

SANTRIPRENEUR EDUCATION MODEL BASED ON THE MAQASHID AL-SYARIAH FRAMEWORK FOR THE ECONOMIC EMPOWERMENT OF SANTRI IN PESANTREN

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Abstract

This study aims to design a santripreneur education model based on the Maqashid Al-Syariah framework as a strategic effort to empower the economy of santri in Pesantren. The novelty of this study lies in the integration of the five main dimensions of Maqashid Al-Syariah—Hifdzu Ad-Diin, Hifdzu An-Nafs, Hifdzu Al-Aql, Hifdzu An-Nasl, and Hifdzu Al-Maal—into the entrepreneurship education curriculum, which has not been widely studied in depth in the context of Pesantren in Indonesia. The research method uses a descriptive qualitative approach with a scoping review strategy, to map the literature related to the santripreneur education model and the values of Maqashid Al-Syariah. The results show that this model is able to shape santri as Muslim entrepreneurs who are not only oriented towards financial gain, but also uphold ethical values, social responsibility, and business sustainability according to sharia principles. The relevance of this model is increasingly strong in addressing the economic challenges of Pesantren, as well as supporting the achievement of santri's spiritual and economic independence in the long term.

Keywords: *Santripreneur education, Maqashid Al-Syariah, Education model, Entrepreneurship*

Abstrak

Penelitian ini bertujuan untuk merancang model pendidikan santripreneur berbasis kerangka Maqashid Al-Syariah sebagai upaya strategis dalam memberdayakan ekonomi santri di pesantren. Kebaruan dari penelitian ini terletak pada integrasi lima dimensi utama Maqashid Al-Syariah—Hifdzu Ad-Diin, Hifdzu An-Nafs, Hifdzu Al-Aql, Hifdzu An-Nasl, dan Hifdzu Al-Maal—ke dalam kurikulum pendidikan kewirausahaan, yang belum banyak dijadikan fokus kajian secara mendalam pada konteks pesantren di Indonesia. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan strategi scoping review, guna memetakan literatur terkait pendidikan santripreneur dan nilai-nilai Maqashid Al-Syariah. Hasil penelitian menunjukkan bahwa model ini mampu membentuk santri sebagai wirausahawan muslim yang tidak hanya berorientasi pada keuntungan finansial, tetapi juga menjunjung tinggi nilai etika, tanggung jawab sosial, dan keberlanjutan bisnis sesuai prinsip syariah. Relevansi model ini semakin kuat dalam

menjawab tantangan ekonomi pesantren, serta mendukung pencapaian kemandirian santri secara spiritual dan ekonomi dalam jangka Panjang.

Kata Kunci: *Santripreneur education, Maqashid Al-Syariah, Model pendidikan, Kewirausahaan*

Introduction

Entrepreneurship education based on entrepreneurial values is increasingly receiving significant attention, particularly in the context of developing the quality of human resources (HR). In today's dynamic world, entrepreneurial skills are a crucial element that not only helps individuals adapt but also encourages innovation and the creation of sustainable economic value. Entrepreneurship is seen as a solution to reducing unemployment, increasing productivity, and promoting social welfare (Gouvea *et al.*, 2021). However, with the times, entrepreneurship education is now not only intended for the general public, but also for religious-based communities such as Pesantren (pesantren), which play a crucial role in shaping the character of the Muslim generation (Aryani *et al.*, 2024). As Islamic educational institutions, Pesantren play a strategic role in developing entrepreneurial skills among students (santri), which is expected to increase their economic independence and contribute to broader economic development. Entrepreneurship education in Pesantren aims to cultivate Muslim entrepreneurs who are not only economically competent but also prioritize moral and social values in accordance with Islamic teachings. Consistent with this, research by Aqmal *et al.* (2024) showed that an entrepreneurial development strategy based on Islamic values can accelerate the process of economic empowerment in Pesantren, which integrates socio-economic goals and religion-based education.

