



**THE EDUPRENEURSHIP STRATEGIES OF AN ISLAMIC
BOARDING SCHOOL TO ENHANCE STUDENTS'
INDEPENDENCE IN THE DIGITAL ECONOMY ERA:
A CASE STUDY AT MADRASAH ALIYAH PESANTREN ALAM
SAYANG IBU, WEST LOMBOK**

Rakhmi Vegi Arizka

Master Program in Islamic Religious Education, Universitas Islam Negeri Mataram, Mataram 83116, Indonesia

240401039.mhs@uinmataram.ac.id

Abstract

This study examines pesantren-based edupreneurship as a strategy for building santri independence and character while preparing them as adaptive global citizens amid the transformation of the digital economy. It focuses on Madrasah Aliyah Pesantren Alam Sayang Ibu, West Lombok, Indonesia, addressing three questions: (1) how the pesantren designs its edupreneurship strategy, (2) how santri conduct entrepreneurial practice in the digital era, and (3) what implications the program has for santri independence. A qualitative case study approach was employed. Data were gathered through in-depth interviews with thirteen purposively and snowball-sampled informants (institutional leaders, teachers, santri, and alumni), participant observation, and documentation, then analyzed using the Miles, Huberman, and Saldaña interactive model with source and method triangulation. The findings show that: (1) the pesantren implements edupreneurship through eight interrelated strategies, namely institutional policy, curriculum integration, project-based learning, educational mentoring, integration of Islamic values, utilization of the natural pesantren environment, social-experience programs, and digital technology adoption; (2) santri build entrepreneurial competence through digital-literacy exploration, technology-based branding and marketing, and reflective evaluation; and (3) the program strengthens cognitive, affective, and psychomotor independence, cultivating santri who are responsible, adaptive, and ethically grounded. The study concludes that pesantren edupreneurship functions not merely as vocational training, but as an integrative Islamic education strategy that builds character and nurtures santri as global citizens rooted in Islamic values.

Keywords *Edupreneurship, Islamic Education, Character Building, Global Citizenship, Santri Independence, Digital Economy*

INTRODUCTION

Islamic education in the twenty-first century is expected to do more than transmit religious knowledge; it must also prepare young Muslims to live responsibly in a rapidly changing, interconnected world. The Indonesian government has affirmed this direction: Law No. 18/2019 on Pesantren positions the pesantren as an institution of education, da'wah, and community empowerment, including the empowerment of santri through entrepreneurial skills (Undang-Undang Republik Indonesia, 2019). Law No. 20/2003 on the National Education System further states that national education is meant to develop capable, creative, and independent citizens who are also devout and morally upright (UU RI SISDIKNAS, 2003). At the ministerial level, Regulation of the Minister of Religious Affairs No. 30/2020 explicitly directs pesantren to cultivate distinctive expertise and skills alongside religious scholarship (PMA No. 30, 2020).

Despite this normative support, Islamic education curricula in Indonesia have traditionally emphasized fiqh and moral instruction while paying less systematic attention to economic competence (Irsad, 2016). Similarly notes a persistent gap in curriculum design, teacher competence, and learning resources relevant to a modern Islamic economy. Yet the challenges facing pesantren graduates are considerable: data indicate that roughly 65% of pesantren alumni do not continue to higher education and are largely absorbed into the informal sector without specialized skills (Khusnul Hasana, 2023), reflecting a gap between the potential of pesantren and their optimization for digital entrepreneurship.

This gap is amplified by the rise of the digital economy, in which information and communication technology has become a primary factor of production reshaping economic, social, and educational life (Don Tapscott, 2015). Recent research shows that digital entrepreneurship education strengthens entrepreneurial intention and encourages productive use of social media among young people (Wibowo et al., 2023). For Islamic education, responding to this shift is not a departure from tradition but a contemporary expression of it: the concept of edupreneurship - the integration of education and entrepreneurship - aims to produce learners who are intellectually capable and economically resourceful while remaining anchored in Islamic ethics (Ade hasim & Ulil Amri Syafri, 2023). Independence (kemandirian), understood as the capacity to stand on one's own without depending on others, is itself a core twenty-first-century competency and a normative Islamic value, reflected in the Qur'anic principle that

وَأَنْ تَكُنْ لِلْإِنْسَانِ إِلَّا مَا سَعَى

"Man shall have nothing but what he strives for" (QS. An-Najm [53]: 39).

