



## Strategic Planning Development for Business Activities at Al-Fitrah Pesantren, Surabaya

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### ABSTRACT

**Purpose of the study:** This study aimed to develop a strategic entrepreneurship plan for students at Al-Fitrah Islamic Boarding School, as an effort to strengthen entrepreneurship education within the pesantren ecosystem by aligning the institution's vision and mission with actionable and sustainable strategies for student entrepreneurial development.

**Methodology:** Employing a developmental research approach based on the Borg and Gall model, the study followed 10 systematic stages from research and information gathering through product development, field testing, revision, and dissemination. Data were collected through expert validation questionnaires and evaluation instruments completed by caregivers, ustadz, and students, ensuring they met standards of feasibility, practicality, and effectiveness.

**Main Findings:** The plan's feasibility is supported by strong alignment with institutional values, comprehensive internal and external environmental analyses, the formulation of measurable objectives, and coherence between strategies and operational action plans. Practicality was demonstrated through the development and use of a strategic planning guidebook that accommodated diverse educational backgrounds and teaching experiences, helping stakeholders address implementation challenges. The plan proved effective through the creation of a clear strategy map and structured business planning pathway, enabling students to systematically build entrepreneurship competencies across the introduction, reinforcement, and expansion stages.

**Novelty/Originality of this study:** The formulation of a pesantren-based strategic entrepreneurship planning model that integrates religious learning, character education, and entrepreneurial practice, an approach rarely addressed in previous studies. This integration provides a transformative model for Islamic boarding schools seeking to cultivate spiritually grounded yet economically empowered young entrepreneurs.

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## 1. INTRODUCTION

National development in the economic aspect aims to improve economic performance and the well-being of citizens by ensuring job availability and achieving a decent standard of living for the Indonesian population. This, in turn, is expected to enhance the overall welfare of Indonesian society. One of the primary objectives of national development is to reduce poverty levels. Poverty is a major economic issue that must be addressed or at least minimized [1], [2]. Indonesia is entering the dynamics of the Industry 4.0 society, which has a significant impact on the economies of neighboring countries. As of February 2021, the workforce in Indonesia

reached 139.81 million people, with an Open Unemployment Rate (TPT) of 6.62%, equivalent to 9.25 million unemployed individuals (Statistics Indonesia, February 2021). This situation requires serious attention, as higher unemployment rates negatively affect economic growth due to the rise in poverty. Unemployment has a more direct impact on economic growth compared to inflation [2].

An Islamic boarding school (*pesantren*) established in a particular region provides opportunities for both the pesantren and the surrounding community to contribute to and influence the area's development. The strategic roles of pesantren encompass economic, social, and political aspects [3]-[5]. There are two key reasons why pesantren serve as pioneers in the economic development of the Muslim community. First, *santri* (students) are an integral part of society with a strong commitment to their religious values, which influences their economic activities. Second, the pesantren's focus on Islamic studies enables it to become a driving force in the development of the sharia economy while also fostering young entrepreneurs with Islamic values [6]. Many business enterprises managed by pesantren have been established, including *Kelompok Wirausaha Bersama* (KWUB), which serves as an entrepreneurial platform, and *Baitul Maal Wat Tamwil* (BMT), which provides business capital loans for both pesantren students and the local community. Further advancements include the establishment of the Forum for Communication on People's Economic Development (FKPEK) [4]. However, entrepreneurial skills alone are not sufficient for survival; pesantren also provide training that enhances students' creativity, enabling them to produce innovative and marketable products.

Al-Fithrah Islamic Boarding School in Surabaya is a traditional assalafi pesantren that focuses on studying classical Islamic texts. It was founded in 1985 by Hadhratusy Syaikh KH. Achmad Asrori Al Ishaqy RA and later developed into what is now known as Islamic Boarding School Al-Fithrah. The vision and mission of Al-Fithrah serve as the foundation for its educational development, leading to the establishment of various *daurah* institutions, including Formal Diniyah Education at the Al-Wustha level, Formal Diniyah Education at the Ulya level, Madrasah Diniyah Takmiliah Al-Jamiah, and Ma'had Aly Al-Fithrah. Additionally, Al-Fithrah also established STAI Al-Fithrah (*Sekolah Tinggi Agama Islam Al-Fithrah*), an Islamic higher education institution.

