

## The Role of Santri in Encouraging Business, Science, and Technology Innovation in Islamic Boarding Schools: Challenges and Opportunities

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### Abstract

This study aims to analyze the role of santri (Islamic boarding school students) as agents of change in business innovation, science, and technology within pesantren (Islamic boarding schools). The research also explores the entrepreneurial potential of santri in the context of pesantren education and identifies the gap between theory and practice in the development of entrepreneurial and technological skills. The methodology used is a literature review, collecting and analyzing various literatures related to entrepreneurship, technology, and the role of santri in pesantren education. The findings show that santri have great potential to drive innovation in entrepreneurship and technology. However, there are major challenges such as the lack of a structured entrepreneurship curriculum and limited integration of technology in pesantren education. Therefore, it is crucial to address these challenges by enhancing technology infrastructure, providing teacher training, and aligning technology with educational goals to create a more inclusive and innovative learning environment.

**Keywords:** Santri and Innovation, Entrepreneurship in Pesantren, Technology Integration

### Abstrak

Penelitian ini bertujuan untuk menganalisis peran santri sebagai agen perubahan dalam inovasi bisnis, ilmu pengetahuan, dan teknologi di lingkungan pesantren. Studi ini juga mengeksplorasi potensi kewirausahaan santri dalam konteks pendidikan pesantren serta mengidentifikasi kesenjangan antara teori dan praktik dalam pengembangan keterampilan kewirausahaan dan teknologi. Metodologi yang digunakan adalah kajian pustaka dengan mengumpulkan dan menganalisis berbagai literatur yang berkaitan dengan kewirausahaan, teknologi, dan peran santri dalam pendidikan pesantren. Temuan penelitian menunjukkan bahwa santri memiliki potensi besar untuk mendorong inovasi dalam bidang kewirausahaan dan teknologi. Namun, terdapat tantangan besar seperti belum adanya kurikulum kewirausahaan yang terstruktur dan terbatasnya integrasi teknologi dalam pendidikan pesantren. Oleh karena itu, penting untuk mengatasi tantangan ini melalui peningkatan infrastruktur teknologi, pelatihan guru, serta penyelarasan teknologi dengan tujuan pendidikan guna menciptakan lingkungan belajar yang lebih inklusif dan inovatif.

**Kata kunci:** Santri dan Inovasi, Kewirausahaan di Pesantren, Integrasi Teknologi

### Introduction

Santri, as students in pesantren (Islamic boarding schools), possess unique characteristics that can be utilized to drive innovation in various sectors.<sup>1</sup> These characteristics include strong religious values, discipline, and social skills, which form an essential foundation for developing innovative ideas.<sup>2</sup> The role of santri as agents of change in business, science, and technology is gaining more attention,

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<sup>1</sup> Siti Chomsiatin Binti Ni'matul Ummah, Happy Susanto, and Miftah Hur Rahman Zh, "Internalization of Social Care Character among Female Santri through the Safari Dakwah Program," *International Journal of Learning and Education* 1, no. 1 (2025): 47–54.

<sup>2</sup> Miftah Hur Rahman Zh, "Implementation of the One Day Three Sentences Technique to Improve the Arabic Ability of Students at Modern Darussalam Gontor," in *International Conference on Islam and Global Civilization*, 2021.

particularly in relation to the entrepreneurial potential and education they receive in pesantren. In-depth research on the role of santri in business and technology needs to be further developed to understand the extent to which they can contribute to the continuously evolving global changes

Several studies show that santri, particularly from Generation Z, have great potential to become successful entrepreneurs. As a generation accustomed to digital technology, they possess a strong entrepreneurial spirit and are generally open to technological advancements<sup>3</sup>. Programs aimed at developing the skills of santri, such as Tsanawiyah 4 Santri Bazaar, have successfully fostered the independence and entrepreneurial skills of santri, while also applying business concepts practically within pesantren<sup>4</sup>. In Garut, digital marketing-based entrepreneurship training helps santri leverage technology to expand their business reach and improve their family's economic conditions<sup>5</sup>. However, despite significant progress in the development of santri, existing research is still limited in linking entrepreneurial skills with the integration of technology and knowledge

One of the main challenges is the lack of a structured entrepreneurship curriculum in many pesantren, which hinders the development of these skills<sup>6</sup>. Many studies have not recognized the importance of integrating technology into business education, even though this could enhance innovation among santri<sup>7</sup>. Therefore, it is important to bridge the gap between theory and practice by offering training that can empower santri to engage in innovative projects and enhance their contributions<sup>8</sup>. Overcoming this barrier will open opportunities to create a better framework for promoting innovation in business, science, and technology.

