

Revitalizing the Economy of Islamic Boarding School through Innovative Santripreneurs Towards Sustainable Economic Development

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ABSTRACT

Islamic boarding schools (pesantren) play a pivotal role not only as centers of Islamic education but also as potential drivers of community economic development. However, this potential often remains underutilized due to limitations in human resources, market access, and entrepreneurial innovation. In the context of globalization and sustainable development demands, pesantren are required to adopt more adaptive and creative strategies. One such approach is the santripreneur program, which empowers students (santri) with entrepreneurial skills grounded in Islamic values. This study aims to explore strategies for strengthening the economic resilience of pesantren through sustainable santripreneur initiatives and to examine their contribution to fostering community economic independence. This research employs a qualitative case study approach, utilizing observation, interviews, documentation, and literature review. Data were analyzed using the Miles, Huberman, and Saldana model, including data condensation, display, and conclusion drawing. The findings reveal that Wali Songo Ngabar Islamic Boarding School has successfully revitalized its economic system through santripreneurship. Various student-managed business units have been developed across sectors, including Islamic finance (BMT), retail and trade (minimarket and bottled water), production and creative industries (bakery, songkok, cleaning products, perfume), agriculture and livestock (farming, goat breeding, catering), and services (laundry, hotel, and meeting hall). These integrated business units form a sustainable economic ecosystem that enhances institutional financial independence while functioning as a practical entrepreneurship laboratory. Moreover, the program cultivates students' character by fostering independence, creativity, teamwork, and an entrepreneurial spirit rooted in Islamic values, thus contributing meaningfully to broader community empowerment and sustainable development.

INTRODUCTION

Islamic boarding schools, as traditional centers of Islamic education, have historically played a vital role in nurturing the nation's spiritual foundation and moral character. (Susilo & Wulansari, 2020). Islamic boarding schools (pesantren) are unique institutions with strong characteristics. They also provide education during difficult times and are educational institutions that have survived to the present day. Fathoni and Rohim emphasize that Islamic boarding schools hold a pivotal role as institutions of da'wah and education, as many Muslims regard them as a moral and social compass. In this context, it is fitting for Islamic boarding schools to also harness and develop their economic potential in synergy with the surrounding community, thereby contributing to broader economic growth (Martadinata, 2021). With the high potential and integrity of Islamic boarding schools for the majority of the community, it would be good if empowerment began at the Islamic boarding school by paying attention to the strategy for developing the Islamic boarding school economy in terms of quality and quantity (Ryandono, 2018).

Dependence on donations or external assistance often limits the independence of Islamic boarding schools. Therefore, an innovative approach is needed that combines spiritual values with modern economic practices. Santripreneur represents an economic empowerment model rooted in the values of Islamic boarding schools. Its purpose goes beyond enriching students' religious knowledge; it also equips them to confront and adapt to future economic challenges (Sulistyowati dkk., 2025).

The concept of santripreneurship has emerged as a strategic solution for economic empowerment. This paradigm refers to structured efforts aimed at economically empowering Islamic boarding schools (pesantren) by fostering a robust entrepreneurial spirit among students (santri). Through this program, students are not only equipped with profound religious knowledge but are also systematically trained in entrepreneurial skills, business management, and innovative product creation. According to data from the Ministry of Religious Affairs, by 2023, Indonesia harbored 48,163 Islamic boarding schools accommodating a total of 4,453,791 students (Wahid, 2023). Leveraging this immense human resource, pesantren can develop sustainable, independent income streams while producing graduates who are equipped to compete in the contemporary job market and generate new employment opportunities.

Consequently, the practice of santripreneurship delivers a dual impact: it strengthens the institutional self-reliance of Islamic boarding schools while simultaneously accelerating local and national economic growth. By optimizing the internal economic resources available within the pesantren environment, this initiative possesses the structural capacity to generate employment, enhance community welfare, and reduce reliance on conventional, non-sharia economic systems. Macroeconomic assessments by the Ministry of National Development Planning/Bappenas highlight that when managed professionally, this pesantren-based economic ecosystem has the potential to significantly reduce rural poverty levels by 2-3% (Bappenas 2020). This structural transformation successfully redefines Islamic boarding schools; they no longer function merely as centers of conventional religious learning, but also emerge as pivotal drivers of socio-economic development grounded firmly in Islamic values, justice, and long-term sustainability.

