

Pemberdayaan Wirausahawan Perempuan di Lingkungan Pesantren melalui Sistem Pemesanan Terjadwal: Sebuah Pendekatan Pengabdian Masyarakat Terstruktur

Empowering Female Entrepreneurs in Islamic Boarding Schools through a Scheduled Ordering System: A Structured Community Engagement Approach

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Abstrak

Kegiatan pengabdian masyarakat ini dilatarbelakangi oleh permasalahan lemahnya kesiapan alumni pesantren dalam mengelola potensi kewirausahaan secara mandiri. Selama ini, kebutuhan santri seperti makanan ringan, alat ibadah, dan perlengkapan harian dipenuhi dari luar, sehingga peluang ekonomi internal tidak dimanfaatkan. Program ini bertujuan untuk mengembangkan model usaha berbasis pemesanan terjadwal (scheduled ordering system) yang dikelola oleh alumni dan pengasuh pesantren. Kegiatan dilakukan secara terstruktur selama dua semester, melalui pendekatan partisipatif meliputi pelatihan, motivasi kewirausahaan, digitalisasi pencatatan usaha, dan pendampingan bulanan oleh dosen pengabdi. Hasil program menunjukkan bahwa 75% peserta mulai mengenali potensi diri, 68% memiliki ide usaha konkret, dan terbentuk grup usaha "Bunda Bani HQ" sebagai inisiatif nyata. Sistem pemesanan yang diterapkan terbukti mampu menghubungkan kebutuhan santri dengan penyedia internal secara efisien. Program ini memberikan kontribusi nyata dalam membangun ekosistem kewirausahaan pesantren yang kolaboratif, kontekstual, dan berkelanjutan.

Kata Kunci: kewirausahaan pesantren, sistem pemesanan terjadwal, alumni PPHQ, pengabdian masyarakat, kampus berdampak

Abstract

*This community engagement program aims to strengthen pesantren-based entrepreneurship through a **scheduled ordering system** designed to meet the daily needs of female students. The system is managed collaboratively by caregivers and alumni of PPHQ Putri 1. This initiative serves as a strategic response to the limited entrepreneurial preparedness of pesantren alumni in addressing contemporary economic challenges, while also promoting community-based economic self-reliance. The program employed a **participatory approach**, incorporating entrepreneurship motivation sessions, personalized consultations, technical training in basic business management, and live implementation of an open pre-order service model. The activities were structured over two academic semesters (May–July 2025), covering stages such as student needs assessment, formation of operational teams, digital business recording training, and monthly business mentoring by university faculty. The results indicate*

a significant improvement in alumni entrepreneurial motivation, business mindset development, and concrete initiatives, including the formation of alumni-led business groups. Moreover, the scheduled ordering model proved effective in linking internal supply with actual student demand in a responsive and efficient manner. This initiative successfully demonstrated a replicable and structured model of pesantren-based entrepreneurship, grounded in real community needs and sustained through collaborative engagement.

Keywords: *pesantren entrepreneurship, scheduled ordering system, PPHQ alumni, community engagement, impactful campus*

INTRODUCTION

Pondok Pesantren Penghafal Al-Qur'an (PPHQ) Putri 1 is an Islamic educational institution that has consistently produced high-achieving female students in Qur'anic memorization and Islamic sciences. As its student population grows and their daily needs become more complex, the pesantren faces increasing pressure to provide safe, affordable, and value-aligned products and services internally.

At present, most basic necessities—such as healthy snacks, hygiene kits, and worship tools—are sourced externally, causing economic outflow from the pesantren community and its stakeholders. If managed professionally, this daily demand could serve as an internal economic opportunity that supports the pesantren's financial autonomy (A'yun, 2023; Fitriyah & Wulandari, 2023; Setyawan & Mubarak, 2023).

To address this, the **PPHQ Incubis Lab** was initiated as an entrepreneurship development platform using a **scheduled ordering system**, where goods are pre-ordered by students and supplied by pesantren-affiliated microentrepreneurs. The system is designed and managed by alumni and administrators of PPHQ Putri 1, with guidance from university-based community service teams (Rosyidi & Diah, 2024; Ramadhan & Fathoni, 2022).

