

THE ROLE OF SANTRI ENTREPRENEURSHIP AND SANTRI BUSINESS ACTIVITIES IN ECONOMIC INDEPENDENCE (CASE STUDY AT MANAHIJUL HUDA ISLAMIC BOARDING SCHOOL)



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Abstract

Many previous studies have explored business management in Islamic boarding schools as the research location object. The author is interested in studying this topic because the research results are expected to contribute to the development of business management research in Indonesia. This research discusses the role of entrepreneurial students in building economic independence at Manahijul Huda Islamic Boarding School. This pesantren (Islamic boarding school) develops various business units, such as a café, cooperative, hydroponic farming, laundry, and barbershop, which are directly managed by the students. This research uses a qualitative method with a case study approach. Data were collected through participatory observation, semi-structured interviews, and documentation. The research results show that the entrepreneurship of the students has a significant impact on the economic sustainability of the pesantren. The profits from the business units are used for the construction and development of the pesantren without relying on external donations. In addition, this program instills an entrepreneurial spirit in the students, trains their creativity, and develops Sharia-based business skills. The implementation of entrepreneurship also creates job opportunities for the surrounding community, thereby supporting local economic welfare. The success of this model proves that pesantren not only play a role in religious education but also in the economic empowerment of students and the community. With the right strategy, pesantren can become independent and competitive institutions without neglecting Islamic values. This research recommends the development of digital businesses, optimization of technology-based marketing, and collaboration with external institutions to enhance the competitiveness and sustainability of pesantren businesses in the modern era.

Keywords: Santri Entrepreneurship, Economic Independence, Islamic Boarding Schools, Sharia-Based Entrepreneurship, Pesantren SMEs

INTRODUCTION

In this modern era, economic independence is not only needed for one's personality but also very important to have in an institution or institution. Both non-religious and religious institutions, such as several agencies of a religious institution that have implemented economic independence, including several Islamic boarding schools in the Special Region of Yogyakarta, namely, Lintang Songo Islamic Boarding School and Al-Mumtaz Islamic Boarding School. These two Islamic boarding schools have first made an agency of religious institutions that have economic independence. These two boarding schools instill an economic moderation movement and an entrepreneurial movement for students who are later expected to become more independent human beings, and master the concept of good economic practices (Hikmah et al., 2024).

Pesantren (Islamic boarding school) is an educational institution that plays a role in teaching Islamic religious knowledge. As a religious institution, pesantren has an important role in maintaining the morality of Muslims and adapting to social challenges at various levels (Shodiq et al., 2021). Pesantren is a traditional education system where students live and study under the guidance of kiai (Firmansyah et al., 2020).

Santri are individuals who study in pesantren. Regarding the origin of the word "santri", Nurcholish Madjid expressed two opinions. First, the word "santri" comes from the Sanskrit "shastri" which means literate. Second, it comes from the Javanese word "cantrik" which means an individual who always follows his teacher (Gufron, 2019). Clifford Geertz in *The Religion of Java* (1960) classified Javanese society into three categories: abangan, priyayi, and santri, with santri as a group oriented towards Islamic teachings (Ummah, 2019).

Pesantren provide a supportive environment for learning, including mosques, study rooms, and other facilities (Nurul Qomariyah & Mohammad Darwis, 2023). Education in pesantren not only focuses on Islamic teachings but also builds character, discipline, and strong moral values (Bambang Triyono & Elis Mediawati, 2023). Along with the times, many pesantren have begun to teach practical skills, including entrepreneurship, to equip santri with economic independence (Widya Astuti, 2024).

Economic independence in boarding schools is an urgency that should be implemented in every boarding school institution. Because it increases the efficiency of the institution to not depend on external assistance, such as donations or donations. For example, Tanwirul Islam Islamic Boarding School in Sampang area has established various business units such as cooperatives, refill water depots, and pharmacies to generate income that can support the pesantren's operations independently. This helps the pesantren carry out its social and educational missions sustainably without external pressure (Umiyah et al., 2023).

