



Integrating Pesantren Institutional Policies with Teaching Factory to Strengthen Entrepreneurship Education in Faith-Based Vocational Schools

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ABSTRACT

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This study aims to analyze strategies for strengthening entrepreneurship education through the alignment of faith-based institutional policies and the Teaching Factory (TeFa) learning model. A qualitative descriptive approach was employed, with data collected through in-depth interviews, observations, and document analysis. Data were analyzed thematically to capture the dynamics between institutional governance, value systems, and vocational entrepreneurship learning. The findings indicate that institutional policies play a dual role as regulatory constraints and value-reinforcing mechanisms within a protective-educational framework. Key challenges identified include regulatory paradoxes, a persistent gap between theoretical learning and entrepreneurial practice, and an underdeveloped entrepreneurship ecosystem. To address these challenges, the study proposes three strategic approaches: (1) a tripartite collaboration model involving educational institutions, governing authorities, and industry partners; (2) the integration of institution-owned enterprises as a platform for implementing TeFa-based entrepreneurship learning; and (3) a multi-layered supervision system to ensure consistency with institutional values and governance. The study theoretically contributes an integrative model that bridges faith-based institutional values with industry-oriented vocational entrepreneurship education. Practically, it provides strategic insights for developing sustainable, value-based entrepreneurship ecosystems within faith-based vocational education settings.

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INTRODUCTION

Vocational education plays a strategic role in addressing societal challenges related to youth unemployment, economic inequality, and workforce competitiveness. In many developing countries, including Indonesia, vocational

high schools are expected not only to supply skilled labor but also to cultivate entrepreneurial graduates capable of creating independent economic opportunities (Wei & Nga, 2024). This expectation is increasingly critical amid rapid labor market changes, where formal employment absorption remains limited. Empirical evidence shows that strengthening entrepreneurship education contributes to job creation, economic resilience, and social mobility among young people (Dewi, 2025; Kusumawati et al., 2025). Moreover, entrepreneurship-oriented vocational education equips students with adaptive competencies such as problem-solving, innovation, and opportunity recognition, which are essential for long-term societal sustainability (Jasri, 2025; Pratama, 2025). Therefore, research that examines effective strategies for strengthening entrepreneurship education is socially significant, as it supports national development goals and responds to broader global challenges related to economic transformation. Understanding how institutional contexts shape entrepreneurship education is crucial for ensuring that vocational schools function as engines of inclusive and sustainable economic growth.

Despite its strategic importance, vocational education continues to face systemic challenges in effectively developing entrepreneurial competencies among students. Many vocational schools still prioritize technical skill mastery oriented toward wage employment, while entrepreneurship education remains peripheral and largely theoretical (Maisuroh & Aisyah, 2024; Musthofa & Faizin, 2025). This imbalance results in graduates who are technically competent but lack the mindset, confidence, and experiential exposure required to initiate or manage business ventures (Khoiroh et al., 2025; Rusdiah, 2024). Furthermore, institutional constraints, rigid regulations, and limited collaboration with industry partners often restrict students' opportunities to engage in authentic entrepreneurial practice. Previous studies indicate that weak institutional ecosystems, limited autonomy, and insufficient integration between policy and pedagogy hinder the effectiveness of entrepreneurship programs in vocational settings (Hasanah et al., 2023; Yoto et al., 2024). As a consequence, entrepreneurship education fails to achieve its intended social and economic impact, perpetuating graduate unemployment and underemployment. These persistent challenges highlight the need for context-sensitive strategies that address structural and institutional barriers within vocational education systems.

These structural problems are particularly evident in vocational schools operating within faith-based educational institutions such as pesantren. Pesantren-based vocational schools function within distinctive governance systems, value frameworks, and regulatory environments that shape educational practices (Fauzi et al., 2025; Maulidy & Zaini, 2025). While pesantren emphasize moral development, discipline, and communal values, these principles can

inadvertently constrain entrepreneurial learning that involves profit-oriented activities and individual business initiatives. Field observations reveal that entrepreneurship education in such contexts often remains confined to classroom instruction, with limited opportunities for hands-on business experimentation. Although many pesantren-based vocational schools possess adequate infrastructure and potential for Teaching Factory (TeFa) implementation, institutional regulations frequently restrict students' autonomy in managing business units (Barokah, 2025; Solehah & Manshur, 2025). As a result, productive learning activities are redirected to institution-owned enterprises, reducing students' direct entrepreneurial engagement. This phenomenon illustrates a practical tension between vocational education objectives and pesantren value systems, underscoring the complexity of implementing experiential entrepreneurship education within faith-based institutional settings.

