



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

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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).

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