However, the implementation of entrepreneurship programs in pesantren is uneven. Several factors such as limited resources, lack of competent teaching staff in the business field, and the dominance of traditional religious education are the main challenges (Bambang Triyono & Elis Mediawati, 2023). Some pesantren still consider entrepreneurship as a secondary activity that is not fully aligned with their mission (Sucipto, 2024).

This research focuses on business activities at Manahijul Huda Islamic Boarding School, which has implemented an entrepreneurship program to instill values of economic independence. This research covers the types of Pondok entrepreneurship, santri entrepreneurial activities, and financial management of the Manahijul Huda Tasikmalaya Islamic Boarding School.

REVIEW OF LITERATURE

Research on the development of santripreneurs in the pesantren environment has become an increasingly relevant conversation in recent years. This is inseparable from the efforts of pesantren in empowering santri through economic activities based on Islamic values, so that they not only gain religious knowledge, but also entrepreneurial skills that can support economic independence.

One of the studies that discussed this aspect was a study conducted by Sriani (2022), which examined the santripreneur model at Edi Mancoro Islamic Boarding School. The results showed that this pesantren has implemented a semi-modern education system by integrating economic empowerment programs for santri and the surrounding community (Sriani, 2022). This model not only helps improve the entrepreneurial skills of santri, but also contributes to reducing the unemployment rate in the surrounding environment. In addition, these economic activities provide additional income for the pesantren, making it more financially independent and less dependent on external funding sources. Thus, pesantren can develop into a more empowered institution in producing a generation of students who not only understand religion, but are also able to be independent entrepreneurs.

Another study conducted by Ahmad Syakur and Moch. Zainuddin (2024) at Pesantren Kalasuba Malang highlighted the importance of life skills-based entrepreneurship education in equipping students with practical skills in the world of work and business, in addition to religious education that characterizes pesantren (Syakur, 2024). This study reveals that Pesantren Kalasuba has made a significant transformation by adopting a sharia-based creative economic empowerment model. Through this approach, santri are taught various business skills that are relevant to the times, so that they can compete in the current era of disruption. This pesantren also functions as an agent of change in society by creating an economic ecosystem based on Islamic principles. The success of this model shows that pesantren is not only a center of Islamic education, but also has a strategic role in encouraging the economic independence of santri and creating jobs for the surrounding community.

Research conducted by Harjawati and Nourwahida (2021) revealed that the santripreneur development model plays an important role as a driving force for the sharia-based creative economy in Banten Province (Harjawati & Nourwahida, 2021). This study highlights that the successful implementation of the santripreneur model is highly dependent on several key factors, including strengthening the pesantren curriculum based on local wisdom, as well as providing intensive training aimed at equipping students with innovative business skills. With this approach, santri are not only taught entrepreneurship theory, but also empowered to create and develop businesses that are in accordance with Islamic economic principles. In addition, this research also emphasizes that the synergy between pesantren, government, and the industrial sector is a strategic factor in strengthening the santripreneur ecosystem to be able to compete in the midst of global economic dynamics.

RESEARCH METHOD

This research uses a case study approach with qualitative methods to explore the role of santri entrepreneurship at Manahijul Huda Islamic Boarding School in building economic independence. This case study was chosen because it allows researchers to obtain an in-depth and detailed understanding of the phenomenon under study. Data was collected through several methods, namely:

1. Participatory Observation, in which this observation involves the researcher or observer taking part as a participant in the activity (Iba & Aditya, 2024). Researchers conducted observations at the research location to gain an understanding of the entrepreneurial activities of santri and how they are managed. They contribute to the economic independence of the Manahijul Huda Islamic Boarding School.
2. Semi-structured Interview, which is a type of interview by combining questions with flexibility according to the respondent and respondent in asking additional questions that are more in-depth (Iba & Aditya, 2024). The researcher conducted interviews with purposively selected resource persons, namely santri involved in entrepreneurial activities, Manahijul Huda Islamic Boarding School administrators, and other stakeholders related to this research.
3. Documentation, which is an approach by adding information to strengthen the results of interviews and observations in research (Equatora, 2021). Researchers collected documents related to this research, such as documentation of entrepreneurial activities, and documentation of the impact of entrepreneurship on the Manahijul Huda Islamic Boarding School.

