



Pesantren and Entrepreneurship: Thematic Map and Conceptual Implication

Lina Marlina¹

¹*Siliwangi University, Indonesia*

Pesantren not only function as religious educational institutions, but also develop as centers for economic empowerment and entrepreneurship based on Islamic values. This research aims to map the development of global research related to the theme of Islamic Boarding School & Entrepreneurship, identify the main thematic clusters, and formulate future research and development directions. The method used is a descriptive qualitative approach through meta-analysis and bibliometrics-based literature studies on 51 Scopus indexed journal articles. The analysis was performed using the VOSviewer software to visualize the keyword, author, and research cluster maps. The results of the study showed six main clusters, namely character education and social entrepreneurship, governance and effectiveness of pesantren management, the role of pesantren in poverty alleviation, pesantren entrepreneurship orientation, productive waqf for the sustainability of pesantren, and leadership and integrated learning system. These findings confirm that pesantren entrepreneurship plays a strategic role in building economic independence, strengthening the character of students, and empowering the community, as well as contributing to the achievement of the Sustainable Development Goals (SDGs). This research provides a conceptual contribution in the form of a comprehensive research map that can be a reference for academics, pesantren managers, and policy makers.

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*Correspondence:
Lina Malina
lina.m@gmail.com

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INTRODUCTION

Pesantren is one of the oldest and most influential Islamic educational institutions in Indonesia and in various Muslim countries. Historically, pesantren have not only functioned as a center for the transmission of Islamic knowledge, but also as agents of social and economic transformation of society. In the modern context, the challenges of globalization, limited employment, and the demands of economic independence encourage Islamic boarding schools to develop a new role as an entrepreneurial center based on Islamic values.

Islamic boarding school entrepreneurship (pesantren entrepreneurship or santripreneurship) is understood as an integration between religious education, character strengthening, and productive economic activities. This model emphasizes that entrepreneurship is not solely profit-oriented, but also on ethics, social justice, sustainability, and empowerment of the people. Therefore, pesantren have great potential to contribute to poverty alleviation, job creation, and community-based economic development.

As academic attention to this topic increases, the number of publications on pesantren and entrepreneurship continues to grow. However, studies that systematically map research developments, dominant themes, and relationships between topics are still limited. Bibliometric analysis is a relevant approach to fill these gaps, as it is able to identify intellectual structures, research clusters, and directions of scientific development.

Entrepreneurship education in Islamic boarding schools functions as an instrument of character formation and social entrepreneurship. Entrepreneurship is positioned as a means of internalizing Islamic values such as honesty, responsibility, independence, and social concern. Students are not only equipped with business skills, but also formed to become agents of social change that are ethical and rooted in local wisdom.

The success of pesantren entrepreneurship is greatly influenced by governance and management effectiveness. Kyai leadership, accountability, and teacher professionalism are key factors in maintaining the legitimacy and sustainability of the institution. Islamic boarding schools that are able to integrate spiritual leadership with modern managerial practices tend to be more adaptive and resilient.

Visionary leadership and integrated learning systems are the foundation for the development of

modern Islamic boarding schools. The integration of formal education, Islamic values, and entrepreneurship produces graduates who are not only religious and knowledgeable, but also adaptive, innovative, and ready to contribute to economic development.

Based on this background, this study aims to: (1) map the development of scientific publications related to the theme of Islamic Boarding School & Entrepreneurship, (2) identify the main thematic clusters in the literature, and (3) formulate conceptual and practical implications for the sustainable development of entrepreneurship-based Islamic boarding schools.

METHOD

In this study, various scientific journal publications related to the theme "*Islamic Boarding School & Entrepreneurship*" around the world were used as data sources. Data was collected by searching for journal publications indexed by the Scopus database using the keyword "*Pesantren & Entrepreneurship*". After that, scientific articles or journals relevant to the research theme will be selected based on the publication data that has been collected. There are 51 journal articles published under the research theme "*Pesantren & Entrepreneurship*". The development of publication trends related to the research topic is analyzed using the VOSviewer software, which can generate bibliometric maps and allow for more detailed analysis.

In order to build a map, VOSviewer uses the abbreviation VOS which refers to Visualizing Similarity. In previous studies, VOS mapping techniques have been used to obtain bibliometric visualizations which are then analyzed. Furthermore, VOSviewer is able to create and display an author's journal map based on co-citation data or a keyword map based on shared incident data. Therefore, in this study, an analysis of journal maps related to "*Pesantren & Entrepreneurship*" will be carried out, including author maps, and keywords which will then be analyzed for research paths that can be carried out in the future through clusters on *keyword mapping*.

