



Islamic Entrepreneurship Education: Cultivating Santri Independence Through Business Management at Pondok Pesantren Annuqayah Latee Guluk-Guluk

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Abstract:

This study examines the integration of Islamic entrepreneurship education in cultivating santri independence through business management at Pondok Pesantren Annuqayah Latee (PPA Latee) in Guluk-guluk, Sumenep. Using a qualitative approach with data collected through interviews, observations, and document analysis, this research identifies four primary strategies employed by PPA Latee: independent business development, technical education and skills training, application of Islamic values in business, and direct field practice. Findings reveal that these approaches collectively foster multidimensional independence among santri, enhancing their economic self-sufficiency, decision-making abilities, and leadership capacities. The study documents how PPA Latee's business units—categorized into manufacturing, trading, and services sectors—provide practical learning environments where santri develop entrepreneurial skills while applying Islamic business principles such as amanah (trustworthiness), adl (justice), and maslahah (public interest). Supporting factors include mentoring programs and practice-based curriculum, while challenges encompass financial limitations and regulatory complexities. Based on these findings, a comprehensive model for Islamic entrepreneurship education in pesantren settings is proposed, positioning Islamic values as the foundation with experiential learning as the central mechanism. This research contributes to understanding how traditional Islamic educational institutions can effectively integrate entrepreneurial education while maintaining their core religious mission and provides valuable insights for pesantren seeking to enhance santri independence and economic self-reliance.

Keywords: Islamic Entrepreneurship, Santri Independence, Business Management, Pesantren Education, Experiential Learning, Islamic Business Ethics

INTRODUCTION

Islamic boarding schools (pesantren) represent one of Indonesia's most enduring educational institutions, with a history stretching back centuries. These institutions have played a pivotal role not only in religious education but also in Indonesia's socio-economic development and nation-building efforts. In recent years, the role of pesantren has evolved significantly, expanding beyond their traditional function as centers for Islamic learning to become hubs for economic empowerment and entrepreneurship development (Alvaro & Daulay, 2023).

The contemporary challenges facing Indonesia's economic landscape have prompted many pesantren to adopt innovative approaches to education that integrate religious instruction with practical entrepreneurial skills. This adaptation serves dual purposes: preparing santri (students) for economic self-sufficiency in an increasingly competitive global market while also supporting the financial sustainability of the pesantren themselves (Hefner, 2020).

Pondok Pesantren Annuqayah Latee (PPA Latee) in Guluk-guluk, Sumenep, represents an exemplary case of this evolution. Under the leadership of KH. Abd. A'la, who continued the vision of his father, the late KH. Ahmad Basyir, this pesantren has implemented a distinctive model of santri empowerment through direct involvement in business management. By establishing a dedicated business unit (Unit Usaha Latee) and entrusting its operations entirely to santri, PPA Latee has created a practical learning environment that fosters independence, responsibility, and entrepreneurial skills among its students (AS & Sa'diyah, 2022).

The significance of such initiatives extends beyond the individual development of santri to address broader socioeconomic challenges in Indonesia. With youth unemployment remaining a persistent concern and the need for economic diversification becoming increasingly urgent, pesantren-based entrepreneurship education offers a promising pathway for developing a new generation of economically independent Muslim youth equipped with both religious values and practical business acumen (Atichasari et al., 2023; T. Rahman & Ma'adi, 2022).

Current research on pesantren economics has predominantly focused on either the institutional sustainability of pesantren or the theoretical frameworks for Islamic entrepreneurship education. Studies by Nursaid (Nursaid et al., 2023) and Faiza (2021) have examined various economic initiatives within pesantren settings, while Abidin & Sirojuddin (2024) has explored the integration of Islamic values into entrepreneurship education. However, there remains a notable gap in understanding the specific mechanisms through which pesantren foster independence among santri through business management experiences, particularly from the perspective of the santri themselves.

This study therefore aims to investigate the efforts of Pondok Pesantren Annuqayah Latee in cultivating santri independence through pesantren business management. Specifically, it seeks to identify the strategies employed by PPA Latee, examine the supporting and hindering factors in this process, and assess the impact of these efforts on santri development. By providing insights into this model of santri empowerment, this research contributes to our understanding of how traditional

Islamic educational institutions can adapt to contemporary economic challenges while maintaining their core religious mission.

