

## Five Principles of Pesantren as Social Capital to Overcome the Problems of Economic Business Development at Pesantren

Syamsuri <sup>1,\*</sup>, , Fuadah Johari <sup>2</sup>, , Helmy Fauzy Ahmad <sup>3</sup>, ,  
and Resi Handayani <sup>3</sup>, 

<sup>1</sup> Department of Comparison of Madhabs, Faculty of Sharia, Universitas Darussalam Gontor, 63471, Ponorogo, East Java Province, Indonesia

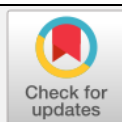
<sup>2</sup> Faculty of Economics and Muamalat, Universitas Sains Islam Malaysia, Bandar Baru Nilai, 71800, Nilai, Negeri Sembilan, Malaysia

<sup>3</sup> Department of Sharia Economic Law, Postgraduate Program, Universitas Darussalam Gontor, 63471, Ponorogo, East Java Province, Indonesia

\* Corresponding Author: [syamsuri@unida.gontor.ac.id](mailto:syamsuri@unida.gontor.ac.id)

### ARTICLE INFO

**Publication Info:**  
Research Article



#### How to cite:

Syamsuri, S., Johari, F., Ahmad, H. F., & Handayani, R. (2023). Five Principles of Pesantren as Social Capital to Overcome the Problems of Economic Business Development at Pesantren. *Society*, 11(1), 173-192.

DOI: [10.33019/society.v11i1.467](https://doi.org/10.33019/society.v11i1.467)

Copyright © 2023. Owned by author (s), published by Society

OPEN  ACCESS



This is an open-access article.  
License: Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)

### ABSTRACT

*This research aims to analyze how far the internalization of the Pesantren (Islamic Boarding School) values as social capital has become a strategy for solving economic business development problems in Pesantren. One of the main problems Pesantren faces in developing economic businesses is the low quality of human resources and the governance of these economic institutions. The presence of economic businesses within Pesantren holds significant importance. Aside from ensuring the economic sustainability of the institution, it also serves as a platform for nurturing student entrepreneurship, contributing to the overall economic growth of the community. Using the approach of Pesantren values (called Panca Jiwa or Five Principles), namely sincerity, simplicity, independent, Islamic brotherhood (Ukhuwah Islamiyah), and freedom, is expected to be one way to overcome these problems. This research applies the analytic network process, including field surveys, focus group discussions, and in-depth interviews with four groups of respondents: experts, academics, practitioners, and regulators. Respondents were determined by purposive sampling by making Gontor Islamic Boarding School a research location. The results showed that the values of the five principles are internalized into social capital and become solutions to solving problems, like increasing networks with alumni, cooperation between institutions, and so on. This study offers practical implications, namely enabling the resolution of human resource problems with the principle of*

**Received:** December 20, 2022;  
**Accepted:** May 3, 2023;  
**Published:** June 30, 2023;

*Islamic brotherhood, and social implications- the success of the economic development of Pesantren can indirectly improve the economic welfare of the surrounding community.*

**Keywords:** Five Principles; Economic Development; Pesantren; Social Capital

## 1. Introduction

Pesantren (Islamic Boarding School), commonly referred to as the term where the institution was founded, such as *Dayah*, *Rangkang*, *Meunusah*, *Surau*, or called *Pondok* for the Malay peninsula, is a historical product that blends with the community and becomes an essential institution in the archipelago (Rahardjo, 1988). It can be seen from the history of the institution's establishment, which was born from the hopes and ideals of the surrounding community, namely by making Islamic values the basic concept in carrying out all its activities (Syamsuri & Borhan, 2016). So far, Pesantren has played a role as an Islamic scientific development institution (*Tafaquh Fiddin*) and a Sharia economic practicum laboratory that responds to the socioeconomic problems of residents and the surrounding community (Syamsuri & Borhan, 2017). The role began when Pesantren was present in the Malay land, which was inseparable from the entry of Islam itself (Faesal, 1995). History says that from the 12th century AD (Daulay, 2009) to the 13th century AD, based on the discovery of the tombstone of Sultan Malik as-Salih inscribed 696 H or 1297 M (Arif, 2012), 11th century AD with the discovery of the tombstone of Fatimah Binti Maymun bin Hibatillah in 495 H or 1102 M (Arif, 2012) and even the 7th Century AD where the Arabs had expanded their trade to China which had a trading center in Guangzhou (Canton) (Hamka, 2016) and founded the *wa-Shin-zi* mosque by Sa'ad bin Abi Waqas (Sawi & Mamat, 2009).

The existence of the Pesantren can be seen from the history of its development, namely since the 15th century AD, when the first Islamic kingdom on the island of Java was established (Sujana & Nirmalasari, 2019, p. 86), then advanced in 1586 AD where the center of the Islamic kingdom moved from Panjang to Mataram (Yunus, 1992, p. 56), But began to ferment when the West invaders came by enacting *teacher ordinance regulations*, which forces Pesantren teachers to have teaching licenses (Maksum, 1999, p. 55). The impact of the system is that Pesantren is more traditional and almost stopped in place (Dhofier, 2011, p. 61). Pesantren began to develop during the Japanese colonization of 1942-1945 AD, which established the Office of Religious Affairs (*Shumubu*) and the Regional Office of Religious Affairs (*Shumuka*) (Rizal, 2020, p. 182). Its development became increasingly apparent after Indonesia became independent in 1948 AD, where Pesantren became a guide to the Islamic educational revolution (Sholeh, 1971, p. 55) with its four main functions, namely the center of brilliance, educating religious thinkers, agents of eco-social development, and giving birth to community leaders (Rahardjo, 1985).

In history, the existence of Pesantren has continued to develop since its presence in the Indonesian Archipelago until now. Referring to data from the Ministry of Religious Affairs of the Republic of Indonesia, from the 16th century, the number of Pesantren was still around 613. It overgrew in 2021, reaching 27,722 Pesantren with 4,175,531 students. This development proves Pesantren institutions' importance in influencing and providing a pattern of community cultural, economic, political, and intellectual development (Syamsuri, 2020, p. 20). Some economic activities played by Pesantren today are agribusiness, vocational, savings and loan cooperatives, small and medium enterprises, animal husbandry, agriculture, plantations, and so

on (Kementerian Agama Republik Indonesia, n.d.). This makes Pesantren able to survive in the current economic globalization and significantly impact economic growth in Indonesia (Oktafia & Haryanto, 2018, p. 2).

However, in its economic development, Pesantren experiences various obstacles, such as the poor quality and competence of Human Resources (HR), management systems in traditional institutions (Ryandono, 2018), and Islamic values that are not used as a foundation in economic development (Slamet, 2008). Even though Pesantren has social capital such as values or norms called the five principles, namely sincerity, simplicity, independent, Islamic brotherhood (*Ukhuwah Islamiyah*), and freedom, these five values have coalesced throughout the life of the Pesantren, not just beliefs but carried out. As Putnam argues, social capital is a device of horizontal relations between various parties by building networks through values or norms to achieve mutual success (Engbers et al., 2017). So, referring to Putnam's theory, problems in economic development in Pesantren should be solved by optimizing the social capital they already have.

There has not been much research that discusses solving the problem of economic development in Pesantren with the approach of the five principles of social capital. Therefore, based on the gaps above, this study aims to investigate the extent to which the internalization of the five principles of Pesantren as social capital is a strategy for developing economic businesses in Pesantren.

## 2. Literature Review

The term "Pesantren" comes from the word "*Santri*," with the prefix "*pe*" and suffix "*an*," which becomes "*pesantrian*" or "Pesantren," which means the place where the students live (Hafidz, 2021). One of the characteristics of this institution is the existence of a leader who is usually called a *kiai*, a mosque as a center for learning activities, a facility for students to live (*pondok*), and the use of the "yellow book" as learning manuals (Marzuki et al., 2020). Now, Pesantren is not just an institution of traditional Islamic education but also a socio-cultural institution because Pesantren has an important role in controlling the dynamics of community life (Shulhan, 2021). This change started in the early 1900s when several Pesantren, always called modern boarding schools, became pioneers in developing their economic enterprises to empower the surrounding community. One of its characteristics and uniqueness is the life system in the Pesantren prioritizes simplicity, idealism, equality, brotherhood, and courage life (Krisdiyanto et al., 2019, p. 18). One of the most prominent examples of this type of Pesantren is Pondok Modern Darussalam Gontor in Ponorogo, East Java. It was founded in 1926 and incorporates a pedagogical philosophy from Al Azhar in Egypt, Aligarh and Santiniketan in India, and Taman Siswa in Yogyakarta (Isbah, 2020).

Apart from that, researchers have examined several previous studies related to the five principles of social capital in the development of Pesantren economic businesses, such as research conducted by Romdoni and Malihah (2020) on the character education of students who are responsive to the dynamics of community life is through the cultivation of the value of the five principles, the value of the five principles is one of the strategies in instilling community values to students (Ahmad et al., 2019) and also (Masqon, 2014) through the implementation of the five principles, the vision and mission of a community-oriented Pesantren with the cultivation of values and adab can be achieved well (Masqon, 2014). Some of these studies still implement the five principles in Pesantren in building students' character. Therefore, this research will continue the research of Syamsuri and Saputro (2019) that applying the five

principles value can solve the problem of poverty in the community, especially in the village of Karangpatihan.

K.H. Imam Zarkasyi constructed the five principles as souls attached to Pesantren, with their five values, namely: 1) Sincerity refers to acting or behaving with genuine honesty and authenticity. It involves engaging in actions without ulterior motives, pretense, or hidden agendas. Sincere actions are driven by a true belief in one's words and intentions, rather than being guided solely by the pursuit of personal gain or advantage (Suradi, 2018), 2) Simplicity represents a source of strength, capability, resilience, and self-mastery when confronting life's challenges (Prasetyo, 2017), 3) Independent refers to the capacity to rely on oneself and one's own resources. The aspiration for independent rests on the principle of not being reliant on the assistance or benevolence of others (Zelp Berdruping System) (Romdoni & Malihah, 2020), 4) *Islamic brotherhood* is a relationship that is lived because of love and is based on aqidah in the form of friendship, such as one solid building (Prasetyo, 2017), 5) Freedom is a free soul that makes the big-spirited and optimistic in facing all difficulties (Ramadhani, 2020). The five principles of Pesantren can become a strategy for economic development to solve poverty and backwardness (Syamsuri and Saputro, 2019). This is because the five principles are the *core values* of Pesantren, whose implementation is supported by a pattern of continuous care and assistance carried out regularly and well-maintained by all parties (Dermawan, 2016).

