



Islamic Boarding School Entrepreneurship Learning in Shaping the Entrepreneurial Character of Students in Islamic Boarding Schools throughout West Java

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ABSTRACT

This study aims to determine the process of Islamic boarding school entrepreneurship learning in shaping the entrepreneurial character of students in Islamic boarding schools throughout West Java. The research is motivated by the importance of developing the entrepreneurial character of the younger generation in facing economic challenges and the high rate of youth unemployment in Indonesia. Islamic boarding schools, as community-based educational institutions, have great potential in integrating character education with entrepreneurial practices through various productive economic activities. This study uses a qualitative approach with a multi-site design at several Islamic boarding schools in West Java that have active entrepreneurship programs. Data collection was conducted through in-depth interviews, participant observation, and documentation studies. Data analysis was conducted using thematic analysis and cross-case analysis techniques to identify patterns of Islamic boarding school entrepreneurship learning in shaping the entrepreneurial character of students. The results show that entrepreneurship learning in Islamic boarding schools takes place through the integration of formal and non-formal education, and direct practice in Islamic boarding school business units. The learning process is carried out through the example of kyai (Islamic clerics), the habituation of productive work, the involvement of students in business activities, and the internalization of Islamic values in daily economic activities. The entrepreneurial character traits developed include independence, discipline, responsibility, hard work, creativity, leadership, risk-taking, and Islamic-based business ethics such as *sidiq*, *amanah*, and *istiqamah*. This research demonstrates that Islamic boarding schools (*pesantren*) have a strategic role as a character-based entrepreneurial education ecosystem relevant to the development of public education in Indonesia.

Keywords: Entrepreneurship Learning, Islamic Boarding Schools, Entrepreneurial Character.

ARTICLE INFO

Article history:

Received
March 19, 2026
Revised
May 25, 2026
Accepted
June 20, 2026

Journal Homepage <https://attractivejournal.com/index.php/aj/>

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CV. Creative Tugu Pena

INTRODUCTION

Entrepreneurship is a crucial factor in modern economic development because it plays a role in creating innovation, creating jobs, and improving social welfare. In recent decades, entrepreneurship has increasingly been viewed as a strategic solution to address unemployment, especially among the younger generation. Various international reports indicate that the number of unemployed youth remains very high and poses a serious challenge to global economic development.

Globally, the number of unemployed youth remains very high. International data shows that approximately 73 million young people worldwide are unemployed, while hundreds of millions more are in precarious employment or lack access to education or job training (International Telecommunication Union, 2023). In fact, an estimated 621 million young people are neither employed, nor in school, nor in training (NEET), posing a serious challenge to global economic development.

Table 1. Global Youth Population and Unemployment

Indicators	Data
The world's youth population	1,3 billion
Unemployed youth	73 million
Neither employed nor in school (NEET)	621 million
Proportion of youth in the world population	17%
Proportion of youth in the world's total unemployment	40%

Source: ILO, UNESCO, International Telecommunication Union (ITU) (2022–2023)

Furthermore, reports from international organizations indicate that the global youth population is estimated to exceed 1.3 billion people, thus increasing the need for productive employment opportunities (UNESCO, 2022). This situation highlights the importance of developing entrepreneurship education that can shape the younger generation into independent, creative, and adaptive individuals to socio-economic changes.

In Indonesia, the problem of youth unemployment remains a crucial issue in national development. This is because entrepreneurship plays a significant role in job creation and the development of the micro, small, and medium enterprise (MSME) sector. Government data shows that MSMEs contribute approximately 60.5 percent to the national Gross Domestic Product (GDP) and absorb approximately 96.9 percent of the national workforce (Coordinating Ministry for Human Development and Culture, 2023). However, the number of entrepreneurs in Indonesia remains relatively low compared to developed countries. The national entrepreneurship ratio only reaches approximately 3.47 percent of the total population, while developed countries generally have an entrepreneurship ratio above 10 percent (BPS, 2023).

