



Enhancing Entrepreneurship in Pesantren Through the Synergy of Islamic Education and Sharia Based Human Resource Management

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ABSTRACT

Entrepreneurship education is a process of creating a product that has uniqueness or benefits by optimizing the resources used. Nowadays, the implementation of entrepreneurial values has been carried out by pesantren, which not only focuses on the social and educational pillars. On one hand, as an effort for pesantren individuals to continuously adapt to the challenges of the times related to education and entrepreneurship, optimal utilization and application of Islamic Human Resource Management (HRM) is required. Currently, pesantren face challenges such as the lack of integration between educational and entrepreneurial curricula, the suboptimal role of pesantren leadership, and the limited use of appropriate technology. This research aims to examine strategies to enhance the role of entrepreneurship education in pesantren. The study employs a qualitative approach, collecting data through interviews with 12 pesantren leaders and direct observations at pesantren in the Sukabumi and Cianjur regions. The data analysis technique used is the SWOT Matrix, analyzed thematically to develop appropriate strategic patterns. The results indicate that with the right strategy, pesantren can become a role model in the development of Islamic economic and financial sectors as well as the implementation of Islamic HRM. This aligns with the goals of education, which are to shape individuals who are not only intelligent but also independent, productive, and possess social and spiritual sensitivity, ultimately supporting the economic independence of pesantren and contributing to society.

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1. Introduction

Business development in the 21st century is characterized by a highly competitive climate across all sectors; demanding businesses operate more effectively and efficiently. This increased competition requires organizations or businesses to optimize the quality of their Human Resources (HR) to enhance business effectiveness and efficiency. Good HRM practices will foster and accelerate organizational or business progress toward achieving goals more rapidly. HRM is also crucial in managing the workforce within companies to achieve organizational objectives and employ various functions and activities. Also, HRM is utilized to ensure the workforce can be used effectively and equitably for the benefit of individuals, organizations, and society (Sheikh et al., 2024).

Entrepreneurial development is an active endeavor to mobilize or utilize resources (natural resources, human resources, capital, and technology) to create or derive profit or value for individuals or groups. Entrepreneurship is also expected to generate new employment opportunities and broader benefits for society (Gupta & Jangra, 2024). Entrepreneurship is a creation process that possesses unique value or differentiation from other products, utilizing various resources, efforts, and time. Furthermore, entrepreneurship also serves to exploit market trends and opportunities (Eynolghozat et al., 2025).

Entrepreneurship is a strategic solution to address the rising unemployment rate. Beyond economic benefits, most entrepreneurial activities significantly contribute to supporting various business sectors aimed at fulfilling the needs of the wider community. Consequently, instilling an entrepreneurial spirit among the younger generation is considered an effective alternative step in tackling unemployment. By equipping youth with adequate business skills and knowledge, they are expected to develop into educated young entrepreneurs capable of independently initiating and managing their businesses. This not only impacts the improvement of individual welfare but also contributes to overall economic growth (Muhadi, 2024).

Pesantren hold a vital position within the national education system. Additionally, pesantren play a role in producing individuals skilled in religious studies, thereby contributing to the development and dissemination of religious knowledge within the community. In accordance with these regulations, pesantren function to guide students to become members of society who not only comprehend religious teachings but also can practice them in daily life. In addition, Islamic boarding schools (pesantren) also play a significant role in producing individuals who possess expertise in religious sciences, thereby enabling them to contribute to the development and dissemination of religious knowledge within society (Siti Robiah Adawiyah, 2018).

Currently, the cultivation of entrepreneurial values is conducted in primary, secondary, and higher education. This includes entrepreneurial development undertaken by pondok pesantren. In this modern era, pondok pesantren are not only focused on educational and social pillars but are also required to engage in empowerment through business initiatives. Furthermore, to ensure that all members or individuals within the pondok pesantren can continuously adapt to contemporary challenges, the implementation of effective Human Resource Management (HRM) is necessary to support the educational and entrepreneurial processes.

