

ECOSYSTEM OF PESANTRENPRENEURSHIP IN REALIZING TEACHER WELFARE AND STUDENT POTENTIAL THROUGH ISLAMIC EDUCATION-BASED COOPERATIVE ENTERPRISES

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Abstract

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Pesantren are not only centers of religious education but also hold significant potential as drivers of community-based economic development. Ann-Nuqo' *Pesantren* in Taman Village, Bondowoso Regency, is an Islamic educational institution that strives to develop economic independence, despite still facing challenges related to teacher welfare and the underutilization of student potential. The objective of this research is to formulate a pesantrenpreneurship ecosystem model by strengthening cooperatives as a medium for entrepreneurial learning and an alternative source of income. The research employed a descriptive qualitative approach, utilizing participatory observation, in-depth interviews, and documentation studies. The collected data were analyzed thematically to identify economic empowerment strategies tailored to local characteristics. The findings indicate that limited access to economic resources and a lack of entrepreneurial skills constitute the primary obstacles faced by *pesantren*. However, *pesantren* cooperatives demonstrate significant potential to function as economic drivers when managed inclusively and participatorily. Furthermore, the development of training programs based on local potential—such as organic farming, handicrafts, and digital marketing—can enhance students' capacities and expand economic benefits for the surrounding community. The conclusion of this study emphasizes the importance of pesantrenpreneurship as a strategic solution for supporting the economic independence of *pesantren*. This study implies that *pesantren* can transform into centers of sustainable economic growth while simultaneously strengthening their educational function by equipping students with practical skills relevant to contemporary societal needs.

INTRODUCTION

Pesantren as traditional Islamic educational institutions in Indonesia, hold a strategic position within the national education system. They are not only places for students to study Islamic knowledge but also platforms for the development of character, ethics, and morals, which are essential for social life (Khusni, 2021). In this context, *pesantren* serve as agents of social transformation, emphasizing not only the cognitive aspect of religious knowledge transmission but also affective and psychomotor development, enabling students to develop noble, independent, and socially responsible personalities capable of facing the challenges of modern life (Fuad, 2020) Along with socio-economic changes, Islamic boarding schools are increasingly required to be adaptive, including in responding to economic challenges. Issues such as low teacher welfare and limited financial capacity to support educational operations have encouraged the integration of education and entrepreneurship, widely known as pesantrenpreneurship.

One *pesantren* that has initiated the implementation of pesantrenpreneurship is Annuqo' *Pesantren*, also known as Annahdlah Nurul-Qodiri *Pesantren*, located in Taman Village, Grujungan District, Bondowoso Regency (Latifah, Nafis, & Qoriani, 2023). This institution has adopted an inclusive approach by incorporating entrepreneurial activities as part of its strategy to strengthen economic independence. This effort is particularly important because contemporary *pesantren* can no longer rely solely on traditional funding sources such as community donations or government assistance. Instead, they are required to develop a sustainable economic ecosystem that supports both educational continuity and institutional welfare. Pesantrenpreneurship, which integrates Islamic education with entrepreneurial values, is therefore viewed as a strategic alternative for addressing economic challenges, particularly those related to teacher welfare and student potential development (Adamin, Firdaus, & Ali, 2022).

Annuqo' *Pesantren* possesses significant potential to develop pesantren-based entrepreneurship due to its large number of students and the presence of highly dedicated teachers (Indra, 2021). The student population represents valuable social capital that can drive cooperative-based economic activities, while teacher dedication is essential for sustaining both educational and entrepreneurial initiatives. However, empirical conditions indicate that this potential has not been optimally utilized. One of the main challenges lies in the suboptimal management of the *pesantren* cooperative,

which ideally should function as the economic backbone of the institution. Existing cooperatives have not yet significantly contributed to improving institutional finances or enhancing teacher welfare (Yulianti & Listiani, 2022).

Initial observations and interviews with *pesantren* administrators and teachers reveal that the economic system at Annuqo' *Pesantren* remains largely traditional. Economic activities have not been integrated into a structured and systematic entrepreneurial ecosystem. Cooperation lacks a professional management structure, a clear business plan, and optimal utilization of digital technology for administration and marketing. Consequently, cooperative activities tend to stagnate and fail to generate meaningful economic impact for the institution or its educators (Argantara, 2022). Nevertheless, when managed effectively, cooperatives can serve a dual function: as a sustainable income source and as a practical entrepreneurial learning medium for students.