The high number of young workers not absorbed by the formal sector drives the need to strengthen entrepreneurship education as an alternative for community economic development. Furthermore, Indonesia enjoys a significant demographic dividend, necessitating an educational strategy capable of preparing the younger generation to become productive and economically independent human resources. Entrepreneurship education serves not only as a process of transferring business knowledge but also as a process of developing entrepreneurial character. Previous research has shown that entrepreneurial activity can drive economic growth through the creation of new businesses, product innovation, and the development of broader markets (Manan, 2019). In the context of developing countries, entrepreneurship is also a crucial instrument in addressing unemployment and improving community welfare (Koilam & Widyatmoko, 2025). Research in Indonesia also shows that entrepreneurship contributes significantly to strengthening the community economy through the development of micro and small businesses that can create new job opportunities (Putri Salsabila Indrawan Lubis & Rofila Salsabila, 2024).

Entrepreneurship education serves not only as a means of transferring business knowledge but also as a process for developing entrepreneurial character traits such as creativity, independence, risk-taking, and problem-solving skills (Murphy et al., 2026). Research shows that entrepreneurship education has a significant influence on the formation of entrepreneurial intentions in young people (Suci Indah Larassati et al., 2024). Furthermore, entrepreneurship education can also improve individuals' ability to identify business opportunities and develop product innovations (Meyanti et al., 2024). Research in Indonesia also shows that entrepreneurship education can increase entrepreneurial motivation in students and encourage the emergence of new businesses among the younger generation (Ariqsyah et al., 2025).

Islamic boarding schools (*pesantren*) are among the oldest Islamic educational institutions in Indonesia, playing a crucial role in character formation, the development of religious knowledge, and community empowerment. Over time, *pesantren* have evolved beyond their religious educational role to become social institutions with a strategic role in the economic development of the community. Various studies have shown that *pesantren* have significant potential to develop an integrated educational system with productive economic activities, thereby creating an educational ecosystem and fostering economic empowerment for both students and the surrounding community (Muhsyanur et al., 2025). Within the context of economic development, *pesantren* also play an increasingly important role through the development of various business units managed independently by both the *pesantren* and the students. Many *pesantren* have developed businesses in various sectors, such as agriculture, animal husbandry, trade, small industries, and services. These economic activities not only aim to increase the financial independence of the *pesantren* but also serve as a means of entrepreneurship education for the students. Through direct involvement in business management, students can gain practical experience in conducting economic activities, from production to product marketing (Rezaee et al., 2020).

Islamic boarding schools in Indonesia, particularly in West Java Province, serve not only as religious educational institutions but also as institutions with economic functions through various entrepreneurial activities. In recent decades, Islamic boarding schools have begun developing various business units aimed at increasing the institution's economic independence while providing entrepreneurial experience to students. Research shows that integrating Islamic boarding school education and entrepreneurial activities is a crucial strategy for building the economic independence of Islamic educational institutions and improving the welfare of surrounding communities (Hartono et al., 2022).

Table 2. Mapping of Islamic Boarding School Business Types in West Java

Business Category	Examples of Practice in Islamic Boarding Schools	Characteristics	Common Areas
Agribusiness	Horticultural farming, sheep farming, fish farming	Utilizing land and natural resources	District / village
Food production	Islamic boarding school bread, student catering, snacks	Involving students in production and marketing	Cities and districts
Retail and cooperative	Islamic boarding school cooperatives, student shops, Islamic boarding school minimarkets	Meeting the needs of students and the community	Cities
service	Printing, training, educational services, Umrah travel	Service-based	Cities
small industry	Convection, handicrafts, screen printing	Based on student skills	Cities and districts
Digital entrepreneurship	Digital marketing, marketplace for Islamic boarding school products	Utilizing internet technology	Cities

