



Crafting an Entrepreneurship Strategic Planning Model for Islamic Boarding Schools Through a Comprehensive Literature Review

Saiful Irfan^{1*}, Maria Veronika Roesminingsih², Mudjito³
^{1,2,3} State University of Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This study aims to describe entrepreneurship planning strategies in Islamic boarding schools through a literature review. **Method:** This qualitative descriptive study employs library research to investigate entrepreneurship strategic planning models for Islamic boarding schools. Initially, articles were gathered on the topic in the last decades, with subsequent refinement resulting in a selection of 20 relevant articles. **Results:** The literature review navigates through entrepreneurship education in Islamic boarding schools, bringing together various perspectives, approaches, and results. Common surface themes include the amalgamation of entrepreneurial endeavors with religious principles, the quest for financial self-sufficiency, and the diverse effects on students, institutions, and local communities. **Novelty:** The novelty in this literature review lies in synthesizing diverse perspectives on entrepreneurship education in Islamic boarding schools. The unique intersection of entrepreneurial activities with religious values and the pursuit of economic independence offers a distinctive lens for understanding the dynamics of entrepreneurship education in this context.

INTRODUCTION

Establishing an Islamic boarding school in a region gives it a strategic role that can contribute to the area's development. Since the 1970s, Islamic boarding schools have played many strategic roles, including economic, social, and political roles. Islamic boarding schools can pioneer the community's economy for two main reasons. Firstly, the students (santri) exhibit a high level of commitment to their religious beliefs, and this commitment can impact their economic endeavors. Secondly, the emphasis of Islamic boarding schools on Islamic studies positions them as catalysts for the Islamic economy in society, fostering the emergence of young entrepreneurs with an Islamic ethos. (Ariatin et al., 2022; Sonita et al., 2021; Sudiapermana & Muslikhah, 2020; Wibowo et al., 2022).

Managing all available resources in Islamic boarding schools can generate substantial economic influence. For instance, regarding assets, these schools can leverage their extensive land for agricultural pursuits, engaging santri in rotational farming or involving the local community. The resulting harvest can be sold to finance the operational needs of the boarding school. Furthermore, Islamic boarding schools can capitalize on their other assets for economic ventures, necessitating adept asset management to ensure optimal utilization (Anshori et al., 2022; Awaluddin et al., 2023; Rofiaty, 2019; Salikin et al., 2019; Saputra et al., 2021). In terms of human resources, students can be equipped with entrepreneurial skills, enabling the Islamic boarding school to establish a business that supports the economic activities of the students and the community (Adinugraha, 2022; Nurcholida et al., 2022; et al., 2023; Zaki & Aziz, 2023).

An initiative to foster business development in Islamic boarding schools involves implementing a strategic plan. Strategic planning is the institutional process of making decisions for future implementation to attain predefined objectives. This planning entails formulating a continuous set of policies to guide the future, ensuring established goals are realized. The significance of strategic planning in the development of Islamic boarding schools is apparent, offering additional value such as elucidating the vision and mission of the institution (Aziz et al., 2021; Lundeto et al., 2021; Rianawaty et al., 2021; Zahraini et al., 2022); Empowering Islamic boarding schools to address challenges through a comprehensive analysis of both internal and external factors, assisting in the establishment of goals consistent with their vision and mission, and, crucially, executing strategies to attain the desired objectives.

This research introduces novel perspectives on the strategic roles of Islamic boarding schools, emphasizing their economic, social, and political contributions since the 1970s. It highlights the unique commitment of students to their religious beliefs as a driving force for economic endeavors, fostering a new generation of entrepreneurs with an Islamic ethos. The study underscores the economic potential through effective resource management. Strategic planning emerges as a critical initiative, clarifying the vision, addressing challenges, and executing targeted strategies. The research also delves into entrepreneurship planning strategies in Islamic boarding schools, serving as a valuable reference for future studies. As a step to support business development in Islamic boarding schools, this research aims to describe entrepreneurship planning strategies in Islamic boarding schools through a literature review. Furthermore, this study serves as a reference for developing entrepreneurship planning strategies for future research.

RESEARCH METHOD

This qualitative descriptive study employs library research to investigate entrepreneurship strategic planning models for Islamic boarding schools. Initially, articles were gathered on the topic in the last decades, with subsequent refinement resulting in a selection of 20 relevant articles. The primary focus is on elucidating entrepreneurship strategic planning models tailored for Islamic boarding schools. The anticipated output is a comprehensive narrative derived from the information distilled from the chosen 20 articles. Potential limitations in the selection process or inherent biases may be acknowledged, and subsequent steps involve drawing conclusions, identifying trends, and suggesting avenues for future research. According to Miles and Huberman (Sugiyono, 2017), the stages of analysis for qualitative research are generally depicted in Figure 1.