The model's adoption is based on its compatibility with available human resources, low operational risk, and flexibility for student users. It exemplifies the concept of **minimum viable operation** commonly used in social enterprise incubation—starting from a simple but testable and expandable system (Martin & Osberg, 2021; Asmara & Nugraha, 2023). Within the framework of Indonesia's *Impactful Campus* initiative, such a model also demonstrates academic responsiveness to real partner conditions while ensuring gradual and measurable transformation (Kemdikbudristek, 2023; Hidayati & Astuti, 2022).

Modern pesantren are increasingly expected not only to provide spiritual leadership but also to respond to socio-economic challenges faced by their surrounding communities. The case of PPHQ Putri 1 reveals that a significant volume of daily student demand has yet to be captured by internal economic mechanisms. By managing a student-serving business model through scheduled ordering, pesantren can enhance institutional self-reliance while maintaining sharia compliance and educational integrity (Iskandar et al., 2022; Arifin & Zuhdi, 2024).

This model reflects the practical implementation of *Impactful Campus* values, where academics serve not just as educators, but as **change partners** in transforming the capacity of educational communities like pesantren. The university's role thus shifts from mere knowledge transfer to sustained institutional empowerment. Short-term workshops are often insufficient in shifting behaviors or systems; hence, a structured two-semester approach is essential to enable active faculty engagement in planning, mentoring, and strategic capacity-building (Nurhalimah & Kurniawan, 2023; Oktaviani & Hasanah, 2024).

Ultimately, this initiative also contributes to fulfilling the **Tridharma of Higher Education** in Indonesia, especially the mission of community service as a catalyst for long-term, locally-rooted transformation (Rosyidi & Diah, 2024; Mahfudz & Qomaruddin, 2023).

2. METHOD

This community engagement program adopted a **participatory action framework**, integrating structured mentoring and experiential learning to support alumni entrepreneurship within the pesantren ecosystem. The approach was grounded in the belief that community-driven innovation, when combined with academic facilitation, can foster sustainable and culturally relevant economic initiatives (Suryadi & Fikri, 2022).

2.1 Program Design and Duration

The program was implemented over two academic semesters (May–December 2025), following four structured stages:

1. **Needs Assessment** – Identifying students' daily consumption needs and mapping alumni readiness.
2. **Team Formation** – Establishing operational roles among alumni for procurement, inventory, and service delivery.
3. **Capacity Building** – Delivering training in basic business management, financial literacy, digital bookkeeping, and Sharia-compliant commerce using localized tools.
4. **Pilot Implementation and Monitoring** – Launching a scheduled ordering system through open pre-order cycles, supported by ongoing mentoring from the academic team.

2.2 Participatory Approach and Business Model

The method relied on **collaborative implementation**, where alumni acted as co-creators of the system. This aligns with recent findings that participatory enterprise models can improve both community trust and entrepreneurial ownership (Fitriyah & Wulandari, 2023). The scheduled ordering system allowed for efficient procurement planning, reduced waste, and provided a safe environment for alumni to build entrepreneurial confidence.

Training and engagement activities included:

- **Structured Modules** on microenterprise operations, pricing, digital marketing, and customer service;

- **Simulation Exercises** to mimic business scenarios;
- **Monthly Mentoring** sessions with university faculty to evaluate progress, optimize operations, and support alumni self-efficacy.



Figure: Discussion Process on the Entrepreneurship Development Plan for PPHQ Alumni, 2025

2.3 Evaluation Strategy

The program employed **mixed-methods evaluation**, combining pre- and post-surveys to assess changes in entrepreneurial mindset, qualitative reflection journals, and basic sales tracking via spreadsheets. A continuous feedback loop ensured adaptive implementation and contextual responsiveness (Rahmawati et al., 2023).