This study aims to explore the entrepreneurial potential of santri within the context of pesantren education and identify the existing gaps between theory and practice in the development of entrepreneurial and technological skills among santri. It is hoped that this research will provide a deeper understanding of the contribution of santri in addressing global challenges and strengthen the role of pesantren as educational institutions that can promote innovation.

The research questions in this study are: First, what is the role of santri in driving innovation in business, science, and technology within pesantren? Second, what challenges do pesantren face in integrating entrepreneurship and technology into their curricula to support the development of santri as agents of change? Third, what factors influence the success of technology integration in pesantren curricula,

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<sup>3</sup> Mawaddatul Ulya and Muhammad Fajrul Khairullah, "Developing The Entrepreneurial Spirit of Santri (Gen Z): Challenges And Strategies," *Al-Kharaj : Journal of Islamic Economic and Business* 6, no. 3 (2024), <https://doi.org/10.24256/kharaj.v6i3.5394>.

<sup>4</sup> Ita Yunita, Ali Machrus, and M Asif Nur Fauzi, "Aktualisasi Kemandirian Dan Entrepreneur Melalui Program Bazar Santri," *Al Jadwa* 4, no. 1 (2024): 54–66, <https://doi.org/10.38073/aljadwa.v4i1.1757>.

<sup>5</sup> Iman Saifullah and Anton Anton, "Peningkatan Keterampilan Santripreneur Melalui Pelatihan Kewirausahaan Berbasis Digital Marketing Di Kabupaten Garut," *Jurnal Pengabdian Kepada Masyarakat* 4, no. 2 (2024): 313–21, <https://doi.org/10.54259/pakmas.v4i2.2986>.

<sup>6</sup> Ulya and Khairullah, "Developing The Entrepreneurial Spirit of Santri (Gen Z): Challenges And Strategies."

<sup>7</sup> Jan Kietzmann and Herbert H Tsang, "Minding the Gap: Bridging Computing Science and Business Studies with an Interdisciplinary Innovation Challenge," 2010, 14, <https://doi.org/10.1145/1806512.1806533>.

<sup>8</sup> Hasnawati et al., "Workshop Teknik Menentukan Research Gap Dan Novelty Untuk Meningkatkan Kualitas Skripsi Mahasiswa," *Jurnal Interaktif* 3, no. 1 (2023): 55–61, <https://doi.org/10.29303/interaktif.v3i1.86>.

and what solutions can be applied to overcome the existing challenges to support the development of innovative santri?.

## Research Methodology

This study uses the narrative literature review method by examining seven articles from Google Scholar published between 2020 and 2025. The literature was collected using keywords related to santri entrepreneurship and technology integration in pesantren, then analyzed thematically. The review shows that pesantren have developed entrepreneurship programs and digital training to shape adaptive and innovative santri, although they still face challenges such as limited curricula, technology access, and digital literacy. This narrative review provides a comprehensive overview of the role of santri as agents of change and serves as a basis for recommendations to develop pesantren education that is more relevant to the needs of the digital era.

## Result

### A. Integration of Technology with the Values of Pesantren

The integration of technology in education at pesantren is a process that involves various aspects to enhance the learning experience while maintaining traditional values. In the pesantren environment, this integration is crucial as it can strengthen the quality of education and support the reinforcement of cultural and religious values. The success of applying technology in education requires a holistic approach, which includes the development of infrastructure, curriculum adjustments, and capacity building for both educators and students.

The development of adequate digital infrastructure is essential to support the integration of technology in pesantren. Providing the right hardware and software is an important first step in creating an optimal digital learning environment<sup>9 10</sup>. However, the biggest challenge remains the limited access to technology, which requires further investment in digital resources and infrastructure to ensure that all students can access technology equitably<sup>11 12</sup>. Without the provision of equal access, the goals of technology integration will not be fully achieved.

On the other hand, a digital-based curriculum design that integrates local wisdom and traditional values is also very important. This approach not only preserves the cultural identity of the pesantren but also allows technological advancements to be well-accepted<sup>13</sup>. This allows learning to become more

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<sup>9</sup> Rada Rada et al., "Beyond the Classroom: Total Quality Management and Digital Innovation in Education," *Al-Tanzim : Jurnal Manajemen Pendidikan Islam* 8, no. 4 (2024): 1276–88, <https://doi.org/10.33650/al-tanzim.v8i4.9608>.

<sup>10</sup> Apriyanto Nugroho and Anita Puji Astutik, "Digital Transformation of Islamic Boarding School Education," *Indonesian Journal of Islamic Studies* 12, no. 2 (2024), <https://doi.org/10.21070/ijis.v12i2.1723>.

<sup>11</sup> Siti Nurdiana Wijaya et al., "Implementasi Terhadap Teknologi Informasi Dan Komunikasi Dalam Penguatan Nilai-Nilai Islam Di Pesantren Daarul Putra Madinah," *Jurnal Pengabdian Masyarakat Bidang Sains Dan Teknologi* 3, no. 4 (2024): 290–97, <https://doi.org/10.55123/abdikan.v3i4.4322>.

