

Social Capital–Based Edupreneurship in Arabic Language Education: A Case Study of SmartKids Tutoring Center in Kedungringin Village

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ABSTRACT

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Edupreneurship has emerged as an alternative approach to sustaining educational services, particularly in non-formal learning contexts. This study aims to analyze the implementation of social capital–based edupreneurship in Arabic language education at the SmartKids tutoring center in Kedungringin Village. Employing a qualitative case study design, data were collected through in-depth interviews, participant observations, and documentation. The data were analyzed using thematic analysis to identify key patterns in the utilization of social capital. The findings reveal that SmartKids Bimbel successfully integrates social capital into its educational practices through three main forms: bonding social capital among tutors and learners, bridging social capital through collaboration with parents and community members, and linking social capital through engagement with local institutions. These forms of social capital contribute to the sustainability of Arabic language learning programs, strengthen community trust, and enhance learners' motivation and participation. The study highlights that social capital–based edupreneurship can serve as an effective model for developing community-oriented Arabic language education in non-formal settings. The findings provide practical implications for educators and educational entrepreneurs seeking to integrate social capital into innovative and sustainable educational practices.

Keywords: *Edupreneurship; Social Capital; Arabic Language Education; Non-Formal Education*

ABSTRAK

Edupreneurship merupakan salah satu pendekatan alternatif dalam menjaga keberlanjutan layanan pendidikan, khususnya pada konteks pendidikan nonformal. Penelitian ini bertujuan untuk menganalisis penerapan edupreneurship berbasis modal sosial dalam pendidikan Bahasa Arab di lembaga bimbingan belajar SmartKids yang berlokasi di Desa Kedungringin. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis

menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa SmartKids Bimbingan Belajar mengintegrasikan modal sosial ke dalam praktik pendidikannya melalui tiga bentuk utama, yaitu bonding social capital di antara tutor dan peserta didik, bridging social capital melalui kerja sama dengan orang tua dan masyarakat sekitar, serta linking social capital melalui keterlibatan dengan institusi lokal. Pemanfaatan modal sosial tersebut berkontribusi terhadap keberlanjutan program pembelajaran Bahasa Arab, penguatan kepercayaan masyarakat, serta peningkatan motivasi dan partisipasi peserta didik. Temuan ini menegaskan bahwa edupreneurship berbasis modal sosial dapat menjadi model efektif dalam pengembangan pendidikan Bahasa Arab yang berorientasi komunitas pada jalur pendidikan nonformal. Penelitian ini memberikan implikasi praktis bagi pendidik dan pelaku edupreneurship dalam merancang layanan pendidikan yang inovatif dan berkelanjutan.

Kata-kata Kunci: Edupreneurship; Modal Sosial; Pendidikan Bahasa Arab; Pendidikan Nonformal

1. INTRODUCTION

The integration of education and entrepreneurship has increasingly gained prominence alongside the development of edupreneurship as an approach that combines educational processes with entrepreneurial innovation and management (Syauqillah, 2022). Edupreneurship positions educators as innovators who design and develop educational services and programs through creativity, sustainability, and the capacity to identify and respond to community needs (Lavaroni & Leisey, 2019). This development emerges as a response to contemporary socio-economic dynamics that demand more adaptive and context-sensitive educational services (Thayyibi & Subiyantoro, 2022). One notable form of educational innovation is social capital-based education, which utilizes social networks, community trust, and shared norms as the foundation for delivering informal education (Syafina & Ahmad, 2022). This model is consistent with the values of Islamic education, which emphasize collaboration, *amanah* (trustworthiness), and community empowerment in sustaining educational initiatives.

Nevertheless, inequality in access to education remains a major challenge in rural areas (Hasanah, 2025). These limitations have encouraged the emergence of various community-based educational initiatives as responses to the inadequacy of formal educational services (Septiana dkk., 2024). Although social capital-based edupreneurship demonstrates significant potential, empirical studies that integrate social capital, edupreneurship, and Arabic language instruction within rural contexts remain very limited. This research gap becomes more evident considering that Islamic education emphasizes harmonious relationships among spiritual values, social interaction, and community empowerment (Rohmah, Rahayu, & Latif, 2021). Accordingly, this study is essential to address the existing gap in the literature.

