

Entrepreneurship Management of Islamic Boarding School Students (*Santri*) Based on Alumni Empowerment at Al-Khoirot Islamic Boarding School

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Abstract: Islamic boarding schools (*pesantren*) play a strategic role in producing a generation of students who are not only religious but also economically independent. This study aims to describe the Management of Student Entrepreneurship Education based on alumni empowerment at the Al-Khoirot Islamic Boarding School in Malang Regency. Using a descriptive qualitative approach and case studies, data were collected from mentors, alumni, and active students through semi-open questionnaires, limited interviews, participant observation, and documentation. The results show that alumni play a significant role in training, mentoring, and managing Islamic boarding school business units. Alumni involvement is not only based on economic aspects but also on emotional ties to the alma mater. However, the implementation of entrepreneurship programs still faces challenges such as irregular training, weak coordination between units, and low student participation. With more structured and collaborative management, Islamic boarding schools can create a sustainable entrepreneurial ecosystem integrated with the educational curriculum.

Keywords: Islamic boarding school students (*santri*); Entrepreneurship education; Alumni empowerment.

INTRODUCTION

Amidst economic challenges and high youth unemployment rates (Treesje Imran et al. 2025), Islamic boarding schools are required to not only produce religious students, but also economically independent (Sriyana 2024). Islamic boarding schools are traditional Islamic educational institutions in Indonesia that function as centers for religious learning and character formation of students (Wasehudin 2025). As time goes by, Islamic boarding schools need to adapt to meet the broader needs of society (Kurnia 2025). Islamic boarding

schools produce outstanding figures, maintaining their existence amidst the currents of globalization (Husni 2025). In response to the challenges of the times, Islamic boarding schools are expanding their role to strengthen the economy of students (Nasik 2025). Global challenges such as unemployment and the economic crisis demand empowerment-based solutions, including from Islamic boarding schools as traditional educational institutions (Madya 2025).

The term management comes from the word "to manage" which means to organize, manage, control, and administer (Hutauruk 2023). Management is the process of planning, organizing, directing, and supervising the utilization of resources to achieve organizational goals (Ningsih 2023). Management is also the management of people and processes to achieve goals, particularly through creativity and innovation in entrepreneurship to improve welfare (Larasati 2021). Islamic boarding school management is the management of Islamic educational institutions through planning, organizing, implementing, and supervising educational and non-educational activities (Satya 2024).

In its development, management is not only understood as a technical activity but also as an art of organizing and leading organizations. Management requires coordination, communication, and collaboration among various parties so that organizational goals can be achieved effectively and efficiently (Huang 2023; Xinyu 2023). In addition, management involves the ability to adapt to environmental changes (Silitonga 2021), skills in managing human resources (Ochieng 2023; S 2022), and the utilization of information technology to improve performance (Cecilia 2022). Management is also seen as a process of strategic decision-making (Mahadi 2025; Rudd 2024), innovation management to maintain competitiveness (Husain 2024; Faiz 2024), as well as the development of participatory leadership within organizations (Natsir 2023). Thus, management functions not only as an administrative instrument but also as an integral strategy in building effectiveness, efficiency, and sustainability of modern organizations.

Entrepreneurship is a potential strategy for encouraging student independence (Kamaria 2024). Entrepreneurship is an active, creative, and empowered mental attitude in running a business to increase income (Nuraeni 2022). Entrepreneurship in Islamic education is an effort to instill an entrepreneurial spirit based on Islamic values (Bahtiar 2025). Entrepreneurial management includes the use of information and knowledge to strengthen business competitiveness and performance (Juarez-Varon 2024). In practice, entrepreneurial management requires expertise in teamwork, making critical decisions, and adapting strategies to rapid business changes (Oloruntosin Tolulope Joel and Vincent Ugochukwu Oguanobi 2024).

Islamic boarding schools manage entrepreneurship through planning and evaluation, with training and practical activities in business units such as cooperatives (Masrukhan 2025). Students can be empowered through creative product development (Aini 2020) and bazaar programs to enhance innovation and teamwork (Fauzi 2024). The success of students' entrepreneurial management is influenced by internal factors such as self-efficacy (Siswanto 2022), motivation, character, and the ability to overcome challenges (Djuarni 2023). The main challenges faced by Islamic boarding schools are limited capital, a lack of business knowledge, and a limited entrepreneurship curriculum, making training, policy support, and external collaboration crucial (Maarif 2024).