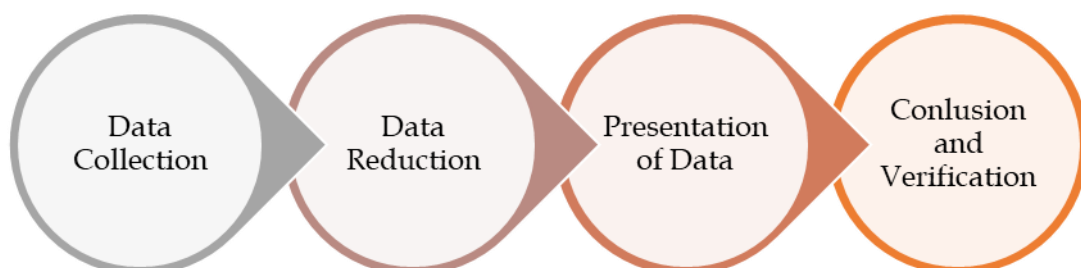


Figure 1. Research flowchart (Sugiyono, 2017).

Qualitative data analysis includes four stages (Suliyannah et al., 2021), specifically, (1) Data collection involves acquiring information from diverse reliable sources to fulfill the research objectives; (2) Data reduction entails prioritizing essential elements aligned with the author's requirements, streamlining the process of obtaining relevant data by the research objectives (Shafi et al., 2020; Sovacool et al., 2018); (3) Data presentation involves showcasing research data typically through brief descriptions, charts, interrelationships between subjects, and similar methods, especially in the context of qualitative research types (Bauer & Scheim, 2019); (4) The conclusion and validation represent the ultimate outcomes derived from a sequence of preceding procedures aimed at uncovering novel insights in alignment with the study's objectives (Saphira et al., 2023).

RESULTS AND DISCUSSION

Results

The findings of the literature review encompassing 20 papers related to the utilization and advancement of entrepreneurship strategic planning models for Islamic boarding schools are outlined in Table 1.

Table 1. The results of a literature review in partnership strategic planning models for Islamic boarding schools.

No.	Author(s)	Findings	Recommendation
1	(Indarti, 2021)	The study explores spiritual entrepreneurship education in Islamic boarding schools, emphasizing the integration of entrepreneurship with religious values and worship. Using a qualitative case study approach involves in-depth interviews, observation, and document analysis. The findings highlight that entrepreneurship is internalized in Islamic boarding schools as an act of worship and service to humanity. The educational process encompasses teaching, training, mentoring, and coaching, with a significant role in consultation in aligning business activities with worship. This holistic approach aims to develop cognitive, affective, and psychomotor skills while emphasizing the intention for Allah and following the Prophet's example.	The novelty of this research lies in exploring the spiritual role as the foundation for entrepreneurial activities among Islamic boarding school students, as entrepreneurship is considered a form of worship to Allah. The implementation involves a process starting from education, training, mentoring, counseling, and evaluation. However, the research must explore the entrepreneurial strategies of Islamic boarding schools.
2	(Israfil, 2017)	The research aims to understand the empowerment of Islamic boarding schools through entrepreneurship. The findings	The novelty of the research is evident in the form of entrepreneurship conducted by the Islamic boarding school Darul

No.	Author(s)	Findings	Recommendation
3	(Chotimah, 2015)	<p>reveal that the entrepreneurial activities at the Islamic boarding school Darul Khair include woodworking, cattle farming, plantations, agriculture, and a boarding school cooperative. All the proceeds from these ventures are periodically handed over to the foundation each month. The funds generated are utilized to support the Islamic boarding school, covering expenses such as building and dormitory maintenance, utilities (electricity, water), monthly teacher salaries, extracurricular activities for students, and daily student meals.</p> <p>This research focuses on the entrepreneurship education model and its teaching strategies at Pondok Islamic boarding school Sidogiri Pasuruan. The study falls under the category of field research with a qualitative approach. The research findings include: (1) Entrepreneurial values at Pondok Islamic boarding school Sidogiri are based on worship, where all economic activities are intended as acts of worship to Allah SWT; (2) The process of entrepreneurial education entails instructing students in the management of economic entities within the Islamic boarding school, overseen and guided by the kiai (head of the Islamic boarding school) and the School's administrators.</p>	<p>Khair, which strives for self-sufficiency in managing Islamic boarding school activities and meeting the needs of the Islamic boarding school through the implemented entrepreneurship, including woodworking, cattle farming, plantations, agriculture, and a boarding school cooperative. This study does not discuss the entrepreneurship strategic plan at the Islamic boarding school Darul Khair.</p> <p>The success of Baitul Maal Sidogiri serves as the primary basis for the discussion in this research study and represents its novelty. Education involving the process of grooming students to assist in managing the existing business units is at the core of the training in economic institution management at Pondok Islamic Boarding School Sidogiri Pasuruan.</p>
4	(Afandi, 2019)	<p>This study assesses the empowerment of Islamic boarding schools by implementing entrepreneurship. The findings reveal various entrepreneurial initiatives within the Islamic boarding school Darul Khair, including carpentry, cattle farming, plantation, rice fields, and an Islamic boarding school cooperative. These businesses'</p>	<p>To enhance the conclusion, consider incorporating recommendations for further research or highlighting any novel aspects discovered in the entrepreneurship development of the Islamic boarding school Darul Khair. This could involve suggesting areas for improvement, proposing strategies for increased effectiveness, or pointing out</p>