Coleman (1988) introduced social capital as a conceptual means of understanding the theoretical orientation of social action by attributing the components from a sociological and economic perspective. Three main elements are the pillars of social capital: (1) obligations and expectations arising from a sense of trust in the social environment; (2) smooth flow of information; and (3) norms that must be adhered to with clear sanctions (Coleman, 2009). According to Syafar (2017), the three elements above are the principles of national development that favor humans as agents of development because the growth of a country can be seen from its social capital.

In contrast to Putnam's theory, social capital can bridge the gulf between groups of different ideologies and strengthen agreement on the importance of community empowerment. There are four main elements of social capital, according to him, namely: 1) networking, 2) trust, 3) reciprocity, and 4) Values and norms (Gelderblom, 2018). Social allows coordination and communication to foster mutual Trust (Syahra, 2003). Trust, according to Fukuyama, is a basic element in social capital because it is a capability that arises from eternal trust in society (Fukuyama, 2010).

Meanwhile, reciprocity means the tendency to exchange kindnesses based on mutual trust (Mawardi, 2007). Norma is a benchmark in behavior that allows a person to determine whether others will judge their actions and is also characteristic for others to reject or support their behavior (Fatoni, 2015).

Several studies on social capital have also been studied, such as research by Halimah and Zaki (2020), with the results of their research showing that social capital with norms, networks, and trust indicators plays a role in improving community welfare. Research by Rudi and Haikal (2014) which describes the application of social capital in Pesantren Baubau and Krapyak Yogyakarta education that social capital owned by the two Pesantren is in the form of trust, cooperation, and values. As well as Fitriawati (2015) on how social capital becomes a small industrial strategy in Sumururum village, Magelang. The results of her research explained that trust plays an essential role in the production process, especially for craftsmen. When referring to the previous research above, this research has a gap to improve on the deficiencies of



previous research, namely how social capital in Pesantren becomes a solution and strategy for solving problems, especially in economic development.

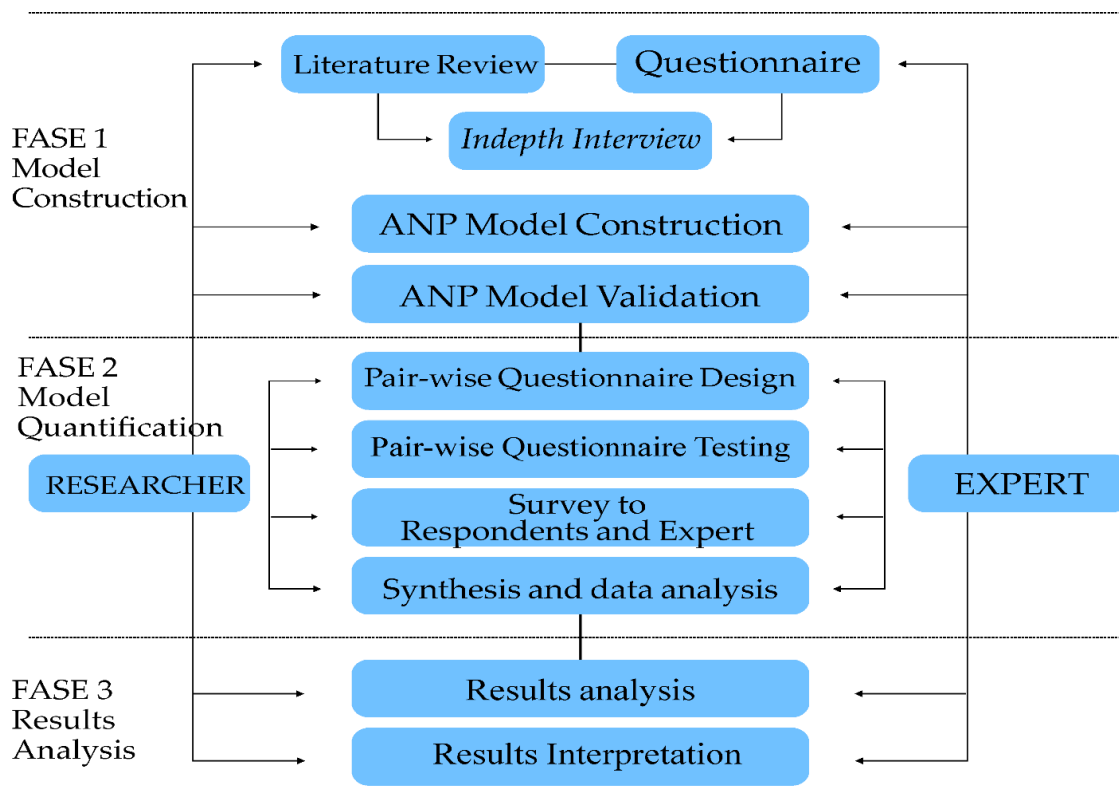
### 3. Research Methodology

#### 3.1. Analytic Network Process (ANP)

This study uses the analytic network process (ANP), which is expected to provide a general framework for handling decisions without making assumptions about the freedom of higher-level elements (Saaty, 2004). In addition, ANP is also considered a theory of psychophysical measurement, assessing subjective feelings and understandings that are not much different from the assessment of the physical world when a person gains experience and understanding (Saaty, 2004). Researchers use ANP because it can structure the complexity of the problem, measure it into a ratio scale, and synthesize several factors in the hierarchy or network. In addition, the data in the ANP is in the form of variables for respondents' assessment of the problem, which is the object of research on a numerical scale so that this method, in its solution, considers the complexity of the problem and its solution with a priority scale.

#### 3.2. Steps

In the research stage, ANP uses three stages: model construction, model quantification, and analysis of results. The first stage will begin with a review of the library related to the topic and in-depth interviews or focus group discussions with experts and academics to produce a summary of research questions. In the second stage, it will build paired comparisons based on the ANP network, surveys to respondents from experts and practitioners, and a collection of all answers. At the same time, the final stage will present the data that will be inputted into the super decisions software, which the researcher will eventually analyze. The following (Figure 1) explains the stages of the research method using an ANP modified from (Ascarya, 2009).



**Figure 1. Steps of ANP Research**

### 3.3. Data

The ANP methodology obtains the primary data from in-depth interviews with experts, practitioners, regulators, and academics. Competent experts and practitioners were selected as respondents by considering more accurate data than distributing questionnaires to people who did not understand the problems of developing Pesantren business units. This study will calcify three respondents who are the focus of the research: Pesantren economic practitioners, Pesantren business unit regulators, and experts in Pesantren business units or academicians. The classification of respondents is as follows:

**Table 1. Classification of Respondents**

No.	Classification	Position
1.	Economic Practitioner of Pesantren 1	Chairman of Economic Enterprises
2.	Economic Practitioners of Pesantren 2	Head of Economic Affairs
3.	Economic Business Regulator of Pesantren 1	Leader of Pondok Modern Darussalam Gontor
4.	Economic Business Regulators of Pesantren 2	Chairman of Pondok Modern Waqf Development and Expansion Foundation
5.	Academician 1	Lecturer of Master of Sharia Economic Law
6.	Academician 2	Lecturer of Master of Sharia Economic Law

This study has two variables: social capital and business unit development. These two variables will then be associated with the problems that occur today so that they can provide concrete solutions for developing the Pesantren economy. The results of interviews conducted with all experts will then form an ANP model framework consisting of several clusters and elements. Then, after the ANP model was formed, the following data collection technique was to spread a comparison questionnaire of pairs to all informants to get the priority value (weight). The statement in the ANP questionnaire is a pairwise comparison between elements in the cluster to determine which of the two has a more significant influence (more dominant) and how much different it is when viewed from one side. The numerical scale 1-9 is a verbal assessment translation.

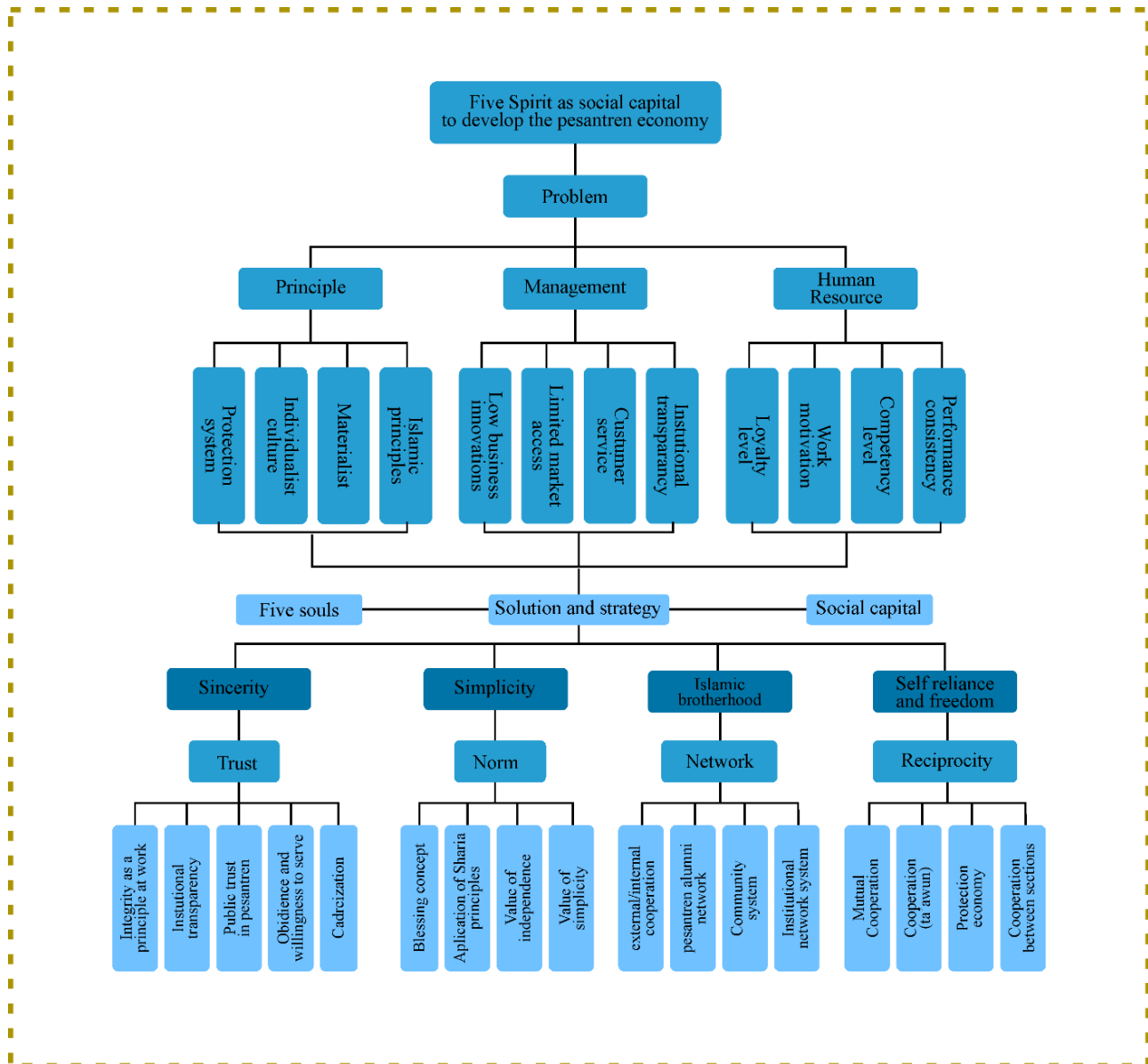
**Table 2. Comparison of Verbal Scale and Numerical Scale**

