

Strengthening National Values and Economic Independence of Students through Integrated Education at *Pondok Pesantren*

Sudawan Supriadi, Ridwan Santoso*, Sri Wahyuni, Agustin Wela Sasih

Universitas Jambi, Indonesia

*Correspondence: ✉ ridwansantoso@unja.ac.id

<https://doi.org/10.51214/biis.v4i2.1654>

ABSTRACT

This study aims to examine the role of integrated education that combines formal education, diniyah (religious) teaching, and entrepreneurship training in Islamic boarding schools to strengthen the national values and economic independence of students. This study uses a Mixed Methods Sequential Exploratory design involving three key informants and forty respondents at Pondok Pesantren Al Muhajirin, Kabupaten Batanghari Jambi. Qualitative data were obtained from interviews, while quantitative data were collected using questionnaires and analyzed through Multivariate Analysis of Covariance tests. The results showed that Integrated Education has a significant role in the variables of national values and economic independence of students. This is evidenced by the analysis output obtained on national values with an F value = 17.0 and a p value < .001 and economic independence with an F value = 24.3, and a p value < .001. Post hoc tests found that the integrated education implementation model was significantly superior in increasing economic independence compared to the national values variable. In short, the synergy of these three aspects of integrated education effectively cultivates graduates with strong national character and economic competitiveness. Islamic boarding schools and policymakers are encouraged to adopt a holistic framework that serves as a systematic solution for producing graduates who are religiously committed, nationalistically inclined, and financially competitive.

ABSTRAK

Penelitian ini bertujuan untuk menguji peran pendidikan terpadu yang menyinergikan pendidikan formal, pengajaran diniyah (agama), dan pelatihan kewirausahaan di pondok pesantren dalam memperkuat nilai kebangsaan dan kemandirian ekonomi santri. Penelitian ini menggunakan desain *Mixed Methods Sequential Exploratory* yang melibatkan tiga informan kunci dan empat puluh responden di Pondok Pesantren Al Muhajirin, Kabupaten Batanghari Jambi. Data kualitatif ini diperoleh dari wawancara, sementara data kuantitatif dikumpulkan menggunakan kuesioner dan dianalisis melalui uji *Multivariate Analysis of Covariance*. Hasil penelitian menunjukkan bahwa Pendidikan Terpadu memiliki peran yang signifikan terhadap variabel nilai kebangsaan dan kemandirian ekonomi santri. Hal itu dibuktikan dengan output analisis yang diperoleh pada nilai kebangsaan dengan nilai $F=17.0$ dan nilai $p < .001$ dan kemandirian ekonomi dengan nilai $F=24.3$, dan nilai $p < .001$. Uji *Post hoc* menemukan bahwa model implementasi pendidikan terpadu secara signifikan lebih unggul dalam peningkatan kemandirian ekonomi dibandingkan dengan variabel nilai kebangsaan. Secara ringkas, sinergi tiga aspek dalam pendidikan terpadu ini efektif menumbuhkan lulusan yang berkarakter kebangsaan kuat sekaligus memiliki daya saing ekonomi. Implikasi praktisnya, pesantren dan pembuat kebijakan didorong untuk mengadopsi kerangka holistik ini sebagai solusi sistematis untuk mencetak lulusan yang religius, berjiwa nasionalis dan berdaya saing finansial.

ARTICLE INFO

Article History

Received: 30-09-2025

Revised: 22-11-2025

Accepted: 28-11-2025

Keywords:

Economic Independence;
Integrated Education;
National Values;
Pondok Pesantren.

Histori Artikel

Diterima: 30-09-2025

Direvisi: 22-11-2025

Disetujui: 28-11-2025

Kata Kunci:

Kemandirian Ekonomi;
Nilai Kebangsaan;
Pendidikan Terpadu;
Pondok Pesantren.

A. INTRODUCTION

Pondok pesantren as a traditional Islamic educational institution in Indonesia has a strategic role in shaping the character of the younger generation. Since the beginning of its development, *pesantren* has become a center for the development of religious knowledge as well as a guardian of the nation's moral tradition. Data from the Ministry of Religious Affairs of the Republic of Indonesia recorded that there were 28,194 *pondok pesantren* with 4.2 million students spread throughout Indonesia.¹ This number shows how big the role *pesantren* in the process of education, da'wah, and socio-economic empowerment of the community. This position makes *pesantren* not only religious education centers, but also cultural institutions and agents of social transformation that have the potential to strengthen national values and economic independence, as well as encourage the creation of a young generation that is resilient to face the challenges of the times.²

However, this potential is faced with two major challenges. First, exposure to radical ideas and intolerance is limited to a small number *pesantren* which can erode the spirit of nationalism.³ Survey of PPIM Jakarta⁴ show 18,4% *santri* of West Java and Banten reject Pancasila as a state ideology, and 23.5% are intolerant of different religious groups. This figure is a serious warning that the internalization of national values still faces real challenges in the *pesantren* environment. Second, the low economic skills of students which have an impact on high unemployment. Many *pesantren* graduates find it difficult to adapt to the world of work due to the limited practical competencies they have.⁵ Data from the Central

¹ Ministry of Religion of the Republic of Indonesia, "Number of Islamic Boarding Schools and Students," 2023.

² Janya McCalman et al., "It's All about Relationships': The Place of Boarding Schools in Promoting and Managing Health and Wellbeing of Aboriginal and Torres Strait Islander Secondary School Students," *Children and Youth Services Review* 113 (2020), <https://doi.org/10.1016/j.childyouth.2020.104954>; Chusnul Muali et al., "Tantangan Pendidikan Pesantren Dalam Membina Karakter Santri Milenial," *Jurnal Pendidikan Islam* 3, no. 2 (2020); Atin Hasanah, "Sejarah Pendidikan Pesantren," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 6, no. 1 (2022), <https://doi.org/10.54437/alidaroh.v6i1.374>; M Zaenuddin and S Choiriyah, "Exploring The Cultural Values Of Salaf Islamic Boarding School At Kediri Indonesia," *European Journal of Molecular & Clinical ...* 7, no. 7 (2020); Suwarno Suwarno and Uswatun Chasanah, "Islamic Boarding Schools and Human Rights Enforcement Transmission of Cultural Values for Disabilities," *Jurnal Konseling Dan Pendidikan* 9, no. 3 (2021), <https://doi.org/10.29210/165500>; Fadhila Hanifatur Ruslana and Sigit Mulyono, "The Relationship of Cultural Values with Clean and Healthy Life Behaviour among Islamic Boarding School Students in Indonesia," *Journal of Public Health Research* 11, no. 2 (2022), <https://doi.org/10.4081/jphr.2021.2739>; Mahlil Nurul Ihsan et al., "Islamic Boarding School Culture Climate in Forming The Religious Attitude of Islamic Students in Modern and Agrobusiness Islamic Boarding Schools," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (2021), <https://doi.org/10.31538/nzh.v4i2.1492>; Sa'dullah Assa'idi, "The Growth of Pesantren in Indonesia as the Islamic Venue and Social Class Status of Santri," *Eurasian Journal of Educational Research* 2021, no. 93 (2021), <https://doi.org/10.14689/EJER.2021.93.21>.

³ Kardi Kardi et al., "Challenges of Online Boarding Schools In The Digital Era," *At-Tadzkir: Islamic Education Journal* 2, no. 1 (March 8, 2023): 37–51, <https://doi.org/10.59373/attadzkir.v2i1.11>; Moh Asror et al., "Educational Innovation of Islamic Boarding Schools in Indonesia and Malaysia in Facing the 21st Century Challenges," *Jurnal Tarbiyatuna* 14, no. 1 (2023): 27–50, <https://doi.org/https://doi.org/10.31603/tarbiyatuna.v14i1.8802>; Ujang Nursyamsi et al., "Challenges of Salafiyah Islamic Boarding Schools: A Critical Reflection," *Religious Studies: An International Journal* 11, no. 1 (2023): 1–23, <http://acasch.com/index.php/rs/article/view/49>; Ahmad Musaddad, "Transformation of Islamic Boarding Schools as Islamic Education Institutions in Indonesia," *Journal of Islamic Education Research* 4, no. 1 (2023): 73–82, <https://doi.org/https://doi.org/10.35719/jier.v4i1.319>.

⁴ PPIM UIN Jakarta (2020)

⁵ Faisol Hakim, "Strategi Pengembangan Lembaga Pendidikan Islam Di Daerah Minoritas Muslim Dan Kawasan Elite," *Falasifa: Jurnal Studi Keislaman* 11, no. 1 (2020), <https://doi.org/10.36835/falasifa.v11i1.274>; Khambali Khambali, Hasan Basri, and Andewi Suhartini, "Potential And Development Efforts Of Islamic Boarding Schools At Daarut Tauhiid Islamic Boarding Schools In Bandung," *Ta Dib Jurnal Pendidikan Islam* 12, no. 1 (2023),

Agency⁶ shows that the unemployment rate of Islamic boarding school graduates aged 15-24 years reached 15.7%, higher than high school graduates of 12.3%.⁷ This condition shows that *pesantren* need to strengthen the aspects of skills and entrepreneurship education so that students are able to compete in the world of work and have economic independence. Weaknesses in this skill sector, if not addressed immediately, can hinder *pesantren* in responding to the needs of modern society.

In the context of nationality, nationalistic values have a vital role in maintaining national integrity in the midst of increasingly complex global challenges.⁸ The strength of national values has been proven to help the community face external pressures that threaten the unity of the nation.⁹ In the context of globalization, this value strengthens Indonesia's nationalism and national identity,¹⁰ but globalization can also reduce nationalism the younger generation.¹¹ Therefore, a more effective strategy of internalizing national values is needed,

<https://doi.org/10.29313/tjpi.v12i1.11000>; Nuurun Nahdiyah KY and Binti Maunah, "Kepemimpinan Transformasional Di Lembaga Pendidikan Islam," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 3, no. 2 (2021), <https://doi.org/10.37680/scaffolding.v3i2.925>; Desak Tiara Wirawan, "Social Accountability Process of Islamic Boarding School: Case Study of Sidogiri Pasuruan Islamic Boarding School," *International Journal of Multicultural and Multireligious Understanding* 6, no. 1 (2019), <https://doi.org/10.18415/ijmmu.v6i1.497>; Azwar Annas et al., "Efforts of Islamic Boarding Schools in Enhancing the Quality of Education at MTs Tahfidz Yanbu'ul Qur'an, Menawan, Kudus," *Al Hikmah: Journal of Education* 4, no. 1 (2023), <https://doi.org/10.54168/ahje.v4i1.131>; Babun Suharto et al., "Digital Learning Transformation At Islamic Boarding Schools: Digital-Based Learning Patterns In Salaf And Modern Islamic Boarding Schools In Jember," *Journal of Positive School Psychology* 2022, no. 2 (2022); Roland Vishkurti, "Islamic Boarding Schools: Among Da'wah, Education, and Moderation Way in Islam," *Dakwatuna: Jurnal Dakwah Dan Komunikasi Islam* 8, no. 2 (2022), <https://doi.org/10.54471/dakwatuna.v8i2.1737>.