No.	Author(s)	Findings	Recommendation
5	(Rahman et al., 2021)	<p>generated assets and profits are regularly contributed monthly to the foundation. These funds are allocated for the financial needs of the boarding school, covering expenses such as building and dormitory costs, electricity bills, water supply, and monthly telephone charges. Additionally, the funds support the well-being of the managers, including teacher salaries, the educational costs of three teachers in Java, assistance for extracurricular activities for the students, and daily sustenance for the hostel residents.</p> <p>The study emphasizes the importance of adapting entrepreneurship education in urban Islamic boarding schools to changing social dynamics. Al-Muayyad recognizes the dual impact of communication technology on society. Social media-using students are urged to be culturally mindful. In Islamic boarding schools like Al-Muayyad, entrepreneurship enables students to utilize digital platforms to market local products. The goal is for Islamic boarding schools to contribute to Indonesia's progress towards the ASEAN Community 2015 through social media. The government, especially the Ministry of Communication and Information, is critical in empowering Islamic boarding schools in digital entrepreneurship via social media initiatives.</p>	<p>unique features of entrepreneurial initiatives that could inspire similar efforts in other contexts.</p> <p>The study could recommend practical strategies for integrating entrepreneurship education in urban Islamic boarding schools, such as enhancing the curriculum and fostering local business partnerships. The novelty lies in recognizing the dual impact of communication technology and emphasizing the innovative role of entrepreneurship, primarily through social media, for empowerment in Islamic boarding schools like Al-Muayyad.</p>
6	(Rahman et al., 2021)	<p>This study adopts a qualitative approach, the case study method, to investigate facilities and infrastructure management. Through observation, interviews, and documentation, the research explores entrepreneurial management at Darussyifa Al-Fithroh Islamic boarding school in Sukabumi. The findings highlight</p>	<p>The novelty of this study lies in the detailed exploration of the entrepreneurial management process at Darussyifa Al-Fithroh Islamic boarding school, Sukabumi, particularly the diverse ventures like fisheries, animal husbandry, agriculture, laundry, and bottled water production. The innovative aspect could be</p>

No.	Author(s)	Findings	Recommendation
7	(Harahap & Syarif, 2022)	<p>a strategic management process encompassing planning, organizing, implementing, and evaluating. The School engages in various entrepreneurial ventures such as fisheries, animal husbandry, agriculture, laundry, and bottled water production, contributing to its sustainability and providing practical learning experiences for students and administrators involved in the community.</p> <p>This study diverges from the prevailing trend in Islamic boarding schools, which have incorporated socio-economic functions into their activities. O A specific instance of an Islamic boarding school working towards financial self-sufficiency through local enterprises is Pondok Islamic Boarding School Modern Subulussalam in Panyalai Village, Nagari Lubuk Pandan, District 2x11 Six neighborhoods, Padang Pariaman Regency. Employing a qualitative research approach, the study investigates the business strategy implemented by this institution and assesses it through a SWOT analysis. The strategic initiatives undertaken by the Pondok Islamic Boarding School Modern Subulussalam Foundation involve collaborations with Islamic financial institutions, establishing partnerships with government and related entities, creating marketable micro-enterprises, strengthening Kopontren human resources to tackle challenges, and integrating entrepreneurship training within the Islamic boarding school.</p>	<p>emphasized by showcasing how the School's entrepreneurial activities contribute to its sustainability and provide valuable practical learning experiences for students and administrators engaged with the local community.</p> <p>The Subulussalam Modern Islamic Boarding School Foundation should enhance the quality of its business units by improving product, service, and pricing standards for effective competition. Additionally, the foundation should intensify training sessions, seminars, and entrepreneurship-related activities to enhance employee skills and overall service quality. The foundation should improve promotional strategies to boost revenue, leveraging the internet for global competitiveness. Lastly, expanding partnerships with private entities and companies will contribute to elevating the overall quality of the foundation's businesses.</p>
8	(Nawawi, 2022)	<p>This study investigates the impact of planning, implementing, and evaluating entrepreneurial education on the entrepreneurial competence of students at</p>	<p>The study explores entrepreneurial education at Riyadlusharfiwalmantiq Islamic Boarding School to uncover its implications on students'</p>