In parallel, the development trajectory of contemporary Islamic education increasingly calls for innovation. Several studies published in Jurnal Tarbiyatuna reflect

this dynamic. Highlight the importance of *pesantren*-based character education in responding to the digital era. Demonstrate that the integration of the Pesantren-Qu program can strengthen public trust. Emphasize the urgency of integrating artificial intelligence into Islamic education, while advocate for the modernization of pesantren management. These findings collectively reinforce the relevance of social capital-based edupreneurship as an innovative approach to the development of Islamic education, particularly within rural communities.

Within the context of Arabic language instruction, challenges arise from the persistent gap between linguistic theory and classroom practice, especially in rural settings (Shodiq, 2012; Muhammad, J.S. 2014). Arabic functions not only as a medium of communication but also as a language of religion and culture. However, instructional practices often remain formalistic and insufficiently contextualized. Consequently, more interactive approaches that are closely aligned with community life are required. Jakobson's functional linguistic theory emphasizes that language is a social practice that constructs relationships and meaning (Luthfialana et al., 2024). Pragmatic perspectives further reinforce this view by conceptualizing language learning as the use of language in authentic contexts (Pinem dkk., 2025). These linguistic frameworks provide an important foundation for developing Arabic language instruction that is more communicative, participatory, and community-based (Suciati dkk., 2023). Social capital also constitutes a crucial perspective for understanding the dynamics of community-based education. Social capital refers to networks, norms, and trust that facilitate collective action, including in educational contexts (Haridison, 2023; Santoso, 2020). Through social networks, communities are able to collaborate, provide mutual support, and facilitate the sustainable provision of informal education (Williams dkk., 2017; Stam dkk., 2014). Numerous international studies indicate that social capital plays a significant role in educational entrepreneurship, ranging from increased community participation to enhanced effectiveness of learning programs (Hien dkk., 2023). Crowley and Barlow (2022) underscore the role of social capital in entrepreneurship, while Daskalopoulou et al. (2023) highlight its contribution to social entrepreneurship. However, research on the implementation of social capital within Arabic language edupreneurship in rural Indonesian contexts remains scarce. It is this gap that the present study seeks to address.

In the empirical context, this study examines the SmartKids Tutoring Center in Kedungringin Village as a case study. SmartKids has developed through local social networks, parental support, and community trust, enabling it to provide flexible, affordable, and inclusive educational services. This model is consistent with the findings of Crowley & Barlow (2022), Kennedy (2025), and Chi dkk. (2021), which emphasizes the importance of social capital in enhancing participation in community-based education. To maintain analytical focus, the technical details concerning SmartKids' operational practices are presented in the Methods section. This paragraph thus serves as

a conceptual bridge to a more in-depth analysis of how social capital functions as a primary driver of edupreneurship in Arabic language education.

At this juncture, the study articulates its novelty. There remains a limited body of research that explicitly integrates social capital, edupreneurship, and Arabic language education within rural Indonesian contexts. Previous studies have addressed curricula grounded in social realities (Taqi & Abby, 2022) and communicative approaches to Arabic language instruction (Mulazamah, 2024), yet they have not systematically examined the role of social capital as a core resource in the organization and sustainability of educational provision. International studies, such as those by Neupane et al. (2025) and Kennedy (2025), have likewise not been situated within the Indonesian local context. This study addresses that gap by offering a comprehensive empirical mapping of the role of social capital in edupreneurship for Arabic language education in rural settings.

Accordingly, this research aims to analyze how social capital contributes to the provision of community-based Arabic language education in rural areas. Through this approach, the study underscores that educational effectiveness is determined not solely by the capacity of formal institutions, but also by the strength of the social relationships that sustain them. From the perspective of Islamic education, this approach reinforces the role of the community as a *rābiṭah tarbawīyyah* (educational social bond) that supports the continuity of the learning process. The contribution of this study is therefore both theoretical, through the enrichment of the existing literature, and practical, by proposing a model of Arabic language learning that is communicative, contextual, and empowering for the community.