In this context, alumni empowerment is an important aspect that can strengthen the Islamic boarding school economy. Alumni hold a strategic position in the development of Islamic boarding schools (Komsatun 2023). Alumni have a strategic role in fostering an entrepreneurial culture by providing guidance, opening network access, and providing funding opportunities for students (Politis 2022). Alumni participation can be a means of transferring knowledge, raising motivation, and fostering entrepreneurial character in the educational environment (Akhmad 2025). Alumni empowerment can be carried out through collaboration in da'wah activities, education, and entrepreneurship (Sobri 2024). Alumni who have been successful in various business fields can become strategic partners for Islamic boarding schools in designing entrepreneurship programs, either as mentors, companions, or supporters of Islamic boarding school businesses (Albar 2024). Islamic boarding schools that are able to manage these relationships in a structured and systematic manner will have an advantage in creating a sustainable entrepreneurial ecosystem. Management plays a central role, namely the ability to direct all elements of an organization to achieve predetermined goals (Fauzi 2024). With effective management, Islamic boarding schools can optimize the role of alumni as part of an entrepreneurship-based economic empowerment strategy.

Meanwhile, according to Xuyan Wang, alumni networks play a strategic role in building a conducive entrepreneurial ecosystem, strengthening resource exchange, and serving as a source of inspiration and motivation for students to enter the business world (Mu 2021). An integrated ecosystem of alumni, faculty, and institutions supports student and alumni startups through mentoring, training, funding, and facilities. Dr. J. Deny (2021) affirms that such collaboration enhances guidance effectiveness and startup success (Deny 2021). Alumni networks mainly support students after they pursue entrepreneurship, while faculty and formal education play a stronger role in shaping early intentions (Fan, Hu, and Wang 2024).

Al-Khoirot Islamic Boarding School in Karangsuko, Malang Regency, is one such Islamic boarding school implementing this strategy through a collaborative management approach. With a vision of producing scholars and scholars with noble morals, this Islamic boarding school is committed to ensuring its graduates are able to make positive contributions to religion, the community, the nation, and the state (Husni 2025). To realize this vision, Al-Khoirot involves alumni in various strategic activities, such as managing the Islamic boarding school cooperative, developing business units, and providing entrepreneurship training for students. This collaboration not only strengthens the students' religious skills but also equips them with life skills and economic capabilities. However, the implementation of this strategy faces several challenges, such as limited human resources, a suboptimal business management system, and low entrepreneurial literacy among students. Therefore, an in-depth study is needed on how Islamic boarding school management, particularly at Al-Khoirot Islamic Boarding School, systematically and sustainably designs, implements, and manages entrepreneurship programs based on alumni empowerment.

Various previous studies have made important contributions to broadening the understanding of entrepreneurship and business management in educational contexts, including Islamic boarding schools. One relevant study is the study by Chukwuka and Igweh (2024), which examined the strategic impact of Artificial Intelligence (AI) use on entrepreneurial creativity and management. Although this study focused on the corporate sector, their findings indicate that managerial strategies based on innovation and technology utilization can promote business efficiency and sustainability. These findings can serve as a reference for Islamic boarding schools in strengthening the management systems of alumni-managed business units, particularly in addressing the challenges of modernization and efficiency in developing student entrepreneurship (Igweh 2024).

Furthermore, Portocarrero et al., through a systematic review of the literature on entrepreneurial affect, found that emotions, feelings, and personal attachments significantly influence entrepreneurial decision-making and behavior (Portocarrero 2025). This research shows that individual involvement in entrepreneurial activities is influenced not only by rational considerations but also by affective factors, including psychological and social ones. This aligns with the phenomenon in Islamic boarding schools (*pesantren*), where alumni contribute to business development not solely for economic reasons but also due to emotional ties to the institutions that once mentored them.