<sup>12</sup> Nugroho and Astutik, "Digital Transformation of Islamic Boarding School Education."

<sup>13</sup> Rada et al., "Beyond the Classroom: Total Quality Management and Digital Innovation in Education."

interactive and relevant, especially in subjects such as Islamic studies<sup>14 15</sup>. Ongoing teacher training is also crucial in this process. Through regular professional development, educators can more effectively utilize available digital tools and align them with educational goals<sup>16 17</sup>. In addition, involving teachers as researchers and leaders in the integration process will accelerate reforms in teaching and enhance the overall learning experience for students<sup>18</sup>.

To achieve a balance between tradition and modernization, an approach is needed that combines traditional teaching methods with the use of digital tools to achieve optimal learning outcomes without compromising the essence of Islamic education<sup>19</sup>. Digital literacy programs are also highly beneficial for empowering students, especially female students, to confidently and responsibly navigate the digital world, preparing them to face future challenges<sup>20</sup>. Although the integration of technology in pesantren offers many benefits, challenges such as the erosion of traditional learning practices and the need for continuous evaluation of digital resources must still be addressed. Therefore, a thoughtful approach that respects cultural values while leveraging digital innovation opportunities is essential to create a sustainable and effective education system in pesantren

## **B. Characteristics of Santri in the Digital Era**

The characteristics of santri in the digital era reflect their ability to adapt to technological advancements while maintaining the Islamic values they uphold. As a generation born and raised in the digital world, santri face challenges and opportunities that shape their identity and practices. Key characteristics of santri in the digital era include digital literacy, creativity, and the ability to navigate the complexities of the online world, all of which are crucial for supporting their personal and communal growth

Therefore, santri must develop digital literacy in order to engage with technology effectively, allowing them to access information and resources that are relevant to their education and religious practices<sup>21</sup>. In addition, other competencies such as the ability to adapt quickly and integrity become crucial for santri to thrive in the ever-changing digital landscape<sup>22</sup>. Another important aspect

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<sup>14</sup> Prof. K H Saifuddin Zuhri et al., "Implementation of Religious Culture to Develop Children's Character in Early Childhood Education," *Jurnal Pendidikan Usia Dini*, 2024, <https://doi.org/10.21009/jpud.181.06>.

<sup>15</sup> Nadira Putri Valencia and Sadam Fajar Shodiq, "Educational Transformation: Implementation of Technology-Based Learning Models in Improving Critical Thinking Skills in Boarding School Environments," *Journal of Innovation in Educational and Cultural Research* 5, no. 2 (2024): 329–36, <https://doi.org/10.46843/jiecr.v5i2.1538>.

<sup>16</sup> Zuhri et al., "Implementation of Religious Culture to Develop Children's Character in Early Childhood Education."

<sup>17</sup> Mesran Mesran, Suginam Suginam, and Dwika Assrani, "Integrasi Teknologi Informasi Di Pesantren Dalam Upaya Meningkatkan Keterampilan Digital, Kualitas Pembelajaran Dan Kepedulian Penghijauan," *JPM: Jurnal Pengabdian Masyarakat* 4, no. 4 (2024): 402–7, <https://doi.org/10.47065/jpm.v4i4.1850>.

<sup>18</sup> Chuang Wang and P J Williams, "Integrating Technology into School-Wide Adoption of Flipped Learning: Perceptions of a School Principal," *E-Learning*, 2024, <https://doi.org/10.1177/20427530241283961>.

<sup>19</sup> Nugroho and Astutik, "Digital Transformation of Islamic Boarding School Education."

<sup>20</sup> Gilang Primajati et al., "Peningkatan Literasi Digital Untuk Aktualisasi Diri Santriwati Di Pondok Pesantren" 2, no. 4 (2024): 743–52, <https://doi.org/10.57248/jilpi.v2i4.388>.

<sup>21</sup> Kusmawati, "Tantangan Santri Di Era Digital," *AdZikra* 14, no. 2 (2023): 163–86, <https://doi.org/10.32678/adzikra.v14i2.9485>.

<sup>22</sup> Kusmawati.

is the use of social media, which has become an effective tool for da'wah. Social media allows santri to spread Islamic teachings and values widely, even through the creation of creative content such as podcasts and digital comics, which helps extend their reach to a younger audience<sup>23 24</sup>.

In addition, financial literacy is an important aspect that needs to be mastered by santri. Programs aimed at improving financial literacy among santri equip them with the necessary skills to make wise investment decisions, as well as integrate modern financial practices with Islamic principles<sup>25</sup>. Although the digital era opens up many opportunities, there are also risks such as exposure to misinformation and radical ideologies. Therefore, it is important for santri to develop critical thinking and uphold ethical values so that their development in the digital era remains balanced and holistic.

