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ORIGINAL RESEARCH ARTICLE

Managing Pesantren Entrepreneurship for Student Independence: A Case Study at Nurul Falah Way Kanan

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ABSTRACT

This qualitative case study examines how entrepreneurship is managed as a learning process at Nurul Falah Islamic Boarding School, Way Kanan Regency. The supplied manuscript describes a participant frame of 22 people, 10 interviews, observation, and analysis of organizational and activity documents. Three units—a cooperative, goat and laying-hen farming, and sewing—provide practical tasks for students. Planning establishes goals and schedules; organizing assigns roles and enables senior students to guide juniors; implementation gives students opportunities to perform work; and supervision provides correction and guidance. The case material illustrates responsibility, discipline, and practical competence, but it contains no baseline or standardized measure of independence. Time, capital, and facilities constrain participation. The reported interview count does not identify which participant roles were interviewed, and a July observation should be clearly distinguished from the February–June interview period. The findings explain opportunities for student learning in one pesantren; they do not establish that the activities caused improvement in independence.

Keywords: Pesantren; Entrepreneurship Management; Student Independence; Experiential Learning

ABSTRAK

Studi kasus kualitatif ini mengkaji pengelolaan kewirausahaan sebagai proses belajar di Pondok Pesantren Nurul Falah, Kabupaten Way Kanan. Naskah sumber memuat kerangka partisipan sebanyak 22 orang, 10 wawancara, observasi, serta kajian dokumen organisasi dan kegiatan. Tiga unit usaha—koperasi, peternakan kambing dan ayam petelur, serta jahit—menyediakan tugas praktik bagi santri. Perencanaan menetapkan tujuan dan jadwal; pengorganisasian membagi peran dan memungkinkan santri senior membimbing junior; pelaksanaan memberi kesempatan bekerja; dan pengawasan menyediakan koreksi. Bahan kasus menggambarkan tanggung jawab, disiplin, dan keterampilan, tetapi tidak menyertakan pengukuran awal atau instrumen baku untuk kemandirian. Waktu, modal, dan sarana membatasi partisipasi. Jumlah wawancara belum dirinci menurut peran partisipan, dan observasi pada Juli perlu dibedakan dari periode wawancara Februari–Juni. Temuan ini menjelaskan peluang belajar di satu pesantren tanpa membuktikan bahwa kegiatan usaha menyebabkan peningkatan kemandirian.

Kata kunci: Pesantren; Manajemen Kewirausahaan; Kemandirian Santri; Pembelajaran Praktik

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1. INTRODUCTION

Islamic boarding schools (pesantren) provide religious education within a residential community that also shapes daily habits and shared responsibilities. Practical work may give students opportunities to manage time, cooperate with peers, and make small decisions while still receiving guidance. Entrepreneurship activities can become part of that educational experience when tasks are selected for learning and accompanied by mentoring, rather than judged only by revenue.

The existence of a cooperative or production unit alone does not demonstrate that students become independent. The educational question concerns what students actually do, how responsibility is transferred to them, how errors are corrected, and whether their judgment grows with practice. Independence may include the ability to complete a routine task, recognize when assistance is needed, communicate with others, and account for shared resources. These aspects must be described in relation to observable opportunities, not inferred simply from program membership.

Entrepreneurship education has often been connected with experiential learning: students work on authentic tasks, reflect on consequences, and attempt improved practice (Kolb, 1984). In a pesantren, such activity also interacts with existing schedules, teacher supervision, religious values, and the needs of the institution. Research on humane entrepreneurship in Indonesian Islamic boarding schools emphasizes that social and educational purposes may accompany economic objectives (Anggadwita et al., 2021).

Nurul Falah Islamic Boarding School in Way Kanan Regency provides a case for examining these connections. The supplied manuscript identifies a school cooperative, goat and laying-hen farming, and sewing as three business units involving students. Each has different work sequences

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and levels of technical demand. The study examines how leaders and managers plan those activities, distribute duties, support practical participation, and review conduct and results.

Planning is relevant because student work must be reconciled with formal lessons, worship, residential routines, and available resources. An activity that relies only on a motivated manager can lose continuity when personnel change. Documented objectives and schedules allow new participants to understand what they are expected to learn and help leaders decide when business demands would interfere with education.

Organization determines who can make a decision and who is expected to teach an unfamiliar task. The source describes a structure in which senior students guide junior students while teachers and managers supervise. This arrangement could allow skills and working norms to pass between cohorts. It may also conceal differences in access or workload unless task assignments and learning opportunities are monitored.