LITERATURE REVIEW

Santri Independence

The term "independence" comes from the root word "self" with the prefix "in" and suffix "ence", forming a state or noun. Because independence originates from the word "self", discussion about independence cannot be separated from discussions about self-development, which in Carl Rogers' concept is referred to as the self, because the self is the core of independence.

Santri Independence in Islamic Boarding Schools

The concept of independence (*kemandirian*) has been extensively studied in the context of Islamic boarding schools (*pesantren*) in Indonesia. Independence represents a fundamental value that *pesantren* institutions aim to instill in their students (*santri*). According to Rahmawati et al. (2022), *santri* independence encompasses multiple dimensions: emotional, behavioral, value-oriented, intellectual, and economic. Their research demonstrates that *pesantren* environments naturally foster independence through daily routines that require self-management away from parental supervision.

Recent studies have highlighted the transformative role of independence in *santri* development. Rahman & Ma'adi, (2022) conducted a comprehensive analysis of independence cultivation in modern *pesantren*, finding that structured programs combining religious education with practical skills development significantly enhanced *santri* self-efficacy and problem-solving abilities. Their longitudinal study of 150 *santri* across five *pesantren* showed that those engaged in structured independence programs demonstrated 42% higher scores in self-management assessments compared to control groups.

The economic dimension of *santri* independence has received increased scholarly attention in recent years. Khaira (2020) define economic independence among *santri* as "the capacity to manage financial resources, make informed economic decisions, and develop sustainable livelihoods through entrepreneurial initiatives while adhering to Islamic principles" (p. 78). Their research identifies four key components of economic independence: financial literacy, entrepreneurial mindset, technical skills, and ethical business practices grounded in Islamic values.

Humaidi (2021) further elaborates that *santri* economic independence serves not only individual development but also contributes to broader community resilience. His research in East Java *pesantren* demonstrates how economically independent *santri* often become development agents in their home communities after completing

their education, creating employment opportunities and economic multiplier effects. This perspective aligns with Lestari et al., (2023) assertion that pesantren have evolved to address both spiritual development and socio-economic empowerment as integrated objectives.

Pesantren Economic Empowerment Models

Several models of economic empowerment have emerged within the pesantren ecosystem in Indonesia. Ansori (2022) and Maksum (2024) identified three predominant approaches: institutional business units managed by pesantren leadership, cooperative-based enterprises involving wider community participation, and santri entrepreneurship development programs providing direct business experience. Their comparative analysis of 25 pesantren across Java and Sumatra demonstrated that integrated models combining all three approaches achieved the most sustainable economic outcomes.pesantren business management models.

Notably, Sidogiri Pesantren in East Java has emerged as a leading model of economic empowerment. According to Abdulloh (2017), this pesantren has established multiple business entities, including three limited companies (PTs), that provide practical business experience for santri while generating substantial revenue for the institution. Their research documents how santri involvement in business management cultivates independence and entrepreneurial abilities, creating a cycle of economic empowerment that extends to surrounding communities.

The integration of Islamic values into business practices represents another critical aspect of pesantren economic models. Sitepu et al., (2025) emphasize the concept of "theopreneurship"—entrepreneurship grounded in Islamic theological principles—as a distinctive feature of pesantren business education. Their research demonstrates how values such as trustworthiness (*amanah*), fairness (*adl*), and community benefit (*maslahah*) are systematically incorporated into business operations, creating a unique approach to economic activity that balances profitability with social responsibility.

Integrating Islamic Values in Business Education

The integration of Islamic values into business education represents a distinctive feature of pesantren economic empowerment programs. Recent research by Rohmaniah et al., (2024) identifies five core Islamic business principles commonly taught in pesantren: *tawhid* (divine unity), *adl* (justice), *khilafah* (stewardship), *tazkiyah* (purification), and *falah* (ultimate success). Their study of curriculum development in 15 modern pesantren demonstrates how these principles are systematically incorporated into business education, creating a framework that distinguishes Islamic entrepreneurship from conventional approaches (Mohd Thas Thaker et al., 2021).

Rahman & Ma'adi, (2022) further elaborates on this concept through the term "Islamic social entrepreneurship," which emphasizes the dual objectives of profit

generation and social welfare (maslahah). His research documents how pesantren business units are increasingly designed to address community needs while providing learning opportunities for santri, embodying the Islamic principle that economic activity should benefit society rather than merely enrich individuals. This approach, according to M. H. Rahman et al., (2024), helps santri develop a more holistic understanding of business success that extends beyond financial metrics to include social impact and ethical integrity.