Verbal Scale	Numeric Scale
Very Strong Influence	9
	8
Strong Influence	7
	6
Moderate Influence	5
	4
Less Influence	3
	2
Very Less Influence	1

Source: Adapted from Ascarya (2009)

### 3.4. Conceptual Framework

The results of extracting information through several activities about problems, solutions, and strategies for developing Pesantren business units found that problems can come from human resources, management, and principles. These problems are also divided into sub-sub-problems. Likewise, with the solutions and also the strategies issued. Based on the results of the ANP construction, a conceptual framework can be designed by paying attention to the network structure in the ANP, as shown in **Figure 2**:



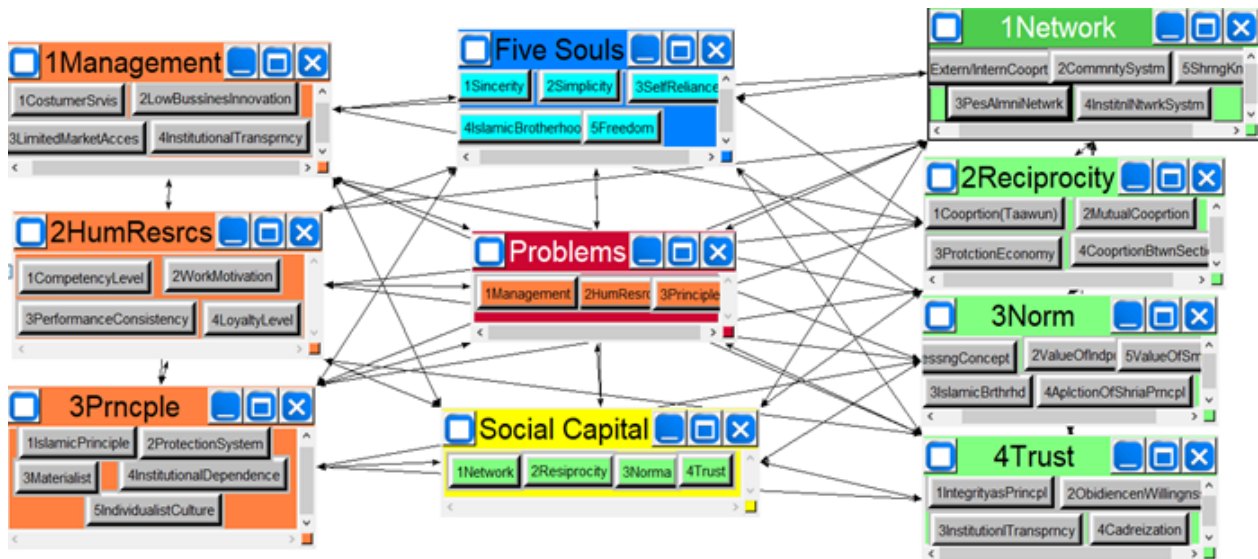
**Figure 2. A Conceptual Framework for the Network Structure in ANP**

## 4. Results and Discussion

### 4.1. Determinants of the Five Principles as Social Capital

**Figure 3** describes an ANP model developed by researchers to group homogeneous elements into clustering-clustering patterns. The model incorporates feedback loops, indicated by arrows pointing upwards and downwards, creating a reciprocal flow. This feedback relies not only on criteria but also on alternatives. Additionally, the criteria can be influenced by

alternatives and other related criteria. This feedback mechanism enhances the priority established through judgments, subsequently improving the accuracy of predictions. Consequently, ANP results are anticipated to demonstrate increased stability.

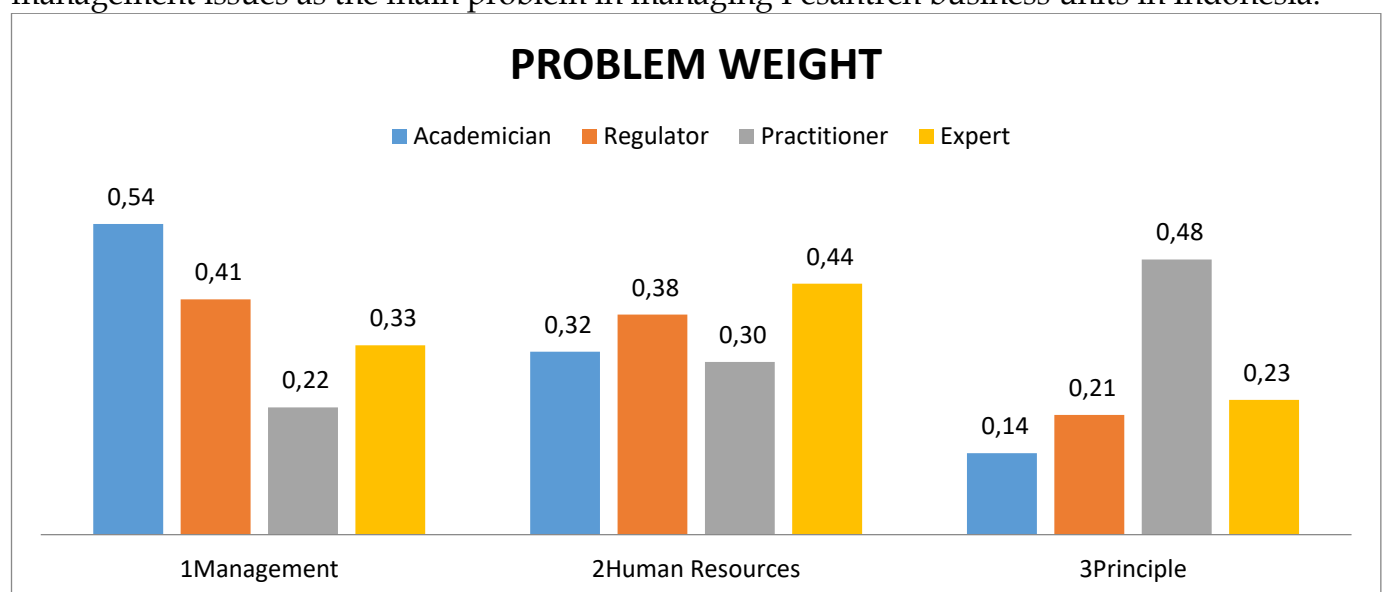


**Figure 3. The Research Model Formulated After the Construction Phase of the Model**

#### 4.2. Analysis of Synthesized Management Problems

In this discussion, the synthesis results of cluster problems will be described to determine the priority problems in the problem of “Five principles as social capital in developing Pesantren business units”. The three graphs below show each respondent’s priority problems’ results and experts’ consensus values using the average geometric mean (GM) calculation. The results of the calculation of the synthesis of ANP showed that based on the opinion of all experts (GM value), it was found that.

The most priority problem is management, with a weight value of 0.3749, and the one that ranks second is 0.3593. Furthermore, the one that ranks in the last priority is 0.2656. Therefore, this shows that the government, relevant institutions, and agencies should focus on management issues as the main problem in managing Pesantren business units in Indonesia.

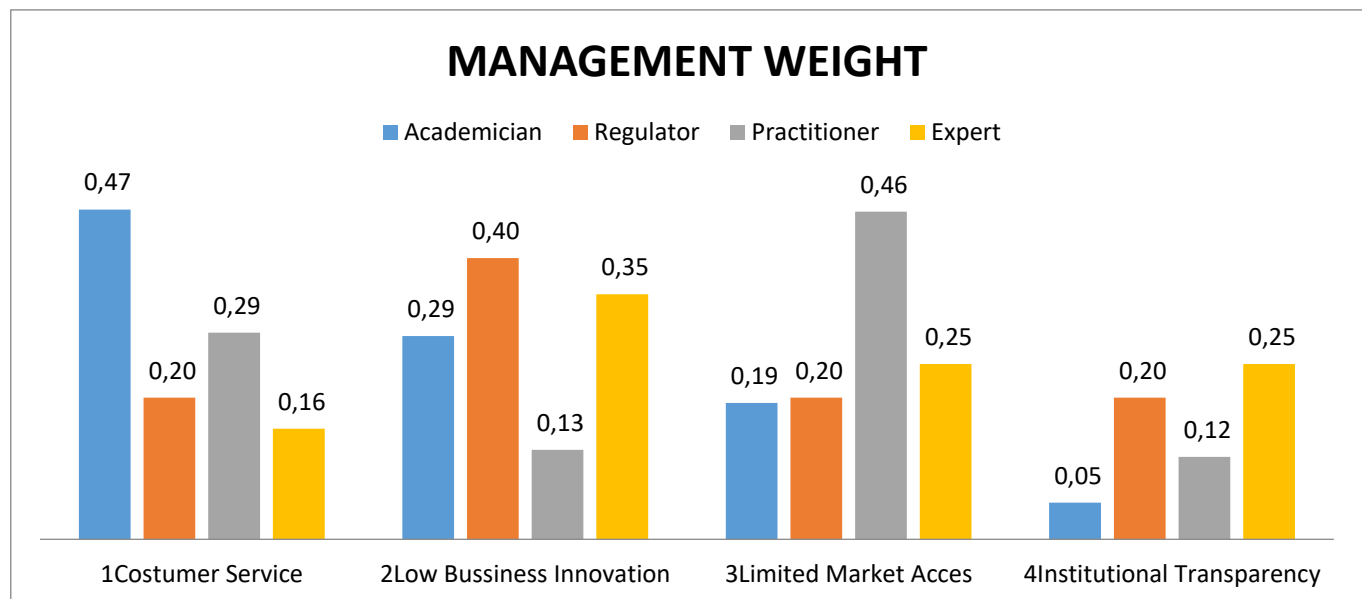


**Figure 4. Criteria for Prioritizing Problems in the Development of Pesantren Business Units**



**Figure 4** above shows that in the problem of developing Pesantren business units according to Academics, the priority is Management (0.54), the second is human resources (0.32), and the third is principle (0.14). Meanwhile, according to the regulator, management (0.41) is the priority for developing Pesantren business units. Followed by human resources (0.38) as the second priority and principle (0.21) as the last priority.

