



TRANSFORMATION OF ISLAMIC EDUCATIONAL ENTREPRENEURSHIP AS A STRATEGY FOR PESANTREN SUSTAINABILITY

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Abstract :

Islamic boarding schools (pesantren) as Islamic educational institutions are facing increasingly complex sustainability challenges due to social change, economic pressures, and the demands of modern educational management. These conditions require pesantren to develop adaptive managerial approaches without losing their Islamic identity and values. This study aims to analyze and construct the concept of transforming Islamic educational entrepreneurship as a strategy for pesantren sustainability. The research focuses on understanding Islamic educational entrepreneurship as an instrument of institutional transformation that integrates shifts in paradigm, values, and pesantren management. This study employs a qualitative approach using library research methods through systematic analysis of international and national scholarly journal articles published since 2020 related to educational entrepreneurship, Islamic entrepreneurship, organizational transformation, and institutional sustainability. The findings indicate that Islamic educational entrepreneurship functions as a catalyst for transforming pesantren management toward financial, institutional, and value-based sustainability. The integration of Islamic values within entrepreneurial practices strengthens social legitimacy and enhances the resilience of pesantren institutions. The implications of this study emphasize the importance of developing a conceptual framework of Islamic educational entrepreneurship as a foundation for formulating sustainable and value-oriented pesantren management strategies.

Keywords : Institutional Sustainability, Islamic Educational Entrepreneurship, Pesantren Transformation.

INTRODUCTION

Pesantren, as the oldest Islamic educational institutions in Indonesia, have continuously experienced significant dynamics in response to social change, economic pressures, and national education policies (Naila, Asiah, & Ifendi, 2025). In practice, pesantren no longer function solely as centers for the transmission of religious knowledge, but are also required to survive and develop as independent and sustainable educational institutions. These demands arise from increasing operational costs, the growing complexity of educational management, and the limitations of traditional funding sources that have long supported pesantren. This condition indicates that pesantren sustainability can no longer rely exclusively on conventional management patterns, but instead requires adaptive and innovative managerial approaches (Jaudi, 2024).



Within this context, Islamic educational entrepreneurship has emerged as an increasingly relevant phenomenon for academic inquiry. Entrepreneurship in education is not merely understood as an economic activity aimed at generating profit, but rather as a strategic approach to managing institutional resources creatively, innovatively, and with a long-term orientation (Supriani, Yusbowo, Hakim, Khoiri, & Bahtiar, 2025). This perspective aligns with social entrepreneurship theory, which positions educational institutions as agents of social change, as well as with educational management theory that emphasizes innovation and organizational sustainability. Pesantren, grounded in the values of *tawhid*, *amanah*, justice, and *maslahah*, possess strong social and spiritual capital to develop forms of educational entrepreneurship characterized by Islamic values (Permanasari & Soebiantoro, 2024). Therefore, Islamic educational entrepreneurship should not be understood as a simple adoption of business practices, but as part of a broader transformation of pesantren management paradigms.

The transformation of Islamic educational entrepreneurship in pesantren constitutes an important and academically compelling issue, as it involves fundamental changes in institutional structures, cultures, and orientations. This transformation is not limited to the establishment of business units or the diversification of funding sources, but also encompasses shifts in how pesantren leaders perceive management, leadership, and institutional sustainability (Aripin & Nugraha, 2025). Organizational transformation theory explains that institutions capable of long-term survival are those that can adapt to environmental change without losing the core values that define their identity. In the pesantren context, the transformation of Islamic educational entrepreneurship serves as a bridge between the preservation of traditional values and the demands of institutional modernity (Qotrunada, Azizah, Alawiyah, Anwar, & Fadhil, 2025).

