

STRATEGY FOR OPTIMIZING PESANTREN INDEPENDENCE THROUGH SANTRI ENTREPRENEURSHIP AT PESANTREN MONASMUDA INSTITUTE IN SEMARANG CITY



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Article History :

Submission : May 25, 2026
Revised : June 16, 2026
Accepted : June 28, 2026
Published: June 30, 2026

Keyword : strategy,
entrepreneurship,
independence, optimizing,
pesantren

Kata Kunci : strategi,
kewirausahaan,
kemandirian, optimalisasi,
pesantren

Abstract

Pesantren serve as institutions of Islamic religious education, focusing on instilling values in students, not only regarding faith but also in terms of entrepreneurship. The lack of entrepreneurship among students is linked to the minimal emphasis on practical business skills in Indonesia's formal education system. Furthermore, achieving financial independence is crucial for today's youth, particularly in our digital world. Given these concerns, this study addresses key questions regarding what entrepreneurial learning methods are effective and what motivates students to pursue entrepreneurship. The novelty of this study lies in the variety of business fields emerging from the students' interests, allowing for the freedom to develop entrepreneurial innovations. The chosen approach is a qualitative descriptive method, utilizing case studies that include interviews, observations, and documentation. The findings reveal that students demonstrate a growing interest in entrepreneurship to enhance their financial independence. This trend is shaped by their innovative capabilities, access to financial resources, and the various partnerships they form. However, the students' readiness to face challenges varies; some experience psychological stress when dealing with price competition. Therefore, it is important to develop optimization strategies toward more targeted mentoring.

Abstrak

Pondok pesantren berperan sebagai sekolah pendidikan agama Islam, dengan fokus menanamkan nilai-nilai pada santri, tidak hanya menyangkut keimanan tetapi juga pada pelaku usaha. Peningkatan Kewirausahaan Mahasiswa terkait dengan minimnya penekanan pada keterampilan bisnis praktis dalam sistem pendidikan formal Indonesia. Selain itu, untuk mencapai kemandirian finansial sangat penting bagi kaum muda saat ini, terutama di dunia digital kita. Mengingat keprihatinan tersebut, penelitian ini menjawab pertanyaan penting mengenai metode pembelajaran kewirausahaan seperti apa serta, apa yang memotivasi santri untuk berwirausaha. Kebaruan pada penelitian ini terletak pada variasi bidang usaha yang tumbuh dari minat santri sehingga terdapat kebebasan untuk menuangkan sebuah inovasi kewirausahaan. Pendekatan yang dipilih adalah metode deskriptif kualitatif, memanfaatkan studi kasus yang meliputi wawancara, observasi, dan dokumentasi. Hasil penelitian ini mengungkapkan bahwa santri menunjukkan minat yang semakin besar terhadap kewirausahaan untuk meningkatkan kemandirian finansial. Tren ini dibentuk oleh kemampuan inovatif mereka, akses ke sumber daya keuangan, dan berbagai kemitraan yang mereka bentuk. Meskipun demikian, kesiapan santri untuk menghadapi tantangan bervariasi, sebagian diantaranya mengalami stres psikologis dalam menghadapi persaingan penetapan harga. Oleh karena itu, penting untuk mengembangkan strategi pengoptimalan menuju pendampingan yang lebih terarah.

INTRODUCTION

Pesantren is an Islamic educational institution that plays a role in shaping the character of its students, a place for students to acquire knowledge, especially religious



knowledge and various other social sciences [1]. However, over time, pesantren are required to be able to build financial independence for the sustainability of the institution, provide quality education, and empower students not only in religious aspects but also with life skills. Therefore, it is necessary to empower the students to achieve financial independence through entrepreneurship. Financial independence is a knowledge that needs to be honed because generally, financial management often becomes an issue for some people [2]. One way to develop these skills is by starting a business, which becomes a source of livelihood that contributes to economic growth in society and helps entrepreneurs become creative individuals with the businesses they are building, thereby creating effective strategies to grow the business [3].