In Islam, education focuses not only on cognitive aspects but also encompasses spiritual, moral, and social dimensions. As caliphs on earth, Muslims have a responsibility to preserve nature and create benefits for humanity. One concrete implementation of this principle is through ethical entrepreneurship in accordance with Islamic teachings. The concept of santripreneur education model emerged as an effort to integrate entrepreneurial values with Islamic identity, aiming to create Muslim entrepreneurs who are not only economically successful but also adhere to Islamic principles in every aspect of their lives and businesses (Shubhi *et al.*, 2024). Thus, Pesantren (pesantren) as educational

institutions play a strategic role in shaping a generation capable of not only contributing to economic development but also upholding Islamic values that are important in the world of entrepreneurship. Aqmal *et al.* (2024) added that Islamic-based entrepreneurship education plays a significant role in creating students with high integrity and social awareness, which is highly relevant amidst the challenges of increasingly competitive globalization.

Santripreneurship (santripreneur education) can be defined as entrepreneur education that teaches Islamic boarding school students (santri) to become Muslim entrepreneurs who are not only economically successful but also adhere to Islamic principles (Hannan, 2019). This concept emphasizes the importance of entrepreneurship that prioritizes not only profit but also morality, integrity, and social responsibility in running a business. This is crucial given the challenges of upholding Islamic values in the business world, which is often influenced by unethical practices. Research by Rahmawati & Rozaki (2022) shows that Islamic boarding school students trained in Islamic-based entrepreneurship tend to have a more creative and innovative mentality and are able to utilize local resources in a sharia-compliant manner. Thus, entrepreneurship education in Pesantren plays a crucial role in creating entrepreneurs who are not only competent but also possess high integrity. Although numerous studies demonstrate the positive impact of santripreneur education, the main challenge remains the consistent application of Islamic values in the business world. Therefore, it is important to integrate the Maqashid Al-Syariah approach into entrepreneurship education in Pesantren, which not only teaches technical skills but also explores sharia principles applicable to business. Research by Mulyadi (2017) confirms that Maqashid Al-Syariah-based entrepreneurship education can create socially responsible entrepreneurs who can make real contributions to societal welfare.

Although various studies have demonstrated the positive impact of santripreneur education, the main challenge in its implementation is ensuring that Islamic values remain the fundamental principles in every aspect of the business. Many santri (Islamic students) lack a deep understanding of the Sharia principles that must be applied in entrepreneurship. Therefore, entrepreneurship education based on Maqashid Al-Syariah

(the Principles of Sharia) is crucial, as it can guide santri in understanding the goals and benefits of every business activity they undertake. This approach not only teaches technical entrepreneurial skills but also guides santri in making business decisions that are not only financially profitable but also beneficial to society as a whole. Research conducted by Rahmawati & Rozaki (2022) shows that santri trained in entrepreneurship tend to have a more creative and innovative mentality in facing economic challenges. They are able to utilize local resources with Sharia principles such as honesty, justice, and social responsibility. This is further reinforced by findings from Sukiman (2022), who stated that the application of the Maqashid Al-Syariah principles to entrepreneurship in Pesantren can help create entrepreneurs who are not only competent in business but also possess integrity and social responsibility. Thus, Sharia-based entrepreneurship education in Pesantren has great potential to produce entrepreneurs who are not only economically successful but also have a positive impact on the surrounding community.

Maqashid Al-Syariah is a concept that refers to the primary objective of Islamic sharia, namely to achieve human welfare and prevent harm (Adzkiya, 2020). In the context of santripreneur education education, Maqashid Al-Syariah provides an ethical and moral foundation for students in managing their businesses. The five main aspects of Maqashid Al-Syariah—protecting religion (Hifdzu Ad-Deen), protecting the soul (Hifdzu An-Nafs), protecting reason (Hifdzu Al-Aql), protecting descendants (Hifdzu An-Nasl), and protecting wealth (Hifdzu Al-Maal)—can be used as a reference in developing a holistic entrepreneurship education model in accordance with Islamic teachings.