Synthesis source: Arwani & Masrur (2022); Purnomo (2022); Murphy et al. (2026); Zaman et al. (2025); Suharno et al. (2023); Muttaqin (2016); Ladiwa (2023)); Adinugraha et al. (2022); Iqbal Irfany (2022)

Entrepreneurial practices in Islamic boarding schools (*pesantren*) exhibit considerable variation, both in terms of business types and management approaches. This variation is influenced by various factors such as the geographical location of the *pesantren*, local resource potential, the number of students, and the social and economic networks within the *pesantren*. Research shows that *pesantren* tend to develop businesses that align with the local economic potential, resulting in the emergence of various business forms such as agribusiness, trade, food production, services, and even digital technology-based businesses (Kasudin et al.,

2024). This diversity demonstrates that pesantren entrepreneurship does not have a single model but develops adaptively according to the social and economic context of each region.

Through direct involvement in pesantren business units, students gain contextual learning experiences regarding business management, collaboration, leadership, and business ethics. This learning process takes place through familiarization, hands-on practice, the example of Islamic scholars (kyai), and the reinforcement of Islamic values in daily economic activities (Rodrigues, 2023). Thus, pesantren possess unique characteristics in entrepreneurship learning because they integrate economic education with religious-based character building. Although studies on Islamic boarding school entrepreneurship are growing, most research still focuses on aspects of business development or economic empowerment within Islamic boarding schools. Research on how the entrepreneurship learning process in Islamic boarding schools shapes the entrepreneurial character of students is still relatively limited (Mustaan, 2020). Furthermore, cross-Islamic boarding school research describing patterns of entrepreneurship learning in Islamic boarding schools in West Java is also scarce.

Based on these conditions, this study aims to examine the role of entrepreneurship learning in Islamic boarding schools in shaping the entrepreneurial character of students in Islamic boarding schools throughout West Java. The research focuses on the forms of entrepreneurship learning, the process of internalizing entrepreneurial values, the role of learning actors, and the entrepreneurial character developed in students through Islamic boarding school entrepreneurship activities.

METHOD

This research employed a qualitative approach with descriptive methods and a multiple case study design. This approach was used to gain an in-depth understanding of the entrepreneurial learning process in shaping the entrepreneurial character of students at several Islamic boarding schools (pesantren) in West Java. The research was conducted at five Islamic boarding schools in West Java that have active entrepreneurship programs and involve students in productive business activities. The research locations were selected purposively, considering the diversity of business models and the regional context of the Islamic boarding schools. The research locations included: Al Muqoddam Integrated Islamic Boarding School for Quranic Memorization in Karawang Regency; Kebon Jambu Al-Islamy Islamic Boarding School in Cirebon Regency; Hidayatullah Islamic Boarding School in Depok City; Daarut Tauhiid Islamic Boarding School in Bandung City; and Al-Ittifaq Islamic Boarding School in Bandung Regency.

The research subjects were informants directly involved in the entrepreneurial learning process within the Islamic boarding schools where the research took place. Informants were selected from various elements within the Islamic boarding school entrepreneurial ecosystem. The informants included Islamic boarding school leaders or kyai (Islamic clerics), managers of Islamic boarding school business units, students participating in entrepreneurship programs, alumni of Islamic boarding schools who have run businesses, and Islamic boarding school business partners who collaborate on Islamic boarding school economic activities.

Data collection techniques included in-depth interviews to obtain information on the entrepreneurial learning process and the character development of Islamic boarding school students; participant observation to directly observe the entrepreneurial activities of Islamic boarding school students; and documentation studies, including entrepreneurship programs, curricula, business unit profiles, and Islamic boarding school activity documents.

Data analysis was conducted using thematic analysis techniques through the stages of data reduction, theme categorization, data presentation, and conclusion drawing. Next, a cross-case analysis was conducted to identify general patterns of Islamic boarding school entrepreneurship learning in the development of the entrepreneurial character of Islamic boarding school students. Data validity was ensured through source triangulation, technical triangulation, member checking, and peer discussion to enhance the credibility of the research findings.