Entrepreneurship as part of the pesantren curriculum is one of the educational organizers' commitments to the community to produce graduates who are intellectually and financially competent according to society's needs [4]. Monashmuda Institute pesantren provides this curriculum along with the implementation of entrepreneurship within the community, supported by the vision and mission of "knowledgeable, wealthy, powerful." Founded in 2011 by Dr. Muhammad Nasih, it aims to shape students into individuals who possess leadership qualities, are memorized in the Qur'an, and maintain a balanced intellectual intelligence between worldly and spiritual matters. Based on studies on the development of entrepreneurship in education, entrepreneurship learning can foster self-confidence, creative ventures, leadership, financial management, risk-taking, and can even create job opportunities within the social sphere.

In entrepreneurship, one is often faced with failures supported by various factors from different directions, making it vulnerable to paralyzing the entrepreneur being developed. The factors encountered include a lack of knowledge in setting up the right entrepreneurial system, insufficient mental readiness for entrepreneurship, mathematical understanding skills to support the business, and the readiness of students to face fluctuations, which are still not fully balanced [5]. According to the KBBI, fluctuation is a phenomenon and condition that shows the rise and fall of prices, or changes in prices due to the influence of demand and supply. Therefore, optimization strategies in entrepreneurship are needed to maximize the performance of entrepreneurs being developed by students. To overcome these obstacles and prevent failure, optimization in entrepreneurship is necessary to maintain business stability.

Entrepreneurship empowerment through the development of the creative economy carried out in the pesantren environment is able to enhance the entrepreneurial spirit of the students, both in terms of knowledge, skills, and the ability to market products digitally, thus contributing positively to the increase in students' business income. The entrepreneurial spirit needs to be instilled in every individual to improve their ability to recognize opportunities, innovate, and take risks in order to create and develop new businesses [6]-[7]. As a form of entrepreneurial empowerment, business actors need to enhance their competitiveness to face the complexity of market competition. Efforts to increase competitiveness must begin with identifying the factors that hinder entrepreneurial development. In building entrepreneurship, it is important to establish operational management, which includes planning, organizing, managing, and supervising various operational activities in the business to achieve optimal efficiency, productivity, and quality. Optimization strategies in entrepreneurship are needed to maximize the

performance of entrepreneurs being developed by students. According to [8], entrepreneurship optimization strategies in education (including Islamic boarding schools) involve various aspects, namely the students, the boarding schools, and the government. Students' willingness to innovate and initiate entrepreneurial intentions is a subjective attitude or subjective awareness of prospective entrepreneurs who will be involved in entrepreneurial activities in the future.

Entrepreneurship within the pesantren realm is capable; however, there are still limitations in previous research in developing entrepreneurial strategies that ensure the sustainable independence of pesantren. Therefore, we conducted research focusing on strategies to optimize the independence of pesantren through student entrepreneurship.

This study aims to identify the supporting and inhibiting factors in the implementation of student entrepreneurship in achieving financial independence and to analyze the strategies applied by the Monasmuda Institute Islamic Boarding School in Semarang City to optimize financial independence through student entrepreneurship. The benefits that can be gained from this study are to understand the extent to which entrepreneurship is implemented in achieving financial independence. This study can also help the organization recognize various supporting and inhibiting factors in optimizing entrepreneurship, which can be used as a basis for improving and optimizing student entrepreneurship strategies in the future.

METHODS

This study employs a qualitative, descriptive approach by describing phenomena in accordance with scientific principles, focusing on independent variables without making comparisons or linking them to other variables. The type of research used is field research, aimed at understanding how entrepreneurship is optimized at the Monasmuda Institute Islamic Boarding School in Semarang, as well as identifying the supporting factors and barriers.

This study was conducted on December 24, 2025, at the Monasmuda Institute Islamic Boarding School in Semarang, located at Jl. Tanjungsari Bar. I, RT.7/RW.5, Tambakaji, Ngaliyan District, Semarang City, Central Java, and was conducted online via Zoom on January 12, 2026. Research informants were selected using purposive sampling, meaning informants were chosen based on their knowledge and active involvement in entrepreneurial activities at the Monasmuda Institute Islamic Boarding School. The informants consisted of mentors from the Monasmuda Institute boarding school, the president of the Monasmuda Institute student body, the treasurer, and three students actively involved in the Monasmuda Institute boarding school's entrepreneurial activities. The focus of this research was on the sustainability of entrepreneurial practices, along with their supporting and inhibiting factors.