⁶ Statistics (2024)

⁷ Sigit Raharja, "Boarding Model Education Concept to Improve the Quality of Pesantren Education," *Solo Universal Journal of Islamic Education and Multiculturalism* 1, no. 03 (January 1, 2024): 161-71, <https://doi.org/10.61455/sujiem.v1i03.70>; Fitra Zahrotul Luqmi and Siti Patimah, "Improving the Quality of Graduates in Maintaining the Existence of Islamic Boarding Schools," *Jurnal Multidisiplin Indonesia* 2, no. 11 (November 30, 2023), <https://doi.org/10.58344/jmi.v2i11.614>.

⁸ Suyato Suyato et al., "Article Retracted Due to Manipulation by the Authors and Citations The Integration of Social Values in Physical Education and Sport to Develop Teenage Students' Character: A Systematic Review," *Retos* 58 (September 1, 2024): 960-68, <https://doi.org/10.47197/retos.v58.107763>; Nurboyeva Habiba Botirovna, "Systematic Methods Of Development Of National Values In Students," *European Journal of Humanities and Educational Advancements* 3, no. 6 (2022): 118-20, <https://www.neliti.com/publications/605217/systematic-methods-of-development-of-national-values-in-students>; Ria Hardina, Miftachul Amin, and Muhammad Rafli Faishal Wardana, "The Role of National Education Day 2024 in Improving the Quality of Islamic Education in Pasuruan City," *JPCIS: Journal of Pergunu and Contemporary Islamic Studies* 1, no. 1 (2024): 147-69, <https://jurnal.pcpergunukotapasuruan.org/index.php/jpcis/article/view/6>.

⁹ (R Santoso, Ratnawati, & Riyanti, 2022)

¹⁰ Jian Guan et al., "Values and National Identity of Adolescents in China: The Chain Mediating Effect of Core Self-Evaluations and Identity Motivation," *National Identities* 26, no. 3 (May 26, 2024): 267-88, <https://doi.org/10.1080/14608944.2024.2305379>; Kurbanova Rita Jarasovna, "The Role of National Values in Shaping the Aesthetic Worldview of Schoolchildren," *International Journal of Pedagogics* 5, no. 03 (2025): 55-58, <https://doi.org/https://doi.org/10.37547/ijp/Volume05Issue03-16>.

¹¹ Ho Jung Choo, Ha Kyung Lee, and Jiali Xie, "Consumers' Cultural Identity under Glocalization: Vietnamese Consumers' Global and National Identities and Their Cross-Cultural Consumption," *Asia Pacific Journal of Marketing and Logistics* 35, no. 5 (April 25, 2023): 1052-74, <https://doi.org/10.1108/APJML-10-2021-0740>; Gal Ariely, "National Identity and Globalization: Findings from Cross-National Surveys," 2021, 17-35, https://doi.org/10.1007/978-94-024-2014-2_2; Simon Ozer and Seth J. Schwartz, "Identity Development in the Era of Globalization: Globalization-Based Acculturation and Personal Identity Development among Danish Emerging Adults," *European Journal of Developmental Psychology* 19, no. 1 (January 2, 2022): 22-42, <https://doi.org/10.1080/17405629.2020.1858405>; Mukhamad Murdiono and Wuri Wuryandani, "Civic and Nationalism Education for Young Indonesian Generation in the Globalization Era," *Jurnal Civics: Media Kajian Kewarganegaraan* 18, no. 1 (April 1, 2021): 158-71, <https://doi.org/10.21831/jc.v18i1.39452>.

especially in the environment *pesantren* which has a large mass base and strong social religious authority.¹²

In addition, strengthening national values, economic independence is an important provision for students to play an active role in society.¹³ Education has a great influence in building economic independence,¹⁴ including through the provision of practical skills and entrepreneurship in Islamic boarding schools.¹⁵ Economic independence is relevant as part of the *pesantren* curriculum that combines spiritual education and practical skills in the global era.¹⁶ The integration of aspects of religiosity and economic skills will be the key to the competitiveness of students in facing global competition.¹⁷ This shows that *pesantren* It is not

¹² Ridwan Santoso and Wuri Wuryandani, "Development of PPKn Teaching Materials Based on Local Wisdom to Increase Cultural Resilience through Understanding the Concept of Diversity," *Journal of National Resilience* 26, no. 2 (2020): 229–48, <https://doi.org/https://doi.org/10.22146/jkn.56926>.

¹³ Ke Ma and Bo Fang, "Exploring Generation Z's Expectations at Future Work: The Impact of Digital Technology on Job Searching," *European Journal of Training and Development* 48, no. 9 (November 6, 2024): 933–53, <https://doi.org/10.1108/EJTD-05-2023-0076>; Gyung-Lan Kang, Cheol-Woo Park, and Seung-Hwan Jang, "A Study on the Impact of Financial Literacy and Digital Capabilities on Entrepreneurial Intention: Mediating Effect of Entrepreneurship," *Behavioral Sciences* 14, no. 2 (February 8, 2024): 121, <https://doi.org/10.3390/bs14020121>; Siti Aisyah and Achadi Budi Santosa Santosa, "Management of a Typical School Curriculum in Forming Qur'anic Character and Students' Economic Independence," *Perspektif Pendidikan Dan Keguruan* 15, no. 2 (October 30, 2024): 186–98, [https://doi.org/10.25299/perspektif.2024.vol15\(2\).19110](https://doi.org/10.25299/perspektif.2024.vol15(2).19110); Saidabzalkhan Azamkhanov, "Sociological Analysis Of Modern Forms Of Organizing Students' independent Work," *Modern Science and Research* 3, no. 5 (2024), <https://inlibrary.uz/index.php/science-research/article/view/33619>.

¹⁴ Jing Jian Xiao and Nilton Porto, "Financial Independence of Emerging Adult College Students," *SSRN Electronic Journal*, 2024, <https://doi.org/10.2139/ssrn.4769497>; Mustofa Anwar et al., "Optimizing the Economic Independence of Sharia-Based Islamic Boarding Schools," *International Journal of Islamic Economics* 6, no. 01 (May 11, 2024): 58, <https://doi.org/10.32332/ijie.v6i01.8944>; Muhammad Adamin, Achmad Firdaus, and Zulkarnain Muhammad Ali, "Determinants of Successful Economic Independence in Pesantren," *The Economic Review of Pesantren* 3, no. 2 (January 16, 2025), <https://doi.org/10.58968/erp.v3i2.550>; Muh. Ihsan Said Ahmad, Muhammad Ikram Idrus, and Syamsu Rijal, "The Role of Education in Fostering Entrepreneurial Spirit in the Young Generation," *Journal of Contemporary Administration and Management (ADMAN)* 1, no. 2 (August 13, 2023): 93–100, <https://doi.org/10.61100/adman.v1i2.28>.

¹⁵ A B Sitio, M Muazza, and S Supriadi, "The Influence of Digital Entrepreneurship, Family Environment, and Entrepreneurial Literacy on Interest in Becoming a Young Entrepreneur...," *Journal of Intellectual Insan Cendikia*, 2025, <https://jicnusantara.com/index.php/jiic/article/view/3134>; S Supriadi, "Analysis Of Basic Understanding Of Economics For New Students Of The Economic Education Study Program, University Of Jambi," *Journal of Economic Education*, 2024, <https://mail.online-journal.unja.ac.id/JEec/article/view/38653>; Muhammad Fahmul Iltiham and Wiwin Ainis Rohtih, "Inspiring Entrepreneurial Spirit to Achieve Economic Independence for the Community Based on the Foundation of Islamic Boarding Schools," *Malia (Accredited)* 15, no. 1 (December 31, 2023): 94–104, <https://doi.org/10.35891/ml.v15i1.4915>.

¹⁶ Moh. Syafi'i and Lestari Widodo, "Improving the Quality of Education in Islamic Boarding School-Based Schools," *Daarus Tsaqofah Journal of Postgraduate Education Qomaruddin University* 2, no. 1 (December 17, 2024): 249–60, <https://doi.org/10.62740/jppuq.v2i1.224>; Badrun Badrun, "Enhancing Islamic Education: The Role of Madrasah-Based Management in Islamic Boarding Schools," *Al-Ishlah: Journal of Education* 16, no. 2 (June 21, 2024), <https://doi.org/10.35445/alishlah.v16i2.5153>; Mochamad Arif Faizin, "Islamic Boarding Education Management Reform: Transformation Strategies to Improve Competitiveness and Relevance," *AL-ISHLAH: Education Journal* 16, no. 2 (June 25, 2024), <https://doi.org/10.35445/alishlah.v16i2.4462>.

¹⁷ Nali Eka, I Wayan Suka Yasa, and I Wayan Budi Utama, "Adaptation Strategy of Central Kalimantan's Dayak Ngaju Religious System to the State Official Religions in Palangka Raya," *International Journal of Linguistics, Literature and Culture* 7, no. 3 (2021), <https://doi.org/10.21744/ijllc.v7n3.1470>; Randy Michael Karepouwan et al., "Optimizing School Management as a Learning Environment in the Formation of Civic Disposition," *Educative: Journal Of Educational Sciences* 5, no. 2 (2023), <https://doi.org/10.31004/edukatif.v5i2.4959>; Masudul Alam Choudhury, "Religion and Social Economics (a Systemic Theory of Organic Unity)," *International Journal of Social Economics* 43, no. 2 (2016), <https://doi.org/10.1108/IJSE-04-2014-0066>; Cynthia Akwei and Celestine Nwachukwu, "An Exploration of Contextual Factors Affecting the Nexus of Competitive Strategy and Human Resource Management Practices in Nigeria's Emerging Economy Context," *International Journal of Human Resource Management* 34, no. 16 (2023),

enough to equip students with religious knowledge, but it is also necessary to prepare a curriculum that supports economic independence in the global era.

