



Research Article

Internalization of Islamic Values in the Economic Development of Pesantren

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Abstract. Values such as honesty, trust, justice, ukhuwah and social concern are basic principles that should color economic activities in the pesantren environment. However, in practice, the internalization of these values often faces various obstacles, ranging from weak value-based managerial systems, low human resource capacity, to challenges from modernization flows and increasingly complex economic competition. This study uses a qualitative approach with data collection methods that include interviews, observations, and documentation. The subjects in this study came from the Al-Amien Prenduan Economic and Facilities Bureau, the Chairman of the Al-Amien Prenduan Kopontren, the Secretary and Treasurer. The data validity verification methods applied in this study

are source triangulation and technique triangulation. The process of internalizing Islamic values in the Al-Amien Prenduan Kopontren is the main foundation in building a religious and sustainable pesantren economy through the cultivation of morals, character, responsibility, Islamic education and discipline. Despite being faced with challenges such as maintaining the consistency of Islamic values in business practices as well as limited capital and infrastructure, Kopontren still shows a strong commitment to upholding sharia business ethics and continues to strive to make improvements in order to maintain the competitiveness and sustainability of its business.

Keywords: Internalization, Islamic Values, Development, Economy of Islamic Boarding Schools

INTRODUCTION

Islamic education has great potential to become the main foundation in instilling entrepreneurial values, considering that Islamic teachings intrinsically encourage its people to live productively and responsibly. Values such as trust (*amanah*), consistency (*istiqamah*) and hard work (*ijtihad*) are not only ethical principles, but also the essence in building an Islamic entrepreneurial spirit (Suarni et al., 2021). *Amanah* instills the awareness that every economic activity must be carried out with integrity and moral responsibility to Allah and man. *Istiqamah* ensures sustainability and perseverance in facing challenges, while *ijtihad* encourages innovation, creativity and the courage to make strategic decisions in entrepreneurship (Suharto, 2014, p. 85).

Entrepreneurship has an important role in encouraging the development of economic independence and improving the welfare of Islamic boarding schools (Pradhan et al., 2020). Entrepreneurship values are not only oriented towards achieving success, but also have dimensions of social and moral benefits. Islamic boarding schools have great potential in efforts to internalize entrepreneurial values based on ethics and Islamic teachings. The integration of entrepreneurial values can be done by instilling entrepreneurial character (entrepreneurial governance). A strongly embedded entrepreneurial character will create innovative, adaptive and flexible ideas (Laine et al., 2024; Mahmudin, 2023; Prasetyo & Semarang, 2019).

Entrepreneurship values are an important element that can be integrated into the faith-based education system. Pesantren have advantages in shaping the character of students with the values of independence, hard work, innovation, courage to take risks, and benefits for the community. These values are in line with Islamic teachings that encourage productivity, social contribution, and justice in all aspects of life (Irawan, 2001).

Islamic boarding schools face obstacles in internalizing entrepreneurial values into curriculum and educational practices. Most Islamic boarding schools in Indonesia still tend to maintain a traditional approach that focuses on pure religious education, while aspects of practical skills and entrepreneurial spirit have not been paid much attention (Canestrino et al., 2020; Morris et al., 2020).

Data from the Indonesian Ministry of Religion shows that of more than 30,000 Islamic boarding schools spread across Indonesia, data from the Ministry of Religion in 2021 shows that more than 5,000 Islamic boarding schools in Indonesia have

initiated independent business programs, both in the fields of agribusiness, fisheries and the creative sector. This phenomenon reflects the gap between the great potential of pesantren as a center of holistic learning and the reality of the low application of entrepreneurial values in the pesantren education system (Mochammad Afifuddin, 2022).

Al-Amien Prenduan Islamic Boarding School has a business unit in the form of Kopontren Al-Amien Prenduan, in which there are several business products such as building shops, family welfare units (UKK), tofu tempeh factories, wartel and bottled drinking water (AMDK) from all products in the Al-Amien Prenduan kopontren which has an existence until now only Bariklana bottled water, Bariklana water every day produces 2300 cartons of glass packaging, 300 cartons, 2 tanks per day and 35 gallon bottles, which are provided for people around the pesantren and certain offices or institutions (Navaulana et al., 2024).

Kopontren Al-Amien Prenduan faces challenges because it does not maximize the potential of the pesantren's internal human resources (HR), such as senior students, alumni, or teaching staff, but relies on the recruitment of employees from outside who do not go through a quality oriented human resource management screening process based on pesantren values. This leads to a lack of student empowerment, a disconnection in the integration of pesantren values in operations, low management efficiency, a reduced sense of belonging to the capontren, and the potential for work culture conflicts. To overcome this problem, it is necessary to empower internal human resources through training, integration of pesantren values in operations, management efficiency and increased involvement of the pesantren community, so that the kopontren can run effectively while reflecting the identity of the pesantren (Navaulana et al., 2024; Sulton & Dony Burhan Noor Hasan, 2024).

