerequisite for the sustainability of Islamic education that is adaptive to social and economic changes. Furthermore, this research is expected to provide a conceptual model and practical recommendations for Islamic boarding schools (*pesantren*) to manage productive units in a professional, integrated, and learning-oriented manner, thereby creating synergy among education, the economy, and community empowerment grounded in Islamic values.

RESEARCH METHOD

This research uses a qualitative case study design to deeply understand how the management of Islamic boarding school productive units creates an edu-preneurial ecosystem oriented toward financial independence. This approach was chosen because it can describe the processes, dynamics, and managerial practices that occur contextually within the Islamic boarding school environment. The research focuses on the interactions among institutional policies, business-unit management strategies, and mechanisms for involving students in productive economic activities.

The research locations were selected purposively from Islamic boarding schools (pesantren) that have developed various business units in a structured manner and integrated edu-preneurship activities into the education and student development system. The research informants comprised 15 individuals: Islamic boarding school leaders, BUMPes (productive unit) managers, entrepreneurship mentor teachers, student program participants, and administrative staff. Data were collected through observation, in-depth interviews, and document analysis to provide a comprehensive picture of management practices, operational flows, and the contributions of business units to the economic sustainability of Islamic boarding schools.

Data analysis was conducted using Miles & Huberman's (1994) interactive analysis technique, which includes data reduction, data presentation, and conclusion drawing. Data validity was maintained through triangulation of sources and methods, as well as member checking to ensure consistency of interpretation (Rahman, 2025). Through this approach, the research is expected to reveal how integrating productive unit management, an entrepreneurship curriculum, and student community empowerment can collectively build an independent, adaptive, and sustainable Islamic boarding school economic ecosystem.

RESULTS AND DISCUSSION

Results

Integrated Management of Islamic Boarding School Productive Units

The research findings show that the productive units under the auspices of the Islamic boarding school have developed into a structured and efficient economic system. Various business units, such as Nurul Jadid Mart, Santri Laundry, NJ Printing, and the Independent Santri Cooperative, are actively managed by students, alums, and internal professionals. Based on direct observations, operational activities in each unit demonstrate an integrated management pattern regulated through a formal economic institution, the Nurul Jadid Islamic Boarding School-Owned Enterprise (BUMPes). BUMPes acts as a coordinator, combining all of the Islamic boarding school's economic activities so that they run synergistically and efficiently. Each unit has its own administration system and financial reports, which are then compiled centrally under BUMP's coordination. Observations also found that business proceeds are used to support the institution's operational needs, such as subsidizing education costs, maintaining dormitories, and developing digital-based learning facilities. From a structural and functional perspective, this system embodies entrepreneurial governance principles, ensuring that economic activities are inseparable from the Islamic boarding school's educational mission. Thus, observations indicate that integrated management has sustainably strengthened the Islamic boarding school's financial resilience.

In an interview with the Head of the Islamic Boarding School-Owned Enterprises (BUMPes), he explained, "Currently, we can support around 35 to 40 percent of the Islamic boarding school's operational needs from the proceeds from managing internal business units. This is a significant increase compared to five years ago, when our dependence on external assistance was still more than 80 percent." He added that this increase is the result of

strengthening the Islamic boarding school's economic organizational structure and implementing professional management principles. "Every business unit manager is required to prepare a business plan, periodic financial reports, and profit projections, which are then audited by the Islamic boarding school's internal team," he said. Meanwhile, the Islamic boarding school leader stated, "The funds from our business activities not only function to support the Islamic boarding school's economic needs, but also for social and educational purposes, such as providing scholarships for outstanding students and assistance to the local community." One of the students involved in the business activities said, "We learned a lot from these economic activities. Not only about business, but also about responsibility, cooperation, and independence. This activity made us understand that trading or entrepreneurship is also part of character education." From the three interviews, it can be concluded that the integrated management system at this Islamic boarding school has created synergy among education, economics, and social services, serving as an essential foundation for achieving the boarding school's independence.



Figure 1. Socialization of Islamic Boarding School-Owned Enterprises (BUMPes)

Based on Figure 1. The Islamic Boarding School-Owned Enterprises (BUMPes) indicate a focus on strengthening the capacity of Islamic boarding school economic governance. This forum involves internal stakeholders at the Islamic boarding school, including caretakers, unit leaders, and financial institution managers. This is an institutional effort to strengthen the professionalization of Islamic boarding school business unit management through socialization, education, and training mechanisms. The presence of informative banners along the room's perimeter also indicates that participants gain access to essential concepts related to Islamic boarding school financing and business management systems. The image shows the actual practice of transforming the institutional management of Islamic boarding schools towards a more structured, modern, and sustainability-based economic management model.