Furthermore, a study by Rafa Kusa et al. showed that entrepreneurial success is also influenced by adaptive managerial skills, particularly in crisis

situations. Dimensions such as innovation, diversification, and proactivity have proven to be an effective combination of strategies in maintaining business growth. These findings underscore the importance of a dynamic entrepreneurial management approach, as relevant for managing Islamic boarding school business units that involve alumni as strategic partners in facing fluctuating economic challenges.

Several previous studies are in line with this research. First, examining the strategic impact of artificial intelligence (AI) on creativity and entrepreneurship management (Igweh 2024). Second, analyzing the role of affect in entrepreneurship (Portocarrero et al. 2025). Third, exploring ambidexterity as the missing link between entrepreneurship, management, and innovation (Audretsch and Guerrero 2023). Fourth, studying the relationship between CRM and entrepreneurial marketing in business (Soto-Acosta 2022). Fifth, examining how Big Data and entrepreneurship are transforming the business landscape (Galdon 2024). Sixth, investigating the evolution of knowledge management for sustainable entrepreneurship research by analyzing major trends and key concepts (Soliman 2024). Seventh, analyzing the fundamental elements of entrepreneurial leadership (Oloruntosin Tolulope Joel and Vincent Ugochukwu Oguanobi 2024). Eighth, conducting a systematic review of entrepreneurship literature by identifying studies that examine ETA and their outcomes (Stubner 2024). Ninth, highlighting the latest developments in corporate entrepreneurship research (Zahra 2022). Tenth, examining the impact of digital innovation on entrepreneurship and its outcomes across various socio-political contexts (Kreiterling 2023).

When compared with these ten previous studies, this research shows both similarities and differences that highlight its uniqueness. The similarities lie in its focus on strengthening entrepreneurship management, sustainability strategies, and non-economic factors such as affect, leadership, innovation, and knowledge, which were also studied by Chukwuka and Igweh (2024), Portocarrero (2025), Audretsch and Guerrero (2023), and Alkathiri et al. (2024). However, the differences are quite significant, as previous studies mostly emphasized modern business contexts, corporations, and the use of technologies such as AI, Big Data, CRM, and digital innovation (Galdon 2024; Soto-Acosta 2022; Kreiterling 2023). In contrast, this research focuses on the pesantren ecosystem with alumni empowerment as strategic partners. Thus, the main contribution of this study is to offer a new perspective on entrepreneurship management within a religious community, which is not only oriented toward economic gains but also grounded in emotional bonds, spiritual values, and social-educational purposes.

However, one important aspect that has rarely been studied in depth is how Islamic boarding schools manage the role of alumni in supporting student entrepreneurship. Alumni have strategic potential to become partners in business units, training, and funding. The absence of specific studies on alumni management within Islamic boarding school management systems indicates a relevant research gap to be filled. Therefore, further studies are needed that focus on Islamic boarding school management strategies in establishing productive partnerships with alumni to strengthen the entrepreneurial ecosystem within the Islamic boarding school environment.

Based on the above description, this study aims to describe the management of Al-Khoirot Islamic Boarding School in developing student entrepreneurship based on alumni empowerment, analyze the forms and roles of alumni in the management of cooperatives and Islamic boarding school business units, and identify challenges and solutions faced in implementing this program. The research questions to be examined in this study include: (1) How does Al-Khoirot Islamic Boarding School manage the development of student entrepreneurship based on alumni empowerment? (2) What are the contributions of alumni in the management of cooperatives and Islamic boarding school business units?

Based on the problem formulation presented above, this research is based on several fundamental assumptions. One key assumption is that Al-Khoirot Islamic Boarding School has a management system capable of designing and directing sustainable student entrepreneurship programs. Furthermore, alumni are viewed as a vital part of the Islamic boarding school ecosystem, not only possessing an emotional bond with the institution but also possessing significant potential to make tangible contributions, whether in the form of ideas, manpower, or capital, to support the school's business units. Another assumption is that alumni involvement in the management of cooperatives and business units is key to the success of the Islamic boarding school's economic empowerment program. Finally, it is believed that any challenges arising in program implementation can be addressed through adaptive and collaborative management strategies.