An integrated curriculum that combines education of national and economic values is a strategic answer to these two major challenges.¹⁸ This model synergizes formal learning, early childhood education, and community-based entrepreneurship training to produce religious, nationalist, and independent students.¹⁹ Thus, the integration of this curriculum can be seen as a strategic step in developing a modern *pesantren* model that is adaptive while being rooted in Islamic traditions.

Selection *Pondok Pesantren* Al Muhajirin, Batanghari, as a research locus is based on the consideration that *pesantren*. This *pesantren* is a representative case (best case/benchmark) in implementing Integrated Education which is the main focus of this study. Al Muhajirin consistently integrates the formal education curriculum, strengthening the teachings of the early teachings of Ahlussunnah wal Jamaah An-Nahdliyah (Ke-NU-an), and fostering community-based entrepreneurship. Al Muhajirin's representativeness lies in its success in coordinating the two crucial issues raised, Strengthening National Values and Economic Independence. *Pesantren* has received local recognition for its success in developing student independence through its Business Unit *Pesantren* comprehensive includes laundry, cooperatives, agriculture, livestock, workshops, and laser cutting services as well as being recognized as a fortress for teaching tolerant and moderate national values. Thus, the existence of a tested and integrated integrated education model in Al Muhajirin makes it an ideal location to test the synergistic role between strengthening national character and economic independence.

The position of this research in the contemporary literature on *pesantren* shows significant intersections and gaps. In general, previous studies have affirmed the strategic role

<https://doi.org/10.1080/09585192.2022.2104128>; Anita Priantina et al., "Gen Z and Support Towards Islamic Commercial and Social Finance Integration," *Azjaf* 4, no. 2 (2023); D Darmiyati, S Sudjarwo, and P Pujiati, "Development of Contextual Learning-Oriented Craft and Entrepreneurship Modules for High School Students," *Journal of Social Studies*, 2017; Slamet Mujiono and Ahmad Wira, "The Integration of Religion, Politics, Economy and Technology in Indonesia," *Journal of Research & Service* 9, no. 2 (2021); Ahmad Zainuri et al., "Curriculum Integration In Formal Diniyah Education Wustha Az-Zakiyah Shahabiyah Palembang," *Visionary Journal: Research and Development in the Field of Education Administration* 11, no. 1 (2023), <https://doi.org/10.33394/vis.v11i1.7021>; Azyumardi Azra, *Islamic Education: Tradition and Modernization Towards the New Millennium*, Logos, 1999; Syahid Ismail, "Strategies for Realizing the Independence of Islamic Boarding Schools Based on Student Empowerment," *Sociological Perspective* 4, no. 1 (2016); Ali Mastur, "Curriculum Integration in Formal Early Education (PDF) Wustho Al Fithrah Surabaya," *TARBAWI* 10, no. 2 (2022), <https://doi.org/10.36781/tarbawi.v10i2.215>; Febri Rimadani and Indri Murniawaty, "The Influence Of Entrepreneurship Education, Business Center And Student Creativity On Students' Entrepreneurial Spirit," *Economic Education Analysis Journal* 7, no. 3 (2019), <https://doi.org/10.15294/eeaj.v7i3.28333>; Rizal Muttaqin, "Independence And Economic Empowerment Based On Pesantren (Study on the Role of Al-Ittifaq Islamic Boarding School, Rancabali District, Bandung Regency on the Economic Independence of Students and Economic Empowerment of the Surrounding Community)," *JESI (Indonesian Journal of Sharia Economics)* 1, no. 2 (2016), [https://doi.org/10.21927/jesi.2011.1\(2\).65-94](https://doi.org/10.21927/jesi.2011.1(2).65-94).

¹⁸ Hosaini Hosaini et al., "Integration of School Curriculum and Islamic Boarding Schools in Preparing the Golden Generation with Holistic Intelligence," ed. J. bin Surif et al., *SHS Web of Conferences* 205 (December 6, 2024): 03001, <https://doi.org/10.1051/shsconf/202420503001>; Septian Pratiwi, "The Management of Integrated Madrasah-Islamic Boarding School Curriculum to Enhance Graduated Student Quality At Azmania Boarding School Ponorogo," *Southeast Asian Journal of Islamic Education Management* 5, no. 2 (December 31, 2024): 249–60, <https://doi.org/10.21154/sajiem.v5i2.346>; Abdullaah Mustaqim and Mohammad Zakki Azani, "Implementation of Curriculum Integration in The Boarding School Program," *JIE (Journal of Islamic Education)* 9, no. 1 (April 4, 2024): 295–308, <https://doi.org/10.52615/jie.v9i1.387>.

¹⁹ (Amir, 2019; Asari, Nurmawati, & Ruslan, 2023; Salim, Zaibi, Brantasari, Ikhsan, & Aslindah, 2025; Afandi, 2019)

of *pesantren* as a pillar of continuous education, especially in the manajemen dan pemberdayaan.²⁰ Various studies describe the model of student independence through the Islamic Boarding School Business Unit (BUMP) as a financial support,²¹ the integration of religious education with entrepreneurship,²² and the use of natural resources through Ecopesantren or a community approach.²³ On the other hand, literature also highlights the importance of strengthening national character and values, both through the actualization of Pancasila²⁴ and the development of life skills that refer to the example of *Kiai*.²⁵

However, the majority of these studies tend to be qualitative descriptive and the focus is fragmented, namely researching economic independence or national values partially. This leaves a methodological and substantial gap where the effectiveness of the synergy of the integrated curriculum model in producing two crucial outputs, strengthening national character and increasing economic competitiveness, has not been comprehensively studied.

The fundamental novelty carried out by this study is the quantitative empirical validation of the three-aspect integrated education model (formal, early, and entrepreneurship) in *pondok pesantren*. This research goes beyond the description of the model by simultaneously testing and proving that the integration of the model has a significant contribution to strengthening national values, as well as showing a substantial positive relationship with the economic independence of students.

Based on this description, this study focuses on proving that *pondok pesantren* has an important and strategic role in developing the economic independence of students. This independence is not only understood as limited to the ability of students to meet their personal needs, but also includes their capacity to actively contribute to social, economic, and community development. The economic independence of students is ultimately expected to become a strong foundation that is able to strengthen national values, build the spirit of nationalism, and maintain national integrity in the midst of the rapid flow of globalization and increasingly fierce global competition. *Pesantren* With a large mass base and strong social position in society, it has great potential to produce a young generation that is not only religious, but also economically empowered and has a national character.

²⁰ Wahyudi Widodo, "Manajemen Pondok Pesantren Sebagai Pilar Pendidikan Islam Berkelanjutan," n.d.; Selamat Raharjo, "Strategi Kemandirian Pesantren Melalui Peningkatan Kualitas Manajemen Di Pesantren Bahrul Ulum Sungailiat Bangka Selamat Raharjo," no. 1 (2025).

²¹ Abdul Malik, "The Role of BUMP in Increasing the Economic Independence of Islamic Boarding Schools in the Perspective of Sharia Economics (Case Study: Sheikh Hasan Yamani Islamic Boarding School)" 10, no. 02 (2025): 450–58, <https://doi.org/10.37366/jespb.v10i02.2707>.

²² Nasron Hakim, Fatakhul Huda, and Imam Rohani, "The Integration of Islamic Religious Education and Entrepreneurship in Islamic Boarding Schools: A Model for the Development of Economic Independence of Students in Dalwa Islamic Boarding School," *Tarbawi Ngabar: Journal of Education* 6, no. 2 (2025): 214–32, <https://doi.org/10.55380/tarbawi.v6i2.1090>; Hafizh Arrahman, "Entrepreneurial Education Management in Fostering the Spirit of Student Independence at Pondok Modern Darussalam Gontor Campus 7," *Pendas: Scientific Journal of Basic Education* 10, no. 2 (2025): 1–11.

²³ Galuh Widitya Qomaro et al., "Strengthening the Concept of Mu'amalah and Entrepreneurship to Build Economic Independence of Students," *Student: Journal of Student Engagement* 4, no. 1 (2025): 45–53, <https://doi.org/10.55352/santri.v4i1.1270>.

²⁴ Dede Yuda and Wahyu Nurhuda, "Actualization of National Values in the Education System at the Idrisyah Tasikmalaya Islamic Boarding School" 5, no. 1 (2025), <https://doi.org/10.59818/jpi.v5i1.1056>.

²⁵ Jamilatus Zahroh and Muhammad Fahmi, "The Independence of Students in the Global Era: Emulating the Concept of Education of Kiai As'ad Syamsul Arifin," *Tawazun: Journal of Islamic Education* 18, no. 2 (2025): 371–92, <https://doi.org/10.32832/tawazun.v18i2.19816>.

From the exposure and research gaps that have been identified, this article aims to empirically prove the role of integrated education in strengthening the value of kebangsaan. At the same time, it encourages the economic independence of students. This research is expected to contribute not only to the theoretical realm through the enrichment of literature on Islamic education, nationalism, and student economic empowerment, but also to the practical realm through the formulation of educational models *pesantren* more comprehensive. The educational model offered is expected to be a reference in curriculum development *pesantren* which is adaptive to global challenges, but still based on the traditions and noble values of the nation. Thus, *pesantren* are expected to be able to maintain the identity of the Indonesian nation as a religious, cultured, and strong nationalistic society, as well as increase competitiveness in the face of global dynamics that continue to develop.

B. METHODS

This research aims to prove the role of Islamic boarding schools in developing the economic independence of students which ultimately strengthens national values and national integrity. To achieve this goal, a mixed method sequential exploratory approach is used which combines qualitative and quantitative methods sequentially.²⁶²⁷ This approach was chosen to obtain a comprehensive and in-depth picture of the implementation of integrated education in Islamic boarding schools and its impact on national values and economic independence of students.

The mixed method sequential exploratory design begins with a qualitative exploration stage to explore initial information through in-depth interviews, then continues with a quantitative stage in the form of a survey to validate qualitative findings.²⁸²⁹ The qualitative stage is focused on identifying the pattern and process of implementing integrated education, while the quantitative stage is used to measure the relationship and impact of integrated education on national values and economic independence of students.

The research was conducted in *Pondok Pesantren Al Muhajirin*, Batanghari Jambi. The research subjects of adult students were 40 respondents using the Slovin formula and 3 caregivers as key informants who were selected through purposive sampling techniques. Before Data collection, the researcher compiled an instrument in the form of a questionnaire to obtain quantitative data and in-depth interview guidelines to explore qualitative data. The questionnaire instrument is tested first to ensure its validity and reliability.

