



Integrating Entrepreneurship and Digital Skills in Salafiyah Islamic Boarding School Curriculum Planning

Widea Anugrah¹, Mulyawan Safwandi Nugraha²

^{1,2}State Islamic University Sunan Gunung Djati Bandung, Indonesia

ARTICLE INFO

Keywords:

Educational Planning;
Salafiyah Islamic Boarding
Schools;
Technology Integration;
Entrepreneurship;
Data-driven Evaluation;

ABSTRACT

This study aims to analyze the educational planning at Pesantren Al-Mardiyatul Islamiyyah, a Salafiyah pesantren that has adopted innovations in its curriculum by integrating religious education with practical skills such as entrepreneurship and information technology. The research was conducted through interviews with the head of the pesantren, curriculum managers, and teachers, as well as field observations and document analysis. The findings revealed that although the pesantren has made efforts to integrate digital skills into the curriculum, limited resources, such as technological facilities and teacher training, are the main barriers to full implementation. Stakeholder involvement in educational planning at Pesantren Al-Mardiyatul Islamiyyah was found to be adequate, although some other pesantren do not engage all relevant parties. Data-driven evaluation, however, was not fully implemented, hindering the accurate measurement of educational planning success. The study recommends the development of a more relevant curriculum, enhanced technological facilities, and the implementation of data-driven evaluation systems to improve the quality of education. Prospects for further research include the implementation and testing of the proposed solutions to optimize the use of technology in pesantren education.

Kata Kunci:

Perencanaan Pendidikan;
Pesantren Salafiyah;
Integrasi Teknologi;
Kewirausahaan;
Evaluasi Berbasis Data;

Penelitian ini bertujuan untuk menganalisis perencanaan pendidikan di Pesantren Al-Mardiyatul Islamiyyah, sebuah pesantren Salafiyah yang telah menerapkan inovasi dalam kurikulumnya dengan mengintegrasikan pendidikan agama dan keterampilan praktis, seperti kewirausahaan dan teknologi informasi. Penelitian ini dilakukan melalui wawancara dengan pimpinan pesantren, pengelola kurikulum, dan guru, serta observasi lapangan dan analisis dokumentasi. Temuan menunjukkan bahwa meskipun pesantren telah berupaya mengintegrasikan keterampilan digital ke dalam kurikulum, keterbatasan sumber daya, seperti fasilitas teknologi dan pelatihan bagi guru, menjadi hambatan utama dalam implementasinya. Keterlibatan pemangku kepentingan dalam perencanaan pendidikan di Pesantren Al-Mardiyatul Islamiyyah juga dinilai cukup baik, meskipun beberapa pesantren lain tidak melibatkan semua pihak yang relevan. Evaluasi berbasis data yang terukur belum sepenuhnya diterapkan, yang menghambat pengukuran keberhasilan perencanaan pendidikan. Studi ini menyarankan pengembangan kurikulum yang lebih relevan dengan perkembangan terkini, peningkatan fasilitas teknologi, dan penerapan sistem evaluasi berbasis data untuk meningkatkan kualitas pendidikan. Prospek penelitian lebih lanjut mencakup implementasi dan pengujian solusi yang diusulkan untuk

mengoptimalkan penggunaan teknologi dalam pendidikan pesantren.

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Corresponding author:

Widea Anugrah,
Islamic Education Management, Graduate Program
State Islamic University (UIN) Sunan Gunung Djati Bandung,
Jln Cimencrang, Panyileukan, Bandung City, West Java, 40292, Indonesia.
Email: wideaanugrah11@gmail.com

1. INTRODUCTION

Salafiyah Islamic boarding schools in Indonesia play a very important role in shaping character and the quality of religious education. The main focus of these boarding schools is the teaching of fiqh, tafsir, hadith, and aqidah, which have become the moral and spiritual foundation for Indonesian society (Al-Amin, 2019). As an educational institution based on Islamic religious traditions, Salafiyah Islamic boarding schools have become pillars in teaching moral and social values that are highly relevant to Indonesian society (Al-Amin, 2019). However, in facing the challenges of a world that is increasingly based on technology and globalization, Salafiyah Islamic boarding schools are now faced with the urgent need to design a curriculum that not only focuses on religious knowledge but also integrates practical skills that can prepare students to enter the digital job market and entrepreneurship (Setiawan, 2021). Digital and entrepreneurial skills are important aspects that must be included in the pesantren curriculum so that santri have the skills relevant to the technology-based world of work (Wahyudi, 2023).