2. METHOD

This study employs a qualitative research methodology with a descriptive case study design to examine social capital-oriented education as practiced in non-formal Arabic language education. A case study approach was selected because it enables an in-depth understanding of processes, social dynamics, and local contexts that cannot be adequately captured through survey methods or quantitative approaches. The unit of analysis in this study comprises 3 (three) principal aspects: (1) the managerial aspects of the institution, (2) the social aspects reflected in community networks and trust, and (3) the pedagogical aspects related to the implementation of Arabic language instruction. The research focuses on the SmartKids Tutoring Center managed by Desi Komala and located in Kedungringin Village, Pasir Sakti District. This approach was chosen for its capacity to reveal process dynamics, social interactions, and the educational and entrepreneurial strategies employed in managing the institution. The selection of a case study method is grounded in its strength for investigating complex processes, social environments, and managerial and instructional practices that are not effectively addressed by quantitative approaches. Accordingly, the analysis centers on 3 (three) core components:

administrative management, social engagement related to social capital, and pedagogical methods used in teaching Arabic.

Data were collected through comprehensive semi-structured interviews with the owner of the tutoring center. The interviews were conducted in 2 (two) sessions, each lasting between 45 (forty-five) and 60 (sixty) minutes, via WhatsApp on 12 and 15 April 2025. All discussions were audio-recorded and transcribed for research documentation. A total of 18 (eighteen) core questions addressed the motivations underlying the establishment of the institution, management and promotion strategies, the utilization of social networks, and practices related to Arabic language instruction. This interview format enabled flexible and personalized exploration of the informant’s background, motivations, strategies, and challenges in operating the enterprise. In addition, data were obtained through limited participatory observation of learning activities and institutional operations, as well as document analysis encompassing scheduling structures, operational records, and promotional strategies employed by the tutoring center. Several participant observations were conducted to analyze learning interactions, daily activities, and patterns of community participation. A review of various documents, including administrative records, lesson plans, and promotional materials, was also undertaken to obtain additional insights.

The primary informant in this study was Desi Komala, the founder of SmartKids Tutoring, who was selected through purposive sampling due to her central role and comprehensive understanding of the institution’s operations. Her background in Arabic Language Education, combined with more than 3 (three) years of teaching experience and active participation in local social networks, positioned her as a key primary data source. To enhance the credibility of the findings, the study also incorporated perspectives from 1 (one) senior student and 1 (one) parent as additional informants for methodological triangulation. The interview guide was developed based on the core research themes. To ensure a more structured and replicable instrument, the themes and sample questions are presented in [Table 1](#) below.

Table 1. Interview Themes and Sample Questions

Theme		Sample Questions
Motivation and Background	and	What motivated you to establish the SmartKids Tutoring Center, and how did the initial process unfold?
Managerial Strategies		How are management patterns, pricing decisions, and promotional strategies organized and implemented?
Social Capital		In what forms does community support emerge, and how do social networks contribute to the sustainability of the tutoring center?

Theme	Sample Questions
Pedagogical Practices in Arabic Language Education	What approaches do you employ in teaching Arabic to students?
Social Impact	What contributions does the tutoring center make to the surrounding community?

These questions were designed to elicit in-depth insights into aspects of edupreneurship, community leadership, and the integration of Arabic language instruction within a non-formal educational context. The data were supplemented through limited observation and a review of activity-related documents. Data analysis was conducted using thematic analysis following the procedures outlined. These questions were designed to elicit in-depth insights into aspects of edupreneurship, community leadership, and the integration of Arabic language instruction within a non-formal educational context. The data were supplemented through limited observation and a review of activity-related documents. Data analysis was conducted using thematic analysis following the procedures outlined, which involves data reduction, data display, and conclusion drawing and verification.