RESULT AND DISCUSSION

The research findings shed light on the role of Islamic boarding school entrepreneurship learning in shaping the entrepreneurial character of students at five Islamic boarding schools in West Java: Al Muqoddam Integrated Quranic Memorization Islamic Boarding School in Karawang Regency, Kebon Jambu Al-Islamy Islamic Boarding School in Cirebon Regency, Hidayatullah Islamic Boarding School in Depok City, Daarut Tauhiid Islamic Boarding School in Bandung City, and Al-Ittifaq Islamic Boarding School in Bandung Regency. The results indicate that entrepreneurship learning in Islamic boarding schools is integrated with the students' daily lives and is not positioned merely as an additional economic activity, but as part of the lifelong learning process and the development of their work ethic. Entrepreneurship learning in Islamic boarding schools takes place through an integration of formal, non-formal, and experiential learning. Students not only acquire theoretical knowledge about entrepreneurship but also actively participate in various Islamic boarding school business activities. The results of this study are in line with John Dewey's theory of learning by doing, which emphasizes that the learning process will be more meaningful if students are directly involved in real experiences (Jawarneh & Al-Jizawi, 2025). In the context of Islamic boarding schools, students not only receive theoretical entrepreneurship material but also learn through hands-on practice in the school's business units. Students' involvement in production, marketing, business management, and community service activities demonstrates that learning occurs through concrete experiences that shape skills, attitudes, and social responsibility (Kadir & Umiarso, 2023a).

Entrepreneurship learning in each Islamic boarding school has distinct characteristics, depending on the geographical context, type of business, and organizational culture of the boarding school. Islamic boarding schools in regency areas are more likely to develop agribusiness, livestock, and local resource-based businesses, while those in urban areas tend to develop service businesses, retail, cooperatives, hospitality, media, and digital entrepreneurship. This variation indicates that Islamic boarding school entrepreneurship practices develop adaptively according to local potential and the leadership vision of each Islamic boarding school.

The results of a comparative analysis across five research sites indicate that Islamic boarding school entrepreneurship learning has unique characteristics not found in conventional entrepreneurship learning models. This uniqueness lies not only in the learning methods, but also in the systemic integration of values, practices, guidance, and business contexts that are integrated into Islamic boarding school life. Using the constant comparative method, it was found that all Islamic boarding schools develop an entrepreneurship learning pattern that is contextual, experience-based, and oriented toward building student character simultaneously with developing business competencies.

First, regarding the aspect of value integration, all sites demonstrate that entrepreneurship is inseparable from the Islamic boarding school's value education system. Entrepreneurship is understood as a means of education (*tarbiyah*) that functions to shape character traits such as honesty, trustworthiness, discipline, responsibility, and hard work. These values are not taught theoretically, but internalized through practical work, familiarization, and direct mentoring in daily business activities. Thus, values become an integral part of the learning process, not merely an end goal or byproduct of entrepreneurial activity. This finding is in line with research Chamidi (2023) which shows that entrepreneurial values are instilled through direct practice in Islamic boarding school business activities, using methods of role modelling, habituation, assignments, training, and mentoring. This process results in changes in students' attitudes so that entrepreneurial values grow into inherent characters within the students. Furthermore, regarding the spiritual-social-entrepreneurship values in the Islamic boarding school curriculum, it shows that entrepreneurship education in Islamic boarding schools is directed at developing spiritual, social, and business independence intelligence in an integrated manner. Entrepreneurial values are integrated into the culture and curriculum of Islamic boarding

schools so that students learn to interpret economic activities as part of moral education and character building (Chotimah, 2020).