### C. Development of Entrepreneurial Potential for Santri

The development of entrepreneurship in pesantren, particularly in Islamic boarding schools, has become a strategic approach to promote economic independence and address unemployment challenges. These pesantren integrate entrepreneurship education into their curriculum by combining religious teachings with practical business skills. This dual focus not only enhances the entrepreneurial abilities of santri but also contributes to the economic resilience of the surrounding community. Various models and strategies implemented by Islamic pesantren to foster entrepreneurship have continued to evolve and have a positive impact, both for the santri and the broader community.

Several successful entrepreneurship programs in pesantren include the Santripeneur Program and One Pesantren One Product (OPOP). Initiatives like these aim to create new entrepreneurs and produce unique products. For example, Pesantren An-Nashr Wajak has implemented these programs through poultry and catfish farming activities, which not only enhance the entrepreneurial mindset of the santri but also contribute to the local economic development<sup>26</sup>. In addition, the Market Day Program held at Pesantren Kuningan Pembangunan combines theoretical learning with practical business management, producing individuals who are ready to compete and can contribute to the economic development of the community<sup>27</sup>. These programs demonstrate that pesantren can be an effective place for developing entrepreneurial skills.

Practical entrepreneurship training in pesantren also plays an important role. At Pondok Pesantren Al Kautsar 561, for example, santri are trained in agribusiness and aquaculture, such as biofloc tilapia farming and melon cultivation,

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<sup>23</sup> D Ahmad and Syahrul Munir, "Analisis Produk Digital Santri Sebagai Media Dakwah Pondok Pesantren Sunan Drajat Lamongan Dalam Mensyiarkan Nilai-Nilai Keislaman," *AN-NASHIHA: Journal of Broadcasting and Islamic Communication Studies*, 2023, <https://doi.org/10.55352/an-nashiha.v3i2.743>.

<sup>24</sup> Nova Aris Setiawan and Arifatul Khiyaroh, "Urgensi Dan Strategi Dakwah Santri Di Era Digitalisasi," *Jurnal Dakwah Dan Komunikasi* 7, no. 2 (2022): 223, <https://doi.org/10.29240/jdk.v7i2.5774>.

<sup>25</sup> Saiful Bahri et al., "Penyuluhan Literasi Keuangan Di Era Digital Untuk Mensukseskan Keputusan Investasi Santri Pondok Pesantren Monash Institute Di Ngaliyan Semarang," *Perigel* 3, no. 3 (2024): 16–20, <https://doi.org/10.56444/perigel.v3i3.2168>.

<sup>26</sup> Nurul Badriyah et al., "Entrepreneurship Development Model At Islamic Boarding School : Study At An-Nashr Wajak Islamic Boarding School, Malang Regency," *Mimbar*, 2024, <https://doi.org/10.29313/mimbar.v40i2.2304>.

<sup>27</sup> Fadli Daud Abdullah et al., "Santri Entrepreneurship Education in the Market Day Program at Kuningan Pembangunan Islamic Boarding School," *Jurnal Al Burhan* 4, no. 2 (2024): 87–101, <https://doi.org/10.58988/jab.v4i2.308>.

which not only provide practical skills but also generate income to support scholarships and the operational costs of the pesantren<sup>28</sup>. In Garut, entrepreneurship training based on digital marketing helps santri leverage technology to expand the reach of their businesses and improve their families' economic conditions<sup>29</sup>. On the other hand, good management, including effective governance practices, recruitment of experts, and legal compliance, is also crucial to ensure the sustainability and effectiveness of entrepreneurship programs in pesantren<sup>30</sup>. Collaboration with stakeholders and regular monitoring are necessary to optimize business opportunities and ensure the sustainability of entrepreneurship programs<sup>31</sup>.

The entrepreneurship programs in pesantren also have a significant impact on the community. For example, the fruit tree cultivation program at Al-Munawar Boarding School involves collaboration with the community to create job opportunities and enhance local economic resilience<sup>32</sup>. In addition, the Santri Tsanawiyah 4 Bazaar program at Pesantren Sidogiri contributes to developing the independence and entrepreneurial skills of the santri, while also playing a role in character development and the economic participation of the santri<sup>33</sup>. Nevertheless, challenges such as limited resources and access to technology remain obstacles in developing these entrepreneurship programs. Addressing these challenges through strategic partnerships and digital marketing training can enhance the sustainability and impact of entrepreneurship programs in pesantren.