In line with these assumptions, this study hypothesizes that the success of student entrepreneurship at Al-Khoirot Islamic Boarding School is closely correlated with the school's managerial capacity in building productive relationships with alumni. The next hypothesis states that alumni contributions are not only formal but also manifest in their active involvement in the planning and implementation stages of the Islamic boarding school's business units and cooperatives. Furthermore, it is hypothesized that challenges in implementing the santri entrepreneurship program can be overcome through collaborative

managerial strategies rooted in the family values typical of Islamic boarding schools.

This research is expected to provide theoretical contributions to Islamic boarding school management and Islamic boarding school-based entrepreneurship. Practically, the results of this study can serve as a reference for other Islamic boarding school managers in developing student independence programs, for alumni in strengthening relationships and contributions to their alma mater, and for stakeholders in developing an economic empowerment model based on Islamic values and the togetherness of the Islamic boarding school community.

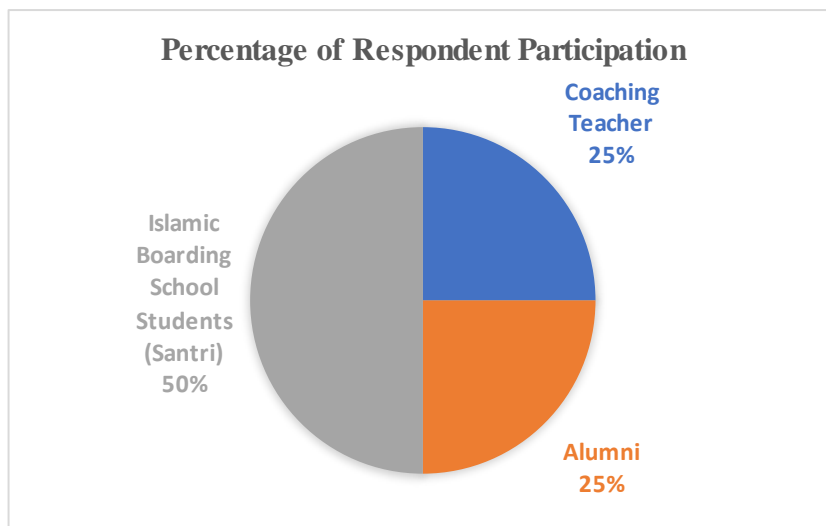
RESEARCH METHODOLOGY

This study employs a descriptive qualitative approach with a single case study conducted at Al-Khoirot Islamic Boarding School in Malang Regency. The site was purposively selected due to its distinctive integration of entrepreneurship education within the Islamic boarding school curriculum and its well-established alumni empowerment programs, making it both unique and representative of similar institutions. This approach was deemed appropriate to explore complex, context-dependent phenomena related to alumni-based entrepreneurship management. The participants consisted of five supervising teachers, five alumni actively involved in managing business units, and ten active students. All participants were selected using purposive sampling based on their direct roles and involvement in the entrepreneurship program, ensuring that the sample adequately reflected perspectives relevant to the study's objectives..

Data were collected using four complementary methods to enable methodological triangulation: (1) semi-open-ended questionnaires to 20 purposively selected participants; (2) limited interviews of 30–45 minutes each, conducted twice per participant; (3) participant observation over two months (May–June 2025) during entrepreneurship training sessions and daily activities; and (4) documentation analysis of institutional records and alumni-managed business unit reports. Analysis followed the Miles and Huberman model—data reduction through coding, data display via matrices and summaries, and conclusion drawing with iterative verification. Triangulation was operationalized by cross-checking interviews, observations, and documents, resolving discrepancies through follow-up discussions. Ethical clearance was obtained from Al-Khoirot Islamic Boarding School, with informed consent and confidentiality maintained for all participants.