The data collection methods used included observation, interviews, documentation, and a literature review. Non-participant observation was conducted for approximately 3 hours, focusing on the students' entrepreneurial activities, business unit management, business support facilities, and student participation in entrepreneurial activities. Informants were interviewed using a semi-structured approach for 45–60 minutes during on-site observations and via Zoom. The documentation utilized included the boarding school profile, business unit documentation, interview transcripts, and other supporting

documents provided by sources related to the boarding school's entrepreneurial activities. The instruments used in this study comprised interview guidelines, audio recorders, photographic documentation, and field notes.

This study employs the data analysis technique developed by Miles and Huberman, which involves collecting as many data sources as possible, then selecting, organizing, and grouping the data according to the research focus, and organizing the reduced data according to the patterns of relationships found in relation to the research objectives to be achieved. This allows conclusions to be drawn through effective and efficient verification, thereby ensuring the validity and accuracy of the conclusions reached. To ensure data validity, source triangulation and member checking were conducted by reconfirming the interview results with informants to ensure the consistency of the data provided. The research process began with problem identification and a literature review, followed by the development of research instruments, selection of informants, and the conduct of observations, interviews, and documentation. After data collection, data analysis and conclusion drawing were performed.

RESULT AND DISCUSSION

RESULT

Historically, pesantren have been the oldest centers of Islamic education in developing character, economic independence, and entrepreneurial spirit among students in Indonesia[4]. The main focus of Islamic boarding schools is not only to teach religious values but also to develop financial independence for the sustainability of the institution. The financial independence of the boarding school increases if it is based on a high entrepreneurial spirit, which is achieved through strategies and skills of the students to ensure that the business runs optimally [9]. The entrepreneurship curriculum has supported the early development of students in cultivating entrepreneurial skills. Furthermore, an entrepreneurial culture has become a flagship program in extracurricular activities at the pesantren. Entrepreneurship is a social science that continues to evolve as knowledge expands[10]. Etymologically, entrepreneurship is the value underlying a business, in which it generates new innovations that are useful. In this study, Monasmuda Institute Pesantren has implemented the strengthening of entrepreneurial values through a business-based curriculum. Figure 1. shows the front view of the Pesantren Monasmuda Institute.



Figure 1. Front view of the Monasmuda Institute Islamic Boarding School

The Monash Institute Islamic boarding school has been established since 2011 by Dr. Mohammad Nasih, located at Jl. Tanjungsari Bar. I, RT.7/RW.5, Tambakaji, Ngaliyan District, Semarang City, Central Java 50185. Initially, the Monashmuda Institute boarding school was

not established in a dedicated building, but in several rented houses or boarding houses in the Walisongo area. Over time, in 2014, Monash boarding school began to develop. The founder received support from his mother-in-law, Sri Suhajati, in the form of a building, and since then, the activities of Monash boarding school have become more intensive and structured. Learning with the founder has become more intense; every week, the students conduct regular studies directly with Abah Nasih, even though he has to commute back and forth between Jakarta and Semarang. The organizational structure of the Monasmuda Institute Islamic Boarding School is shown in Table 1.