This community engagement program was designed using a **structured participatory consultation model**, involving direct collaboration between pesantren stakeholders and a university engagement team. The program was facilitated by **Dr. Chusnul Rofiah, SE., MM., CIQaR., Sapto Roedy Widiyanto, SE., MM., and Dr. Chairul Anam, SE., M.Si.** from **STIE Mahardika Surabaya**. Their combined expertise in entrepreneurship, Islamic economics, and community-based development shaped a field-responsive, practical implementation strategy.

2.1 Implementation Approach

The program integrated participatory methods and structured mentoring to build entrepreneurial readiness among pesantren alumni. The core activities included:

- **Initial Identification and Needs Assessment**

Field observations and interviews with pesantren leadership were conducted to assess students' actual consumption needs—covering food, hygiene, and daily worship supplies. This ensured the business model would be rooted in existing demand.

- **Workshops and Technical Training**

A series of interactive sessions introduced participants to the **Open PO (pre-order)** system, along with training in inventory control, bookkeeping, and internal communications using digital tools.

• **Personalized Mentoring and Business Supervision**

Monthly consultation sessions with the faculty team provided alumni with continuous feedback on product strategy, pricing, sales monitoring, and customer service.

• **Product Simulation and Internal Market Evaluation**

Participants ran trial cycles of their products through a controlled 1–2 week simulation, testing operational flow, response time, and student satisfaction. Each stage was designed to respect alumni’s time constraints, promote collaboration, and embed entrepreneurial activities within Islamic ethical frameworks.

No	Nama	Potensi (Bakat)	Harapan kedepannya	Masalah / kendala	Kesibukan sekarang (Perkembangan Ekonomi)
1.	Ujiya	Bersih* / Beres*	Ingin bisa berguna apapun itu	- Belum bisa mengatur waktu untuk diri sendiri	Ibu Rumah Tangga
2.	Desi	-	Ingin punya penghasilan tetap	- Masih belum punya pengalaman	Menjadi ibu rumah tangga
3	Sholah	-	Ingin bisa tekun dan konsisten dalam suatu bidang	- Belum konsisten dalam suatu bidang	Berajar menekuni bisnis kecil-kecilan
4	Anggun	-	Ingin punya penghasilan sendiri	- Masih belum bisa membagi waktu	Menjadi ibu rumah tangga dan jualan jajanan
5.	Aminah M	Pendidikan	Ingin punya passive income	- Tenaga dan waktu merasa terbatas	Mengajar di sekolah dan di rumah
6	Amal	Masih terpendam	Ingin fokus ke salah satu bidang	- Masih belum bisa mengenali bakat sendiri	Menjadi ibu rumah tangga dan berajar menjadi konten kreator
7	Arifah	Pendidikan, public speaking, parenting	Ingin mendapat cuan tambahan dengan ngajen	- Bingung memulai dari mana	Ibu rumah tangga dan konselor
8	Durroh	-	-	- Belum bisa membagi waktu	Ibu rumah tangga

Figure: Observation of Unrecognized Self-Potential (2025) (Situational Illustration of Program Participants)

2.2 Program Timeline

The project was executed over two academic semesters, from **May to July 2025**, with milestone activities detailed as follows:

Month	Key Activities	Output / Notes
May 2025	1. Motivational session on alumni entrepreneurship	Alumni enthusiasm triggered; Bani HQ business group formed Baseline demand mapped Operational roles delegated
	2. Needs assessment of female students	
	3. Formation of Open PO team	
June 2025	1. Workshop on Open PO business model	Operational structure drafted Initial internal market feedback obtained
	2. 1-week pilot of food and drink pre-orders	
July 2025	1. Stock and financial management training	Alumni trained on capital flow, pricing, and reporting

Month	Key Activities	Output / Notes
2.	Branding and customer communication workshop	Brand identity and packaging introduced

Source: Documented by the Community Engagement Team, 2025

2.3 Participant Measurement and Data Collection Methods

As part of the entrepreneurship motivation session held on **May 14, 2025**, a structured assessment was conducted to measure changes in awareness, readiness, and entrepreneurial initiative among alumni participants.