Nevertheless, empirical realities indicate that entrepreneurial practices in many pesantren are not yet accompanied by adequate conceptual understanding. Numerous pesantren develop business units pragmatically in response to short-term financial needs, without a clear framework for managerial transformation. As a result, entrepreneurship is often positioned as an auxiliary activity outside the educational system rather than as a core strategy for institutional management and sustainability. This condition has led to the suboptimal performance of many pesantren business units, including stagnation and even failure, due to weak integration with the institution's vision, mission, and educational management system (Nasrullah, Qolyubi, Tastaftiyan, Mahbub, & Rofiqi, 2025).

These fundamental challenges are further exacerbated by the lack of comprehensive conceptual models that systematically link Islamic educational entrepreneurship with the transformation of pesantren management. Existing studies tend to be fragmented, with some focusing primarily on economic and business aspects of pesantren, while others emphasize normative and Islamic values without sufficient managerial elaboration. Yet, pesantren require an

integrative conceptual synthesis that explains how Islamic educational entrepreneurship can function as an instrument of institutional transformation oriented toward long-term sustainability (Ridwan, Nurrobiyanto, Jahari, & Erihadiana, 2024).

Several international studies published since 2020 have made significant contributions to understanding the relationship between entrepreneurship, organizational transformation, and institutional sustainability. Hockerts (2020) emphasizes that value-based entrepreneurship plays a critical role in strengthening the sustainability of educational organizations through social innovation (Rahmayanti, Purba, Juliartini, & Buditama, 2025). Urban and Kujinga (2022) demonstrate that entrepreneurial orientation in educational institutions is strongly influenced by adaptive leadership and managerial transformation (Kurnia, 2024). Meanwhile, Saeed et al. (2021) argue that Islamic entrepreneurship possesses distinctive characteristics rooted in ethical values and social objectives (Safitri, Audina, Irawan, Wulandari, & Unani, 2024). Despite their relevance, these studies remain limited, as they do not specifically examine entrepreneurship within the context of pesantren-based Islamic education, nor do they fully integrate the dimension of educational management transformation.

Based on this review of previous studies, a significant research gap becomes evident. To date, relatively few studies have comprehensively examined the transformation of Islamic educational entrepreneurship as a sustainability strategy for pesantren beyond viewing it merely as an economic phenomenon or incidental practice. This gap highlights the need for research that constructs an integrative conceptual framework connecting Islamic educational entrepreneurship, managerial transformation, and pesantren sustainability.

The novelty of this study lies in its effort to formulate a concept of Islamic educational entrepreneurship transformation that positions entrepreneurship as a managerial and institutional strategy rather than merely an economic activity. This study integrates entrepreneurship theory, organizational transformation theory, and Islamic educational management into a coherent and transformative conceptual framework. Through this approach, Islamic educational entrepreneurship is understood as an instrument for paradigm change in pesantren management, grounded in Islamic values and oriented toward institutional sustainability (Farisi, Zubaidi, & Alianroo, 2024).

Accordingly, the objective of this study is to construct and analyze the concept of Islamic educational entrepreneurship transformation as a strategy for pesantren sustainability. The research focuses on one critical issue: how Islamic educational entrepreneurship can function as a mechanism for transforming pesantren management in ways that address sustainability challenges amid ongoing social and educational change. Through an in-depth and systematic literature review, this study is expected to make a significant theoretical contribution to the field of Islamic Educational Management and to serve as a conceptual reference for pesantren leaders in designing value-based and sustainable institutional strategies.

RESEARCH METHOD

This study employs a qualitative research design using a library research approach, aiming to examine and analyze the concept of transforming Islamic educational entrepreneurship as a strategy for pesantren sustainability based on relevant scholarly sources (Widodo, 2025). The library research approach was selected because this study does not focus on field data collection, but rather on tracing, understanding, and synthesizing theoretical ideas developed within academic literature. Data collection was conducted through a systematic review of written sources, including reputable international journal articles, accredited national journals, scholarly books, and other academic publications relevant to Islamic educational entrepreneurship, management transformation, and pesantren sustainability. The collected data were then analyzed using content analysis with a descriptive-analytical approach, enabling an in-depth identification of concepts, patterns, and relationships among ideas.