Framed within global citizenship education, these aims converge: a santri who is independent, digitally literate, ethically grounded, and capable of creating economic value is better positioned to participate constructively in a globalized, rapidly changing world, without losing a distinctly Islamic moral compass. Madrasah Aliyah Pesantren Alam Sayang Ibu in West Lombok offers a strategic site for examining this convergence. Guided by the motto "Think, Discover, Create" and the vision of developing an insan kamil across spiritual, intellectual, social, artistic-cultural, and physical dimensions, the pesantren has developed edupreneurship initiatives that engage santri directly in creative and technology-enabled entrepreneurial activities. Based on the researcher's initial observations conducted at the institution in Lingsar District, West Lombok Regency, West Nusa Tenggara, on August 29, 2025, the implementation of edupreneurship still faces several challenges. The edupreneurship curriculum remains at an early stage of development, the capacity of teachers to deliver entrepreneurship education is still limited, santri motivation fluctuates, and the sustainability of the program requires further and more comprehensive evaluation.

Prior studies on pesantren entrepreneurship have generally examined either institutional economic empowerment or curriculum design in isolation, with limited attention to how digital technology, character formation, and Islamic values are integrated within a single pedagogical strategy. This study addresses that gap by analyzing how Madrasah Aliyah Pesantren Alam Sayang Ibu designs and implements an edupreneurship strategy that strengthens santri independence in the digital economy era, how santri themselves practice digital entrepreneurship, and what implications this has for their

cognitive, affective, and psychomotor independence ultimately positioning edupreneurship as a strategy for character building and global citizenship within Islamic education.

METHODS

This study employed a qualitative case study design (Yin, 2018), appropriate for "how" and "why" questions concerning a contemporary phenomenon within its real-life context over which the researcher has little control. The single-case design focused on Madrasah Aliyah Pesantren Alam Sayang Ibu, located in Dasan Geria Village, Lingsar, West Lombok, Indonesia, a pesantren that integrates the national madrasah curriculum, the Jaringan Sekolah Alam Nusantara (JSAN) curriculum, and a pesantren-based curriculum within a holistic learning system.

Informants were selected purposively and through snowball sampling, beginning with the pesantren's leadership and education director, the head of madrasah, and edupreneurship mentor teachers, and extending to homeroom teachers, actively involved santri, and alumni, until data reached saturation. A total of thirteen informants were interviewed. Data were collected through three complementary techniques: (1) passive-participant observation of santri entrepreneurial activities; (2) semi-structured, in-depth interviews exploring the perceptions, experiences, and strategies of institutional leaders, mentors, and santri; and (3) documentation review, including the pesantren's profile booklet, edupreneurship guidelines, weekly learning-evaluation records, business-plan assessment documents, and facility inventories.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing/verification, conducted concurrently throughout the study. Data trustworthiness was ensured through the four criteria proposed by Lincoln and Guba (1985) - credibility, transferability, dependability, and confirmability - operationalized through source and method triangulation, prolonged engagement, member checking, detailed contextual description, and systematic audit trails, consistent with established qualitative research procedures (Moleong, 2021).

RESULTS

Findings are organized around the three research questions: the pesantren's edupreneurship strategy, santri's digital-era entrepreneurial strategies, and the implications of the program for santri independence.

Institutional Edupreneurship Strategy

The pesantren implements edupreneurship not as a supplementary activity but as an integrated, multi-layered institutional strategy. Table 1 summarizes the eight interrelated strategies identified in the field.

Table 1. Institutional Edupreneurship Strategies at Madrasah Aliyah Pesantren Alam Sayang Ibu

No	Strategy	Description
1	Institutional policy	Edupreneurship is a deliberate, long-term institutional commitment led by pesantren leadership, not an add-on program.
2	Curriculum integration	National, JSAN, and pesantren curricula are fused with project-based entrepreneurship learning.
3	Project-based learning	Santri act as principal agents in planning, running, and evaluating real business projects (e.g., Aliyah Goes to Campus).
4	Educational mentoring	Teachers and coaches guide santri through planning to evaluation without taking over decision-making.
5	Integration of Islamic values	Honesty, trustworthiness (amanah), and halal principles frame every stage of enterprise.
6	Nature-based pesantren environment	The natural campus functions as a living learning ecosystem for sustainable, contextual practice.
7	Social-experience programs	Live In, internships, exhibitions, Thibbun Nabawi training, and campus-visit programs extend learning into society.
8	Digital technology adoption	Supervised use of digital devices, social media, and marketplaces for research, branding, and marketing.