Initial observations and interviews with some administrators of Islamic Boarding School Al-Fithrah Surabaya revealed key insights that slightly differed from the initial assumptions. Although Islamic Boarding School Al-Fithrah Surabaya has two cooperative business units with different roles, it lacks a structured entrepreneurial strategic plan (*Renstra*) and a clear roadmap for future development. The first cooperative, *Koperasi Al-Fithrah*, was established in 1998 to meet the needs of both the *pesantren* and its students. It provided essential supplies such as uniforms, stationery, and food for both male and female students. However, this cooperative only had an establishment permit from the local cooperative office [5]-[7]. Due to changes in government regulations on cooperative establishment, *Koperasi Al-Fithrah* became inactive. To comply with the new regulations, the administrators then formed a second cooperative named *Koperasi Sarekat Bisnis Pesantren* (KSBP). Its primary function remains similar to the first cooperative, focusing on providing students' needs and supporting the educational requirements of *Pondok Pesantren Al-Fithrah Surabaya*. KSBP generates funds through various business units, including printing, garment production, book and stationery supply, radio broadcasting and YouTube-based *da'wah*, as well as a home industry producing tofu and tempeh staple foods for the students. Currently, KSBP is still in the process of obtaining legal permits from a notary and the Ministry of Law and Human Rights. Regarding strategic planning, as indicated by the initial interviews, KSBP Islamic Boarding School Al-Fithrah Surabaya still lacks a structured plan for developing its business units. So far, its operations have been largely reactive, meeting the immediate needs of the *pesantren* without a clear projection for the next five or twenty years. This is evident from the absence of a documented strategic plan (*Renstra*) for KSBP Islamic Boarding School Al-Fithrah Surabaya [8], [9].

The research background highlights the significant role of these Islamic boarding schools (*pondok pesantren*) in serving both the local community and individuals from other regions [10], [11]. In reality, these pesantren provide affordable and accessible educational services to the public. Beyond education, it is also crucial to consider their economic contributions, prompting the need for developing an entrepreneurial strategic plan for Islamic Boarding School Al-Fithrah Surabaya. Educational management is closely linked to entrepreneurship, as both focus on individual development and have a broader impact on society [12]. Within Islamic Boarding School Al-Fithrah Surabaya, educational management plays a key role in entrepreneurship education programs, involving planning, organizing, resource management, human resource development, and control of educational resources [13]. The goal is to create a learning environment that fosters an entrepreneurial ecosystem, equipping *santri* (students) with self-reliance, entrepreneurial skills, and even the ability to generate employment opportunities [14].

Educational management related to entrepreneurship can encourage innovation among *santri*, enabling them to generate new business ideas and providing opportunities to develop these ideas into entrepreneurial independence [11], [15]. In Islamic boarding schools, educational management can focus on providing facilities and resources necessary to teach entrepreneurship skills, such as business training, business planning, and strategic planning for sustainable business development. Entrepreneurship involves a range of soft skills,

including leadership, communication, interpersonal skills, and adaptability. The educational management at Islamic Boarding School Al-Fithrah can emphasize developing these skills through a result-oriented approach. Entrepreneurship education can offer santri the opportunity to cultivate these competencies, while educational management ensures that these programs align with market demands and business opportunities that santri can pursue in the future.

Through educational management at Islamic Boarding School Al-Fithrah, partnerships and collaborations with the business sector can be established to provide santri with practical insights into the business world [16], [17]. Entrepreneurship often requires a deep understanding of markets and customers, and collaboration with businesses can help ensure that education offers the necessary practical perspectives. These practical perspectives can be implemented through the development of a strategic entrepreneurship plan that can be applied within Islamic Boarding School Al-Fithrah. Based on the discussion above, the focus of this research can be formulated as follows: how feasible is the development of the strategic entrepreneurship plan for the santri of Islamic Boarding School Al-Fithrah Surabaya?, how practical is the developed strategic entrepreneurship plan for the santri of Islamic Boarding School Al-Fithrah Surabaya? and how effective is the implementation of the developed strategic entrepreneurship plan for the santri of Islamic Boarding School Al-Fithrah Surabaya?