Previous studies have extensively examined entrepreneurship education and Teaching Factory implementation in vocational education. Research demonstrates that Teaching Factory enhances students' entrepreneurial readiness by integrating industrial practices with experiential learning and character development (Hasanah et al., 2023; Alstra et al., 2023). Scholars also emphasize that TeFa effectiveness depends on institutional readiness, structured management, and strong industry collaboration (Yoto et al., 2024). In parallel, studies on pesantren-based entrepreneurship highlight the role of Islamic values in fostering ethical business behavior, self-reliance, and community empowerment (Bashith et al., 2022; Sufyan et al., 2024). However, most of these studies examine vocational entrepreneurship education and pesantren values as separate domains. Limited attention has been given to how pesantren institutional policies interact with modern pedagogical innovations such as Teaching Factory. Consequently, the literature lacks integrative analyses that explain how faith-based governance structures can be aligned with industry-oriented entrepreneurship learning models.

Further analysis of existing literature reveals a critical research gap concerning institutional integration. Studies on action-based entrepreneurship education identify challenges related to assessment, stakeholder coordination, and authentic venture creation (Haneberg et al., 2022), yet they rarely address faith-based regulatory contexts. Meanwhile, research on pesantren entrepreneurship tends to focus on economic outcomes or value internalization without examining instructional design and learning models (Ulfa, 2022; Iltiham & Rohtih, 2023). As a result, the potential synergy between pesantren institutional values and Teaching Factory innovation remains underexplored. This gap is significant because institutional policies do not merely constrain practice; they also shape meaning, legitimacy, and sustainability of

entrepreneurship education. Addressing this gap requires a framework that situates entrepreneurship learning within its institutional, cultural, and spiritual context. Therefore, this study positions itself at the intersection of vocational pedagogy, institutional governance, and values-based entrepreneurship education.

The novelty of this study lies in its integrative approach to aligning pesantren institutional policies with Teaching Factory-based entrepreneurship education. Drawing on contextual entrepreneurship theory, values-based entrepreneurship, and experiential learning theory, this research conceptualizes pesantren values not as obstacles but as strategic resources for entrepreneurial learning. Unlike previous studies that emphasize compliance or adaptation, this study proposes a model that embeds entrepreneurship education within pesantren governance through institutional collaboration, enterprise-based learning platforms, and value-oriented supervision systems. This approach reflects a state-of-the-art perspective in entrepreneurship education that recognizes the role of spirituality, ethics, and institutional context in shaping sustainable entrepreneurial ecosystems. Addressing this issue is essential, as it offers a pathway for developing entrepreneurship education models that are both culturally legitimate and economically relevant in faith-based vocational institutions.

Based on the identified gaps, this study addresses the central research problem of how entrepreneurship education can be strengthened through the integration of pesantren institutional policies and Teaching Factory innovation. The study argues that effective entrepreneurship education in pesantren-based vocational schools requires institutional alignment rather than pedagogical substitution. Specifically, pesantren policies influence entrepreneurship education both as regulatory constraints and as value-reinforcing mechanisms. By integrating pesantren-owned enterprises, tripartite collaboration with industry, and multi-layered supervision systems, Teaching Factory can function as a legitimate and value-consistent entrepreneurship learning platform. This argument contributes theoretically by extending contextual and values-based entrepreneurship frameworks into vocational education research. Practically, it provides strategic insights for policymakers and educators seeking to develop sustainable, inclusive, and value-based entrepreneurship ecosystems within faith-based vocational education systems.

RESEARCH METHOD

This study employed a qualitative descriptive case study design to examine the integration of pesantren institutional policies and Teaching Factory (TeFa) innovation in strengthening entrepreneurship education. A qualitative

approach was chosen to capture the complex social, cultural, and organizational dynamics that shape educational practices within a pesantren-based vocational context (Mulyana et al., 2024). The case study design was selected because the phenomenon under investigation is context-specific and cannot be separated from its real-life institutional setting, making it suitable for exploring policy-practice interactions and institutional decision-making processes in depth (Fragkandreas, 2025; Viera, 2023).