The data collection process was carried out using two main methods. Quantitative data were obtained through questionnaires distributed to respondents, while qualitative data were collected through indepth interviews with key informants, and supported by field observations and documentation. After data collection, the analysis stage was carried out using different approaches according to the type of data. Qualitative data were analyzed through reduction, presentation, and drawing conclusions, while quantitative data were analyzed using Jamovi software through Multivariate Analysis of Covariance to examine the

²⁶ John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (North America: Sage publications., 2017).

²⁷ Creswell and Creswell.

²⁸ John W. Creswell, "Mixed-Method Research," in *Handbook of Educational Policy* (Elsevier, 1999), 455–72, <https://doi.org/10.1016/B978-012174698-8/50045-X>; Janice M Morse, *Mixed Method Design* (Routledge, 2016), <https://doi.org/10.4324/9781315424538>.

²⁹ Creswell, "Mixed-Method Research"; Morse, *Mixed Method Design*.

contribution of integrated education to national values and the economic independence of students.

The results of the analysis are then interpreted by connecting quantitative and qualitative findings, so that a comprehensive picture of the role of *pondok pesantren* in fostering economic independence while strengthening national values. The final stage of research is the preparation of report by sistematis, Complete with a narrative and table that clarifies the findings and contains practical recommendations for the development of the *pesantren* curriculum.

Tabel 1. Scale Reliability Statistics

	Cronbach's α	McDonald's ω
scale	0.858	0.883

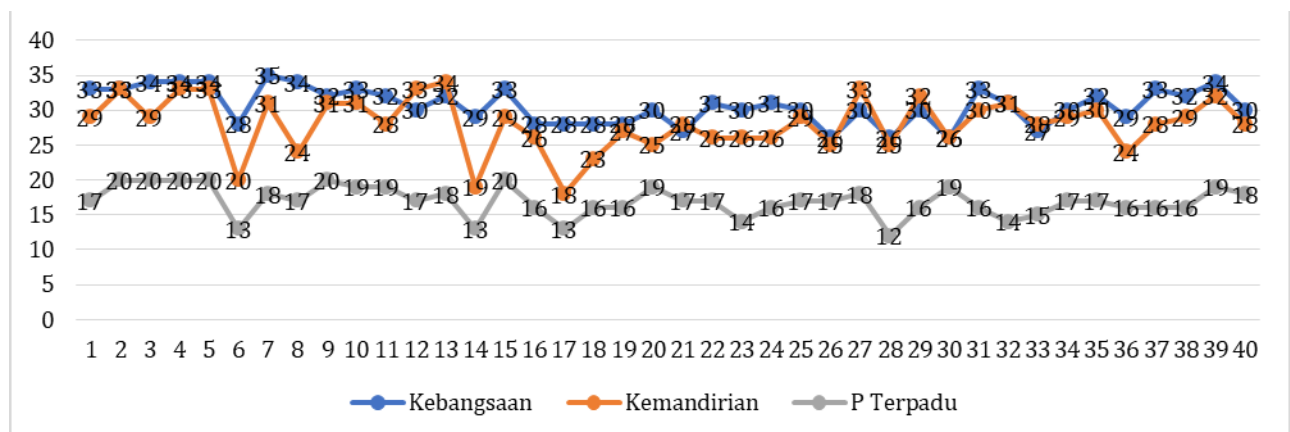
C. RESULTS AND DISCUSSION

1. Results of Integrating Education in *Pondok Pesantren* to Strengthen National Values and Economic Independence of Students

The results of this study show that integrated education in *pondok pesantren* It is a strategic instrument in strengthening national values and economic independence of students simultaneously. Through a combination of formal learning, early education, and activities based on real practices, *pesantren* are able to form the character of students who are religious, nationalist, and economically independent.

a. Research Data

Table 2. Research Data



Quantitative and qualitative data analysis shows that the two values do not run separately, but rather strengthen each other in building a profile of graduates who are ready to contribute to society. The increase occurred in relatively synchronous aspects of the three aspects of integrated education. This data provides basic information that the success of *pesantren* education lies in the integration of curriculum, examples, and direct experiences provided to students in daily life.

b. Assumption Test

The regression analysis in this study was carried out strictly by following the prerequisite test of Normality, Heteroscedasticity, and Autocorrelation analysis. The results of the assumption test as the basis for the research can be analyzed parametrically or by nonparametrik. The results of the Normality and Heteroscedasticity test can be seen in table 3, table 4, and table 5.

Table 3. Data Normality

Normality Tests		
	Statistic	p
Shapiro-Wilk	0.976	0.551
Kolmogorov-Smirnov	0.0838	0.941
Anderson-Darling	0.250	0.729

Note. Additional results provided by *moretests*

Based on the results of the normality test analysis involving the Shapiro-Wilk, Kolmogorov-Smirnov, and Anderson-Darling methods, it can be concluded that the residual regression model has been distributed normally. This is based on the finding that the entire *p-value*, which is 0.551 (Shapiro-Wilk), 0.941 (Kolmogorov-Smirnov), and 0.729 (Anderson-Darling), is greater than the significance level limit of 0.05. With this assumption being met, the validity of statistical inferences (such as t-tests and F-tests) in statistical analysis can be guaranteed for the sample being tested.

Q-Q Plot

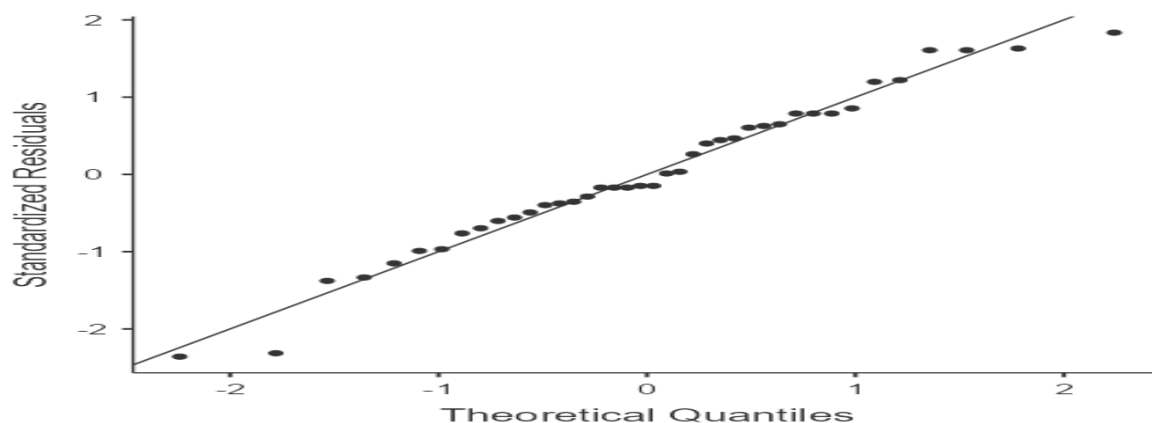


Figure 1. Q_Q plot

Testing of the residual normality assumption is visually performed through a Q-Q Plot (*Quantile-Quantile Plot*), where the standardized residual quantities are compared to the theoretical quantiles of the normal distribution. The plot results show that the (residual) data points are spread close together and follow a diagonal straight line, with slight deviations only in the tail. The correspondence of the data points to these reference lines visually indicates that the residual model has been distributed normally. These findings further strengthen the

results of previous normality statistical tests (such as Shapiro-Wilk or Kolmogorov-Smirnov) can ensure that the assumption of normality is met, so that the statistical inference validity of the regression model can be maintained.

Table 4. Data Heteroscedasticity

	<i>Statistic</i>	<i>p</i>
Breusch-Pagan	0.0395	0.842
Goldfeld-Quandt	1.34	0.273
Harrison-McCabe	0.435	0.286

Note. Additional results provided by moretests

Based on the results of the analysis of the Heteroscedasticity Test using the Breusch-Pagan, Goldfeld-Quandt, and Harrison-McCabe methods, it can be concluded that the assumption of Homoscedasticity has been fulfilled in the regression model. This conclusion is supported by the finding that the total p-value of the three tests was significantly greater than the significance level of 0.05 (0.842, 0.273, and 0.286, respectively). With a $p > 0.05$, the hypothesis of zero (H_0) is accepted, which means that the residual variance is constant (no Heteroscedasticity). With the fulfillment of this assumption, the estimation of the regression coefficient obtained through the OLS method becomes efficient.

Table 5. Autocorrelation test

Durbin-Watson Test for Autocorrelation

Autocorrelation	DW Statistic	p
0.198	1.59	0.194

The results of the Durbin-Watson Test show that the non-autocorrelation assumption has been fulfilled in the regression model. This is evidenced by a *p-value* of 0.194, which is greater than the significance limit of 0.05, thus leading to the acceptance of the null hypothesis (H_0): there is no autocorrelation in residuals. Further, the Statistical Durbin-Watson value of 1.590 is within an acceptable range and close to a value of 2, which consistently corroborates the conclusion that the residual model is independent of the previous time period.

Table 5. Multicollinearity Test

Collinearity Statistics

	VIF	Tolerance
Total KB	1.44	0.694
Total KE	1.43	0.692

The results of the collinearity analysis showed that there was no significant multicollinearity problem between the predictor variables Total KB and Total KE in the regression model. This is evidenced by the very low Variance Inflation Factor (VIF) value of 1,440 for both variables, which is well below the alarming threshold ($VIF \leq 10$). Consistent with VIF, the calculated Tolerance value of 0.694 is well above the critical limit of 0.10. These values indicate that the variance of the regression coefficients of the two predictors is not significantly distorted by the correlation between them, so that the estimation of the net *effect* of Total KB and Total KE on the dependent variables in the model can be considered stable and consistent.

Based on the results of the prerequisite test of Normality, Autocorrelation and Heteroscedasticity that have been met, the analysis was continued by conducting multivariate parametrics to determine the success rate of integrated education in the formation of national character and economic independence of students. The results of the regression test can be seen in table 6, table 7, and table 8.