**2. RESEARCH METHOD**

This study employs a developmental research approach to produce a specific product, namely the strategic entrepreneurship plan (renstra) for Islamic Boarding School Al-Fithrah Surabaya, adopting the Borg and Gall development model in its stages. The research subjects include pesantren caregivers, *ustadz* (teachers), and *santri* (students) of Islamic Boarding School Al-Fithrah Surabaya, where the study is conducted. The development stages are designed to systematically formulate the strategic entrepreneurship plan to enhance the pesantren’s entrepreneurial framework [18], [19]. The strategic entrepreneurship plan aims to strengthen the pesantren’s economic independence by integrating business activities that align with Islamic values and educational goals. By involving various stakeholders, including caregivers, teachers, and students, the research seeks to create a sustainable and structured framework for entrepreneurial development within the pesantren environment [20].

Additionally, the study emphasizes the importance of entrepreneurship education in pesantren as a means of equipping students with practical skills and business knowledge. The integration of entrepreneurship into the pesantren curriculum is expected to foster self-reliance among students, enabling them to contribute to both the economic sustainability of the pesantren and the broader community.

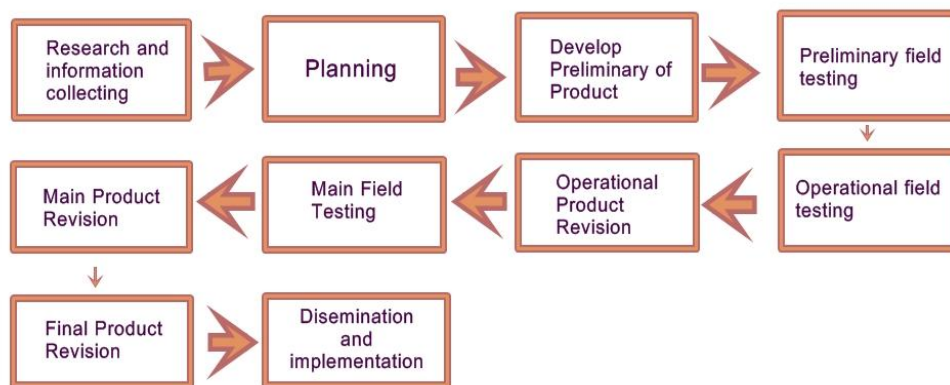


Figure 1. Development Stage Flowchart of Borg and Gall (source: Borg et al (2002))

The elaboration of the nine development stages adopted in this study involves research and the development of an entrepreneurial strategic plan (renstra) at Islamic Boarding School Al-Fithrah Surabaya through several phases [21]. The first phase is research and data collection, which includes user needs analysis and situational analysis to identify the strengths, weaknesses, opportunities, and threats faced by the pesantren. Next, in the planning phase, the objectives of the renstra development are determined, including workforce estimation, funding, timeline, and the qualifications of expert validators [22]. Following this, the initial product draft is developed, consisting of the renstra document, a user manual, and validation assessment sheets. The next phase involves expert validation and an initial field trial to evaluate the feasibility of the renstra and obtain feedback for improvements. After the first revision, a large-scale field test is conducted by involving the pesantren administrators and staff to collect data through interviews, questionnaires, and observations.

Subsequently, a second product revision is carried out based on the results of the large-scale field test [23]. The next phase is an extensive field trial involving administrators, staff, employees, and pesantren-affiliated SMEs. This is followed by an evaluation phase to assess the extent to which the renstra's objectives have been achieved [24]. Finally, the final product revision phase is conducted to refine the entrepreneurial strategic plan before its full implementation.

The developed product, in the form of an entrepreneurial strategic plan (renstra) for the pesantren, will be tested at Islamic Boarding School Al-Fithrah Surabaya to ensure it meets feasibility criteria. The product trial scheme is as follows.