According to the National Committee for Islamic Economics and Finance of the Republic of Indonesia (KNEKS), the development of Micro, Small, and Medium Enterprises (MSMEs) faces several inhibiting factors to competitiveness, such as the

quality of Human Resources (HR), governance or organizational systems, and adequate capital and supply structures. However, field data indicates that the development of MSMEs still encounters various problems, including limited access to capital for business expansion, raw material uncertainty, inadequate business governance, and the ability to utilize technology and information, all of which hinder the competitiveness of MSMEs (KNEKS, 2021).

Although extensive literature has discussed the importance of Human Resource Management (HRM) in enhancing organizational and business effectiveness (Toumi & Su, 2023), there remains a lack of studies specifically examining the implementation of HRM based on Islamic values within the context of Islamic boarding schools (pondok pesantren), particularly in supporting the entrepreneurial development of santri (students).

Furthermore, pesantren have traditionally been recognized primarily as religious educational institutions, and therefore, the integration of religious education with entrepreneurial development has yet to be comprehensively addressed. The role of pesantren as inclusive economic centers grounded in sharia principles is also underexplored in academic discourse, despite their considerable potential to foster community-based economic development (Hasan & Yurista, 2025). On the other hand, although several pesantren have established and managed micro, small, and medium enterprises (MSMEs), their operations still encounter various challenges, including low human resource quality, limited access to capital, and inadequate utilization of technology and Islamic-based governance systems (Linando, 2022).

Empirically, various pesantren in Indonesia, including those in Sukabumi and Cianjur, have initiated the development of business units as a form of community economic empowerment. However, many of these business units are not yet managed professionally or sustainably (Mismetti et al., 2025). Field studies indicate that human resource management within pesantren remains conventional and has not fully adopted Islamic value-based management principles. In addition, entrepreneurship education provided to santri is often unstructured, largely practical, and lacks a measurable and strategic managerial approach (Cooke et al., 2025).

Based on interviews conducted with Taqiyyudin, the coordinator of entrepreneurship education at a pesantren, field observations also reveal that many santri lack sufficient readiness or entrepreneurial skills, particularly in terms of business knowledge, managerial competence, and the use of information technology. This is despite the fact that pesantren, as community-based educational institutions with extensive human resources, hold significant potential to produce resilient young entrepreneurs grounded in Islamic values (Ibrahim et al., 2024).

Therefore, a gap exists between the ideal potential of pesantren as centers for Islamic-based education and economic empowerment, and the empirical realities of entrepreneurship and HRM implementation on the ground. This calls for leadership that can effectively integrate education and entrepreneurship to enhance the quality of teachers and santri in facing contemporary challenges, particularly in shaping character, skills, and an entrepreneurial spirit rooted in Islamic values (Masuwai et al., 2024). Such collaboration is essential to foster a pesantren ecosystem that not only prioritizes academic achievement and mastery of religious sciences but also equips santri with practical competencies relevant to the business world. With visionary leadership capable of integrating educational curricula with entrepreneurship training, pesantren are

expected to produce graduates who are economically independent, creative, and socially responsible (AlNuaimi et al., 2022). Ultimately, this would position pesantren as centers of education and economic empowerment that are aligned with the needs of modern society.

The implementation of Islamic Human Resource Management in entrepreneurial development at pondok pesantren encompasses several key aspects, including the management of human resources based on Islamic values, the optimal and sustainable utilization of economic resources, inclusiveness, and the application of financial systems following Sharia principles (the application of PSAK - Indonesian Financial Accounting Standards) (Menne, 2022). With this approach, it is expected that a pondok pesantren can become an inclusive economic center and contribute to enhancing the welfare of the surrounding community.

This research aims to analyze the implementation of Islamic human resource management in entrepreneurial development carried out by pondok pesantren in the Sukabumi and Cianjur regions, as well as to identify the challenges and opportunities both external and internal factors encountered in its field implementation. In addition, this study examines how entrepreneurial education is applied within the pesantren environment as part of a strategy to shape independent and competitive students (santri). Thus, this research is expected to contribute to the development of a more effective, sustainable pesantren business model that is integrated with Islamic-based entrepreneurial education and aligned with Islamic principles.