#### **D. Challenges of Integrating Technology into Pesantren Curriculum**

Integrating technology into the curriculum of boarding schools presents various complex challenges, influenced by both external and internal factors, such as infrastructure, teacher training, and institutional attitudes toward technology. Boarding schools, with their unique residential setup, face additional obstacles compared to day schools, such as the need for continuous access to technology and the integration of digital tools into both academic and residential life. These main challenges have been identified in research and need to be addressed for effective technology integration. One of the biggest obstacles in integrating technology is the limited funding for connectivity and technological resources. Many schools struggle to provide adequate hardware and software, which are essential for effective

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<sup>28</sup> Apdan Pebriana, Dudung Dudung, and D Yadi Heryadi, "Pengembangan Pondok Pesantren Melalui Program Kewirausahaan Untuk Kemandirian Pesantren" 1, no. 3 (2024): 21–28, <https://doi.org/10.62951/mikroba.v1i3.149>.

<sup>29</sup> Saifullah and Anton, "Peningkatan Keterampilan Santripreneur Melalui Pelatihan Kewirausahaan Berbasis Digital Marketing Di Kabupaten Garut."

<sup>30</sup> Feri Sandria et al., "Entrepreneurship Management of Islamic Boarding Schools," *At-Turots*, 2024, 650–62, <https://doi.org/10.51468/jpi.v6i2.775>.

<sup>31</sup> Dedy Prasetyo Winarto, Niken Yatnaningtias, and Tio Ari Laksono, "Management Of Entrepreneurship Education In Realization Entrepreneurial Students (Multisite Study At The LPI Al Azhaar Islamic Boarding School, Tulungagung And The Modern Islamic Boarding School Sumberdaya At Taqwa (Pomosda) Nganjuk)," *International Journal of Educational Research and Social Sciences* 5, no. 5 (2024): 811–16, <https://doi.org/10.51601/ijersc.v5i5.884>.

<sup>32</sup> Dewi Shofi Mulyati et al., "Entrepreneurship Development in Islamic Boarding School Through Tabulampot Cultivation," *KnE Social Sciences*, 2024, <https://doi.org/10.18502/kss.v9i22.16654>.

<sup>33</sup> Yunita, Machrus, and Fauzi, "Aktualisasi Kemandirian Dan Entrepreneur Melalui Program Bazar Santri."

technology integration<sup>34 35</sup>. In addition, inconsistent implementation of technology across schools leads to disparities in access and the quality of digital education, further complicating integration efforts<sup>36</sup>. In addition to infrastructure issues, the lack of proper training for teachers is also a major problem. Many educators lack the necessary skills to effectively integrate digital tools into their teaching process<sup>37 38</sup>. Furthermore, the lack of adequate professional development opportunities hinders teachers' ability to adapt to new technologies and teaching methods needed to foster critical thinking and creativity among students.<sup>39</sup>

On the other hand, resistance to change and personal attitudes toward technology can hinder its integration in schools. Teachers' perceptions and attitudes greatly influence how technology is used in the classroom<sup>40 41</sup>. Pesantren also faces challenges in integrating technology into their residential life aspects, ensuring that students have access to digital tools outside of class hours<sup>42</sup>. The lack of clear policies and strategic planning for technology integration can lead to fragmented efforts and hinder the development of a cohesive digital strategy<sup>43 44</sup>.

Educational leadership also plays a crucial role in shaping the digital landscape of schools, but many leaders lack the digital skills and strategic insight necessary to drive effective technology integration<sup>45</sup>. Although these challenges are significant, they also present opportunities for innovation and improvement. With strategic planning, professional development, and investment in infrastructure, boarding schools can enhance the quality of education and better prepare students for a technology-driven world. However, it is important to understand that technology integration is not a one-size-fits-all solution; it must be tailored to the specific needs and context of each school<sup>46 47</sup>.

## Discussion

### 1. What is the role of santri in driving innovation in the fields of business, science, and technology in pesantren?

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<sup>34</sup> Mampota Selialia and Lehlohonolo Kurata, "Practical Challenges of Integrating Technology within Lesotho's Secondary Geography Education: A Conceptual Analysis," *International Journal of Science and Research Archive*, 2023, <https://doi.org/10.30574/ijrsra.2023.10.2.1079>.

<sup>35</sup> Gillian Bagley and Thomas G Ryan, "Nurturing the Integration of Technology in Education," 2015.

<sup>36</sup> Selialia and Kurata, "Practical Challenges of Integrating Technology within Lesotho's Secondary Geography Education: A Conceptual Analysis."

<sup>37</sup> Konrad Miskiewicz, "Jak Technologie ZmieniajÄ... RolÄ™ Nauczyciela?," *JÄ™zyki Obce w Szkole* 4, no. 2024 (2024): 39–45, <https://doi.org/10.47050/jows.2024.4.39-45>.