A number of scholars have examined entrepreneurship-based economic empowerment within Islamic boarding schools. For instance, Muhammad Haris Riyadl et al., in their study "Economic Empowerment of Islamic Boarding Schools Based on Santripreneurship Through Catfish Cultivation," highlight how catfish farming at the Darul Hikmah Islamic Boarding School yields substantial benefits. This initiative not only enriches students' spiritual and entrepreneurial competencies but also allows them to gain hands-on experience in catfish cultivation within the pesantren environment (Riyaldi et al., 2023). Arina, in her research entitled "The Role of the Santripreneur Program at the Lintang Songo Islamic Boarding School on the Independence of Islamic Boarding Schools and the Community," emphasizes that the program plays a vital role in fostering entrepreneurial self-reliance, strengthening the pesantren economy, and enhancing relationships with the surrounding community (Mustofa et al., 2021).

Based on the research described, researchers can conclude that entrepreneurship through Islamic boarding schools can provide efficient opportunities for Islamic boarding schools. However, in this study, researchers attempt to provide recommendations regarding the latest innovations for sustainable economic empowerment. This article seeks to provide a comprehensive analysis of how

revitalizing the Islamic boarding school economy through santripreneurship can become an innovative model for sustainable economic development. Researchers will examine the strategies, challenges, and successes of existing santripreneur programs, and formulate recommendations for future development. Therefore, this study aims to analyze the revitalization of the pesantren economy through santripreneurship and its contribution to sustainable economic development.

To provide a rigorous empirical foundation for these conceptual frameworks, this study investigates the Revitalizing the Economy of Islamic Boarding School through Innovative Santripreneurs Towards Sustainable Economic Development. This study aims to explore strategies for strengthening the economic resilience of pesantren through sustainable santripreneur initiatives and to examine their contribution to fostering community economic independence.

RESEARCH METHOD

This study employs a qualitative method with a case study approach, selected to thoroughly examine the dynamics, challenges, and innovations pursued by Islamic boarding schools in fostering economic activities grounded in student independence (Poltak & Widjaja, 2024). The research was conducted at Wali Songo Ngabar Islamic Boarding School over a six-month period, from March to August 2025. Data collection was carried out through several interconnected stages, including preliminary field observations, in-depth interviews with participants, and documentation review to gain a comprehensive understanding of the pesantren's economic empowerment practices and santripreneur activities. Data were gathered through participant observation, in-depth interviews, documentation, and a review of relevant literature (Ardiansyah et al., 2023). Data collection in this study was carried out through in-depth interviews with pesantren administrators, student entrepreneurs, and business unit managers, allowing for a comprehensive and nuanced understanding of the economic empowerment practices within the Islamic boarding school.

Observations were conducted by directly observing the students' entrepreneurial activities, interaction patterns, and the implementation of the santripreneur program in their daily lives. Documentation was carried out by collecting Islamic boarding school archives, activity photos, simple financial reports, and entrepreneurship program notes. Meanwhile, a literature review was used to strengthen the theoretical foundation through a review of previous research on Islamic boarding school economics, santripreneurship, and sustainable development. The data analysis in this study followed the model of Johnny Saldana, Miles, and Huberman, which consists of three key stages: data condensation, data display, and conclusion verification (Saldana, 2016). At the data condensation stage, information obtained from interviews, observations, documentation, and literature is carefully selected, coded, and organized into thematic categories. The condensed data is then presented in the form of narratives, matrices, or charts, enabling the researcher to identify and interpret patterns as well as relationships across the emerging themes. The final stage is drawing inductive conclusions, referring to field findings and the theoretical framework used. To maintain data validity, this study uses source and technical triangulation, namely by comparing the results of interviews, observations, documentation, and literature to ensure the validity of the findings.

RESULTS AND DISCUSSION

Santripreneur

The santripreneur program at the Wali Songo Ngabar Islamic Boarding School (Islamic boarding school) is an effort to build economic independence based on Islamic values, entrepreneurial skills, and sustainable resource management. Through a network of cooperatives, business units, and Islamic financial institutions such as BMT (Islamic Mentoring Institution), this institution not only strengthens the Islamic boarding school's economy but also generates job opportunities and fosters empowerment for the surrounding community. This model exemplifies how economic growth can go hand in hand with environmental preservation and social values, thus relevant to Sustainable Development Goals (SDGs) such as poverty alleviation, decent work, and sustainable consumption and production. This success is reinforced by factors such as financial literacy, business networks, business incubation, and the use of digital technology, which make the santripreneur concept at Ngabar replicable in various other Islamic boarding schools. This practical implementation is also reflected in students' active participation in livestock activities, as shown in Figure 1.