Teacher welfare remains a critical issue within many Islamic boarding schools. Despite their strong dedication and commitment, teachers often experience economic insecurity, which may negatively affect their professional performance and motivation (Sihabudin, Rahmah, & Hilmy, 2023). In this regard, *pesantren* cooperatives can function as strategic instruments for improving teacher welfare through fair and transparent profit-sharing mechanisms. Improved economic security is expected to enhance teachers' professionalism and overall educational quality.

Beyond teacher welfare, cooperatives also provide a valuable platform for developing students' entrepreneurial competencies. Students who are traditionally focused on religious studies can gain practical exposure to business management, production, and marketing through direct cooperative involvement (Zusak, 2023). This approach aligns with the holistic vision of Islamic education, which emphasizes the balanced development of spiritual, intellectual, emotional, and practical life skills, enabling graduates to become independent and productive members of society.

To strengthen the *pesantren*preneurship ecosystem, Annuqo' *Pesantren* must undertake several strategic measures. These include capacity building for cooperative management through training and mentoring, strengthening cooperative capital through institutional collaboration, optimizing digital technology for market expansion, integrating entrepreneurship education into the *pesantren* curriculum, and implementing transparent and accountable profit-distribution systems (Laili & Zaki,

2019). Such strategies are essential to foster institutional sustainability and stakeholder participation.

With these initiatives, the pesantrenpreneurship ecosystem at Annuqo' *Pesantren* is expected to evolve into a sustainable model that supports economic independence while reinforcing educational quality (Fauzi, Fakhrudin, & Herman, 2024). This model positions *pesantren* not only as centers of religious learning but also as agents of socio-economic empowerment capable of responding to contemporary challenges while preserving their traditional values.

Previous studies on *pesantren* development have primarily focused on curriculum integration, character education, and leadership formation in modern *pesantren* contexts. However, limited attention has been given to pesantrenpreneurship as an integrated ecosystem that links cooperative management, teacher welfare, and student empowerment. Therefore, this study fills this gap by proposing a comprehensive pesantrenpreneurship ecosystem model that emphasizes cooperative-based entrepreneurship as both an educational strategy and an economic empowerment mechanism. The novelty of this research lies in its integrative framework that connects Islamic educational values, cooperative entrepreneurship, and institutional sustainability, offering a replicable model for other *pesantren*.

METHODS

This study employed a qualitative research approach using a case study design, aiming to explore, analyze, and develop a pesantrenpreneurship ecosystem model at Annuqo' *Pesantren* located in Taman Village, Bondowoso Regency (Dawis et al. 2023). This approach was selected to obtain an in-depth understanding of practices, perceptions, and challenges faced by the *pesantren* in establishing a cooperative-based entrepreneurship system that supports teacher welfare enhancement and student potential development. A qualitative case study design is considered appropriate because it allows for a comprehensive exploration of social, institutional, and economic dynamics within a specific educational context.

Data collection was conducted through participatory observation, in-depth interviews, focus group discussions (FGDs), and documentation analysis related to the economic and cooperative activities of the Islamic boarding school. Participatory observation enabled researchers to directly engage with daily cooperative operations

and educational activities, while interviews and FGDs provided insights into stakeholders' experiences, expectations, and perceptions regarding pesantrenpreneurship implementation.

The research was conducted at Annuqo' *Pesantren* in Taman Village, Grujungan District, Bondowoso Regency. The research subjects included Islamic boarding school leaders, cooperative managers and teachers, students actively involved in cooperative business activities, local community leaders, and local cooperative partners (stakeholders). These participants were selected purposively to represent various roles within the pesantrenpreneurship ecosystem and to ensure the richness and validity of the collected data.

The research process followed a systematic and integrated workflow, as illustrated in the research flow diagram adapted from Asri (2024). The initial stage involved problem identification and a preliminary study, during which researchers examined the socioeconomic conditions of the *pesantren*, particularly issues related to low teacher welfare and limited student involvement in entrepreneurial activities. Preliminary data were gathered through informal discussions, direct observation, and a review of institutional documents.

Subsequently, the research proceeded with the formulation of objectives and work planning, which included defining research focus, determining data collection methods, identifying success indicators, and organizing time allocation and team responsibilities. The next stage involved field data collection, employing qualitative techniques such as participant observation, in-depth interviews, and documentation. The collected data served as the foundation for analyzing and modeling the pesantrenpreneurship ecosystem, particularly in designing Islamic boarding school cooperatives as centers of entrepreneurial activity that integrate the roles of teachers, students, and institutional management within a unified system.