<sup>38</sup> Christiane Caneva and Caroline Pulfrey, "Digital Capacity Building in Schools: Strategies, Challenges, and Outcomes," *MÄ©diations & MÄ©diatisations*, 2023, <https://doi.org/10.52358/mm.vi13.394>.

<sup>39</sup> Bagley and Ryan, "Nurturing the Integration of Technology in Education."

<sup>40</sup> Bagley and Ryan.

<sup>41</sup> Nicholas Wilson, "Sociotechnical and Pedagogical Barriers to Technology Integration," 2017, 19–37, <https://doi.org/10.4018/978-1-5225-0965-3.CH002>.

<sup>42</sup> Valencia and Shodiq, "Educational Transformation: Implementation of Technology-Based Learning Models in Improving Critical Thinking Skills in Boarding School Environments."

<sup>43</sup> Selialia and Kurata, "Practical Challenges of Integrating Technology within Lesotho's Secondary Geography Education: A Conceptual Analysis."

<sup>44</sup> Caneva and Pulfrey, "Digital Capacity Building in Schools: Strategies, Challenges, and Outcomes."

<sup>45</sup> Caneva and Pulfrey.

<sup>46</sup> Dwi Setiawati Radjak, Syarifudin Jusuf, and Andi Darmawan Bongkan, "The Urgency of Digitizing Learning for Madrasah Aliyah Islamic Boarding School Students in The Era Of Society 5.0," *Journal of Learning and Technology* 3, no. 1 (2024): 1–9, <https://doi.org/10.33830/jlt.v3i1.7896>.

<sup>47</sup> Joanne Capper, "Complexities and Challenges of Integrating Technology Into the Curriculum," 2003.

Santri, or students in Islamic boarding schools, play a crucial role in driving innovation in the fields of business, science, and technology within these institutions. The integration of religious education with entrepreneurial skills and modern technology has transformed the traditional role of santri, preparing them to face contemporary challenges. This transformation is facilitated by a supportive school environment, proactive behavior from the santri, and the presence of structured entrepreneurship programs. Collectively, these factors create an atmosphere conducive to the development of innovation among santri.

The proactive behavior of santri and the supportive school climate greatly influence the innovation they produce. A conducive environment encourages santri to engage in various innovative activities, with research showing a 14.9% difference in innovative behavior influenced by these factors<sup>48</sup>. Programs that develop proactive behavior and create a supportive physical and psychological environment are essential to sustaining innovation among santri<sup>49</sup>. In addition, the integration of technology in pesantren education, such as the development of digitally-based dayahs, not only enhances the learning experience but also expands access to various digital resources, helping santri adapt more easily to the ever-evolving digital world and improving the quality of their education<sup>50</sup>.

In terms of entrepreneurship, pesantren are increasingly integrating entrepreneurship lessons into their curriculum. Programs such as Market Day at Kuningan Pembangunan Boarding School provide practical business experience that is highly beneficial for the development of santri's entrepreneurial skills.<sup>51</sup> Schools like Al-Kasyaf in Bandung have also developed business units that teach product design, promotion, and online sales, further strengthening the entrepreneurial mindset among santri<sup>52</sup>. Empowering santri through creative economic projects, such as "Kimi Bag," demonstrates how santri are capable of innovating and penetrating international markets<sup>53</sup>. The concept of Santripreneurship, which combines religious education with entrepreneurship, is crucial in supporting economic independence and community development. Islamic boarding schools build business units and cooperatives that contribute to the local economy and

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<sup>48</sup> Akhmad Baidun et al., "Innovative Work Behavior of Santri: The Influence of Proactive Personality and Boarding School Climate," *Jurnal Tazkiya* 12, no. 1 (2024): 17–26, <https://doi.org/10.15408/tazkiya.v12i1.37945>.

<sup>49</sup> Baidun et al.

<sup>50</sup> Ratu Safitri, Dedek Dhea Fitriana, and Suhaila, "Model Kebijakan Pengembangan Dayah Berbasis Digital Di Al-Muslimun Islamic Boarding School," *Jurnal Manajemen Pendidikan Islam Darussalam* 6, no. 2 (2024): 157–73, <https://doi.org/10.30739/jmpid.v6i2.3132>.

<sup>51</sup> Abdullah et al., "Santri Entrepreneurship Education in the Market Day Program at Kuningan Pembangunan Islamic Boarding School."

<sup>52</sup> Ade Hasim, Ulil Amri Syafri, and Abdul Hayyie Al-Kattani, "Membangun Mental Kewirausahaan Santri Di Pondok Pesantren Al-Kasyaf Bandung," *Al-Liqa: Jurnal Pendidikan Islam* 8, no. 1 (2023): 89–102, <https://doi.org/10.46963/alliqa.v8i1.623>.