Salafiyah Islamic boarding schools, including Al-Mardiyyatul Islamiyyah Islamic Boarding School, as Islamic educational institutions with traditional strengths, face major challenges in designing a curriculum that can integrate entrepreneurship and digital skills without sacrificing the religious values that have long been taught (Junaidah et al., 2025). The integration of entrepreneurship into the pesantren curriculum not only provides santri with practical skills in building a business, but also strengthens the economic independence that is so badly needed in this digital age (Oman Fathurohman et al., 2023). In addition, digital literacy in Islamic boarding schools is important to prepare students to access information efficiently, communicate well, and utilize technology in managing businesses (Rochim et al., 2025). On the other hand, in recent years, technology has influenced almost all aspects of human life, and this also needs to be considered in pesantren education so that students can compete in the global job market (Taufikin et al., 2021).

However, many Islamic boarding schools still rely on traditional teaching methods and have not fully adopted technology in teaching entrepreneurship and digital skills (Setiawan & Pratama, 2021). One of the major challenges in this integration is the limited technological infrastructure and human resources that can support the implementation of a curriculum that effectively combines these two skills (Setiawan & Pratama, 2021). Al-Mardiyyatul Islamiyyah Islamic Boarding School, as an example of a Salafiyah Islamic boarding school that has begun to design an *Outcome-Based Education* (OBE) curriculum, is trying to overcome these challenges by incorporating entrepreneurship and digital skills into its curriculum (Pratiwi et al., 2022). This curriculum aims not only to strengthen religious understanding but also to prepare students with skills that can be applied in the workplace (Taufikin et al., 2021). In this case, the OBE-based curriculum allows Islamic boarding schools to focus more on measurable outcomes, which are expected to produce students who are ready to face the challenges of the digital workplace (Pratiwi et al., 2022).

This study aims to analyze how Al-Mardiyyatul Islamiyyah Islamic Boarding School integrates entrepreneurship and digital skills into its curriculum planning, as well as explore the challenges faced in implementing an *Outcome-Based Education-based* curriculum in this Islamic boarding school (Nasrullah & Ibrahim, 2024). This study also aims to assess the impact of this integration on the readiness of students to face the digital-

based and entrepreneurial world of work, as well as how data-based evaluation can be used to measure the success of this curriculum implementation (Pratiwi et al., 2022). Data-based evaluation is a very important element in ensuring that the skills provided to students are in line with the needs of a workforce that is increasingly technology-based (Lestari & Wijaya, 2022).

Al-Mardiyatul Islamiyyah Islamic boarding school is a relevant case study, considering that this boarding school has taken concrete steps in designing a curriculum that integrates entrepreneurship and digital skills (Herlina, 2020). For example, this pesantren has developed a technology-based entrepreneurship training program that provides santri with practical knowledge to start small businesses and manage them using digital media (Nuryani et al., 2021). This approach illustrates how pesantren can combine traditional values with modern skills that are highly sought after in the 21st-century job market (Wahyudi, 2023). In addition, several studies also show that technology-based entrepreneurship education can increase the economic independence of students, which in turn helps them to be better prepared to face the challenges of a competitive job market (Rochim et al., 2025).

This study introduces a Salafiyah curriculum planning model that integrates entrepreneurship and digital skills into a coherent educational framework. Although previous studies have examined entrepreneurship in Islamic boarding schools (Herlina, 2020) or digital literacy (Wahyudi, 2023), none have systematically combined the two in an *Outcome-Based Education* (OBE) curriculum for Islamic boarding schools. This study fills this gap by offering a more comprehensive model to address future competency needs.