The values of entrepreneurship in pesantren are not only beneficial for the economic independence of individual students, but also have a significant impact on the sustainability and independence of the pesantren institution itself. Islamic boarding schools that successfully develop entrepreneurship programs can create independent sources of funding through Islamic boarding school business units such as cooperatives, agribusiness, or other creative products (M. Afandi, 2021; Wicaksana & Mangundjaya, 2022). This allows the pesantren to be less dependent on external assistance, while making an economic contribution to the surrounding community. On the other hand, entrepreneurship programs also function as a vehicle for practical skills training for students, so that they are better prepared to face the challenges of the world of work and the business world after completing their education (Bagus Setiawan, 2019; Lailatussaadah et al., 2023).

Efforts to overcome the problems of Islamic entrepreneurship education in an effort to develop the pesantren economy use a systematic approach in designing a pesantren curriculum that is able to integrate entrepreneurial values as a whole. This includes the development of relevant teaching materials, innovative learning methods, and training programs oriented to entrepreneurial practices (Ayu Setiawati & Tantriana, 2024; Iwu et al., 2021). The tradition of Islamic education that emphasizes independence and social usefulness can be used as a basis for forming students as entrepreneurs who are not only competent, but also have high ethics and

morality. Collaboration with the government, the private sector and higher education institutions can provide greater opportunities for Islamic boarding schools to develop entrepreneurship programs through training, mentoring and technology support (Z. Afandi, 2019; Arwin et al., 2023; Iwu et al., 2021).

RESEARCH METHODS

The approach used in this study is a qualitative approach. Qualitative research is descriptive and emphasizes more on analysis using inductive methods (Sugiyono, 2019, p. 35). Prosedur pengumpulan data menggunakan teknik observasi, wawancara dan dokumentasi (Sugiyono, 2019, p. 36). The data analysis techniques used were in the form of data condensation, data presentation and conclusion drawing (Matthew B. Miles, A. Michael Huberman, 2014, p. 31).

RESULTS AND DISCUSSION

A. The Process of Internalizing Islamic Values in the Economic Development of Islamic Boarding Schools at Kopontren Al-Amien Prenduan

1. Cultivation of Morals

The cultivation of morals is an integral part of Islamic education which aims to form individual character to have noble behavior in accordance with the guidance of sharia. Etymologically, morality comes from the word *khuluq* which means character, temperament, or trait inherent in a person. In the context of Islam, morality is not only limited to outward behavior, but also includes a spiritual dimension that is rooted in the awareness of human relationships with Allah Swt. and fellow human beings (W, 2016, p. 65).

The cultivation of morals at the Al-Amien Prenduan Islamic Boarding School is the main foundation in shaping the character of students and managers who are not only technically competent, but also have high morality in accordance with Islamic teachings. This process is carried out thoroughly through formal education and daily habits that prioritize values such as honesty, patience, responsibility, humility and mutual respect.

Through routine recitation, character development and example from the kyai and ustadz. The students are taught to internalize noble morals in every aspect of life, including in carrying out economic and social activities. The cultivation of this morality not only aims to create individuals who believe and are pious, but also to build a harmonious, just, and compassionate pesantren environment, so that every action and decision taken is always based on sincere intentions and kindness for others. Thus, moral values are an important foothold for the sustainability of pesantren and its contribution to the wider community.

Therefore, it can be analyzed as follows, the economic model of Islamic boarding schools, especially in Al-Amien Prenduan, shows a holistic approach that unites religious values and economic praxis. This concept not only builds the internal economic independence of the pesantren, but also has a real impact on the surrounding community. Community-based approaches and strengthening social capital make pesantren an inclusive local economic center. On the other hand, entrepreneurship education that is systematically instilled prepares the young

generation of Islam who are ready to face modern economic challenges without abandoning sharia values. The combination of education, business ethics, and cooperative-based economic practices is a concrete example of the application of Islamic economics on a micro scale that is useful and transformative.

2. Character Education Cultivation

The cultivation of character education in Islamic education is related to the concept of charity, which is all forms of good deeds that are done with seriousness and sincere intentions for the sake of Allah. Charity is a mirror of a clean heart and righteous intentions. Thus, hard work in Islam is not only the pursuit of results, but also a process based on right intentions, honesty, and perseverance (Nurhayati et al., 2024).