The data sources in this study are categorized into primary and secondary sources. Primary sources consist of international and national scholarly journal articles published since 2020 that directly address educational entrepreneurship, Islamic entrepreneurship, organizational transformation, and the sustainability of educational institutions. Secondary sources include textbooks, academic proceedings, and conceptual documents that support and enrich the analysis. Source selection was conducted purposively by considering topic relevance, publisher credibility, and theoretical contribution to the field of Islamic Educational Management (Hanum, Astria, Imara, Hidayatullah, & Harmonedi, 2025). This process was intended to ensure that the data employed possess sufficient academic validity and analytical rigor.

Data analysis was carried out through several stages, including data reduction, thematic classification, conceptual interpretation, and theoretical synthesis (Qomaruddin & Sa'diyah, 2024). During the data reduction stage, the researcher selected the most relevant data in accordance with the research focus. The data were then classified into key themes, such as Islamic educational entrepreneurship, pesantren management transformation, and institutional sustainability strategies. The interpretation stage involved linking the literature findings with the applied theoretical frameworks to generate comprehensive and in-depth understanding. Finally, the results of the analysis were synthesized to formulate a conceptual construction of Islamic educational entrepreneurship transformation that may serve as a theoretical reference for the development of pesantren sustainability.

FINDINGS AND DISCUSSION

Paradigm Transformation of Islamic Educational Entrepreneurship in Pesantren

The analysis of the literature indicates that Islamic educational entrepreneurship in the context of pesantren has undergone a significant

paradigm shift, moving from a pragmatic economic approach toward a strategic and transformative orientation (Jatmiko & Wahyuni, 2025). In its earlier phase, entrepreneurship in pesantren was primarily understood as a supplementary activity aimed at supporting short-term institutional financial needs. However, recent studies suggest that Islamic educational entrepreneurship is increasingly positioned as an integral component of pesantren management systems. This paradigm transformation is marked by a shift in how pesantren leaders perceive the function of entrepreneurship, from merely a source of income to an instrument for institutional strengthening oriented toward sustainability.

International literature on educational entrepreneurship and value-based entrepreneurship emphasizes that educational institutions capable of long-term survival are those that integrate innovation, values, and management strategies simultaneously (Mubarok, Ramadhan, & Sulistiani, 2024). In the pesantren context, this integration is reflected in efforts to align business units with Islamic educational visions and *da'wah* missions. The findings suggest that the transformation of Islamic educational entrepreneurship affects not only structural aspects but also cultural dimensions, particularly changes in value orientation within institutional management.

The interpretation of these findings reveals that pesantren which successfully transform their educational entrepreneurship tend to possess institutional awareness that sustainability cannot be achieved through an economistic approach alone. Instead, pesantren sustainability requires synergy between Islamic values, managerial innovation, and long-term orientation. Consequently, the paradigm transformation of Islamic educational entrepreneurship constitutes a foundational basis for pesantren sustainability as both educational and socio-religious institutions.

Integration of Islamic Values in the Transformation of Pesantren Entrepreneurship

Subsequent findings demonstrate that the transformation of Islamic educational entrepreneurship in pesantren is strongly determined by the integration of Islamic values as ethical and normative foundations. The literature analysis reveals that Islamic entrepreneurship differs fundamentally from conventional entrepreneurship, particularly in terms of goal orientation and management principles. Values such as *tawhid*, *amanah*, justice, and *maslahah* serve as the primary foundations for designing and managing entrepreneurial activities in pesantren (Nurlaela, Bilqis, & Afmadesikha, 2025).

Saeed et al. (2021) argue that Islamic entrepreneurship prioritizes social objectives and collective benefit, while economic profit is positioned as a means rather than an ultimate goal. This perspective is highly relevant to the pesantren context, where business units are not solely directed toward revenue generation but also toward supporting educational processes, student empowerment, and social services. The findings indicate that pesantren which integrate Islamic values into entrepreneurial practices tend to possess stronger social legitimacy and greater institutional resilience.