The data analysis conducted in this study uses the content analysis method, which allows researchers to identify themes, patterns, and meanings in the literature reviewed. Through this approach, the research is expected to provide a comprehensive understanding of the benefits of santri entrepreneurship and how santri business activities contribute to the economic independence of the Manahijul Huda Islamic Boarding School.

RESULTS AND DISCUSSION

Profile of Manahijul Huda Boarding School

Manahijul Huda Islamic boarding school is one of the Islamic educational institutions located in Rajapolah, Tasikmalaya. Established in 2002, this boarding school has become one of the leading Islamic education centers in the Tasikmalaya region. Founded by KH Falahudin Ahmad and Hj. Ai Romlah with the aim of spreading Islamic knowledge and forming a young generation of faith, knowledge, charity and creating leaders in the future. With a holistic and balanced approach, Manahijul Huda Islamic Boarding School is committed to providing the best by integrating a variety of curricula, including Islamic education, the Quran and the yellow book, science and technology in various educational programs. In addition, Manahijul Huda presents a variety of interesting and challenging enrichment and extension programs with the main objective of developing the self-potential and global insight of students. Manahijul Huda is a level of education in which the boarding system is implemented. The school, with this concept, manahijul huda aims to form human beings who are globally knowledgeable and have a deeper knowledge of faith and piety.

The vision of Pondok Pesantren Manahijul Huda as the center of educational institutions that prepare future leaders and the mission of Pondok Pesantren Manahijul Huda is to provide a religiously challenging and joyful learning environment that focuses on comprehensive and balanced education so as to give birth to Muslim and Muslimah scholars with Islamic personalities or morally excellent leaders and inspiring leaders and global insight or international minded.

At the beginning of its establishment, this boarding school was only a place of education devoted to students who only wanted to stay (takhasus), but over time this boarding school opened an Integrated Islamic Junior High School in order to meet educational needs in 2014, Integrated Islamic Senior High School in 2016 with two majors, namely Science (Natural Sciences) and Social Sciences (Social Sciences) and in 2024 Manahijul Huda Polytechnic college was opened.

Manahijul Huda Islamic boarding school focuses on salaf and modern education, namely by studying religious sciences that vary from several sciences with the characteristics of studying the Qur'an, fiqh, nahwu shorof, tawhid, tasawuf, adab etc. As well as carrying out life skills training so as to create students to become leaders in the future. As well as carrying out life skills training in order to create santri to become leaders in the future.

Santri Entrepreneurship

Entrepreneurship is the ability to innovate, see opportunities, and be ready to face challenges (Saragih, 2017). According to Ahmad Zul Kifly, entrepreneurship is the process of creating value through effort and time, with financial, psychological, and social risks, and obtaining personal satisfaction (Kifly & Kamaruddin, 2024). Entrepreneurs are individuals who dare to face challenges to open a business, have an independent mentality, and are ready to adapt to uncertain conditions (Fahri Sahrul Ramadhan, Abdul Hafid, Ardiansyah, 2024).

While santri in the sentence of santri entrepreneurship has the meaning of being a very potential human resource for boarding schools, they need empowerment to build, create, support, and raise awareness of their potential (Ishak & Asri, 2022). It can be concluded that santri entrepreneurship is an effort to instill and develop entrepreneurial spirit and skills among santri through education and training organized by boarding schools. The goal is to produce santri graduates who not only master religious knowledge, but also have entrepreneurial skills, so that they are able to be economically independent and contribute positively to society.

