

# Transforming Islamic Educational Services: The Role of Banking Synergies in Enhancing Infrastructure and Programmatic Innovation in Pesantren

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DOI: <http://doi.org/10.33650/al-tanzim.v10i1.12543>

Received: 08 September 2025

Revised: 11 December 2025

Accepted: 05 January 2026

## Abstract:

This study aims to analyze how community-based Islamic boarding school financing management synergizes with banking institutions to strengthen educational services. Islamic boarding schools have long played a strategic role in Indonesia's academic and social development; however, many face ongoing challenges related to financial sustainability, service quality, and managerial capacity amidst global change. This research uses a qualitative case study approach. Data were collected through interviews, observation, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal three primary outcomes: first, synergy with banking institutions enables infrastructure development, program innovation, and the provision of scholarships that directly improve the quality of educational services. Second, improved financial governance, transparency, and access to financing strengthen institutional trust and operational sustainability. Third, integrating ZISWAF management and financial literacy programs empowers both institutions and students, engaging government, industry, academia, the community, and the environment. This study contributes to the Islamic education management literature by introducing an ecosystem-based financing perspective and by recommending broader policy support and future mixed-methods research to inform large-scale, inclusive Islamic boarding school financing models.

**Keywords:** *Community-Based Pesantren Financing, Banking Synergy, Educational Services*

## Abstrak:

Studi ini bertujuan untuk menganalisis bagaimana manajemen pembiayaan pesantren berbasis komunitas bersinergi dengan lembaga perbankan dalam memperkuat layanan pendidikan. Pesantren telah lama memainkan peran strategis dalam pembangunan pendidikan dan sosial Indonesia; namun, banyak yang menghadapi tantangan berkelanjutan terkait keberlanjutan keuangan, kualitas layanan, dan kapasitas manajerial di tengah perubahan global. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Data dikumpulkan melalui wawancara, observasi dan dokumentasi, dan dianalisis menggunakan teknik reduksi data, display data, dan penarikan kesimpulan. Temuan menunjukkan tiga hasil utama; pertama, sinergi dengan lembaga perbankan memungkinkan pengembangan infrastruktur, inovasi program, dan penyediaan beasiswa yang secara langsung meningkatkan kualitas

layanan pendidikan. Kedua, peningkatan tata kelola keuangan, transparansi, dan akses terhadap pembiayaan memperkuat kepercayaan kelembagaan dan keberlanjutan operasional. Ketiga, integrasi manajemen ZISWAF dan program literasi keuangan memberdayakan baik lembaga maupun santri yang melibatkan pemerintah, industri, akademisi, masyarakat, dan lingkungan. Studi ini berkontribusi pada literatur manajemen pendidikan Islam dengan memperkenalkan perspektif pembiayaan berbasis ekosistem dan merekomendasikan dukungan kebijakan yang lebih luas serta penelitian metode campuran di masa mendatang untuk memberikan informasi bagi model pembiayaan pesantren yang berskala besar dan inklusif.

**Kata Kunci:** *Pembiayaan Pesantren Berbasis Komunitas, Sinergi Perbankan, Layanan Pendidikan*

*Please cite this article in APA style as:*

Wahid, A., H., Khusnuridlo, M., & Mashudi. (2026). Transforming Islamic Educational Services: The Role of Banking Synergies in Enhancing Infrastructure and Programmatic Innovation in Pesantren. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(1), 195-207.

## INTRODUCTION

Education plays a decisive role in shaping human capital and sustaining social transformation, particularly in developing societies where educational institutions function as agents of moral, cultural, and economic change (Fathih et al., 2021; Thoha & Hannan, 2022). In Indonesia, Islamic boarding schools (pesantren) have historically contributed not only to religious education but also to social cohesion, leadership formation, and community empowerment. Despite their strategic role, pesantren increasingly face structural challenges related to financial sustainability, service quality, and institutional competitiveness in the era of globalization. Education finance management is expected to follow principles of efficiency, transparency, accountability, and sustainability; however, in practice (Gabil et al., 2020; Zainal et al., 2022; Zulfatmi, 2023), many pesantren still rely on traditional funding patterns that are vulnerable to economic shocks and limited community participation. Rapid socio-economic change, rising operational costs, and heightened stakeholder expectations further intensify this challenge. Consequently, the inability to align financial management practices with contemporary demands risks weakening educational services and institutional resilience.

