



## Management of Islamic Boarding Schools and the Development of Santri Entrepreneurship through the Community Work Training Center (Community BLK): A Case Study at Fatkhul Mu'in Islamic Boarding School Purwokerto Indonesia

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### Abstract

Islamic boarding schools as Islamic educational institutions have great potential to develop santri entrepreneurship through skills training programs. One initiative that can be utilized is the Community Vocational Training Center (Community BLK), which is designed to provide vocational and entrepreneurial training to the community. This study aims to analyze the management of Islamic boarding schools and the role of the Community Vocational Training Center (Community BLK) in developing santri entrepreneurship at Fatkhul Mu'in Islamic Boarding School Purwokerto, Indonesia. The research method used is a case study with a qualitative approach. Data were collected through in-depth interviews, observations, and documentation studies. The results showed that effective boarding school management, including planning, organizing, implementing, and evaluating, plays an important role in utilizing the Community BLK to empower students. The entrepreneurship training program implemented through BLK Komunitas has succeeded in improving santri's skills and motivation for entrepreneurship. Collaboration between boarding schools and Community BLK can be an effective model for the development of santri entrepreneurship. Effective management of the boarding school and collaboration with Community BLK succeeded in improving the entrepreneurial skills of santri, creating jobs, and empowering the economy of the surrounding community.

**Keywords:** Boarding School Management, Santri Entrepreneurship, Community BLK, Fatkhul Mu'in Islamic Boarding School Purwokerto

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### Introduction

Islamic boarding schools as traditional Islamic educational institutions in Indonesia not only play a role in shaping the character and morals of students, but also have great potential to develop practical skills, including entrepreneurship (Humaidi *et al*, 2024) <sup>[10]</sup>. In the era of globalization, entrepreneurship is one of the solutions to reduce unemployment and increase economic independence (Arif *et al*, 2024) <sup>[2]</sup>. However, many Islamic boarding schools still face obstacles in developing a structured and sustainable entrepreneurship program (Mubarok *et al*, 2024) <sup>[16]</sup>.

Apart from being a center for religious learning, Islamic boarding schools are also expected to be a place for developing life skills that are relevant to the needs of the times (Wicaksono *et al*, 2024) <sup>[34]</sup>. One of the increasingly important skills in the era of globalization is entrepreneurship (Husaini Zuhri & Huda, 2024) <sup>[11]</sup>. Entrepreneurship is not only a solution to reduce unemployment, but it can also empower santri to become independent and contribute to the community's economy (Susanto *et al*, 2025) <sup>[27]</sup>.

The Community Vocational Training Center (Community BLK) is present as one of the solutions to overcome this problem. BLK Komunitas is a government program that aims to provide vocational and entrepreneurial training to the community, including santri in Islamic boarding schools (Maya Silvana & Lubis, 2021) <sup>[15]</sup>. The program offers skills training that is relevant to market needs. Fatkhul Mu'in Islamic Boarding School Purwokerto is one example of a boarding school that successfully utilizes BLK Community to develop santri entrepreneurship. However, there has been no research that specifically examines how the management of this boarding school integrates the Community BLK in the santri entrepreneurship program (Sukandar,

2023) [25]. Currently, many Islamic boarding schools still focus on religious education and pay less attention to the development of entrepreneurial skills (Fitri & Rahmawati, 2023) [9]. In fact, the potential of santri to become entrepreneurs is very large, considering that they have a strong base of Islamic values, such as honesty, responsibility, and high work ethic (Fathullah *et al*, 2023) [8]. Unfortunately, the lack of a structured entrepreneurship program and less than optimal management are the main obstacles in developing this potential (Kosim *et al*, 2023) [12].

Several previous studies have examined the role of Islamic boarding schools in developing student entrepreneurship (Sutomo *et al*, 2024) [28]. However, these studies are still general in nature and have not touched on aspects of boarding school management in depth, especially in the context of developing student entrepreneurship (Suryono *et al*, 2022) [26].

Although many studies have addressed the role of Islamic boarding schools in education and economic empowerment, there are still some research gaps that need to be explored further. Lack of Studies on the Effectiveness of the Community BLK Management Model.