Second, in terms of practical learning, all sites consistently implement a learning-by-doing approach as the primary method. Students learn through direct involvement in real-life business activities, from observation through guided practice to independent practice accompanied by evaluation. This pattern occurs in stages and iteratively, enabling students to fully understand business processes while developing strong work habits. Learning does not take place in a formal classroom, but in a real-world work context with tangible targets, standards, and consequences. Research on entrepreneurship education in Islamic boarding schools also shows that the learning-by-doing method is implemented through the involvement of students in Islamic boarding school business units such as cooperatives, agriculture, animal husbandry, trade, and food production. Through these practices, students not only understand business theory but also learn to deal with real-world problems such as production management, customer service, teamwork, and business decision-making (Misjaya et al., 2019).

Third, in terms of mentoring, it was found that Islamic boarding school entrepreneurship learning is supported by a multi-actor mentoring system. Mentoring involves various actors: the kyai (Islamic cleric) as the value director, the business manager as the technical mentor, the supervisor as the operational assistant, and the senior students as informal mentors. Mentoring is conducted directly in the field, is adaptive to the students' abilities, and is ongoing. This pattern allows for the simultaneous transfer of knowledge, skills and values in real work situations. This finding aligns with research on Islamic boarding school entrepreneurship education, which places the kyai (Islamic religious leader) as a central figure in the character-building and work culture of students. Kyai serve not only as spiritual leaders but also as role models, instilling a work ethic, discipline, honesty, and responsibility through direct interaction in daily Islamic boarding school life (Mustaan, 2020).

Fourth, regarding the business context, it was found that each Islamic boarding school (*pesantren*) has a distinct business unit character, ranging from food production, trade, services, to integrated agribusiness. Despite differences in form and complexity, all business units function as real-life entrepreneurship learning laboratories. Students are involved in various business stages, such as production, service, packaging, distribution, and simple administration. This variety of business contexts provides diverse learning experiences, while also developing contextual entrepreneurial competencies in accordance with the characteristics of each Islamic boarding school. This finding aligns with research on the economic development of Islamic boarding schools, which states that Islamic boarding school business units serve not only as an economic resource for the institution but also as a medium for life skills and entrepreneurship education for students. Through involvement in real-life business activities, students gain practical experience that aligns with the economic potential and characteristics of their respective Islamic boarding schools (Guntoro et al., 2022).

Based on these four aspects, it can be concluded that the uniqueness of the Islamic boarding school entrepreneurship learning model lies in the integration of values, practices, guidance, and business context within a unified learning system. Entrepreneurship learning does not exist as a separate subject but is integrated into Islamic boarding school life through real-life business activities. The learning process occurs naturally through experience, familiarization, and direct interaction with various actors within the Islamic boarding school ecosystem. This is in line with research findings from Lin et al. (2025) which show that the development of entrepreneurial life skills is carried out through learning strategies integrated with students' daily activities, competency-based education, and strengthening extracurricular activities. This indicates that entrepreneurship in Islamic boarding schools is not merely additional material, but part of the educational culture and the development of student independence.

Thus, the Islamic boarding school entrepreneurship learning model can be understood as an experiential learning model integrated with values and supported by a multi-layered guidance system within a real-life business context. This model not only produces entrepreneurial competencies but also shapes the character of students who are ready to face

the challenges of life and the business world. These findings form the basis for developing a theoretical model for Islamic boarding school entrepreneurship learning, which will be formulated in the next section.

To clarify the results of the cross-site comparison, the following presents a synthesis of Islamic boarding school entrepreneurship learning patterns, encompassing aspects of value integration, learning practices, coaching, and business context.