<sup>53</sup> Ning Karna Wijaya and Soraya Aini, "Pemberdayaan Santri Dalam Pengembangan Ekonomi Kreatif 'Kimi Bag' Di Pondok Pesantren Al Qohar Klaten" 20, no. 1 (2020): 23–38, <https://doi.org/10.21580/DMS.2020.201.5124>.

create job opportunities<sup>54 55</sup>. Although the role of santri in driving innovation is highly significant, challenges remain in balancing religious education with entrepreneurial skills and modern technology. The success of these initiatives largely depends on the continued support from the school environment, government participation, and the community to ensure that santri can effectively contribute to community and economic development.

## 2. What challenges do pesantren face in integrating entrepreneurship and technology into their curriculum to support the development of santri as agents of change?

Pesantren face several significant challenges in integrating entrepreneurship and technology into their education curriculum, which is crucial for developing the school as an agent of change

- a. The main challenges faced include the need for experiential learning opportunities, integration of digital literacy, and overcoming resistance to change. Additionally, there are financial constraints and the need for effective management and governance to support this educational transformation. One challenge faced is the lack of experiential learning opportunities, such as technology-based business incubators, which are not fully utilized in many educational settings. These incubators, which should function as living laboratories and provide real-world experience for students, often lack the necessary support and resources to be effective<sup>56</sup>. Therefore, institutional support becomes crucial in fostering an entrepreneurial mindset, which includes providing quality education, cultural inclusivity, and opportunities for experiential learning to develop creativity and adaptability among students<sup>57</sup>.
- b. Integration of Digital Literacy into the Curriculum for Economic Empowerment and Independence. The integration of digital literacy into the curriculum is crucial for economic empowerment and independence. However, this requires significant curriculum development as well as teacher training to ensure that students are equipped with the necessary digital competencies<sup>58</sup>. Islamic pesantren, for example, face challenges in integrating digital literacy due to limited resources and resistance to change among students and educators<sup>59</sup>. Financial constraints also add significant challenges, as the costs of implementing entrepreneurship

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<sup>54</sup> Muhammad Fahmul Iltiham and Wiwin Ainis Rohtih, "Inspiring Entrepreneurial Spirit to Achieve Economic Independence for the Community Based on the Foundation of Islamic Boarding Schools," *Malia: Jurnal Ekonomi Islam Universitas Yudharta Pasuruan* 15, no. 1 (2023): 94–104, <https://doi.org/10.35891/ml.v15i1.4915>.

<sup>55</sup> Khairun Nisa et al., "Santripreneurship: A Strategic Approach to Human Capital Development," *KnE Social Sciences*, 2024, <https://doi.org/10.18502/kss.v9i32.17457>.

<sup>56</sup> Andrew Czuchry and W Andrew Clark, "Technology Based Business Incubators: Living Laboratories For Entrepreneurial Students," 2004.

<sup>57</sup> Syed Rizwan Ali, Sehrish Qasim, and Mehdi Abbas, "Fostering an Entrepreneurial Mindset Through Education: Challenges and Opportunities," *Global Social Sciences Review* IX, no. IV (2024): 179–94, [https://doi.org/10.31703/gssr.2024\(ix-iv\).18](https://doi.org/10.31703/gssr.2024(ix-iv).18).

<sup>58</sup> Agung Hendra Setiawan, "Integrating Digital Literacy and Entrepreneurship in Pesantren Curriculum for Economic Empowerment" 1, no. 1 (2024): 48–55, <https://doi.org/10.70063/eduspectrum.v1i1.26>.

<sup>59</sup> Sufyan Sufyan, Jamali Jamali, and Anda Juanda, "Entrepreneurship Education and Independence of Students of Ulfiyah Progressive Islamic Boarding School, Segeran Kidul Juntinyuat Indramayu, Indonesia," *International Journal of Social Science and Human Research* 07, no. 10 (2024), <https://doi.org/10.47191/ijsshr/v7-i10-31>.

and technology programs can be very high. Therefore, schools need to find ways to become economically self-sufficient, such as developing business units within the institution <sup>60</sup>. In addition, effective governance and management are required to maintain trust and ensure the success of entrepreneurship programs, including regular consultations and reporting between leaders and stakeholders <sup>61</sup>.

- c. Resistance to change from students and educators can hinder the integration of new educational models. Addressing this resistance requires a dynamic and inclusive approach that takes into account the cultural and religious values of the institution <sup>62</sup> <sup>63</sup>. Schools must balance the integration of technology with the preservation of traditional values to ensure that educational reforms do not compromise the core principles of the institution. <sup>64</sup>. Although these challenges are significant, they also create great opportunities for innovation and growth. By addressing these issues, boarding schools can enhance their role as agents of change, nurturing a generation of students who are not only academically skilled but also possess entrepreneurial abilities and technological understanding. This transformation requires collaboration between educators, policymakers, and stakeholders to create an environment that supports the advancement of this education

### **3. What are the factors that influence the success of technology integration into the pesantren curriculum, and what solutions can be applied to overcome the existing challenges to support the development of innovative santri?**

The success of technology integration into the boarding school curriculum is influenced by several key factors, including leadership commitment, infrastructure, teacher training, and the alignment of technology with educational goals. Addressing these factors can help overcome existing challenges and foster an innovative educational environment.