2. Method

This field research employs a qualitative approach. Qualitative research is descriptive and tends to use in-depth analysis and interpretation of phenomena, facts, symptoms, and events based on field conditions, to be used as a reference for follow-up actions (Walker et al., 2025). In the data collection process, qualitative research uses several methods, as follows (Purssell & Gould, 2021):

a. Interviews

One of the data collection techniques used in this research is interviews. This process is a method to gather data or information related to facts, beliefs, feelings, desires, and other matters required by the researcher. A fundamental principle of interviews is that both the researcher and the informant must meet or interact directly and actively to achieve the objectives and obtain precise and accurate data (Jacobs et al., 2023).

During the interviews, the researcher explored information from informants regarding their ongoing entrepreneurial activities, the implementation of Islamic human resource management, Islamic economics and finance, and leadership. These interviews were conducted through direct face-to-face meetings and in-depth discussions via telephone.

b. Participants

In this study, several Islamic boarding schools (pondok pesantren) located in the Sukabumi and Cianjur regions under the guidance of the West Java Province Representative Office of Bank Indonesia were selected as samples to analyze the implementation of Islamic human resource management aimed at optimizing entrepreneurship education carried out by each pesantren.

The sampling method employed in this study is purposive sampling, a non-probability sampling technique in which the researcher deliberately selects individuals or groups deemed most relevant or who meet specific predetermined criteria, in order to effectively address the research objectives (Suryananda & Yudhawati, 2021). The informants in this study consist of pesantren leaders, business managers, or teachers specifically responsible for entrepreneurship education, with the following details:

Table 1. Participant Data

No.	Name of Pesantren	Number of Students	Area
1.	Modern Al-Umanaa	385	Sukabumi
2.	Al-Isytirok	270	
3.	Al-Hidayah	86	
4.	Al-Hikmah Al-Mafudziyah	50	
5.	Al-Muslim	70	
6.	At-Taqwa	120	
7.	Miftahul Huda Al-Musri	100	Cianjur
8.	Al-Musri 1	2.000	
9.	Al-Qodiriyah	150	
10.	Al-Kautsar	489	
11.	Al-Ithisom	415	
12.	Ar-Risalah	108	

Source: Bank Indonesia, 2024

Based on Table 1, the total number of santri in the selected sample of Islamic boarding schools is 4.243 individuals. Meanwhile, the number of teachers in each pesantren ranges from 5 to 30. The participants involved in this study, who will later be interviewed, consist of 12 individuals, with one representative from each pesantren. This number is expected to reflect the significant potential of human resources within pesantren, emphasizing not only their role as religious institutions but also their capacity to contribute meaningfully to entrepreneurship education and the development of a sharia-based economy within the surrounding communities.

c. Observation

In addition to interviews, observation was also used as a data collection technique. Observation involves meticulous and systematic observation and recording (Xue & Van Kooten, 2023). In this research, the researcher conducted nonpartisan observation, meaning that the researcher did not require direct interaction or involvement and functioned solely as an independent observer. The observation focused on recording, analyzing, and concluding on the implementation of Islamic Human Resource Management at pondok pesantren in the Sukabumi and Cianjur regions.

To further strengthen the analysis of the implementation of Islamic Human Resource Management (HRM), a SWOT matrix analysis was conducted. The SWOT matrix analysis was used as a tool to compile strategic factors after the preceding calculation stage (Puyt et al., 2025). This SWOT matrix can generate four possible alternative strategy cells, consisting of Strength and Opportunity (SO) strategies, Weakness and Opportunity (WO) strategies, Strength and Threat (ST) strategies, and Weakness and Threat (WT) strategies (Khosravani et al., 2025).

Several stages of the SWOT analysis were conducted within the context of this study. The first stage involves identifying the objective of the SWOT analysis by determining its focus, namely the evaluation of potentials and challenges in the

implementation of Islamic human resource management concerning entrepreneurship education in pondok pesantren (Gürel, 2017).

The second stage entails collecting both internal and external data through interviews and literature review (Saputra, 2022). The third stage consists of developing a SWOT matrix by mapping internal strengths and weaknesses as well as external opportunities and threats, which then serve as the foundation for strategic formulation (Satria & Shahbana, 2020).