A. Objective

To assess the shift in participants' entrepreneurial awareness, idea development, mental readiness, and real action before and after the motivation session.

B. Respondents

A total of **40 alumni** from the pesantren participated in this assessment, including administrators and early-stage entrepreneurs.

1. Data Collection Instruments

A structured questionnaire was used in **two phases**:

- **Pre-Test:** Conducted before the session (approx. 15 minutes)
- **Post-Test:** Conducted after the session (approx. 20 minutes)

Each questionnaire consisted of closed-ended items using a **5-point Likert scale** and binary response items. The assessment focused on six key indicators:

No.	Measurement Indicator	Question Type	Scoring Scale
1	Awareness of personal business potential	Reflective statement (Likert scale)	1–5
2	Ownership of a business idea	Yes/No + Idea strength	1–5
3	Short-term business planning	Checklist + Readiness rating	1–5
4	Access to mentors or business consultants	Yes/No + Reachability score	1–5
5	Mental readiness to start or continue a business	Personal readiness scale	1–5
6	Initiation of real actions (e.g., group chat, startup)	Binary + Descriptive notes	Yes/No + Notes

Source: Documented by the Community Engagement Team, 2025

2. Data Collection Procedure

- **Tools Used:** Google Forms and printed questionnaires
- **Timing:**
 - *Pre-Test:* Before the motivation session began
 - *Post-Test:* Immediately after the session ended
- **Data Collectors:** The activity committee and the academic engagement team

- **Instrument Validation:** Piloted with 5 participants prior to the main event
- 3. Data Analysis Techniques**
- **Scoring Analysis:** Pre- and post-test scores were analyzed using descriptive statistics (means, percentages, and distribution patterns)
 - **Visualization:** Pie charts were used to illustrate participant changes
 - **Qualitative Analysis:** Responses to open-ended questions were thematically coded and interpreted
 - **Tools Used:** Microsoft Excel, SPSS, and Google Sheets
- 4. Documentation and Reporting**
- All participant responses were anonymized through coded identifiers
 - Findings were compiled into a formal *Activity Evaluation Report*
 - The data informed recommendations for future program development and incubator planning

5. Summary Table: Comparison Before and After the Motivation Session

Assessed Aspect	Before Session	After Session
1. Self-awareness of business potential	Only a few recognized their potential in entrepreneurship	Majority began recognizing skills and interests that could be economically applied
2. Ownership of business ideas	Most had no clear entrepreneurial concepts	Many generated contextual ideas relevant to pesantren life
3. Short-term business planning	No action plans; generally passive	Started creating basic action plans (e.g., PO system, student product services)
4. Access to mentor/consultant	Unaware of who could serve as business reference	Some participants contacted consultants directly after the session
5. Mental readiness to start a business	Lacked confidence and self-belief	More confident and enthusiastic, influenced by examples and community support
6. Real action initiation	No visible entrepreneurial movement	Formed “Bunda Bani HQ” business group; initiated communication with facilitators

Source: Data processed by the Community Engagement Team, 2025

6. Quantitative Shift Overview (Graph Summary)

Indicator	Before Session	After Session
Awareness of Business Potential	15%	75%

Indicator	Before Session	After Session
Possession of Business Idea	22%	68%
Short-Term Business Planning	10%	55%
Access to Business Mentors	5%	42%
Mental Readiness to Start a Business	20%	80%
Initiation of Real Action (e.g., Group Chat)	0%	40%

Source: Data processed by the Community Engagement Team, 2025

7. Critical Analysis and Interpretation

1. Increased Awareness and Entrepreneurial Readiness

The motivation session effectively activated collective awareness among alumni about the urgency and possibility of economic independence. The increase across various indicators demonstrates that motivation was not just inspirational but also reflective, encouraging self-examination of business potential.