This study uses a descriptive qualitative approach with meta-analysis and a descriptive statistical literature study based on 51 journal publications that discuss the theme "*Pesantren & Entrepreneurship*". Meta-analysis is a method that integrates previous research related to a specific topic to evaluate the results of existing studies. Furthermore, the qualitative method used in this study is also referred to as a constructive method, where the data collected in the research process will be constructed into a theme that is easier to understand and meaningful. The sampling technique

used in this study is the purposive non-probability sampling method, which aims to meet certain information according to the desired research objectives. Other studies using bibliometric analysis for instance can be found at Antonio et al., (2021), Rusydiana et al., (2021), and Napitupulu et al., (2024).

RESULT AND DISCUSSION

Research Map

The image below describes the keyword trends that appear in the research on the theme "Pesantren & Entrepreneurship" and the larger form is the most widely used word in journal publications with the theme "Pesantren & Entrepreneurship".

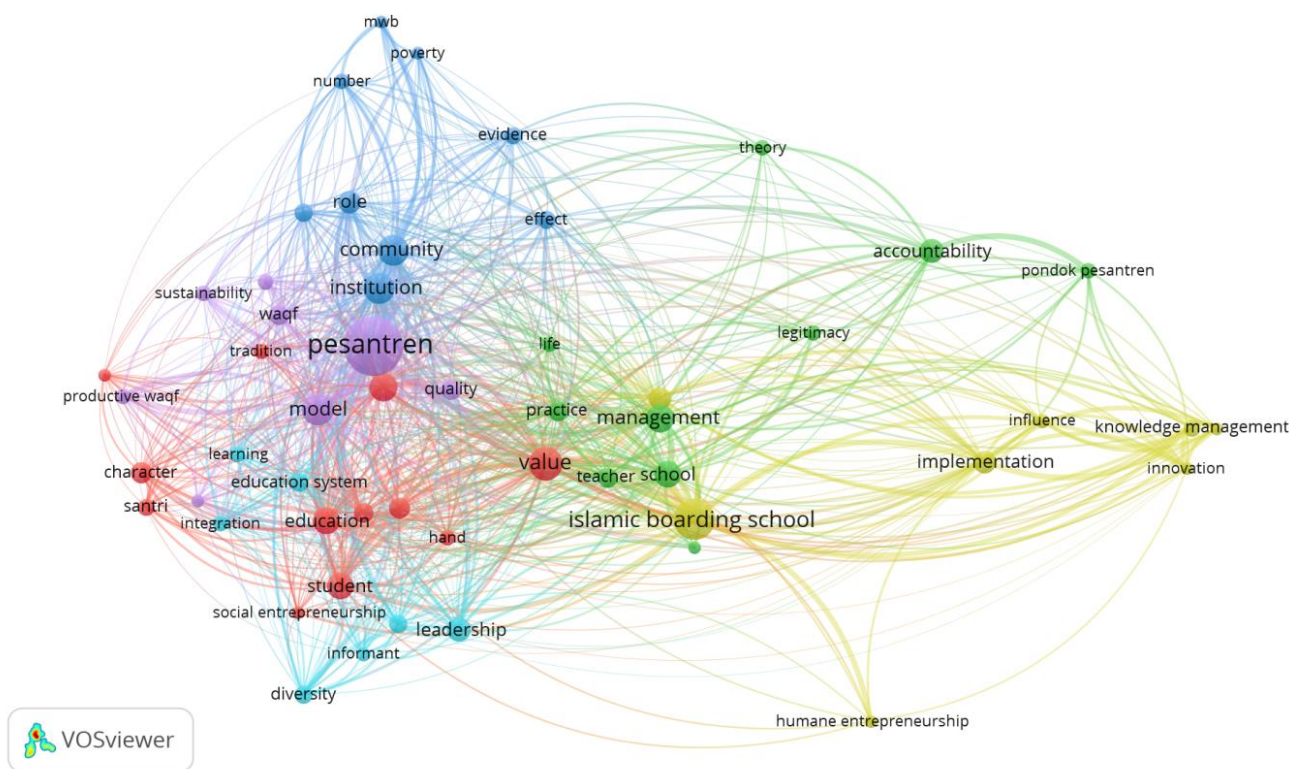


Figure 1. Research Path

As for the mapping, the keywords that appear the most in the publication "Pesantren & Entrepreneurship" include pesantren, islamic boarding school, institution, community, model, education, and student, which are then divided into 6 clusters, as follows:

Cluster 1: Character Education and Social Entrepreneurship

This cluster has 12 keyword items, namely character, development, education, educational institution, hand, islamic education, local wisdom, santri, social entrepreneurship, student, tradition, value. This cluster focuses on the role of Islamic boarding schools and educational institutions in shaping students' character, values, and local wisdom through the educational process. Entrepreneurship is understood as a social education tool that instills moral values, traditions, and social responsibility, so that students are

not only oriented to economic gain but also to community development.