According to practitioners, the problem of developing business units that are the priority is the principle (0.48), while the second position is human resources (0.33), and the third is management (0.22). According to the expert, the priority in the problem of developing Pesantren business units is human resources (0.44), the second is management (0.33), and the third is principle (0.23).

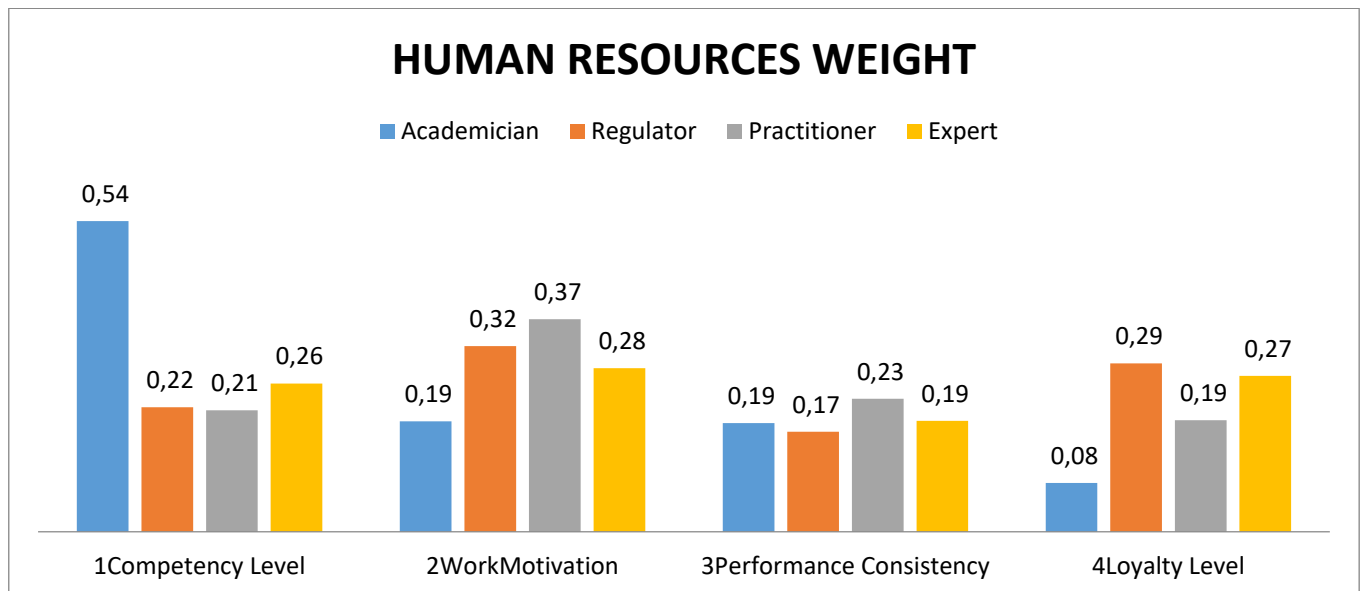


**Figure 5. Priority Management Criteria**

**Figure 5** shows that according to academics, the priority of the problem in management is the lack of consumer-based orientation, and the second is limited business innovation (0.29). The third priority is limited market access (0.19), and the fourth is the transparency of fewer institutions (0.05).

According to the regulator, the priority of problems in management is limited business innovation (0.40), the second is lack of consumer orientation (0.20), the third is limited market access (0.20), and the fourth is the transparency of fewer institutions (0.20). Regarding customer orientation, limited market access and a lack of low institutional transparency have equally great value, meaning that according to regulators, all three have the same priorities.

Meanwhile, according to practitioners, the priority in management issues is limited market access (0.46), and the second is the lack of customer orientation (0.29). In third place is limited business innovation (0.13), and finally, the transparency of fewer institutions (0.12). Moreover, according to experts, the top priority in management issues is first limited business innovation (0.35), the transparency of fewer institutions (0.25), limited market access (0.25), and last, consumer orientation (0.16).

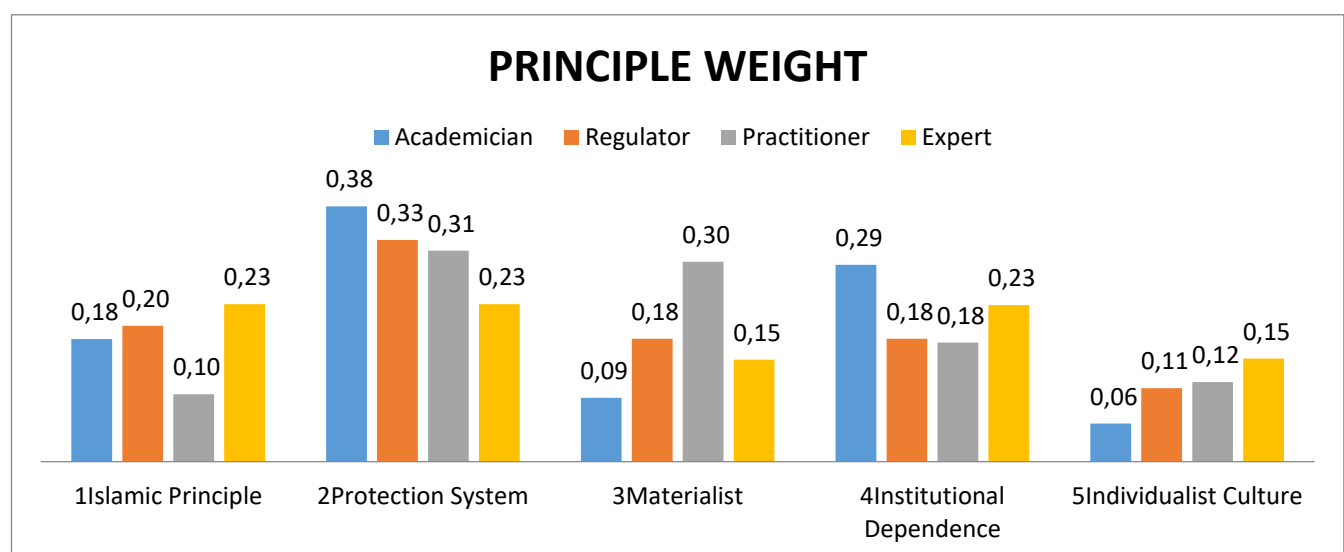


**Figure 6. Priority of Problems Regarding Human Resources Criteria**

**Figure 6** shows that according to academics, the priority of problems in human resources is, first, a low level of competence (0.54). Then the second priority is low motivation (0.19), followed by the third is inconsistency (0.19). Furthermore, the last one is Low loyalty (0.08). Low motivation and inconsistency have the same value, meaning the two problems have the same priority value.

Then, according to the regulator, the priority is low motivation (0.32), then in the second position is low loyalty (0.29). Continued the third (0.22) and the last is the inconsistency (0.17). Meanwhile, according to practitioners, the priority problem in human resources is low motivation (0.37), the second is inconsistency (0.23), then the third order is the low level of competence (0.21), and the fourth is low loyalty (0.19)

According to experts, the priority problem in human resources is low motivation (0.28). The second is low loyalty (0.27), the third is a low level of competence (0.26), and the fourth is inconsistency (0.19).

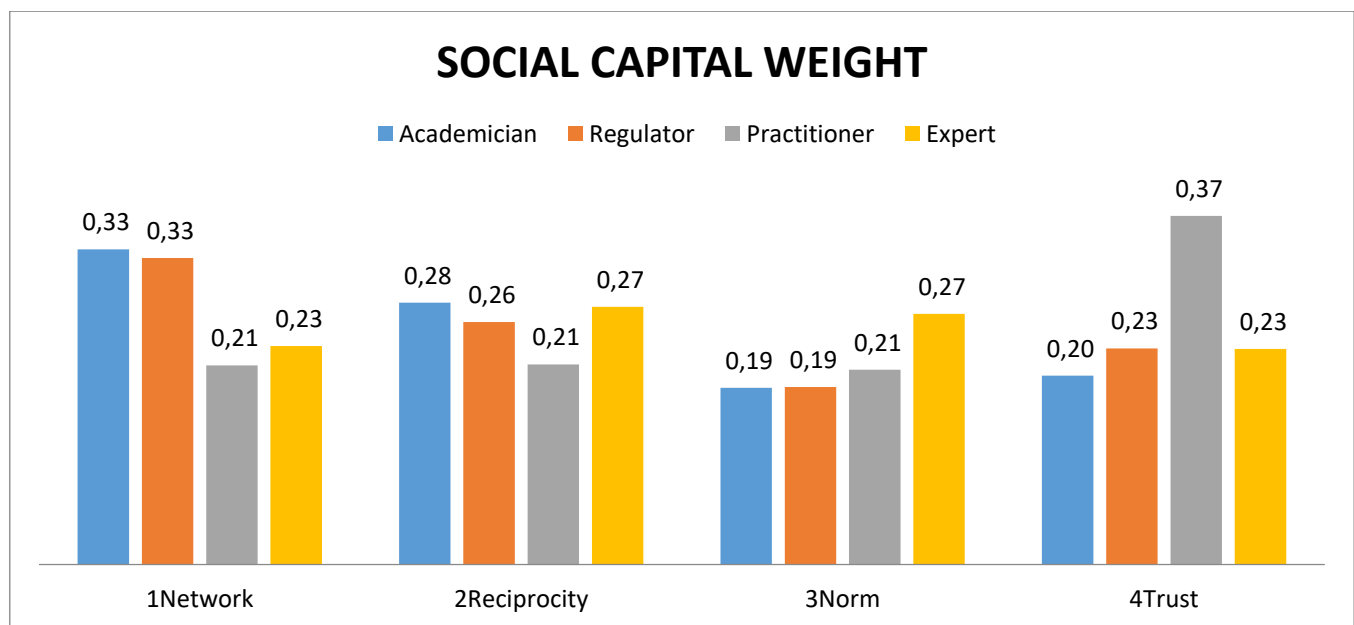


**Figure 7. Priority of the Problem Based on the Principle Criteria**

**Figure 7** shows that according to academics, the priority of the problem on principle criteria is the first, the protection system is still weak (0.38), the second is the dependence of the institution (0.29), and the third is a low-profit orientation (0.18). The fourth is low material interest (0.09), and the fifth is individualist culture (0.06). And according to regulators, the priority problem is a weak protection system (0.33). And the second is a low-profit orientation (0.20). The third is the dependence on the institution (0.18), and the fourth is the lack of material interest (0.18). And the fifth individual culture (0.11).