RESULTS AND DISCUSSION

This study aims to analyze the management of student entrepreneurship based on alumni empowerment at the Al-Khoirot Islamic Boarding School. The discussion focuses on three main issues: student entrepreneurship development management, alumni contributions to the management of Islamic boarding school business units, and challenges and strategies in implementing the entrepreneurship program. The results of this discussion integrate quantitative data from the questionnaire with qualitative data in the form of documentation and field observations, and are analyzed using management and empowerment theories as described in the literature review. Data were obtained through a semi-open questionnaire distributed to three groups of respondents: 5 entrepreneurship mentor teachers, 10 active students, and 5 alumni of Al-Khoirot Islamic Boarding School.

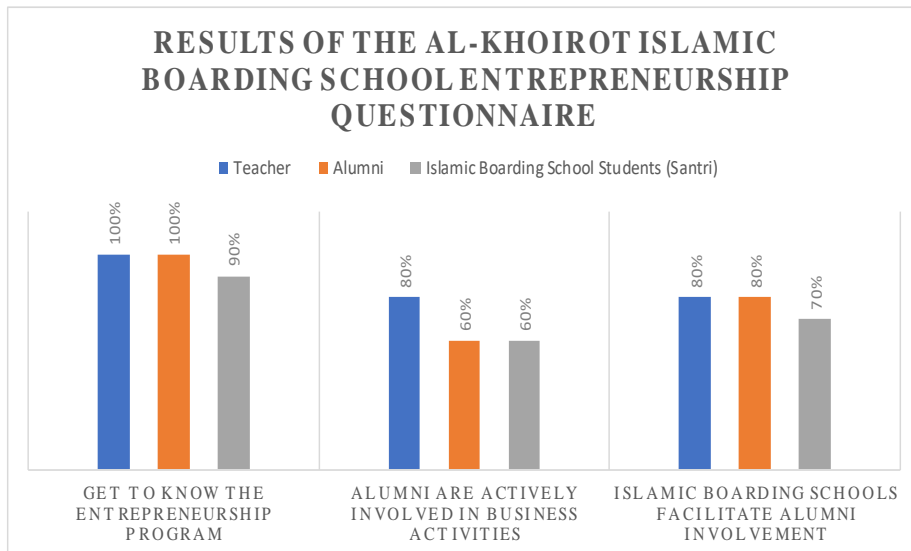


Source: Closed questionnaire results

Figure 1. Percentage of Respondents

The entrepreneurship program at Al-Khoirot Islamic Boarding School is widely recognized within the Islamic boarding school community, as evidenced by a questionnaire survey that showed all teachers and alumni were aware of the program, and 90% of students were also aware of its existence. This finding indicates that internal communication within the Islamic boarding school regarding the entrepreneurship program is well-established. This supports the principles of modern Islamic boarding school management, which emphasizes not only administrative aspects but also values management and social relations among elements within the Islamic boarding school. This entrepreneurship

program is facilitated through training, practical activities, and business unit management. The following figure presents a comparison of the level of understanding and involvement of teachers, alumni, and students in the Islamic boarding school entrepreneurship program.



Source: Closed questionnaire results

Figure 2. Comparative Graph of Respondents' Understanding and Involvement in the Entrepreneurship Program.

The graph shows that alumni and teachers have a high level of understanding and involvement, while student participation is slightly lower, particularly in terms of direct involvement. This indicates the need to strengthen managerial strategies to ensure students are more active as key actors in entrepreneurship development. In this context, an entrepreneurial approach in Islamic education that emphasizes the integration of spiritual values and life skills is highly relevant, as explained in the literature review.

The contribution of alumni to the management of Islamic boarding school business units has also proven significant. Most teachers and alumni stated that they are actively involved in Islamic boarding school business activities, including cooperative management, training, and mentoring students. Furthermore, the results of an interview conducted on Friday, June 20, 2025, at 1:14 PM WIB, with Ustadzah Sholihah (supervisory teacher) and Ustadz Lutfi (manager of the Ikmal Santri Cooperative). This interview aimed to gain further information regarding the implementation, management, and utilization of the