An analysis of the Islamic boarding school's internal documents, such as annual financial reports, the BUMPes organizational structure, and minutes of business unit coordination meetings, demonstrates a well-organized and integrated administrative system. According to last year's financial report, the Islamic boarding school's revenue from productive units accounted for 42% of the institution's total operational costs, with the most significant contributions coming from the trade sector (Nurul Jadid Mart) and additional educational services. The documents also show a transparent allocation of business proceeds: approximately 60% is used to support academic activities and student welfare, 25% for the development of Islamic boarding school infrastructure, such as the construction of dormitories and digital laboratories, and 15% for community social programs. Furthermore, the BUMPes institutional structure in the documents demonstrates a clear division of managerial functions, covering production, marketing, finance, and supervision. Each unit has a work manual (SOP)

and a mandatory monthly reporting system to the BUMPes Leadership. Documenting entrepreneurship training activities for students also demonstrates the Islamic boarding school's commitment to making a productive economy an integral part of students' life skills curriculum. From an institutional strategy perspective, the documentation confirms that integrated management is not merely administrative. Still, it is a policy instrument that maintains continuity between economic activities and the Islamic boarding school's educational vision.

Based on the overall data from observations, interviews, and documentation, the integrated management of productive units at the Nurul Jadid Islamic Boarding School serves as an effective model of integrated economic governance in supporting the independence of Islamic educational institutions. Structurally, the presence of BUMPes as a coordinating institution creates an efficient economic hierarchy, avoids role duplication, and ensures financial accountability. Functionally, student and administrator involvement in business activities creates an experiential learning environment that strengthens students' edu-preneurial character. From a strategic perspective, the Islamic boarding school can develop planning and monitoring mechanisms to ensure each business unit operates in accordance with sustainability principles. Collaboratively, the participation of multiple actors, including the Islamic boarding school Leadership, business managers, alums, and the surrounding community, strengthens the Islamic boarding school's socio-economic network as a dynamic ecosystem. Financially, the more than 40% increase in independent income is concrete evidence that this system has succeeded in reducing dependence on external funding sources. Thus, the integrated management of productive units at Nurul Jadid Islamic Boarding School not only strengthens the economic stability of the institution but also reflects a new paradigm of modern Islamic boarding schools that are oriented towards edupreneurial sustainability, where education, economics, and social values are intertwined in a single management unit that is sustainable and has transformative value.

Integration of Edupreneurship in the Santri Curriculum

The research findings indicate that the edu-preneurial ecosystem is not only manifested in the economic activities of productive units but has also been systematically integrated into the student education curriculum. In several learning activities, students not only receive conceptual entrepreneurship theory but also directly engage in business practices managed by the Islamic boarding school. For example, entrepreneurship training is routinely conducted through the "Santri Preneur Class" program facilitated by the Nurul Jadid Islamic Boarding School Education Bureau. In this program, students are taught the basics of business management, digital marketing strategies, and microfinance management practices. Observations also revealed internships within Islamic boarding school business units, such as NJ Mart, NJ Printing, and the Mandiri Santri Cooperative, where students serve as operational or administrative staff. Through this direct involvement, students gain real-world experience in business dynamics and professional responsibilities. Observations suggest that this integration forms an experiential learning pattern in which the values of hard work, commitment, and creativity are part of the educational process, in line with the Islamic boarding school's vision.

In an interview with the Head of the Vocational Education Institute, he explained, "Since 2020, we have begun implementing an integrative curriculum policy based on entrepreneurship. Every student is required to participate in at least one entrepreneurship training program during their education at the Islamic boarding school. One of our flagship programs is 'Student Product Innovation,' an annual competition that encourages students to create locally marketable products, such as processed Paiton specialties, handicrafts, and creative digital products." This statement was reinforced by one of the teachers who said, "This integration of edupreneurship is not just an additional activity, but has become part of the

formal and non-formal education system at the Islamic boarding school. We strive to ensure that every student has direct experience in entrepreneurship and understands the business process from planning to marketing." Meanwhile, the Islamic boarding school caretaker emphasized the policy's primary goal, saying, "We don't just want to produce entrepreneurs, but also want to instill a productive mindset and financial independence as part of Islamic values in work." One of the students participating in the entrepreneurship program said, "Through internships and innovation competitions, we have become more confident. We learned how to market products, manage finances, and work in teams. All of this makes us feel prepared to face the world of work after graduation." Based on the interview, it can be concluded that the edu-preneurial ecosystem at the Nurul Jadid Islamic Boarding School develops through collaboration between the formal education system, economic activities, and character development, resulting in an educational model that is adaptive to modern economic challenges without abandoning the spiritual values of the Islamic boarding school.