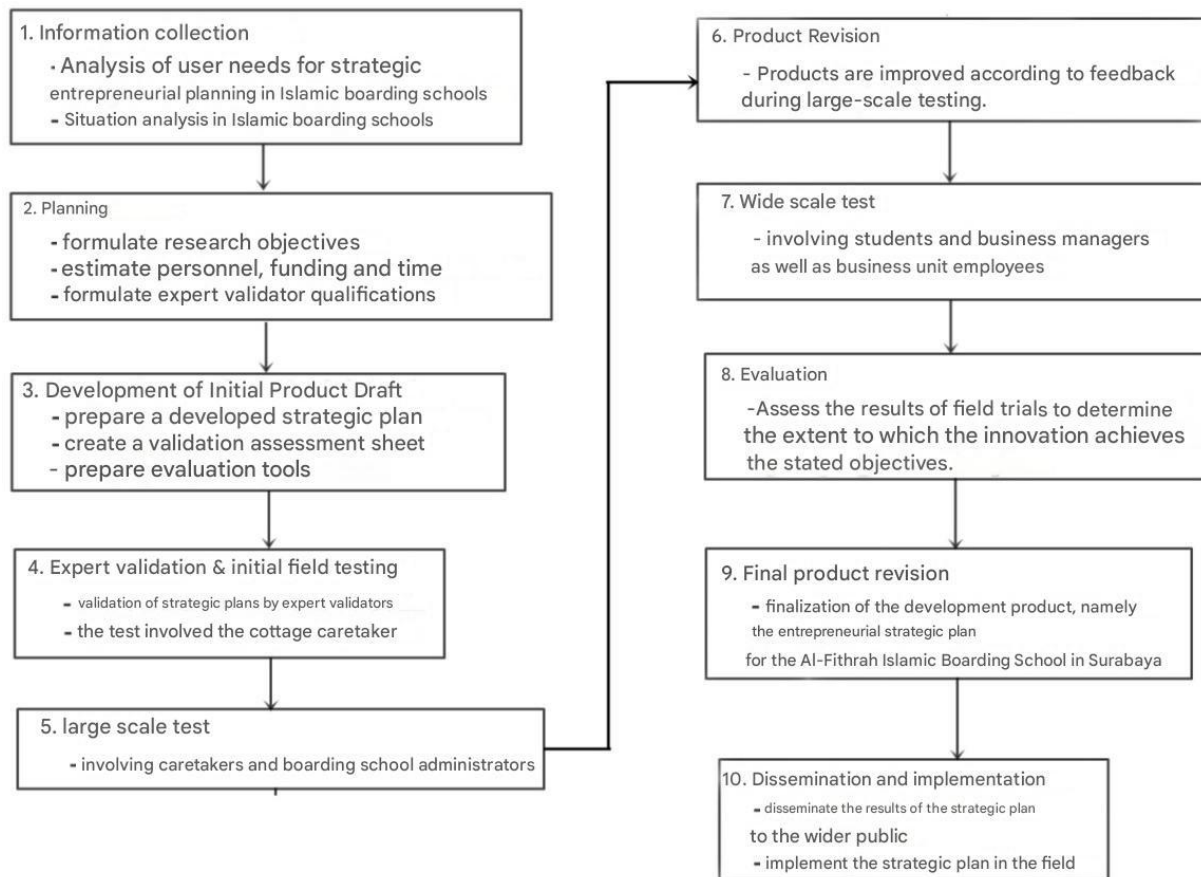


Figure 2. Product Trial Design  
(Source: Processed Data)

The data analysis techniques used in the development research of the entrepreneurial strategic planning at the Islamic boarding school are as follows.

Validity Analysis of Data, The validity analysis aims to determine the extent to which the developed entrepreneurial strategic planning product meets feasibility criteria [25]. These feasibility criteria are crucial as benchmarks for assessing the developed product. The evaluation results for each assessment component are scored using a Likert scale for each aspect, then compared with the ideal value to obtain the final assessment score using the following formula [26].

$$R_A = \frac{\sum A_i}{N} \dots (1)$$

Note:

$R_A$  = Average score for each assessment aspect  
 $\sum A_i$  = Total assessment score from expert validators  
 $N$  = Number of items

The calculated average score for each assessment aspect will be compared with the assessment criteria table as follows [27]. Descriptive Statistical Analysis, The next analysis is descriptive statistical analysis, which is used to evaluate research development data by calculating the mean (average), standard deviation, and the range of maximum and minimum values [28]. Effectiveness Analysis, The effectiveness analysis in this study aims to determine the extent to which the developed product enhances the effectiveness of strategic entrepreneurship planning [29]. This analysis utilizes data obtained from questionnaires filled out by the users of

the strategic planning development product, including the caretakers and teachers (*ustadz*) of Islamic Boarding School Al-Fithrah Surabaya.