Through field observations, it shows that this pesantren encourages santri to identify and utilize business opportunities in the culinary field, hydroponic cultivation, laundry services, management of pesantren cooperatives and businesses in the barbershop sector. Santri get direct experience in managing a business with pesantren support such as providing facilities, business management training, marketing, and financial management. Intensive guidance from pesantren administrators and business practitioners also enriches the experience of students in facing business challenges.

The strategy of strengthening entrepreneurship at Manahijul Huda Islamic Boarding School includes various types of businesses. In the culinary field, students manage a business unit in the form of a cafe, while the culinary products produced include ready-to-eat meals, snacks, and healthy drinks, which target buyers within the pesantren environment, both the Pondok Pesantren community and visitors outside the pesantren. Food products sold are made with healthy and hygienic ingredients, and are managed by a rotating system so that students get hands-on experience in managing a business. This business helps meet the consumption needs of students so that they do not need to go outside the pesantren complex to buy food.

In addition to the cafe business unit, in the culinary field, Manahijul Huda boarding school also has a cooperative business unit. This pesantren cooperative is managed by

boarding school students who not only sell snacks and drinks, but also various daily necessities such as stationery, toiletries, worship equipment and other daily needs of students. This activity provides valuable experience for students in terms of business management, such as managing stock of goods, managing finances, and understanding aspects of customer service. This business has become a significant source of income, because in addition to serving the needs of students, the pesantren cooperative also provides food for visitors outside the pesantren who come for certain events.

Furthermore, the business unit in agriculture, Manahijul Huda Islamic Boarding School runs hydroponic plant cultivation which involves students in the management process. This program aims to increase the independence and skills of students in agriculture. Providing fresh and quality fruits to students and for sale to the community outside the Pondok. Currently, the pesantren cultivates melons, which use a hydroponic system. Melon fruit was chosen because it has a high demand and can grow well using a hydroponic system. The process of planting and caring for hydroponic plants involves santri in several stages, namely seeding, care and maintenance. Hydroponic melon plants take one month to two months to reach the harvest stage. After harvesting, the melons will be sold to students and the general public.

The next business unit is the Manahijul Huda barbershop business unit. This business unit is a form of business development managed by male students at Manahijul Huda Islamic Boarding School. This business unit also functions as a means of training and developing santri skills in the field of business and entrepreneurship. With a specific target market, namely male students and administrators, this barbershop business unit seeks to provide hair, mustache, and beard cutting services that suit their needs and preferences. In its management, this business unit involves male santri as managers and workers, so that it can help improve their skills and experience in the field of creativity.

The last business unit is an innovative and community-based laundry business. Based on the results of interviews with students in charge of the laundry business unit, this business involves the community outside the pesantren in the process of cleaning the students' clothes. Thus, this business program not only provides economic benefits to the community, but also strengthens the relationship between the pesantren and the community. Students who want to use laundry services can hand over their clothes to the laundry business unit staff, which will then be picked up later by the community involved in this business unit. The profits from this business will be shared between the two parties, namely according to a joint policy between the Islamic boarding school institution and the community involved. The boarding school caregiver hopes that with this laundry business, the students will not be divided in their focus on teaching and learning activities at school and at the pesantren. So that this laundry business can be a solution for students who are constrained to wash their own clothes so they don't have to think about how their unwashed clothes are.

Table 1.
Business Data of Manahijul Huda Islamic Boarding School

No.	Business Unit	Profit Earned	Target Market
1.	Cafe	Turnover from this business is around Rp. 150,000,000 per month	Santri and general public
2.	Pondok Pesantren Cooperative	Turnover of this business is around Rp. 240,000,000 per month	Santri and the general public
3.	Hydroponic Plant Cultivation	Turnover from this business is around Rp. 15,000,000 per harvest	Santri and the general public
4.	Laundry	The turnover of this business is around Rp. 100,000,000 per month	Santri
5.	Barbershop	turnover from this business is around Rp. 2,500,000 per month	Santri and administrators