Santri Strategies in the Digital Economy Era

At the santri level, three interconnected stages of entrepreneurial learning emerged. First, santri explore business ideas through digital literacy, drawing on platforms such as Pinterest and Cookpad as well as academic sources such as Google Scholar and SINTA-indexed journals to identify market needs. Second, santri translate ideas into structured plans using business proposals, the Business Model Canvas, and SWOT analysis, while using digital media (Canva, WhatsApp, Instagram, Facebook, YouTube, and marketplaces) for branding and marketing. Third, santri engage in reflective evaluation through digital business-plan pitching sessions conducted via video-conferencing platforms, which strengthen communication skills, digital etiquette, and self-confidence.

Implications for Santri Independence

The edupreneurship program has measurable implications across the cognitive, affective, and psychomotor domains of santri independence, summarized in Table 2.

Table 2. Implications of Edupreneurship for Santri Independence

No	Domain	Manifestation
1	Cognitive independence	Independent analysis of business opportunity, planning, and decision-making.
2	Behavioral independence	Consistent responsibility for production, service, and outcomes without constant supervision.
3	Social independence	Collaboration, communication, and conflict-resolution skills built through teamwork and community engagement.
4	Economic independence	Practical experience managing production, marketing, and simple financial decisions.
5	Character and moral independence	Internalization of honesty, trustworthiness, and social responsibility in business conduct.
6	Spiritual independence	Awareness of entrepreneurship as ibadah and a form of stewardship (khalifah).

DISCUSSION

The institutionalization of edupreneurship at Madrasah Aliyah Pesantren Alam Sayang Ibu reflects Chandler's (1962) classical notion of strategy as the determination of long-term goals coupled with the allocation of resources to achieve them, while its organic growth into a lived campus culture illustrates Mintzberg's (1994) distinction between intended and emergent strategy. Positioning edupreneurship as institutional policy rather than a peripheral activity indicates that the pesantren treats santri independence as a long-term educational goal, not an incidental outcome.

From an Islamic education perspective, Langgulang's (2003) view that education must develop the whole person - spiritually, intellectually, and socially - helps explain why edupreneurship at this pesantren is not confined to vocational skill-building (Badruzaman et al., 2018). Consistent with (Gibb, 2008) argument that pedagogical design, not content delivery, is what allows learners to "feel the life world of the entrepreneur," the pesantren's project-based approach immerses santri directly in real enterprise rather than simulated exercises. This is reinforced through Kolb's (1984) experiential learning cycle, evident in the way santri plan, act, and reflect across each business cycle (Haryati & Makarim, 2025), and through the self-regulation framework of Bandura and Schunk, which explains how mentoring — rather than unstructured freedom — gradually builds santri's capacity to plan, monitor, and evaluate their own decisions (Bandura Albert, 1991).

The santri-level findings resonate with the digital entrepreneurship literature. (Satish Nambisan, 2017) frames digital entrepreneurship as value creation enabled by digital technology, a pattern visible in santri's use of online research, social media branding, and marketplace selling. Sahut, Iandoli, and Teulon (2019) similarly note that digital tools reshape entrepreneurship education toward collaborative, feedback-driven learning, mirrored here in the pitching sessions that combine technical skill with communication

competence (Wibowo et al., 2023). Anchoring this technological adaptation is Tapscott's (2015) characterization of the digital economy as one in which knowledge and technology supersede conventional factors of production a shift the pesantren has absorbed without diluting its religious character, since technology use remains supervised and value-laden.

Viewed through Steinberg's (1995) concept of adolescent autonomy, the behavioral independence observed among santri making decisions and acting on them responsibly reflects a developmentally appropriate outcome of authentic, high-stakes practice rather than classroom simulation. Importantly, the ecological dimension of the pesantren's nature-based environment resonates with Clayton and Myers' (2015) argument that environmental degradation carries not only ecological but also psychological and ethical consequences (Clayton & Myers, 2009), underscoring why the pesantren integrates sustainable production practices into its entrepreneurship activities as an expression of Islamic ecological stewardship (*khalifah fil ardh*).

Taken together, these findings extend the concept of edupreneurship in Islamic education beyond institutional economic empowerment toward a pedagogical strategy that simultaneously builds competence, character, and civic orientation. The independence cultivated through edupreneurship cognitive, behavioral, social, economic, moral, and spiritual corresponds closely to the dispositions associated with global citizenship: critical thinking, adaptability, ethical responsibility, and the capacity to act constructively in a connected, rapidly changing world. In this sense, pesantren edupreneurship demonstrates that Islamic education can respond to the demands of globalization and digital transformation without compromising its normative foundation, producing santri who are simultaneously pious, independent, and globally capable.