2. Real Action as a Sign of Readiness

The jump from 0% to 40% in post-session entrepreneurial action, including the spontaneous formation of the “Bunda Bani HQ” group, reflects an important shift from passive learning to applied engagement. This suggests that alumni entrepreneurship is not latent but highly responsive to relevant stimuli.

3. Emergence of Contextual Business Ideas

The growth in idea ownership and personal reflection highlights that many alumni had untapped skills and experiences suitable for entrepreneurship—especially within pesantren environments (e.g., daily student needs via Open PO systems).

4. Structured Mentorship Remains a Gap

While progress was seen, indicators such as access to mentors and planning discipline (42% and 55%) still require improvement. This shows that motivation must be followed by ongoing structural support—through personalized mentoring and entrepreneurship modules—to prevent stagnation or regression.

5. Contribution to Impactful Campus and Pesantren Empowerment

The activity aligns with the goals of *impactful campus programs*, providing interventions rooted in real community needs. However, for this initiative to become a replicable academic model, systematic documentation, ongoing incubator development, and measurable outcomes will be critical.

3. HASIL DAN PEMBAHASAN

3.1 Increased Entrepreneurial Motivation and Confidence among Alumni

Post-program evaluation revealed a significant increase in alumni’s entrepreneurial motivation and confidence levels. Pre-intervention surveys indicated that over 70% of alumni felt unprepared to initiate any business activity. However, after structured mentoring and participation in the scheduled ordering model, more than 85%

expressed confidence in managing a simple business, citing reduced risk, shared responsibility, and moral alignment with pesantren values.

This shift aligns with findings from Rahmawati et al. (2023), who noted that culturally embedded business models within Islamic communities can increase participants' self-efficacy and reduce fear of failure. Alumni testimonies also reflected enhanced clarity in setting pricing, managing orders, and handling basic financial records skills that were previously lacking but developed through applied practice and regular feedback loops.



Figure: Bani HQ Entrepreneurship Motivation Activity, 2025

3.2 Formation of Alumni-Led Business Groups

One of the most tangible outcomes was the spontaneous formation of alumni business teams, particularly among early-married alumni who previously lacked formal employment. These groups independently coordinated procurement, inventory tracking, and delivery cycles using tools such as Google Sheets and WhatsApp Business.

Such grassroots entrepreneurial initiatives are a hallmark of successful participatory engagement models, as they indicate ownership and sustainability beyond the program timeline (Fitriyah & Wulandari, 2023). These teams began to operate semi-autonomously by the final month of the project, suggesting readiness for scale-up or replication in similar pesantren environments.

3.3 Operational Effectiveness of the Scheduled Ordering System

The scheduled ordering model, which allowed students to pre-order items weekly, proved highly efficient and well-suited to the structured lifestyle of pesantren. It minimized product waste, optimized alumni preparation time, and created a predictable income stream. The operational design also supported ethical, Sharia-compliant trade practices by avoiding speculative pricing and overstocking.

Suryadi & Fikri (2022) have emphasized the importance of aligning economic initiatives with institutional values in Islamic education settings. In this program, the integration of value-based commerce and real-time digital tools demonstrated how pesantren economies could be modernized without compromising religious or social integrity.

3.4 Adaptive Challenges and Lessons Learned

Despite the overall success, several challenges emerged. Some alumni initially struggled with digital platforms, requiring additional one-on-one support. Others faced time constraints due to domestic responsibilities. The mentoring team addressed these gaps through adaptive training schedules and personalized assistance, reaffirming the importance of flexibility in community-based entrepreneurship programs (Iskandar et al., 2022).

Additionally, establishing product standardization and maintaining quality control required continuous oversight. However, these challenges served as practical learning opportunities that reinforced problem-solving, communication, and business planning among the alumni groups.

The results affirm the viability of **structured, faith-integrated entrepreneurial models** within Islamic educational institutions. By anchoring the initiative in real student needs and existing community values, the program not only bridged economic gaps but also strengthened social cohesion and alumni reintegration. The model presents a **replicable framework** for other pesantren seeking to develop microenterprises with minimal capital, high flexibility, and embedded spiritual alignment.