All profits obtained from santri entrepreneurial activities are deposited in cash to the wife of the caregiver of the Manahijul Huda Islamic Boarding School, Hj. Ai Romlah. The money is deposited every day, then collected and used to finance the construction and development of the Manahijul Huda Islamic Boarding School, including to pay the salaries of workers involved in the construction process. Thus, santri entrepreneurial activities not only provide economic benefits for santri, but also contribute to the progress and development of the boarding school. Furthermore, the money collected has enabled new construction every year, which will increase the capacity and quality of the boarding school's facilities. These developments are expected to increase the boarding school's ability to provide quality education and training for students. Thus, the boarding school can continue to grow and improve its ability to provide quality education. To provide a clearer picture of the role of santri in managing pesantren businesses, the following are the results of direct interviews with santri involved in various business units.

In addition to technical skills, pesantren also provide guidance in the moral and spiritual aspects of entrepreneurship. Students are taught to run businesses according to sharia principles, such as honesty, avoiding usury, and avoiding gharar (uncertainty in transactions). All businesses run by students still follow pesantren regulations so as not to interfere with the teaching and learning process. With the source of funds available from the pesantren's independent business, the pesantren can continue to develop everything that supports their existence without being hampered by funding problems.

Santri Business Activities

In the pesantren ecosystem, santri not only play a role as seekers of religious knowledge, but as active business actors in developing an entrepreneurial spirit (Zamroni et al., 2022). The business activities of santri reflect the spirit of independence and innovation in running a business based on Islamic values. The santri's business activities begin with their involvement in the operation of business units owned by the pesantren. Before running a

business, santri are first given briefings related to market analysis to understand products or services that suit the needs of consumers both in the pesantren and the surrounding community. In addition, santri are also trained in marketing strategies and managing business operations. In its implementation, they are responsible for the production process, marketing, and customer service, while capital management and business ownership remain under the authority of the pesantren.

The operating hours of pesantren business units are generally adjusted to the schedule of santri activities. Most businesses start operating at 07:00 am to 12:00 pm, then close temporarily for study and worship activities. The business reopens at 14:00 to 17:00 in the afternoon. Some business units, especially culinary-based ones, continue to operate at night, from 21:00 to 22:00, after the students have completed their nightly study and worship obligations. These operating hours are arranged so that business activities do not interfere with the santri's main obligation to study.



Figure 1.
Business Units of the Pesantren Cooperative
Source: Research document (2025)



Figure 2
Hydroponic Cultivation
Source: Research document (2025)



Figure 3
Activities of the Café Business Unit
Source: Research document (2025)



Figure 4
Barbershop
Source: Research document, (2025)

The Impact of Entrepreneurship on the Independence of Pesantren

Pesantren that pioneer and develop independent businesses actually aim to provide maximum benefits for the welfare of pesantren and the surrounding community. Through entrepreneurial activities, pesantren are expected to transform into institutions that bring mercy to all nature (rahmatan lil 'alamin). In addition to its role as an educational institution

that produces a knowledgeable and moral generation, pesantren also functions as an agent of change, which is able to present innovations and real contributions in improving the social and economic welfare of the community. With consistency in practicing Islamic values, pesantren can create an independent and competitive environment, so that its positive impact can be widely felt (Hafidh & Badrudin, 2019).

Independence reflects the ability to act independently, face challenges with the right solutions, stick to principles in every endeavor, and have goals. In addition, independence also includes the courage to take initiatives and complete various tasks without relying on people's help (Mutaqin et al., 2023). With the development of the times, pesantren now not only function as Islamic educational institutions, but also as social institutions that play an important role in building independence, both in social and community aspects (Hikmah et al., 2024).

