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Educational Production Corporation In Strengthening The Competence And Competitiveness Of Transformative Islamic Educational Institutions

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Abstract

Rapid change in the era of disruption demands that Islamic educational institutions function not merely as learning institutions but also as organizations capable of adapting, achieving independence, and competing globally. However, most madrasahs and pesantren still face limitations in governance, resources, and financial dependency. This research focuses on developing the concept of an educational production corporation as a transformation strategy for Islamic educational institutions toward sustainable independence and competitiveness. The objective of this research is to formulate a conceptual model of the educational production corporation and explain its role in strengthening students' competence and enhancing institutional competitiveness. The method used is qualitative, employing a literature study approach through the analysis of various academic literature, educational policies, and reputable journal articles. Data were analyzed using content analysis and thematic analysis techniques to produce a comprehensive conceptual synthesis. The research results show that the educational production corporation is not merely an additional economic activity, but rather a systemic transformation strategy that integrates the functions of education and value production. This model is able to enhance financial independence, strengthen students' competence through practice-based learning, and improve the image and competitiveness of Islamic educational institutions. Thus, this concept offers a new framework for the development of transformative Islamic education in the modern era.

Keyword: educational production corporation, transformative Islamic education, institutional independence

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INTRODUCTION

The development of the digital disruption era has brought fundamental changes across various sectors of life, including the world of education. Islamic educational institutions such as madrasahs and pesantren now face challenges far more complex than before. Not only are they required to maintain their traditional function as centers of spiritual and moral development, but Islamic educational institutions are also confronted with the need to adapt to global dynamics that demand efficiency, innovation, and high competitiveness. In this context, conventional patterns of educational management are often no longer adequate to respond to the demands of the times.

The era of disruption is marked by the acceleration of digital technology, changes in labor market needs, and rapid social transformation. This requires educational institutions to transform into organizations that are more adaptive, flexible, and innovation-based. However, many Islamic educational institutions still face limitations in terms of management governance, human resources, and sustainable funding. This condition causes most madrasahs and pesantren to depend on external assistance, whether from the government or donors, so that the level of institutional independence remains relatively low.

On the other hand, there has been a paradigm shift in the management of Islamic education toward a more transformative model. Islamic education is no longer understood merely as a process of transferring religious knowledge and shaping morals, but also as an institution that must be able to produce graduates with competencies relevant to the needs of the times. Transformative Islamic educational institutions are required to integrate spiritual values with the strengthening of academic competence, 21st-century skills, and the ability to adapt to the world of work and entrepreneurship.

In practice, there is a fairly significant gap between the idealism of improving educational quality and the reality of limited resources. Many Islamic educational institutions have a grand vision of improving educational quality, but this has not yet been supported by an independent and sustainable funding system. Dependence on external assistance makes these institutions vulnerable to policy changes and fluctuations in financial support.

Furthermore, the management systems of Islamic educational institutions are generally still oriented toward traditional administration rather than the development of productive economic value based on education. As a result, the great potential possessed by educational institutions, such as assets, human resources, and social networks, has not been optimally utilized to support the institution's financial independence. This condition widens the gap between the need to develop educational quality and the institution's capacity to provide

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adequate resources.

In response to these problems, a new approach is needed that is able to integrate the educational aspect with the principles of modern management and entrepreneurship. One relevant concept to develop is the educational production corporation, which can be understood as a model of educational institution management that functions not only as a learning institution but also as a productive entity capable of generating economic value.

This concept can be realized through the development of academic ventures, education-based business units, and an edupreneurship approach that combines educational values with the principles of social entrepreneurship. Thus, educational institutions become not only centers of learning but also centers of value creation that support the institution's financial sustainability without sacrificing the primary purpose of education.

According to Drucker, innovation within educational organizations is essential to creating long-term sustainability, particularly in facing rapidly changing external environments (Drucker, 1993). In this context, the application of the educational corporation model can serve as a strategy to strengthen the independence of Islamic educational institutions while simultaneously enhancing their competitiveness at both the national and global levels.

Unlike previous studies, most of which employed empirical approaches based on case studies of one or several specific educational institutions, this research focuses on developing a theoretical construct and conceptual model of the educational production corporation in a more comprehensive manner. This approach integrates various contemporary literature from the fields of educational management, institutional economics, and social entrepreneurship to build a more holistic conceptual model.