Then, according to practitioners, the priority of the problem on this criterion is the first is a weak protection system (0.31), the second is a low material interest (0.30), the third is the dependencies of institutions (0.18), and the fourth is individualist culture (0.12). And the last one is a low-profit orientation (0.10). Furthermore, according to experts, the priority of the problem is first low profit (0.23), second a weak protection system (0.23), corporate dependencies (0.23), and the fourth is low material interest (0.15), and the fifth individualist culture (0.15).

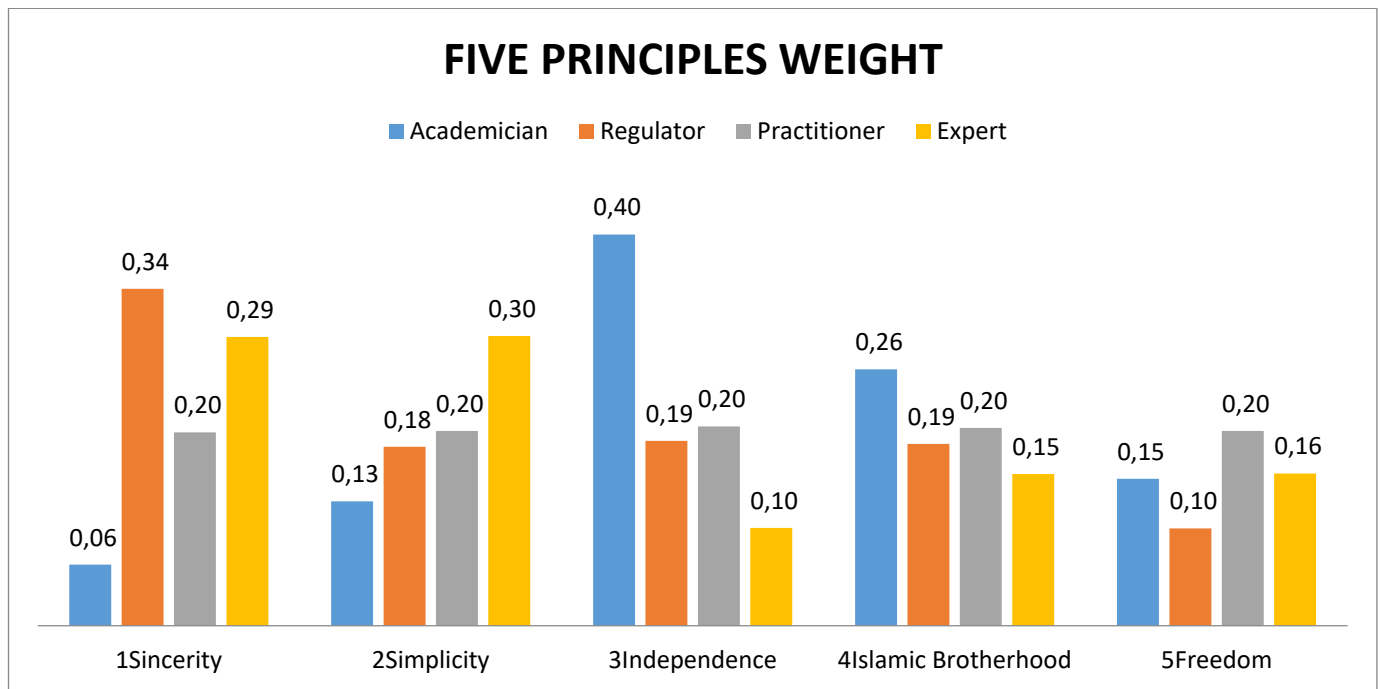
Regarding profit orientation, protection systems and institutional dependencies have the same value. According to experts, the three have the same priorities, and individualist material and cultural interests also have the same values, thus pawning the same priorities between the two.



**Figure 8. Priority of Criteria for Solutions in Social Capital**

**Figure 8** shows that the solution to the problem of developing Pesantren business units is Social Capital. According to Academics, the top priority in Social Capital is Network (0.33), the second is reciprocity (0.28), the third is trust (0.20), and the last is Norma (0.20). Meanwhile, according to the regulator, the top priority in Social Capital is Network (0.33), the second is reciprocity (0.26), the third is trust (0.23), and the fourth is Norma (0.19).

According to Practitioners, the top priority in Social Capital is Trust (0.37), the second is Network (0.21), Reciprocity (0.21), and Norm (0.21). All those who have the same value have the same priority position. According to Pakar, the top priorities in Social Capital are Reciprocity (0.27) and Norms (0.27), followed by Network (0.23) and Trust (0.23).



**Figure 9. Priority of Solution Criteria on Five Principles**

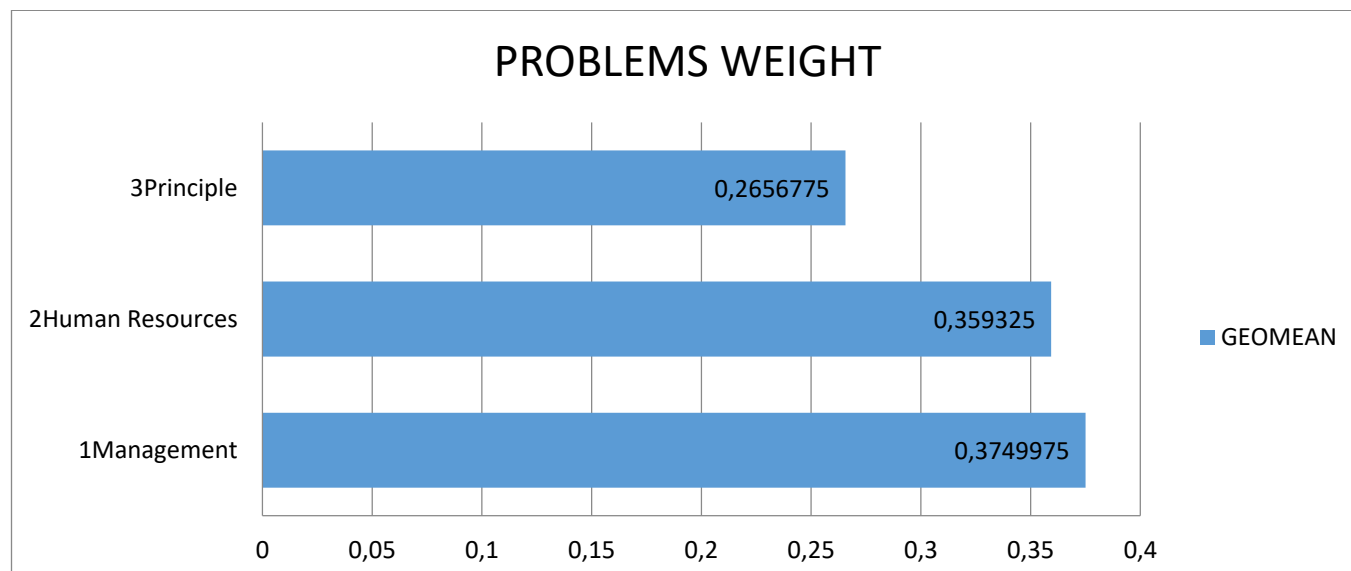
**Figure 9** shows that five principles solve the problem of developing Pesantren business units. According to Academics, independent (0.40) is the top priority, followed by Islamic brotherhood (0.26), freedom (0.15), simplicity (0.13), and sincerity (0.06). Meanwhile, according to the regulator, responding that sincerity (0.34) is the top priority in this solution, followed by independent (0.19) and Islamic brotherhood (0.19), after which simplicity (0.18) and finally freedom (0.10).

According to practitioners, all the solutions of these five principles have the same value, which means that all are the top priority. Starting from Sincerity (0.20), Simplicity (0.20), Independent (0.20), Islamic brotherhood (0.20), and Freedom (0.20). According to the Expert, Simplicity (0.30) is the top priority, and second is sincerity (0.29), followed by Freedom (0.16), Islamic brotherhood (0.15), and Independent (0.10).

### 4.3. Problem Synthesis Analysis

In this discussion, the synthesis results of cluster problems will be described to determine the priority problems in the problem of economic business development at Pesantren. The three graphs below show each respondent's priority problems' results and experts' consensus values using the average geometric mean (GM) calculation. The results of the ANP synthesis calculation showed that based on the opinions of all experts (GM value), it was found that the most priority problem was management with a weight value of 0.3749, and the one that ranked second was 0.3593; furthermore, the one that ranked as the last priority was 0.2656. Therefore, this shows that the government, relevant institutions and agencies should focus more on management issues as the main problem in managing Pesantren business units in Indonesia. As Gilles Saint-Paul argues, to protect the economy and, at the same time, become a model of job creation and job destruction in a growing economy with embodied technical progress (Saint-Paul, 2002).