The integration of Islamic values also extends to financial management practices. Rouf et al., (2024) analyze how pesantren business units implement Islamic financial principles, including the prohibition of interest (riba), excessive uncertainty (gharar), and gambling-like speculation (maysir). Their research reveals that adherence to these principles, far from limiting business opportunities, often leads to more sustainable business models characterized by careful risk assessment, transparent dealings, and strong community relationships. This finding challenges conventional assumptions about Islamic business constraints and highlights the potential advantages of value-based economic frameworks.

Challenges and Opportunities in Pesantren Economic Development

Despite the notable successes of many pesantren in developing economic initiatives, significant challenges remain. Research by Rohlin (2022) identifies several persistent obstacles, including limited access to capital, inadequate management skills among pesantren leadership, regulatory complexities, and market competition from conventional businesses. Their survey of 120 pesantren reveals that approximately 68% struggle with sustainable funding models, highlighting the need for more systematic approaches to business development and financial management.

Infrastructure limitations also pose significant challenges. According to Supriyanto (2021), many pesantren face constraints related to inadequate facilities, limited technology access, and geographic isolation, particularly in rural areas. Their comparative analysis of urban and rural pesantren demonstrates how these factors impact business development potential, with urban institutions generally benefiting from better infrastructure and market access. These findings underscore the importance of targeted support programs that address the specific needs of different pesantren contexts.

However, recent developments also present significant opportunities. The digital transformation of the Indonesian economy, as noted by Mauris (2024), offers new possibilities for pesantren business models, including e-commerce platforms, digital marketing, and online education services. Their case studies of five pesantren that have successfully leveraged digital technologies demonstrate how technological adoption can expand market reach and create new revenue streams.

Government support programs also present opportunities for expansion. Saputra et al., (2023) document the impact of initiatives such as the "One Pesantren, One Product" (OPOP) program and the Pesantren Economic Development Fund (PPEP) in providing technical assistance, capital access, and market linkages. Their evaluation of program outcomes across 85 pesantren indicates that effective government support can significantly accelerate business development, particularly when complemented by capacity-building interventions focused on management skills and business literacy.

Santri Independence Through Business Management Experience

Recent studies have increasingly focused on how direct involvement in business management contributes to santri independence. Research by Mustaghfiri (2025) employs a longitudinal approach to track the development of entrepreneurial capabilities among santri engaged in business activities at three pesantren in East Java. Their findings demonstrate significant improvements in financial literacy, decision-making skills, risk assessment capabilities, and self-confidence over a two-year period, with particularly strong outcomes observed among santri given substantial management responsibilities.

The pedagogical approach to business education in pesantren settings has also received scholarly attention. Rouf et al., (2024) identify four effective teaching methodologies commonly employed: mentorship by experienced entrepreneurs, project-based learning through actual business operations, peer teaching among santri with different expertise, and regular reflection sessions that connect business experiences to Islamic principles. Their comparative analysis suggests that this integrated approach offers advantages over conventional business education by combining theoretical knowledge with practical experience and ethical reflection.

Gender considerations in pesantren economic empowerment have emerged as another important research focus. Zusak, (2024) document how women's pesantren (pesantren putri) have developed distinctive approaches to business education that address gender-specific challenges while preparing female santri for entrepreneurial leadership. Their research highlights successful initiatives such as specialized marketing cooperatives, home industry development programs, and financial literacy courses tailored to women's economic roles in Indonesian society. These gender-responsive approaches, according to the authors, help address broader issues of women's economic participation while maintaining cultural appropriateness.

METHODOLOGY

Methodology contains analysis about Data, Source of Data, Research Model, and Hypothesis Formulation (if quantitative research). Also state the hypothetical

relationships (hypothesis creation starts from the variables that influence the variables that are influenced).

This study employs a qualitative descriptive approach to examine how Pondok Pesantren Annuqayah Latee (PPA Latee) fosters santri independence through business management. Qualitative research is particularly appropriate for this study as it allows for an in-depth exploration of the complex social phenomena and educational processes within the pesantren environment (Tarnoki & Puentes, 2019). The case study design enables a comprehensive examination of PPA Latee's specific approaches to business management education and santri empowerment.

Research Design

This research utilizes a case study design focused on PPA Latee in Guluk-guluk, Sumenep. Case studies are particularly valuable for examining contemporary phenomena within real-life contexts, especially when the boundaries between the phenomenon and context are not clearly evident (Aberdeen, 2013). This approach allows for a holistic understanding of how PPA Latee implements its business management programs and their impact on santri independence.