Figure 1. Documentation of Students' Participation in Animal Husbandry at Islamic Boarding Schools

Islamic boarding schools serve not only as centers of religious education but also as catalysts for community economic growth when they successfully integrate spiritual values with practical entrepreneurial skills (Ali & Huda, 2021). The image above shows young students directly involved in managing a sheep farm within the Islamic boarding school. This activity reflects the implementation of the idea of "premature innovation," which involves students engaging in entrepreneurial practices based on local potential from an early age. The sheep farm they manage not only provides income for the Islamic boarding school but also provides an effective learning tool. Students gain skills in livestock management, marketing, and the productive use of livestock products (Aziz & Fathurrahman, 2020). Through this approach, Islamic boarding schools can nurture a generation of students who embody an entrepreneurial spirit while remaining firmly grounded in their religious knowledge.

This empowerment model has significant potential for realizing sustainable economic development. First, Islamic boarding school-based livestock farming activities can maintain an environmentally friendly production cycle, utilize livestock waste as organic fertilizer, and minimize dependence on manufactured feed (Purnomo et al., 2024). Second, empowering students through economic skills can reduce unemployment among Islamic boarding school graduates, and even create new jobs in the surrounding community (Ali & Huda, 2021).

By adopting innovation early, students become active participants in the economic chain, not simply beneficiaries. Figure 2 illustrates students' participation in processed food production activities within the pesantren environment, reflecting how entrepreneurial practices are directly integrated into students' daily learning experiences. Revitalizing the Islamic boarding school economy through innovative early-stage students is a strategic step toward Islamic boarding school independence and community well-being, in line with the principles of sustainable economic development that harmoniously integrate social, environmental, and economic aspects (Setiawan & Purnomo, 2022).



Figure 2. Students' Participation in the Production of Processed Food at Islamic Boarding Schools

This image shows students participating in food processing training in the Islamic boarding school's production kitchen. This activity is a concrete example of strengthening the students' entrepreneurial skills from an early age, or premature innovation (Asri, 2022). Under the guidance of instructors, students are trained to process food ingredients into high-value products, such as processed meats, cakes, or packaged foods, which can then be marketed both within the Islamic boarding school and to the wider community. These activities not only equip students with technical skills but also instill the values of business management, production hygiene, and product innovation (Guspiati & Hanif Fuadi, 2024). The production process in this Islamic boarding school kitchen is designed to follow food hygiene and safety standards, so that the results are competitive in the market.

This training plays a pivotal role in revitalizing the economic life of Islamic boarding schools, as it opens opportunities for the establishment of independent business units managed directly by students. By acquiring these entrepreneurial skills, students are prepared to become productive entrepreneurs after graduation, while simultaneously contributing to the economic resilience of both the pesantren and the surrounding community. Such efforts reflect the principles of sustainable economic

development, in which the benefits extend beyond financial gain to also uphold the social and cultural continuity of the institution. Through the integration of religious education with entrepreneurial training, Islamic boarding schools cultivate a generation of learners who are independent, innovative, and capable of competing in broader economic arenas.

Economic Revitalization of Islamic Boarding Schools

As outlined in Law Number 18 of 2019 on Islamic Boarding Schools, these institutions are community-based educational entities established through the initiatives of individuals, foundations, Islamic organizations, and local communities. Their role extends beyond nurturing faith and devotion to Allah SWT; they also function as vital centers for the moral, intellectual, and spiritual development of society (Hasan & Yurista, 2025). Islamic boarding schools are distinctive Islamic educational institutions with traditional foundations, yet over time they have evolved into diverse forms and models (Nurkhin et al., 2024). Over time, Islamic boarding schools have experienced a paradigm shift, shifting from institutions that focused solely on Islamic religious education to institutions that produce skilled human resources capable of creating jobs. This paradigm shift requires Islamic boarding schools to direct their development toward the economic sector (Mustaghfiri, 2025). Therefore, efforts are needed in the form of revitalizing Islamic boarding schools so that their strategic role in empowering Muslims can continue to develop and be sustainable.