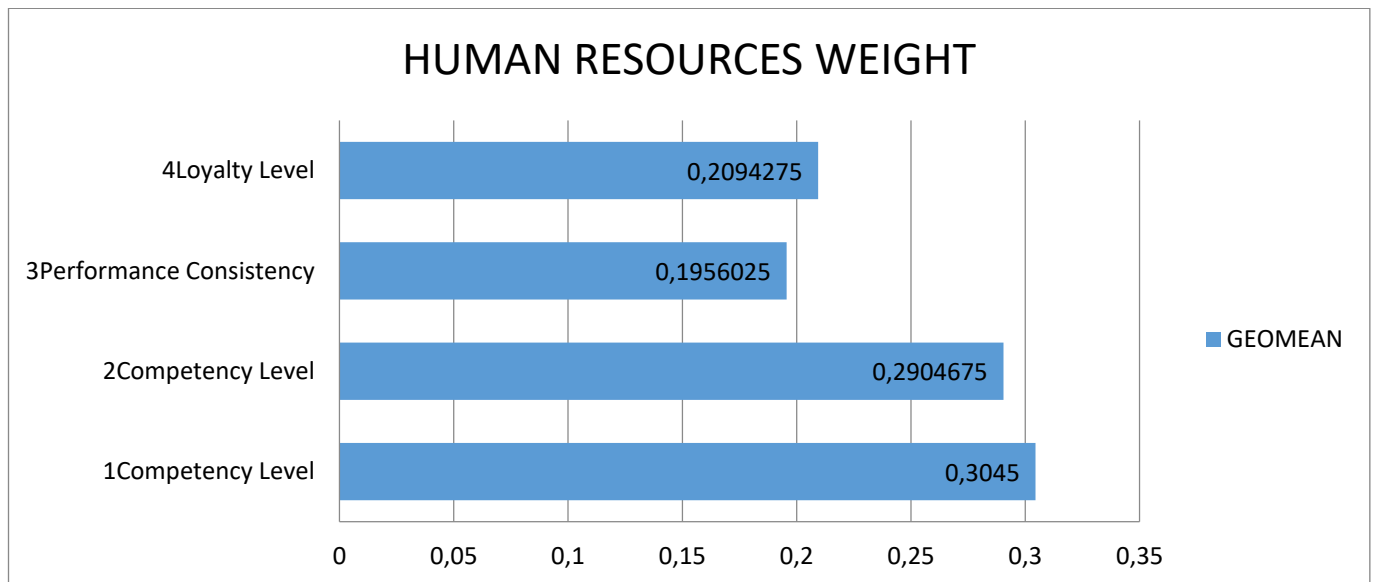




**Figure 10. Results of the Synthesis of Priority for Management Problems Based on Geometric Mean Values**

#### 4.4. Analysis of Synthesized Human Resources Problem

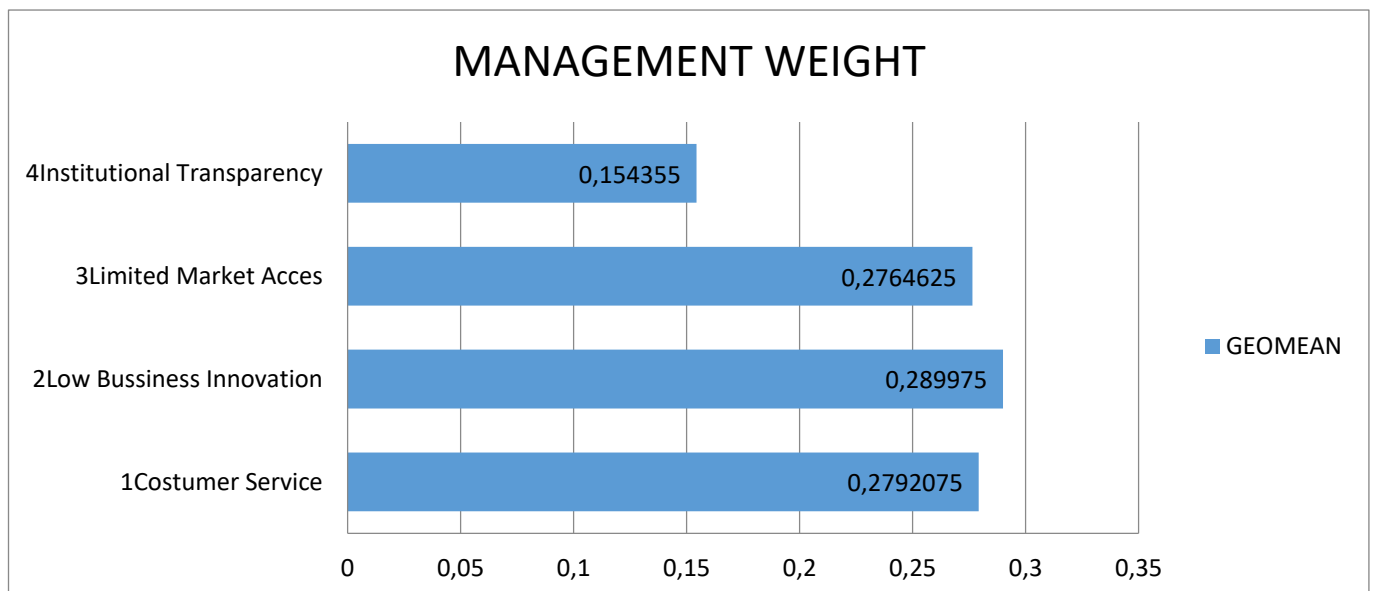
The results of the synthesis in the human resources problems cluster are to determine priority human resources problems in the problem of five principles as social capital in developing Pesantren business units. Figure 11 below show the priority results of problems for each respondent and the consensus values of experts using the calculation of the Geometric Mean (GM) average. The results of the ANP synthesis calculation showed that based on the opinions of all experts (GM value), it was found that the most priority management human resources was the low competency level problem with a weight value (0.3045), followed by the low motivation problem (0.2904), then ranked third was the low loyalty problem (0.2094), and followed by the last priority problem on the problem of low priority performance inconsistency (0.1956) Therefore, this shows that regulators, institutions and related agencies should focus more on paying attention to the problem of the low level of human resources competence which is the main problem in the development of Pesantren business units. According to Alan Clardy, the institution usually does not emphasize the importance of core competencies as the critical basis for sustainable competitive advantage. Any institution should have strategic roles for core competency management, like developing and protecting core competencies (Clardy, 2008).



**Figure 11. The Result of the Synthesis of Priorities of Human Resource Problems Based on Geomeaneous Values**

#### 4.5. Analysis of Synthesized Management Problems

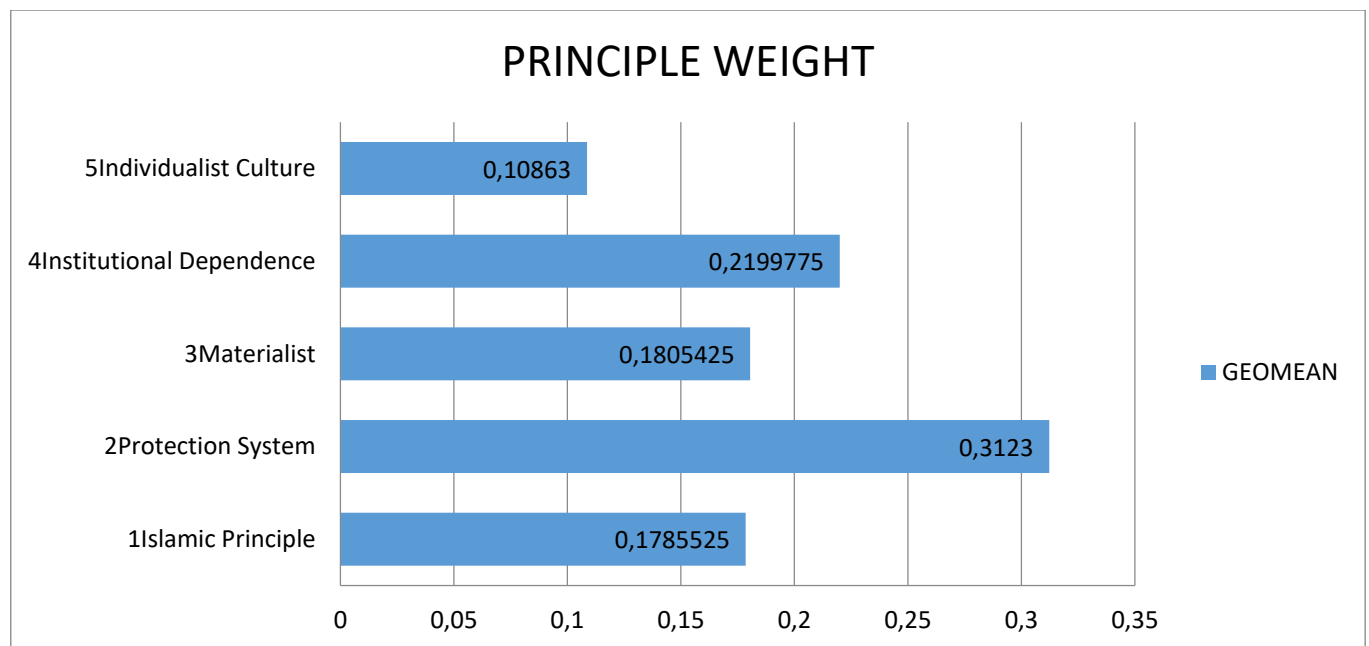
The results of the calculation of the ANP synthesis on the “management” problem cluster showed that based on the opinions of all experts (GM value), it was found that the most priority management problem was the problem of limited business innovation with a weight value (0.2899), then followed by the problem of Low Customer Oriented (0.2792), then keeping the third order was the problem of limited market access (0.2764), and followed by the problem of the last priorities on the problem of institutional transparency (0.1543). Therefore, this shows that relevant government agencies should focus more on management issues (Arif, 2012).