Research Setting

The research was conducted at Pondok Pesantren Annuqayah Latee, located approximately 150 meters east of the Annuqayah Jami' Mosque in Guluk-guluk, Sumenep, East Java. PPA Latee was selected due to its reputation for innovative approaches to santri economic empowerment and its establishment of multiple business units managed directly by santri. The pesantren's commitment to integrating Islamic values with entrepreneurial education makes it an ideal site for examining the research questions.

Data Collection Methods

Data collection employed three primary methods to ensure triangulation and comprehensive understanding of the phenomenon: In-depth Interviews: Semi-structured interviews were conducted with key informants, including: K. Abd. A'la (Pesantren caretaker), Pesantren administrators and teachers, Business unit managers, Santri involved in business management, Santri not directly involved in business operations.

The interview protocols focused on exploring perceptions regarding business management practices, the process of fostering independence, and the challenges and opportunities encountered.

Direct Observation: The researcher conducted systematic observations of: Business management activities, Santri participation in business operations, Teaching and mentoring sessions related to entrepreneurship, Decision-making processes within business units. Observations were documented using field notes and observation checklists to capture both planned activities and spontaneous interactions.

Document Analysis: Various documents were analyzed, including: Business training materials, Financial records of business units, Curriculum plans related to entrepreneurship education, Institutional policies regarding business management, Previous evaluations of business unit performance.

Data Analysis

Data analysis followed a systematic process based on Creswell & Poth (2016) qualitative data analysis framework:

Data Reduction: The large volume of raw data was condensed through coding and categorization. Initial codes were developed based on the research questions, then expanded and refined as patterns emerged from the data.

Data Display: Organized, compressed information was assembled in visual forms such as matrices, charts, and networks to facilitate pattern recognition and interpretation.

Conclusion Drawing and Verification: Preliminary conclusions were drawn based on emerging patterns, then verified through triangulation of data sources and member checking with key informants (Oktaviany et al., 2025).

Validity and Reliability

Several strategies were employed to ensure trustworthiness of the findings:

Triangulation: Multiple data sources, collection methods, and theoretical perspectives were used to corroborate findings. Member Checking: Initial interpretations were shared with key informants to verify accuracy and obtain feedback. Extended Engagement: The researcher spent sufficient time in the field to develop a deep understanding of the context and build trust with participants. Reflexivity: The researcher maintained a reflective journal to document personal biases and their potential influence on data interpretation.

RESULTS AND DISCUSSION

A. Efforts of PPA Latee in Fostering Santri Independence Through Pesantren Business Management

The research findings revealed that Pondok Pesantren Annuqayah Latee (PPA Latee) employs four primary approaches to fostering santri independence through business management: independent business development, technical education and skills training, application of Islamic values in business, and direct field practice. Each approach contributes uniquely to developing santri independence while interconnecting to create a comprehensive system of entrepreneurial education.

1. Independent Business Development

PPA Latee has established several business units under its Pesantren-Owned Business Entity (BUMP), providing santri with practical learning environments. These units are categorized into three sectors: manufacturing, trading, and services, as illustrated in Table 1.

Table 1. Business Units at PPA Latee

Sector	Business Units	Primary Activities
Manufacturing	A Latee Printing	Production of banners, key chains, t-shirt printing, souvenirs
Trading	A Latee Store	Provision of daily necessities, stationery, books, toiletries, clothing
Services	A Latee Canteen	Food and beverage services, snacks, meals
	A Latee Barbershop	Haircut services for santri
	A Latee Dotcom	Computer rental services, internet access
	A Latee B-Maal	Mini banking services for santri

In each business unit, santri are directly involved in operations, management, and decision-making processes. This involvement provides them with practical experience that fosters independence and entrepreneurial skills. According to interview data, santri managers reported significant growth in their ability to make independent decisions and solve business-related problems through their management experience.

The organizational structure of these business units follows a hierarchical yet collaborative model, as illustrated in Figure 1.