Table 3. Comparative Synthesis of Entrepreneurship Learning Patterns Across Sites

Pattern Aspects	Site 1	Site 2	Site 3	Site 4	Site 5	Cross-Site Patterns
Value Integration	Integrated in simple businesses (production and cooperatives)	Integrated in light services and production	Integrate in preaching & business	Integrated into modern business systems	Integrated in upstream-downstream agribusinesses	Values are internalized through practice and habituations
Learning Practices	Direct practice + observation	<i>Learning by doing gradually</i>	Practice + thematic program	Step by step practice + evaluation	Practice in real business systems	<i>Real work-based experiential learning</i>
Coaching	Manager + mentor	Hierarchical (kyai-manager-senior)	Based on education	Multi-actor (ustadz, mentor, senior)	Structured layered coaching system	Layered mentoring in the work context
Business Context	Production + cultivation	Canteen + shop + production	Culinary + printing	Modern services + business	Integrated agribusinesses	Business units as learning laboratories

Source: Researcher Data Processing Analysis Results

The table above shows that although each Islamic boarding school (pesantren) has different characteristics in implementing entrepreneurship learning, there are consistent cross-site patterns that create their own unique characteristics. In terms of value integration, all sites demonstrate that business activities are always connected to the pesantren's values, albeit in varying forms. Site 1 integrates values in simple businesses such as production and cooperatives, Site 2 in services and light production, Site 3 in a combination of da'wah and business, Site 4 in a more modern business system, and Site 5 in an integrated agribusiness from upstream to downstream. These differences reflect variations in context, but substantively point to the same pattern: values are internalized through practice and habituation in daily business activities.

In terms of learning practices, all sites demonstrate similarities in the use of an experience-based approach, although with variations in the stages and forms of implementation. Site 1 emphasizes direct practice and observation, Site 2 develops gradual learning by doing, Site 3 combines practice with thematic programs, Site 4 implements gradual practice accompanied by evaluation, and Site 5 places students in a complex, real-life business system. This variation indicates that entrepreneurship learning does not occur uniformly, but rather all tend toward experiential learning based on real-world work as the primary learning mechanism.

In terms of mentoring, differences in mentoring structures are evident, evolving according to the complexity of each Islamic boarding school. Sites 1 and 2 demonstrate relatively simple to tiered mentoring patterns, while Site 3 emphasizes tarbiyah-based mentoring, Site 4 develops a multi-actor system involving various roles, and Site 5 demonstrates more structured and

systemic mentoring. Despite the differences in form, all sites demonstrate a common pattern of multi-layered mentoring that takes place in a work context, where the mentoring process transfers not only skills but also values and work attitudes.

Furthermore, in terms of business context, the differences between sites are most evident, ranging from production and cultivation businesses at Site 1, services and trade at Site 2, culinary and printing businesses at Site 3, modern service-based businesses at Site 4, and integrated agribusiness at Site 5. However, all these variations share a common function: as a medium or laboratory for entrepreneurship learning. This demonstrates that the business context serves as a concrete learning environment, where students gain hands-on experience tailored to the characteristics of each business unit.

Thus, through cross-site comparisons, it can be understood that the distinctiveness of Islamic boarding school entrepreneurship learning patterns lies in a similar basic structure that encompasses value integration, experience-based practice, multi-layered coaching, and the use of business units as learning media, although implemented in different forms according to the context of each Islamic boarding school. This pattern confirms that Islamic boarding school entrepreneurship learning is contextual yet possesses strong, consistent principles. Therefore, it can be formulated as a practice-based learning system integrated with values and supported by coaching in a real business context.

In the context of Islamic boarding schools (*pesantren*), entrepreneurship education is often associated with the concept of student independence. Independence is a key value in the Islamic boarding school educational tradition, emphasizing the individual's ability to manage their lives independently and responsibly (Solihin et al., 2020). Through involvement in business activities, students learn to develop practical skills that can help them build an independent economic life after leaving the school. Research in various Islamic boarding schools in Indonesia shows that Islamic boarding school entrepreneurship programs can improve students' abilities in managing small businesses and strengthen their motivation to become entrepreneurs after completing their education (Kadir & Umiarso, 2023b). Furthermore, involvement in business activities also helps students develop social skills such as teamwork, communication, and leadership. Based on the above discussion, it can be understood that entrepreneurship education is a learning process aimed at developing individual abilities to create economic and social value through innovation and exploiting opportunities. In modern entrepreneurship education, experience-based learning approaches such as experiential learning, learning by doing, apprenticeship, and mentoring play a crucial role in developing students' entrepreneurial competencies. Through involvement in entrepreneurial activities, students not only acquire business skills but also develop the character of independence, responsibility, and a strong work ethic. Therefore, entrepreneurship education in Islamic boarding schools can be understood as a learning process that integrates economic, social, and moral dimensions in developing students' entrepreneurial capacity.