Table 6. Multivariate Tests Results

Multivariate Tests

		value	F	df1	df2	p
Total PT	Pillai's Trace	0.454	15.4	2	37	<.001
	Wilks' Lambda	0.546	15.4	2	37	<.001
	Hotelling's Trace	0.831	15.4	2	37	<.001
	Roy's Largest Root	0.831	15.4	2	37	<.001

The results of multivariate tests with *Pillai's Trace*, *Wilks' Lambda*, *Hotelling's Trace*, and *Roy's Largest Root* showed that the independent variable Total PT had a very significant effect on the linear combination of the dependent variables, as all p-values were less than 0.001 with p-values < 0.001, and F-values got 15.4 in the fairly high category. Substantively, this means that there are strong differences between groups represented by the Total PT variable when measured on the entire set of dependent variables. Since these multivariate results are significant, the next step to take is to look at a separate univariate test for each dependent variable and, if significant, proceed with a *post hoc* test to identify which groups are specifically different.

Table 7. Univariate Tests Results

Univariate Tests

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
Total PT	Total KB	78.2	1	78.24	17.0	<.001
	Total KE	231.1	1	231.15	24.3	<.001
Residuals	Total KB	174.9	38	4.60		

Table 7. Univariate Tests Results

Univariate Tests						
Dependent Variable	Sum of Squares	df	Mean Square	F	p	
Total KE	361.8	38	9.52			

This Univariate Tests table, which is a follow-up to the previous Multivariate test, shows that the effect of the Total PT factor of the Independent Variables is very significant on the two dependent variables individually, namely Total KB with a value of $F=17.0$ and a p value of $< .001$ and Total KE with a value of $F=24.3$, and a p value of $< .001$. In other words, the different groups in Total PT have significant average differences in both the Total KB variable and the Total KE variable. Since the effect of the main factor Total PT is significant on both dependent variables, and if the Total PT factor has more than two groups, the next step that must be taken is to run a separate post hoc test for Total KB and Total KE to identify specifically which group pairs are different.

Table 8. Post Hoc Test Comparison

Comparison	Mean Difference	p (tukey)	Kesimpulan
12 - 18	-5.75	0.043	Signifikan
12 - 20	-7.333	0.003	Sangat Signifikan
13 - 20	-5	0.027	Signifikan

Based on the results of the MANCOVA test, it shows that there is an effect of the Total PT factor as a whole, and the univariate ANCOVA test shows that this factor is significant in both dependent variables on Total KB and Total KE. However, the results of *the post hoc test Tukey HSD* provide different details. For the dependent variable Total KB, no significant difference was found between any group pairs with a total value of $p > 0.05$. Meanwhile, for the dependent variable Total KE, significant differences were identified. Specifically, group 12 differed significantly from group 18 with a value of $p=0.043$ and 20 with a value of $p=0.003$, and group 13 differed significantly from group 20 with a value of $p=0.027$. This shows that the effect of the univariately significant Total PT factor is only really driven by specific differences between groups on the Total KE variable, not on Total KB.

2. The Role of Integrated Education in Pondok Pesantren in Strengthening the National Values and Economic Independence of Students

Based on the results of the analysis with the MANCOVA test in table 6 showed a strong significant effect of the Integrated Education (PT) factor variable on the linear combination of dependent variables, namely National Character (KB) and Economic Independence (KE) obtained a p value of < 0.001 . These results conclusively reject the multivariate zero hypothesis and indicate that the Integrated Education model in *pesantren* has succeeded in producing differences between groups in combined learning outcomes. Furthermore, the univariate analysis (ANCOVA) confirmed that this significant effect applied to both dependent variables individually, both National Character with a value of $F=17.0$, and a $p<$ value of 0.001

and Economic Independence with a value of $F=24.3$, and a $p<$ value of 0.001. This suggests that Integrated Education interventions have the potential to affect the improvement of both aspects separately, once the effects of the covariate are statistically controlled.

To identify the specific source of differences between groups, a *post hoc test of Tukey HSD* was performed. The results of this test provide a very important understanding of the focus of the impact of Integrated Education. Economic Independence shows some significant differences between group pairs. In particular, group 12 showed significantly different and lower economic independence outcomes based on a *negative Mean Difference* sign compared to group 18 with a value of $p=0.043$ and group 20 with a value of $p=0.003$. A significant difference also occurred between group 13 and group 20 was a $p=0.027$ value. These findings confirm that a certain model or intensity in Integrated Education (Total PT) is specifically successful in increasing the Economic Independence of students compared to other models.

In contrast, although univariate ANCOVA showed that the Integrated Education factor had a significant effect on National Character, *Tukey's post hoc* test results failed to find a single significant difference between pairs of any group $p > 0.05$ for all comparisons. This contradiction implies that, although statistically average differences in Nationality Character exist, they are not strong enough or are not concentrated in a particular group pair. Therefore, the Integrated Education factor in this study cannot be specifically said to be successful in distinguishing or improving the National Character in one group compared to another. This result may be due to the lack of sensitivity of the National Character measurement instrument to changes in learning models, or because the National Character tends to be more stable and difficult to change in a relatively short intervention period.

Theoretically, these findings strengthen the role of Integrated Education in the context of *pesantren* as a variable that is able to effectively improve the results of Economic Independence (KE). The learning model of *pesantren* with integrated education seems to have a more real practical impact on skills and attitudes that support economic independence, such as entrepreneurship or financial literacy, as evidenced by significant comparisons between groups. Practically, *pesantren* need to focus resources and model replication on the characteristics of Group 20 and Group 18 that show superior KE results and re-evaluate the implementation of the model applied to Groups 12 and 13 for KE results.

Basically, integrated education in Islamic boarding schools is a holistic model that integrates formal learning and early education to form students with strong characters spiritually, intellectually, socially, and economically. The integration of formal education in the morning and early education in the afternoon to night allows students to obtain general lessons as well as deepening the classic book (*kitab kuning*) as a source of morals, religious understanding, and character formation.³⁰ The religious aspect is the center of coaching, including the learning of monotheism, worship, morals, and sharia, which are practiced in daily life. Ethical values such as good manners, social responsibility, and mutual respect are an integral part of character education, especially for senior students who deepen classical texts as a moral and spiritual foundation.³¹

³⁰ Mastur, "Curriculum Integration in Formal Early Education (PDF) Wustho Al Fithrah Surabaya"; Zainuri et al., "Curriculum Integration In Formal Diniyah Education Wustha Az-Zakiyah Shahabiyah Palembang."

³¹ Azra.

In accordance with the theory of holistic education that places character formation as a result of the synergy between academic strengthening and spiritual moral development.³² In addition, national values are instilled through formal and informal activities such as flag ceremonies, commemorations of holidays, and national discussions that emulate warrior scholars, so that *pesantren* play a role in fostering a religious generation that loves the homeland. Economic independence is also a focus through entrepreneurship training, agriculture, animal husbandry, digital skills, and creative production based on local potential, including the management of independent business units that directly involve students.³³ By integrating religion, nationality, and economic independence, integrated education in *pesantren* serves as a strategic instrument to form students who are moral, nationalist, independent, and adaptive to the times, while affirming the role of *pesantren* as a center for character education that is beneficial to society.

The economic independence of students in *pesantren* is formed through the management of *pesantren* business units and integrated entrepreneurship development in the education process. The strategy of strengthening economic independence is carried out through two main approaches, namely the management of business units by alumni and entrepreneurship coaching for active students. Business units managed directly by the Islamic boarding school foundation include laundry services, gardens, cooperatives, workshops, and laser cutting services, which not only provide post-education job opportunities but also Creating an independent economic ecosystem based on *pesantren*.³⁴ Meanwhile, the development of active student entrepreneurship is carried out through extracurricular activities that include the manufacture of creative products from waste, handicrafts, to the production of goods with economic value.

This program is designed in stages, especially at the high school level, through entrepreneurship projects that involve the development of business ideas, the preparation of business plans, production, and marketing in the school environment and social media,³⁵ in line with the view of the effectiveness of contextual entrepreneurship learning. In addition to instilling technical skills, these activities form an attitude of responsibility, creativity, critical thinking skills, and problem solversg. *Pesantren* also routinely holds entrepreneurship seminars with local MSME actors as resource persons to enrich insights and improve the

³² Sultana Ali Norozi, "The Nexus of Holistic Wellbeing and School Education: A Literature-Informed Theoretical Framework," *Societies* 13, no. 5 (2023), <https://doi.org/10.3390/soc13050113>; Tasman Hamami and Zalik Nuryana, "A Holistic-Integrative Approach of the Muhammadiyah Education System in Indonesia," *HTS Teologiese Studies / Theological Studies* 78, no. 4 (2022), <https://doi.org/10.4102/hts.v78i4.7607>; Fauzi, Supa'at, and Ifada Novikasari, "Holistic-Integrative Education System in an Islamic Kindergarten," *Qudus International Journal of Islamic Studies* 7, no. 2 (2019), <https://doi.org/10.21043/qijis.v7i2.6449>; Ida Rianawaty et al., "Model of Holistic Education-Based Boarding School: A Case Study at Senior High School," *European Journal of Educational Research* 10, no. 2 (2021), <https://doi.org/10.12973/EU-JER.10.2.567>; Sirosus Mahmoudi et al., "Holistic Education: An Approach for 21 Century," *International Education Studies* 5, no. 3 (2012), <https://doi.org/10.5539/ies.v5n3p178>; Brigita Miseliunaite, Irina Kliziene, and Gintautas Cibulskas, "Can Holistic Education Solve the World's Problems: A Systematic Literature Review," *Sustainability (Switzerland)*, 2022, <https://doi.org/10.3390/su14159737>.

³³ Muttaqin, "Independence And Economic Empowerment Based On Pesantren (Study on the Role of Al-Ittifaq Islamic Boarding School, Rancabali District, Bandung Regency on the Economic Independence of Santri and Economic Empowerment of the Surrounding Community)"; Ismail, "Strategies for Realizing the Independence of Islamic Boarding Schools Based on Student Empowerment."