The research was conducted at a pesantren-based vocational school that integrates formal vocational education with religious governance structures. This site was selected purposively because it represents a unique institutional context where entrepreneurship education and Teaching Factory implementation are influenced by pesantren policies and value systems. The location provides a relevant case for examining how faith-based institutional regulations shape the opportunities and constraints of experiential entrepreneurship learning. Data were collected through semi-structured interviews with key informants, including institutional leaders, education administrators, school management, and entrepreneurship-related teachers. Participant observation was conducted to document learning activities, production processes, and coordination mechanisms, while document analysis was used to examine relevant policies, curricula, and institutional records.

Data analysis followed an interactive model consisting of data condensation, data display, and conclusion drawing and verification. During data condensation, interview transcripts, observational notes, and documents were coded through open and axial coding to identify emerging themes and relationships. Data display involved organizing findings into thematic matrices to facilitate pattern recognition and cross-source comparison. Verification was conducted through iterative interpretation, triangulation of data sources and methods, member checking, peer debriefing, and the maintenance of an audit trail to ensure the credibility, dependability, and trustworthiness of the findings.

RESULT AND DISCUSSION

This study demonstrates that entrepreneurship development at SMK Nurul Jadid is fundamentally shaped by its embeddedness within a pesantren-based educational ecosystem, producing a distinctive institutional model characterized by regulatory tension, value-based governance, and conditional institutional support. As a vocational school operating under the authority of one of the largest Islamic boarding schools in East Java, SMK Nurul Jadid functions within an integrated socio-educational environment where formal vocational learning is inseparable from pesantren norms governing students' daily routines, spiritual obligations, and behavioral discipline. This institutional configuration significantly influences how entrepreneurship education and Teaching Factory (TeFa) initiatives are conceptualized, legitimized, and operationalized.

Unlike conventional vocational schools, entrepreneurship at SMK Nurul Jadid is not treated as a purely economic or market-driven activity but is interpreted through a moral–educational lens. Consequently, the implementation of entrepreneurship education is mediated by pesantren governance structures that prioritize spiritual formation, social responsibility, and institutional order. This finding highlights the importance of institutional context in shaping entrepreneurship education, supporting contextual entrepreneurship theory, which posits that entrepreneurial processes are deeply embedded in social, cultural, and regulatory environments.

Pesantren Policy and the Emergence of a Protective–Educative Paradigm

A central empirical finding of this study is the emergence of what can be conceptualized as a *protective–educative paradigm* in pesantren policy. Pesantren regulations formally restrict students’ engagement in independent profit-oriented business activities, particularly those conducted outside institutional supervision. These restrictions are justified by pesantren leaders as necessary to safeguard students’ spiritual discipline, academic focus, and moral development. However, the same regulatory framework simultaneously legitimizes and encourages entrepreneurship learning when it is framed explicitly as an educational activity rather than a commercial endeavor.

This paradigm operates through two interrelated mechanisms. First, the *protective dimension* functions as a regulatory safeguard, preventing excessive commercialization, unmanaged profit-seeking, and activities perceived as potentially distracting from religious obligations. Second, the *educative dimension* creates institutional space for entrepreneurship learning under structured pedagogical supervision, allowing students to acquire entrepreneurial competencies within clearly defined moral and organizational boundaries.

This finding extends experiential entrepreneurship education theory by demonstrating that action-based learning in faith-based institutions is not eliminated by regulation but reshaped into institutionally mediated forms of practice. In this context, programs such as *Sekolah Pencetak Wirausaha* (SPW) and the planned Teaching Factory are explicitly framed as pedagogical instruments designed to develop competencies rather than independent income-generating ventures. The protective–educative paradigm thus represents an adaptive governance model that reconciles religious values with vocational learning demands.

Conditional Institutional Support and Policy Adaptation

Despite the existence of regulatory constraints, the pesantren demonstrates conditional institutional support for Teaching Factory development. This support manifests in several concrete forms, including curriculum integration, cross-unit coordination involving the Pesantren Education Bureau and *Badan Usaha Milik Pesantren* (BUMPES), as well as access to physical infrastructure and human resources. However, such support is contingent upon the alignment of entrepreneurship activities with pesantren values and the preservation of mandatory religious programs.