First, in maintaining religion (Hifdzu Ad-Deen), students are taught to ensure that all business activities are in line with sharia principles. This includes prohibitions against usury, fraud, and all forms of illicit transactions. Santripreneur education, based on Maqashid Al-Syariah, encourages students to integrate religious values into their daily business practices (Matnin *et al.*, 2022). Furthermore, maintaining the Soul (Hifdzu An-Nafs), the world of entrepreneurship is often fraught with challenges and pressures, both physical and mental. In santripreneur education education, students are taught to maintain a balance in life, manage stress, and maintain physical and mental health while running their businesses. This aspect is crucial so they can run their businesses with enthusiasm, without sacrificing their health.

Third, maintaining the Intellect (Hifdzu Al-Aql), entrepreneurship requires creative and innovative thinking skills. Students are encouraged to continuously develop their intellectual capacity, both in religious and general knowledge. Santripreneur education strives to instill analytical, critical, and solution-oriented thinking so that students can compete in the global market. Furthermore, maintaining the future (Hifdzu An-Nasl), entrepreneurship is not only about achieving personal gain but also about social responsibility. Students are taught the importance of upholding family honor and passing on positive entrepreneurial values to the next generation. This aspect emphasizes the importance of business continuity and sustainability from one generation to the next (Ma'zumi, 2019).

Finally, there is the importance of safeguarding wealth (Hifdzu Al-Maal). In Islamic teachings, wealth is considered a trust that must be managed properly. Students are educated on the importance of wise and transparent asset management, as well as how to conduct business fairly and responsibly. Maqasid Al-Syariah-based santripreneur education emphasizes the importance of accountability and justice in all economic activities (Matnin *et al.*, 2022).

In the application of Maqasid Al Syariah, there are three basic components in its implications, namely dharuriyat, hajiyat, and tahsiniyat (Saifudin, 2019). As for dharuriyat, namely the benefits contained in the sharia to maintain five basic objectives; namely, protecting religion, life, mind, property, and descendants. This benefit can be seen both in the text of the nash and through reasoning. While hajiyat is a type of need to facilitate and lift all things that can give rise to difficulties, but not to the level of dharuriyat. Tahsiniyat means tertiary needs, the purpose of its existence is to beautify human life, where its absence does not mean destroying the order of human life and also will not cause difficulties, its existence is useful for organizing morals and patterns of human interaction in social interaction.

Research Methods

This study designs santripreneur education model based on Maqashid Al-Syariah. A qualitative descriptive method with a scoping review approach was used for this

purpose. This approach was chosen because it allows researchers to identify and map relevant literature, providing a comprehensive overview of the Maqashid Al-Syariah-based model for education, and organizing concepts related to santripreneur education model, including spiritual, moral, and technical dimensions. In this approach, researchers will select literature that meets predetermined inclusion criteria, such as articles, books, research reports, and policy documents relevant to the research topic. Inclusion criteria include literature discussing entrepreneurship education, santripreneur, Maqashid Al-Syariah, and socio-economic aspirations in the context of Pesantren (pesantren) (Arksey & O'Malley, 2005; Joanna Briggs Institute, 2020).

The first step in this research is literature selection, where relevant literature will be collected through a systematic literature search using academic databases such as Google Scholar. The search was conducted using relevant keywords, such as "santripreneur," "Maqashid Al-Syariah," "education for entrepreneurs," and "Islamic values in entrepreneurship." The relevant data will then be analyzed qualitatively by thematically categorizing various concepts found in the literature, such as the integration of spiritual, moral, and technical aspects in santri education. This data will be organized in a matrix or table to map the relationships between the concepts.

After analyzing the existing literature, researchers will interpret the results to develop a santripreneur education model based on Maqashid Al-Syariah. The interpretation of the results will consider the relevance of each literature finding to the research objective, which is to design a model that integrates spiritual, moral, and technical dimensions in developing santri entrepreneurship. As a next step, a validation phase will be conducted by seeking input from experts in Islamic education, entrepreneurship, and Maqashid Al-Syariah to ensure the designed model meets quality standards and expectations (Arksey & O'Malley, 2005).