One of the main findings of this study is the importance of data-based evaluation to measure the effectiveness of integrating digital and entrepreneurial skills into the pesantren curriculum. Data-based evaluation allows pesantren to assess the extent to which the implemented curriculum can meet the needs of a rapidly growing job market. This will provide useful feedback to improve the quality of teaching in pesantren.

This study provides practical contributions by offering implementation steps for other Islamic boarding schools that wish to adopt a curriculum that integrates digital and entrepreneurial skills. In addition, its theoretical contribution is to enrich the literature on Islamic boarding school education by incorporating the concepts of entrepreneurship and technology into the *Outcome-Based Education* framework, as well as highlighting the importance of data-based evaluation to ensure the success of the curriculum (Mustajib, 2022).

Although there have been several studies discussing entrepreneurship in Islamic boarding schools (Nuryani et al., 2021) and digital literacy (Wahyudi, 2023), no study has explicitly combined these two skills in a single Islamic boarding school curriculum planning model. Previous studies have mostly discussed the two separately, without linking them within the framework of *Outcome-Based Education*, which emphasizes practical skills relevant to the world of work (Setiawan & Pratama, 2021).

Studies A-B emphasize the importance of entrepreneurship education in Islamic boarding schools (Herlina, 2020), but do not integrate digital skills into their curriculum. Studies C-D emphasize the integration of technology in Islamic boarding school education (Setiawan & Pratama, 2021), but do not link it to entrepreneurship in an *Outcome-Based Education-based* curriculum model. There has been no research examining data-based evaluation mechanisms to measure the success of integrating digital skills and entrepreneurship into the Salafiyah pesantren curriculum, particularly at the Al-Mardiyatul Islamiyyah Pesantren.

2. RESEARCH METHOD

This study uses a qualitative approach with a single case study design. A single case study was chosen because this approach allows researchers to explore a particular phenomenon or case in depth in a limited and specific context (Yin, 2018). This study aims to understand how Al-Mardiyatul Islamiyyah Islamic Boarding School integrates entrepreneurship and digital skills into their educational curriculum. The research was conducted at Al-Mardiyatul Islamiyyah Islamic Boarding School, located at Jl. Cikalang Kaler No.39, Cileunyi Kulon, Cileunyi District, Bandung Regency, West Java 40622, Indonesia. Data collection was conducted from November to December 2024, with a

primary focus on the planning and implementation of a curriculum that combines entrepreneurship and digital skills at the pesantren.

Data in this study were collected through three main techniques, namely semi-structured interviews, participatory observation, and document analysis. The semi-structured interview technique was chosen because it provides flexibility in data collection and allows researchers to explore topics in greater depth with open-ended questions, while maintaining focus on the research theme (Cohen, Manion, & Morrison, 2018). In this study, the researcher interviewed three informants who were directly involved in the planning and implementation of the pesantren curriculum. The informants consisted of one pesantren leader, one curriculum manager, and one teacher who taught entrepreneurship and technology subjects. Informants were selected using purposive sampling, whereby informants were selected based on the criteria of relevance of their experience and role in the development of the pesantren curriculum that integrates these modern skills (Merriam & Tisdell, 2016).

In addition to interviews, the researcher also conducted participatory observation to gain a direct understanding of the application of entrepreneurship and digital skills in the learning process at Islamic boarding schools. This observation was carried out by participating in class activities and recording interactions between teachers and students, as well as the use of technology in the teaching process. Participatory observation helped the researchers obtain more authentic data about the practices occurring in the field (Creswell, 2014). Document analysis was conducted by collecting and analyzing documents related to the pesantren curriculum, such as syllabi, lesson plans, and teaching materials, to identify how entrepreneurship and digital skills were integrated into curriculum planning.