This article asks how the four management functions—planning, organization, implementation, and supervision—are enacted in the three units and how they relate to students' observed or reported independence. The proposed link is interpretive. A qualitative case study can explain practices and participant perceptions, but it cannot estimate a treatment effect or prove that participation caused changes in character.

The analysis keeps together institutional documents, interview accounts, and direct observations where dates and sources can be identified. It distinguishes the four dimensions of independence used by the manuscript—emotional, behavioral, practical-skill, and value-based—from measured outcomes. The contribution is a detailed case account of how entrepreneurship is organized as a learning setting and what additional evidence would be required to judge its long-term educational value.

2. RESEARCH METHODS

This qualitative case study was conducted at Nurul Falah Islamic Boarding School, Suka Maju Village, Bumi Agung District, Way Kanan Regency, Lampung. The case was bounded by entrepreneurship activities reported for 2026 in the cooperative, livestock, and sewing units. It examines everyday management and participation within one institution. The site was selected because those business activities were linked explicitly to students' practical learning and independence.

The source lists 22 purposively identified participants: one pesantren caregiver or leader, one entrepreneurship coordinator, three unit managers, two ustaz serving as mentors, and 15 participating students. It separately reports a total of 10 interviews lasting approximately 30–60 minutes between February and June 2026. The manuscript does not specify exactly which 10 of the 22 were interviewed or how many times each was consulted; the categories therefore describe the participant frame, not a verified interview count per role.

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Evidence comprised semistructured interviews, passive participant observation, field notes, activity schedules, organizational documents, task lists, and selected business-unit records. Interview prompts concerned planning, division of responsibilities, practical tasks, supervision, and indicators of independence. The source documents observation in March and a further field visit and document examination on 20 July 2026, although its general methods section gives February–June as the interview period. A dated inventory would clarify the complete observation sequence.

Data were manually coded and grouped under planning, organization, implementation, supervision, and student independence, following a process of condensation, display, and verification (Miles et al., 2014). The four independence dimensions—emotional, behavioral, practical-skill, and value-based—were specified as analytical categories before examining the case evidence. Quotes and observations were compared with documents where possible; the source reports source and technique triangulation and confirmation of interpretations with a manager and a mentor.

The design supports contextual interpretation rather than numerical comparison. No baseline independence measure, comparison pesantren, financial audit, or repeated standardized student assessment was reported. Statements about improvement refer to participants' accounts and observed performance of selected tasks. They should not be read as evidence that every participating student became independent or that entrepreneurship alone produced the reported behavior.

3. RESULTS AND FINDINGS

The case material identifies four interconnected management functions. Program leaders reportedly discuss activities and resources, managers allocate unit responsibilities, students perform tasks with supervision, and mentors review work and behavior. The institutional objective is described as both maintaining productive activities and creating chances to learn responsibility. The findings concern practices visible in this setting, not a tested management model applicable to all pesantren.

Planning involved the caregiver, senior ustaz, and unit managers. The manuscript describes work programs, activity schedules, organizational records, and student assignments that translate broad educational intentions into routines. Observation and documentation associated with the July field visit show students preparing goods and work areas under direction. These records support the existence of planned participation; they do not quantify the time devoted to each learning objective or the financial return of each unit.

Organizing distributed roles among teachers, senior students, and junior students. In the cooperative, a March observation describes senior students demonstrating customer service, inventory arrangements, cashier tasks, and simple transaction records, then allowing junior students to try the tasks under supervision. Task lists and schedules give this learning sequence a

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degree of continuity beyond a single instruction. Whether all students received comparable opportunities cannot be determined from the available account.

Implementation took different forms across the three units. Cooperative work involved arranging merchandise, interacting with customers, recording simple sales, and handling stock. Livestock activities involved feeding goats and laying hens, cleaning housing, and following care schedules. Sewing involved preparing materials and equipment and producing or repairing items. Each task demands different skills, but all can provide occasions for punctuality, care for resources, and completion of an assigned responsibility.

Supervision was described as observation of work and corrective guidance rather than purely financial control. Mentors reportedly checked whether tasks were completed properly, explained mistakes, and adjusted assignments when necessary. The source connects this practice with periodic discussion among managers and students. It does not provide systematic records of feedback frequency or show whether a particular correction improved later performance.

Students' independence was interpreted through four prior categories. Taking a task without continual prompting was treated as emotional or behavioral evidence, completing work with less direct help as practical-skill evidence, and acting responsibly within pesantren norms as value-related evidence. These categories help organize field notes and interview statements. The same behavior may fit more than one category, and there was no standardized score to establish change across time.