Following the development of the ecosystem model, limited implementation and testing were carried out within the *pesantren* cooperative. This stage included entrepreneurship training activities, the establishment of new business units, and cooperative management simulations. The model was then evaluated and refined through FGDs involving relevant stakeholders to obtain constructive feedback and ensure contextual relevance.

In the final stage, this research produced several outputs, including a *pesantren*-based entrepreneurship training module, scientific publications, and policy briefs intended as practical guidelines for the development of *pesantren* cooperatives in other contexts. Overall, the research stages were designed to ensure that the study not only contributes academically but also generates practical, sustainable benefits for the *pesantren* community.

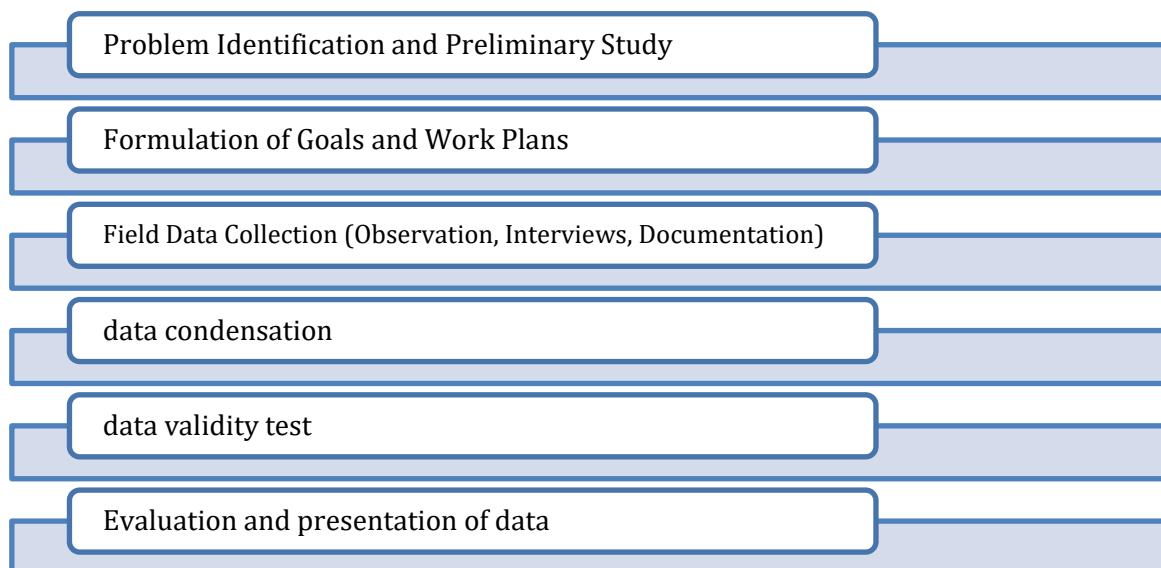


Figure 1. Research Flow Diagram of Pesantrenpreneurship Ecosystem Development at Annuqo' *Pesantren*

RESULT AND DISCUSSION

This research on the pesantrenpreneurship ecosystem (Budiyono, 2023) at the Annuqo' *Pesantren*, Taman Village, Bondowoso Regency, was conducted in accordance with the stages outlined in the research proposal (Tosuerdi & Holik, 2022). The focus of the study was to explore the potential of *pesantren*-based business units in improving teacher welfare and providing opportunities for the actualization of student potential through a sustainable cooperative entrepreneurship model (Basuki, 2024). Primary data were obtained through in-depth interviews with the *Kiai* (*pesantren* leader), Ustadz Nurhadi, several teachers involved in business unit management, and representatives of students actively engaged in productive activities (Mustaghfiri, 2024). Secondary data were collected from internal *pesantren* documents and recent scholarly literature discussing pesantrenpreneurship and entrepreneurship within Islamic educational institutions (Apipuddin, Muslihun, & Yusup, 2018).

Interviews with Ustadz Nurhadi, teachers, and students indicate that the Annuqo' *Pesantren* has been oriented toward economic independence since its establishment (Sunaryanto & Nurfadrian, 2021). According to him, the *pesantren* functions not only as a religious educational institution but also as a center for community empowerment and student independence training. He emphasized the importance of an integrated business ecosystem that enables all *pesantren* stakeholders—teachers and students alike to actively participate (Prasetyo & Qadri, 2019). Field observations reveal that the *pesantren* has developed several business units, including a *pesantren* cooperative (currently under development), a *pesantren* canteen, religious tourism services, alms fund management, a water drilling business, and agricultural land utilization. These business units aim to support teacher welfare, meet operational needs, and provide students with hands-on entrepreneurial experience (Setiawan & Ilham, 2018).