The data analysis procedure was carried out using thematic analysis, which is one of the methods widely used in qualitative research to identify patterns or main themes that emerge from the data (Braun & Clarke, 2006). The first step in the analysis was the coding procedure, in which data from interviews and observations were transcribed and coded to find important categories. Once the codes were found, the researchers grouped these categories into broad themes that reflected the relationships between concepts that emerged from the data, such as the integration of entrepreneurship into the curriculum, the role of technology in Islamic boarding school education, and the challenges in implementing a digital skills-based curriculum. The coding process was carried out using NVivo software, which facilitates the systematic organization and analysis of qualitative data (Bazeley, 2013).

To ensure data validity and reliability, this study used source triangulation, which involved comparing data obtained from interviews, observations, and documents. This triangulation allowed researchers to obtain a more holistic view and minimize bias that might arise from a single data source (Flick, 2018). In addition, *member checking* was conducted by sending preliminary findings to informants to verify the accuracy and consistency of the data obtained (Creswell & Poth, 2018). The researchers also used *an audit trail* to ensure transparency in the steps taken during the data analysis process and to maintain the accuracy of the findings presented in the study (Lincoln & Guba, 1985).

In terms of research ethics, the researchers ensured that all informants were given a clear explanation of the research objectives and their rights as research participants. Informed consent was obtained from each informant before the interview was conducted, and the researchers ensured that participation in this study was voluntary and without coercion. All data collected was stored securely and used only for academic purposes. In addition, to maintain the confidentiality of the informants' identities, the researchers anonymized the data, meaning that the informants' personal information was not disclosed in this research report.

3. RESULTS AND DISCUSSION

a. Research Results

In this section, the results of the study on the integration of entrepreneurship and digital skills in the curriculum planning of Al-Mardiyyatul Islamiyyah Islamic Boarding School will be presented based on the main themes found during the study. Each theme will be accompanied by evidence from interviews, observations, and relevant documents to

support the findings. This discussion will also relate the findings to relevant theories to enrich understanding and demonstrate the scientific contribution of this research.

Pesantren Al-Mardiyatul Islamiyyah has successfully integrated the religious curriculum with practical skills, such as entrepreneurship and digital skills, which are important steps in preparing students to face a world of work that is increasingly technology-based. Based on an interview with the Head of the Islamic Boarding School (Pratiwi et al., 2022), she explained that they include technology-based entrepreneurship topics in religious lessons. For example, in teaching fiqh and tafsir, digital entrepreneurship material is introduced to show the relevance of Islamic values in managing technology-based businesses.

In classroom observations conducted in November 2025, it was seen that students were taught to utilize technology in managing small businesses based on digital applications, such as e-commerce and online marketing. This shows that Islamic boarding schools not only teach religious knowledge but also practical skills to support the economic independence of students.

Table 1. Curriculum structure integrated by Al-Mardiyatul Islamiyyah Islamic Boarding School, based on the 2025 curriculum document

Subject	Level	Type of Skill	Time	Evaluation
Fiqh, Tafsir, Hadith	Basic	Religion & Digital Skills	4 hours/week	Exams, Assignments, Observations
Technology-Based Entrepreneurship	Advanced	Entrepreneurship & Digital Skills	3 hours/week	Projects, Presentations, Practical Evaluations
Soft Skills Development	Basics	Soft Skills, Digital Literacy	2 hours/week	Computer Basics, Digital Management, Networking, Internet

Although entrepreneurship and digital skills have been integrated, this study also found that infrastructure barriers pose a major challenge to the implementation of this curriculum. In an interview with one of the boarding school administrators (Taufikin et al., 2021), it was revealed that existing technological facilities, such as computers and internet connections, are still limited. This makes it difficult to implement digital-based learning optimally.

Observations also show that some classrooms do not have adequate tools to facilitate digital teaching. For example, digital-based entrepreneurship classrooms are not equipped with projectors or computers to introduce students to business-relevant digital applications, such as *e-commerce platforms* or online marketing tools. Documents obtained from Al-Mardiyatul Islamiyyah Islamic Boarding School also show that efforts are being made to improve this situation, where they have begun collaborating with entrepreneurship training institutions to improve the quality of technology teaching for students.