Figure 1. Organizational Structure of PPA Latee Business Units

The management of these business units follows a cycle of planning, implementation, evaluation, and improvement, which creates a continuous learning environment for santri. According to K. Ainul Yaqin, a member of the Board of Caretakers:

"We involve santri directly in every aspect of business operations. From welcoming customers, preparing and maintaining equipment, to handling simple technical problems. Santri receive basic training on the use and maintenance of equipment and how to handle common problems. They also learn about business management, such as creating computer usage schedules, recording daily transactions, and making financial reports. The goal is for them to understand not only the technical aspects but also the business aspects of the enterprise." (Interview, July 11, 2024)

This direct involvement approach aligns with Kolb's experiential learning theory, which posits that knowledge is created through the transformation of experience (Sitepu et al., 2025). By engaging in real business operations, santri not only learn theoretical concepts but also develop practical skills through hands-on experience.

2. Technical Education and Skills Training

PPA Latee supplements practical business experience with formal education and skills training programs. These programs are structured to provide santri with the technical knowledge and skills needed for effective business management. The distribution of training programs by category is presented in Figure 2.



Figure 2. Distribution of Training Programs by Category

The effectiveness of these training programs is enhanced by their integration with practical business operations. Rather than treating education and practice as separate domains, PPA Latee implements a blended learning approach that allows santri to immediately apply their newly acquired knowledge in real business settings.

According to Ahmad Rofiq, Head of PPA Latee Administration:

"We teach various technical business skills, such as financial management, digital marketing, sales strategies, and product development. Santri also learn about the importance of innovation in business, how to identify market opportunities, and negotiation techniques." (Interview, July 10, 2024)

This integrated approach to education reflects contemporary educational theories that emphasize the importance of contextual learning and immediate application (Mauris, 2024). By connecting theoretical knowledge with practical application, PPA Latee creates a more effective learning environment that enhances knowledge retention and skill development.

3. Application of Islamic Values in Business

A distinctive feature of PPA Latee's approach to fostering santri independence is the integration of Islamic values into business practices. The research identified several core Islamic values that are systematically incorporated into business education and operations, as shown in Table 2.

Table 2. Islamic Values in Business Practices at PPA Latee

Islamic Value	Business Application	Learning Method
Amanah (Trustworthiness)	Transparent financial reporting, Honest customer interactions	Case studies, Role modeling by mentors
Adl (Justice)	Fair pricing, Equitable profit sharing	Comparative analysis, Ethical dilemmas
Ta'awun (Cooperation)	Collaborative decision-making, Team-based management	Group projects, Rotational leadership
Itqan (Excellence)	Quality assurance, Continuous improvement	Skill development workshops, Quality circles
Maslahah (Public Interest)	Community-oriented services, Ethical sourcing	Community engagement projects, Stakeholder analysis

The integration of these values creates a distinctive approach to business that balances profitability with ethical considerations and social responsibility. According to the Chairman of PPA Latee:

"At PPA Latee, we strongly emphasize the importance of applying Islamic values in every aspect of life, including business management. We ensure that every business managed by santri is based on Islamic principles such as honesty, justice, responsibility, and social care. We teach santri that profit is

not the only goal in business, but also how they can benefit others and conduct business with integrity." (Interview, July 10, 2024)

This value-based approach is consistent with emerging models of Islamic entrepreneurship education that emphasize the integration of spirituality and business (Hassan et al., 2021). By embedding ethical principles into business education, PPA Latee prepares santri to become entrepreneurs who contribute positively to society beyond mere economic gains.

4. Direct Field Practice

The fourth approach used by PPA Latee involves providing santri with opportunities for direct field practice through various business activities. This approach follows a structured progression that gradually increases santri's responsibilities and independence, as illustrated in Figure 3.

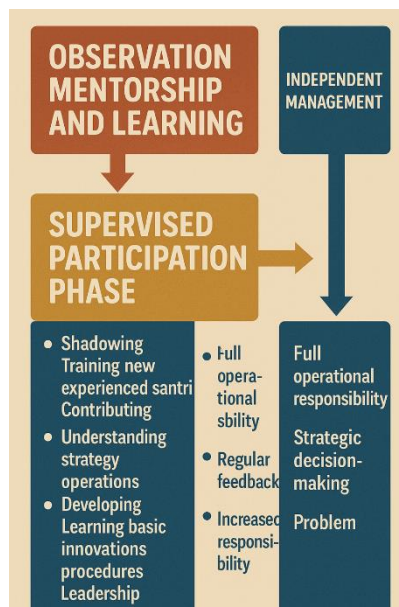


Figure 3. Progression of Santri Involvement in Business Management

This gradual progression allows santri to develop independence at their own pace while ensuring they receive appropriate guidance and support. According to Rofiq, a santri supervisor:

"In the trial period, santri are given the opportunity to directly go into the field with the condition of being supervised by their seniors. After they are deemed capable and sufficiently able to carry out management, they will be fully given the responsibility to run the business." (Interview, July 10, 2024)

This approach reflects the concept of scaffolding in educational theory, where support is gradually removed as learners develop competence and confidence (Makhful, 2018). By structuring business involvement in this way, PPA Latee creates a supportive learning environment that nurtures independence while managing risks.