The novelty of this research lies in its effort to synthesize the concept of transformative Islamic education with a value-production-based corporate approach. Thus, this research not only describes the phenomenon but also offers a new conceptual framework that can serve as a foundation for developing future Islamic education policy and management practice.

This research aims to formulate the concept of the educational production corporation comprehensively and to map its implementation mechanisms within the context of transformative Islamic educational institutions. More specifically, this research also seeks to explain how this model can contribute to strengthening graduates' competence, enhancing institutional competitiveness, and realizing the financial independence of Islamic educational institutions.

Through this study, it is hoped that a conceptual model can be formed that is not only theoretical but also applicable in supporting the transformation of Islamic educational

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institutions in the era of disruption.

METHOD

This research employs a qualitative approach with a library research design. This approach was chosen because the focus of the research does not lie in field data collection, but rather in the exploration, interpretation, and synthesis of various scientific literature to build a new conceptual model related to the educational production corporation within the context of transformative Islamic educational institutions. Library research allows the researcher to examine the phenomenon in depth through various relevant and credible theoretical sources, thereby producing a more comprehensive conceptual construction (Snyder, 2019).

The data sources used in this research are secondary data obtained from various academic literature such as books, nationally and internationally reputable journal articles (SINTA and Scopus), educational policies, and official documents related to Islamic education management and the concept of corporate-based education. The selection of sources was carried out selectively, taking into consideration the credibility, relevance, and novelty of the information.

Data collection techniques were carried out through documentation using a systematic searching method with keywords such as "educational corporation," "edupreneurship," "madrasah competitiveness," and "transformative education." This process was carried out in a structured manner to ensure that the literature obtained was truly in accordance with the focus of the research.

Data analysis was conducted using content analysis and thematic analysis techniques. Both techniques were used to organize, reduce, and interpret the literature data so as to produce a systematic conceptual synthesis. The results of the analysis were then used to construct a new conceptual model regarding the educational production corporation. To maintain the validity of the data, this research employed source triangulation by comparing various references from different authors and academic disciplines. This aims to enhance the objectivity, consistency, and credibility of the research results (Bowen, 2009).

RESULTS AND DISCUSSION

The Essence of Transformative Islamic Educational Institutions and the Challenges of Global Competitiveness

Transformative Islamic educational institutions can be understood as educational institutions that function not only as places for the transfer of Islamic knowledge, but also as

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centers for character formation, competence development, and the strengthening of individual competitiveness within a global context. From the perspective of modern education, this transformation marks a shift from a traditional, normative model of education toward a model that is more adaptive, innovative, and responsive to the changing times.

Theoretically, transformative Islamic education integrates Islamic spiritual values with the demands of 21st-century competencies such as critical thinking, creativity, collaboration, and communication. This is in line with Tilaar's view that education must be able to respond to social change and globalization through sustainable institutional transformation (Tilaar, 2002). Thus, Islamic educational institutions are no longer oriented solely toward religious aspects, but also toward strengthening the academic and professional capacity of their graduates.

The competitiveness of Islamic educational institutions is largely determined by several key factors. The first is the quality of the graduates produced, which reflects the extent to which the institution is able to equip students with relevant competencies. The second is institutional accreditation, which serves as a formal indicator of educational quality. The third is institutional branding, which is formed through reputation, achievement, and public trust. The fourth is governance independence, particularly in financial and managerial aspects.

In practice, however, many Islamic educational institutions still face limitations in these areas. Dependence on external funding and a lack of managerial innovation are the main obstacles to enhancing global competitiveness. Christensen et al. explain that educational institutions that fail to undertake structural innovation will struggle to survive in the era of digital disruption, which demands high efficiency and adaptability (Christensen et al., 2011).

The Concept of the Educational Production Corporation in an Academic Context

The concept of the educational production corporation is essentially a managerial approach that integrates the function of education with the principle of value creation. In the literature on the economics of education, schools or educational institutions are viewed not only as social institutions, but also as organizations capable of generating economic output through productive units based on education.

The educational production corporation can be realized in the form of academic ventures, school business units, teaching factories, and even edupreneurship models based on the development of student competence. This model positions educational institutions as professional entities with a management system similar to that of a modern corporation, while remaining grounded in educational values and ethics.

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According to Drucker, innovation and entrepreneurship are essential elements in the sustainability of organizations, including educational institutions. In this context, the educational corporation is oriented not only toward profit, but also toward sustainability and social impact (Drucker, 1993). This means that the economic profit generated must be reinvested to strengthen the quality of education.