The involvement of stakeholders, both internal and external, is an important aspect of successful curriculum implementation. Interviews with several teachers and pesantren administrators show that the involvement of parents and alumni in designing the curriculum is very helpful in assessing the relevance of the curriculum to the needs of a dynamic job market (Rochim et al., 2025). Students receive direct input from alumni who have successfully managed digital-based businesses, allowing them to see real-life examples of the skills being taught. Documents obtained show that Al-Mardiyatul Islamiyyah Islamic Boarding School has established partnerships with technology companies and entrepreneurial training institutions to provide practical training for students.

One important finding is that the evaluation of the successful integration of entrepreneurship and digital skills into the pesantren curriculum is not yet fully data-driven. Although some aspects of the evaluation are conducted through exams and assignments, there is no clear and structured system to measure the success of santri in

mastering these skills in a measurable way. In an interview with the Head of the Islamic Boarding School (Pratiwi et al., 2022), it was explained that evaluations have been based more on the subjective assessments of teachers, which do not involve sufficient quantitative data. This Islamic boarding school has begun to develop data-based evaluations to assess the extent to which the curriculum can meet the needs of the digital-based job market.

b. Discussion

These findings show that Al-Mardiyatul Islamiyyah Islamic Boarding School has successfully integrated entrepreneurship and digital skills into its curriculum using an *Outcome-Based Education* (OBE) approach. Although this integration shows great potential in improving students' readiness for the world of work, several major challenges related to technological infrastructure and limited human resources for teaching digital and entrepreneurial skills still need to be overcome.

Cultural resistance to the use of technology in pesantren education is often a challenge. Several studies, such as Setiawan & Pratama (2021), show that the integration of technology in pesantren education can disrupt traditional rhythms, especially if there is no appropriate pedagogical design. Therefore, in this study, it should be noted that the integration of technology should not be carried out hastily without a pedagogical design that is in line with pesantren traditions.

In addition, entrepreneurship can become a burden on the curriculum if the core study hours for religious texts (fiqh, tafsir, hadith) are reduced. This study suggests that Islamic boarding schools should be able to harmonize the teaching of religious texts with digital skills without reducing the depth of the religious material taught. Religious teaching must remain the main focus, while entrepreneurial and digital skills can be integrated as part of the development of practical competencies relevant to the needs of the times.

This study fills the existing research gap by developing a pesantren curriculum planning model that integrates entrepreneurship and digital skills into a single *Outcome-Based Education* framework. This study provides theoretical and practical contributions to the development of a pesantren curriculum that is relevant to the demands of the world of work, and demonstrates the importance of data-based evaluation in measuring curriculum success.

4. CONCLUSION

This study successfully identified how Al-Mardiyatul Islamiyyah Islamic Boarding School integrates entrepreneurship and digital skills into its curriculum planning, in line with the expectations described in the "Introduction" chapter. The results show that the *Outcome-Based Education* (OBE) curriculum that is being implemented has succeeded in combining religious teaching with practical skills relevant to the needs of the digital-based job market. However, the main challenges faced are the limitations of technological infrastructure and adequate human resources to optimally support the teaching of entrepreneurship and digital skills. Data-based evaluation, which is still in the development stage, is also an area that needs to be strengthened to ensure the objective success of this curriculum.

In the future, the development of these research results can be focused on improving technological infrastructure in Islamic boarding schools and strengthening data-based evaluation systems to measure the effectiveness of the curriculum. Further research could also explore the long-term impact of integrating entrepreneurship and digital skills on students' work readiness and examine differences in the implementation of similar curricula in other Islamic boarding schools. Thus, this research makes a significant contribution to the development of Islamic boarding school curricula that are more relevant to the needs of the 21st-century job market, while also enriching our understanding of the challenges and solutions in adapting technology in Islamic boarding school education.

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