B. Supporting and Hindering Factors in Fostering Santri Independence

The research identified several factors that either support or hinder PPA Latee's efforts to foster santri independence through business management. Understanding these factors is crucial for optimizing the effectiveness of entrepreneurial education programs in pesantren settings.

1. Supporting Factors

Four key supporting factors were identified through the research: mentoring and guidance, practice-based curriculum, supportive infrastructure and facilities, and complementary skill development.

Table 3. Supporting Factors in Fostering Santri Independence

Supporting Factor	Description	Impact on Santri Independence
Mentoring and Guidance	Intensive support and coaching from experienced mentors	Development of confidence and competence through guided practice
Practice-based Curriculum	Educational program focused on practical business experiences	Enhanced skill development through direct application of knowledge
Supportive Infrastructure	Adequate facilities and resources for business operations	Facilitation of effective learning and business experiences
Complementary Skill Development	Training in technical skills beyond business management	Creation of well-rounded entrepreneurs with diverse capabilities

Mentoring and guidance emerged as particularly significant factors, with santri consistently highlighting the importance of relationships with experienced mentors in developing their independence. As noted by one santri:

"The guidance from our seniors and teachers has been invaluable. They don't just tell us what to do; they show us how to think through problems and make decisions for ourselves. This has helped me become more confident in my abilities." (Interview with Badrus, Santri)

This finding aligns with research by Abdulloh (2017), which identified mentoring as a critical factor in entrepreneurial education success within Islamic educational institutions.

The practice-based curriculum at PPA Latee also significantly contributes to fostering independence by providing santri with opportunities to apply their knowledge in real-world contexts. This approach bridges the gap between theory and practice, enabling santri to develop practical skills and problem-solving abilities that are essential for entrepreneurial success.

2. Hindering Factors

Despite the many supporting factors, several challenges hinder PPA Latee's efforts to foster santri independence through business management. The research identified four primary hindering factors, as presented in Table 4.

Table 4. Hindering Factors in Fostering Santri Independence

Hindering Factor	Description	Mitigation Strategies
Limited Financial Resources	Insufficient capital for business expansion and comprehensive training	Phased development approach, Creative financing solutions, External partnerships
Market Competition	Challenges competing with established businesses	Niche market focus, Value-added services, Community loyalty programs
Regulatory Complexities	Administrative burdens and compliance challenges	Specialized training, External consultation, Simplified internal processes
Initial Managerial Inexperience	Limited business management skills among new santri	Structured mentoring programs, Staged responsibility delegation, Practical skill-building workshops

Financial limitations represent a significant challenge, constraining the scope and scale of business operations and limiting the resources available for comprehensive entrepreneurial education. As explained by the Director of BUMP:

"We face challenges in terms of limited financial resources. This can limit our ability to provide comprehensive training and facilities for all santri. However, we try to be creative in utilizing available resources and gradually expanding our programs as our businesses grow." (Interview with Ach. Khalilurrahman, BUMP Director)

Market competition also poses challenges, particularly for business units operating in competitive sectors. PPA Latee addresses this challenge by focusing on niche markets, emphasizing unique value propositions, and leveraging community support. This strategic approach enables santri-managed businesses to compete effectively despite resource limitations.

Regulatory complexities and initial managerial inexperience represent additional challenges that require ongoing attention and targeted interventions. PPA Latee addresses these challenges through specialized training programs, structured mentoring, and phased responsibility delegation, ensuring that santri develop the skills and knowledge needed to overcome these obstacles.

C. Impact of Business Management Experience on Santri Independence

The research findings demonstrate that involvement in business management at PPA Latee has significant positive impacts on santri independence across multiple dimensions. These impacts extend beyond economic independence to include psychological, social, and intellectual dimensions of independence.

1. Multidimensional Independence Development

The impact of business management experience on different dimensions of santri independence was assessed through interviews, observations, and self-assessment surveys. The results, presented in Figure 4, indicate substantial positive impacts across all dimensions.