No.	Author(s)	Findings	Recommendation
		<p>Riyadlusharfiwalmantiq Islamic Boarding School. Utilizing a qualitative phenomenological approach with SWOT analysis, the research employs observation, interviews, and documentation for data collection. The Entrepreneurship Education plan involves a curriculum with theory-based and practice-based learning, outlined in a syllabus detailing competencies, subject matter, indicators, activities, time allocation, and assessment. Implementation includes theory-based and practice-based learning methods, with evaluation occurring during and after the learning process, utilizing the CIPP (Context, Input, Process, and Product) model. The study finds that students develop social and corporate entrepreneur competencies through this approach. Overall, the management of entrepreneurial education aims to equip students with the knowledge, skills, and attitudes needed to embark on entrepreneurial ventures.</p>	<p>entrepreneurial competence. While recommendations are not explicitly stated, potential suggestions could involve continuous curriculum improvement, incorporating practical applications, and establishing a structured feedback mechanism for ongoing refinement. The study's novelty lies in its detailed examination of the entrepreneurial education plan, delineating theory-based and practice-based learning, providing a comprehensive syllabus, and utilizing the CIPP evaluation model. This approach offers a unique perspective on the implementation of entrepreneurial education. It emphasizes the development of social and corporate entrepreneurial competencies in students, showcasing a holistic and innovative approach to entrepreneurial learning.</p>
9	(Alim & Syahrul, 2021)	<p>This article outlines the challenges the Islamic boarding school Annur Azzubaidi faced in striving for excellence during the disruptive era. The critical areas under examination include formulating the Islamic boarding school's vision, comprehensive planning, enhancing student skills, and fostering community relations. The study employs a qualitative research approach using the narrative method, gathering data through observation, interviews, and document studies. The subsequent analysis involves collection, reduction, display, and verification stages. The results underscore the favorable outcomes of formulating a vision for the</p>	<p>The study underscores the importance of conducting further research on two critical aspects: women's leadership in Islamic boarding schools and crisis leadership within Islamic boarding schools. Recognizing the potential impact of female leadership and effective crisis management in these educational institutions, additional investigation can contribute valuable insights for enhancing and developing Islamic boarding school leadership models.</p>

No.	Author(s)	Findings	Recommendation
10	(Dwi & Maskuri, 2023)	<p>Islamic boarding school, emphasizing cultivating high-caliber human resources. Extensive planning is evident through short-term, medium-term, and long-term strategies. The boarding school emphasizes enhancing skills in diverse fields, including agriculture, animal husbandry, arts, and entrepreneurship, concurrently fostering collaborations and fortifying ties with the community.</p> <p>The development of multicultural Islamic educational institutions through student entrepreneurship is an idea born out of the needs of the Islamic community. Its development is guided by Islamic principles, namely at-ta'aruf (mutual acquaintance, mutual understanding), at-tawasuth (moderation), and tasamuh (tolerance). It consistently upholds and cultivates the values of Atta'awun (mutual assistance), At-Tawazu (harmony, balance), Shidiq, Amanah, Tabligh, and Fathonah as high ethical standards. The evolution of institutions, especially Islamic boarding schools, must repeatedly respond to the challenges of changes within their educational framework through activities based on quality standards, including planning, organizing, implementing, and monitoring. Institutional development can only achieve its vision and mission by involving both human and non-human elements from the community.</p>	<p>The study recommends fostering a deeper cultural understanding, emphasizing values like at-ta'aruf, at-tawasuth, and tasamuh for developing multicultural Islamic educational institutions through student entrepreneurship. It advocates for quality-based institutional development, continuous improvement, and community engagement, recognizing the pivotal role of the community. The novelty lies in focusing on multicultural Islamic education, ethical foundations, and an adaptive methodological perspective, promoting a culturally rich and inclusive learning environment.</p>
11	(Bustomi & Umam, 2017)	<p>Beyond being a simple interaction between Islamic religious leaders and students, boarding schools influence surrounding communities, leading to transformative changes, development, and the empowerment of students. This</p>	<p>The study recommends fostering a more robust entrepreneurial spirit within the community surrounding boarding schools, addressing a noted barrier. This could involve targeted programs and collaborations with local entities to promote</p>

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12	(Inriani & Rahman, 2022)	<p>empowerment is evident in various forms, including heightened awareness of specific economic issues. Boarding schools have the potential to function as community institutions that stimulate the initiative and creativity of the community, acting as a primary driver of development. The central focus is on emphasizing the community's material and spiritual well-being as the ultimate goal of the development process. Research findings illustrate successful empowerment programs implemented by Lantabur boarding schools in the entrepreneurial city of Cirebon. However, challenges persist, particularly in factors such as endowments and barriers. Endowment factors encompass adequate support equipment, caretaker cottage guidance, and a well-established network of Jama'ah Greeting Tours. A significant barrier is the enduringly weak entrepreneurial spirit among the public.</p> <p>This article underscores the importance of instilling entrepreneurial characteristics in students through the kopontren business unit in Islamic boarding schools. This unit is a dedicated facility for fostering entrepreneurial traits directly and significantly. Implementing various developmental models, such as the Bazaar, is pivotal in influencing entrepreneurial development among students in both Al-Hikam and Darul Hikmah Islamic Boarding Schools. The research aims to comprehensively. Comprehend the model for developing entrepreneurial traits within the kopontren business unit, employing a qualitative</p>	<p>entrepreneurship. The novelty lies in recognizing boarding schools as dynamic community institutions extending beyond traditional roles. The emphasis on multifaceted empowerment and its unique role in enhancing material and spiritual well-being contributes to a broader understanding of their potential impact on community development.</p> <p>The study recommends tailored entrepreneurship programs within the kopontren business unit to strengthen entrepreneurial traits among students. Additionally, fostering community collaboration with local businesses is suggested for real-world exposure. The novelty is recognizing the kopontren unit as a dedicated facility in Islamic boarding schools, intentionally integrating entrepreneurial development. The Bazaar serves as a distinctive model for practical entrepreneurial skill development.</p>