In the character education approach, hard work is included in the main values that must be instilled systematically. Lickona in his theory of character education, states that value cultivation requires cognitive (understanding), affective (appreciation), and psychomotor (habituation) processes. Islamic education adopts a similar approach through ta'lim (teaching values), uswah (example), and ta'dib (habituation of manners), to instill hard work as part of Islamic work morals (Thomas, 1991).

The cultivation of character education principles at the Al-Amien Prenduan Islamic Boarding School is one of the main foundations in building a productive and competitive work culture. This principle is not only taught theoretically, but is internalized through habituation and example in the daily life of Islamic boarding school employees. Through a continuous education approach, employees are directed to have a diligent, persistent, disciplined, and responsible attitude in carrying out every work mandate.

Character education is understood as a form of devotion based on Islamic spiritual values. Therefore, every task is seen as a worship that requires seriousness and sincerity. Employees are encouraged to face challenges with an unyielding spirit and the ability to innovate for the sake of improving the quality of work and the progress of the pesantren business unit. Habituation of time discipline, an organized work system, and performance monitoring are integral parts of the process of internalizing this principle.

3. Responsible Cultivation

The cultivation of responsibility is one of the fundamental values that is highly emphasized in various religious and cultural traditions, including in Islam. Etymologically, hard work refers to earnest effort and perseverance in doing a job or activity with full seriousness and discipline. In the context of education and human resource development, the principle of hard work is closely related to the concepts of intrinsic motivation, perseverance (grit), and high work ethic (Jazuli, 2022).

The cultivation of responsibility in the Al-Amien Prenduan Islamic Boarding School is an important aspect in shaping the character and work ethic of Islamic boarding school employees. This principle emphasizes diligence, persistence, and high enthusiasm in carrying out every task and responsibility undertaken. Through a continuous process of education and habituation, employees are encouraged to

always try earnestly, not give up easily in the face of challenges, and continue to innovate for mutual progress.

This inculcation of responsibility not only increases productivity and work quality, but also strengthens the sense of responsibility and professionalism in carrying out business activities. Thus, the principle of hard work is the main foundation in creating an effective, competitive, and sustainable work environment, which is in line with Islamic values and the goals of Islamic boarding schools.

4. Inculcation of Islamic Education Values

The cultivation of Islamic educational values is an important process in the formation of individual character and morals based on Islamic teachings derived from the Qur'an and Hadith. Islamic education does not only focus on the intellectual aspect, but also emphasizes spiritual development and the development of noble morals as the main foundation for forming a person of faith and piety. This spiritual and moral aspect is the main foothold in forming a whole individual. In addition, Islamic education has the main goal, namely tazkiyatun nafs, which is the purification of the soul that allows humans to achieve moral perfection and behave in accordance with the guidance of Islamic law. Thus, the cultivation of these values not only shapes intelligence, but also strengthens spiritual and moral depth in daily life (Duryat, 2021).

The management of business units within the Al-Amien Prenduan Islamic Boarding School through Kopontren is carried out systematically by integrating Islamic education values into daily managerial and operational practices. The managers, consisting of managers and workers, regularly hold monthly meetings as a forum for internalizing Islamic values. In the meeting, values such as trust, honesty, and responsibility were instilled through a series of activities, including routine recitation, habituation of religious practices, spiritual-based training, and performance evaluation.

This evaluation is carried out periodically to assess the consistency of the application of Islamic values in business activities as well as a medium for reflection and continuous improvement. The determination of monthly themes that are relevant to the challenges and dynamics of the business is also part of the strategy to increase understanding and strengthen commitment to sharia principles. Through this approach, pesantren seeks to maintain continuity between Islamic values and economic practices, while creating a religious and productive work culture.

5. Inculcation of Principles of Discipline

Discipline is one of the fundamental values in education and organizational management that plays an important role in realizing the success and effectiveness of work. Work discipline is a systematic effort to form behaviors and habits that are in accordance with the rules and standards set in an organization. Discipline is not only about adherence to the rules, but also includes the awareness and responsibility of individuals to carry out their obligations consistently (Munif, 2017).

From the perspective of Islamic education, discipline is defined as a manifestation of the values of amanah (trust) and itqan (sincerity), which are in line with the teachings of the Qur'an and Hadith. Al-Ghazali emphasized that discipline is part of tarbiyah which teaches self-control and consistency in charity, so that

individuals are able to carry out Allah's commands and stay away from His prohibitions in a sustainable manner (Fatchurrohman; Ruwandi, 2018).