Revitalizing the economy of Islamic boarding schools is a strategic initiative aimed at developing, strengthening, and renewing their role and function to remain relevant within the social, economic, and cultural dynamics of contemporary society. Beyond serving as centers for Islamic religious education, these institutions can also play a crucial role in empowering communities, particularly in advancing economic well-being (Anwar et al., 2023). The urgency of revitalizing Islamic boarding schools is not just about improving the physical and infrastructural aspects, but rather a comprehensive approach aimed at exploring and developing the potential of Islamic boarding schools, which has not been optimally utilized, particularly in the productive economic sector. This revitalization of Islamic boarding schools includes strengthening institutional governance and empowering students to become an active, creative, independent, and productive generation.

The integration of sharia entrepreneurship fundamentally transforms the traditional pesantren curriculum, which historically focused strictly on classical Islamic texts (kitab kuning). By embedding business units into the educational framework, the curriculum shifts from theoretical religious learning to an experiential, dual-track system. This integration does not dilute religious education; rather, it contextualizes Islamic jurisprudence (fiqh muamalah) through practical application. For instance, students do not just memorize the laws of trade; they actively practice ethical pricing, fair wages, and honesty while managing units like Ngabar Mart or Halwa Bakery. Consequently, this systemic shift redefines student character development. It shapes a new generation of santri who possess not only spiritual depth (kesalehan ritual) but also social and economic responsibility (kesalehan sosial), instilling lifelong traits of resilience, financial discipline, and high ethical standards rooted in Islamic values.

Economic revitalization at the Wali Songo Ngabar Islamic Boarding School (PPWS) is a progressive and systematic step in building the independence of Islamic educational institutions based on Islamic boarding schools. Economic independence in Islamic educational institutions means they have the ability to choose and implement activities to better survive (Ulfi & Prasetyo, 2022). This institution consistently develops various creative economic ventures to strengthen the boarding school's financial independence and foster the entrepreneurial spirit of its students. Proceeds from these various businesses are used to support teacher welfare and finance infrastructure for various units, from kindergarten to university. Economic activities at this boarding school encompass various sectors, including food and beverages, clothing manufacturing, agriculture, animal husbandry, and services. These various businesses are continuously marketed to the public, both online and offline. Table 1 presents the various business units developed by the pesantren as part of its strategy for strengthening economic independence and sustainable entrepreneurship development.

Table 1. Economic Business Units of Wali Songo Ngabar Islamic Boarding School

Nu.	The name of the Product	Business Sector	Additional Information
1.	BMT (Baitul Mal wa Tanwil)	Cooperative	A savings and financing cooperative functioning as a microfinance institution.
2.	NBC Swalayan	Retail	A retail outlet providing daily necessities for students and the wider community.
3.	Ngabar Mart	Retail	A modern minimarket that caters to the needs of students, teachers, and parents.
4.	Halwa bakery	Culinary / Bakery	A production center for light snacks, including bread and cakes.
5.	Ngabar Farn	Livestock	A livestock unit specializing in goat farming.
6.	Ngabar Clean	Production and Innovation	A student innovation producing dishwashing liquid.
7.	Ngabar Songkok	Production and Innovation	A handcrafted songkok as a symbol of pesantren identity and self-reliance.
8.	Ngabar Sakura Parfum	Production and Innovation	A creative student product in the form of fragrance.
9.	Agriculture Unit	Agro-farming	Produces rice and vegetables for pesantren consumption and elephant grass for goat feed.
10.	Ngabar Mineral Water	Beverage production	Provides bottled mineral water for pesantren and the surrounding community.
11.	Ngabar Bistro	Food and Beverage Service	Provides catering services for various pesantren-related activities.
12.	Ngabar Laundry	Service Industry (Laundry)	Laundry services provided for students and teachers.
13.	Ngabar Hostel and Meeting hall	Hospitality and Facility Rental	Offers lodging and hall rental services for both pesantren and public use.

The various business units developed by the Ngabar Islamic Boarding School not only serve to strengthen internal instruments but also serve as a strategic platform for developing entrepreneurial character and independence among students. Student-based business activities play a strategic role in social and economic education, fostering productive character (Abdillah & Nulhakim, 2022). One product that embodies this spirit is the distinctive songkok (songkok) worn by the Ngabar Islamic Boarding School. More than just a mandatory uniform, this item holds profound symbolic meaning, representing identity, discipline, and exemplary values internalized

in the lives of the students. Figure 3 illustrates an innovation in the pesantren economy through the production of the exclusive Ngabar songkok, which reflects the integration of entrepreneurship, cultural identity, and student empowerment within the pesantren environment.