Islamic boarding schools, and other Islamic educational institutions, play an important role in integrating entrepreneurial education with religious principles to encourage holistic student development. Through edupreneurship programs, these institutions instill values such as honesty, responsibility, and independence, preparing students for spiritual and economic independence (Mabruhah & Faza, 2025; Lucksha & Baharuddin, 2025).

Entrepreneurship education in pesantren uses strategies such as project-based learning, motivation, and interactive environments to build traits including hard work, creativity, leadership, and resilience. The approach instills Islamic entrepreneurial principles, producing students who demonstrate economic independence, innovative thinking, and careful planning. For example, practical business units such as cultivation

projects strengthen discipline and ethical decision-making rooted in the teachings of the Qur'an (Ikbal et al., 2024; Rahayu et al., 2024; Mariyono, 2025; Mabruhah & Faza, 2025).

On the other hand, religious values form the core of the entrepreneurship curriculum, integrating integrity, beliefs, and ethical business behavior to create responsible entrepreneurs. Kyai's modeling, habituation, and reward system ensures the internalization of akhlakul karimah (noble character), combining spiritual depth with practical skills. This alignment fosters a moderate attitude, countering modern challenges while promoting confidence and accountability (Mujahid, 2021; Ikbal et al., 2024; Mariyono, 2025; Lucksha & Baharuddin, 2025).

Furthermore, Islamic boarding schools can also preserve local wisdom by aligning traditional practices with entrepreneurship, such as community-based cooperatives and businesses that are in harmony with the culture. Multicultural programs foster tolerance, empathy, and respect for diversity, embedding regional values into economic activities such as halal product development. This approach strengthens institutional identity and equips students to contribute sustainably to society, increasing resilience in the midst of globalization (Hasanah et al., 2023; Zamharil et al., 2024; Mariyono, 2025; Madjid, 2025).

Cluster 2 : Pesantren Governance and Management Effectiveness

This cluster contains 10 keyword items, namely accountability, effectiveness, legitimacy, life, management, Islamic boarding schools, practice, school, teacher, theory. This cluster emphasizes governance, accountability, and management effectiveness in boarding schools and Islamic schools. The focus is on how managerial practices and the role of teachers support the legitimacy of pesantren in managing educational and entrepreneurial activities in a sustainable and professional manner. Managerial practices in pesantren emphasize spiritual leadership, strategic planning, and hybrid governance to ensure the sustainable management of educational and entrepreneurial activities. Teachers and kyai provide moral legitimacy through consultative and exemplary decision-making, increasing institutional and professional operational credibility (Amin et al., 2025; Miftahussurur et al., 2025).

Pesantren adopts a resilience model that integrates sincerity, economic independence, and digital adaptation for sustainable operations in various

traditional and modern contexts. Public relations strategies, including social media and alumni engagement, build public trust and legitimacy, supporting professional entrepreneurship such as business units and cooperatives. Visionary leadership encourages dynamic capabilities, transforming pesantren into social enterprises with waqf-based assets and an accountable system (Thoha, 2024; Trisnantari et al., 2024; Izzetillah et al., 2024; Amin et al., 2025; Hasan & Yurista, 2025).

On the other hand, kyai and teachers act as supervisors, motivators, and mentors in entrepreneurship programs, combining religious authority with practical guidance to instill discipline and skills. Professional development through training increases their capacity in curriculum innovation and resource management, legitimizing pesantren as a competitive institution. Their relational authority ensures ethical practices, aligning tradition with modernization for long-term sustainability (Saerozi et al., 2023; Amin et al., 2025; Kurniawan, 2025; Miftahussurur et al., 2025; Subagiya et al., 2025).