### 3. RESULTS AND DISCUSSION

This development research aims to produce a strategic entrepreneurship plan (*renstra*) for Islamic Boarding School Al-Fithrah Surabaya.

#### Feasibility of the Entrepreneurship Strategic Plan at Islamic Boarding School Al-Fithrah Surabaya

The feasibility of the developed strategic plan (*renstra*) is confirmed through validation by expert assessors who have provided evaluations and suggestions, ensuring that the strategic plan can be implemented in the field. The process of establishing the feasibility of the *renstra* follows several stages

##### *Preliminary Study and Data Collection*

The preliminary study involved searching for and analyzing existing information through a literature review. This process enabled researchers to understand previous studies, identify knowledge gaps, and avoid research duplication. A review of published journals on entrepreneurship at Islamic Boarding School Al-Fithrah Surabaya and related studies found no prior research addressing strategic entrepreneurship planning. This finding underscores the novelty of the research.

The data collected in the preliminary study consisted of both primary and secondary data. Primary data was obtained through interviews with Ustad Pratama, the secretary of Yayasan Al Khidmat Indonesia, who provided insights into the foundation's history and entrepreneurship initiatives at Islamic Boarding School Al-Fithrah Surabaya. Secondary data included reports from BWM Al Fithrah Wava Mandiri, accessible through the central database of Bank Wakaf Mikro (BWM) at <http://lkmsbwm.id/bwm/profil/357800001>. BWM is a Sharia-based microfinance institution registered and supervised by the Financial Services Authority (OJK), aimed at providing capital access to small businesses and individuals lacking access to formal financial institutions. The number of BWM Al Fithrah Wava Mandiri clients from 2018 to 2023 primarily consists of low-income individuals who utilize its capital facilities

### Cumulative customers

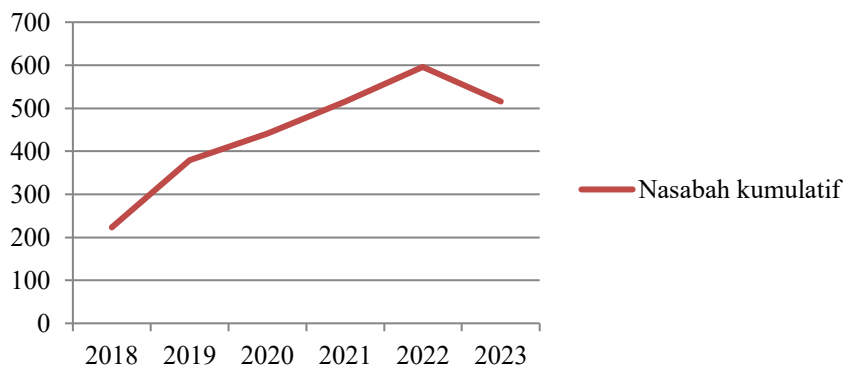


Figure 3. Number of BWM Al Fithrah Wava Clients (2018–2023)  
(Source: Bank Wakaf Mikro Data Center, 2024)

Cumulatively, the number of clients from 2018 to 2022 showed a positive trend, increasing from 223 in 2018 to 596 in 2022. However, in 2023, the number of clients declined to 516. This decline was attributed to the loan repayment period, as many borrowers completed their repayment obligations in 2023, impacting the total number of active clients at BWM Al Fithrah Wava Mandiri [30], [31]. The number of business groups (*kumpi*) under the guidance of BWM Al Fithrah Wava Mandiri is as follow.

## Kumpi BWM Al Fithrah Wava Mandiri

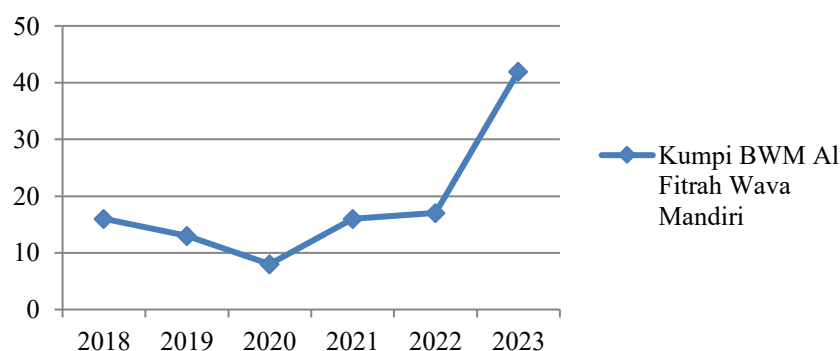


Figure 4. Number of Kumpi (Business Groups) at BWM Al Fithrah Wava Mandiri  
(Source: Bank Wakaf Mikro Data Center, 2024)