The following is a diagram model of the SWOT matrix for creating alternative strategies:

Table 2. SWOT Matrix Diagram Model

<i>IFAS</i> <i>EFAS</i>	<i>STRENGTH (S)</i> Internal Strengths Factor	<i>WEAKNESS (W)</i> Internal Weaknesses Factor
	<i>SO STRATEGY</i> Create strategies that use strengths to take advantage of opportunities	<i>WO STRATEGY</i> Create strategies that minimize weaknesses to take advantage of opportunities
<i>OPPORTUNITIES (O)</i> External Opportunities Factor		
<i>THREATS (T)</i> External Threats Factor	<i>ST STRATEGY</i> Create strategies that use strengths to overcome threats	<i>WT STRATEGY</i> Create strategies that minimize weaknesses and avoid threats

Source: (Rangkuti F. , 2016)

The SWOT matrix diagram model in Table 2 can be explained as follows:

1) SO Strategy

This strategy is formulated based on the company's philosophy, which is to use all strengths to capitalize on opportunities.

2) ST Strategy

This strategy aims to use the company's strengths to avoid threats.

3) WO Strategy

This strategy is implemented by utilizing existing opportunities while addressing existing weaknesses.

4) WT Strategy

This strategy is based on defensive actions and is intended to minimize existing weaknesses and avoid threats.

The final stage, implementation and evaluation, constitutes the concluding phase of the SWOT analysis, aimed at ensuring that the formulated strategic plan is effectively executed and yields tangible outcomes (Widiastuti & Santoso, 2022). In this context, strategy implementation involves the execution of concrete actions by the pondok pesantren to integrate Islamic human resource management and entrepreneurship education into educational activities and economic empowerment initiatives. These include entrepreneurship training for santri, the development of pesantren business units, and the strengthening of the capacities of teachers and administrators.

3. Finding and Discussion

Finding

a. Integrative Implementation of Islamic Human Resource Management in Educational Leadership

Pondok pesantren are traditional Islamic educational institutions that focus on the study of religious knowledge (*Tafaquh Fiddin*) by emphasizing Islamic moral values as the primary guidance in daily social life. In understanding pesantren definitively, it is crucial to consider the concept of pesantren as an integrated system. Pesantren not only function as educational institutions but also serve as the main centers of social, cultural, and religious dynamics in traditional Islamic communities. As a pivotal point in community development, pesantren play a vital role in shaping character, strengthening Islamic identity, and preserving inherited religious traditions and values (Riskal Fitri, 2022).

Pondok pesantren not only serve as religious educational institutions that aim to develop generations with Islamic character and morals but have also evolved into economic entities that contribute to improving the welfare of both santri (students) and the wider community (Siti Robiah Adawiyah, 2018). As centers of Islamic learning, pesantren not only teach religious values but also equip santri with entrepreneurial skills and insights that enable them to be economically independent. Through various managed business units, pesantren can create a community-based economic ecosystem that not only supports the continuity of education within them but also has a positive impact on the surrounding community in social and economic aspects.

The role of transformational leadership in this study is crucial in driving the successful implementation of Islamic human resource management and the development of entrepreneurship education within pondok pesantren (Khan et al., 2020). A transformational leader possesses the ability to inspire, motivate, and translate the pesantren's vision into concrete actions through an approach grounded in spiritual values, concern for individual development, and the courage to face the challenges of change (Bakker et al., 2023). In the context of pesantren in Sukabumi and Cianjur, transformational leadership serves as the primary catalyst in cultivating a progressive work culture, fostering an innovative learning environment, and encouraging collaboration among teachers, santri, and pesantren business units. Through this leadership style, pesantren are not only able to uphold Islamic values, but also adapt to contemporary demands by promoting economic empowerment and entrepreneurship-based education.