Interviews with teachers reveal that the presence of *pesantren* business units has a significant impact on fulfilling teachers' basic economic needs (Mashadi, 2021). For instance, a portion of profits generated from the canteen and alms fund management is allocated to subsidize teacher welfare, thereby reducing their financial burden. The cooperative under development is projected to function as a savings and loan institution and a provider of necessities for teachers, students, and the surrounding community. Meanwhile, the religious tourism service offers students practical exposure to service management, ranging from trip planning and marketing to direct engagement with pilgrims (Hikmawati, S., & Damirah, 2019).

Students reported that their involvement in *pesantren* entrepreneurial activities provided tangible benefits, including entrepreneurial skills, work experience, and basic financial literacy (Nadialista, 2020). Students working in the canteen are trained to calculate profits, manage inventory, and provide customer service (Fathoni & Rohim, 2021). Similarly, students engaged in agricultural management learn planting, cultivation, and harvesting processes, with the outputs supporting *pesantren* operations. Thus, these activities function not merely as income-generating ventures but also as entrepreneurial laboratories that cultivate students' life skills (Mintarsih, 2023).

The collected data were analyzed qualitatively to examine the contribution of *pesantren* business units to teacher welfare and student development. The analysis

demonstrates a positive relationship between the existence of business units and improved teacher welfare. Furthermore, these units function effectively as training facilities for students in developing soft skills, such as leadership, teamwork, communication, and basic management competencies.

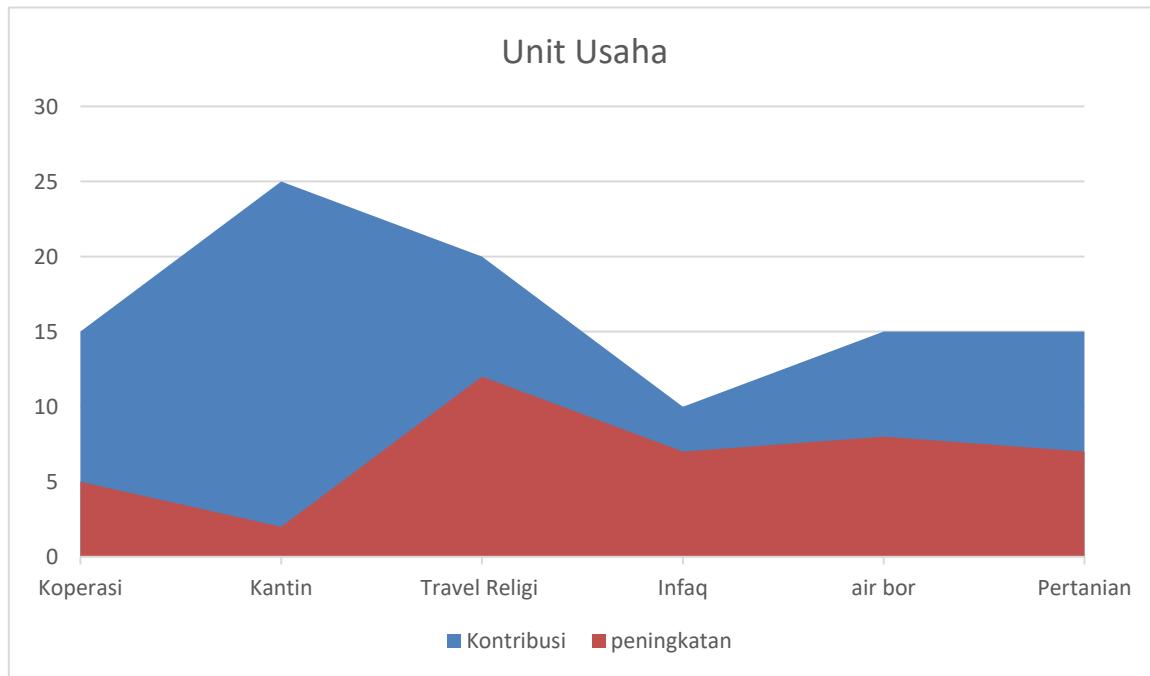
| Type of Business | Form of Activity | Impact on Teachers | Impact on Students |
|---------------------------------|---|---|--|
| Cooperative (under development) | Savings and loans, providers of basic necessities | Providing easier economic access | Learn financial management and economic transactions |
| The shop | Sales of food and daily necessities | Provide additional welfare incentives | Learn service, stock management, and finance |
| Religious Tourism Travel | Religious travel services to the tombs of scholars and pilgrimage sites | Providing additional operational funds for <i>Pesantren</i> | Learn service management, marketing, and service |
| Alms | Management of social funds from students and the community | Increase subsidy funds for teachers | Learn financial transparency and social management |
| Bor Air | Provision of clean water for <i>Pesantren</i> and the community | Reduce operational costs | Learn simple water management technology |
| Agricultural product | Utilization of Islamic boarding school land for agricultural products | Food sources and additional operational funds | Learn farming skills and independence |