Research validity was enhanced through source triangulation, incorporating perspectives from the owner, students, and parents; methodological triangulation, including interviews, observations, and documentation; and member checking with key informants to confirm the accuracy of the interpretations generated. Throughout the research process, ethical standards were rigorously upheld, including clarification of the research objectives, the acquisition of informed consent, assurance of confidentiality, and the safeguarding of data security. Informants were provided with comprehensive consent allowing their data to be used for scholarly publication.

To further strengthen validity and achieve a holistic understanding of social capital-based edupreneurship patterns, the researcher applied both source and technique triangulation. Relevant academic literature and theoretical frameworks on Arabic language education, educational entrepreneurship, sociolinguistics, and social capital were employed as conceptual foundations for interpreting the field findings. An inherent limitation of this study lies in its focus on a single community-based tutoring institution located in a rural area, which constrains the contextual applicability of the findings and precludes broad generalization. Moreover, the analysis was confined to 3 (three) primary dimensions: managerial, social, and pedagogical, without examining external influences such as macro-level policy frameworks or broader economic factors.

3. RESULTS AND DISCUSSION

Edupreneurship, as a form of entrepreneurship oriented toward the education sector, has experienced significant growth in response to increasing public demand for

educational services that are flexible, contextual, and affordable. This concept involves the integration of entrepreneurial strategies into education, particularly in relation to the creation of social value for communities (Azqueta dkk., 2023). Research by Azqueta dkk. (2023) demonstrates that effective edupreneurship typically depends on the entrepreneur's capacity to mobilize local resources and to cultivate meaningful social connections within the surrounding community. This condition is clearly reflected in the case of SmartKids Tutoring Center, where support from village residents, parental trust, and the willingness of community members to engage in non-formal educational services play a decisive role. In the Indonesian context, this particular form of edupreneurship often emerges as a response to structural challenges related to limited access to formal education, especially in remote or underserved areas with inadequate educational infrastructure (Asna dkk., 2023). Consequently, the relevance of SmartKids as a community-based edupreneurial practice is further reinforced. One of the most salient approaches within edupreneurship is the utilization of social capital, understood as a set of norms, networks, and social trust embedded within a community. Social capital may function as a substitute for, or complement to, financial capital, particularly when entrepreneurs initiate educational ventures without substantial external investment (Haridison, 2023). In educational settings, public trust in an individual's teaching competence, strong interpersonal relationships, and collective moral support from the community constitute key elements that facilitate the emergence of non-formal educational services such as tutoring centers, skill courses, or home-based training initiatives. Wang and Yee (2023), drawing on social capital theory and social network theory, explain that social networks, trust, and inter-organizational relationships enable access to scarce resources, enhance operational efficiency, and support the identification of social entrepreneurial opportunities, including those in education.

The success of community-based edupreneurship is therefore highly contingent upon a deep understanding of local needs and the ability to adapt to prevailing socio-economic conditions. Such adaptation encompasses tuition fees, teaching methods, learning schedules, and instructional content. When implemented through reflective and collaborative approaches, non-formal educational enterprises serve not only as sources of income but also as vehicles for social transformation that strengthen community capacity. Within this framework, SmartKids Tutoring Center in Kedungringin Village can be understood as a concrete example of edupreneurship grounded in local social strengths and potentials.

SmartKids Tutoring Center, located in Kedungringin Village, represents a form of educational entrepreneurship that is deeply rooted in social capital organically generated within the local community. The initiative was established in response to strong demand for tutoring services, illustrating the importance of social solidarity, trust, and community connections as vital components for the formation and sustainability of

educational enterprises. Its founder, Desi Komala, who possesses an educational background and a strong personal commitment to children's learning, identified local needs and decided to establish a tutoring center within her own home. In this context, interviews with Desi Komala provide insight into how SmartKids evolved directly from community-based social needs. She explained that SmartKids was founded because many parents in Kedungringin Village faced difficulties in assisting their children with schoolwork and therefore sought accessible tutoring services.

A distinctive feature of SmartKids lies in its instructional system, which consists of 4 (four) learning sessions per day, with class sizes limited to approximately 7 (seven) to 10 (ten) students per session to ensure focused instruction. The fees are deliberately set at a highly affordable level, namely IDR 3,000 per hour for general tutoring and IDR 100,000 per month for private services. Desi further explained that tutoring enterprises in rural areas remain relatively scarce due to low income potential and the patience required to manage diverse student characteristics. Nevertheless, her motivation to sustain SmartKids stems from her affection for children and her aspiration to generate positive social impact within the village.