Cluster 3 : Pesantren Role in Poverty Reduction

This cluster has 9 keyword items, namely community, country, effect, evidence, institution, mwb, number, poverty, role. This cluster examines the contribution of Islamic boarding schools to community empowerment and poverty alleviation, both at the local and national levels. Islamic boarding schools are positioned as social institutions with a strategic role in improving community welfare through entrepreneurship, education, and community-based intervention programs. It is also revealed in the research of Widayanti (2020) and Faiza (2021) that pesantren make a significant contribution to community empowerment and poverty alleviation by utilizing entrepreneurship, education, and community intervention programs, encouraging economic independence at the local level and supporting national development goals.

Islamic boarding schools initiate local economic activities through agribusiness, cooperatives, and garment businesses, employing community members and training students in skills such as embroidery to reduce poverty. This intervention builds social capital through mutual cooperation, enabling self-sufficiency in rural areas. Programs such as business incubators and family empowerment posts (Posdaya) increase household income and resilience (Fauroni & Quraisy,

2020; Ulumi & Syafar, 2021; Mabruhah & Faza, 2025; Hakim et al., 2025).

Nationally, Islamic boarding school networks such as HEBITREN and OPOP increase entrepreneurship, create jobs and align with poverty reduction policies through the integration of waqf and social finance. Alumni entrepreneurship also reduces unemployment, while models such as the Al-Amin Islamic Boarding School show export-oriented growth, contributing to GDP and SDGs. Community-based education and social efforts encourage inclusive development, bridging the gap between urban and rural (Kurniawan, 2018; Khoibar et al., 2024; Hasan & Yurista, 2025; Hakim et al., 2025; Junaidah et al., 2025).

Cluster 4 : Entrepreneurial Orientation in Pesantren

This cluster has 8 keyword items, namely entrepreneurial orientation, humane entrepreneurship, implementation, influence, innovation, islamic boarding school, knowledge management, strategy. This cluster focuses on entrepreneurial orientation, innovation, and strategies applied in Islamic boarding schools. In other words, the research in this cluster highlights how the application of knowledge, management, and humanistic entrepreneurial approaches can affect the performance and competitiveness of pesantren as educational and economic institutions. Junaidah et al (2025) and Sulistyowati et al (2025) also emphasized that pesantren can improve their performance and competitiveness by applying specialized knowledge, a strong management system, and a humanistic entrepreneurial approach that combines Islamic ethics with practical business strategies.

Entrepreneurship education equips students with skills such as market analysis and innovation, directly increasing business success in Islamic boarding school units such as cooperatives and product businesses. Integrating religious knowledge with technical training encourages ethical decision-making and adaptability, improving institutional outcomes such as economic independence. This dual focus elevates pesantren from traditional educators to competitive economic entities (Irfan et al., 2024; Ikbal et al., 2024; Junaidah et al., 2025; Sulistyowati et al., 2025; Astutik et al., 2025).

Additionally, strategic management, including budgeting, performance evaluation, and alumni engagement, simplifies operations and decision-making, leading to sustainable growth and resource efficiency. Kyai's visionary practice transformed pesantren into

social enterprises, increasing transparency and scalability through programs like OPOP. Effective coordination of human resources strengthens competitiveness towards formal institutions (Yunindyawati et al., 2022; Sandria et al., 2024; Nursaid et al., 2024; Humaiddi et al., 2025; Husni et al., 2025; Hasan & Yurista, 2025).

Furthermore, approaches that emphasize resilience, community well-being, and Islamic values—such as sincerity and social innovation—encourage long-term sustainability and contribution to society. The green and STEAM-based model promotes green businesses, aligned with the SDGs to attract partnerships and funding. This humanistic perspective builds student entrepreneurs who prioritize ethics, strengthening the influence of pesantren in education and the economy (Taufiq, 2023; Saputra et al., 2024; Hafidloh et al., 2025; Meishanti et al., 2025; Sulistyowati et al., 2025).

Cluster 5 : Productive Waqf for Pesantren Sustainability

This cluster contains 8 keyword items, namely human resource, model, need, pesantren, productive waqf, quality, sustainability, waqf. This cluster emphasizes the use of productive waqf, the quality of human resources, and the management model as the foundation for the sustainability of Islamic boarding schools. Entrepreneurship is associated with effective waqf management to support the economic independence of pesantren and the sustainability of educational programs. Suyatno (2024) and Palasenda & Salikurrahman (2024) also emphasized that productive waqf, high-quality human resources, and an effective management model are the cornerstones of sustainability for Islamic boarding schools, which enable economic independence while maintaining the educational mission.