The scoping review approach was chosen because it provides a comprehensive overview of the topic being studied and allows researchers to identify the uniqueness of existing research. This is crucial in designing a comprehensive educational model, as a scoping review allows researchers to see various perspectives relevant to the topic. Therefore, this method is considered most appropriate for designing a santripreneur education model based on Maqashid Al-Syariah (Arksey & O'Malley, 2005).

Results And Discussion

The Maqashid Al-Syariah-based santripreneur education model aims to integrate sharia principles into the entrepreneurship education of santri students, with the hope of creating Muslim entrepreneurs who are not only technically competent but also possess moral character and responsibility. As explained by Shubhi *et al.* (2024), the Maqashid Al-Syariah-based santripreneur education model prioritizes strong character building by integrating Islamic values into every aspect of business. The five main objectives of Maqashid Al-Syariah – safeguarding religion (Hifdzu Ad-Diin), safeguarding the soul (Hifdzu An-Nafs), safeguarding reason (Hifdzu Al-Aql), safeguarding descendants (Hifdzu An-Nasl), and safeguarding wealth (Hifdzu Al-Maal) – serve as the ethical foundation in developing the santri entrepreneur education model. According to Ma'zumi (2019), the application of these five values not only strengthens the santri students' business competencies but also ensures that the businesses they run are in accordance with the moral and spiritual principles of Islam. Thus, this model aims to create entrepreneurs who are not only financially successful, but also play an active role in advancing social welfare, by always adhering to religious teachings that guide every business decision.

1. Santripreneur education Education in the Context of Maintaining Religion (Hifdzu Ad-Diin)

Hifdzu Ad-Deen, or safeguarding religion, is the core of Maqasid Al-Syariah (Islamic Principles). In the santripreneur education model, this means ensuring that every step in the educational process and entrepreneurial practice of santri is in line with Islamic teachings. Santri is taught to maintain religious integrity in all aspects of life, including running a business. Values such as honesty, trustworthiness, and justice are the main foundations of business transactions. This education encompasses not only entrepreneurial theory but also fosters awareness that every business activity is part of worship to Allah SWT (Ma'zumi, 2019; Shubhi *et al.*, 2024).

In the business world, temptations often arise to profit through methods that are not in accordance with Sharia, such as price manipulation, monopolistic practices, and fraud.

Furthermore, there are transactions prohibited by Sharia, such as usury (riba), gambling (maysir), and gharar (gharar). The santripreneur education model aims to prevent students from these detrimental actions by emphasizing the importance of conducting business in a halal and fair manner. The prohibition of riba (interest), gharar (uncertainty), and maysir (gambling) are some of the important principles of Islamic economics taught in this program. Students are trained not to focus solely on financial gain but also to seek blessings in their endeavors. This is in line with verses of the Quran, one of which is Surah Al-Baqarah, verse 275:

وَأَحَلَّ اللَّهُ الْبَيْعَ وَحَرَّمَ الرِّبَا

Meaning: *Allah has permitted buying and selling and prohibited usury*

This verse demonstrates that Allah SWT has provided open space for humans to engage in economic activities as long as they do not conflict with the prohibitions of Sharia. By implementing this verse, Muslims are expected to conduct economic activities without forgetting the presence of Allah SWT as the Almighty God.

The implementation of Hifdzu Ad-Deen in santripreneur education model also teaches that every student must utilize economic potential as a means of preaching. By becoming economically successful entrepreneurs while adhering to religious teachings, students are expected to become role models in society (Isti & Fauzan, 2023). They can demonstrate that Islam is not only concerned with ritual worship but also regulates social and economic aspects with the goal of creating just and equitable prosperity. This education reinforces the understanding that business conducted with integrity brings not only material profit but also blessings and social benefits.

Furthermore, maintaining religion through santripreneur education model also means ensuring that all business activities do not damage Islam's reputation in the eyes of society. Muslim entrepreneurs must maintain the image of their religion by not engaging in practices that harm others or the environment (Adzkiya, 2020). The principle of "enjoining what is good and forbidding what is evil" is the basis for running a business that benefits many people and the surrounding environment.