The manuscript also identifies constraints: formal lessons and residential schedules limit time available for business activities; limited capital restricts expansion; and equipment and facilities affect practical learning. These constraints matter because uneven access to work can reduce the opportunities for repeated practice. The study does not provide budgets, time-use logs, or a comparison of activities before and after additional resources.

Across sources, the strongest supported finding is that students are given real but supervised tasks in functioning units. Interviewees describe greater responsibility and the observations show examples of students carrying out assigned work. This supports a contextual account of opportunities for independence. It does not show how durable those behaviors are outside the units or what proportion of the 15 students attained a defined competency level.

4. DISCUSSION

The case suggests that entrepreneurship has educational value when planning translates institutional aims into learnable responsibilities. Leaders described goals beyond income, and documents set out schedules and roles. This is consistent with the broader idea that a pesantren business unit can serve social and educational purposes alongside production (Anggadwita et al., 2021; Ghafar, 2023). The important analytical step is to specify the task through which a student learns, rather than assume that the existence of a business automatically develops independence.

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Organization created a plausible pathway for learning across student cohorts. Senior students model cooperative tasks and junior students move from observation to supervised performance. This arrangement resembles situated learning, in which newcomers gain competence by participating in shared practice (Lave & Wenger, 1991). In this case, the source documents examples of guidance, but it cannot establish how consistently every senior student teaches or whether juniors can eventually perform all tasks independently.

The three units provide different opportunities. Customer contact and bookkeeping in the cooperative may develop communication and basic financial judgment; livestock care emphasizes routine, attentiveness, and responsibility for living animals; sewing calls for technical accuracy and persistence. A future evaluation should describe expected competencies separately for each unit. Combining them into a single undifferentiated "entrepreneurship score" would hide differences in tasks, exposure, and the kinds of independence the work might support.

Supervision connects practice to learning when feedback explains how to correct work and why the standard matters. The source reports monitoring of conduct as well as business activities, suggesting that mentors viewed discipline and responsibility as educational outcomes. Feedback research indicates that specific information about the task is more useful than a general judgment of the person (Hattie & Timperley, 2007). That literature provides an interpretive comparison; the present study did not measure feedback quality or its effects on student performance.

The independence categories offer useful distinctions but require careful application. Completing an assigned shift may demonstrate behavioral responsibility, while choosing an appropriate response to a customer could show judgment. Value-based independence may concern honesty and care for common goods. A pupil could perform one routine confidently and still need guidance in another. The available interview and observation evidence illustrates these dimensions but does not establish a stable change in individual students over time.

Time, facilities, and capital impose practical limits on the management cycle. Work that conflicts with study or worship schedules could weaken the educational purpose of the program. A small inventory and clear task rotation might allow meaningful practice without making financial expansion the principal measure of success. Budget and scheduling records would help managers judge the resources required to maintain access, safety, and continuity in the three units.

Triangulation supports several descriptive findings, but the strength of each claim depends on the underlying record. The source identifies 22 people in the participant frame and 10 interviews, leaving the interviewed roles insufficiently specified. Observations are described for March and July, while the general methods section emphasizes February–June interviews. A table of participant codes, interview dates, observation dates, and documents would make the evidential basis for each theme easier to verify.

The study remains a single case without baseline or comparison data. Its central contribution is an account of how management functions are linked to authentic student tasks and mentoring, not proof that the program causes independence. Later research could follow individual students across

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units, collect repeated task observations, document feedback, and compare competence and responsibility over time. Financial and safety records should be considered alongside educational evidence so that the program remains viable and appropriate for students.

5. CONCLUSION AND SUGGESTIONS

Entrepreneurship activities at Nurul Falah Islamic Boarding School were organized through planning, allocation of roles, practical involvement, and supervision across a cooperative, livestock activities, and sewing. The reported interviews, observations, and documents show students performing assigned work with guidance and offer examples of responsibility and emerging practical competence. These observations describe one case; they do not establish a causal improvement in students' independence.

The educational value of the units appears to depend on the quality of their management. Written schedules and task assignments help make participation possible; mentoring allows junior students to practice; and supervision can connect mistakes with feedback. The four independence categories provide a useful way to ask what students are learning, provided individual progress is documented rather than assumed from participation.

The pesantren could strengthen the program by recording who works in each unit, what tasks they master, how mentors give feedback, and where timetable or equipment constraints arise. Further studies should use repeated observations, clear participant records, and feasible measures of responsibility and skill to examine whether learning persists beyond the immediate work setting.

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