Tutoring activities are conducted from her home, promoted in a modest manner through social media, and managed entirely by Desi without additional staff support. The average monthly income generated is approximately IDR 1.5 million, which is sufficient to meet basic daily needs. These observations align with the findings of [Mahfud dkk. \(2020\)](#), who argue that social capital-based educational entrepreneurship emphasizes the significance of interconnectedness, trust, and environmental support as critical resources for initiating and developing educational ventures. [Mahfud dkk. \(2020\)](#) further explain that social capital provides access to information, resources, and vital networks essential for skill-oriented enterprises.

Empirical evidence from SmartKids reflects similar patterns. Desi Komala's social capital, manifested through community trust, strong interpersonal relationships, and local support, plays a crucial role in the success of the venture without heavy reliance on financial capital. Questions and inquiries raised by community members prior to the establishment of SmartKids serve as tangible evidence that social networks functioned both as catalysts and as initial supporters of Desi's potential. Compared with the conclusions of [Mahfud dkk. \(2020\)](#), the empirical data from SmartKids not only corroborate but also directly strengthen the argument that social capital constitutes a strategically vital element in edupreneurship. In the case of SmartKids, social capital is prioritized over financial capital as the fundamental basis for launching the enterprise, particularly in a rural context characterized by limited competition and few alternative educational options. This finding demonstrates that the arguments advanced by [Mahfud dkk. \(2020\)](#) remain relevant and are empirically validated through the case of SmartKids Tutoring Center in Kedungringin Village.

SmartKids operates a home-based business model characterized by simple organizational arrangements that embody the core essence of community-oriented edupreneurship. Although it may be categorized as a micro-enterprise, its operational strategies, such as dividing instructional activities into 4 (four) daily sessions and teaching in small groups, reflect an entrepreneurial approach to educational service management. These observations are consistent with edupreneurship principles, which emphasize creativity in designing learning experiences and the entrepreneur's ability to adapt business frameworks to user needs. From a social capital perspective, perceived structural limitations do not constitute constraints; rather, they highlight the effective utilization of relational affinity and community trust, enabling the educational enterprise to function without substantial dependence on formal organizational support.

The highly affordable pricing policy, set at IDR 3,000 per hour for public services and IDR 100,000 per month for private services, illustrates how SmartKids embodies principles of social justice within edupreneurship. This pricing structure, tailored to the economic capacity of village residents, indicates that business decisions are shaped not solely by financial calculations but also by social awareness of the local context. This finding supports social capital theory, which posits that community-oriented objectives often rely on moral authority and trust embedded within social relations. For SmartKids, low pricing functions not merely as a marketing tactic but as a strategy to cultivate loyalty and sustain mutually beneficial relationships, elements that are fundamental to the maintenance and reproduction of social capital.

Desi Komala's adaptive and thoughtfully designed teaching methods, ranging from the modification of instructional techniques and schedules to personalized student engagement, exemplify a strong alignment between pedagogical competence and entrepreneurial principles. From an edupreneurship perspective, this integration represents a form of context-driven innovation that ensures the continued relevance of educational services to learners' needs. This insight reinforces the theoretical argument that edupreneurs function not only as providers of educational solutions but also as agents of social transformation, leveraging social capital to produce flexible and empowering educational initiatives. Accordingly, the data derived from SmartKids Tutoring Center do not merely document daily practices but also validate the interconnection between social capital and education in shaping a comprehensive and sustainable educational business framework.