2. Santripreneur education Education in the Framework of Protecting the Soul (Hifdzu An-Nafs)

Hifdzu An-Nafs, or safeguarding the soul, is one of the primary objectives of the Maqasid al-Shariah (Islamic principles), which aims to protect human life both physically and mentally. In the context of the santripreneur education model, safeguarding the soul means not only ensuring financial success for santri but also teaching the importance of physical health and mental well-being. The world of entrepreneurship, often fraught with significant challenges such as market uncertainty, intense competition, and significant responsibilities, requires students to maintain a balanced life (Kurniawati & Khamainy, 2021). According to Aziz and Fajriyah (2017), good entrepreneurship education should encompass aspects of stress management, time management, and work-life balance. Therefore, students need to be equipped with the skills to cope with the pressures of entrepreneurship without compromising their health.

Research conducted by Fitri & Ayu Zona Lia (2021) shows that in the production, distribution, and marketing processes, students running businesses must ensure that the products or services they offer not only meet quality standards but are also safe for consumers. This aligns with the principle of maqasid al-syariah, which prioritizes the well-being of the soul, so students are expected to consider the impact of their products on public health and safety.

The importance of this aspect is also reflected in work management, which involves employee rights. As business leaders, students are responsible not only for their own well-being but also for the well-being of their workers. Agustina *et al.* (2023) emphasized that Hifdzu An-Nafs-based entrepreneurship teaches the importance of protecting employee rights and ensuring that they are treated fairly, receive appropriate compensation, and can work in a safe and healthy environment.

The three levels of soul preservation, namely dharuriyyah (necessary), hajiyyah (necessary), and tahsiniyat (necessary), must also be implemented in the santripreneur education model. For example, fulfilling basic employee obligations, such as a decent salary, falls under the dharuriyyah level, which serves to maintain the sustainability of human life. The level of hajiyyah, such as permission to work overtime until midnight,

although not threatening the existence of life, can complicate the running of a business, so it needs to be carefully considered in the entrepreneurship education curriculum (Saifudin, 2019).

3. Santripreneur education Education in the Framework of Protecting Intellect (Hifdzu Al-Aql)

Hifdzu Al-Aql, or protecting the intellect, is a sharia-compliant effort to protect and develop human intellectual capacity. In santripreneur education education, protecting the intellect means encouraging students to continuously learn, think critically, and develop the creative thinking skills necessary for running a business (Hannan, 2019). Entrepreneurship requires the ability to solve complex problems, make sound decisions, and innovate to compete in a dynamic market. Thinking well and utilizing the potential of the intellect also aligns with the command of Allah SWT. In Surah Al-Baqarah, verse 44, it reads:

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ نَتْلُونَ الْكِتَابَ أَفَلَا تَعْقِلُونَ

Meaning: *Why do you command others to do good, while you forget yourselves, even though you read the Torah? Do you not understand?*

The verse above demonstrates that the process of thinking and using reason is an integral part of every activity. Allah SWT provides guidance through these questions so that we can analyze a problem using our reasoning skills to reach sound decisions. As santripreneurs, we must always innovate in running our businesses. Furthermore, santri learn to always use the natural intellect bestowed by Allah SWT. This intellect can be honed through comprehensive education and training (Aziz & Fajriyah, 2017).

Santri are taught not to rely solely on dogma or tradition, but also to utilize modern science and technology to develop their businesses. Knowledge of business management, marketing, information technology, and even aspects of business law must be mastered by santri so they can adapt to changing times (Shubhi *et al.*, 2024). In Islam, seeking knowledge is an obligation, and santripreneur education education must facilitate this need by providing a comprehensive and relevant curriculum.

Furthermore, maintaining santri's reason is also related to the santri's ability to think ethically in business. A sound mind will help students make business decisions that are

not only profitable but also ethical and responsible (Ma'zumi, 2019). In santripreneur education education, it is crucial to teach students how to use their reasoning to analyze the social and environmental impacts of their businesses. They must be able to view business as a tool to create good for society, not simply a means of personal enrichment.