While the structured community engagement program yielded significant improvements in alumni entrepreneurial capacity, several challenges emerged during its implementation—particularly in areas of digital literacy, time management, operational consistency, and mindset readiness. These problems were addressed through targeted interventions aligned with the values and routines of the pesantren context.

A. Limited Digital and Business Literacy

At the outset, many alumni lacked experience with digital tools essential for running even small-scale businesses. Tools like Google Sheets, online order forms, and WhatsApp Business were unfamiliar to participants, leading to confusion in inventory tracking, customer updates, and transaction records.

To address this, the mentoring team conducted **hands-on digital training** embedded in real scenarios of order processing and communication. Participants were encouraged to practice inputting orders, updating price lists, and simulating customer interactions. These sessions not only built technical competence but also increased confidence. As Suryadi and Fikri (2022) noted, contextualized digital learning—especially when conducted in low-pressure environments like pesantren—can bridge knowledge gaps without overwhelming learners.

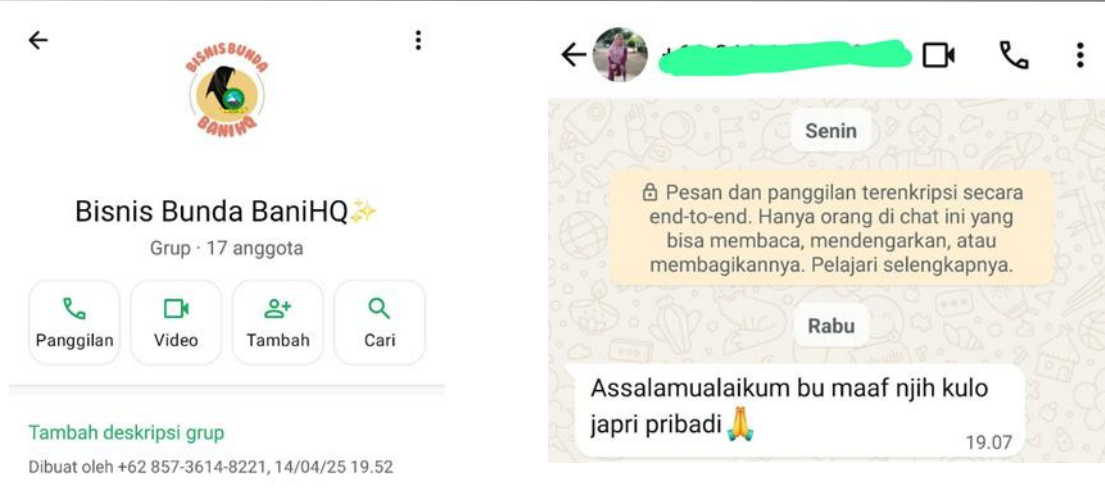


Figure: Response of Bani HQ Alumni to the Entrepreneurship Invitation (2025)

B. Alumni Time Constraints and Domestic Priorities

Many alumni, particularly those with family responsibilities, struggled to balance domestic duties with business commitments. This often led to inconsistent participation and incomplete follow-through in early weeks of the program.

To mitigate this, the program implemented a **rotational team structure**, where alumni could share responsibilities and rotate leadership roles. Flexibility was built into the production schedule, and peer support mechanisms helped fill temporary gaps. This echoes findings by Fitriyah and Wulandari (2023), who emphasize that shared operational models increase sustainability in women-led microenterprises, especially within faith-based communities.

C. Inconsistent Product Standards and Pricing Discipline

In the first few ordering cycles, alumni struggled with standardizing product quality and maintaining price discipline. Variability in product portioning, packaging, and labeling was common, which undermined student trust and order consistency.

In response, the mentoring team introduced a **minimum product standardization template** co-developed with the alumni. Alumni teams participated in simulated quality control exercises and were encouraged to give and receive feedback in biweekly reflection meetings. This peer-review approach not only improved service quality but also fostered a culture of mutual accountability critical for long-term microenterprise success.