SmartKids Tutoring Center also utilizes social media and local networks as its primary promotional tools. This practice demonstrates that social capital serves not only as a relational foundation but also as an effective marketing instrument. The use of informal community networks, through personal recommendations and word-of-mouth promotion has significantly expanded the reach of the enterprise. This strategy is particularly relevant and transferable for providers of non-formal Arabic language

education seeking to enhance institutional visibility and accessibility. Consistent with this finding, [Tiwari et al. \(2015\)](#) argue that broadband internet access and social media usage play a crucial role in strengthening social relationships in rural areas. These relationships constitute social capital, understood as networks of trust and cooperation among community members. Social capital is formed through strong ties (bonding), such as relationships with family members, neighbors, and close friends within the village, which foster mutual assistance. It is also developed through weak ties (bridging), namely connections with individuals outside the village facilitated by social media access, which significantly enhances social connectivity.

Market competition, in this context, becomes a strategic advantage for SmartKids Tutoring Center. The enterprise occupies a relatively untapped niche, providing it with a natural competitive edge. Nevertheless, challenges persist, particularly in terms of time management, the emotional demands associated with managing diverse student behaviors, and limited financial resources. These conditions indicate that in community-based edupreneurship, emotional resilience and personal endurance constitute essential components of entrepreneurial success.

The social and economic impacts generated by SmartKids Tutoring Center are substantial. The initiative has expanded access to affordable and sustainable supplementary education while contributing to the improvement of local human capital. Although the center has not yet employed additional staff, the potential for job creation remains open should operational capacity be expanded. Within the context of Arabic language education, tutoring initiatives of this nature play a vital role in providing additional learning spaces for students seeking to deepen their engagement with the language of religion and culture. Desi Komala, as both an educator and entrepreneur, demonstrates the practical application of contextual pedagogy. Her emotional commitment to children and her aspiration to effect positive change within the village serve as powerful motivations that extend beyond purely economic considerations. This orientation reflects the ethos of a genuine edupreneur who prioritizes social and educational values over material profit. In Arabic language instruction, such commitment is crucial to ensuring that education fosters not only cognitive development but also students' character formation and spiritual growth.

This case study confirms that micro-scale educational enterprises in rural settings can generate broad and meaningful impacts when managed through approaches grounded in local social potential. In the field of Arabic language education, the development of similar tutoring centers is highly feasible when instructional materials and pedagogical approaches are tailored to community needs. Social capital-based edupreneurship offers a distinctive advantage in cultivating trust and active community participation, both of which are essential for long-term sustainability. The creative utilization of limited resources also emerges as a key lesson from the SmartKids experience. Despite

constraints related to space, time, and funding, Desi Komala has succeeded in establishing an effective learning process. This condition illustrates that pedagogical innovation does not necessarily require advanced technology, but rather the capacity to read contextual conditions and design meaningful learning experiences. Such insights provide valuable inspiration for Arabic language educators in remote areas to remain productive and impactful despite resource limitations.

To support long-term sustainability, capacity development constitutes a critical step that must be undertaken. Training in business management, the utilization of information technology, and financial planning are essential aspects for strengthening the institutional foundations of the enterprise. In addition, building partnerships with formal schools, mosque-based communities, and religious institutions may expand service coverage and enhance institutional legitimacy, particularly if the tutoring center seeks to develop more structured Arabic language instruction.

The integration of information technology into the learning process also creates opportunities for developing distance learning or blended learning models, which are highly relevant in addressing challenges related to mobility and limited physical space. In Arabic language education, the use of interactive applications, instructional videos, and online discussion forums can enrich students' learning experiences while simultaneously extending service outreach beyond the village context. Business development recommendations further include the need to establish a more structured organizational framework so that operational responsibilities are not concentrated on a single individual. The recruitment of additional instructors or volunteers may introduce new managerial dynamics and open pathways for institutional growth. In the long term, transforming the enterprise from an individual initiative into a legally recognized non-formal educational institution would significantly strengthen the position of SmartKids Tutoring Center within the local education ecosystem.

The experience of SmartKids Tutoring Center demonstrates that the success of edupreneurship is not determined primarily by the magnitude of initial financial capital, but rather by the extent to which entrepreneurs are able to mobilize and optimize the surrounding social potential. This social capital-based approach offers a compelling and contextually relevant alternative for the development of non-formal education, particularly in rural areas that are often marginalized by national education policies.