Hifdzu Al-Aql also requires students to continue developing their intellectual capacity after completing their education at the Islamic boarding school. In an ever-changing world, students must be prepared to learn new things throughout their lives. Santripreneur education education should foster a spirit of lifelong learning, so that students continually seek new knowledge that can help them face increasingly complex and diverse business challenges (Anandi, 2022).

4. Santripreneur education Education to Protect the Future (Hifdzu An-Nasl)

Hifdzu An-Nasl, or preserving descendants, is one of the objectives of sharia, aiming to protect the continuity of generations and maintain family morality. In the context of santripreneur education model, preserving descendants is not only about running a successful business but also ensuring that the business has a positive impact on the family, society, and future generations. For example, research by Fitri and Ayu Zona Lia (2021) shows that students taught entrepreneurship using a sharia approach not only pursue profit but also take responsibility for the social impact of their businesses.

The importance of preserving descendants aligns with the idea that today's youth are the leaders of the future (*syaba>b al-yaum rija>l al-ghad*). If there is no optimal acceleration and transformation of knowledge passed down from generation to generation, the social order will be damaged in the future. Therefore, future leaders need to understand and comprehend the experiences of previous generations to prevent the loss of history and prepare a better generation. Thus, Islamic boarding school students (*santri*) need to be equipped with entrepreneurial insight that focuses not only on financial gain but also on making long-term positive contributions, both economically and socially (Pratama & Wijayanti, 2023).

Furthermore, environmentally friendly businesses are also crucial for safeguarding future generations. As entrepreneurs, Islamic boarding school students must be aware of

their responsibility to run businesses that do not damage natural resources or pollute the environment. In Islamic teachings, preserving the earth is a mandate that must be fulfilled by every individual, including Islamic boarding school students who enter the world of entrepreneurship (Adzkiya, 2020). Sustainable and socially responsible businesses will contribute to a better social and environmental order in the future.

The importance of sustainable entrepreneurial values also encompasses social responsibility in business relationships. Islamic boarding school students are taught to run businesses without exploiting workers or consumers. They must be able to maintain the dignity and rights of individuals in every business interaction, and provide fair and equitable treatment to all parties involved. Agustina *et al.* (2023) emphasize that these principles of fair entrepreneurship are essential for creating an ethical and sustainable business climate.

5. Santripreneur education Education for Safeguarding Wealth (Hifdzu Al-Maal)

Hifdzu Al-Maal, or safeguarding wealth, is a Sharia objective that emphasizes the importance of managing wealth wisely and in accordance with Islamic principles. In santripreneur education education, safeguarding wealth means educating students on how to manage their finances and business assets in a halal and efficient manner. Good financial management will not only ensure business sustainability but also prevent practices that conflict with Sharia, such as waste, usury, and fraud in transactions.

The original evidence for safeguarding wealth is a hadith, as narrated in Sahih Bukhari, Hadith No. 1477:

، حَدَّثَنَا يَعْقُوبُ بْنُ إِبرَاهِيمَ، حَدَّثَنَا إِسْمَاعِيلُ بْنُ عَلِيَّةَ، حَدَّثَنَا خَالِدُ الْحَدَّاءُ، عَنِ ابْنِ أَسْوَعٍ، عَنِ الشَّعْبِيِّ حَدَّثَنِي كَاتِبُ الْمُغِيرَةِ بْنِ شُعْبَةَ، قَالَ: كَتَبَ مُعَاوِيَةُ إِلَى الْمُغِيرَةَ بْنِ شُعْبَةَ: أَنْ أَكْتُبَ إِلَيْ بِشْيَاءٍ سَمِعْتَهُ مِنَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ، فَكَتَبَ إِلَيْهِ: سَمِعْتُ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ: " إِنَّ اللَّهَ كَرِهَ لَكُمْ ثَلَاثًا: قِيلَ وَقَالَ، وَإِضَاعَةَ الْمَالِ، وَكَثْرَةَ السُّؤَالِ " رواه البخاري

Meaning: "Indeed, Allah SWT hates three things for you: arguing and saying (arguing), wasting wealth and asking too many questions." Narrated by Bukhari.