Table 1. Management Structure of the Pesantren Monasmuda Institute

No	Position	Number of Members	Primary Responsibilities
1	Parliament	4	Monitoring and providing input on the organization's policies and programs
2	President & Vice President	2	Leading and coordinating the entire administration of the Pesantren
3	Prime Minister	1	Organizing and overseeing all programs to ensure they run smoothly and have a tangible impact
4	Minister of State	2	Demonstrating the existence and quality of the Monasmuda Institute
5	Minister of Education	3	Managing the schedule effectively and efficiently for disciples
6	Minister of Discipline and Law	3	Monitoring discipline and ensuring compliance with disciplinary standards (weekly evaluation)
7	Minister of Religious Affairs and Character Development	3	Creating an Islamic-inspired environment at the Monasmuda Institute
8.	Minister of Infrastructure	2	Providing the necessary facilities and infrastructure for the Pesantren Monasmuda Institute
9.	Minister of Health and Sanitation	4	Providing health and hygiene facilities
10.	Minister of Agriculture and Plantations	3	Managing the farmland owned by the Monasmuda Institute
11.	Minister of BUMN	3	Providing support to entrepreneurs from the Monasmuda Institute and state-owned enterprises
12.	Minister of Youth, Action, Sports, and the Arts	3	Developing the potential and talents of young people in the fields of sports and the arts through competitions and training programs

Monash Islamic Boarding School was established with the aim of developing a generation that balances intellectual and spiritual intelligence, possesses leadership qualities, and is capable of memorizing the Qur'an. This aligns with Monash Boarding School's vision and mission, which is 'Knowledgeable, Wealthy, and Powerful.' Being knowledgeable means having strong intellectual abilities and understanding of knowledge, being wealthy refers to having financial independence, and being powerful means having a positive influence and a strategic role in society. To support the achievement of Monash Boarding School's vision and mission, the focus is not only on religious education but also on developing the students' life skills. The learning activities at the boarding school are flexible and tailored to the students' needs, ranging from Quranic interpretation studies, Qur'an memorization, to other intellectual learning. Monash Boarding School also offers a Qur'an memorization (Tahfidz) program for its students; those who can memorize consistently have the opportunity to receive a free boarding scholarship.

Pesantren is an Islamic educational institution that plays an important role in shaping character, moral values, and skills. Over time, pesantren today not only focus on religious teaching, but also begin to incorporate soft skills as preparation for students before entering society. One form of this transformation has been implemented by Monash Pesantren, which teaches its students financial independence through an entrepreneurship program. This aims to help students become independent and ready to live outside the pesantren, considering the financial problems that graduates often face. Many students have extensive knowledge, but they are not financially prepared when they return to society, so pesantren not only serve as a center for religious education but also as a space for economic development and learning. Based on interview results, the implementation of entrepreneurship begins with the idea the founder of Monash Islamic boarding school believes that Monash graduates should not only have knowledge but also be financially independent. The founder hopes that the students who have graduated will not only be in a position to receive benefits but also be able to provide benefits to others.

The main purpose of this entrepreneurship program is to encourage students to advance economically, not only to overcome financial limitations but also to develop a mindset ready to manage a business effectively. In addition, the founders of the Monash Islamic boarding school also believe that relying solely on formal employment often has income limitations; therefore, entrepreneurship can be used as a strategic step to open up broader financial opportunities and to train students in facing the realities of the working world.

Therefore, all students are required to participate in the entrepreneurial activities run by the pesantren. The business activities managed by Monash Pesantren serve as a practical laboratory for the students to learn how to run a business before they directly engage with the wider community. The students learn how to manage a business, understand business risks, and face market competition challenges. Some of the entrepreneurial activities run by Monash Pesantren include catering, laundry, tilapia fish farming, cooperatives and retail, cafes, and dim sum food businesses managed through a frozen food distributor system. In addition to the businesses run by Monash Pesantren, some students also pursue independent ventures such as bouquet businesses and hijab brands marketed through social media and e-commerce platforms.

This entrepreneurial spirit is supported by the leadership vision of the pesantren, which teaches students to be knowledgeable, wealthy, and powerful [9]. Entrepreneurship knowledge has been available since 2011, which has become a new experience for students to develop entrepreneurial skills. Entrepreneurship education is a golden opportunity, especially among students. This is so they do not rely on formal employment but must try new things in facing limited job opportunities [11]. A person must have an entrepreneurial attitude through skills and the ability to collaborate in order to turn challenges into opportunities. This entrepreneurial attitude arises, among other things, due to guidance, experience, and support from those around them. The presence of several mentors at this monasmuda pesantren also provides good guidance. This is as conveyed by Galang: "The entrepreneurship curriculum in this pesantren has indeed been in place since 2011, marked by various entrepreneurial activities starting from the first senior batch. Over time, there have been several mentors teaching entrepreneurship. The presence of mentors has brought about positive changes, although the most intensive entrepreneurship activities only began about three years ago" (Galang, 2026). Galang statement above explains that

entrepreneurship has become a part of the pesantren curriculum and is guided by several mentors. Through the curriculum, students can combine theory and practice simultaneously.

