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DEVELOPMENT OF ECONOMIC INDEPENDENCE IN ISLAMIC BOARDING SCHOOLS THROUGH SANTRIPRENEUR SOCIALIZATION IN SERANG CITY

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Abstract

The program “Developing the Economic Independence of Islamic Boarding Schools Through Santripreneur Socialization in Serang City” aims to increase the economic independence of Islamic boarding schools through entrepreneurial empowerment for students. This program utilizes the concept of santripreneur, which integrates Islamic boarding school values with entrepreneurial skills, with the aim of producing students who are financially independent and capable of managing socially-oriented businesses. The implementation methods include socialization of the concept of entrepreneurship, training in entrepreneurial skills, which includes business planning, financial management, and product marketing. The program also introduces the use of digital marketing to expand the market for pesantren products. The results of the program show an increase in entrepreneurial understanding among santri, the development of products based on pesantren skills, and increased access to business capital for santri. The sustainability of the program is evident in the growth of small businesses run by santri and the increased economic independence of Islamic boarding schools.

Keywords: Santripreneur, Entrepreneurship, Economic Independence, Islamic Boarding School, Economic Empowerment, Socialization.

INTRODUCTION

Islamic boarding schools, as traditional Islamic educational institutions, play a central role in character building and the dissemination of religious knowledge in Indonesia (Humaidi, 2021). Pesantren are not only places to study religion, but also forums for shaping human values and norms to promote good character (Susilo & Wulansari, 2020). In the current context, pesantren face the challenge of adapting to the times, especially in economic terms. Economic independence is crucial for pesantren to be able to carry out their educational and social functions in a sustainable manner without relying entirely on external assistance. Education in pesantren emphasizes the urgency of religious morality as a guideline for daily behavior (Riswanto et al., 2020). Pesantren, as educational institutions and organizations within the community, carry out many activities ranging from religious to social and economic, such as reciting the Quran, studying religious knowledge, and community service (Septiawan et al., 2020). To achieve economic independence, pesantren need to develop their internal potential through various programs, one of which is santripreneur. Santripreneur is a concept that integrates pesantren values with an entrepreneurial spirit, with the aim of producing santri who are not only experts in religious knowledge but also have entrepreneurial skills (Kunaifi et al., 2023). The existence of pesantren in the world of education in Indonesia cannot be

underestimated because they have contributed greatly to the intellectual development of the nation. The city of Serang, as the capital of Banten Province, has considerable economic potential. This potential can be utilized by empowering the Islamic boarding schools in the region. Santripreneurs are expected to be the solution to improve the economic independence of Islamic boarding schools in Serang City. Santripreneurship is not just a training program, but also a movement to change the mindset of santri to be more creative, innovative, and financially independent. The implementation of santripreneurship in Islamic boarding schools requires a comprehensive approach, ranging from the provision of capital, skills training, to business assistance. In addition, Islamic boarding schools are expected to be able to produce quality human resources with noble character and skills relevant to the needs of the job market. The purpose of this community service is to provide an understanding of santripreneurship as a solution for the economic independence of Islamic boarding schools, provide entrepreneurial skills training to santri, and assist Islamic boarding schools in developing sustainable businesses.

METHOD

The santripreneur program in Serang City can be implemented in several stages. The first stage is socialization and counseling on the concept of santripreneur to pesantren leaders, ustadz, and santri. This socialization aims to provide a common understanding of the importance of entrepreneurship for the independence of pesantren and the future of santri. The second stage is training in entrepreneurial skills tailored to the potential and interests of santri. This training can cover various fields, such as agriculture, animal husbandry, handicrafts, culinary arts, and information technology. Entrepreneurship training can also help santri identify business opportunities, develop business plans, manage finances, and market products. Appropriate training will equip santri with the basic knowledge and skills necessary to start and manage their own businesses. The results of the santripreneur program socialization are expected to have a positive impact on Islamic boarding schools and students in Serang City. First, there will be an increase in understanding and awareness of the importance of entrepreneurship as one of the solutions to achieve economic independence for Islamic boarding schools. Second, there will be an increase in the entrepreneurial skills of students that can be implemented in various business fields. Third, the formation of a network of cooperation between Islamic boarding schools, the government, the private sector, and the community in the development of santripreneurs.