The words of the Prophet Muhammad SAW demonstrate that every individual should manage entrusted wealth as effectively as possible. This wealth management process is not simply about using it; it should also be developed and utilized in accordance with the guidance of Allah and His Messenger.

Through the concept of santripreneur education, students are taught the importance of transparency and accountability in wealth and financial management. They must be able to prepare honest financial reports in accordance with applicable regulations, and ensure their businesses operate in accordance with Sharia and state law (Pratama *et al.*, 2024). These values are crucial, especially in modern business, where trust between business owners and consumers is one of the most valuable assets. By applying Islamic principles in wealth management, students will be able to build strong, sustainable businesses and gain the trust of the community.

Furthermore, Hifdzu Al-Maal (Hifdzu Al-Maal) also relates to socially responsible wealth management. Santripreneur education education must teach students that their wealth is not merely personal property, but a trust that must be managed for the benefit of the wider community (Ma'zumi, 2019). Therefore, students are taught the importance of sharing through zakat (alms), sedekah (charity), and social investment. These principles not only help prevent the accumulation of wealth in the hands of a few but also ensure a fairer and more equitable distribution of wealth within society.

Safeguarding wealth also means ensuring that the businesses run by students contribute to sustainable economic development. Students must be taught to utilize their wealth productively, such as making investments that are halal and beneficial to the community. They must also be educated about the importance of maintaining company assets to ensure they continue to function optimally and prevent depreciation due to poor management.

6. Integration of the Five Maqasid Al-Syariah Values in the Santripreneur education Model

Santripreneur education education based on Maqasid Al-Syariah aims to create synergy between the five objectives of sharia: safeguarding religion (Hifdzu Ad-Deen),

safeguarding the soul (Hifdzu An-Nafs), safeguarding reason (Hifdzu Al-Aql), safeguarding descendants (Hifdzu An-Nasl), and safeguarding wealth (Hifdzu Al-Maal). These five values are not standalone entities, but rather integrated into a coherent framework that guides students in their entrepreneurial endeavors. Each value contributes significantly to how businesses should be run in accordance with Islamic principles, forming the foundation of an ethical and responsible entrepreneurship model. The Maqashid Al-Syariah-based santripreneur education education model is shown in the following figure:

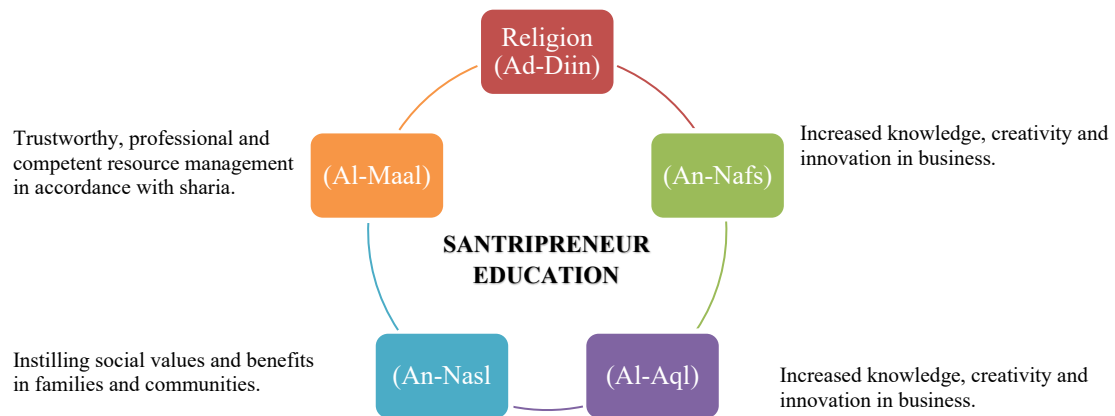


Figure 1. Santripreneur education Education Model Based on Maqashid Al-Syariah

Source: Processed data (2025)

The integration of Maqashid Al-Syariah values into the santripreneur education model not only forms a normative framework but also serves as a strategic approach in shaping the entrepreneurial character of santri. This contributes to strengthening santris' spirituality, business ethics, and mental resilience in facing the complexities of the business world. As explained by Shubhi *et al.* (2024), the Maqashid Al-Syariah-based santripreneur education model strengthens character formation by internalizing Islamic values in every business activity.