Ultimately, this case study illustrates that Arabic language education can be developed contextually by drawing upon local strengths. Instruction conducted outside formal educational institutions can still play a significant role in enhancing educational outcomes, provided that it is implemented with strong social commitment and appropriate pedagogical innovation. SmartKids Tutoring Center represents a concrete example of the substantial potential of community-based edupreneurship in overcoming the structural limitations of existing education systems.

The practices implemented at SmartKids Tutoring Center clearly support the objectives of Islamic education by internalizing Islamic values throughout both the learning process and community management. SmartKids does not merely emphasize academic development, particularly in Arabic language instruction but also integrates character formation and students' spiritual development in accordance with Islamic teachings. This approach aligns with the fundamental principles of Islamic education, which prioritize the cultivation of individuals who possess moral integrity (*akhlāq karīmah*), faith (*īmān*), and piety (*taqwā*).

The management of the educational community at SmartKids reflects the practical application of Islamic values such as *amānah* (trustworthiness), *ta'āwun* (mutual cooperation) and *ukhuwah* (brotherhood). The trust extended by parents and the broader community functions as a vital form of social capital that sustains and advances the institution. Consequently, SmartKids operates not only as a learning center but also as a community-based environment that holistically nurtures Islamic character. This reflection underscores that SmartKids Tutoring Center has successfully fulfilled its mission of Islamic education by integrating academic instruction with character development grounded in Islamic values, while managing community relations in accordance with Islamic ethical principles.

According to [Mahfud et al. \(2020\)](#) in European Research on Management and Business Economics, social capital plays a crucial role in shaping entrepreneurial intentions by enhancing psychological capital, including self-confidence, optimism, and resilience. This finding suggests that social connectedness not only encourages individuals to initiate entrepreneurial activities but also equips them with the emotional capacity to cope with the challenges associated with learning and innovation. This insight resonates strongly with the practices observed at SmartKids Tutoring Center. The institution does not merely provide a space for academic learning; it also cultivates a supportive social environment that fosters students' self-confidence and resilience, thereby reinforcing both educational and entrepreneurial capacities.

A study by [You et al. \(2020\)](#) published in the Proceedings of FEBM likewise demonstrates that social capital plays a crucial role in enabling students to perceive business opportunities. Individuals become more aware of surrounding educational and economic prospects when they possess extensive social connections. In the case of SmartKids, this dynamic is evident in the collaborative interactions among tutors, parents, and local partners, which collectively support the growth of community-based learning initiatives. Similarly, [Tiwari et al. \(2015\)](#) found that in rural areas, access to technology, particularly social media, combined with strong village-level social ties, contributes significantly to the formation of social capital that connects individuals and facilitates mutual learning across the community. SmartKids naturally integrates digital interaction with local community engagement, illustrating that social strength is derived not only

from physical proximity but also from sustained and meaningful communication. [Aritenang \(2021\)](#) in SAGE Open, further emphasizes the importance of the local environment by arguing that the success of village-based institutions, such as Village-Owned Enterprises (BUMDes), is highly dependent on the level of social capital and community participation. Enterprises initiated through community-driven efforts tend to perform better economically than those imposed through top-down approaches. SmartKids exhibits similar characteristics, as it emerged in response to local needs and is supported by community members rather than external institutions.

Finally, a study by [Prayitno et al. \(2019\)](#) in the Journal of Entrepreneurship and Social Research (JESR) demonstrates that trust, norms of reciprocity, and social networks constitute the most significant forms of social capital encouraging rural residents to initiate entrepreneurial activities. Through social network analysis, they reveal that higher levels of social capital within a group increase the likelihood of engagement in activities that promote entrepreneurship and empowerment. This finding further clarifies that SmartKids functions not merely as an effective educational institution, but also as a mechanism for building social capital that contributes to small-scale economic transformation within the community.