Part of implementing entrepreneurship knowledge involves creating real projects, such as practicing running small businesses [12]. Like the dim sum sales business, which still does not have a large amount of production. This is due to the students' considerations regarding the risk of losses from unsold products. This was conveyed by the president of Monasmuda Institute: "Usually, if we leave them on consignment, it's at the faculty canteen, starting with around 20 pieces, small ones first, because there's a fear they won't sell. Typically, dim sum is sold for Rp3,000 each. But if it's placed in the canteen, it needs further consideration, for example, at my faculty, there are already others selling dim sum although at a different price, yet the sales trend is the same. So, it requires much more consideration" (Neneng, 2025).

Risk in entrepreneurship affects a person's interest in continuing their business. If they feel that the risk is rather frightening, their interest in entrepreneurship is low. But if the opposite is true, it has the potential to support the sustainability of entrepreneurship. The Monasmuda Institute boarding school also runs other businesses besides dim sum. For example, students who want to try other businesses are allowed based on individual approval. For instance, a bouquet business owned personally by a student, where the finances and operations are the responsibility of the individual and not the boarding school.

"If you want to try another business, it's possible but based on individual approval. For example, bouquet and hijab businesses, because the owner is an individual. Later, if you want to collaborate, you just approach the person and say, 'Let's work together so the business can grow further'" (Neneng, 2025). According to what was conveyed by the President of Monasmuda Institute, the freedom to innovate can enhance the students' skills because business success is also achieved through skills. In addition to innovation skills, students are also trained to be proficient in managing finances.

"If the business has its own autonomy, it has the right to manage its finances, it can do whatever it wants. The important thing is that the reports are clear, and its portion must indeed be paid every month." (Neneng, 2025).

Clear financial recording and reporting are also part of business management skills. The effort carried out by Monasmuda Institute is by implementing financial literacy to enable students to understand financial concepts and risks that may occur in the future. This also enhances the students' skills in creating structured reports, making it easier to assess business success. According to the Financial Services Authority (OJK 2020), financial literacy is very important to help individuals analyze finances. The recording system also has a clear correlation to ensure the budget aligns. Currently, digital recording is more accessible and structured than using written methods. Monasmuda Institute Islamic Boarding School implements digital recording as an effort to develop students' skills in managing finances.

The profits earned by the students of Monasmuda Institute are according to what is managed by each business. For example, profits from the catering business are only submitted at 20%, and if there is a surplus, it is given to the BUMN. In this context, BUMN does not refer to a State-Owned Enterprise but rather to an entrepreneurial institution owned by the pesantren. The BUMN funds also support the sustainability of the pesantren,

so it can be said that the pesantren has achieved self-sufficiency. Dr. Mochammad Nasih's motivation also encourages students that if we want to earn significant profits, we must work harder and develop concrete strategies. This was conveyed by the President of Monasmuda Institute: "Finally, Abah Nasih said, just go ahead and sell, because through selling, we can decide how much money we want to make. If you want to earn a lot of profit, you have to work better and have more concrete strategies, and so on." (Neneng, 2026).