The emphasis on Hifdzu Ad-Deen in this model reinforces the foundation that entrepreneurship is not merely an economic activity, but also part of worship and da'wah (Islamic outreach). This aligns with the view that business success from an Islamic perspective is determined not only by profitability but also by its blessings and social impact (Adzkiya, 2020). A study by Isti and Fauzan (2023) supports this by showing that

santri who run businesses based on sharia principles have a high social sensitivity and are better able to maintain religious integrity in their economic practices.

The Hifdzu An-Nafs aspect underscores the importance of balancing business demands with the physical and mental well-being of students. Research by Agustina *et al.* (2023) confirms that a healthy entrepreneurial environment for students will strengthen their resilience to business pressures and increase productivity. Therefore, the santripreneur education model must not only instill the principles of hard work, but also stress management, fulfillment of workers' rights, and consumer protection.

Within the Hifdzu Al-Aql realm, students are encouraged to become innovators and lifelong learners. The use of digital technology, modern marketing strategies, and financial literacy are integral to the competencies santri must possess. Research by Anandi (2022) shows that the combination of spiritual and intellectual intelligence can produce young entrepreneurs who are adaptive to the digital economic transformation, without abandoning Islamic values.

Furthermore, Hifdzu An-Nasl places social responsibility as a crucial dimension. This model emphasizes that business sustainability must not harm social and family structures. Pratama and Wijayanti (2023) emphasize the importance of intergenerational learning in Islamic-based entrepreneurship education to ensure the transmission of ethical values and business sustainability to the next generation. This also aligns with the principles of sustainable development in Islamic economics.

Finally, Hifdzu Al-Maal directs students to manage wealth ethically, transparently, and for the benefit of the community. Wealth is considered a trust that must be fulfilled through zakat, alms, and social investment. Pratama *et al.* (2024) emphasize that Islamic financial literacy must be part of the curriculum of the santripreneur education model so that students understand that wealth is not merely personal property but an instrument for the economic empowerment of the community.

Thus, the five dimensions of Maqasid Al-Syariah not only form an ethical framework but also create a holistic entrepreneurial model relevant to the modern context and global challenges. This model has been proven to shape students into spiritually resilient, intellectually capable, and socially responsible entrepreneurs.

Conclusion

This research has produced a design for a santripreneur education model based on Maqashid Al-Syariah (the principles of Islamic education), consisting of five main pillars: Hifdzu Ad-Deen (the principle of God), Hifdzu An-Nafs (the principle of self), Hifdzu Al-Aql (the principle of awareness), Hifdzu An-Nasl (the principle of entrepreneurship), and Hifdzu Al-Maal (the principle of money). Each of these elements provides an ethical and moral framework for the entrepreneurship learning process in Pesantren. This model was developed through a scoping review of relevant literature and conceptually validated through the involvement of experts in Islamic education, entrepreneurship, and Islamic economics.

The developed model provides a theoretical contribution in strengthening the foundation for integrating Islamic values into entrepreneurship education. In an applied context, this model has the potential to serve as a reference in developing a comprehensive santripreneur curriculum that aligns with Sharia principles. However, the effectiveness of this model requires further testing through field implementation and empirical data-based evaluation in various Pesantren with varying characteristics.

Therefore, this research contributes to the growing literature on Islamic values-based entrepreneurship education, but still leaves room for further development, particularly in practical implementation and measuring its socio-economic impact. Claims about contributions to community economic well-being need to be quantitatively tested through longitudinal studies to avoid being merely normative.

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