Table 1. Types of Annuqo' Islamic Boarding School Businesses and Their Impacts

The table illustrates that each business unit generates a dual impact, contributing financially to teachers while simultaneously serving as an entrepreneurship learning medium for students. The cooperative, although still under development, is expected to become a central economic institution that facilitates fair distribution and financial services. Similarly, the canteen has significantly enhanced teacher incentives while equipping students with operational and financial skills based on simple *pesantren* accounting principles (Sinta, 2023).

The religious tourism business unit also plays a vital role by supplementing operational funds and training students in the service sector, including planning, customer interaction, and marketing strategies (Azizah & Fitriyani, 2019). Alms fund management reinforces values of transparency and social responsibility, while water drilling and agricultural production reduce operational costs and provide students with technical and productive competencies (Asri, 2024).

Overall, this business ecosystem demonstrates that *pesantren* function not only as religious education centers but also as economic empowerment hubs that integrate educational, social, and economic dimensions. This model represents a progressive direction in pesantrenpreneurship, where teacher welfare and educational sustainability advance in tandem with student entrepreneurial development.



Graph 1. Distribution of Contributions of *Pesantren* Businesses to Teacher Welfare and *Pesantren* Operations

The graph shows that the canteen and religious tourism services are the largest contributors to teacher welfare and operational funding. The canteen contributes approximately 25%, reflecting the economic significance of meeting daily consumption needs within and beyond *pesantren* community. Religious tourism follows with a 20% contribution, highlighting the growth potential of faith-based service enterprises (Fithriah, 2024).

Cooperatives and agricultural production each contribute 15%, indicating strong potential for future expansion if management capacity is strengthened (Komara, Setiawan, & Kurniawan, 2022). Water drilling also contributes 15%, playing a strategic role in cost efficiency and sustainability. Alms funds account for 10%, reinforcing social solidarity and character education values (Hamzah, 2018).

Collectively, these findings indicate that *pesantren* business ecosystem is dynamic and balanced, combining short-term income sources with long-term

sustainability sectors (Fortunisa, 2021). This balance supports economic independence, entrepreneurial education, and institutional resilience (Makki, 2023).

In conclusion, the pesantrenpreneurship ecosystem at Annuqo' *Pesantren* has significantly contributed to improving teacher welfare and fostering student potential. While challenges remain—such as limited capital, management capacity, and market access—the strong commitment of *pesantren* leadership and community support provides substantial opportunities for sustainable future development.

CONCLUSION

This study demonstrates that the pesantrenpreneurship ecosystem at Annuqo' *Pesantren* in Taman Village, Bondowoso Regency, has successfully emerged as a practical model of institutional independence oriented toward improving teacher welfare while simultaneously developing student potential. Various business units managed by the pesantren—such as cooperatives, canteens, religious tourism services, alms management, water drilling, and agricultural production—function not only as additional sources of income but also as experiential learning media for entrepreneurial education among students.

The findings indicate that the canteen and religious tourism services are currently the largest contributors to supporting *pesantren* operations and teacher welfare. Meanwhile, the cooperative, although still in the development stage, is projected to become a central pillar of the *pesantren*'s economic sustainability in the future. This reflects the strategic role of cooperatives in strengthening internal economic systems and promoting equitable welfare distribution.

Overall, the dual impact generated by these business units confirms that *pesantren* can effectively integrate religious education with economic empowerment. Through this integration, *pesantren* can create a sustainable ecosystem that supports institutional independence, enhances teacher professionalism, and equips students with entrepreneurial competencies relevant to contemporary socio-economic challenges.

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