Literature on education financing suggests that effective management of funding sources directly influences learning environments, teacher professionalism, infrastructure development, and student welfare. Within Islamic education studies, pesantren are often portrayed as community-based institutions with substantial social capital but limited managerial modernization (Razali et al., 2023; Sungkawaningrum et al., 2022). Several theoretical models, such as community-based financing, stakeholder engagement theory, and institutional partnership frameworks, propose that collaborative financial management can enhance institutional resilience (Astuti et al., 2020; Kachkar & Yilmaz, 2023). In parallel, banking institutions are widely recognized as strategic partners capable of supporting educational development through financing schemes, investment instruments, and financial literacy programs. However, the descriptive literature also notes that partnerships between religious educational institutions and the formal financial sector remain underdeveloped due to regulatory constraints, cultural perceptions, and gaps in managerial capacity. While theories advocate synergy, trust-building, and shared value creation,

empirical applications in pesantren contexts remain fragmented.

The pesantren predominantly depend on tuition fees and donations, making them financially vulnerable. Baharun (2023) emphasized the importance of community participation in strengthening pesantren autonomy. Meanwhile, Abidin (2020) examined financial transparency and found that weak reporting systems often hinder stakeholder trust. Aulia et al. (2024) highlighted the potential of Islamic microfinance institutions in supporting pesantren development. Additionally, Basori et al. (2023) analyzed bank–education partnerships and concluded that collaboration improves infrastructure quality but requires managerial readiness. Research by Zainal et al. (2022) focused on service quality in pesantren and identified financial stability as a key determinant. Meliza et al. (2023) explored sustainable financing models in religious education but did not specifically address banking synergy. Collectively, these studies provide valuable insights but tend to examine financing, community involvement, or partnerships in isolation. Therefore, existing research has not sufficiently integrated community-based financing with formal banking collaboration in pesantren contexts.

Despite the growing body of literature on pesantren management, a significant research gap remains in understanding the integrative model of community-based financing supported by banking partnerships. Most previous studies focus either on internal financial practices or external funding mechanisms without examining their strategic convergence. This study introduces novelty by conceptualizing pesantren not merely as recipients of financial support but as active institutional partners within a collaborative financial ecosystem. By examining real-case implementations in two pesantren, this research offers a contextualized model that links community participation, banking collaboration, and service improvement. The novelty also lies in framing financial management as a socio-institutional process rather than a purely administrative function. Consequently, this study advances existing knowledge by bridging fragmented discussions into a comprehensive analytical framework that reflects both theoretical propositions and social realities.

Based on the identified gaps, this study aims to critically examine the management of community-based pesantren financing through institutional synergy with banking partners. The central research questions guiding this study are: How is community-based financing managed in pesantren? Why does collaboration with banking institutions become a strategic necessity? What forms of synergy are developed between pesantren and banks? Moreover, how does such synergy strengthen educational services? These questions are designed to explore managerial processes, stakeholder roles, and institutional outcomes. The research focuses on uncovering mechanisms rather than merely describing financial structures. By addressing these questions, the study seeks to generate a holistic understanding of financing practices and their educational implications. This focus ensures that the research remains analytical and problem-oriented, rather than descriptive. Ultimately, the objectives are aligned with the broader goal of developing sustainable, accountable, and context-sensitive financing models for Islamic educational institutions.