³⁴ Ismail and Muttaqin, 2016)

³⁵ Darmiyati et al, (2017)

entrepreneurial orientation of students.³⁶ These findings corroborate that the combination of *pesantren* based business management and contextual entrepreneurship coaching is effective in forming students who are economically independent as well as adaptive to the dynamics of the business world. These findings imply that *pesantren* have a great opportunity to continue to strengthen the integrated curriculum design in order to build a strong student character and relevant life competencies. Thus, *pesantren* can be a center for character formation as well as a center for improving students' adaptive abilities and economic independence after they return to society.

a. Inculcation of National Values

The results of the study show that Integrated Education plays an important role in the successful implementation of national character education for students. The results of the univariate ANCOVA test showed that the Integrated Education (PT) factor had a significant effect in general on National Character (KB) with a p value of < 0.001 , this result was contradicted by the *post hoc test Tukey HSD*. In paired comparisons between groups (12 to 20), no statistically significant differences were found with a $p > 0.05$ value in all comparisons across all question items. This phenomenon implies that, although the mean differences between groups as a whole are large enough to produce a significant F-value on ANCOVA, the differences are not concentrated in a particular group pair with enough models to pass the strict multiple comparison correction threshold as in the *Tukey* test. This shows a scattered effect, where all models of Integrated Education (PT) tend to result in a relatively uniform increase in National Character in all groups, making it difficult to identify which groups are truly superior to each other. Therefore, national character education will certainly be much more effective if it is done specifically. However, it can still be done with integrated education along with other educational concepts that can be obtained results that may be the same but not specific in each aspect can be measured.

Activities such as flag ceremonies, national history studies, discussions about nationality, and the practice of mutual cooperation are a form of effort to foster a sense of love for the homeland, discipline, and social responsibility in students. These findings are in line with studies³⁷ that emphasize that national values are the foundation in maintaining national identity in the midst of global dynamics. As a support, research of Botirovna³⁸ shows that experiential learning of nationality is able to awaken a sense of belonging and attachment to the state. The main contribution of this section is to provide empirical evidence that national character can be more effectively carried out specifically in a national character education program than done in an integrated manner. Thus, the results of this study can be the basis for evaluating the implementation of integrated education in *pondok pesantren*.

b. Strengthening Economic Independence

The economic independence of students in this study is built through direct experience in entrepreneurship training, involvement in *pesantren* business units, and productive work habits that are carried out continuously. This process provides space for students to understand how to manage a business, make simple economic decisions, and develop

³⁶ Rimadani dan Murniawaty, 2019)

³⁷ Murdiono and Wuryandani (2021)

³⁸ Botirovna (2022)

creativity and problem-solving skills. MANCOVA's multivariate analysis shows that the Integrated Education factor has a strong significant effect on the overall output of students, National Character and Economic Independence. These results were later confirmed by the ANCOVA univariate test, in which both dependent variables showed significant factor effects. However, different results obtained in the *Tukey HSD post hoc* test provide details that separate the two variables. Only the Economic Independence variable was successfully identified, a clear significant difference. It was found that the Integrated Education model represented by Group 18 and Group 20 resulted in significantly higher Economic Independence compared to the model applied to Groups 12 and 13. These results indicate that certain curricular elements or learning intensity in the Group 18 and 20 models are the main catalysts for success in fostering Economic Independence. Therefore, practical recommendations should be focused on replicating the Group 18 and 20 models for Economic Independence.

These findings are in line with research of Mustaqiim³⁹ and Aisyah⁴⁰ which states that economic literacy and practical experience are the main elements in shaping the entrepreneurial spirit in students. This result is also strengthened by Silvia Dewi⁴¹ explaining that project-based economic learning is able to increase students' creativity and analytical skills through real experience. The implication of these findings is that *pesantren* have the potential to develop themselves as centers for community based economic empowerment by maximizing business units as learning laboratories. Through this approach, students can acquire practical skills that are really ready to be applied in life after they complete their education, so that *pesantren* not only become a center for moral education, but also a center for economic training that is relevant for their independence.

D. CONCLUSION

This study provides evidence that students can and are very likely to have excellent economic ability or independence through education in Islamic boarding schools. The results of statistical analysis prove that Integrated Education has a significant influence on Economic Independence (KE), but its impact on National Character (KB) cannot be proven in comparisons between specific groups in a *detailed post hoc* test. However, as a whole, integrated education still has a significant impact on the national character of students in *pondok pesantren*. This finding confirms that education in religious institutions has a great opportunity to build aspects of student economic independence. Furthermore, this success shows that the integrated education model in *pesantren* Not only answering the internal needs of the institution, but also making a real contribution to producing a young generation who are ready to face social, economic, and cultural challenges at the local and global levels. Thus, *pesantren* not only function as a center for religious education, but also as a vehicle for community based economic empowerment. Further research is recommended to investigate the unique characteristics of the Group 20 and Group 18 Integrated Education models that lead to superior Economic Independence, as well as to use a longitudinal research design for

³⁹ Mustaqiim and Azani (2024)

⁴⁰ Aisyah and Santosa (2024)

⁴¹ Silvia Dewi, M Afif Zamroni, and Aris Adi Leksono, "Instilling Religious Moderation in Elementary School Students Through PAI Learning," *Irsyaduna: Journal of Student Studies* 4, no. 1 (2024): 1–15, <https://doi.org/10.54437/irsyaduna.v4i1.1558>.

National Character to detect changes that may take longer to develop in the integrated education process. Although this integrated education model shows convincing empirical results, the study still has a number of limitations. The study was conducted cross-sectionally and focused only on one best case, so the findings obtained need to be read carefully when applied to Islamic boarding schools with different characteristics. In addition, the quantitative data used is sourced from students' perceptions of the implementation of the program, so they have not been able to describe the long-term impact after they complete their education. Based on these limitations, practically this integrated education model can be used as a reference in curriculum development and strengthening *Unit Usaha Pesantren* (BUMP) in similar educational institutions. For further research, longitudinal studies are needed so that the sustainability impact of this model on national attitudes and the level of independence of alumni can be measured more accurately. In addition, comparative research in various Islamic boarding schools with more diverse backgrounds is also important to strengthen the external validity of this tested model.

References

- Adamin, Muhammad, Achmad Firdaus, and Zulkarnain Muhammad Ali. "Determinants of Successful Economic Independence in Pesantren." *The Economic Review of Pesantren* 3, no. 2 (January 16, 2025). <https://doi.org/10.58968/erp.v3i2.550>.
- Aisyah, Siti, and Achadi Budi Santosa Santosa. "Management of a Typical School Curriculum in Forming Qur'anic Character and Students' Economic Independence." *Perspektif Pendidikan Dan Keguruan* 15, no. 2 (October 30, 2024): 186–98. [https://doi.org/10.25299/perspektif.2024.vol15\(2\).19110](https://doi.org/10.25299/perspektif.2024.vol15(2).19110).
- Akwei, Cynthia, and Celestine Nwachukwu. "An Exploration of Contextual Factors Affecting the Nexus of Competitive Strategy and Human Resource Management Practices in Nigeria Emerging Economy Context." *International Journal of Human Resource Management* 34, no. 16 (2023). <https://doi.org/10.1080/09585192.2022.2104128>.
- Amir, Syafruddin. "The Modernization of Education in Islamic Boarding Schools 35 and the Shift of Santri's (Islamic Boarding Student) Politics." *International Journal of Educational Science and Research (IJESR)* 9, no. 2 (2019): 33–42. [Google](#)
- Annas, Azwar, Miftahul Huda, Aidillah Suja, and Muthmainnah Muthmainnah. "Efforts of Islamic Boarding Schools in Enhancing the Quality of Education at MTs Tahfidz Yanbu'ul Qur'an, Menawan, Kudus." *Al Hikmah: Journal of Education* 4, no. 1 (2023). <https://doi.org/10.54168/ahje.v4i1.131>.
- Anwar, Mustofa, Toni Wijaya, Agnes Jevi Rialita, and Luluatuz Zahro. "Optimizing the Economic Independence of Sharia-Based Islamic Boarding Schools." *International Journal of Islamic Economics* 6, no. 01 (May 11, 2024): 58. <https://doi.org/10.32332/ijie.v6i01.8944>.
- Ariely, Gal. "National Identity and Globalization: Findings from Cross-National Surveys," 17–35, 2021. https://doi.org/10.1007/978-94-024-2014-2_2.
- Arrahman, Hafizh. "Manajemen Pendidikan Kewirausahaan Dalam Menumbuhkan Jiwa Kemandirian Santri Di Pondok Modern Darussalam Gontor Kampus 7." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 2 (2025): 1–11. [Google](#)
- Asari, Hasan, Nurmawati Nurmawati, and Muhammad Ruslan. "Opportunities and Challenges of Modernizing The Educational System of The Tahfidz Boarding School Medan City."

- Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 03 (2023). [Google](#)
- Asror, Moh, Ririn Inayatul Mahfudloh, Kusaeri Kusaeri, and Evi Fatimatur Rusydiyah. "Educational Innovation of Islamic Boarding Schools in Indonesia and Malaysia in Facing the 21st Century Challenges." *Jurnal Tarbiyatuna* 14, no. 1 (2023): 27–50. <https://doi.org/https://doi.org/10.31603/tarbiyatuna.v14i1.8802>.
- Assa'idi, Sa'dullah. "The Growth of Pesantren in Indonesia as the Islamic Venue and Social Class Status of Santri." *Eurasian Journal of Educational Research* 2021, no. 93 (2021). <https://doi.org/10.14689/EJER.2021.93.21>.
- Azamkhanov, Saidabzalkhan. "Sociological Analysis Of Modern Forms Of Organizing Students' independent Work." *Modern Science and Research* 3, no. 5 (2024). [Google](#)
- Azra, Azyumardi. *Pendidikan Islam: Tradisi Dan Modernisasi Menuju Milenium Baru*. Logos, 1999. [Google](#)
- Badrun, Badrun. "Enhancing Islamic Education: The Role of Madrasah-Based Management in Islamic Boarding Schools." *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (June 21, 2024). <https://doi.org/10.35445/alishlah.v16i2.5153>.
- Botirovna, Nurboyeva Habiba. "Systematic Methods Of Development Of National Values In Students." *European Journal of Humanities and Educational Advancements* 3, no. 6 (2022): 118–20. [Google](#)
- Choo, Ho Jung, Ha Kyung Lee, and Jiali Xie. "Consumers' Cultural Identity under Glocalization: Vietnamese Consumers' Global and National Identities and Their Cross-Cultural Consumption." *Asia Pacific Journal of Marketing and Logistics* 35, no. 5 (April 25, 2023): 1052–74. <https://doi.org/10.1108/APJML-10-2021-0740>.
- Choudhury, Masudul Alam. "Religion and Social Economics (a Systemic Theory of Organic Unity)." *International Journal of Social Economics* 43, no. 2 (2016). <https://doi.org/10.1108/IJSE-04-2014-0066>.
- Creswell, John W. "Mixed-Method Research." In *Handbook of Educational Policy*, 455–72. Elsevier, 1999. <https://doi.org/10.1016/B978-012174698-8/50045-X>.
- Creswell, John W., and J. David Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. North America: Sage publications., 2017. [Google](#)
- Darmiyati, D, S Sudjarwo, and P Pujiati. "Pengembangan Modul Prakarya Dan Kewirausahaan Berorientasi Pembelajaran Kontekstual Untuk Siswa SMA." *Jurnal Studi Sosial*, 2017. [Google](#)
- Dewi, Silvia, M Afif Zamroni, and Aris Adi Leksono. "Penanaman Sikap Moderasi Beragama Pada Siswa Sekolah Dasar Melalui Pembelajaran PAI." *Irsyaduna: Jurnal Studi Kemahasiswaan* 4, no. 1 (2024): 1–15. <https://doi.org/10.54437/irsyaduna.v4i1.1558>.
- Eka, Nali, I Wayan Suka Yasa, and I Wayan Budi Utama. "Adaptation Strategy of Central Kalimantan's Dayak Ngaju Religious System to the State Official Religions in Palangka Raya." *International Journal of Linguistics, Literature and Culture* 7, no. 3 (2021). <https://doi.org/10.21744/ijllc.v7n3.1470>.
- Faizin, Mochamad Arif. "Islamic Boarding Education Management Reform: Transformation Strategies to Improve Competitiveness and Relevance." *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (June 25, 2024). <https://doi.org/10.35445/alishlah.v16i2.4462>.
- Fauzi, Supa'at, and Ifada Novikasari. "Holistic-Integrative Education System in an Islamic Kindergarten." *Qudus International Journal of Islamic Studies* 7, no. 2 (2019). <https://doi.org/10.21043/qijis.v7i2.6449>.