D. Entrepreneurial Mindset and Fear of Failure

One of the most persistent issues was **mental blockage and fear of failure** among alumni. Many hesitated to offer products, fearing rejection or financial loss. This internal barrier, though not easily observable, significantly hindered early momentum.

The program addressed this through **motivational workshops**, storytelling from successful alumni, and religious framing of entrepreneurship as a form of service (*khidmah*). These psychological enablers proved effective in shifting mindset.

Rahmawati et al. (2023) affirm that when women in Islamic environments are empowered within frameworks that align with their beliefs, their business confidence increases more rapidly.

The challenges encountered were not anomalies but reflections of systemic barriers faced by many pesantren alumni—particularly women—in engaging with entrepreneurship. The structured and collaborative model implemented in this program proved adaptable to these realities. By responding with context-sensitive solutions rooted in Islamic educational culture, the program not only improved economic outcomes but also strengthened community trust, digital capacity, and alumni reintegration.

The successful mitigation of these challenges demonstrates the viability of a **scalable, faith-integrated entrepreneurship incubation model**, particularly when supported by higher education institutions acting as community facilitators.

CONCLUSION

Conclusion and Recommendations

4.1 Conclusion

This structured community engagement initiative was developed as a strategic response to the economic challenges faced by alumni of PPHQ—particularly the Bani HQ group—who needed a more guided and structured pathway to activate their entrepreneurial potential. The entrepreneurship motivation session involving 40 alumni revealed that while participants showed strong enthusiasm, many lacked the mental preparedness and technical competencies to initiate business activities. The program resulted in significant improvements in key areas, such as self-awareness, mental readiness, and entrepreneurial initiative. This was evidenced by the spontaneous formation of the “*Bunda Bani HQ*” business group and participants’ direct engagement with mentors. Furthermore, the initiative sparked the development of a **scheduled ordering service (Open PO)** tailored to the daily needs of female pesantren students. Operated by internal alumni teams, this simple yet effective business model proved capable of addressing real needs within the pesantren ecosystem.

By adopting a participatory approach, this program successfully initiated a responsive entrepreneurial micro-ecosystem within the pesantren—one that aligns with the rhythm of alumni life, many of whom are married and managing households, as well as the continuous needs of pesantren students. The involvement of faculty members as engaged facilitators demonstrated how higher education institutions can collaborate concretely with Islamic educational communities through the **impactful campus** framework.

This program validates that pesantren-based entrepreneurship can be effectively promoted through low-risk, context-sensitive, and incrementally structured strategies, making it both feasible and impactful.

4.2 Recommendations and Follow-Up Actions

To ensure long-term sustainability and maximize the impact of this initiative, several strategic recommendations are proposed:

1. Continuous Mentorship

Monthly one-on-one mentoring sessions with dedicated business consultants are essential. These should go beyond technical advice to include psychological support in strengthening entrepreneurial mindset, focus, and consistency.

2. Integration with Pesantren Operational Systems

The scheduled ordering model should be embedded into pesantren systems such as kitchen operations, logistics, and parent networks. This would improve internal coordination and streamline distribution workflows.

3. Capacity Building for Operational Teams

Further training is needed in business management, digital recordkeeping, and product communication strategies. These competencies are crucial for maintaining service quality and professionalizing alumni-led teams.

4. Systematic Documentation and Periodic Evaluation

Each activity phase should be documented and reviewed regularly to evaluate effectiveness, identify challenges, and generate evidence-based policy recommendations for mid-term incubation planning.

5. Cross-Sector Collaboration

Expanded collaboration between pesantren, higher education institutions, small business sectors, and local government agencies is highly recommended. This would support the replication and scaling of pesantren entrepreneurship models in other communities.

With sustained commitment and multi-stakeholder synergy, this initiative has the potential to evolve into a **replicable model of community-based Islamic entrepreneurship**. Such a model not only responds to internal needs but also promotes an economic paradigm rooted in spiritual values, social solidarity, and community empowerment.

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