This conditionality reflects an adaptive institutional strategy rather than outright resistance to innovation. Pesantren leaders emphasize the necessity of clear regulatory boundaries to prevent the misinterpretation of Teaching Factory initiatives as purely commercial enterprises. This finding corroborates prior research indicating that entrepreneurship education and Teaching Factory models yield positive outcomes only when supported by adaptive and context-sensitive institutional policies (Hasanah et al., 2023).

At the same time, the study reveals that the absence of formalized, written regulations specific to vocational entrepreneurship creates uncertainty at the operational level. Teachers and school managers often rely on informal interpretations of pesantren policies, which can inhibit initiative-taking and program expansion. This highlights the critical role of regulatory clarity in faith-based vocational education settings.

Spiritual Values as a Foundational Asset for Entrepreneurship

One of the most significant contributions of this study is the empirical demonstration that spiritual values function not as constraints but as foundational assets in entrepreneurship education. The integration of *Panca Kesadaran Santri*—which emphasizes religious devotion, knowledge, social responsibility, organizational awareness, and national commitment—into vocational learning embeds ethical and moral dimensions into entrepreneurial practice.

Religious consciousness informs halal production processes and ethical business conduct; social awareness fosters responsibility toward community welfare; and organizational awareness strengthens leadership, teamwork, and accountability. As a result, entrepreneurship education at SMK Nurul Jadid extends beyond skill acquisition to include moral and character formation.

This finding substantiates values-based entrepreneurship theory, which argues that ethical and spiritual values can serve as sources of competitive advantage by building trust, integrity, and long-term sustainability in business practices. In markets increasingly sensitive to ethical consumption and social responsibility, such moral capital enhances graduates' employability and entrepreneurial resilience.

Structural Constraints and Institutional Tensions

Despite these strengths, the study identifies significant structural constraints that limit the effectiveness of entrepreneurship programs. The most prominent challenge is a regulatory paradox, whereby policies intended to protect spiritual focus simultaneously restrict students' access to authentic entrepreneurial experience. Prohibitions on independent school-based business units, limitations on product marketing, and restrictions on profit management reduce opportunities for students to engage in sustained entrepreneurial processes.

This institutional tension creates a structural gap between learning objectives and implementation realities. In line with analysis of entrepreneurship regulation, protective policies—when not accompanied by adaptive mechanisms—can unintentionally suppress entrepreneurial learning by limiting experimentation, risk-taking, and market engagement.

Furthermore, the reliance on unwritten or inconsistently interpreted regulations exacerbates uncertainty among educators and students, discouraging innovation and reinforcing risk-averse behavior. This finding underscores the need for explicit governance frameworks that balance protection with pedagogical flexibility.

Theory–Practice Gap in Entrepreneurship Learning

The findings also reveal a persistent theory–practice gap in entrepreneurship education at SMK Nurul Jadid. Although entrepreneurship subjects such as *Creative Products and Entrepreneurship* (PKK) are formally implemented within the curriculum, instructional practices remain predominantly classroom-based. Students acquire theoretical knowledge and technical production skills but have limited exposure to complete entrepreneurial cycles, including market analysis, pricing strategies, financial management, and customer relations.

As a result, entrepreneurial learning outcomes are fragmented, with students demonstrating competence in production but limited business development capability. This condition reinforces critiques of conventional entrepreneurship education models that emphasize knowledge transmission over action-based learning (Haneberg et al., 2022). The findings highlight Teaching Factory as a critical experiential platform capable of bridging this gap when institutional conditions permit sustained practice.

Limited Entrepreneurial Ecosystem and Infrastructure Utilization

Another significant constraint identified in this study is the underdeveloped entrepreneurial ecosystem surrounding the school. Students'

access to markets is largely confined to periodic events such as school bazaars, while long-term partnerships with external entrepreneurs and industries remain limited. Decision-making processes related to new business initiatives are often perceived as opaque and time-consuming due to multi-layered institutional approval mechanisms.

Consistent with entrepreneurial ecosystem theory (Wurth et al., 2023), these findings demonstrate that entrepreneurship development requires more than physical facilities. It depends on supportive networks, institutional responsiveness, access to markets, and continuous interaction with external stakeholders. Although SMK Nurul Jadid possesses adequate production facilities, their utilization remains suboptimal due to restricted operational space.