A transformational leader does not merely initiate structural and managerial changes but also motivates teachers to continuously learn and grow through entrepreneurship training that aligns with current needs (Nam et al., 2025). Such a leader is capable of building a shared vision on the importance of economic self-reliance and fostering a learning culture that promotes creativity and initiative in business endeavors. For santri, entrepreneurship training facilitated by an inspiring and visionary leader becomes a vital platform for cultivating independence, innovation, and an entrepreneurial mindset (Lai et al., 2020). The training programs attended by teachers and santri include the One Pesantren One Product (OPOP) initiative and soft skills entrepreneurship training conducted within pesantren business units by the West Java Provincial Representative Office of Bank Indonesia between 2022 and 2024.

In the implementation of Islamic human resource management through transformational leadership in pesantren, the culture of innovation and technology adoption emerge as two mutually reinforcing key elements. An innovation-driven culture encourages the pesantren environment to continuously renew its learning approaches, organizational management, and the development of sharia-based business units (Aghileh, 2022), while technology adoption enables these processes to be carried out more effectively, efficiently, and measurably (Zamani, 2022). Transformational leadership grounded in Islamic values plays a vital role in shaping a mindset that is open to change, while directing teachers and santri to utilize technology productively such as the use of digital platforms for entrepreneurship training, pesantren product marketing, and sharia-compliant financial management. By integrating innovation and technology into Islamic human resource management, pesantren can strengthen institutional capacity, enhance economic competitiveness, and create an adaptive, progressive educational ecosystem that remains firmly rooted in Islamic principles.

In the business development process at pondok pesantren, the concept of economic empowerment is a strategic effort to strengthen ownership of the factors of production, increase control over distribution and marketing, and ensure that the community receives a decent income through adequate salaries or wages. Furthermore, this empowerment also includes increasing public access to information, knowledge, and skills relevant to economic development (Uly Hikmah Andini, 2025). This process must be carried out comprehensively, considering various aspects, both from the initiative and participation of the community itself and through adequate policy support from the government and other stakeholders.

b. The Relationship Between Islamic Education and Entrepreneurship Education

Islamic education plays a crucial role in shaping individuals who are not only spiritually and morally grounded but also prepared to meet the demands of contemporary life. One of the important aspects of modern education is entrepreneurship, which aligns closely with Islamic teachings. Islam encourages values such as diligence, honesty, financial independence, and social responsibility (Sulistyowati et al., 2025). These values form the foundation of ethical entrepreneurship and demonstrate that Islamic education can significantly contribute to developing entrepreneurial mindsets within a moral and religious framework (Rouf et al., 2024).

Entrepreneurship education focuses on building skills such as creativity, leadership, innovation, and business planning. When these skills are taught in conjunction with Islamic principles, they can produce entrepreneurs who are both competent and guided by ethical values (Wibowo et al., 2022). The Prophet Muhammad SAW and many of his companions were successful traders known for their trustworthiness and fairness. These examples from Islamic history serve as valuable lessons for integrating business success with integrity and social responsibility (Nasreen, 2024).

The integration of Islamic education with entrepreneurship education is especially relevant in addressing current social and economic challenges, such as high youth unemployment and poverty (Sufyan et al., 2024). By equipping students with entrepreneurial skills grounded in Islamic ethics, educational institutions can empower them to become job creators and contributors to the well-being of their communities. This approach not only fosters personal growth and economic productivity but also

promotes justice, sustainability, and moral accountability in the business world (Mariyono, 2024).

c. SWOT Matrix Analysis

Based on interviews and discussions with experts and informants, the following are the results of the SWOT matrix diagram:

Table 3. SWOT Matrix Diagram Results

<div> <div>IFAS</div> <div>EFAS</div> </div>	STRENGTH (S)	WEAKNESS (W)
	<ul style="list-style-type: none"> - Implementing Islamic education & business ethics - Having competent human resources - Good networking 	<ul style="list-style-type: none"> - Lack of education, business, and managerial skills - Limited business capital - Lack of utilization of digital technology
OPPORTUNITIES (O)	SO STRATEGY <ul style="list-style-type: none"> - Applying Sharia principles for halal product branding - Optimizing alumni and the surrounding community of the pondok pesantren - Using a digital marketing-based business approach and optimizing e-commerce and e-learning - Providing/participating in Islamic management-based entrepreneurship training 	WO STRATEGY <ul style="list-style-type: none"> - Increasing education, business and management training for managers - Accessing strategic programs or funding from the government and investors - Utilizing digital technology to improve marketing and efficiency - Enhancing collaboration with Sharia MSMEs and Islamic business communities
THREATS (T)	ST STRATEGY <ul style="list-style-type: none"> - Maintaining product competitiveness through creativity and innovation - Establishing partnerships with Sharia financial institutions/banks to support business capital - Building brand awareness through campaigns or advertisements - Adopting a modern management system based on Islamic values or principles 	WT STRATEGY <ul style="list-style-type: none"> - Diversifying businesses - Developing a productive wakaf-based business model - Implementing community-based marketing strategies - Strengthening internal regulations and Sharia-based business policies

Source: Processed Data (2025)

The following is an explanation of the SWOT matrix diagram:

1) SO Strategy

- Pondok pesantren can leverage Sharia values or principles as a business attraction, such as halal products and Muslim-friendly tourism. This is an effort to capitalize

on the potential of Indonesia, which has the largest Muslim-majority population in the world.

- Utilizing alumni and community networks is expected to strengthen partnerships in product marketing and business expansion or export orientation.
- Optimizing the use of e-commerce, social media, and other digital platforms to reach a wider market adds value to market inclusivity. Additionally, the integration of e-learning enhances accessibility to entrepreneurial education, enabling individuals from diverse backgrounds and remote areas to acquire essential business skills, foster innovation, and participate more actively in the digital economy.
- Providing education & business training to business managers or santri related to Islamic ethics, education, and business.

2) ST Strategy

- This can strengthen the competitiveness of Sharia business compared to conventional business by emphasizing the uniqueness of a product.
- To avoid dependence on donations and santri tuition fees, pesantren can pursue inclusive financial access to Sharia banking to support business development.
- Pesantren can conduct campaigns or publications related to developed products and promote the spirit of entrepreneurship starting from pesantren.
- To enhance professionalism in pesantren businesses, it is necessary to adopt a modern business management system that adheres to Sharia principles such as honesty, transparency, and barakah (blessings).

3) WO Strategy

- Pesantren collaborate with business incubators to conduct training programs to enhance the capacity of Islamic HRM, marketing, and Sharia financial management.
- Utilizing support programs from the government or angel investors can strengthen networks and increase business production capacity, in addition to adding value to the business portfolio.
- By developing a comprehensive website, social media presence, and e-commerce platform, pesantren can reach a wider market and improve operational efficiency.
- Joining Sharia business communities, such as IKRA Indonesia established by Bank Indonesia, is expected to provide insights, business collaboration, and a wider distribution network.

4) WT Strategy

- To address business dynamics and market trends, pesantren need to develop various businesses or products, such as Sharia laundry services, shelf-stable food products, and creative industries.
- To overcome capital limitations, pesantren can manage productive wakaf (endowment) with a crowdfunding mechanism, the proceeds of which can be used to support pesantren businesses sustainably.
- By maintaining the loyalty of Muslim customers, pesantren can survive and compete with similar businesses or products.
- As a step to ensure that businesses operate by adhering to Sharia principles, it is

necessary to formulate clear and binding policies or regulations among the various parties involved.

Discussion

Pondok pesantren can develop Sharia-based businesses with various strategies to enhance competitiveness and economic independence. By integrating Islamic education into their curriculum and applying principles of Islamic Human Resource Management, pondok pesantren can produce graduates who are not only spiritually grounded but also skilled in managing Sharia-compliant enterprises. This approach is expected to enable pondok pesantren to develop as a sustainable Sharia economic center and to optimize e-commerce and business training in alignment with Islamic values. (Uddin & Ahmed, 2024). Islamic boarding schools (pondok pesantren) can implement an SO strategy by leveraging their strong foundation in Islamic values to develop Sharia-based businesses, such as halal products and Muslim-friendly tourism. This is supported by extensive alumni and community networks, as well as the use of digital platforms to expand market reach. The integration of e-learning enhances access to entrepreneurship education across diverse and remote communities. Through Islamic Education and Islamic Human Resource Management, pesantren can produce ethical, competent, and Sharia-compliant human resources, enabling sustainable and inclusive economic development aligned with Islamic principles (Auwal Gano, 2024).