Based on Figure 4, the number of kumpi at BWM Al Fithrah Wava Mandiri experienced a negative trend in 2020, with a 50% decrease from 16 kumpi to 8 kumpi. This decline was primarily due to the economic impact of the COVID-19 pandemic in 2019, which significantly affected the country's financial stability [32], [33].

Table 1. Data on Financing and Outstanding Loans at BWM Al Fithrah Wava Mandiri

Year	Cumulative Customers	Number of Borrowers	Kumpi	Customer Financing*	Outstanding*
2018	223	123	16	232	53
2019	379	72	13	446	50,5
2020	441	43	8	557	15,7
2021	516	73	16	708	27,6
2022	596	79	17	890	24,1
2023	516	90	42	708	102,7

\* In Millions (Source: BWM Al Fithrah Wava Mandiri, 2024)

To determine the Non-Performing Loan (NPL) ratio for 2022:

$$NPL = \frac{\text{Total Non - Performing Financing}}{\text{Total Customer Financing}} \times 100\% \dots (2)$$

$$NPL = \frac{24,1}{890} \times 100\%$$

According to Bank Indonesia, a bank is considered financially healthy if its Non-Performing Loan (NPL) ratio is below 5%. Based on this criterion, BWM Al Fithrah Wava Mandiri falls within the healthy category [34].

### Development of the Entrepreneurship Strategic Plan at Islamic Boarding School Al-Fithrah Surabaya

The development of the entrepreneurship strategic plan at Islamic Boarding School Al-Fithrah Surabaya was based on preliminary studies and field data collection [35], [36]. This strategic plan is intended for the management of Yayasan Al Khidmat Indonesia, which oversees several business units, including a sharia microfinance institution named BWM Al Fithrah Wava Mandiri, aimed at empowering and financing the local economy surrounding the pesantren [37]. It is expected that this entrepreneurship strategic plan will assist administrators in developing the economic potential of the community around Islamic Boarding School Al-Fithrah Surabaya [38]. The following is an overview of the strategic plan that has been developed under the title: "Entrepreneurship Strategic Planning for Islamic Boarding School Al-Fithrah Surabaya."

#### Product Concept

The development of the book "Entrepreneurship Strategic Planning for Islamic Boarding School Al-Fithrah Surabaya" follows a concept that can be applied through the following steps: 1) Goals and Objectives: This book comprehensively explains the concept of an entrepreneurship strategic plan, providing insights into

the importance of strategic entrepreneurship planning within Yayasan Al Khidmat Indonesia [39].; 2) Strategic Plan Development Process: The book offers a step-by-step guide on how to create an effective strategic plan, including setting the vision, mission, objectives, and expected outcomes in alignment with the established goals [40].; 3) Implementation of the Strategic Plan: It provides guidelines on how the strategic plan can be adapted and implemented in different contexts, with outcomes tailored to the specific conditions of Islamic Boarding School Al-Fithrah Surabaya [41].; 4) The Role of Technology in Strategic Planning: This section highlights how technology plays a crucial role in supporting the implementation of the strategic plan, including applications, software, or other technological tools that facilitate the strategic planning process [42].