No.	Author(s)	Findings	Recommendation
13	(Alifiyah & Budiman, 2021)	<p>methodology that gathers data through documentation, observation, and in-depth interviews with students and coordinators. The analysis utilizes qualitative descriptive methods, drawing on field findings to depict the current situation.</p> <p>Based on the research conducted at the Craft Business Unit of Al-Falah Islamic Boarding School in Ploso, Mojo, Kediri, a strategy has been devised for business development. Implementing a business strategy is crucial for enhancing customer communication to foster loyalty. Moreover, it is advisable for the weaving craft business at Al-Falah Islamic Boarding School to trademark its brand, thereby boosting sales and reaching a broader market segment. All these strategies are allocated within the Business Model Canvas (BMC) framework, encompassing Key Partners, Customer Segments, Key Resources, and Channels.</p>	<p>The Craft Business Unit at Al-Falah Islamic Boarding School in Ploso, Mojo, Kediri, is recommended to focus on enhancing customer communication for loyalty, consider trademarking its brand to boost credibility and sales, and align all strategies within the Business Model Canvas (BMC) framework. These steps aim to guide the business towards sustainable growth and success.</p>
14	(Widiastuti & Kartika, 2017)	<p>The Ulul Albab Islamic Boarding School in Sangkanhurip, Bandung, faces accessibility challenges due to its location in rice fields, leading to conflicts within the diverse community. A women empowerment model named Kukis is introduced to address economic difficulties and promote religious understanding. Preliminary results show an 18% increase in average income (Rp. 255,000 per learner per month) and a 33% improvement in understanding among learners. Challenges include declining motivation and low self-confidence. Strategies for improvement involve identifying motivated learners and fostering cooperative marketing efforts. While showing partial success, the Kukis model aims to enhance the</p>	<p>Recommendations include strengthening community engagement, expanding and refining the Kukis model based on community feedback, and implementing financial literacy programs. The novelty of this research lies in the comprehensive and integrated nature of the Kukis model, addressing multifaceted community development within the Islamic boarding school context, and its innovative approach to counteracting the prevalent usury culture through ethical empowerment initiatives.</p>

No.	Author(s)	Findings	Recommendation
15	(Hafidh & Badrudin, 2019)	<p>community's Religion, Education, and Economy (APE) aspects.</p> <p>This study stems from the significance of the Islamic boarding school as the oldest educational institution in Indonesia, playing a pivotal role in shaping the socio-cultural landscape of Indonesian society. In today's context, Islamic boarding schools must evolve institutionally while preserving their inherent characteristics. The strategic development can be instigated through self-sustaining endeavors, yielding positive outcomes for Islamic boarding schools. Nevertheless, financial challenges frequently pose a threat to the sustainability of Islamic boarding schools. This study examines the situation of Ar-Risalah Cijantung IV boarding school and its economic endeavors. Utilizing a qualitative case study methodology, data is gathered through interviews, observation, and document analysis. The results reveal that Islamic boarding schools participate in economic activities like livestock breeding, fisheries, mining, agriculture, and waste processing. These initiatives have a favorable impact by broadening funding channels for their development and lessening reliance on government assistance. Additionally, the positive effects of these businesses extend to the neighboring community of the Islamic boarding school.</p>	<p>The study recommends diversifying income sources through initiatives like livestock breeding and waste processing for the economic development of the Ar-Risalah Cijantung IV boarding school. This approach ensures self-sustainability and reduces dependence on external support. Further, the Islamic boarding school should explore collaborative partnerships with local communities and businesses and implement financial management training for optimal resource utilization. These recommendations aim to fortify Islamic boarding schools economically and promote long-term sustainability.</p>
16	(Hafidh & Badrudin, 2019)	<p>This study evaluates the implementation of entrepreneurial learning through coffee cultivation at the At-Tanwir Islamic Boarding School in Jember. Using a qualitative approach and a case study design, the research involves primary data from interviews with key figures and secondary data</p>	<p>The recommendation for its implementation is to focus on both offline and online strategies. Actively participate in SME events and partner with local coffee shops for increased visibility. Optimize digital efforts through the website and social media. Engage students extensively in sales to foster</p>