Enabling Factors for Teaching Factory Implementation

Conversely, the study identifies several enabling factors that provide a strong foundation for Teaching Factory implementation. The school demonstrates readiness in terms of infrastructure quality, teacher competence, and high levels of student motivation. Facilities in programs such as Fashion Design, Printing Technology, and Fish Processing already meet industry standards, supported by government revitalization initiatives.

Students exhibit strong intrinsic motivation, particularly when their products receive public recognition, reinforcing the effectiveness of experiential learning. Moreover, pesantren openness to collaboration with industry partners (*Dunia Usaha dan Dunia Industri/DUDI*)—supported by existing networks in technology, fashion, printing, and food processing—enhances the feasibility of Teaching Factory development. The school's prior experience managing collaborative ventures, such as digital printing units and processed fish products (ATONG), provides valuable organizational learning and institutional credibility.

Governance Challenges and Multi-Level Coordination

Despite these enabling factors, governance complexity remains a critical challenge. Multi-level coordination involving pesantren leadership, the Education Bureau, and school management ensures value alignment and institutional legitimacy but often slows decision-making processes. While participatory governance enhances accountability, excessive bureaucratic layers reduce responsiveness to market dynamics—an essential element in entrepreneurship education.

Cultural integration between vocational innovation and pesantren traditions requires deliberate negotiation to align operational rhythms, performance indicators, and institutional priorities. Without systematic dialogue and shared vision-building, cultural friction may persist and limit program scalability.

Strategic Integration of Pesantren Policy and Teaching Factory Innovation

Based on these findings, the study proposes four interrelated strategic integration pathways. First, a tripartite collaboration model involving vocational schools, pesantren authorities, and industry partners is essential to balance pedagogical objectives, value governance, and market relevance, aligning with inclusive entrepreneurship education frameworks (Henry et al., 2024).

Second, the development of a multi-stakeholder regulatory framework is critical to resolving regulatory paradoxes by providing clear definitions, approval procedures, quality standards, financial governance mechanisms, and evaluation systems.

Third, integrating Teaching Factory initiatives with existing BUMPES business units offers a sustainable institutional model by leveraging established infrastructure, market access, and managerial experience. This approach aligns with sustainable entrepreneurship education models emphasizing long-term competency development (Diepolder et al., 2025).

Finally, a layered supervision system—encompassing operational, institutional, and strategic oversight—ensures quality assurance and value integrity. Embedding spiritual practices into daily business operations creates a distinctive model of spiritual entrepreneurship consistent with pesantren-based total quality management principles.

CONCLUSION

This study highlights that strengthening entrepreneurship programs in pesantren-based vocational schools requires an adaptive institutional strategy that harmonizes religious values with contemporary vocational innovation. The key lesson is that traditional religious principles are not inherently incompatible with modern entrepreneurship education; rather, they can serve as a source of competitive advantage when integrated through context-sensitive approaches. Effective entrepreneurship education emerges from a protective–educative paradigm, which balances the safeguarding of spiritual values with structured opportunities for practical learning. Multi-stakeholder collaboration, the use of pesantren-owned enterprises for Teaching Factory implementation, and layered supervision systems are critical enablers. The findings demonstrate that institutional alignment, supportive infrastructure, and organizational learning collectively enhance students' entrepreneurial competencies while preserving cultural and spiritual integrity, offering practical guidance for educators, policymakers, and industry partners seeking to implement value-based vocational entrepreneurship programs.

The study's main strength lies in its theoretical and practical contributions. It advances spiritual entrepreneurship by framing religious values as assets rather than constraints, introduces the protective–educative paradigm for integrating innovation within faith-based institutions, and extends contextual entrepreneurship theory by emphasizing institutional influence on education design. The research also proposes a multi-stakeholder collaboration model tailored to pesantren-based vocational schools, enriching governance discussions in entrepreneurship education. Limitations include its single-case design, short research duration, and focus on institutional perspectives with limited student representation. Future research should adopt comparative, longitudinal, and learner-centered approaches, explore technology-enabled entrepreneurship, and examine faith-based vocational education across different cultural contexts to validate and refine the proposed framework.

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