Figure 3. An Innovation in Islamic Boarding School Economy: Exclusive Songkok

The songkok production process is carried out through a pondok convection business that actively involves students in various aspects, from production and management to marketing. These skills not only provide practical work skills but also instill Islamic work ethic values that will shape the students' character. A study by Iqbal and Wiwin found that implementing a life-skills approach can improve students' practical skills, encourage entrepreneurial initiatives, and transform their character into a more independent and self-confident one (Alyyudin & Yulianingsih, 2025).

The economic revitalization of PPWS illustrates that strengthening the pesantren economy functions not merely as a financial support system, but also as a platform for cultivating students' character and entrepreneurial skills. In contemporary society, Islamic boarding schools serve not only as centers for Islamic education and da'wah, but also as institutions that nurture and promote the values of economic self-reliance (Arwani & Masrur, 2022). In addition, a study by Sriani on santripreneurs stated that the involvement of santri in entrepreneurship strengthens the capacity of Islamic boarding schools and the surrounding community (Sriani, 2022). Therefore, Pondok Ngabar is not only an Islamic educational institution, but also plays a role as a center for socio-economic transformation that educates and supports students to become Muslim entrepreneurs who are contributive, adaptive, and have a high work ethic.

This economic revitalization is structurally driven by a curriculum transformation that merges traditional Islamic pedagogy with modern sharia entrepreneurship. While the traditional curriculum prioritized individual spiritual devotion, the integrated curriculum introduces mandatory practical phases where students run the boarding school's enterprises. This structural shift alters the trajectory of student character development. Through daily operations in agriculture, confectionery, or retail, students directly practice Islamic work ethics—such as *amanah* (trustworthiness), *fathanah* (wisdom), and *tabligh* (transparency). This hands-on curriculum effectively transforms passive learners into proactive economic actors, nurturing professional traits like problem-solving, accountability, and collaborative leadership long before graduation.

Achievement SDGs 8 and 17 Through Islamic Boarding School Economics

The Sustainable Development Goals (SDGs) consist of 17 global objectives initiated by the United Nations (UN) to tackle worldwide challenges and promote a more

sustainable and equitable future. These goals encompass a wide range of areas, including poverty reduction, quality education, gender equality, climate action, and inclusive economic growth (Hari Kristianto, 2020). In the context of national development, the implementation of the SDGs serves as a strategic framework that guides various sectors, including education and the economy, toward achieving sustainable development. As community-based educational institutions, Islamic boarding schools (pesantren) have significant potential to support the achievement of the SDGs through an integrated social, spiritual, and economic approach (Firda et al., 2025).

SDG Point Eight, Decent Work and Economic Growth, emphasizes the importance of decent work and economic growth. In this regard, SDG 8 can encourage the creation of decent jobs for all. This point is relevant to the Islamic boarding school economy, where through skills training, entrepreneurship, and micro-enterprises, students can learn and hone their soft skills while studying at the Islamic boarding school. By developing student- and community-based business units, Islamic boarding schools can contribute to job creation and drive the local economy independently (Amirya & Irianto, 2023).

In achieving the seventeenth point of the SDGs or Partnership for the Goals, it underlines the importance of partnerships to achieve the goals, which means the need for collaboration between the government, private sector, civil society, and educational institutions in supporting the implementation of the SDGs (Sadiq et al., 2023). The Islamic boarding school economy is very open to this collaborative model, for example through partnerships with state-owned enterprises, Islamic financial institutions, and government agencies to develop Islamic boarding school cooperatives, provide entrepreneurship training, and even provide economic digitalization. This collaboration will strengthen the capacity of Islamic boarding schools as strategic actors in realizing sustainable development of the Islamic boarding school economy based on Islamic values. Figure 4 illustrates the contribution of santri in devotional service activities that support the development of the pesantren economy through collaboration, community engagement, and entrepreneurial empowerment.



Figure 4. Contribution of Santri in Devotional Service to the Development of Pesantren Economy

The achievement of SDGs 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships to Achieve the Goals) is reflected in the active involvement of professional workers and graduated community service teachers in the development of the

santripreneur program. They not only serve as agents of economic transformation within the Islamic boarding school environment but also serve as mentors and facilitators in developing the students' entrepreneurial skills (Wang et al., 2022). Their presence strengthens a decent, inclusive, and productive work ecosystem, while simultaneously encouraging local economic growth based on Islamic boarding school values. Furthermore, the collaboration between Islamic boarding schools, alumni, businesses, and supporting institutions reflects the partnership principle essential to SDG 17, strengthening synergy to achieve sustainable and equitable economic development in Islamic boarding schools.