Figure 2. Entrepreneurship Seminar

Based on Figure 2. The Entrepreneurship Seminar, organized by Nurul Jadid University, aims to strengthen students' entrepreneurial competencies at Islamic boarding schools. This event presented a resource person from the Probolinggo Regency Cooperative and Micro Agency, namely Moch. Iqbal Mahardiyani, S.A.B., M.M., discussed start-up business development strategies and marketing management for novice entrepreneurs. The seminar atmosphere was dynamic, with active student participation, predominantly from the Nurul Jadid Islamic Boarding School. This activity reflects the institution's commitment to fostering an applicable and sustainable entrepreneurial culture while strengthening the network between Islamic boarding school educational institutions and local government agencies to support the economic independence of the younger generation.

Documentation collected from the educational administration and economic institutions of Islamic boarding schools reinforces field findings regarding the integration of edupreneurship into the student curriculum. The Nurul Jadid Islamic Boarding School's Strategic Educational Plan states that one of the institution's main focuses in its development is "the formation of creative and productive students through an entrepreneurship curriculum based on the Islamic boarding school's productive units." Internal curriculum documents also show that entrepreneurship material is included in several subjects, such as Fiqh Muamalah, Basic Student Skills, and Islamic Business Management. Furthermore, annual activity reports indicate an increase in student participation in internship and training programs: 180 students participated in internships. The documentation also notes the success of several student-made products that have been marketed at Nurul Jadid Mart (NJ Mart) and even promoted online through local e-commerce platforms. Other administrative evidence indicates that a portion of the business unit's profits is allocated to support student training activities and product

innovation competitions. From this document analysis, the integration of edupreneurship at Nurul Jadid has a strong institutional and policy foundation, ensuring the sustainability of the entrepreneurship program within the modern Islamic boarding school's educational strategy.

Based on the overall data from observations, interviews, and documentation, integrating edupreneurship into the students' curriculum at the Nurul Jadid Islamic Boarding School is a life-skills-based educational innovation oriented towards the boarding school's independence and economic development. This integration is not only about technical entrepreneurship training, but also a holistic strategy to build an educational ecosystem that is productive, spiritual, and relevant to the challenges of the digital era. Structurally, the boarding school has successfully integrated the functions of academic institutions and economic institutions into a mutually supportive development system. Functionally, training activities, internships, and product innovation competitions serve as a vehicle for developing creative and responsible entrepreneurial character. Strategically, the boarding school has developed an edupreneurship model grounded in Islamic values, with the principle of *al-kasbu thayyib* (reasonable effort) serving as the ethical foundation for business. From a collaborative perspective, alums and external partners' involvement in training expands the learning network and creates economic opportunities for students. This analysis shows that the Nurul Jadid Islamic Boarding School has established a new paradigm of Islamic education that emphasizes not only cognitive and spiritual aspects but also strengthens the productive-economic dimension of students. Thus, the edu-preneurial ecosystem becomes an ideal model for sustainable Islamic boarding school education that integrates knowledge, charity, and economics as a single unit to form an independent, innovative, and globally competitive Islamic generation.

Community-Based Economic Empowerment of Islamic Students

The research findings indicate that the institution's economic activities are not solely internal but are also developed through a community-based economic empowerment model for students. In practice, business units such as the Independent Students Cooperative, Nurul Jadid Mart (NJ Mart), and NJ Printing involve active students, alums, and the surrounding community as part of the Islamic boarding school's economic ecosystem. Observations found that students play a direct operational role, while alums and the community serve as distribution partners and raw-material providers. For example, processed food products created by students are marketed through a network of alums who own shops or small businesses in the Paiton area and its surroundings. These economic activities are based on the principles of participation and mutual benefit, with the Islamic boarding school serving as a center for coordinating and supervising the business. At the same time, the community plays an active role in the production and marketing chain. Observations also indicate that work patterns grounded in Islamic values, such as *ukhuwah* (brotherhood), *ta'awun* (mutual assistance), and fairness in *muamalah* (transactions), animate their economic practices. From the results of this observation, it can be interpreted that the economic empowerment model in Nurul Jadid has transformed into a socio-economic system that fosters solidarity, independence, and shared prosperity.