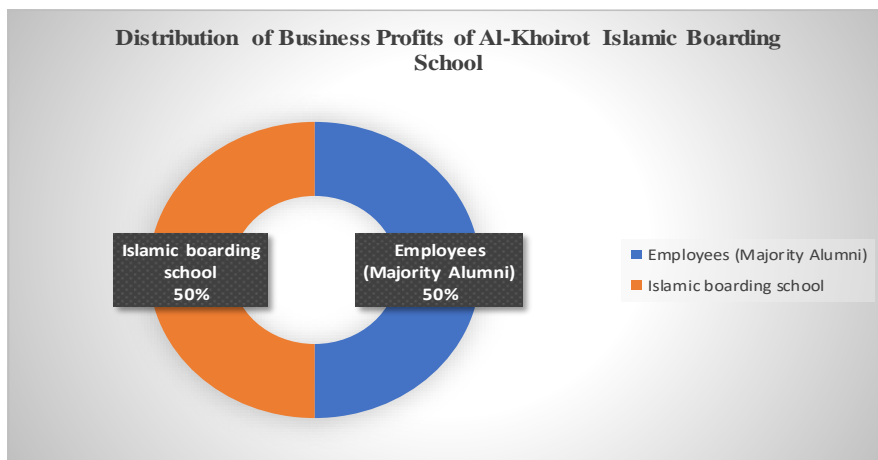
proceeds from the Islamic boarding school business units managed by alumni and students.

Tabel 1. Interview Result Data table

Rated aspect	Information
Interview Time	Friday, June 20, 2025, 1:14 PM WIB
and Place	Location: KSI Wholesale Store living room
Source person	Ustadzah Sholihah (Teacher) and Ustadz Arifin (Alumni, KSI Administrator)
Distribution of	- 50% for business unit employees (mostly alumni)
Business Profits	- 50% for Islamic boarding schools
Source of Capital	The initial capital came from Islamic boarding schools
Use of Islamic	1. Development of Islamic boarding school facilities
Boarding School	2. Scholarships for outstanding students (18 students)
Funds	3. Scholarships for underprivileged students (12 students)
	4. Scholarships for teachers' children (10 students)
	5. Scholarships for community service (11 students)
	6. Undergraduate scholarships for student managers (6 students)

Source: Interview Data

Based on an interview on June 20, 2025, it was learned that the Islamic boarding school's business profits are divided in two: 50% for employees (mostly alumni) and 50% for the boarding school. The boarding school's funds are allocated for facility development and various scholarship programs. The details of this division are listed in Table 3 and visualized in Figure 5, which reflects the collaborative and socially oriented management practices at the Al-Khoirot Islamic Boarding School.



Source: Closed questionnaire results

Figure 3. Distribution of Islamic Boarding School Business Profits

Fifty percent of the Islamic boarding school's profits are allocated to the institution's internal needs and various scholarships. As shown in Table 4 below, these funds are used for facility development and awarded to a number of students in various categories, including high-achieving students, those in need, children of teachers, civil servants, and students managing businesses who receive scholarships.

Table 2. Distribution of Funds (50%) for Islamic Boarding Schools from Business Profits

No.	Fund Allocation	Number of Recipients	Additional information
1	Development of Islamic Boarding School Facilities	-	Used for repair and construction of physical facilities
2	Scholarship for Outstanding Students	18 students	Untuk santri yang memiliki prestasi akademik/non-akademik
3	Scholarships for Underprivileged Students	12 students	Supporting students from underprivileged families
4	Teacher's Children Scholarship	10 teacher's children	Providing relief from education costs
5	Abdi Ndalem Student Scholarship	11 students	Includes tuition fees + living expenses
6	College Scholarships	6 students	Free lectures for students who are active in business units

Source: Documentation data

This allocation visualization is clarified in Figure 6, which shows the overall distribution of funds. This finding reflects the implementation of participatory Islamic boarding school management that supports the sustainable strengthening of human resource capacity.