This research offers original insights into Islamic education management and educational finance by proposing an empirically grounded model of pesantren financing grounded in community engagement and banking synergy. The core argument of this study is that effective collaboration between pesantren and banking institutions, when rooted in community participation, can significantly enhance financial sustainability and educational service quality. Unlike conventional financing approaches, this model emphasizes shared responsibility, institutional trust, and long-term value creation. The study argues that pesantren are not passive institutions constrained by tradition but adaptive organizations capable of strategic partnerships. By demonstrating how financial synergy operates within real pesantren contexts, this research offers practical implications for policymakers, educational leaders, and financial institutions. Moreover, the findings are expected to enrich theoretical discourse by contextualizing financial management theories within religious educational settings.

## RESEARCH METHODS

The unit of analysis in this study focuses on community-based financing management practices implemented within Islamic boarding schools (pesantren) (Köhler, 2024). Specifically, the material objects of this research are Pondok Pesantren Nurul Qodim Paiton Probolinggo and Pondok Pesantren Al-Masduqiyah Kraksaan Probolinggo, which were selected as case study sites due to their institutional maturity, community engagement, and involvement in financial collaboration initiatives. These pesantren function not only as educational institutions but also as socio-religious organizations embedded within local communities. The analysis covers institutional settings, financial management systems, collaborative programs with banking institutions, and educational service delivery mechanisms. In addition, the study examines concrete activities, including budgeting processes, funding allocation, partnership programs, and community participation initiatives. Relevant artifacts, including financial documents, cooperation agreements, and internal policy guidelines, are also treated as analytical units.

This research adopts a qualitative methodology, using a case study design, to explore in depth the dynamics of pesantren financing management (Williams, 2021). A qualitative approach is appropriate because the study seeks to understand processes, meanings, and interactions rather than measure variables statistically. The case study design enables the researcher to investigate complex social and institutional phenomena in their real-life context, particularly when the boundaries between the phenomenon and its context are not clearly evident. By employing a multiple-case study strategy, the research compares two pesantren to identify both shared patterns and contextual variations in financing practices. This design supports analytical generalization rather than statistical generalization, allowing findings to contribute to theory development. The qualitative case study framework also facilitates the exploration of perceptions, values, and decision-making processes of pesantren leaders and stakeholders. Data are interpreted holistically to capture institutional logic, cultural norms, and

strategic considerations underlying financial management. Through this design, the study moves beyond surface-level descriptions and provides a nuanced explanation of how community-based financing and banking synergy are conceptualized and practiced.

The sources of information in this study consist of human participants, documentary texts, and institutional records. Primary informants include pesantren leaders (kiai), financial managers, administrative staff, teachers, community representatives, and banking partners involved in collaborative programs. Secondary sources include financial reports, cooperation agreements, institutional regulations, meeting minutes, and relevant policy documents. Data collection was conducted through multiple techniques to ensure triangulation. First, a desk review was employed to analyze written documents and relevant literature. Second, non-participant observation was conducted to examine institutional environments, financial activities, and community interactions within pesantren settings. Third, in-depth semi-structured interviews were carried out using an interview guide to explore informants' perspectives, experiences, and interpretations. In addition, structured questionnaires were used selectively to support data consistency and clarify factual information.

Data analysis in this study follows a systematic and iterative process consistent with qualitative research standards (Mulisa, 2022; Oliveira, 2023). The analysis begins with data reduction, where raw data from interviews, observations, and documents are selected, categorized, and coded according to emerging themes. This stage helps to focus the analysis on relevant aspects of community-based financing and institutional collaboration. Next, data display is conducted by organizing information into matrices, thematic narratives, and conceptual diagrams to facilitate pattern recognition and comparison across cases. These displays enable the researcher to identify relationships among actors, processes, and outcomes. The final stage involves data verification and conclusion drawing, during which interpretations are continually tested against empirical evidence to ensure validity and consistency. Methodologically, the study employs content analysis to examine documents and financial records, discourse analysis to interpret narratives and communication patterns among stakeholders, and interpretative analysis to understand meanings embedded in institutional practices.