**Figure 12. The Results of the Synthesis of Management Problem Priorities Based on Geometric Mean Values**

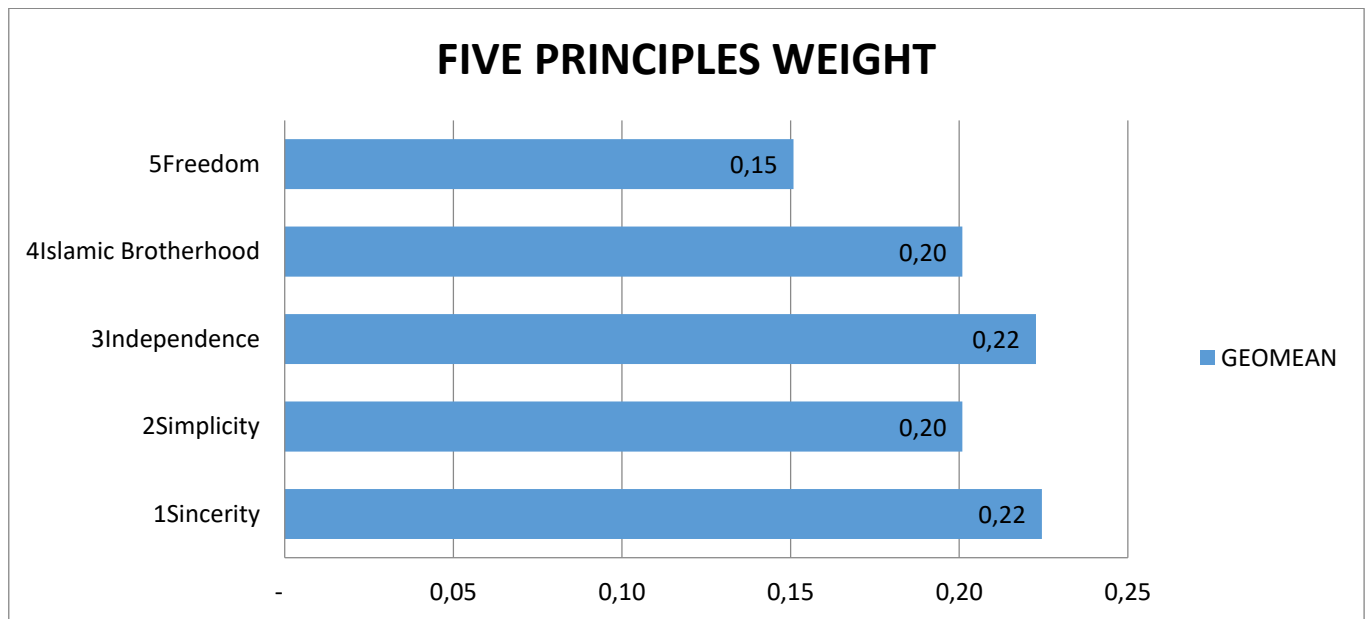
#### 4.6. Analysis of Synthesized Principle Problems

The synthesis results in the principle problem cluster to determine the problem of priority principles in the problem of five principles as social capital in the development of Pesantren business units. The five graphs (5) below show the results of the priority problem principle for each respondent and experts' consensus values using the calculation of the geometric mean (GM) mean average. The results of the calculation of the ANP synthesis showed that based on the opinions of all experts (GM value), it was found that the most priority principle problem was the problem of a weak protection system with a weight value (0.3123), then followed by the problem of institution dependencies (0.2199). The third order of starch was the problem of material interest lacking (0.1805) and followed the fourth priority issue on the issue of low-profit orientation (0.1785). The last priority was the individualist Culture issue. Therefore, this shows that regulators, relevant agencies and agencies should focus more on the problem of a weak protection system, which is a significant problem in principle Issues.



**Figure 13. The Results of the Synthesis of Priority for Principle Problems Based on Geometric Mean Values**

Synthesis results in five principles cluster to determine priority solutions in the problem of five principles as social capital in developing Pesantren business units. The five (5) graphs below show the priority results of the five principles solution for each respondent, along with the consensus values of experts using the calculation of the geometric mean (GM) average. The results of the calculation of ANP synthesis showed that based on the opinions of all experts (GM value), it was found that the most priority five soul solutions were Sincerity with a weight value of 0.2245. The one that kept the order of second priority was Independent, which was 0.2227, followed by the third priority, namely Simplicity with a weight value of 0.20095, and then in the fourth order was Islamic brotherhood with a value weight of 0.20094. The last priority in fifth place is Freedom, with a value of 0.1508.



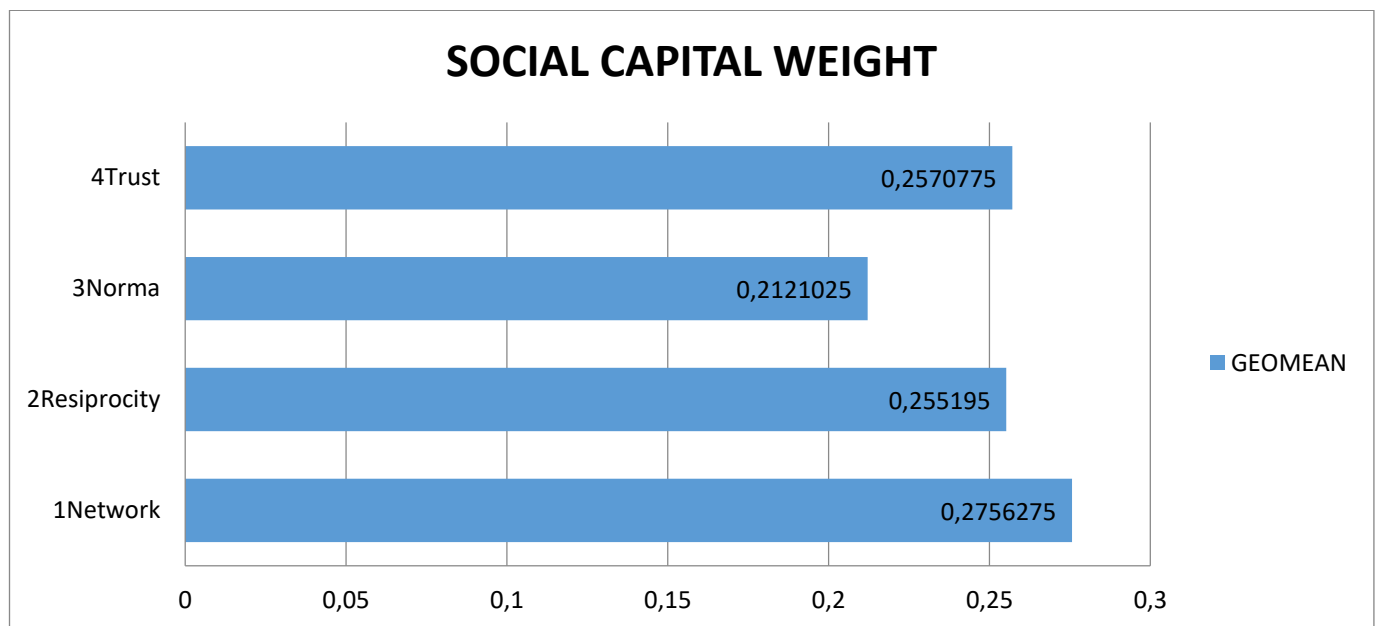
**Figure 14. The Results of the Synthesis of Priorities for the Five Principles Based on Geometric Mean Values**

The value of  $W$  indicates the result of the agreement between respondents. The  $W$  value was used considering that this study used more than 1 (one) respondent. Therefore, it is crucial to calculate the agreement's value between the respondents, indicating whether the answer to this priority is agreed upon. The value of  $W$  ranges from 0-1 or 0%-100%. A  $W$  value 1 (100%) indicates a perfect deal figure. The more the value of  $W$  moves away from the number 1, the less the respondent disagrees with the existing priorities. Agreeing or disagreeing with respondents does not indicate poor research results. Respondents who disagree can be caused by different backgrounds respondents have, so each group of respondents has its own order of priority.

The  $W$  value in the five principles cluster shows a result of 13%, which means that each respondent's agreement rate is low. The low  $W$  value can be traced from the results of the opinions of each respondent, where each respondent has diverse answers in determining the order of priority in this cluster. The heterogeneity of the respondents' answers contributes to the low  $W$  value in the five principles cluster.

Therefore, in the solution cluster to determine priority solutions in the problem of "five principles as social capital in the development of Pesantren business units." The three graphs below show the solution priorities' results for each respondent and experts' consensus values using the Geometric Mean (GM) mean average calculation. The results of the calculation of the ANP synthesis showed that based on the opinions of all experts (GM value), it was found that the most priority solution was a network with a weight value of 0.2756. The one that ranked second was Trust 0.2570, and the third order of Reciprocity 0.2551 next, which ranked as the last priority, was Norm 0.21210. Therefore, this shows that relevant institutions and agencies should focus more on solutions in terms of a network as the primary solution in managing Islamic boarding school business units in Indonesia.





**Figure 15. The Results of the Synthesis of Social Capital Priorities Based on Geometric Mean Values**

## 5. Conclusion

The results showed that the problems arising in developing Pesantren business units consist of three (3) essential aspects: management, human resources, and principles. Deciphering aspects of the problem as accurate results in a sequence of priorities: 1) management issues where the number one priority of the management sub-criteria is limited business innovation, consumer orientation, limited market access, and lack of institutional transparency. 2) Human resource problems, namely low levels of competence, low motivation, low loyalty, and performance inconsistencies. The principal problems are weak protection systems, institutional dependencies, lack of interest in materials, low-profit orientation, and individualist culture.

Meanwhile, the priority of solutions that are considered capable of solving problems in the development of Pesantren business units with the five principles strategy as social capitals consists of five principles, which is the basis of social capital in order of priority: 1) Sincerity, 2) Simplicity, 3) Independent, 4) Islamic brotherhood, 5) Freedom. These five principles are a mainstay for social capital to solve the problem of developing Pesantren business units, which consist of essential aspects: 1) network), 2) trust, 3) reciprocity, and norms. Deciphering aspects of the problem naturally results in a sequence of priorities: First, Network Solutions, namely developing alumni networking systems, internal or external cooperation, communication systems, floating interagency network systems, and sharing knowledge. Second, Trust Solutions, namely 1) the principle of misgivings, 2) regeneration, and 3) obedience and readiness to serve. Third, Reciprocity Solutions, namely 1) cooperation (*ta'awun*), 2) community base independence, 3) cooperation, and 4) internal collaboration of Pesantren. Norm Solutions, namely: 1) The value of independence, 2) blessings, 3) the observance of shari'a, 4) the value of simplicity, and 5) the value of Islamic brotherhood.

## 6. Acknowledgment

The authors would like to thank those willing to cooperate profusely during this research.