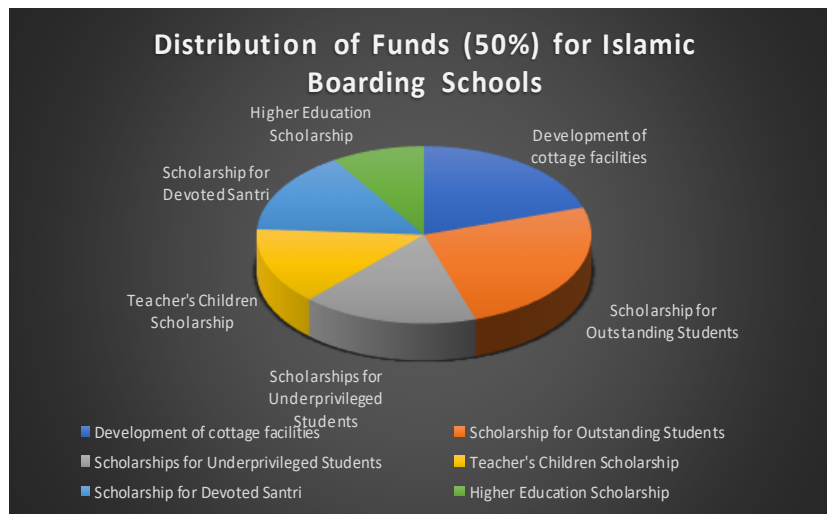


Figure 4. Distribution of profits (50%) for Islamic boarding schools

The research findings indicate that the management of student entrepreneurship at Al-Khoirot Islamic Boarding School (PPK) is conducted collaboratively, particularly through the involvement of alumni in the management of the school's business units. Alumni not only act as entrepreneurs but also as strategic partners for the school, channeling business profits to support the educational needs and welfare of students. Interviews with cooperative administrators and entrepreneurship teachers revealed that the business profits are distributed 50% to employees (mostly alumni) and 50% to the school. The portion allocated to the school is allocated to various key areas, including the development of boarding school facilities, scholarships for high-achieving students, students for underprivileged students, students for teachers' children, students for community service, and free college scholarships for students who manage businesses. This demonstrates a management system that is not solely economic but also prioritizes social values and educational sustainability.

These findings align with the concept of modern Islamic boarding school management, which extends beyond administrative focus to include social and participatory dimensions, involving internal communities, such as alumni and students, in the implementation of strategic programs. As explained in the literature, modern Islamic boarding school management encompasses the

professional planning, organization, implementation, and supervision of educational and non-educational activities, while remaining grounded in Islamic values and local traditions.

In this context, alumni involvement in business management is not solely driven by economic logic, but also by an emotional bond with the alma mater. This corroborates the findings of Portocarrero et al., who found that in entrepreneurial practice, affection and personal attachment play a crucial role in decision-making and the motivation for individual involvement (Portocarrero, 2025). Alumni who voluntarily set aside profits for scholarships, even supporting the studies of active students, represent tangible forms of social and emotional capital that strengthen bonds among members of the Islamic boarding school community.

Furthermore, the alumni-based entrepreneurial management model implemented at Al-Khoirot reflects a community empowerment approach, where alumni are not merely program objects but also subjects actively involved in designing, managing, and distributing business results for the collective benefit. This aligns with stakeholder theory, which emphasizes the importance of involving all stakeholders in the planning and implementation of institutional programs, including alumni as strategic partners in developing Islamic boarding school entrepreneurship.

The structured distribution of business profits allocated to various Islamic boarding school needs reinforces the conclusion that student entrepreneurship management at Al-Khoirot Islamic Boarding School has developed through a collaborative and sustainability-oriented approach.



Source: Field Documentation

Figure 5. Ikmal Sharia Cooperative (KSI) Building, cooperative, and business units at Al-Khoirot Islamic Boarding School

Field documentation shows that alumni members of the Ikmal Santri Cooperative have run various business units such as a stationery store, a grocery store, a photocopying and printing service, and a food stall. Alumni also produce and market independent products such as bottled water and Islamic boarding school coffee. The alumni-based student entrepreneurship management model at Al-Khoirot Islamic Boarding School demonstrates a collaborative approach based on the principle of community empowerment. In this system, alumni not only act as business implementers but also as the main drivers in designing, managing, and distributing business results for the benefit of the Islamic boarding school and for the collective benefit. This pattern aligns with the community-based strategic management model described by Chukwuka and Igweh (2024), stating that innovative and collaborative business management, especially those rooted in the community, is key to creating efficiency, sustainability, and broad social impact (Igweh 2024).