## RESULTS AND DISCUSSION

### Results

#### Synergy Between Pesantren and Banking Institutions

The findings at Pondok Pesantren Nurul Qodim demonstrate that institutional synergy with banking partners plays a significant role in strengthening educational services. This collaboration is not limited to financial transactions but extends to infrastructure development, educational programs, and student empowerment initiatives. Empirical evidence indicates that structured cooperation with banking institutions enables the pesantren to address long-standing resource limitations while maintaining its religious and educational identity. Through this synergy, financial support is transformed into strategic investment in educational quality. Consequently, the partnership model



observed at Nurul Qodim reflects an adaptive response to contemporary educational and managerial challenges. This sub-chapter elaborates on five significant findings that illustrate how such synergy contributes to institutional development and service enhancement.

**Table 1. Forms of Synergy at Pondok Pesantren Nurul Qodim**

No	Area of Synergy	Description of Impact
1	Infrastructure Development	Improvement of learning facilities and dormitories
2	Educational Programs	Expansion of curriculum and learning innovation
3	Student Scholarships	Increased access for underprivileged students
4	Skill Development Programs	Enhancement of vocational and life skills
5	External Networking	Broader collaboration with external institutions

The first significant finding reveals that collaboration with banking institutions has significantly supported infrastructure development at Pondok Pesantren Nurul Qodim. Financial assistance and structured financing schemes were utilized to renovate classrooms, improve dormitory facilities, and enhance learning environments. These developments addressed critical physical limitations that previously constrained teaching and learning activities. The availability of better facilities has created a more conducive academic and residential atmosphere for santri. This finding highlights infrastructure improvement as a tangible outcome of pesantren-bank synergy.

From an interpretative perspective, infrastructure development represents more than physical improvement; it reflects strategic financial management aligned with educational priorities. Adequate facilities enhance learning comfort, safety, and discipline, which are essential components of service quality in pesantren education. The synergy with banking institutions enabled long-term planning rather than short-term problem solving. Thus, infrastructure investment becomes a foundational mechanism through which financial collaboration directly strengthens educational services.

The second finding indicates that banking partnerships contributed to the development of educational programs at Pondok Pesantren Nurul Qodim. Additional funding allowed the pesantren to enrich its curriculum by integrating general knowledge, religious studies, and extracurricular activities. New learning programs, including technology-assisted instruction and enrichment classes, were introduced. This expansion increased the diversity and relevance of educational offerings for santri.

This finding suggests that financial synergy enables pesantren to respond to evolving educational demands without compromising core religious values. Program development supported by stable financing allows innovation and curricular adaptation. Consequently, the pesantren is better positioned to produce graduates who are spiritually grounded and socially competent. Educational program enhancement thus serves as a bridge between traditional pesantren education and contemporary societal needs.

Another important finding concerns the provision of student scholarships and skill development programs. Banking institutions supported scholarship schemes for economically disadvantaged santri and facilitated vocational

training initiatives. These programs included entrepreneurship workshops and practical skill courses. Such initiatives reduced financial barriers and expanded learning opportunities. Scholarships and skill development reflect the social function of pesantren as inclusive educational institutions. Financial collaboration ensures equal access to education while preparing santri for economic independence. This finding underscores that synergy strengthens not only academic services but also social mobility and human capital development within pesantren communities.

### Islamic Boarding Schools Collaborate with Banks

The synergy with banking institutions manifests primarily through financial accessibility, governance improvement, and economic empowerment. Unlike Nurul Qodim, where infrastructure and programs dominate, Al-Mashduqiah emphasizes strengthening the financial system and literacy. These findings reveal how institutional collaboration supports sustainability and accountability in pesantren management. This sub-chapter presents five interconnected findings that illustrate the strategic role of banking partnerships in reinforcing educational services indirectly through financial governance.