Effective instructional leadership is crucial for technology integration, as school leaders play a key role in mobilizing resources and engaging teachers in the transformation process <sup>65</sup>. Commitment to Total Quality Management (TQM) ensures that all stakeholders, including management, teachers, and students, are involved in the digital transition <sup>66</sup>.

Adequate digital infrastructure is essential to support technology-based learning models, which can enhance critical thinking skills among

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<sup>60</sup> Sandria et al., "Entrepreneurship Management of Islamic Boarding Schools."

<sup>61</sup> Sandria et al.

<sup>62</sup> Sufyan, Jamali, and Juanda, "Entrepreneurship Education and Independence of Students of Ulfiyah Progressive Islamic Boarding School, Segeran Kidul Juntinyuat Indramayu, Indonesia."

<sup>63</sup> Rachmad Arif Maâ€™ruf et al., "Islamic Boarding Schools and Technology: Efforts to Overcome Social Changes in Santri Misuse of Gadgets," *Al-Ishlah* 16, no. 2 (2024), <https://doi.org/10.35445/alishlah.v16i2.5338>.

<sup>64</sup> Maâ€™ruf et al.

<sup>65</sup> Wang and Williams, "Integrating Technology into School-Wide Adoption of Flipped Learning: Perceptions of a School Principal."

<sup>66</sup> Rada et al., "Beyond the Classroom: Total Quality Management and Digital Innovation in Education."

students.<sup>67</sup> Innovation management is necessary to address challenges such as limited infrastructure and varying levels of technological literacy, especially in developing economies<sup>68</sup>.

Ongoing professional development and training for teachers in the use of technology are crucial for successful integration<sup>69</sup>. Involving teachers as researchers can empower them to lead instructional reforms effectively<sup>70</sup>.

While these factors are crucial for the success of technology integration, challenges such as resistance to change and disparities in access to technology can hinder progress. Addressing these issues requires a comprehensive approach that includes policy support and community engagement to create a more inclusive educational landscape

## Conclusion

Based on the research questions, findings, contributions, and limitations, the following conclusion can be drawn from this study. First, the role of santri in driving innovation in business, science, and technology within pesantren is significant, as evidenced by their strong religious values, discipline, and social skills, which are further enhanced by entrepreneurship programs such as Santripreneur and One Pesantren One Product (OPOP)<sup>1</sup>. These initiatives have fostered economic independence and practical business skills among santri, demonstrating their capacity as agents of change. Second, the most significant challenges faced by pesantren include the absence of a structured entrepreneurship curriculum and limited integration of technology in educational practices, which hinder the optimal development of entrepreneurial and technological skills among santri<sup>1</sup>. The research highlights that addressing these challenges requires improvements in digital infrastructure, ongoing teacher training, and alignment of technology with educational objectives to create a more inclusive and innovative learning environment.

The most significant findings of this study are the identification of the proactive role of santri in innovation and the positive impact of practical entrepreneurship training and digital literacy programs on their development. Additionally, the study underscores the importance of a supportive pesantren climate and leadership commitment in facilitating successful technology integration and entrepreneurship education. The research contributes to the literature by providing a comprehensive analysis of the intersection between religious education, entrepreneurship, and technology in pesantren, and by offering practical recommendations for bridging the gap between theory and practice in entrepreneurship education.

However, this study is limited by its reliance on literature review methods, which may not capture the full diversity of pesantren experiences across different regions. The findings are also constrained by the availability and quality of existing studies, and further empirical research is needed to explore the direct impact of

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<sup>67</sup> Valencia and Shodiq, "Educational Transformation: Implementation of Technology-Based Learning Models in Improving Critical Thinking Skills in Boarding School Environments."

<sup>68</sup> E Elbadiansyah et al., "The Role of Innovation Management in Driving Educational Technology Adoption in Emerging Economies," *International Journal of Humanities Education and Social Sciences* 3, no. 1 (2024): 1–12, <https://doi.org/10.58578/ijhess.v3i1.4260>.

<sup>69</sup> Rada et al., "Beyond the Classroom: Total Quality Management and Digital Innovation in Education."

<sup>70</sup> Wang and Williams, "Integrating Technology into School-Wide Adoption of Flipped Learning: Perceptions of a School Principal."

specific interventions and to develop best practices for integrating entrepreneurship and technology in pesantren education.

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