The achievement of the SDGs is also evident through various Islamic boarding school initiatives that establish strategic partnerships with the community and external parties. Programs such as consigning snacks from residents to be sold at Islamic boarding school stalls demonstrate community-based inclusive economic participation, while collaboration with external drinking water companies in the production of bottled water demonstrates openness to cross-sector partnerships (Handoyo et al., 2023). On the other hand, economic independence is also reflected in the management of business units such as BMT, Agro Ngabar, and Food Production, which are run independently by systematically prepared Islamic boarding school human resources. These initiatives strengthen the achievement of SDGs 8 by creating decent and productive jobs and encouraging sustainable local economic growth. They also embody the 17 SDG principles by fostering collaboration among Islamic boarding schools, the community, and business partners, creating a cooperative and competitive economic ecosystem (Latifah, 2022). These developments are further supported by a structured financial management system, as shown in Figure 5 Financial Administration Center of Wali Songo Islamic Boarding School, Ngabar.



Figure 5. Financial Administration Center of Wali Songo Islamic Boarding School, Ngabar

Businesses are being implemented across all sectors, such as the Ngabar Hostel, which offers accommodation. The NBC Ngabar business center, which provides shopping for the Islamic boarding school and the community. A rice mill is also being developed, and efforts are underway to establish a hardware and building supplies store. This significantly contributes to the Islamic boarding school's well-being. The entire Islamic boarding school financial system is integrated through Baitul Maal wat Tamwil (BMT), from online and offline tuition payments to annual fund deposits by teachers managing the Islamic boarding school's rice fields (Usman et al., 2024).

Furthermore, the involvement of the surrounding community in the economic sector, such as by contributing snacks to the Islamic boarding school canteen, strengthens mutually beneficial partnerships. This ecosystem demonstrates how Islamic boarding schools can create inclusive and sustainable economic growth based on Islamic values, while simultaneously building a strong partnership network to achieve long-term financial independence.

Efforts to achieve Sustainable Development Goals (SDGs) point 8 on decent work and economic growth and point 17 on partnerships to achieve the goals of Islamic boarding schools demonstrate a strategic role through innovation by santripreneurs despite facing obstacles in the availability of Human Resources (HR) which are always developing (Arief et al., 2024). Islamic boarding schools actively compete to keep up with current developments by conducting independent training and establishing cross-community Vocational Training Centers (BLK) in the Information Technology (IT) sector. Furthermore, they also train cadres in necessary fields to strengthen internal capacity. As stated by Nabila, one of the students involved in the santripreneur program, "The entrepreneurial activities in the pesantren have trained us to be more independent, disciplined, and confident in interacting with others" (Nabila, personal communication, July 25, 2025). These steps not only encourage economic empowerment within the Islamic boarding school environment but also foster cross-sector collaboration aligned with the spirit of SDGs 17, creating a sustainable Islamic boarding school economic ecosystem that is adaptive to global dynamics (Kasinathan et al., 2022).

CONCLUSION

This study underscores that Islamic boarding schools (pesantren) successfully drive community-based economic empowerment through santripreneurship without compromising their core identity as centers of Islamic learning. The case of Wali Songo Ngabar demonstrates that integrating diverse sharia business units fosters financial independence and shapes self-reliant, innovative student characters. To maximize this impact, pesantren must prioritize actionable educational transformations. Rather than keeping business units isolated from academics, institutions should systematically embed sharia entrepreneurship into their formal learning systems. This involves upgrading traditional curricula to blend theoretical jurisprudence (fiqh muamalah) with structured experiential phases such as mandatory practical training in livestock management, food processing, or retail operations under the guidance of certified instructors. Furthermore, pesantren leaders should collaborate with external professional networks to establish formalized business incubation centers within the school, ensuring that students develop market-competitive vocational skills alongside spiritual values.

However, this study is limited to a single qualitative case study at Wali Songo Ngabar Islamic Boarding School, which may affect the generalizability of the findings to institutions with different socio-economic backgrounds. It also lacks long-term quantitative metrics regarding exact financial performance. Future research should broaden the empirical scope through multi-site comparative studies across different regions and employ quantitative or longitudinal approaches to precisely measure the long-term economic contributions and sustainability of these business models. Ultimately, revitalizing the pesantren economy through an integrated curriculum

represents a transformative approach that equips independent, ethical future entrepreneurs to compete in the broader economic arena.

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