Overall, the findings of this study extend previous research emphasizing the importance of social capital in educational entrepreneurship. This study confirms that trust, relational networks, and community support, as identified by [Mahfud et al. \(2020\)](#), [You et al. \(2020\)](#), and [Prayitno \(2019\)](#) do not merely function as supporting factors, but can serve as the primary foundation for sustaining edupreneurship in rural contexts. Moreover, this study expands upon the findings of [Tiwari et al. \(2015\)](#) and [Aritenang \(2021\)](#) by demonstrating that the success of edupreneurship does not necessarily depend on advanced technological utilization or formal institutional support; strong social capital alone can ensure stability, adaptability, and sustainability in non-formal educational services. Accordingly, this research occupies a clear position within the literature by offering a theoretical contribution on how community-based edupreneurship can develop organically in rural environments and how social capital operates as a primary catalyst in shaping sustainable alternative education models. The alignment between local empirical findings and global literature is summarized more systematically in [Table 2](#) below.

Table 2. Comparison of Local SmartKids Findings and Global Literature

Local Findings (SmartKids)	Global Findings (Scopus Literature)
Word-of-mouth promotion and social media	Tiwari et al. (2015) : Bonding & bridging social capital melalui internet
Home-based learning	Kennedy (2025) : Effectiveness of decentralized approaches
Informal parental networks	Crowley & Barlow (2022) : Social capital & entrepreneurial intention

Source: Interview data (2025) and Scopus-based literature review

The findings of this study affirm that SmartKids' edupreneurship practices are fully aligned with Social Capital Theory, particularly in demonstrating how trust, social networks, and collaborative norms function as collective capital enabling educational innovation at the local level. Furthermore, the developmental trajectory of SmartKids reflects the Community-Based Entrepreneurship Model proposed, which emphasizes that enterprises emerging from community needs, leveraging internal social resources, and fostering community participation are more likely to achieve long-term sustainability. Thus, this research not only reinforces these theoretical frameworks but also extends them through empirical evidence showing that social capital, educational innovation, and economic empowerment can operate simultaneously within a community-based edupreneurship ecosystem.

4. CONCLUSION

This study demonstrates that social capital-based edupreneurship plays a pivotal role in expanding access to non-formal education in rural communities, particularly in the context of Arabic language learning. The findings indicate that the success of non-formal educational institutions does not primarily depend on the accumulation of financial capital, but rather on the strength of social networks, community trust, and local leadership capable of mobilizing community participation. Accordingly, this study aligns with its initial objective of elucidating how social capital sustains the continuity of community-based edupreneurship in Arabic language education. From the perspective of Arabic language education, the utilization of social capital facilitates a more natural integration of linguistic literacy and religious literacy, as the learning process occurs within familiar social spaces for learners. These findings enrich prior scholarly discussions by positioning social capital as a key mechanism shaping alternative learning ecosystems that are responsive to the social and cultural needs of rural communities. Social capital functions not only as a driver of institutional activity, but also as a source of social legitimacy, information dissemination, and mobilization of non-financial resources, thereby enabling institutional sustainability without heavy reliance on state subsidies or commercial tuition fees. In this respect, the study shifts the analytical focus from operational explanations toward a conceptual synthesis of how social relations facilitate non-formal learning processes. In terms of scholarly contribution, this study offers theoretical implications for three interrelated fields. First, within Islamic education, the findings affirm that alternative educational institutions can effectively strengthen the transmission of religious values through community networks that are not bureaucratically structured. Second, in Arabic language learning, the study demonstrates that social capital can serve as a catalyst for language literacy in communities characterized by communal learning cultures. Third, with regard to non-formal education policy, this research provides an argumentative basis for recognizing social capital as a

potential foundation for efficient and sustainable institutional design, particularly in regions constrained by limited financial resources. This study is subject to limitations, as it is based on a single case study and does not yet examine comparative models of edupreneurship across different social contexts. Future research may therefore be directed toward multi-case studies, comparative analyses across villages or institutions, or longitudinal studies to assess institutional sustainability over time. In addition, quantitative research may be developed to measure the magnitude of influence exerted by specific elements of social capital, such as trust, norms, and networks on the success of edupreneurship programs in language education as well as other vocational domains. These research directions are essential for broadening theoretical generalization while enriching community-based educational intervention frameworks in Indonesia.

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