Productive waqf converts waqf assets such as land and cash into income-generating businesses such as agribusiness, microfinance, and commercial units, which fund scholarships, infrastructure, and operations without relying on external assistance. In Islamic boarding schools, nazhir (managers) optimize this through transparent business units, ensuring sustainable benefits that are in line with Islamic principles and the SDGs. Entrepreneurship is directly related to waqf by channeling profits into skills development programs, fostering independent students who maintain economic and educational sustainability (Mursyidah & Anwar, 2024; Suyatno, 2024; Afif et al., 2025; Wahyuni, 2025; Abdi & Sabran, 2025).

Competent kyai, teachers, and administrators, trained in modern management and sharia-compliant entrepreneurship, also contribute to fostering innovation and ethical supervision, elevating pesantren from traditional structures to competitive institutions. Professional development prioritizes *nazhir* accountability and student empowerment, as seen in the model that emphasizes selective recruitment and ongoing training for the utilization of waqf. This human capital ensures that the results of waqf support holistic education, connecting entrepreneurial efforts with character formation and community welfare (Suyatno, 2024; Sholihah et al., 2024; Wahyuni, 2025; Abdi & Sabran, 2025; Amin et al., 2025; Muiz et al., 2025).

Furthermore, a hybrid model that combines spiritual leadership (sincerity, trust) with strategic tools such as Business Model Canvas and cyclical resource allocation (e.g., MSDP) ensures long-term sustainability. The waqf foundation formalizes governance, integrating entrepreneurship for financial autonomy, such as in the proportional reinvestment of As'adiyah Sengkang into the welfare and facilities of teachers (Wahyuni, 2025). This framework aligns economic independence with educational excellence, positioning pesantren as a resilient social enterprise (Hafidh et al., 2024; Saputra et al., 2021).

Cluster 6 : Leadership and Integrated Learning Systems

This cluster has 7 key items, namely aspect, diversity, education system, informant, integration, leadership, learning. This cluster focuses on leadership, integrated learning systems, and diverse educational approaches in Islamic boarding schools. The integration of formal education, Islamic values, and entrepreneurial learning is seen as key to building an adaptive and human resource development-oriented Islamic boarding school ecosystem.

Pesantren integrate the national curriculum with religious studies and entrepreneurship through structured programs such as the dual track model and job training centers, which encourage academic rigor along with practical competence. This approach ensures students master general subjects while acquiring business skills, creating versatile graduates who are ready for a variety of economic roles. Such synergy builds adaptive institutions that are responsive to global demands (Winarno & Nadia, 2021; Setiawan, 2024; Thoha, 2024; Fajarwati et al., 2025; Junaidah et al., 2025).

Furthermore, entrepreneurship training instills morality (ethics), amanah (trust), and sincerity (sincerity)

through habituation, modeling by kyai, and practices in accordance with sharia, aligning profit motives with spiritual growth. Methods such as integrated curriculum and reward systems internalize values such as community responsibility and welfare, resulting in ethical entrepreneurs. This moral foundation underpins long-term personal and institutional resilience (Taufiq, 2023; Alfattah et al., 2024; Ikbal et al., 2024; Lucksha & Baharuddin, 2025).

In addition, direct ventures—cooperatives, agribusiness, and digital initiatives—foster innovation, independence, and leadership, transforming pesantren into independent centers that empower alumni and communities. Leadership strategies encourage market adaptability and social innovation, increase employment opportunities and poverty reduction. The resulting ecosystem prioritizes holistic human resource development, combining faith, knowledge, and entrepreneurship for social impact (Setiawan, 2024; Junaidah et al., 2025).

CONCLUSION

This study concludes that Islamic Boarding Schools & Entrepreneurship is a growing field of study and has a strategic role in education, economic empowerment, and social development. Based on a bibliometric analysis of 51 Scopus indexed articles, six main clusters were identified that reflect the complexity and depth of the role of Islamic boarding schools in entrepreneurship.

The main findings show that pesantren entrepreneurship cannot be separated from character education, good governance, spiritual leadership, and productive use of waqf. Islamic boarding schools that integrate Islamic values, innovation, and managerial professionalism have proven to be more sustainable and competitive. In addition, Islamic boarding schools have great potential to become poverty alleviation agents and community-based economic drivers.

Conceptually, this research contributes in the form of a comprehensive research map that can be the basis for future research. Practically, the results of this research can be a reference for pesantren managers and policymakers in designing an inclusive and sustainable entrepreneurship-based pesantren development strategy. Further research is recommended to examine the empirical model of pesantren entrepreneurship, quantitative economic impact, and integration of pesantren with Islamic social finance ecosystem and SDGs agenda.

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