



Model of Entrepreneurship Education in Islamic Boarding Schools in The Entrepreneurship Program at Al-Ittifaq Islamic Boarding School in Bandung Regency

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Abstract. This study aims to determine the model of Islamic boarding school entrepreneurship education in the entrepreneurship program at Al-Ittifaq Islamic Boarding School in Bandung Regency. The background of this study is based on the need for Islamic boarding schools to not only produce students who excel in religious aspects but also have entrepreneurial competencies that can support the economic independence of students and the surrounding community. The research method used was descriptive with a qualitative approach. The results showed that the entrepreneurship education model at Al-Ittifaq Islamic Boarding School in Bandung Regency was strongly integrated with agribusiness-based entrepreneurship training activities. This model was developed through a hands-on approach, business internships, intensive mentoring, and the instilling of Islamic values in every business activity. The research findings show that students have significantly improved in three main aspects: (1) entrepreneurial knowledge, which includes understanding business concepts, production management, and marketing strategies; (2) practical skills, such as agricultural cultivation, crop processing, and small business management; and (3) entrepreneurial attitudes, such as independence, responsibility, discipline, creativity, and cooperation. This study found that the success of the Islamic boarding school entrepreneurship education model is supported by the synergy between the boarding school leaders, students, and business partners in the surrounding community. This makes Pondok

Pesantren Al-Ittifaq not only a center for religious education, but also a center for economic empowerment that makes a real contribution to the welfare of the community.

Keywords: entrepreneurship education, Islamic boarding school, entrepreneurship training, agribusiness, student independence, economic empowerment.

1 Introduction

Islamic boarding schools play a strategic role in shaping the character, morals, and spirituality of students or santri. For a long time, Islamic boarding schools have been centers for the transmission of Islamic knowledge and moral guidance. Islamic boarding schools are unique Islamic educational institutions in Indonesia. These educational institutions have developed, especially on the island of Java, over centuries (Ismail et al. in Muhiyi, 2021). The Islamic boarding school education system that is widely known by the community is traditional in nature, but over time, Islamic boarding schools with innovations have grown, and then modern Islamic boarding schools have emerged that not only study classical Islamic texts (kutub turas) but also study general sciences (Alam, 2021).

Pesantren are currently taking on new trends in the context of system innovation, including becoming accustomed to modern scientific methodologies and becoming more educational and functional, more capable, which means they are open to developments outside themselves. In addition, the diversification of programs and activities is increasingly open and dependent on the Kiai, while also equipping students with various knowledge outside of religious subjects and skills needed in the workplace, and can also play a role as a center for community development (Alam, 2021). Along with the times and the socio- economic dynamics of society, Islamic boarding schools are required to not only produce santri who excel in religious aspects, but also have the ability to adapt to change, including in the fields of economics and entrepreneurship. This demand arises from the social reality that economic independence is one of the important factors in supporting the sustainability of individuals and institutions.

On the other hand, the challenges of globalization and increasingly fierce competition in the world of work require students to have broader competencies than just religious knowledge. Entrepreneurial skills are essential for students to be able to create their own business opportunities and contribute to the welfare of society. Islamic boarding schools, with their strong community base and Islamic values embedded in the daily lives of santri, have great potential to become centers of entrepreneurship education based on spiritual and moral values. Thus, the integration of religious education and entrepreneurship education is a strategic step in responding to these challenges. Islamic boarding schools as Islamic educational institutions in Indonesia have the task of shaping students into a generation of high-quality khalifatullah fil ardl (leaders on earth), including in economic matters (Indra in Ahyadi et al., 2021).