CONCLUSION

This study concludes that Madrasah Aliyah Pesantren Alam Sayang Ibu builds santri independence through eight interlocking edupreneurship strategies — institutional policy, curriculum integration, project-based learning, educational mentoring, integration of Islamic values, use of the natural environment, social-experience programs, and digital technology adoption that function together as a coherent pedagogical system rather than isolated activities. Santri, for their part, actively practice digital entrepreneurship through literacy-based idea exploration, technology-enabled branding and marketing, and reflective digital evaluation. The implications of this process extend across cognitive, behavioral, social, economic, moral, and spiritual dimensions of independence, positioning edupreneurship as a strategy of character building that simultaneously prepares santri to participate as capable, ethically grounded global citizens. As a single-site case study, these findings are contextually rich but not statistically generalizable; further research across multiple pesantren, and testing the eight-strategy model in varied Islamic education settings, is recommended to strengthen the theoretical and practical development of Islamic edupreneurship in the era of Society 5.0.

ACKNOWLEDGMENT

The authors thank the leadership, teachers, santri, and alumni of Madrasah Aliyah Pesantren Alam Sayang Ibu, west Lombok, for their openness during data collection, and the Postgraduate Program of Universitas Islam Negeri Mataram for its academic support throughout this research.

REFERENCES

- Ade hasim, & Ulil Amri Syafri. (2023). Boarding School Entrepreneurship Curriculum. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 15(1). <https://doi.org/10.30596/12090>
- Badruzaman, B., Hafidhuddin, D., & Mujahidin, E. (2018). Pendidikan Islami dalam Pemikiran Hasan Langgulung. *Ta'dibuna: Jurnal Pendidikan Islam*, 7(1), 1–19. <https://doi.org/10.32832/tadibuna.v7i1.1341>
- Bandura Albert. (1991). Social Cognitive Theory of Self-Regulation. *Organizational Behaviour and Human Decision Processes*, 248–287.
- Clayton, S. D. ., & Myers, Gene. (2009). *Conservation psychology : understanding and promoting human care for nature*. Wiley-Blackwell, Ltd.
- Don Tapscott. (2015). *Digital Economy-20th-Anniversary Sample-Chapter*.
- Gibb, A. (2008). Entrepreneurship and Enterprise Education in Schools and Colleges: Insights from UK Practice. *International Journal of Entrepreneurship Education*, 6, 101–144. www.ncge.org.uk
- Haryati, S., & Makarim, S. A. (2025). PENERAPAN MODEL PEMBELAJARAN EXPERIENTIAL LEARNING DALAM PENDIDIKAN KEWIRAUSAHAAN DI SMA SERBA BAKTI. *JUPENGEN: Jurnal Pengabdian Kepada Masyarakat Multi Disiplin*, 2, 40–46.
- Irsad, M. (2016). PENGEMBANGAN KURIKULUM PENDIDIKAN AGAMA ISLAM DI MADRASAH (Studi Atas Pemikiran Muhaimin). *Iqra'*, 2(1).
- Khusnul Hasana. (2023, October 23). Problematika Lulusan Santri di Indonesia Sulit Terserap Kerja. *IDN Times JATIM*.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Peraturan Menteri Agama No. 30 Tahun 2020 tentang Pendirian dan Penyelenggaraan Pesantren. (2020).
- PMA No. 30 Tahun 2020, Pub. L. 30 (2020). <https://peraturan.bpk.go.id/Details/176216/peraturan-menag-no-30-tahun-2020>.
- Satish Nambisan. (2017). Digital Entrepreneurship: Toward a Digital Technology Perspective of Entrepreneurship,” *Entrepreneurship Theory and Practice*”. *Entrepreneurship: Theory and Practice*.
- Steinberg, L. (1995). *Adolescence*. McGraw-Hill.
- Undang-Undang Republik Indonesia, Pub. L. 18 (2019). <https://peraturan.bpk.go.id/Details/122743/uu-no-18->
- UU RI SISDIKNAS, Pub. L. 20 (2003). <https://peraturan.bpk.go.id/Details/43920/uu-no-17-tahun-2016>
- Wibowo, A., Narmaditya, B. S., Suparno, Sebayang, K. D. A., Mukhtar, S., & Shafiai, M. H. M. (2023). How does digital entrepreneurship education promote entrepreneurial intention? The role of social media and entrepreneurial intuition. *Social Sciences and Humanities Open*, 8(1). <https://doi.org/10.1016/j.ssaho.2023.100681>
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*.