No.	Author(s)	Findings	Recommendation
17	(Ahyadi et al., 2021)	<p>from archival sources. The findings highlight the planning stages, organizational methods, and implementation of entrepreneurial learning through cooperative methods like the PBI (Problem-Based Introduction) model and cooperation among the School's leadership, student administrators, and coffee farmers.</p> <p>The impact of entrepreneurship education at PP API Tegalrejo on students, the Islamic boarding school, and the community is significant. For students, it results in the emergence of entrepreneurial individuals who internalize values such as an entrepreneurial spirit, strong work ethic, independence, and Islamic virtues like honesty, trustworthiness, charity, zakat, initiative, trust in God, prayer, and more. This shapes the typology of entrepreneurial students as prophetic entrepreneurs. The impact on the Islamic boarding school is reflected in its enhanced role as an institution fostering Islamic education, becoming a catalyst for societal change. For the community, the increasing number of entrepreneurial and self-reliant students contributes to job creation, aiding Indonesia in addressing unemployment and poverty issues.</p>	<p>practical knowledge. Address HR shortage by recruiting IT and digital marketing expertise for streamlined operations.</p>
18	(Shofiyuddin & Swandari, 2021)	<p>The article aims to investigate and assess the strategies employed by caregivers at Al Falah Islamic Boarding School, Pacet, Mojokerto, in fostering entrepreneurial economic independence education for the students (<i>santripreneurs</i>). Utilizing a qualitative case study approach, data collection involved observation, interviews, and documentation. The analysis encompassed data reduction, encoding, and verification, with</p>	<p>Implement community engagement programs to showcase the positive impact of entrepreneurial education and foster collaboration. Facilitate networking and partnerships to enhance the Islamic boarding school's influence in promoting entrepreneurial development. Establish a robust monitoring and evaluation system to continually assess the effectiveness of entrepreneurship education.</p>
		<p>To overcome obstacles and challenges, the boarding school should boost students' entrepreneurial motivation with innovative teaching methods. Practical time management training can help balance academic and entrepreneurial pursuits. Efforts should target acquiring more human resources, utilizing technology for education, and enhancing distribution and</p>	

No.	Author(s)	Findings	Recommendation
19	(Anthony et al., 2021)	<p>validity checks through extended observations and triangulation. The findings reveal several strategies, including religious indoctrination, tailored skill development based on student interests, forging external partnerships, integrating entrepreneurship education into extracurricular activities, providing free education and encouraging savings, and establishing job training centers.</p> <p>Islamic boarding schools, such as Nurul Jadid, recognize their economic potential to foster independence and contribute to the community's prosperity. Establishing well-organized business units is crucial to generating income and enhancing economic stability. Utilizing instruments like ecoprotection ensures smooth operation, breaks away from dependence, and sustains economic functions. This approach fosters independent cadres within the community, establishes economically self-sufficient boarding schools, forms government partnerships, and uplifts the overall economy in the surrounding area.</p>	<p>marketing for entrepreneurial products. Strengthening relationships with the government and private sectors is vital for sustained entrepreneurial development.</p> <p>It is crucial to focus on robust management of their economic business units to boost the economic independence of Islamic boarding schools like Nurul Jadid. This involves creating a conducive environment for community potential, empowering both <i>Santri</i> and the broader community economically, and ensuring the sustainability of business units through eco-protection measures. Strengthening collaborations with the government and actively contributing to the nation's moral education are vital components of this strategic approach.</p>
20	(Widodo & Nugroho, 2014)	<p>This study aimed to create an entrepreneurship model for Islamic students by identifying essential competencies at An-Nafi'iyah Islamic Boarding School. Results showed that 68.7% had low achievement urge, 22.4% medium, and 9.0% high. For work ethic, 52.2% had low, 22.4% medium, and 17.9% high. Enthusiasm: 67.2% low, 22.4% medium, 10% high. Innovative spirit: 55.2% low, 29.9% medium, 14.9% high. The entrepreneurship education model focuses on character, concept, and skill development based on students' entrepreneurial</p>	<p>To enhance students' entrepreneurial spirit at An-Nafi'iyah Islamic Boarding School, implement motivational programs, workshops to improve work ethic, and practical entrepreneurship skill sessions. Establish mentorship programs connecting students with successful entrepreneurs, introduce innovation challenges, and integrate entrepreneurship education into the curriculum.</p>

No.	Author(s)	Findings	Recommendation
		characteristics.	

Discussion

The results findings in Table 1 explore entrepreneurship education within Islamic boarding schools, emphasizing the harmonious integration of entrepreneurial activities with religious values and worship. Employing a qualitative approach, predominantly through case studies, the research endeavors to unravel the multifaceted dimensions of entrepreneurship across various Islamic boarding schools (Damai et al., 2023; Hapsarini et al., 2023; Oci, 2023; Wijaya et al., 2023). A consistent theme across the studies is the conceptualization of entrepreneurship as a sacred act intricately woven into the fabric of worship and service to humanity. The educational process is a holistic journey involving teaching, training, mentoring, and coaching, focusing on developing cognitive, affective, and psychomotor skills while aligning business activities with the divine intention.