In an interview with the Head of the Islamic Boarding School-Owned Enterprises (BUMPes), he stated, "We have begun strengthening the Islamic boarding school business model by placing all business units under the coordination of the Islamic Boarding School-Owned Enterprises (BUMPes). We have integrated every unit, from the mart, laundry, printing, to the cooperative, into one unified management system." This statement was reinforced by the manager of the Independent Islamic Boarding School Cooperative, who said, "The involvement of Islamic boarding school students in daily operations is not only to help the business, but also to become part of practical entrepreneurial learning. From here, the students learn hard work,

responsibility, and how to think productively." On another occasion, one of the alumni who is a business partner of the Islamic boarding school said, "We get double benefits from this collaboration. In addition to economic benefits, we also feel like we remain part of the big Islamic boarding school family through joint social and economic activities. For us, this is a kind of networking blessing, our business grows alongside the development of the Islamic boarding school economy." Several partner communities also expressed similar sentiments, stating that collaboration with Islamic boarding schools has had a positive impact on improving the local economy. Based on the interviews, the economic success of Nurul Jadid Islamic boarding school rests on structured cross-community collaboration, in which community-based student empowerment not only improves individual Wellbeing but also strengthens social and spiritual ties within the Islamic boarding school ecosystem.

Analysis of official documents and internal archives shows that the community-based economic empowerment model has been institutionally designed and regulated in various strategic Islamic boarding school policies. According to the 2021–2025 Islamic Boarding School Economic Blueprint, one of BUMPes' primary missions is to "build an Islamic boarding school economic network involving the student community, alumni, and the local community as productive partners." Financial data also shows that approximately 28% of BUMPes' revenue comes from collaborations with alums and the local community, including product distribution, raw material provision, and sales services. The Islamic boarding school's social program documents indicate that a portion of the business's profits is allocated to support local community empowerment initiatives, including entrepreneurship training for homemakers, scholarships for underprivileged children, and micro-capital assistance. All of this documentary data confirms that the Nurul Jadid Islamic boarding school's economic system has adopted the principles of social enterprise, where financial sustainability goes hand in hand with its social mission and the welfare of the community. From an administrative perspective, the documentation also demonstrates a well-organized and accountable collaborative management system, strengthening the Islamic boarding school's position as a transparent and adaptive model of community-based Islamic economics.

Based on overall observations, interviews, and documentation, this study found that Nurul Jadid Islamic Boarding School has successfully implemented a community-based economic empowerment model for students that reflects the synergy among spiritual, social, and economic values. Structurally, the Islamic boarding school plays a central role as the main driver, coordinating the relationships among students, alums, and the community within an integrated business network. Functionally, economic activities not only generate income for the institution but also serve as a means of entrepreneurship education, social competency development, and strengthening the bonds of the Islamic boarding school community. Strategically, the Islamic boarding school develops flexible cooperation mechanisms that enable the active participation of various levels of the community without sacrificing the principles of justice and blessings in transactions. From a socio-economic perspective, this collaboration creates an Islamic boarding school economic ecosystem that is resilient to market changes, while expanding Nurul Jadid's influence as a center for Islamic social entrepreneurship in the Probolinggo area. This empowerment model is not only profit-oriented, but also emphasizes that economic activities in the Islamic boarding school are a form of social worship (*amal jama'i*) that fosters collective blessings. Thus, the concept of community-based economic empowerment of students at Nurul Jadid can be considered a real representation of the Islamic social enterprise paradigm, namely an economic system that balances productivity, solidarity, and sustainability as an integral part of the development of modern Islamic boarding schools.