**Table 2. Forms of Synergy at Pondok Pesantren Al-Mashduqiah**

No	Area of Synergy	Institutional Impact
1	Access to Financing	Increased funding flexibility
2	Financial Transparency	Improved accountability systems
3	Economic Empowerment	Development of productive enterprises
4	Zakat, Infaq, Waqf Management	Sustainable religious financing
5	Financial Literacy	Improved santri financial awareness

The first finding shows that collaboration with banking institutions provides easier access to financing for Pondok Pesantren Al-Mashduqiah. The pesantren benefits from formal financial services, including savings, financing schemes, and investment products. This access enables smoother operational funding and development planning.

Easier access to financing enhances institutional flexibility and reduces dependency on unstable donation-based income. From an analytical standpoint, this finding demonstrates how formal financial inclusion strengthens pesantren resilience. Sustainable access to capital indirectly improves educational services by ensuring operational continuity. Another key finding is the improvement of financial management efficiency and transparency. Banking collaboration encouraged standardized financial reporting, budgeting discipline, and accountability mechanisms. This shift improved internal governance and stakeholder trust.

Transparent financial management reinforces institutional credibility and community confidence. This finding indicates that trust-building is a critical mediator between financial governance and educational quality. When stakeholders trust financial systems, long-term educational investment becomes feasible. The findings also reveal effective management of zakat, infaq, and waqf (ZISWAF) funds, supported by banking expertise. These funds were allocated to

productive economic activities and educational support programs. This approach transformed religious philanthropy into sustainable financing instruments. This finding highlights an innovative integration of Islamic financial principles with modern banking systems—economically empowered pesantren gain financial independence, which stabilizes educational services. ZISWAF management thus becomes a strategic tool rather than merely a charitable distribution.

The final finding concerns increased financial literacy among santri through educational programs facilitated by banking partners. Santri gained basic knowledge of saving, budgeting, and ethical finance. Interpretatively, this outcome extends the impact of synergy beyond institutional management to individual capacity building. Financial literacy equips santri with life skills essential to future economic participation, thereby reinforcing the pesantren's long-term educational mission. This finding confirms that synergy strengthens educational services not only structurally but also cognitively and socially.

## Discussion

The findings of this study reinforce and extend existing theoretical discussions on educational finance and institutional collaboration, particularly within faith-based educational settings. Educational management literature emphasizes that financial sustainability is a prerequisite for service quality and institutional resilience (Baharun, 2023; Purwanto et al., 2024). This research confirms those arguments by demonstrating how pesantren–bank synergy directly strengthens educational services through infrastructure development, program expansion, and financial governance. Unlike conventional schools, pesantren operate within a socio-religious ecosystem that requires trust-based collaboration and value alignment. Therefore, the empirical evidence from Nurul Qodim and Al-Mashduqiah supports the view that financial management in religious institutions must be embedded in social and moral frameworks. This discussion positions the findings within broader debates on adaptive governance and community-based institutional development, showing that pesantren are not isolated traditional entities but dynamic organizations capable of engaging modern financial systems while preserving their identity.

Consistent with service quality theory in education, the study demonstrates that improved financial capacity leads to tangible improvements in educational services. Infrastructure development and program diversification at Pondok Pesantren Nurul Qodim illustrate how financial resources translate into better learning environments and enriched educational experiences. Financial stability significantly influences institutional responsiveness to student needs (Alliouli & Mourdi, 2023; Raimi & Bamiro, 2025; Yaqin et al., 2021). This study extends that argument by showing that funding derived from banking collaboration is more strategic and sustainable than traditional donation-based models. Thus, the pesantren–bank synergy serves as a structural mechanism that links financial inputs to educational outcomes, strengthening the overall service delivery system.