#### *Product Content*

The contents of the Entrepreneurship Strategic Planning for Islamic Boarding School Al-Fithrah Surabaya are as follows: 1) Chapter I: Guide to Using the Strategic Plan, This section provides users with guidance on how to use or maximize the benefits of the Entrepreneurship Strategic Planning book. It includes a brief overview of the book's purpose and how users can utilize it effectively. Additionally, it outlines the essential requirements for developing a strategic entrepreneurship plan for Islamic Boarding School Al-Fithrah; 2) Chapter II Introduction, This chapter describes the general condition of Islamic Boarding School Al-Fithrah, its history, and the potential it possesses. It also discusses the entrepreneurial challenges and opportunities within the pesantren, highlighting several businesses that have already been established, such as the powdered coffee business and BWM Al Fithrah Wava Mandiri. Additionally, this chapter addresses the challenges faced by entrepreneurs and proposes potential solutions; 3) Chapter III: Vision, Mission, and Objectives, Chapter III presents the vision and mission of Islamic Boarding School Al-Fithrah. This section is intentionally dedicated to ensuring that users who are mainly managers and administrators of entrepreneurship programs—align their activities with the vision and mission of Islamic Boarding School Al-Fithrah; 4) Chapter IV: Strategic Policy Direction and Institutional Framework, This chapter includes an internal and external analysis of entrepreneurship at Islamic Boarding School Assalafi Al-Fithrah Surabaya. Internal Analysis: Focuses on the strengths and weaknesses of the existing entrepreneurship programs at the pesantren. External Analysis: Examines opportunities and threats faced by these entrepreneurship programs. Based on this analysis, strategic initiatives are formulated to achieve the desired goals. This chapter also discusses the policy direction and entrepreneurship strategies as the main framework for fulfilling these strategic initiatives; 5) Chapter V: Five-Year Work Program, The five-year work program consists of program targets and key performance indicators (KPIs). There are five program targets, each with three KPIs. Program Targets: Represent the general objectives to be achieved. Key Performance Indicators (KPIs): Serve as tools to measure the extent to which these targets are met. To achieve each program target, detailed indicators are outlined within the business strategy framework.

#### *Expert Validation*

The feasibility of the strategic plan is confirmed through expert validation. The expert validator for entrepreneurship management is Dr. Indah Ayu Johanda Putri, S.E., M.Ak, a senior lecturer at Politeknik Pelayaran Surabaya. The validation results include the approval of the Entrepreneurship Strategic Planning Book for Islamic Boarding School Al-Fithrah Surabaya. The practicality of the entrepreneurship strategic plan at Islamic Boarding School Al-Fithrah Surabaya was assessed through field testing, specifically by conducting a workshop on strategic business planning. The workshop took place at the Pendopo Hall of Islamic Boarding School Al-Fithrah Surabaya on June 19, 2023, and was attended by 22 participants (19 invited participants and 3 additional attendees). The primary goal of this workshop was to enable participants to develop a strategic plan for their ongoing business ventures and create a business strategy map tailored to their respective enterprises [43], [44].

After the implementation of the Strategic Business Planning Workshop, the next step was to evaluate the extent to which participants successfully developed their strategy maps and strategic plans. Additionally, the strategic plan developer (workshop facilitator) could assess the results of the strategy maps and plans, allowing for corrections in case of any mistakes in their formulation [45], [46]. The development of the strategic plan aligned with the materials presented by the facilitator during the workshop.

Several strategic factors influenced the planning process, including: Strengths, Weaknesses, Opportunities, Threats. Internal and external issues were gathered from workshop participants, who had various backgrounds, including entrepreneurs, MSME operators, and employees of business units affiliated with Islamic Boarding School Al-Fithrah [47]-[51]. The rating values were derived from participant assessments of internal and external issues, while the score was calculated using the formula.

$$\text{Score} = \text{Weight} \times \text{Rating} \dots (3)$$

Strategic Factors		Value	Rating	Score
Strength	Product	0.27	3.5	0.9
	Branding	0.20	3.3	0.7
	Relation	0.13	2.5	0.3
	Location	0.13	2.4	0.3
	Facilities	0.27	3.3	0.9
Total		1.0	15.0	3.13
Weaknes	Marketing	0.18	3.5	0.6
	Facilities	0.14	3.1	0.4
	Human Resources	0.18	3.9	0.7
	Management	0.18	3.4	0.6
	Product	0.18	3.5	0.6
	Capital	0.14	3.3	0.5
Total		1.0	50.6	9.7

Based on Table 2, regarding the scores of internal strategic factors, the total score for strengths was 3.13, while the total score for weaknesses was 9.7. These two scores were used to determine the coordinate position of the entrepreneurial condition of Yayasan Al Khidmat [50]. The strength-weakness position is plotted on the x-axis using the following formula.

$$\frac{\text{strenght} - \text{weakness}}{2} \dots (4)$$

Thus, the calculation is :

$$\frac{3,13 - 9,7}{2} = \frac{-6,6}{2} = -3,3$$

Table 3 Presents the scores of external strategic factors.