The novelty of this research lies in its focus, which positions entrepreneurship learning in Islamic boarding schools not merely as an economic activity or institutional business development, but as a learning process that shapes the entrepreneurial character of students. This research demonstrates that entrepreneurship learning in Islamic boarding schools occurs through the integration of Islamic values, real-life business practices, multi-layered coaching, and the habituation of productive work into the students' daily lives. Furthermore, this study employed a multi-site design across five Islamic boarding schools in West Java, resulting in a more comprehensive synthesis of entrepreneurship learning patterns across Islamic boarding schools than previous research that generally focused on a single Islamic boarding school. This study also yielded findings concerning an experiential learning-based entrepreneurship learning model integrated with religious values and a multi-actor mentoring system.

The results indicate that entrepreneurship learning in Islamic boarding schools occurs through the integration of formal, non-formal, and hands-on education within the boarding school's business units. The learning process is carried out through the active involvement of students in business activities, the habituation of productive work, the role model of the *kyai* (Islamic religious leader), and the internalization of Islamic values in daily economic activities.

The entrepreneurial character traits developed in Islamic boarding school students include independence, discipline, responsibility, hard work, creativity, leadership, risk-taking, and Islamic business ethics such as *sidiq*, *amanah*, and *istiqamah*. These findings confirm that Islamic boarding schools (*pesantren*) have a strategic role as a character-based entrepreneurial education ecosystem relevant to the development of community education and the economic empowerment of Indonesia's youth.

Table 4. Previous Research Review

No	Title, Name, Year	Single Case Study	Program Description	Evaluation
1	<i>Peran Kewirausahaan dalam Meningkatkan Kemandirian Ekonomi Pesantren - (Asiah et al., 2025)</i>	A single case study at the Idrisiyyah Islamic Boarding School in Tasikmalaya	Development of various Islamic boarding school business units (agriculture, retail, Hajj-Umrah travel, culinary) involving students	The program increases the economic independence of Islamic boarding schools and forms the productive character of students.
2	<i>Integrasi Kurikulum Kewirausahaan dalam Pendidikan Pesantren - (Qistin toniyah Zamrud, 2025)</i>	A single case study at the Darul Hijrah Buntet Islamic Boarding School, Cirebon	Integration of entrepreneurship in the curriculum and business practice activities of students	Improving students' practical skills and interest in entrepreneurship
3	<i>Entrepreneurship Education Strategy at Salaf Islamic Boarding School - (Nasirudin et al., 2023)</i>	Single case study at Darul Muttaqien Islamic Boarding School, Kendal	Entrepreneurship education strategy through Islamic boarding school business practices	Well-organized entrepreneurship education system
4	<i>Peran Pesantren sebagai Pusat Pemberdayaan Masyarakat dalam mendukung Pembangunan Berkelanjutan (SDGs) di Indonesia - Kadir (2025)</i>	Single case study at Islamic Boarding School in Indonesia	The Role of Islamic Boarding Schools as Community Empowerment Centers in Supporting Sustainable Development	An effective program to Community Empowerment
5	<i>Entrepreneurship and Education Models of Millennial Muslim Youth in Pesantren -</i>	Single case study at Al-Utsmani Santripreneur Islamic Boarding School	Entrepreneurship training program based on cooperatives and agricultural businesses	Program to increase creativity and independence of students