Alumni involvement is reflected in the management of the Ikmal Santri Cooperative (Koperasi Santri Ikmal, KSI), which houses various business units such as a stationery store, a grocery store, a photocopying and printing service, a food stall, and a pesantren-owned drinking water and coffee production facility. In this case, the pesantren acts as a facilitator, while alumni become active and strategic partners. This finding reflects a real and sustainable integration between the concepts of entrepreneurial management and community empowerment.

Furthermore, alumni participation in this program is driven not only by economic logic but also by an emotional bond with their alma mater. This aligns with the findings of Portocarrero et al. (2025) found that affective involvement and emotional connections have a significant influence on entrepreneurial sustainability, particularly in community-based contexts (Portocarrero, 2025). This emotional attachment is the moral strength of alumni in contributing selflessly to the economic sustainability of Islamic boarding schools.

Field documentation shows that the distribution pattern of business profits has been structuredly allocated to various Islamic boarding school interests, such as student scholarships, facility maintenance, and the development of educational and da'wah activities. Thus, student entrepreneurship management at Al-Khoirot Islamic Boarding School has developed through a strategic approach that combines emotional, institutional, and socio-economic aspects.

However, several challenges remain in program implementation. Based on questionnaires and interviews, the main obstacles include: inconsistent training schedules, weak coordination between business units, limited student involvement in business practices, and minimal direct guidance from alumni.

These challenges indicate the need to develop a more structured and participatory system.

The following table summarizes the challenges faced and proposed strategies based on field findings:

Table 3. Challenges Faced and Proposed Strategies

Main Challenges	Proposed Solution Strategy
Training schedule is inconsistent	Develop a regular and ongoing training calendar
Coordination between business units is less than optimal	Forming a coordination team between business units with structured roles
The involvement of students is still limited	Create an intensive mentoring program between alumni and students
Lack of direct guidance from alumni	Integrating alumni mentoring sessions into the daily activity schedule

Source: Results of filling out an open questionnaire

The most significant findings indicate that the majority of respondents (14 out of 20) prioritized the development of a consistent and sustainable training calendar as the key strategy to strengthen student entrepreneurship management. This was followed by the need to enhance coordination between business units through the formation of dedicated teams (11 respondents) and to implement more intensive alumni–student mentoring programs (9 respondents). These strategies illustrate a participatory approach to institutional management, where decision-making and program implementation actively involve multiple internal elements of the Islamic boarding school.

This participatory framework aligns with the adaptive entrepreneurship management model, which emphasizes flexibility and innovation in responding to emerging challenges. Moreover, alumni participation was found to reinforce the affective dimension of institutional relationships, fostering a sense of ownership and commitment to the sustainability of the Islamic boarding school, as outlined in Portocarrero et al.’s affective theory.

Overall, student entrepreneurship management at Al-Khoirot Islamic Boarding School has evolved into a collaborative model that is simultaneously functional, emotional, and strategic. Moving forward, the program’s effectiveness will require a more established and sustainable institutional system, fully integrated into both the educational curriculum and the students’ daily

activities. Such integration is expected to nurture students as not only religiously grounded individuals but also independent and competitive entrepreneurs.

CONCLUSION

This study demonstrates that the management of student entrepreneurship at Al-Khoirot Islamic Boarding School is implemented through a collaborative model with alumni as strategic partners in training, mentoring, and managing business units. The novelty of this study lies in the conceptualization of the role of alumni as part of the management that combines affective, religious, and strategic dimensions, differing from the common view that only sees alumni as financial contributors or advisors. The main findings reveal three key success factors: alumni involvement based on religious values that build trust, the integration of entrepreneurial activities into the students' daily routines, and management adaptation to local institutional culture. To overcome obstacles such as irregular training, weak coordination between units, and low student participation, this study recommends establishing an annual training calendar, establishing a cross-unit coordination committee, and implementing a structured alumni-student mentoring program. Theoretically, this study enriches the literature on entrepreneurship in the context of faith-based education by offering an adaptive management framework that can be replicated in Islamic boarding schools or similar institutions globally, while practically providing a scalable model for developing religious, independent, and competitive young entrepreneurs.

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