## 7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning this article's research, authorship, and/or publication.

## References

- Ahmad, N., Jamaluddin, M., Haroen, H., Nugroho, T., & Paiman, P. (2019). Penanaman Nilai-Nilai Kemasyarakatan Di Pesantren Modern. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, 4(1), 17–32. <https://doi.org/10.47200/jnajpm.v4i1.503>
- Arif, S. (2012). Islam di Nusantara: Historiografi dan Metodologi dalam (Pembebasan Nusantara: Antara Islamisasi dan Kolonialisasi). *ISLAMIA - Jurnal Pemikiran Dan Peradaban Islam*, 7(2), 35.
- Ascarya. (2009). *Analytic Network Process (ANP): Pendekatan Baru Dalam Penelitian Kualitatif Bidang Ekonomi dan Keuangan*. Bank Indonesia.
- Clardy, A. (2008). The strategic role of human resource development in managing core competencies. *Human Resource Development International*, 11(2), 183–197. <https://doi.org/10.1080/13678860801932998>
- Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *The American Journal of Sociology*, 94, 95–120.
- Coleman, J. S. (2009). Social capital in the creation of human capital. In *Knowledge and Social Capital* (pp. 17–42). <https://doi.org/10.1086/228943>
- Daulay, H. P. (2009). *Dinamika Pendidikan Islam di Asia Tenggara* (1st ed.). Rineka Cipta.
- Dermawan, A. (2016). Internalisasi Core Values Panca Jiwa Pondok Sebagai Budaya Organisasi (Studi di Pesantren Putri Al-Mawaddah, Coper, Ponorogo). *Jurnal\_md Membangun Profesionalisme Keilmuan*, 231–244.
- Dhofier, Z. (2011). *Tradisi Pesantren Studi Pandangan Hidup Kyai Dan Visinya Mengenai Masa Depan Indonesia*. LP3ES.
- Engbers, T. A., Thompson, M. F., & Slaper, T. F. (2017). Theory and Measurement in Social Capital Research. *Social Indicators Research*, 132(2), 537–558. <https://doi.org/10.1007/s11205-016-1299-0>
- Faesar, J. A. (1995). *Reorientasi Pendidikan Islam* (1st ed.). Gema Insani.
- Fatoni, M. S. (2015). *Kapital Sosial Pesantren*. UI-Press.
- Fitriawati, E. (2015). Modal Sosial Dalam Strategi Industri Kecil. *DIMENSIA: Jurnal Kajian Sosiologi*, 4(1), 23–40. <https://doi.org/10.21831/dimensia.v4i1.3426>
- Fukuyama, F. (2010). Social capital , civil society and development Social capital , civil society and development. *Third World Quarterly*, 6597(2001).
- Gelderblom, D. (2018). The limits to bridging social capital: Power, social context and the theory of Robert Putnam. *Sociological Review*, 66(6), 1309–1324. <https://doi.org/10.1177/0038026118765360>
- Hafidz, M. (2021). The Role of Pesantren in Guarding the Islamic Moderation. *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 15(1), 117–140. <https://doi.org/10.18326/infsl3.v15i1.117-140>
- Halimah, N., & Zaki, I. (2020). Pengelolaan Modal Sosial Dalam Meningkatkan Kesejahteraan Masyarakat (Studi Kasus Baitul Maal Hidayatullah Surabaya). *Jurnal Ekonomi Syariah Teori Dan Terapan*, 7(5), 842. <https://doi.org/10.20473/vol7iss20205pp842-851>
- Hamka. (2016). *Sejarah Umat Islam: Pra-kenabian hingga Islam di Nusantara*. Gema Insani.
- Isbah, M. F. (2020). Pesantren in the changing indonesian context: History and current

- developments. *Qudus International Journal of Islamic Studies*, 8(1), 65–106. <https://doi.org/10.21043/QIJIS.V8I1.5629>
- Kementerian Agama Republik Indonesia. (n.d.). *Pangkalan Data Pondok Pesantren*.
- Krisdiyanto, G., Muflikha, M., Sahara, E. E., & Mahfud, C. (2019). Sistem Pendidikan Pesantren dan Tantangan Modernitas. *Tarbawi : Jurnal Ilmu Pendidikan*, 15(1), 11–21. <https://doi.org/10.32939/tarbawi.v15i1.337>
- Maksum. (1999). *Madrasah Sejarah dan Perkembangannya*. Logos Wacana Ilmu.
- Marzuki, Miftahuddin, & Murdiono, M. (2020). Multicultural education in salaf pesantren and prevention of religious radicalism in Indonesia. *Cakrawala Pendidikan*, 39(1), 12–25. <https://doi.org/10.21831/cp.v39i1.22900>
- Masqon, D. (2014). Dynamic of Pondok Pesantren As Indegenous Islamic Education Centre in Indonesia. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 12(1). <https://doi.org/10.32729/edukasi.v12i1.78>
- Mawardi, M. J. (2007). Peranan Social Capital dalam Pemberdayaan Masyarakat. *Jurnal Pengembangan Masyarakat Islam*, 3 (2)(2), 5–14.
- Oktafia, R., & Haryanto, B. (2018). Pengelolaan Keuangan Unit Usaha: Strategi Pengembangan Kapasitas Pondok Pesantren. *Al-Uqud : Journal of Islamic Economics*, 2(2), 141. <https://doi.org/10.26740/al-uqud.v2n2.p141-151>
- Prasetyo, M. A. M. (2017). Manajemen Unit Usaha Pesantren. *HIKMAH: Jurnal Pendidikan Islam*, 6(1).
- Rahardjo, D. (1985). *Pikiran Awal Pengembangan Pesantren, dalam Pergulatan Dunia Pesantren Membangun dari Bawah (Pertama)*. Perhimpunan Pengembangan Pesantren dan Masyarakat (P3M).
- Rahardjo, M. D. (1988). *Pesantren dan Pembaharuan* (M. D. Rahardjo (Ed.)). LPES.
- Ramadhani, A. (2020). Strategi Komunikasi Pimpinan dalam Menanamkan Nilai-Nilai Panca Jiwa Kepada Santri Baru di Pondok Modern Darussalam Gontor 2. *Sahafa Journal of Islamic Communication*, 2(2), 181. <https://doi.org/10.21111/sjic.v2i2.4197>
- Rizal, A. N. S. (2020). Pergerakan Islam Indonesia Masa Jepang (1942-1945). *JURNAL INDO-ISLAMIKA*, 4(2). <https://doi.org/10.15408/idi.v4i2.17394>
- Romdoni, L. N., & Malihah, E. (2020). Membangun pendidikan karakter santri melalui panca jiwa pondok pesantren. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 5(2), 13–22. [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).4808](https://doi.org/10.25299/al-thariqah.2020.vol5(2).4808)
- Rudi, L., & Haikal, H. (2014). Modal Sosial Pendidikan Pondok Pesantren Social Capital of Boarding School Education. *Harmoni Sosial: Jurnal Pendidikan IPS*, 1(1). <https://doi.org/10.21831/hsjpi.v1i1.2426>
- Ryandono, M. N. H. (2018). Peran Pondok Pesantren dalam Pemberdayaan Sosial Ekonomi di Jawa Timur pada Abad ke-20. *Mozaik Humaniora*, 8(2), 189–204.
- Saaty, T. L. (2004). Decision making – the Analytic Hierarchy and Network Processes (AHP/ANP). *Journal of Systems Science and Systems Engineering*, 13(1), 1–35. <https://doi.org/10.1007/s11518-006-0151-5>
- Saint-Paul, G. (2002). The political economy of employment protection. *Journal of Political Economy*, 110(3), 672–704. <https://doi.org/10.1086/339744>
- Sawi, S. M., & Mamat, S. A. (2009). *Sejarah dan Tamadun Islam di Asia Tenggara*. Larisma Publications.
- Sholeh, B. (Ed.). (1971). *Budaya Damai Komunitas Pesantren*. LP3ES.
- Shulhan, S. (2021). Transformasi Modernisasi Pesantren Salaf. *Jurnal Perspektif*, 14(2), 297–311. <https://doi.org/10.53746/perspektif.v14i2.54>

- Slamet. (2008). *Desentralisasi Pendidikan di Indonesia. Educational Planning/Management Specialist Team Leader of Package 2. Desentralized Basic Education Project ADB Loan No. 1863-INO*. Departemen Pendidikan Nasional.
- Sujana, A. M., & Nirmalasari, N. (2019). Budaya Cina dan Dinamika Tradisi Jawa. *Tsaqofah*, 17(2). <https://doi.org/10.32678/tsaqofah.v17i2.2572>
- Suradi, A. (2018). Dampak Transformasi Sistem Pendidikan Pesantren terhadap Penanaman Jiwa Keikhlasan Santri. *At-Ta'dib*, 13(1), 49. <https://doi.org/10.21111/at-tadib.v13i1.2129>
- Syafar, M. (2017). Modal Sosial Dalam Pembangunan Sosial. *UIN Sultan Maulana Hasanuddin Banten*, 9, 1–10.
- Syahra, R. (2003). Modal sosial: Konsep dan aplikasi. *Jurnal Masyarakat Dan Budaya*, 5(1), 1–22. <http://www.jurnalmasyarakatdanbudaya.com/index.php/jmb/article/view/256>
- Syamsuri, & Borhan, J. T. (2017). Potensi Ekonomi Pesantren Sebagai Medium Pemangkin Ekonomi Masyarakat Sekitar. *Jurnal Muamalat*, 8, 119–148.
- Syamsuri, S. (2020). Strategi Pengembangan Ekonomi Berdikari di Pesantren Gontor Berbasis Pengelolaan Kopontren. *Al-Intaj: Jurnal Ekonomi Dan Perbankan Syariah*, 6(1), 37. <https://doi.org/10.29300/aij.v6i1.2803>
- Syamsuri, S., & Borhan, J. T. B. (2016). Pembangunan Ekonomi dalam Prespektif Islam: (Satu Analisis Pesantren Gontor dalam Memberdayakan Ekonomi Masyarakat). *Islamic Economics Journal*, 2(1). <https://doi.org/10.21111/iej.v2i1.973>
- Syamsuri, S., & Saputro, Y. E. (2019). Panca Jiwa As Social Capital Approach: an Alternative Startegy for Islamic Economic Development. *Share: Jurnal Ekonomi Dan Keuangan Islam*, 7(2), 180–203. <https://doi.org/10.22373/share.v7i2.2668>
- Yunus, M. (1992). *Sejarah Pendidikan Islam di Indonesia*. Mutiara Sumber Widya.

---

### About the Authors

1. **Syamsuri**, obtained his Doctoral degree from Universiti Malaya, Malaysia. The author is an Associate Professor at the Department of Comparison of Madhhabs, Faculty of Sharia, Universitas Darussalam Gontor, Indonesia.  
E-Mail: [syamsuri@unida.gontor.ac.id](mailto:syamsuri@unida.gontor.ac.id)
2. **Fuadah Johari**, an Associate Professor at the Faculty of Economics and Muamalat, Universitas Sains Islam Malaysia, Malaysia.  
E-Mail: [fuadah@usim.edu.my](mailto:fuadah@usim.edu.my)
3. **Helmy Fauzy Ahmad**, obtained his Master's degree from Universitas Darussalam Gontor, Indonesia, in 2022.
4. **Resi Handayani**, obtained her Master's degree from Universitas Darussalam Gontor, Indonesia, in 2022.