A key focal point emerges in examining the Islamic boarding school Darul Khair, where the entrepreneurial landscape spans woodworking, cattle farming, plantations, agriculture, and cooperative endeavors. The proceeds from these ventures contribute significantly to the financial sustenance of Islamic boarding schools, covering a spectrum of expenses ranging from maintenance and utilities to teacher salaries and student activities. The overarching ambition is to achieve self-sufficiency and reduce dependency on external support, emblematic of the Islamic boarding school's commitment to economic autonomy through entrepreneurship (Alam & Endacott, 2022; Khan, 2022).

Furthermore, the literature underscores the distinctive entrepreneurship education model at Pondok Islamic boarding school Sidogiri Pasuruan, anchored in the worship ethos. Here, economic activities are imbued with spiritual significance, and students undergo training to manage economic institutions under the guidance of the kiai and administrators (Bock et al., 2021; Saefudin et al., 2022; Supriatin et al., 2023). This model represents a fusion of entrepreneurial values with religious principles, crafting an integrated approach to education that extends beyond conventional pedagogies (Al-Haddar et al., 2023; Alhazmi, 2023; Miah et al., 2020; Nørgård et al., 2022).

As the studies unfold, the theme of empowerment through entrepreneurship emerges prominently. Diverse entrepreneurial initiatives within the Islamic boarding school Darul Khair, such as carpentry, cattle farming, plantation, rice fields, and cooperatives, showcase the breadth of economic empowerment strategies. The generated assets contribute to the Islamic boarding school's financial needs, fostering sustainability and resilience. Parallely, the research underscores the impact of communication technology on urban Islamic boarding schools, with a spotlight on Al-Muayyad, advocating for the adaptive use of digital platforms, mainly social media, for marketing local products and contributing to national progress. Delving into the strategic management process at Darussyifa Al-Fithroh Islamic Boarding School in Sukabumi, the literature underscores a comprehensive approach encompassing planning, organizing, implementing, and evaluating. Entrepreneurial ventures such as fisheries, animal husbandry, agriculture, laundry, and bottled water production not only contribute to the School's sustainability but also offer valuable practical learning

experiences for students and administrators engaged with the community (Ghazzawi & Lee, 2020; Haq et al., 2020).

A departure from prevailing trends is observed in Pondok Islamic boarding school Modern Subulussalam, where economic independence is pursued through collaborations with financial institutions, government entities, marketable micro-enterprises, and enhanced human resources. The strategic initiatives, analyzed through a SWOT analysis, illuminate a proactive approach to entrepreneurship that extends beyond the confines of the Islamic boarding school, fostering collaborations and contributing to economic development (Arif & Aldosary, 2023). The literature further accentuates the impact of entrepreneurial education at Riyadlusharfiwalmantiq Islamic Boarding School, delineating a curriculum that blends theory and practice. The Entrepreneurship Education plan, evaluated through the CIPP model, facilitates the development of social entrepreneur and corporate entrepreneur competencies, underscoring the management's commitment to equipping students with the knowledge, skills, and attitudes necessary for entrepreneurial ventures.

The challenges faced by Islamic boarding school Annur Azzubaidi in navigating the disruptive era are scrutinized, emphasizing the importance of formulating a vision, comprehensive planning, skill enhancement, and community relations. The qualitative research approach, employing the narrative method, unravels the positive impact of visionary development on human resources, with large-scale planning manifesting through short-, medium--, and long-term plans. The narrative takes an expansive turn as it highlights the development of multicultural Islamic educational institutions through student entrepreneurship, guided by ethical standards and responsive to evolving challenges (Alkouatli, 2023; Alkouatli et al., 2020; Böhm et al., 2022; Memon et al., 2021; Nurman et al., 2022). The theoretical framework, integrating APK from Ostrom and the PDCA cycle, underscores the dynamic nature of institutional development, necessitating the involvement of both human and non-human elements in the community.

Beyond the confines of Islamic religious leaders and students, the literature illuminates the transformative role of Islamic boarding schools within communities. Successful empowerment programs, exemplified in Lantabur boarding schools, underscore the potential of these institutions as catalysts for community development. The study recognizes the dual dimensions of empowerment, addressing both material and spiritual well-being as integral to the overarching development process. The importance of instilling entrepreneurial characteristics is underscored through the kopontren business unit in Islamic boarding schools, notably in Al-Hikam and Darul Hikmah. The research advocates for tailored entrepreneurship programs and collaborations with local businesses, positioning the kopontren unit as a dedicated facility intentionally fostering entrepreneurial development. The Bazaar emerges as a distinctive model, showcasing practical entrepreneurial skill development (Haddoud et al., 2022; Jain et al., 2023; Rae & Blenker, 2023; Setiono, 2023).