Strategic Factors		Level	Value	Rating	Score
Opportunities	Social Media	3	0.1765	3.40909	0.6
	Market Demand	4	0.2353	3.54545	0.83
	Trend Products	2	0.1176	2.45455	0.29
	Number of Pilgrims	4	0.2353	3.90909	0.92
	Supporting Factor	4	0.2353	3.68182	0.87
	Total	17	1	17	3.51
Threat	Competitors	4	0.2857	3.63636	1.04
	Expensive Raw Materials	3	0.2143	3.04545	0.65
	Changes in Supplier Licensing	3	0.2143	2.68182	0.57
	Competitors	2	0.1429	2.22727	0.32
	Expensive Raw Materials	2	0.1429	2.31818	0.33
Total	14	1	13.9091	2.92	

Based on Table 3, regarding the scores of external strategic factors, the total score for opportunities was 3.43, while the total score for threats was 3.04. The position on the y-axis is determined using the following formula:

$$\frac{\text{Opportunity} - \text{threat}}{2} \dots (5)$$

Thus, the result obtained is:

$$\frac{3,51 - 2,92}{2} = \frac{0,59}{2} = 0,295 \approx 0,3$$

The position on the y-axis is 0.3. When combined with the position on the x-axis, the final coordinates are (-3.3 ; 0.3). These coordinates can be illustrated in the SWOT quadrant map, as shown in the following image.



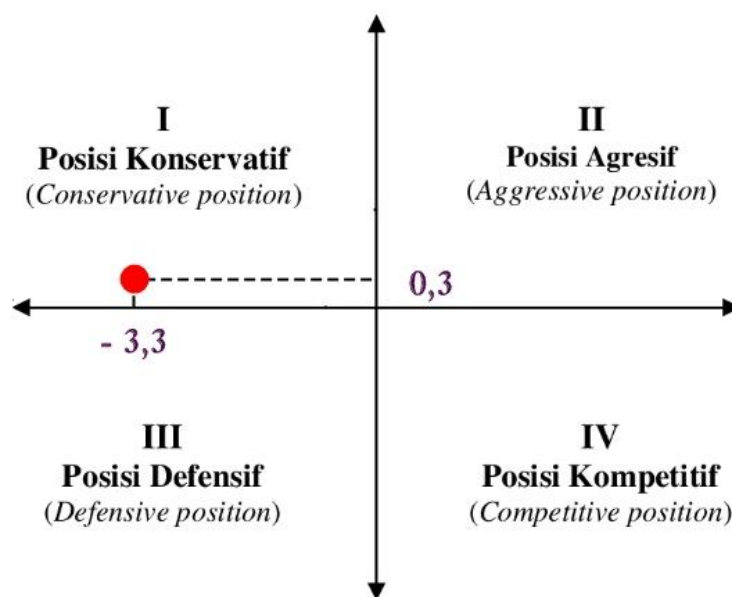


Figure 5. SWOT Map of Entrepreneurial Position

Based on the image above, the entrepreneurial position is located in Quadrant I, which represents a conservative position. The application of a conservative strategy generally includes market penetration, market development, product development, and concentric diversification. In a conservative position, business actors have achieved a relatively stable financial condition, but they do not have a significant competitive advantage. It is necessary to identify internal strengths that support the conservative approach, such as financial stability, a loyal customer base, or a strong understanding of risk management. However, a conservative stance may indicate a lack of innovation or slow adaptation to market changes.

#### 4. CONCLUSION

The research and development of the strategic entrepreneurship plan (renstra) at Islamic Boarding School Al-Fithrah Surabaya have resulted in an entrepreneurship strategy book, which has been tested through a strategic planning workshop. The research findings indicate that this strategic plan is feasible for use, as it considers the Islamic Boarding School vision and mission, internal and external environmental analysis, and includes 15 specific and measurable performance indicators. Additionally, the strategic plan is practical for entrepreneurs within the pesantren environment, as it is general in nature and applicable to various types of businesses. The effectiveness of the strategic plan was also demonstrated during the workshop, where all participants successfully developed business strategy maps and formulated strategic plans covering the stages of introduction, strengthening, and expansion of their businesses.

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