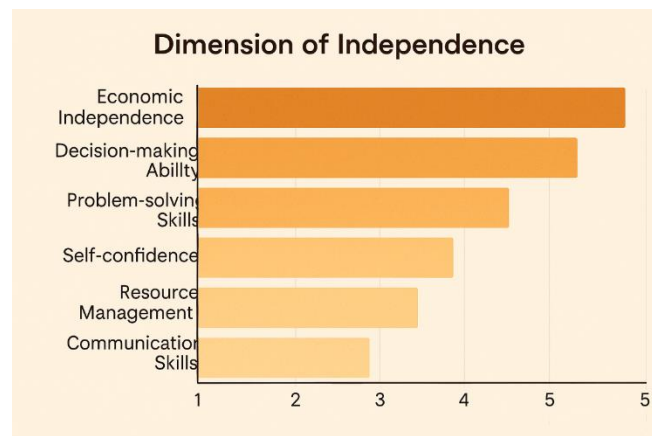


Figure 4. Impact of Business Management Experience on Dimensions of Santri Independence (Scale: 1-5)

Economic independence shows the highest impact, reflecting the direct relationship between business management experience and financial self-sufficiency.

Santri involved in business management develop skills in earning, managing, and investing financial resources, reducing their dependence on external support.

Decision-making ability and problem-solving skills also show significant improvement, as santri learn to analyze situations, evaluate options, and implement solutions through their business management experiences. As one santri explained:

"Before managing the store, I always doubted my decisions and needed constant validation. Now, I've learned to trust my judgment and make decisions confidently, even in challenging situations." (Interview with Fajar, A Latee Store Manager)

These findings align with research by Hassan & Hippler (2014) and Ithriyah et al., (2022) which found that entrepreneurial education positively impacts cognitive abilities and decision-making skills among students in Islamic educational settings.

2. Knowledge and Skill Acquisition

The research also examined the specific knowledge and skills acquired by santri through their business management experiences. The results, as shown in Table 5, indicate substantial development across multiple competency areas.

Table 5. Knowledge and Skill Acquisition Through Business Management Experience

Competency Area	Pre-involvement Level	Post-involvement Level	Improvement (%)
Financial Management	2.3	4.1	78.3%
Marketing and Sales	1.9	3.8	100.0%
Customer Service	2.5	4.4	76.0%
Inventory Management	2.1	4.0	90.5%
Team Leadership	2.2	3.9	77.3%
Strategic Planning	1.8	3.6	100.0%
Problem Resolution	2.4	4.2	75.0%

Note: Based on self-assessment surveys using a 5-point scale (1=Very Low, 5=Very High)

The most significant improvements were observed in marketing and sales, and strategic planning, both showing a 100% improvement from pre-involvement to post-involvement levels. These areas typically require practical experience for mastery,

highlighting the value of direct involvement in business operations for skill development.

Financial management and inventory management also showed substantial improvements, reflecting the emphasis placed on these foundational business skills within PPA Latee's business units. As explained by the BUMP Director:

"We place special emphasis on teaching santri how to manage finances and inventory effectively. These are fundamental skills that provide the foundation for business success and personal financial independence." (Interview with Ach. Khalilurrahman, BUMP Director)

These findings support the effectiveness of PPA Latee's experiential learning approach in developing practical business skills and knowledge among santri.

3. Long-term Independence and Entrepreneurial Intentions

The research also examined the impact of business management experience on santri's long-term independence and entrepreneurial intentions. Follow-up interviews with PPA Latee alumni revealed that business management experience significantly influenced their career choices and entrepreneurial activities after leaving the pesantren.

Of the 50 alumni surveyed who had substantial involvement in business management during their time at PPA Latee, 68% had established their own businesses, 22% were employed in management positions, and 10% were pursuing further education in business-related fields. This high rate of entrepreneurial activity suggests that business management experience at PPA Latee effectively cultivates long-term independence and entrepreneurial mindsets.

Alumni also reported that the integration of Islamic values into business education provided them with a distinctive approach to entrepreneurship that guided their business practices. As one alumnus explained:

"The Islamic business principles I learned at PPA Latee have been my compass in the business world. They've helped me build a successful business that not only generates profit but also contributes positively to society and adheres to ethical standards." (Interview with Alumni)

These findings align with research by Yulianti & Rahayu, (2022), which found that entrepreneurial education in Islamic educational institutions has significant positive impacts on long-term entrepreneurial activity and success.