The strategic approach to business development at Al-Falah Islamic Boarding School emphasizes customer communication, brand trademarking, and alignment with the Business Model Canvas (BMC) framework. These strategies are envisioned to guide the business unit toward sustainable growth and success, illustrating the intersection of entrepreneurship, branding, and market positioning. A unique women empowerment model named Kukis is introduced at Ulul Albab Islamic Boarding School, addressing

economic difficulties and promoting religious understanding. Preliminary results indicate an increase in income and improved understanding among learners. Challenges such as declining motivation and low self-confidence prompt strategies for improvement, including identifying motivated learners and fostering cooperative marketing efforts (Carroll et al., 2019, 2021; King & Bunce, 2020).

The significance of Islamic boarding schools as the oldest educational institutions in Indonesia is underscored, with a focus on strategic development for self-sustainability. The research scrutinizes the economic initiatives undertaken by Ar-Risalah Cijantung IV boarding school, spanning livestock breeding, fishery, mining, agriculture, and waste processing. These initiatives diversify funding sources, reduce dependence on government support, and extend positive effects to the surrounding community. Implementing entrepreneurial learning through coffee cultivation at At-Tanwir Islamic Boarding School in Jember is evaluated, emphasizing planning stages, organizational methods, and cooperative learning models. The impact of entrepreneurship education at PP API Tegalrejo on students, the Islamic boarding school, and the community is lauded, resulting in the emergence of entrepreneurial individuals with solid Islamic virtues.

Strategies for fostering entrepreneurial economic independence at Al Falah Islamic Boarding School involve religious indoctrination, tailored skill development, external partnerships, integrated entrepreneurship education, free education, encouraging savings, and job training centers. The holistic approach aims to equip students with a comprehensive skill set and foster an entrepreneurial spirit aligned with Islamic values (Aristiyasari, 2019; Idris, 2023; Islam et al., 2022; Rohmah et al., 2021). Nurul Jadid recognizes its economic potential for community prosperity through well-organized business units and eco-protection measures. Collaboration with the government and a commitment to moral education are crucial components of this strategic approach (Alexopoulos et al., 2023; Saini et al., 2023; Vivona et al., 2023; Wang et al., 2023; Zainuri & Huda, 2023). The research further suggests that enhancing community engagement and refining the Kukis model based on community feedback can fortify the overall impact of the empowerment initiative.

The study aimed at creating an entrepreneurship model for Islamic students at An-Nafi'iyah Islamic Boarding School underscores the importance of character, concept, and skill development based on students' entrepreneurial characteristics. While recommendations are not explicitly stated, focusing on these essential competencies implies potential strategies for the entrepreneurship education model. In conclusion, the literature review traverses a landscape of entrepreneurship education within Islamic boarding schools, weaving together diverse perspectives, strategies, and outcomes. Integrating entrepreneurial activities with religious values, pursuing economic independence, and the multifaceted impact on students, schools, and communities emerge as recurrent themes (Freeman & Newkirk, 2023; Roy et al., 2020; Zguir et al., 2021). The findings and recommendations contribute significantly to the ongoing dialogue surrounding entrepreneurship education, fostering economic autonomy, and nurturing holistic development within the unique context of Islamic boarding schools.

CONCLUSION

Fundamental Finding: The literature review navigates through the realm of entrepreneurship education in Islamic boarding schools, bringing together a variety of

perspectives, approaches, and results. Common surface themes include the amalgamation of entrepreneurial endeavors with religious principles, the quest for financial self-sufficiency, and the diverse effects on students, institutions, and local communities. **Implication:** The implications drawn from the reviewed literature suggest significant considerations for integrating entrepreneurship education in Islamic boarding schools. The emphasis on aligning entrepreneurial activities with religious values underscores the importance of fostering a holistic approach that integrates faith and economic pursuits. **Limitation:** The scope of the literature review is primarily centered on Indonesian Islamic boarding schools, potentially limiting the generalizability of findings to other cultural or regional contexts. A more diverse representation of contexts could offer a broader understanding of the global challenges and opportunities associated with entrepreneurship education in Islamic boarding schools. **Future Research:** Future research in Islamic boarding school entrepreneurship education could focus on strategic plan nuances, innovative solutions for implementation challenges, standardized assessment metrics, and cross-context comparative studies.

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***Saiful Irfan (Corresponding Author)**

Doctoral Program of Educational Management,
State University of Surabaya,
Jl. Raya Kampus Unesa, Surabaya, East Java, 60213, Indonesia
Email: P3M.POLTEKPEL_SBY@gmail.com

Maria Veronika Roesminingsih

Postgraduate School,
State University of Surabaya,
Jl. Raya Kampus Unesa, Surabaya, East Java, 60213, Indonesia
Email: roesminingsih@unesa.ac.id

Dr. Mudjito

Postgraduate School,
State University of Surabaya,
Jl. Raya Kampus Unesa, Surabaya, East Java, 60213, Indonesia
Email: mudjito@unesa.ac.id