Entrepreneurship education in Islamic boarding schools aims to nurture and develop the entrepreneurial spirit of students. Through entrepreneurship education, it is hoped that the entrepreneurial spirit of students can be fostered. The entrepreneurial education model that is implemented has an impact on students, Islamic boarding schools, and community (Ahyadi et al., 2021). Referring to these objectives, the Al-Ittifaq Islamic Boarding School in Bandung Regency is one of the Islamic boarding schools that provides integrated entrepreneurial education in its religious education program. This pesantren is known for its unique approach. Through various activities, Al-Ittifaq Islamic Boarding School strives to foster an entrepreneurial spirit among santri. This phenomenon is interesting to study in depth because the entrepreneurial education model implemented at Al-Ittifaq Islamic Boarding School does not only focus on economic aspects but also emphasizes moral and spiritual dimensions.

Thus, research on the Islamic Boarding School Entrepreneurship Education Model in the Entrepreneurship Program at Al-Ittifaq Islamic Boarding School in Bandung Regency is relevant and important to conduct. This research is expected to provide a comprehensive picture of how Islamic boarding schools are able to develop an educational model that integrates religious values and entrepreneurial spirit, and how this model can contribute to the economic independence of students and the empowerment of the surrounding community.

2 Literatur Review

2.1 Entrepreneurship Education Theory

Entrepreneurship education is a multifaceted field of study, as it integrates various theories, approaches, and disciplines to equip students with the skills, attitudes, and mindsets needed in the business world. This education is not only oriented towards the ability to run a business, but also towards the formation of creative, innovative, and adaptive ways of thinking in response to a dynamic economic environment (SABDENBEKOV & AKIF SÖZER, 2025). Entrepreneurship education has many complementary approaches. There are approaches that emphasize thinking and knowledge (cognitive), others that emphasize personal spirit and drive (motivation), and those that focus on direct experience and life values (philosophical). Muthumeena & Yogeswaran (2022) explain that the cognitive approach focuses on how a person understands the basic concepts of entrepreneurship, thinks strategically, and is able to make well-considered decisions. On the other hand, the motivational approach emphasizes the development of self-confidence, a spirit of achievement, and the courage to take risks—characteristics commonly possessed by entrepreneurs.

2.2 Islamic Boarding Schools in the Context of Community Education

Community education in general is an educational model that encourages active participation, social justice, and sustainable development, involving connecting individuals with their environment and integrating education with daily life. Islamic boarding schools can demonstrate the concept of " " in a more focused and integrated learning environment. Thus, indirectly, Islamic boarding schools are recognized as educational institutions that are involved with the surrounding community, contributing to local development through education (Črnko, 2025). Islamic boarding schools develop formal and non-formal education

programs that are recognized by government agencies, thereby increasing community access to education (Muh Barid Nizarudin Wajdi et al., 2022). Islamic boarding schools serve as a place to instill values and foster social understanding that aligns social ethics and tolerance, which are very important for community development (Purba & Naldo, 2024).

3 Research Design

This study uses a qualitative approach with a descriptive research method. According to Hall & Liebenberg (2024), the qualitative descriptive method serves as one of the methods that can be used for research. This method and approach focus on direct, rich descriptions of experiences and events. The research method is determined according to the problem being studied because the selection and determination of the appropriate research method is a guideline for focused investigation so that it is in line with the achievement of the research objectives.

The research data consisted of primary and secondary data. Primary data included a main study on the entrepreneurship education model used in the entrepreneurship program at the Al-Ittifaq Islamic boarding school. This data was obtained from research sources, namely the entrepreneurship program managers, learning resources in the entrepreneurship program, and students who participated in the entrepreneurship program. Meanwhile, secondary data is supporting data to complement and strengthen the research results obtained from alumni and residents around the Al-Ittifaq Islamic boarding school.

4 Results and Discussion

Al-Ittifaq Islamic Boarding School was founded on February 1, 1934 (16 Shawwal 1302 AH) by KH. Mansyur in Kampung Ciburial, Alam Endah Village, Rancabali District, Bandung Regency. At the beginning of its establishment, this pesantren functioned as a traditional (*salafiyah*) educational institution that focused on teaching religious sciences and classical texts. The students who studied at this pesantren generally came from the surrounding community, who were simple and had a high enthusiasm for seeking religious knowledge. After KH.