- Guan, Jian, Li Zhao, Jiao Wang, and Shengning Wang. "Values and National Identity of Adolescents in China: The Chain Mediating Effect of Core Self-Evaluations and Identity Motivation." *National Identities* 26, no. 3 (May 26, 2024): 267–88. <https://doi.org/10.1080/14608944.2024.2305379>.
- Hakim, Faisol. "Strategi Pengembangan Lembaga Pendidikan Islam Di Daerah Minoritas Muslim Dan Kawasan Elite." *Falasifa: Jurnal Studi Keislaman* 11, no. 1 (2020). <https://doi.org/10.36835/falasifa.v11i1.274>.
- Hakim, Nasron, Fatakhul Huda, and Imam Rohani. "Integrasi Pendidikan Agama Islam Dan Kewirausahaan Di Pondok Pesantren: Model Pengembangan Kemandirian Ekonomi Santri Di Pondok Pesantren Dalwa." *Tarbawi Ngabar: Jurnal of Education* 6, no. 2 (2025): 214–32. <https://doi.org/10.55380/tarbawi.v6i2.1090>.
- Hamami, Tasman, and Zalik Nuryana. "A Holistic–Integrative Approach of the Muhammadiyah Education System in Indonesia." *HTS Teologiese Studies / Theological Studies* 78, no. 4 (2022). <https://doi.org/10.4102/hts.v78i4.7607>.
- Hardina, Ria, Miftachul Amin, and Muhammad Rafli Faishal Wardana. "The Role of National Education Day 2024 in Improving the Quality of Islamic Education in Pasuruan City." *JPCIS: Journal of Pergunu and Contemporary Islamic Studies* 1, no. 1 (2024): 147–69. [Google](#)
- Hasanah, Atin. "Sejarah Pendidikan Pesantren." *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 6, no. 1 (2022). <https://doi.org/10.54437/alidaroh.v6i1.374>.
- Hosaini, Hosaini, Mujamil Qomar, Kojin Kojin, and Annas Ribab Sibilana. "Integration of School Curriculum and Islamic Boarding Schools in Preparing the Golden Generation with Holistic Intelligence." Edited by J. bin Surif, G.M. Jacobs, D. Wei Dai, M.V. Reddy, T. Yamamoto, and H. Pardi. *SHS Web of Conferences* 205 (December 6, 2024): 03001. <https://doi.org/10.1051/shsconf/202420503001>.
- Ihsan, Mahlil Nurul, Nurwadjah Ahmad, Aan Hasanah, and Andewi Suhartini. "Islamic Boarding School Culture Climate in Forming The Religious Attitude of Islamic Students in Modern and Agrobusiness Islamic Boarding Schools." *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (2021). <https://doi.org/10.31538/nzh.v4i2.1492>.
- Iltiham, Muhammad Fahmul, and Wiwin Ainis Rohtih. "Inspiring Entrepreneurial Spirit to Achieve Economic Independence for the Community Based on the Foundation of Islamic Boarding Schools." *Malia (Terakreditasi)* 15, no. 1 (December 31, 2023): 94–104. <https://doi.org/10.35891/ml.v15i1.4915>.
- Ismail, Syahid. "Strategi Mewujudkan Kemandirian Pesantren Berbasis Pemberdayaan Santri." *Perspektif Sosiologi* 4, no. 1 (2016). [Google](#)
- Jarasovna, Kurbanova Rita. "The Role of National Values in Shaping the Aesthetic Worldview of Schoolchildren." *International Journal of Pedagogics* 5, no. 03 (2025): 55–58. <https://doi.org/https://doi.org/10.37547/ijp/Volume05Issue03-16>.
- Kang, Gyung-Lan, Cheol-Woo Park, and Seung-Hwan Jang. "A Study on the Impact of Financial Literacy and Digital Capabilities on Entrepreneurial Intention: Mediating Effect of Entrepreneurship." *Behavioral Sciences* 14, no. 2 (February 8, 2024): 121. <https://doi.org/10.3390/bs14020121>.
- Kardi, Kardi, Hasan Basri, Andewi Suhartini, and Fitri Meliani. "Challenges of Online Boarding Schools In The Digital Era." *At-Tadzkir: Islamic Education Journal* 2, no. 1 (March 8, 2023): 37–51. <https://doi.org/10.59373/attadzkir.v2i1.11>.

- Karepouwan, Randy Michael, Sjamsi Pasandaran, Theodorus Pangalila, and Paulus Robert Tuerah. "Optimalisasi Manajemen Sekolah Sebagai Lingkungan Belajar Dalam Pembentukan Civic Disposition." *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 2 (2023). <https://doi.org/10.31004/edukatif.v5i2.4959>.
- Kementrian Agama Republik Indonesia. "Jumlah Pesantren Dan Santri," 2023. [Google](#)
- Khambali, Khambali, Hasan Basri, and Andewi Suhartini. "Potential And Development Efforts Of Islamic Boarding Schools At Daarut Tauhiid Islamic Boarding Schools In Bandung." *Ta Dib Jurnal Pendidikan Islam* 12, no. 1 (2023). <https://doi.org/10.29313/tjpi.v12i1.11000>.
- Ma, Ke, and Bo Fang. "Exploring Generation Z's Expectations at Future Work: The Impact of Digital Technology on Job Searching." *European Journal of Training and Development* 48, no. 9 (November 6, 2024): 933–53. <https://doi.org/10.1108/EJTD-05-2023-0076>.
- Mahmoudi, Sirous, Ebrahim Jafari, Hasan Ali Nasrabadi, and Mohmmmd Javad Liaghatdar. "Holistic Education: An Approach for 21 Century." *International Education Studies* 5, no. 3 (2012). <https://doi.org/10.5539/ies.v5n3p178>.
- Malik, Abdul. "Peranan BUMP Dalam Meningkatkan Kemandirian Ekonomi Pesantren Dalam Perspektif Ekonomi Syariah (Studi Kasus : Pesantren Syekh Hasan Yamani)" 10, no. 02 (2025): 450–58. <https://doi.org/10.37366/jespb.v10i02.2707>.
- Mastur, Ali. "Integrasi Kurikulum Di Pendidikan Diniyah Formal (PDF) Wustho Al Fithrah Surabaya." *TARBAWI* 10, no. 2 (2022). <https://doi.org/10.36781/tarbawi.v10i2.215>.
- McCalman, Janya, Tessa Benveniste, Mark Wenitong, Vicki Saunders, and Ernest Hunter. "It's All about Relationships': The Place of Boarding Schools in Promoting and Managing Health and Wellbeing of Aboriginal and Torres Strait Islander Secondary School Students." *Children and Youth Services Review* 113 (2020). <https://doi.org/10.1016/j.childyouth.2020.104954>.
- Miseliunaite, Brigita, Irina Kliziene, and Gintautas Cibulskas. "Can Holistic Education Solve the World's Problems: A Systematic Literature Review." *Sustainability (Switzerland)*, 2022. <https://doi.org/10.3390/su14159737>.
- Moh. Syafi'i, and Lestari Widodo. "Improving the Quality of Education in Islamic Boarding School-Based Schools." *Daarus Tsaqofah Jurnal Pendidikan Pascasarjana Universitas Qomaruddin* 2, no. 1 (December 17, 2024): 249–60. <https://doi.org/10.62740/jppuq.v2i1.224>.
- Morse, Janice M. *Mixed Method Design*. Routledge, 2016. <https://doi.org/10.4324/9781315424538>.
- Muali, Chusnul, Adi Wibowo, Zaini Gunawan, and Immatul Hamimah. "Tantangan Pendidikan Pesantren Dalam Membina Karakter Santri Milenial." *Jurnal Pendidikan Islam* 3, no. 2 (2020). [Google](#)
- Mujiono, Slamet, and Ahmad Wira. "The Integration of Religion, Politics, Economy and Technology in Indonesia." *Jurnal Penelitian & Pengabdian* 9, no. 2 (2021). [Google](#)
- Murdiono, Mukhamad, and Wuri Wuryandani. "Civic and Nationalism Education for Young Indonesian Generation in the Globalization Era." *Jurnal Civics: Media Kajian Kewarganegaraan* 18, no. 1 (April 1, 2021): 158–71. <https://doi.org/10.21831/jc.v18i1.39452>.
- Musaddad, Ahmad. "Transformation of Islamic Boarding Schools as Islamic Education Institutions in Indonesia." *Journal of Islamic Education Research* 4, no. 1 (2023): 73–82.

<https://doi.org/https://doi.org/10.35719/jier.v4i1.319>.