Previous studies have focused more on the general benefits of Community BLK without discussing in depth how the most effective management system in the context of pesantren. Lack of Studies on the Sustainability of Santri Entrepreneurship Programs.

Most studies only assess the short-term impact of the BLK Komunitas program, without examining the extent to which santri are able to sustain their businesses after graduating from the pesantren.

There is a lack of analysis of external factors that influence the success of Community BLK. External factors such as government regulations, industry support, and local economic dynamics have not been widely studied in relation to the success of the Community BLK program.

Limitations of Studies on the Integration of Community BLK with the Pesantren Education Curriculum. There are still few studies that examine how the integration between skills training at Community BLK and the formal Islamic Boarding Schools curriculum can strengthen the independence of santri. This research seeks to fill the gap by exploring more deeply the management of Community BLK, the sustainability of santri entrepreneurship, and the external factors that influence its success.

This research focused on Fatkhul Mu'in Islamic Boarding School Purwokerto, which has collaborated with Community BLK in developing santri entrepreneurship. The purpose of this research is to analyze the management of the boarding school and the role of Community BLK in improving the entrepreneurial skills of students.

## Literature Review

### Management of Islamic boarding schools

Boarding school management is the main key in optimizing the functions and goals of this institution (Aulia *et al*, 2024) [4]. Boarding school management is the process of managing resources (human, financial, and material) to achieve educational, religious, and social goals (Humaidi *et al*, 2024) [10]. This management concept integrates religious values with modern management principles (Robbins & Coulter, 2021) [21]. Some of the main elements in boarding school management include Spiritual Values, Independence, Holistic Education (Zakariyah, 2024) [37]. Boarding school

management has several main functions, namely, planning, organizing, directing, and. Controlling (Remawati & Wijayanto, 2021) [19].

### Santri Entrepreneurship

Student entrepreneurship is an effort to empower students to have entrepreneurial skills and spirit, so that they can be economically independent and contribute to society (Sopian & Suprpto, 2023) [23]. Santri entrepreneurship is the process of creating, developing, and managing a business based on Islamic values (Riadi *et al*, 2021) [20]. This concept includes spiritual values, independence and innovation and creativity (Toha Masum & Muh Barid Nizarudin Wajdi, 2018) [31].

### Community BLK

The Community Vocational Training Center (Community BLK) is a program initiated by the Ministry of Manpower of the Republic of Indonesia to provide vocational and entrepreneurial skills training to the community, including in boarding schools (Sriani, 2022) [24]. This program aims to improve the competence and competitiveness of the community in facing economic challenges (Zaini & Sopiyan, 2022) [36]. Community BLK has several main objectives, namely: Improve job skills, reduce unemployment, encourage entrepreneurship and empower the community (Arwin, 2023) [3].

### Fatkhul Mu'in Islamic boarding school purwokerto

Fatkhul Mu'in Islamic Boarding School was established in 2011 by Dr. K.H. Nasruddin, M. Ag with the aim of providing quality religious education for the people of Purwokerto and its surroundings. Since its establishment, this pesantren has developed into an educational institution that not only focuses on religious education, but also on the development of life skills and entrepreneurship of students (Nasruddin & Nafisah, 2023) [17].

The vision and mission of Fatkhul Mu'in Islamic boarding school is the formation of students who are intelligent, skilled, and berakhlāqul Karīmah to achieve happiness in the world and the hereafter. Educating students to become a smart generation of the nation and have broad knowledge. Educating students to have life skills. Both soft skills and hard skills. Educating students in a balanced manner between religious knowledge and general knowledge. In order to form a complete human being (Insan Kamil). Educating students to become a generation that has a solid aqidah and noble character.

Fatkhul Mu'in Islamic Boarding School Purwokerto is an Islamic educational institution that has an important role in shaping the character and skills of students, as well as contributing to the development of the surrounding community. By overcoming challenges and implementing the right strategies, this pesantren can continue to grow and provide greater benefits to society.