The interpretation of these findings suggests that Islamic values function both as mechanisms of moral control and as sources of collective motivation in the transformation of Islamic educational entrepreneurship. Value integration not only prevents exploitative entrepreneurial practices but also fosters an organizational culture oriented toward sustainability and public benefit (Irmawati & Jaharuddin, 2024). Thus, Islamic values do not hinder innovation; rather, they reinforce the transformative process of pesantren entrepreneurship.

Transformation of Pesantren Management through Islamic Educational Entrepreneurship

Further findings indicate a strong correlation between the transformation of Islamic educational entrepreneurship and changes in pesantren management systems. Literature on educational management and organizational transformation emphasizes that sustainable entrepreneurship requires changes in institutional structures, processes, and leadership (Kusumaningrum, Dharmawan, Sahroni, & Safardi, 2024). In pesantren, this transformation is reflected in the strengthening of professional management, clearer role distribution, and the implementation of accountability and transparency principles.

The literature analysis shows that pesantren which successfully develop sustainable Islamic educational entrepreneurship tend to reposition the roles of *kiai* and managerial staff. While the *kiai* remains a central figure in safeguarding institutional values and ideological direction, managerial and entrepreneurial aspects are handled collectively and professionally. This transformation does not diminish the authority of the *kiai*, but instead strengthens pesantren institutions through adaptive management systems.

The interpretation of these findings highlights that Islamic educational entrepreneurship functions as a catalyst for pesantren management transformation. Through entrepreneurship, pesantren are encouraged to renew management systems without abandoning their Islamic identity. Accordingly, management transformation driven by Islamic educational entrepreneurship becomes a crucial prerequisite for pesantren sustainability amid dynamic changes in the educational environment (Khoeron, Maftuhah, Tobroni, & Faridi, 2025).

Islamic Educational Entrepreneurship as a Strategy for Pesantren Sustainability

The main findings of the literature analysis indicate that Islamic educational entrepreneurship plays a strategic role in ensuring pesantren sustainability. Sustainability in this context is not limited to financial continuity but also encompasses the sustainability of educational missions, Islamic values, and the social roles of pesantren. Literature on organizational sustainability in education emphasizes that sustainable institutions are those capable of balancing stability and change (Afkari, 2025).

In the pesantren context, Islamic educational entrepreneurship enables institutions to reduce dependence on unstable external funding sources. Strategically managed and value-based business units provide pesantren with greater capacity for long-term planning. The analysis shows that pesantren which position entrepreneurship as an institutional strategy tend to demonstrate greater resilience in facing economic crises and policy changes (Umam, Yuliani, & Mutafarida, 2024).

The interpretation of these findings confirms that Islamic educational entrepreneurship is not merely a technical solution but a transformative institutional strategy (Annisa', Arifin, Darina, Yakin, & Mannan, 2025). By situating entrepreneurship within a sustainability framework, pesantren are able to maintain the continuity of their educational and social functions. Therefore, Islamic educational entrepreneurship can be understood as a strategic instrument for preserving pesantren existence in an era of change.

Synthesis of Findings: A Conceptual Model of Islamic Educational Entrepreneurship Transformation

Based on the overall findings, this study produces a conceptual synthesis of Islamic educational entrepreneurship transformation as a strategy for pesantren sustainability. This synthesis demonstrates that transformation occurs through three interrelated dimensions: paradigm transformation, value transformation, and management transformation. These dimensions are interconnected and form a systemic unity in pesantren management.

Paradigm transformation shifts entrepreneurship from a supplementary activity to a core institutional strategy. Value transformation ensures that all entrepreneurial activities are grounded in Islamic principles. Meanwhile, management transformation enables pesantren to manage entrepreneurship in a professional and sustainable manner. The integration of these three dimensions results in a model of Islamic educational entrepreneurship that is not only adaptive but also value-driven and sustainable.