The ST strategy emphasizes the excellence of Sharia products, inclusive financial access, and the adoption of modern business management that is still based on Islamic values. This strategy is further strengthened by the role of Islamic education in shaping ethical business mindsets and by implementing Islamic Human Resource Management to ensure that organizational practices align with Sharia principles, thereby fostering integrity, professionalism, and spiritual accountability in economic activities. (Kraus et al., 2022).

Meanwhile, the WO strategy encourages collaboration with business incubators, utilization of government support, and strengthening of Sharia business community networks, while integrating Islamic education to ensure that business development remains aligned with Sharia values and ethical entrepreneurship principles (Mardhiyah et al., 2023). To face challenges, the WT strategy includes business diversification, productive wakaf management, increased customer loyalty, and the development of binding regulations, while incorporating Islamic education to ensure that these strategies are carried out in accordance with Sharia principles, fostering ethical business practices and long-term sustainability. (Cardoso et al., 2022). With this approach, pondok pesantren are expected to develop as sustainable Sharia economic centers that not only promote ethical and halal business practices but also serve as hubs for Islamic-based entrepreneurship education. By embedding Islamic Education into their business and training activities, pesantren can instill strong moral and spiritual foundations in future entrepreneurs. Additionally, through the application of Islamic Human Resource Management, pesantren can cultivate a workforce that upholds Sharia values in professionalism, accountability, and leadership—ensuring that both business operations and human capital development align with Islamic principles and contribute to long-term economic sustainability (Misfah, 2024).

4. Conclusion

Based on the analysis conducted, including the SWOT matrix analysis by using the SO-ST and WO-WT approaches, it can be concluded that pondok pesantren in the Sukabumi and Cianjur regions possess substantial potential for developing entrepreneurship through the implementation of Islamic Human Resource Management (HRM). However, to enhance competitiveness and business sustainability, several key aspects require attention. These include: leveraging halal awareness and sharia-compliant economic opportunities as competitive advantages and product diversification; developing business and Islamic HRM skills for business managers and santri; adopting digital technology for marketing and business operations; establishing partnerships with government institutions, Islamic financial institutions, and Muslim business communities to gain access to inclusive financing; and developing sustainable business models through the utilization of productive waqf.

In this context, entrepreneurship education policies initiated by the government such as the integration of entrepreneurship curricula in educational institutions and pesantren empowerment programs should serve as a foundation for formulating training strategies that align with the demands of the business world. Practical and contextual entrepreneurship training for teachers and santri, such as workshops, business internships, and the management of pesantren business units, are essential elements in supporting the transformation of pondok pesantren into educational centers that not only produce religiously grounded graduates but also economically independent individuals with an entrepreneurial spirit.

Based on the methodology employed, this study offers an in-depth exploration of the dynamics surrounding the implementation of Islamic HRM in the context of entrepreneurship development, while also highlighting best practices and challenges encountered in realizing entrepreneurship education policies within pesantren environments.

The integration of Islamic education and entrepreneurship education presents a holistic approach to preparing individuals who are spiritually grounded, ethically driven, and economically empowered. By aligning entrepreneurial practices with Islamic values, students are not only equipped with essential business skills but also guided to conduct their ventures with integrity and social responsibility. This synergy plays a vital role in addressing modern socio-economic issues, fostering inclusive development, and building a generation of entrepreneurs who contribute meaningfully to both the economy and the moral fabric of society.

For future research development, several areas can be explored, including the strengthening of leadership capacity and Islamic HRM practices in pesantren, the integration of entrepreneurship curricula based on local wisdom and industry needs, the establishment of pesantren based business incubators leveraging digital technologies, and the development of strategic collaborations with the government, Islamic financial institutions, and the private sector. Through these efforts, pesantren can evolve into independent, adaptive, and highly competitive centers of education and economic development.

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