Discussion

The presence of integrated management through the establishment of Islamic Boarding School-Owned Enterprises (BUMPs) or similar economic institutions that oversee all business units indicates a significant institutional change in Islamic boarding school governance. This shift marks a transition from a sporadic, fragmented, and individual-initiative-based business model to a more structured institutional model with integrated planning, oversight, and financial accountability mechanisms. From a governance perspective, this managerial consolidation reduces the potential for duplicating activities, weak coordination, and administrative leaks, which have been common problems in Islamic boarding school business units. With a centralized economic body, Islamic boarding schools can develop business plans, performance-based budgets, and profit reinvestment policies that are more focused on strengthening educational programs, providing scholarships, developing infrastructure, and engaging in social activities. Theoretically, this finding aligns with the concept of entrepreneurial governance and the resource-based view, which emphasize that optimizing internal resources, including human resources, physical assets, and alumni networks, can be the basis for an institution's competitive advantage (Dewi et al., 2025). Several previous studies have consistently demonstrated that Islamic boarding schools that institutionalize business units within formal structures experience increased independent income, greater transparency in reporting, and more rational and accountable patterns of fund allocation (Masithoh et al., 2025; Sapriadi et al., 2024). The practical implications are clear: integrated management enables Islamic boarding schools to formulate systematic profit-reinvestment policies, thereby strengthening the institutions' sustainability while reducing dependence on external assistance or unstable funding sources.

The integration of entrepreneurship programs into the student curriculum through entrepreneurship classes, internships in Islamic boarding school business units, and product innovation competitions has successfully transformed productive units into real learning laboratories (learning by doing). This pedagogical approach aligns with entrepreneurial learning theory (Rae, 2006) and experiential learning models that emphasize the development of 21st-century competencies, such as problem-solving, creativity, collaboration, communication, and economic literacy (Farman et al., 2025). This integration is not simply the addition of new subjects, but rather a restructuring of the relationship between the institution's educational and economic functions: business activities become a learning tool, while the educational process generates economic added value through students' skills and product innovations. According to Rizka & Salabi (2025) and Widodo (2025), a systematically integrated entrepreneurship curriculum can improve students' technical skills, innovation capacity, and work readiness in the creative economy and MSME sectors. Reports on the implementation of Islamic boarding school education programs also show increases in student participation in internships, the number of products marketed, and the quality of student business proposals. Thus, indicators of program success cannot refer solely to financial measures (turnover or profit) but must include broader competency indicators such as business planning skills, business ethics, entrepreneurial attitudes, and Leadership.

A community-based economic empowerment model involving students, alums, and the surrounding community demonstrates that Islamic boarding schools (pesantren) play a vital role in driving a vibrant, dynamic local economy. The involvement of alums as partners in the production and distribution process has been shown to expand the marketing network for Islamic boarding school products while simultaneously opening access to social capital previously unavailable to the institution. This pattern allows Islamic boarding school economic activity to extend beyond its internal environment to surrounding villages, thus having a broader impact on the community. This practice aligns with the concept of social enterprise in Islamic economic tradition, where business activities are directed towards creating shared

benefits and strengthening social solidarity. Previous research findings also show a similar trend: empowerment programs involving students, alums, and the community have been shown to increase the resilience of small Islamic boarding school-based businesses and create new business opportunities at the grassroots level. However, this extensive community network still requires transparent governance, from partnership contracts and pricing to product quality standards, to ensure professional cooperation and avoid issues that could lead to tensions between parties. Therefore, strengthening institutional capacity, including developing partnership standard operating procedures (SOPs) and providing managerial training for partners, is an urgent need for this empowerment model to continue to grow. Furthermore, this model opens opportunities for collaboration with Islamic financial institutions or university mentoring programs to strengthen business management, both technically and administratively.

CONCLUSION

The findings of this study confirm that strengthening the edu-preneurial ecosystem in Islamic boarding schools requires a harmonious integration of institutional management, entrepreneurship curriculum, and community empowerment. The establishment of integrated management through BUMPes has proven to be a strategic foundation for consolidating productive units while simultaneously improving planning effectiveness, financial transparency, and institutional accountability. At the same time, integrating entrepreneurship into the curriculum makes business activities not only a source of income but also part of the learning process, developing students' competencies in practical, contextual ways. The involvement of alums and the community in Islamic boarding school business networks expands external support, strengthens market access, and enhances the institution's overall economic resilience.

Overall, the combination of these three aspects encourages the creation of a more stable, structured, and socially beneficial model of Islamic boarding school financial independence. This ecosystem demonstrates that the economic independence of Islamic boarding schools is not solely determined by revenue, but instead by the institution's ability to build professional business governance, develop experiential learning, and strengthen collaboration with community networks. This research also contributes to the growing literature on entrepreneurial governance in Islamic educational institutions, demonstrating that an integrated, community-based approach can be an effective strategy for building the economic sustainability of religious education in Indonesia. These findings open up opportunities for further research, particularly regarding measuring the long-term impact of the edu-preneurial model on educational quality and social transformation within Islamic boarding schools.

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