The existence of culinary businesses in the form of cafes and cooperatives, hydroponics, laundry, and barbershop has a very positive impact on the pesantren's economy, because in addition to helping meet the daily needs of the pesantren community, it also has benefits for the community outside the pesantren. The various entrepreneurial programs run by this pesantren not only provide entrepreneurial skills but also create economic opportunities that support the independence of the pesantren. The success of alumni in building their own businesses is clear evidence that entrepreneurship education in pesantren can produce individuals who are ready to compete in the modern economic market. In addition to providing benefits for the pesantren itself, the existence of pesantren businesses also has a positive impact on the economy of the surrounding community. With the opening of business opportunities and employment opportunities, the welfare of local residents also increases. In the end, pesantren not only function as centers of religious education and spiritual development, but also develop into centers of economic empowerment that contribute to the welfare of the people at large (M.Harisman Nurdiono, 2024).

Every business run by kiai and pesantren is fully dedicated and focused to support the development of the institution in various aspects. The income generated from these business activities is not only used to improve the quality of pesantren infrastructure, but also allocated for the development of human resources (HR), including improving the competence of santri, managers, and educators.

With independent businesses, pesantren can build more adequate facilities, such as dormitories, classrooms, sports venues and other learning facilities that support the education process. In addition, investment in human resource development allows pesantren to provide training and entrepreneurship programs for students so that they have skills that can be applied in the real world. More than just supporting the sustainability of pesantren operations, this business model also strengthens the role of pesantren as centers of sharia-based economic empowerment. Thus, pesantren is not only a place for religious education, but also an institution that contributes to creating a sustainable economic ecosystem for the surrounding community. After that, to provide a clearer picture of the results of the turnover of money in Pondok Pesantren Manahijul Huda, here are some photo documentation that shows the progress and development of infrastructure in this pesantren:



Figure 5
The Ongoing Development Process
Source: Research document (2025)



Figure 6.
Dormitory Building for Female Students
Source: Research document (2025)



Figure 7.
Dormitory for Male Students
Source: Research document, (2025)



Figure 8.
Sports Field Facilities
Source: Research document (2025)



Figure 9.
School Teacher's Room
Source: Research document (2025)



Figure 10
Mosque for Guests
Source: Research document (2025)

CONCLUSION

The conclusion of this study highlights the important role of santri entrepreneurship in building economic independence at Manahijul Huda Islamic Boarding School. Various

business units managed by santri, such as cafes, cooperatives, hydroponic cultivation, barbershops, and laundry, have contributed significantly to the sustainability of the pesantren without having to rely on external assistance. The existence of these business units allows the pesantren to finance infrastructure development every year without increasing santri fees or relying on donors. In addition, the entrepreneurship program implemented has also succeeded in instilling an entrepreneurial spirit in santri by training them through direct practice in business management. Not only has an impact on students, this program also opens up job opportunities for the community around the pesantren through cooperation in several business units, such as laundry. More than just economic activities, entrepreneurship run in this pesantren is also based on sharia principles, so that students not only learn business skills but also understand business ethics in Islam, such as honesty, transparency, and avoiding usury practices. The impact of this program shows that Manahijul Huda Islamic Boarding School is able to become a real example of an economically independent pesantren and contribute to the students and the surrounding community.

Based on the findings of this study, there are several suggestions that can help further develop the santri entrepreneurship program at the Manahijul Huda Islamic Boarding School. One step that can be taken is business diversification by developing a digital technology-based business unit. With e-commerce or digital marketing, pesantren products can reach a wider market and increase revenue. In addition, it is important for pesantren to continue to organize business and financial management training for santri so that they are more skilled in managing businesses independently. Strengthening cooperation with external parties such as educational institutions, companies, or the government is also something to consider. This collaboration can provide support in the form of funding, mentoring, or more professional business training. Periodic evaluation of the santri entrepreneurship program is also needed so that pesantren can identify obstacles that arise and find the right solutions to improve the effectiveness of the program. With these steps, Manahijul Huda Islamic Boarding School can continue to develop as a successful independent pesantren model in empowering the sharia-based economy.

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