	(Khobir et al., 2024)			
6	<i>Pesantren dan Kemandirian Perekonomian - Hafidh & Badrudin (2019)</i>	A Study on Entrepreneurship at the Ar-Risalah Cijantung IV Islamic Boarding School in Ciamis	Islamic Boarding Schools and Economic Independence	Improving the skills and independence of students

The similarity between this study and previous research lies in the character of Islamic boarding schools, which are generally based on values education, habituation, and student involvement in socio-economic activities. Furthermore, many Islamic boarding schools implement learning-by-doing practices in entrepreneurship education, thereby fostering student work ethic, independence, and responsibility. The involvement of kyai (Islamic scholars), business managers, and mentors in the educational process also contributes to the similarity in the research findings. Furthermore, this study found several differences compared to previous research, particularly related to the multi-actor development system, the systemic integration of business values and practices, and the use of business units as character learning laboratories. These differences are likely influenced by several factors, such as the use of a multi-site design that allows for more in-depth cross-case analysis, the diversity of Islamic boarding school businesses in West Java, and the broader involvement of informants, including kyai (Islamic scholars), business managers, students, alumni, and business partners. Furthermore, the development of modern and digital entrepreneurship within Islamic boarding schools also influences the dynamics of entrepreneurship learning, making it more adaptive to socio-economic changes.

This research can make an important contribution to the development of studies on community education, non-formal education, Islamic education, and entrepreneurship education. The main contribution of this research is the development of an experiential learning-based entrepreneurship education concept integrated with Islamic values and a multi-layered development system. This research broadens the understanding that entrepreneurship education serves not only to improve business skills but also as a process of character building and a religiosity-based work ethic. Furthermore, this study synthesizes the entrepreneurship learning patterns of Islamic boarding schools, encompassing value integration, experiential practice, multi-actor mentoring, and business units as learning laboratories. These findings can serve as the basis for developing a theoretical model for entrepreneurship learning in Islamic boarding schools within the context of community education in Indonesia.

The results of this study have practical implications: Islamic boarding schools can be developed as effective models of character-based entrepreneurship education in developing an independent and productive young generation. Islamic boarding school business units can serve as real-life learning laboratories, enabling students to learn through direct experience and the habituation of productive work. Academically, this study strengthens the development of experiential learning theory, community-based entrepreneurship education, and character education based on socio-religious practices. This research also opens up opportunities for the development of a more systematic model of Islamic boarding school entrepreneurship learning in the study of non-formal education and community education. From a policy perspective, the results of this study demonstrate the importance of government support for the development of Islamic boarding school entrepreneurship through training, strengthening Islamic boarding school MSMEs, market access, and business digitalization. Further research is recommended to develop a theoretical model of Islamic boarding school entrepreneurship learning, conduct quantitative research on the effectiveness of this model, and examine the long-term impact of entrepreneurship learning on Islamic boarding school alumni and community economic development.

CONCLUSION

Entrepreneurship learning in Islamic boarding schools (pesantren) throughout West Java takes place through an integration of formal and non-formal education, as well as hands-on practice within various Islamic boarding school business units. Descriptive methods in qualitative research are used to explain in detail a phenomenon, process, activity, or social condition that occurs in the field. Qualitative descriptive research emphasizes understanding the meaning and process rather than the final quantitative results (Poltak & Widjaja, 2024).

The learning process is carried out through the habituation of productive work, student involvement in business activities, the role model of religious leaders (kyai), and the internalization of Islamic values in daily life. The entrepreneurial character developed in students includes independence, discipline, hard work, responsibility, creativity, leadership, risk-taking, and Islamic business ethics. These character traits are developed through direct experience in Islamic boarding school entrepreneurial activities and the support of a community-based educational environment.

This research demonstrates that Islamic boarding schools (pesantren) have a strategic role as character-based entrepreneurial education ecosystems capable of developing an independent, productive, and ethical young generation. Therefore, the development of Islamic boarding school entrepreneurship learning needs continued support as part of strengthening community education and empowering the economic development of Indonesia's youth.

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