### Research Methods

The research method is a framework used to collect, analyze, and interpret data in order to answer research questions (Neuman, 2014) [18]. The research method used in this case study is a qualitative approach with a case study design (Matthew B. Miles, 2014) [13]. Data collection techniques included in-depth interviews, participatory observation, and documentation studies (Emzir, 2011) [7]. Data were analyzed using data reduction, data presentation, and conclusion

drawing techniques (Yin, 2018) [35]. Research validity and reliability were maintained through triangulation, member check, and audit trail (Creswell, 2018). This research also adheres to the principles of research ethics (Rokhani, 2023).

## Discussion

Fatkul Mu'in Islamic Boarding School Purwokerto which is a branch of Fatkhul Mu'in Ali Masykur Wonosobo Islamic Boarding School, has now experienced a development that was previously only one local, now it has become three local and one BLKK work training center building with Visual Communication Design vocational (Wahid & Sa'diyah, 2020) [33]. Fatkhul Mu'in Islamic boarding school has a madrasah diniyah education that is taught by both internal and external ustadz/ustadas (Taufiqur Rahman, 2022) [30].

In improving the knowledge of the students, Ponpes Fatkhul Mu'in not only studies religious sciences but also studies other sciences that are programmed by the administrators both in the form of training/workshops on soft skills and life skills to discussions and seminars/halaqoh.

One of the programs in improving knowledge is the pesantren digitalization program in which students are taught knowledge related to digital media such as visual communication design. Not only that, in supporting the pesantren economy, students are also trained in business, one of the business ventures run by the pesantren is fish farming. Regarding the curriculum applied in Islamic boarding schools, Fatkhul Mu'in Islamic boarding school is a boarding school for male and female students of general and religious universities that emphasizes noble character education, Al-Qur'an Hadith and yellow classical books, leadership, entrepreneurship and designers and / or editors. The curriculum developed integrates the salaf and modern pesantren curriculum with the utilization of information and communication technology.

In addition, the lives of students are also accustomed to integrating with the community and the natural environment so that when they graduate, they are able to act positively, communicate and contribute effectively with their environment. As for if we look at the takhassus and the advantages of Islamic boarding schools, then Fatkhul Mu'in Islamic boarding school specializes in students with the study of salaf books. The pesantren also programs its students in learning ICT in collaboration with BLKK.

The training participants were 16 participants consisting of 10 participants from the students of Fatkhul Mu'in boarding school and 6 participants from the community around the boarding school. The concentration of the Fatkhul Mu'in Al Masykur Foundation Community BLK is the communication design of the implementation of the work training center chaired by Muhammad Zada Fikri and as secretary is Muhammad Fatah Nurrofi, while the instructors of this training are Agus Purwanto, S.Pd and Aris Zulianto, SH. The objectives of the visual communication design training as stated in the activity report are After attending this training, participants are competent in creating design works and using conventional (print-based) and non-conventional (non-print) media in the workplace in accordance with the basic principles of Visual Communication Design. In order to achieve the objectives of the training carried out, materials are presented that can bring trainees towards this direction, including Applying Basic Principles of Design, Applying Basic Principles of Communication, Applying Project Brief, Applying Design Brief, Operating Design Software, and

Creating Design Works.

The Community Training Center (BLK) owned by Fatkhul Mu'in Islamic boarding school is expected to be a training institution that helps improve the ability of students and the community around the Islamic boarding school in accordance with predetermined fields of expertise.

The Community Vocational Training Center is encouraged as an implementer of competency-based training so that the surrounding community has access to improve competencies in accordance with labor market needs so that they are able to fill labor needs.

## Management analysis of Fatkhul Mu'in Islamic boarding school

### Planning

Vision and Mission: Fatkhul Mu'in Islamic Boarding School has a vision to produce students who are knowledgeable, noble, and independent. The mission of the pesantren includes organizing religious education, developing life skills, and empowering the community (Syukron, 2014) [29].

Flagship Programs: The pesantren plans excellent programs such as Tahfidz Al-Qur'an, skills training, and santri entrepreneurship.

Budget: The pesantren manages funds from donations, zakat, infaq, and independent businesses to support its programs (Albinia & Sofyan, 2020) [1].

### Organizing

Organizational Structure: The pesantren has a clear organizational structure, with the caregiver as the highest leader, followed by the board of teachers, administrative staff, and santri administrators (Birhane *et al*, 2023) [5].