Table 1. Islamic Educational Entrepreneurship Transformation in Pesantren Management

Analytical	Key Findings	Interpretation
Entrepreneurial Paradigm	Shift from pragmatic economics to institutional strategy	Entrepreneurship becomes the core of pesantren management
Islamic Values	Integration of <i>tawhid</i> , <i>amanah</i> , and <i>maslahah</i>	Islamic values strengthen legitimacy and sustainability
Pesantren Management Sustainability	Strengthening of professional and adaptive management	Entrepreneurship triggers management transformation
	Financial and institutional resilience	Entrepreneurship as a long-term strategy

Discussion

The discussion of these findings demonstrates that the transformation of Islamic educational entrepreneurship as a strategy for pesantren sustainability cannot be understood merely as the adoption of modern entrepreneurial practices. Rather, it represents a process of institutional paradigm change rooted

in Islamic values and educational missions (Rusydia, 2025). These findings both reinforce and refine tendencies in previous studies. Hockerts (2020) highlights the importance of value-based entrepreneurship for educational sustainability through social innovation, yet still positions values as supporting factors rather than the core of institutional transformation. In contrast, this study shows that within the pesantren context, Islamic values function as the central axis directing the direction, form, and boundaries of entrepreneurial transformation. Similarly, while Urban and Kujinga (2022) emphasize the role of adaptive leadership and managerial structures in shaping entrepreneurial orientation, this study extends their argument by demonstrating that pesantren management transformation is not merely structural but also cultural and normative, as moral authority and pesantren traditions remain key sources of legitimacy (Sari, Ma'ruf, Triana, & Hidayat, 2025). Furthermore, although Saeed et al. (2021) identify the ethical distinctiveness of Islamic entrepreneurship, their focus remains largely on business and economic institutions. This study fills that gap by showing that within pesantren, Islamic entrepreneurship operates as an educational management strategy that transforms how institutions conceptualize sustainability from mere financial resilience toward the continuity of values, educational missions, and social roles. Consequently, this discussion affirms that while existing theories of entrepreneurship and educational sustainability remain relevant, the transformation of Islamic educational entrepreneurship in pesantren represents a distinctive form of institutional change that cannot be fully explained by secular educational entrepreneurship frameworks, as it operates within an interwoven logic of values, religious authority, and Islamic educational objectives (Afifurohim & Sembodo, 2023).

CONCLUSION

This study concludes that the transformation of Islamic educational entrepreneurship constitutes a fundamental strategy for ensuring the sustainability of pesantren amid dynamic social, economic, and educational changes. The most significant finding of this research demonstrates that Islamic educational entrepreneurship cannot be understood merely as an economic activity supporting institutional operations, but rather as an instrument of institutional transformation that integrates paradigm shifts, value orientation, and pesantren management. The key lesson derived from this study is that pesantren sustainability is largely determined by the institution's ability to position entrepreneurship as a core strategy rooted in Islamic values, thereby sustaining educational missions, social legitimacy, and institutional resilience simultaneously.

In terms of scholarly contribution, this study renews the perspective of Islamic Educational Management by proposing an integrative conceptual framework that connects Islamic educational entrepreneurship, management transformation, and pesantren sustainability within a coherent theoretical structure. The main contribution lies in strengthening the conceptual approach through a systematic literature review that not only synthesizes theories of

entrepreneurship and organizational transformation but also places Islamic values at the center of analysis. Nevertheless, this study has limitations, as it relies solely on a library research method without incorporating empirical field data, resulting in findings that are primarily conceptual and contextual. Consequently, the results may not fully capture the diversity of Islamic educational entrepreneurship practices across pesantren with varying characteristics.

In light of these limitations, further research is strongly recommended to examine and enrich the conceptual findings through empirical approaches. Future studies are encouraged to employ qualitative field research, multiple case studies, or mixed-methods designs in order to capture the dynamics of implementing Islamic educational entrepreneurship transformation more comprehensively. Such research is expected not only to strengthen theoretical validity but also to provide a more robust foundation for policy formulation and strategic decision-making in pesantren management aimed at long-term sustainability.

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