Based on the quote above, this business must generate profit in order to achieve financial independence. Once independence is achieved, it will be even easier to develop it further. However, the students need not worry as operational costs are covered by state-owned enterprises. Additionally, the offer of a dormitory with free facilities also supports the students' interest in staying at this pesantren. As stated by Dr. Mochammad Nasih through his student: "Here, all needs are already covered, and in terms of facilities as well... better than renting" (Neneng et al., 2026). The provision of free facilities such as Wi-Fi and electricity ensures smooth marketing processes, and students also receive two meals from Anasecha Catering, a business owned by the pesantren. Neneng, through her opinion, emphasized:

"We not only receive, but we also have to give and be beneficial to others." What the President of Monas said is true; once our needs are met, the next step is to provide benefits to others, not just be the recipient of benefits. This pesantren also develops character values where students are taught to care for others. Caring is expressed not only through wealth but also through a high sense of concern, whether in terms of material or effort. According to the Theory of Planned Behavior, it is stated that the desire to become an entrepreneur depends on a person's attitude towards the desire to become an entrepreneur[13]. Therefore, business development within Islamic boarding schools aims to foster an entrepreneurial spirit that is productive, self-reliant, and beneficial to the community. One concrete example of this program can be seen in the tilapia farming business run by the students, as shown in Figure 2.



Figure 2. *Tilapia Farming Student Entrepreneurs*

Figure 2. Shows part students' business effort, namely tilapia fish farming. The capital spent was nearly 10 million for pond construction, feeding, and purchasing tilapia fingerlings. In the context of the Islamic boarding school, the desire to benefit others is considered a positive entrepreneurial attitude. For example, Abah Nasih imparts entrepreneurship to his students, and experienced students will teach it to other students as well. Therefore, the profit here is not only about wealth but also the knowledge passed down through generations. Monasmuda Institute boarding school establishes cooperation

with partners such as jointly managed catering services. Well-established cooperation will result in a stable business and profits that are shared among the parties. In addition to fish farming, entrepreneurial activities at the Monasmuda Institute have also expanded into the culinary sector, encouraging students to develop practical, market-oriented businesses. One example of this is the dim sum business run by the students, as shown in Figure 3.



Figure 3. Santri dimsum entrepreneurship

Figure 3. Shows part of a student business, namely dim sum. Many students are interested in joining the dim sum business because it is practical, using a distributor system and can be stored as frozen food. Students participating in this business have at least one year of experience at the boarding school. This business is also assisted by the business director. Shows part of the students' business venture: dim sum. Many students are interested in joining this dim sum business because it is practical, uses a distribution system, and the products can be stored as frozen food. Students participating in this business have at least one year of experience living in the dormitory. The business is also guided by a business mentor. The visual representation of the dim sum business analysis includes the business process, factors supporting and hindering the dim sum business, as well as the results the students running the dim sum business aim to achieve. This can be seen in Figure 4.

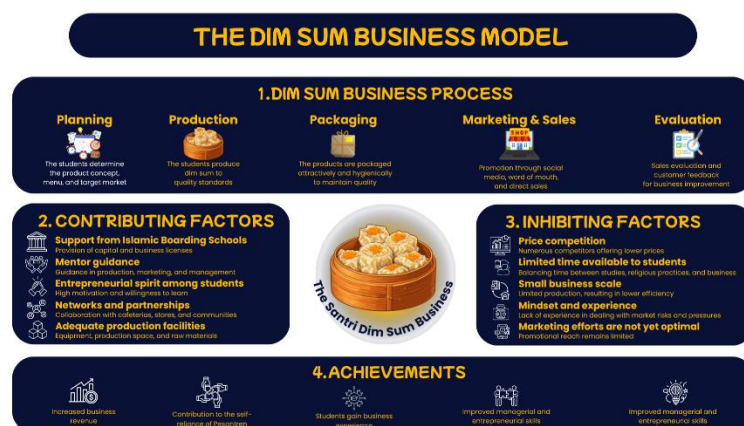


Figure 4. Visual Analysis of a dim sum business

Figure 4. illustrates the process of the dim sum business, which includes planning, production, marketing, and sales, as well as an evaluation at the end of the business cycle. Furthermore, this business is supported by the Islamic boarding school, mentoring, the development of the students' entrepreneurial spirit, established partnerships with external parties, and adequate production facilities. The inhibiting factors include price competition in the market, the students' limited time, the small scale of the business, a lack of experience in dealing with risks, and suboptimal marketing targets. Furthermore, the desired outcomes of this business include increased income, a contribution to the boarding school's self-reliance, enhanced business experience for the students, and the development of independent and responsible character traits.