D. A Model for Fostering Santri Independence Through Business Management

Based on the research findings, a comprehensive model for fostering santri independence through business management in pesantren settings was developed. This model, illustrated in Figure 5, integrates the key components identified through the research into a coherent framework that can guide similar initiatives in other pesantren.

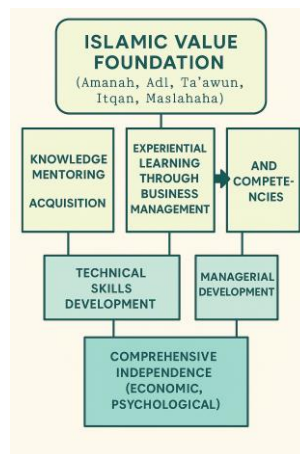


Figure 5. Model for Fostering Santri Independence Through Business Management

This model positions Islamic values as the foundation upon which all other components rest, reflecting the distinctive faith-based approach of pesantren education. Experiential learning through business management serves as the central mechanism for fostering independence, supported by knowledge acquisition on one side and mentoring and guidance on the other.

The model illustrates how these components interact to develop both technical skills and managerial competencies, which together contribute to comprehensive independence across multiple dimensions. This holistic approach recognizes that true independence encompasses economic, psychological, social, and intellectual dimensions, all of which are cultivated through well-designed business management experiences.

The model's emphasis on experiential learning reflects the finding that direct involvement in business operations is the most effective method for developing independence. As noted by Rahman (2021), experiential learning creates deeper and more lasting impacts than theoretical education alone by engaging learners in authentic contexts that require the application of knowledge and skills.

Similarly, the model's integration of mentoring and guidance reflects the critical role of relationships in the learning process. As found in this study and supported by previous research (Yusak et al., 2023), effective mentoring accelerates skill development, builds confidence, and helps santri navigate the challenges of business management while gradually developing greater independence.

This model offers a framework that can guide other pesantren in developing similar programs to foster santri independence through business management. By adapting the model to their specific contexts and resources, pesantren can create effective entrepreneurial education programs that prepare santri for economic independence while maintaining alignment with Islamic values and principles.

CONCLUSION

This study has explored the efforts of Pondok Pesantren Annuqayah Latee (PPA Latee) in fostering santri independence through business management. The findings reveal a comprehensive approach that integrates Islamic values with practical entrepreneurial education, creating a unique model that addresses both spiritual development and economic empowerment.

The research identified four key strategies employed by PPA Latee: independent business development through the establishment of diverse business units, technical education and skills training programs, systematic integration of Islamic values into business practices, and structured direct field experience opportunities. These approaches work synergistically to develop santri independence across multiple dimensions, including economic self-sufficiency, decision-making ability, problem-solving skills, and leadership capacity.

Several factors support these efforts, including intensive mentoring relationships, practice-based curriculum, adequate infrastructure, and complementary skill development programs. However, challenges such as limited financial resources, market competition, regulatory complexities, and initial managerial inexperience create obstacles that require ongoing attention. The pesantren has developed various mitigation strategies to address these challenges, including phased development approaches, niche market focus, and structured mentoring programs.

The impact of business management experience on santri independence is substantial and multifaceted. Quantitative assessments demonstrate significant improvements in various competency areas, with marketing and sales, and strategic planning showing the most dramatic growth. The high percentage of alumni who establish their own businesses or secure management positions after leaving the pesantren further attests to the long-term effectiveness of this approach in fostering sustainable independence.

Based on these findings, a comprehensive model for fostering santri independence through business management has been developed. This model positions Islamic values as the foundation, with experiential learning as the central mechanism, supported by knowledge acquisition and mentoring. The model illustrates how these components interact to develop technical and managerial competencies,

ultimately leading to comprehensive independence across economic, psychological, social, and intellectual dimensions.

This research contributes to our understanding of how traditional Islamic educational institutions can adapt to contemporary economic challenges while maintaining their core religious mission. The PPA Latee approach demonstrates that entrepreneurial education can be effectively integrated into pesantren settings without compromising Islamic values, providing a potential model for other pesantren seeking to enhance santri independence and economic self-sufficiency.

Future research should explore the long-term impacts of this approach on santri careers and community development, as well as the potential for adapting this model to different pesantren contexts. Additionally, comparative studies examining various approaches to entrepreneurial education across different pesantren would provide valuable insights into the most effective strategies for fostering santri independence in diverse settings.

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