The cultivation of discipline principles at Kopontren Al-Amien Prenduan is one of the important foundations in creating a professional and structured work culture. Discipline is understood as a commitment to carry out duties and responsibilities consistently, on time, and in accordance with the standards that have been set based on Islamic values. Through continuous habituation, all employees and managers of business units are guided to maintain order in every aspect of operations, from administration, service, to resource management. This discipline not only improves the efficiency and quality of work, but also reflects an attitude of trust and responsibility as a form of worship. Thus, the application of the principle of discipline strengthens organizational integrity while supporting the creation of a productive, sustainable, and blessed business environment.

B. Challenges Faced by Internalizing Islamic Values in the Economic Development of Islamic Boarding Schools at Kopontren Al-Amien Prenduan

1. Consistency of Islamic Values in Business Activities

In the perspective of Islam, Islamic values have a function as a guide for attitudes and actions, which are universal and contextual. These values are reflected in the entire teachings of Islam which are sourced from the Qur'an and hadith, and are revealed in the form of teachings of faith, worship, and morals. These three become interrelated value structures and form the normative and ethical foundation in the lives of Muslims (Azra, 2012, p. 31).

The consistency of the application of Islamic values in the management of the Al-Amien Prenduan Islamic Boarding School is reflected in its commitment to sharia principles in every aspect of business activities. Fundamental values such as honesty, trust, and fairness are the main foundations in shaping business ethics that prioritize not only material profits, but also blessings and social responsibility.

The implementation of these principles is maintained through periodic evaluation and continuous internal coaching, as an effort to ensure that every business activity is always in line with the values of Islamic teachings. In the midst of various challenges, such as high employee busyness and limited competent human resources, the leadership of the pesantren continues to show firmness in maintaining the integrity and ethics of sharia-based business. This emphasizes that the success of business in the pesantren environment is not only measured by economic achievements, but also by consistency in upholding Islamic values as the moral and operational basis of business.

Therefore, it can be concluded that the strategy for implementing entrepreneurial values at the Al-Amien Prenduan Islamic Boarding School includes early human resource training, the formation of an innovative organizational culture, the use of technology, and periodic evaluation. Islamic values such as honesty, trust, and fairness are the basis in business practices. Despite facing human resource challenges and busyness, pesantren remains consistent in maintaining integrity and business ethics in accordance with sharia principles.

2. Capital and Infrastructure Limitations

From the management side, strategic management theory states that resource management must be carried out with a planned, systematic, and adaptive approach to environmental changes. However, many Islamic boarding schools still use conventional management approaches, making it difficult to adapt to modern market dynamics. The lack of mastery of information and communication technology (ICT) has worsened the situation, considering that the digital era has significantly changed consumer behavior patterns and marketing methods (Kotler, 2019, p. 36).

Limited capital and infrastructure are the main challenges in the development of business units within the Al-Amien Prenduan Islamic Boarding School, which has an impact on declining operational efficiency and weakening competitiveness in an increasingly competitive market. Efforts towards digitalization have actually begun in response to technological developments and modern market demands, but the level of readiness, both in terms of human resources and supporting facilities, is still relatively limited. Nevertheless, the Kopontren management still shows a commitment to continue to make gradual improvements, especially in the aspect of business supporting infrastructure.

In the midst of these limitations, the values of integrity, discipline, and responsibility are maintained consistently in every operational process. This shows that despite facing various structural obstacles, the spirit to manage the pesantren business professionally and based on sharia remains the main foundation in maintaining the sustainability and credibility of Kopontren.

The economic development of pesantren is an important strategy to strengthen the independence of Islamic institutions and improve the welfare of the surrounding community. At the Al-Amien Prenduan Islamic Boarding School, the main obstacles such as limited capital, infrastructure, and human resource readiness hinder the efficiency and competitiveness of the pesantren business. External factors such as market dynamics and government policies are also a challenge. Even so, the pesantren still shows a commitment to improvement, including efforts towards digitalization and strengthening management.

CONCLUSION

The process of internalizing Islamic values in economic development at the Al-Amien Prenduan Boarding School is carried out through five main pillars: moral instilling, character education, responsibility, Islamic educational values, and discipline. These five aspects form the spiritual foundation and Islamic work ethic that supports the creation of an independent, professional, and sharia-based business ecosystem, so that Kopontren becomes a religious and sustainable Islamic boarding school economic model.

The challenges in internalizing Islamic values in the economic development of Islamic boarding schools in Kopontren Al-Amien Prenduan include two main aspects: maintaining the consistency of Islamic values in business practices and facing limited capital and infrastructure. In the midst of busy pressure and limited human resources, Islamic boarding schools remain committed to upholding sharia business ethics based on honesty, trust, and justice. Meanwhile, technical obstacles such as lack of

access to technology and supporting facilities are obstacles in increasing efficiency and competitiveness. Nevertheless, the spirit of improvement continues to be maintained, showing that business sustainability is still built on solid Islamic values.

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