In addition, there are businesses offering goods and services managed by Monashmuda students, such as Anasecha Catering. Anasecha Catering must be managed by students from various graduating classes, but specifically, first-year students from the Class of 2025 are not permitted to participate, as the goal is to first cultivate an entrepreneurial mindset. Figure 5. Shows part of the students' business, which is catering.



Figure 5. Student Entrepreneur Catering

In the catering system owned by anasecha catering, there are profit tricks that are used to increase turnover and also the welfare of their workers. The scheme in the operation of this catering is when receiving orders, usually distinguished per group of orders, then the total price is divided by 20% of the profits earned, after which the profits are put into Anasecha Catering. As for the content in the management of Anasecga Catering there are 2 or 3 people who create groups for them to open orders, from tip-each group they give 20% of their profits to anasecha. Then organizing Cathering, anasecha Catherine who has more profit, gave the profit to SOEs to Monashmuda Institute. This situation occurs when Anasecha Catherine's finances are healthy and then give it to BUMN how many percent, in short, every business has autonomy, so it has its own power.

DISCUSSION

Monasmuda Institute Pesantren Strategy

Pesantren play an important role in shaping the character of students who possess an entrepreneurial spirit in facing the challenges of the times. Along with the development of the era, economic independence is no longer just a necessity but should become a desire

to advance economically. When formal education does not fully meet the needs of the younger generation, such as honing skills and freedom to innovate, pesantren can serve as a platform to realize these goals. Monasmuda Institute Pesantren, besides serving as a platform, also has special strategies to attract the interest and contributions of students in implementing entrepreneurship [13].

Based on the interview results above, it shows that the interest of students in engaging in entrepreneurship has existed since 2011 in accordance with the established curriculum. The curriculum serves as a benchmark for students' success in entrepreneurship [14]. Students' understanding of entrepreneurship is also part of the pesantren curriculum. The foundation of entrepreneurship, of course, starts with understanding the definition, concept, flow, and the steps that need to be taken when facing risks. However, at that time, the curriculum was still focused on delivering material rather than direct practice, so students had a limited understanding of entrepreneurship. Unlike now, students are directly assisted by mentors and business directors who have been operating for three years. Theory alone is not enough to change someone's economic fate if there is no action to start. Because entrepreneurship is part of a process, not a direct path to wealth.

This Islamic boarding school is taking important steps to ensure the sustainability of students' careers in the future. The regeneration of Pesantren Monasmuda Institute is carried out through the role of mentors who directly assist the students. This guidance takes place after the students understand the concept of entrepreneurship, followed by intensive training sessions. This training demonstrates the students' readiness to bravely start a business. This aligns with psychological theory, which states that the desire to become an entrepreneur depends on factors such as motivation, emotional intelligence, mindset, mental resilience, and risk management skills [15]. If students have a limited understanding of identifying opportunities, taking risks, and facing competitors, their interest in optimizing their business is likely to decrease. However, some students already have individual businesses, indicating that the curriculum at Pesantren Monasmuda Institute has successfully produced students who are creative and possess a strong entrepreneurial spirit.

The interview results also describe matters related to the capital for santri entrepreneurship supported by the pesantren. This support has a significant impact on the santri's interest in entrepreneurship. The capital provided is considerable, meaning that the optimization by the pesantren is already aimed at business success. Since the main challenge faced by the santri is that they are still students, they must manage their personal finances as best as they can. If they are unable to manage their personal finances, it will affect the success of the business. The more capital provided, the larger the scale of the business. In this study, tilapia fish farming and catering received the largest capital because they have great potential and a wide market, which allows cooperation with hotels, eateries, restaurants, or opportunities during campus events. What differentiates this study from others is that in managing finances, the santri are given the opportunity to manage their own funds. A strong sense of trust in the students sharpens their courage to start.