RESULT AND DISCUSSION

The implementation of this community service program successfully achieved its main objective of improving the economic independence of Islamic boarding schools by introducing the concept of entrepreneurship to the students. The following are the results achieved by this program:

1. **Improving Understanding of Entrepreneurship**

Through the socialization program, the students gained a better understanding of the concept of entrepreneurship based on social and religious values. They now have a greater awareness of the importance of economic independence as part of the pesantren empowerment process, with entrepreneurship being the solution to improve the welfare of the pesantren and the individual students. In addition, the students also understand that entrepreneurship must be based on the principles of honesty, usefulness, and sustainability.

2. Improvement of Entrepreneurship Skills

The entrepreneurship training provided has successfully improved the skills of the students in various aspects of business management. Students now have basic skills in planning and starting a business, managing finances, and recognizing market opportunities. Some students have begun to develop products based on the skills available at the pesantren, such as handicrafts, local food products, and agriculture-based products. This demonstrates the direct application of the material taught in the training.

3. Product and Service Development

During the training, students learned how to develop products with high selling value. Several products, such as traditional Islamic boarding school foods, handicrafts, and agriculture-based products, began to be produced in a more organized manner. In addition, they were also given knowledge on how to market products online and offline. Several students have successfully started small businesses with products they produced at the boarding school, and these products are beginning to be recognized in the local market.

4. Digital Marketing Implementation

One of the major achievements of this program is the implementation of digital marketing by the students. Through training on the use of social media and e-commerce platforms, the students are now able to market their products more widely. Pesantren products are now being introduced on social media, such as Instagram and Facebook, which helps increase market reach. In addition, some students have also started building online stores to market their products more professionally.

5. Improved Access to Capital and Resources

This program has successfully facilitated several students in gaining access to business capital through grants and microloans provided by financial institutions. With this assistance, they can start and develop their businesses with greater confidence. In addition, the students are also empowered to utilize resources available around the Islamic boarding school, such as local raw materials, and to establish cooperation with the community to increase their production capacity..

6. Economic Empowerment of Islamic Boarding Schools

Overall, this program has succeeded in having a positive impact on the economic independence of Islamic boarding schools. Several businesses developed by students are now beginning to contribute to the economy of the boarding schools, both through the sale of their products and through more efficient fund management. This program has also succeeded in introducing the concept of entrepreneurship as part of the development of independent and sustainable Islamic boarding schools.

7. Program Sustainability and Business Development

The sustainability of this program is evident in the businesses that continue to grow and become more professional. The students who have started their businesses show significant progress in business management and product marketing. They also begin to share their entrepreneurial knowledge and skills with other students, which strengthens the culture of entrepreneurship in the pesantren environment. This program is believed to continue to provide long-term benefits for the economic development of the pesantren and the empowerment of the students.

Thus, this program has succeeded in making a significant contribution to the development of economic independence in Islamic boarding schools through entrepreneurship empowerment.

The program has also had a positive impact on the students, who are now more economically independent and ready to face the challenges of the business world.



Figure 1. Students attentively listen to a presentation on the Santripreneur Program at Al-Mubarak Islamic Boarding School in Srang, Banten.

CONCLUSION

Through entrepreneurship outreach and training, students now better understand the importance of social and religious values-based entrepreneurship and how it can support the economic independence of Islamic boarding schools. The training provided has successfully improved students' skills in business planning, financial management, and product marketing. Several students have started businesses based on the skills available at the boarding school, such as handicrafts and local food products. The application of digital marketing introduced during the training has also proven to be effective in expanding market reach and increasing the boarding school's income. In addition, this program has succeeded in increasing students' access to capital and resources, enabling them to develop their businesses with more confidence. The positive impact of this service is not only felt by the students, but also by the Islamic boarding schools, which are now more economically independent, with growing businesses within them. Overall, this program has made a significant contribution to empowering Islamic boarding schools to achieve economic independence through entrepreneurship. The sustainability of this program is evident in the continued development of businesses and the improvement in the quality of life of students. This program also serves as a model that can be applied in other Islamic boarding schools to strengthen a self-reliant and sustainable entrepreneurship-based economy.

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