- Mustaqiim, Abdullaah, and Mohammad Zakki Azani. "Implementation of Curriculum Integration in The Boarding School Program." *JIE (Journal of Islamic Education)* 9, no. 1 (April 4, 2024): 295–308. <https://doi.org/10.52615/jie.v9i1.387>.
- Muttaqin, Rizal. "Kemandirian Dan Pemberdayaan Ekonomi Berbasis Pesantren (Studi Atas Peran Pondok Pesantren Al-Ittifaq Kecamatan Rancabali Kabupaten Bandung Terhadap Kemandirian Eknomi Santri Dan Pemberdayaan Ekonomi Masyarakat Sekitarnya)." *JESI (Jurnal Ekonomi Syariah Indonesia)* 1, no. 2 (2016). [https://doi.org/10.21927/jesi.2011.1\(2\).65-94](https://doi.org/10.21927/jesi.2011.1(2).65-94).
- Nahdiyah KY, Nuurun, and Binti Maunah. "Kepemimpinan Transformasional Di Lembaga Pendidikan Islam." *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 3, no. 2 (2021). <https://doi.org/10.37680/scaffolding.v3i2.925>.
- Norozi, Sultana Ali. "The Nexus of Holistic Wellbeing and School Education: A Literature-Informed Theoretical Framework." *Societies* 13, no. 5 (2023). <https://doi.org/10.3390/soc13050113>.
- Nursyamsi, Ujang, Abdul Azis, Alifa Baiduri Hayatunnufus, and Anis Husni Firdaus. "Challenges of Salafiyah Islamic Boarding Schools: A Critical Reflection." *Religious Studies: An International Journal* 11, no. 1 (2023): 1–23. <http://acasch.com/index.php/rs/article/view/49>.
- Ozer, Simon, and Seth J. Schwartz. "Identity Development in the Era of Globalization: Globalization-Based Acculturation and Personal Identity Development among Danish Emerging Adults." *European Journal of Developmental Psychology* 19, no. 1 (January 2, 2022): 22–42. <https://doi.org/10.1080/17405629.2020.1858405>.
- PPIM UIN Jakarta. "Persentase Santri Intoleran Dan Antipancasila," 2020. <https://ppim.uinjkt.ac.id/publikasi/survei-riset-ppim/>.
- Pratiwi, Septian. "The Management of Integrated Madrasah-Islamic Boarding School Curriculum to Enhance Graduated Student Quality At Azmania Boarding School Ponorogo." *Southeast Asian Journal of Islamic Education Management* 5, no. 2 (December 31, 2024): 249–60. <https://doi.org/10.21154/sajiem.v5i2.346>.
- Priantina, Anita, Hafiz Akbar Muhammad, Tri Alfiani, and Melvina Syahnum. "Gen Z and Support Towards Islamic Commercial and Social Finance Integration." *Azjaf* 4, no. 2 (2023). [Google](#)
- Qomaro, Galuh Widitya, Dzikrulloh Dzikrulloh, Luluk Hanifah, Taufiqur Rahman, Anik Sunariyah, and Khoirun Nasik. "Penguatan Konsep Mu'amalah Dan Kewirausahaan Untuk Membangun Kemandirian Ekonomi Santri." *Santri: Journal of Student Engagement* 4, no. 1 (2025): 45–53. <https://doi.org/10.55352/santri.v4i1.1270>.
- Raharjo, Selamat. "Strategi Kemandirian Pesantren Melalui Peningkatan Kualitas Manajemen Di Pesantren Bahrul Ulum Sungailiat Bangka Selamat Raharjo," no. 1 (2025). [Google](#)
- Rianawaty, Ida, Suyata, Siti Irene Astuti Dwiningrum, and Bagus Endri Yanto. "Model of Holistic Education-Based Boarding School: A Case Study at Senior High School." *European Journal of Educational Research* 10, no. 2 (2021). <https://doi.org/10.12973/EU-JER.10.2.567>.
- Rimadani, Febri, and Indri Murniawaty. "Pengaruh Pendidikan Kewirausahaan, Business Center Dan Kreativitas Siswa Terhadap Jiwa Berwirausaha Siswa." *Economic Education Analysis Journal* 7, no. 3 (2019). <https://doi.org/10.15294/eeaj.v7i3.28333>.

- Ruslana, Fadhila Hanifatur, and Sigit Mulyono. "The Relationship of Cultural Values with Clean and Healthy Life Behaviour among Islamic Boarding School Students in Indonesia." *Journal of Public Health Research* 11, no. 2 (2022). <https://doi.org/10.4081/jphr.2021.2739>.
- Said Ahmad, Muh. Ihsan, Muhammad Ikram Idrus, and Syamsu Rijal. "The Role of Education in Fostering Entrepreneurial Spirit in the Young Generation." *Journal of Contemporary Administration and Management (Adman)* 1, no. 2 (August 13, 2023): 93–100. <https://doi.org/10.61100/adman.v1i2.28>.
- Salim, Nur Agus, Muhammad Zaibi, Mahkamah Brantasari, Muhammad Ikhsan, and Andi Aslindah. "Islamic Boarding School Leadership Innovation: From Traditional to Modernization of Education." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 4 (January 8, 2025): 447–60. <https://doi.org/10.31538/munaddhomah.v5i4.1392>.
- Santoso, R, H Ratnawati, and D Riyanti. "Klusterisasi Tingkat Deforestasi: Ekologi Kewarganegaraan Indonesia." *Indonesian Journal of Conservation*, no. Vol 11, No 1 (2022): June (2022): 34–38. <https://doi.org/10.15294/ijc.v11i1.35941>.
- Santoso, Ridwan, and Wuri Wuryandani. "Pengembangan Bahan Ajar PPKn Berbasis Kearifan Lokal Guna Meningkatkan Ketahanan Budaya Melalui Pemahaman Konsep Keberagaman." *Jurnal Ketahanan Nasional* 26, no. 2 (2020): 229–48. <https://doi.org/https://doi.org/10.22146/jkn.56926>.
- Sigit Raharja. "Boarding Model Education Concept to Improve the Quality of Pesantren Education." *Solo Universal Journal of Islamic Education and Multiculturalism* 1, no. 03 (January 1, 2024): 161–71. <https://doi.org/10.61455/sujiem.v1i03.70>.
- Sitio, A B, M Muazza, and S Supriadi. "Pengaruh Kewirausahaan Digital, Lingkungan Keluarga, Dan Literasi Kewirausahaan Terhadap Minat Menjadi Young Enterpreneur" *Jurnal Intelek Insan Cendikia*, 2025. <https://jicnusantara.com/index.php/jiic/article/view/3134>.
- Statistik, Badan Pusat. "Tingkat Pengangguran Terbuka Berdasarkan Tingkat Pendidikan, 2024," 2024. [Google](#)
- Suharto, Babun, Erma Fatmawati, Uin Kiai, Haji Achmad, and Siddiq Jember. "Digital Learning Tranformation At Islamic Boarding Schools: Digital-Based Learning Paterns In Salaf And Modern Islamic Boarding Schools In Jember." *Journal of Positive School Psychology* 2022, no. 2 (2022). [Google](#)
- Supriadi, S. "Analysis Of Basic Understanding Of Economics For New Students Of The Economic Education Study Program, University Of Jambi." *Journal of Economic Education*, 2024. <https://mail.online-journal.unja.ac.id/JEec/article/view/38653>.
- Suwarno, Suwarno, and Uswatun Chasanah. "Islamic Boarding Schools and Human Rights Enforcement Transmission of Cultural Values for Disabilities." *Jurnal Konseling Dan Pendidikan* 9, no. 3 (2021). <https://doi.org/10.29210/165500>.
- Suyato, Suyato, Hendra Setyawan, Sri Endang Edi Sukarti, Abdul Aziz Purnomo Shidiq, Arief Darmawan, Gusliana HB, Zulbahri Zulbahri, et al. "Article Retracted Due to Manipulation by the Authors and CitationsThe Integration of Social Values in Physical Education and Sport to Develop Teenage Students' Character: A Systematic Review." *Retos* 58 (September 1, 2024): 960–68. <https://doi.org/10.47197/retos.v58.107763>.
- Vishkurti, Roland. "Islamic Boarding Schools: Among Da'wah, Education, and Moderation Way in Islam." *Dakwatuna: Jurnal Dakwah Dan Komunikasi Islam* 8, no. 2 (2022).

<https://doi.org/10.54471/dakwatuna.v8i2.1737>.

- Widodo, Wahyudi. "Manajemen Pondok Pesantren Sebagai Pilar Pendidikan Islam Berkelanjutan," n.d. [Google](#)
- Wirawan, Desak Tiara. "Social Accountability Process of Islamic Boarding School: Case Study of Sidogiri Pasuruan Islamic Boarding School." *International Journal of Multicultural and Multireligious Understanding* 6, no. 1 (2019). <https://doi.org/10.18415/ijmmu.v6i1.497>.
- Xiao, Jing Jian, and Nilton Porto. "Financial Independence of Emerging Adult College Students." *SSRN Electronic Journal*, 2024. <https://doi.org/10.2139/ssrn.4769497>.
- Yuda, Dede, and Wahyu Nurhuda. "Aktualisasi Nilai Kebangsaan Dalam Sistem Pendidikan Di Pondok Pesantren Idrisiyah Tasikmalaya" 5, no. 1 (2025). <https://doi.org/10.59818/jpi.v5i1.1056>.
- Zaenuddin, M, and S Choiriyah. "Exploring The Cultural Values Of Salaf Islamic Boarding School At Kediri Indonesia." *European Journal of Molecular & Clinical ...* 7, no. 7 (2020). [Google](#)
- Zahroh, Jamilatus, and Muhammad Fahmi. "Kemandirian Santri Di Era Global: Meneladani Konsep Pendidikan Kiai As'ad Syamsul Arifin." *Tawazun: Jurnal Pendidikan Islam* 18, no. 2 (2025): 371–92. <https://doi.org/10.32832/tawazun.v18i2.19816>.
- Zahrotul Luqmi, Fitra, and Siti Patimah. "Improving the Quality of Graduates in Maintaining the Existence of Islamic Boarding Schools." *Jurnal Multidisiplin Indonesia* 2, no. 11 (November 30, 2023). <https://doi.org/10.58344/jmi.v2i11.614>.
- Zainuri, Ahmad, Yunita Yunita, Ibrahim Ibrahim, Abdul Hadi, and Epilia Epilia. "Integrasi Kurikulum Di Pendidikan Diniyah Formal Wustha Az-Zakiyah Shahabiyah Palembang." *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan* 11, no. 1 (2023). <https://doi.org/10.33394/vis.v11i1.7021>.