The boarding school does not let its students manage finances for free. However, there are results behind this entrepreneurship. State-Owned Enterprises (BUMN) serve as the entrepreneurship center of Monasmuda Institute. Named BUMN, it is metaphorically suggested that the boarding school is like a country; when you want to be a leader, you must hold power [16]. To seize that power, adequate financial support is necessary. The

boarding school also provides support in terms of space and entrepreneurial equipment so that students can freely innovate, where creativity can be channeled in the right way. This is demonstrated by ventures managed as private ownership. In practice, all business units are handled by the students, ranging from the planning stage, implementation, financial reporting, to evaluation. This appears to provide thorough experience in entrepreneurship.

Supporting and Inhibiting Factors

The willingness of students to participate in the entrepreneurship program comes from both them and others. Interest and motivation are inseparable from entrepreneurial success. Students who have self-awareness can understand their emotions, reflect on them, and recognize their own weaknesses and strengths. As for the motivation to advance, it was clearly conveyed by brother Galang that one must break free from the cycle of poverty. Once awareness is established, the desire to dare to start emerges [17]. For instance, businesses that students have already undertaken, such as bouquets, dim sum, hijabs, and others, are based on their own personal initiative. When one has already specialized in a field, a sense of interest will arise, such as in the dim sum business, even if it requires selling in a short period of time, the students are highly prepared to see opportunities [18]-[19]. After profits are gained and grants are received from state-owned enterprises, a feeling of happiness arises, not only for the seller but also for the buyers, because the Monasmuda Institute's strategy emphasizes a better taste quality compared to others.

This entrepreneurship also arises from the students' skills in designing, making, and even managing businesses. As stated by Ms. Neneng, students are encouraged to be creative, with the key being consistency in financial reporting and accurate financial calculations. In the intensive training, they are also taught to keep financial records neatly so that there is no need to worry about the students' activities. The profits earned by the students are one of the supporting factors as an added value from the hard work they have built. However, this entrepreneurship doesn't stop there; the pesantren also collaborates with partners to create a stable business and increasing profits [19]. The challenges faced in entrepreneurship are inevitably linked to losses or failures. Some students are still not prepared to deal with such situations [20]. When it comes to price competition in the market, students have not yet responded effectively. However, when the market segment is limited, students begin to seek opportunities by utilizing delivery orders or even attending events with large crowds. Therefore, there is still a need for intensive training and continuous optimization to ensure the sustainability of the institution, future career success, and to expand market reach beyond a single point. Some of the strategies mentioned above have been able to address the issues, but they are not yet fully widespread because individuals develop different characters [19]. Especially when there are many competitors selling at lower prices, students usually prioritize price over taste.

Although the dim sum from this pesantren excels in taste, if it is sold at a price far from the market rate, it will reduce its appeal to buyers. Additionally, the small scale of the business also becomes an obstacle in entrepreneurship in this study. For example, the dim sum needs to be marketed more widely, not just in one place. The only challenge for students is time if the marketing is expanded further. Moving forward, they can optimize e-commerce or online marketing platforms to reach a wider audience.

CONCLUSION

Based on the discussion above and the results of observations at Monasmuda Institute, it can be concluded that the analysis of Monasmuda Institute's strategies in optimizing student entrepreneurship by identifying supporting and inhibiting factors can help students find the benefits of entrepreneurship to build financial independence through guidance, business practice by directly engaging in the community to gain hands-on business experience, provision of capital, and mentoring for entrepreneurship optimization. The success of this program is supported by a good environment, provision of business capital, character development, and business skills. The obstacles faced include suboptimal time management, uneven entrepreneurial mindset, limited marketing, and price competition in the market. This research is limited to the Monasmuda Institute Islamic Boarding School in Semarang City. The author suggests that future researchers further explore the use of e-commerce in the field of entrepreneurship as a strategy to optimize entrepreneurial activities.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the informants of the Monasmuda Institute Islamic Boarding School who have given the opportunity to share information to complete the data for this research. This research originates from the experiences of students participating in entrepreneurship practice as well as other parties involved. The results of this study provide answers to the research questions that have been formulated. The author also thanks those who supported this research. Without guidance, mentoring, and cooperation, the results of this research would not have been achieved.

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