Division of Duties: Tasks and responsibilities are divided evenly among the pesantren administrators, such as the management of education, training, and finance.

### Directing

Leadership: The pesantren caregiver acts as a spiritual and administrative leader who provides direction and motivation to the students and administrators.

Learning Environment: The pesantren creates a conducive learning environment by integrating religious values in every activity (Veenam, 2025) [32].

### Controlling

Program Evaluation: The pesantren conducts periodic evaluations of the education and training programs to ensure success.

Financial Transparency: Financial management is carried out in a transparent and accountable manner to maintain the trust of donors and the community (Matthew *et al*, 2025) [14].

## Analisis peran BLK komunitas dalam pengembangan kewirausahaan santri

### Skills Training

Type of Training: BLK Komunitas provides technical (ICT and animal husbandry) and non-technical (such as business management and marketing) skills training.

Training Methods: Training is conducted practically by involving santri directly in the production and management process.

### Pendampingan Kewirausahaan

Mentorship: BLK Komunitas provides mentors who guide students in developing their businesses, from planning to marketing.

Post-Training Assistance: Students who have participated in the training receive mentoring to ensure business

sustainability.

Access to Capital and Markets

Business Capital: BLK Komunitas helps santri access business capital through collaboration with microfinance institutions.

Marketing: Santris are taught to utilize social media and digital platforms to market their products or services.

### Analysis of program contribution to santri and community

For Santri

Economic Independence: Santri become more economically independent through the businesses they manage.

Skills Enhancement: Students have technical and non-technical skills that are relevant to market needs. Self-Confidence: Santri have high confidence in facing economic challenges.

For the Community

Economic Empowerment: The santri entrepreneurship program has a positive impact on the economy of the surrounding community by creating new jobs.

Welfare Improvement: The surrounding community benefits from the training and business development programs organized by the pesantren.

### Challenge analysis and development strategy

Challenges

Limited Funds: Pesantren and Community BLKs often face limited funds to develop programs.

Quality of Human Resources: Not all teachers and trainers have adequate qualifications.

Program Sustainability: Trainees often have difficulties in developing their businesses after the training is completed.

Development Strategy

Budget Increase: Increase budget allocation from government and private donors.

Training of Trainers: Provide training and certification for trainers to improve the quality of training.

Continuous Mentoring: Provide post-training mentoring to ensure business sustainability.

Fatkul Mu'in Islamic Boarding School Purwokerto designed the Community BLK program based on an analysis of santri needs and business opportunities that can be developed. The management of Community BLK involves various parties, including pesantren caregivers, professional instructors, and support from the Ministry of Manpower. The management system implemented includes a skills-based curriculum, a project-based evaluation system, and follow-up coaching for students who want to start an independent business. Students who participated in the Community BLK program experienced an increase in skills and readiness for entrepreneurship.

This research shows that effective boarding school management and collaboration with Community BLK can improve the entrepreneurial skills of santri. This program is not only beneficial for the santris, but also for the surrounding community. To expand this positive impact, it is recommended that the boarding school and Community BLK continue to improve the quality of training and establish cooperation with other parties, such as local government and the business world.

### Conclusion

1. The management of Fatkhul Mu'in Islamic Boarding School has successfully integrated religious values with modern management principles to achieve educational goals and community empowerment.
2. Community BLKs play an important role in improving the skills and entrepreneurship of santri through training, mentoring, and access to capital.
3. The impact of the Program on students and the community is very positive, including increased economic independence, skills, and community welfare.
4. The challenges faced can be overcome through appropriate development strategies, such as increased budgets, training of trainers and ongoing mentoring.

### Suggestion

For researchers, future research can compare the effectiveness of BLK Komunitas management in various pesantren to identify the best model for managing santri skills training. Further research can examine how students who have attended BLK Komunitas develop after several years, both in the business world and in the formal employment sector. In-depth studies on how government regulations, business support, and the local economic ecosystem affect the success of Community BLK in pesantren. Further studies are needed to examine how skills training can be effectively combined with the religious education curriculum in pesantren without disrupting the main focus of Islamic education. Given the development of digitalization, further research could explore how technology can be used in the skills training of santri, such as through online learning or the use of specialized software.

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