Nevertheless, there are ethical boundaries that must be observed, particularly within the context of Islamic education. The commercialization of education must not eliminate moral, spiritual, and da'wah values. Islamic education must continue to place sincerity, justice, and public benefit as its core principles. Therefore, the concept of the educational corporation must be constructed as a social enterprise grounded in Islamic values, rather than merely a purely commercial business entity.

Zubaedi asserts that Islamic education must be able to maintain a balance between strengthening worldly competence and upholding otherworldly values. Thus, the integration of managerial professionalism with Islamic values becomes the primary foundation for developing this model (Zubaedi, 2012).

The Mechanism of the Production Corporation in Strengthening Students' Competence

The implementation of the production corporation within educational institutions has a significant impact on strengthening students' competence. This model functions as a living laboratory, namely a practice-based learning environment that enables students to be directly involved in the processes of production, management, and innovation. In the context of 21st-century education, the competencies required are not only cognitive in nature, but also encompass practical skills, entrepreneurship, and adaptive capacity. The World Economic Forum 2020 emphasizes that skills such as problem solving, digital literacy, and entrepreneurship are core competencies in the era of Industry 4.0.

Through the educational production corporation, students can learn firsthand how to manage a business, understand the market, work in teams, and develop product innovations based on societal needs. For example, school business units such as food production, digital marketing, or technology-based services can serve as applicable learning media. This model also enhances experiential learning, namely learning based on direct experience, which has proven more effective in building long-term skills. Kolb explains that direct experience constitutes an essential cycle in the formation of meaningful knowledge (Kolb, 1984).

Furthermore, students' involvement in educational production units also fosters an entrepreneurial mindset. They become not merely consumers of knowledge, but also productive

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producers of economic value. This directly enhances graduates' work readiness and strengthens the relevance of education to industry needs.

An Integrative Model of the Production Corporation for Accelerating Institutional Competitiveness

Based on the synthesis of the literature, an integrative model of the educational production corporation can be formulated, linking three main components: (1) strengthening independent financing, (2) enhancing students' competence, and (3) strengthening institutional competitiveness. First, in terms of independent financing, the production corporation enables educational institutions to develop alternative sources of income through education-based business units. This income is used not only for operational purposes, but also for reinvestment in improving the quality of education.

Second, in terms of competence, this model makes the institution a practice-based learning space that enhances students' technical and non-technical skills. This strengthens the relevance of graduates to the needs of the workforce and industry. Third, in terms of institutional competitiveness, the implementation of the production corporation enhances the institution's brand awareness through the products and services it generates. Educational institutions capable of producing quality products will have a stronger reputation within society. Conceptually, this model can be explained as an integrative cycle: input in the form of educational resources, process in the form of production corporation units, output in the form of graduates' competence and economic products, and feedback in the form of enhanced institutional reputation and funding. This cycle creates a sustainable educational ecosystem.

Christensen et al. assert that disruptive innovation in education occurs when institutions are able to combine the learning process with an adaptive business model. In this context, the educational production corporation becomes a form of institutional innovation capable of responding to the challenges of the disruption era (Christensen et al., 2011). Thus, this model is not merely theoretical, but also carries practical implications for the development of Islamic education policy. Educational institutions can adopt this model gradually, in accordance with the capacity and characteristics of each institution.

CONCLUSION

The results of this study show that the concept of the educational production corporation cannot be understood merely as an additional economic activity within the environment of Islamic educational institutions, but rather as a comprehensive and structured transformation

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strategy. This model positions educational institutions as institutions that function not only as centers of learning, but also as productive entities capable of creating sustainable added value. Thus, the educational production corporation becomes an important instrument in promoting the independence, competitiveness, and relevance of Islamic educational institutions in keeping pace with the times, without disregarding the moral and spiritual values that constitute its primary foundation.

Furthermore, this study offers a conceptual contribution that can serve as a reference for managers of Islamic educational institutions in designing policies and developing academic-based business units. The integration of educational functions with productive activities enables the creation of a management system that is more adaptive, innovative, and oriented toward institutional sustainability.

Nevertheless, this research has limitations in that it is based solely on a literature study and has not yet been empirically tested in the field. Therefore, further research is needed to test the implementation of this model directly across various types of Islamic educational institutions. This is important in order to obtain stronger validation and to refine the conceptual model that has been formulated, so that it becomes more applicable and contextual.

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