The findings regarding financial transparency at Pondok Pesantren Al-Mashduqiah align with the governance and accountability literature, which emphasizes transparency as a cornerstone of institutional trust (Ibrahim et al., 2023; Rabbani et al., 2021). Previous research on pesantren management often highlighted weak financial reporting as a barrier to stakeholder confidence. However, this study shows that collaboration with banking institutions encourages standardized financial practices and accountability mechanisms. Formal financial systems enhance governance quality in educational institutions (Hasbi et al., 2024; Sungkawaningrum et al., 2022). More importantly, increased transparency strengthens community trust, which is crucial for pesantren sustainability. This discussion highlights trust as a mediating variable between financial governance and educational service improvement.

The results also resonate with community-based education and social capital theories. The active involvement of society – santri, parents, and local communities – confirms that pesantren financing is deeply embedded in social relationships. Community participation, but did not explore its interaction with formal financial institutions (Hasbi et al., 2024). This study fills that gap by demonstrating that community-based financing becomes more effective when supported by professional financial management. The discussion suggests that pesantren sustainability emerges from the intersection of social legitimacy and financial rationality, rather than from either dimension alone.

The effective management of zakat, infaq, and waqf (ZISWAF) at Pondok Pesantren Al-Mashduqiah supports contemporary Islamic economic literature that advocates productive and institutionalized philanthropy (Drezner & Pizmony-Levy, 2021; Hashim & Nor, 2022; Mukharrom et al., 2022). Unlike traditional consumptive models, this study shows that ZISWAF funds can be integrated into sustainable educational financing when supported by banking expertise. This finding contributes to scholarly debates on Islamic social finance by providing empirical evidence from pesantren contexts. It demonstrates that religious values and modern financial practices are not contradictory but complementary when properly managed. Thus, pesantren emerges as a strategic actor in advancing inclusive Islamic economic development.

The interaction among government, industry, academia, society, and milieu explains why pesantren-bank synergy can function sustainably. Prior studies on helix models focused largely on innovation systems in higher education and industry (Basid & Kusumawati, 2022; Michalec & Hafferty, 2023; Sungkawaningrum et al., 2022). This research adapts the model to the pesantren context, demonstrating that ecosystem-based collaboration enhances institutional adaptability. Government policies provide legitimacy, industry supplies resources, academia develops human capital, society ensures relevance, and the milieu maintains sustainability. This discussion positions pesantren as ecosystem-based institutions rather than isolated religious entities.

The discussion indicates that pesantren financing should be understood as a socio-institutional process rather than a purely administrative function. The findings challenge the assumption that traditional Islamic institutions are resistant to modernization. Instead, they demonstrate that pesantren can

integrate modern financial systems without losing their cultural and religious foundations. This study enriches the literature on educational finance and Islamic education management by introducing an ecosystem-based analytical framework. Practically, it provides a replicable model for policymakers, banking institutions, and pesantren leaders seeking sustainable educational development. Thus, this research contributes to both scholarly discourse and the practical transformation of pesantren education in a rapidly changing socio-economic environment.

## CONCLUSION

This study concludes that synergy between pesantren and banking institutions, when embedded within a community-based financing framework and supported, plays a decisive role in strengthening educational services and institutional sustainability. The most important lesson derived from this research is that financial collaboration is not merely a technical arrangement but a socio-institutional process that integrates religious values, community trust, and professional financial governance. The strength of this study lies in its scholarly contribution, particularly in updating perspectives on Islamic education management by introducing an ecosystem-based analytical framework, expanding the role of financial institutions beyond funding providers, and employing a qualitative multi-case study approach to capture contextual depth. Nevertheless, this research is limited by its focus on two pesantren within a specific geographic setting, as well as by its qualitative method, which prioritizes institutional actors without fully accommodating variations in gender, age, and broader stakeholder experiences. Therefore, future research is recommended to involve more diverse pesantren contexts, integrate gender- and age-sensitive perspectives, and employ survey-based or mixed-method approaches to generate more comprehensive evidence that can inform more precise and effective educational and financial policy interventions.

## ACKNOWLEDGMENT

The author would like to thank the editors of *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* for their guidance and constructive input, which greatly assisted in improving this article. Their support and guidance were invaluable in enhancing the quality of this paper.

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