Mansyur passed away in 1953, leadership of the pesantren was taken over by his son, KH. Rifai, who continued the tradition of religious education until 1970.

The next period of leadership, under KH. Fuad Affandi (the grandson of the pesantren's founder), marked the beginning of a major transformation for Al-Ittifaq. KH. Fuad led the pesantren in a more modern direction that was relevant to the needs of the community, namely by integrating religious education and agribusiness-based entrepreneurship education. As times changed, Al-Ittifaq Islamic Boarding School continued to innovate and is now known as a national model boarding school in agricultural digitalization and boarding school-based entrepreneurship. This pesantren utilizes modern agricultural technologies such as *greenhouses*, digital information systems, and online marketing through platforms such as Alifmart. With these various innovations, Al-Ittifaq not only serves as a religious educational institution but also as a center for community economic empowerment based on Islamic values and independence. Entrepreneurship programs are increasingly recognized as a development strategy by companies, universities, and governments, highlighting the importance of integrating industry and education to drive innovation and economic growth (Yunikawati et al., 2024).

This study found that the entrepreneurship education model at Al-Ittifaq Islamic Boarding School was developed through a combination of religious education, agribusiness-based entrepreneurial practices, and the instilling of values of independence and responsibility. This model focuses not only on mastering theory but also on training and hands-on experience gained by students in various business activities at the boarding school. Entrepreneurship activities at the Al-Ittifaq Islamic Boarding School () cover various fields, such as agriculture, crop processing, trade, and distribution of local products. In the learning process, students are not only taught about business concepts and business management but are also directly involved in field practices, such as planting, caring for crops, harvesting, and marketing the products.

Through these activities, students gain three main forms of improvement, as follows:

1. Entrepreneurial knowledge, including understanding business management, marketing strategies, and simple financial management.
 - a. Knowledge of business management includes understanding how to manage business activities effectively, from planning, organizing, implementing, to supervising. Students are taught how to design business ideas, determine target markets, manage human resources, and maintain product quality so that the business can run sustainably.
 - b. Knowledge of marketing strategies is provided so that students understand how to effectively introduce and sell products to consumers. In this case, students are guided to recognize market needs, set pricing strategies, determine distribution channels, and use appropriate promotional media. At Al-Ittifaq Islamic Boarding School, marketing strategies are also applied directly through the marketing of agricultural products and processed products from the boarding school to modern markets and local consumers.
 - c. Simple financial management is an important subject that helps students understand how to manage cash flow in a business. Students are trained to record income and expenses, calculate profits, and plan the use of capital wisely. With a good understanding of finance, they are expected to be able to develop small businesses with careful calculations and a high sense of responsibility.
2. Practical skills, such as crop cultivation, agricultural product processing, packaging, and product sales.
3. Entrepreneurial attitudes and character traits, such as discipline, responsibility, cooperation, independence, and creativity. Successful entrepreneurs demonstrate a growth mindset, solution orientation, and adaptability. Key character traits include commitment, creativity, resilience, risk-taking, and the ability to collaborate. These are important for entrepreneurial success and can be developed through personal commitment, a supportive environment, education, and continuous learning.

This is in line with the Development Council (2008) which states that entrepreneurship programs offer many benefits that go beyond individual participants to impact the broader economic and social systems. These programs are designed to equip individuals with the skills, knowledge, and mindset necessary to start and manage a successful business, thereby promoting innovation, economic growth, and social progress.

In addition, the results of the study show that the sustainability of the entrepreneurship education model at Al-Ittifaq Islamic Boarding School is highly dependent on collaboration between boarding school caregivers, students, and the surrounding community. Caregivers act as mentors and guides, students as the main actors in the activities, while the community functions as business partners and a market for the boarding school's products. On the other hand, the application of Islamic values is a key feature of the entrepreneurial education model at this pesantren. Every business activity is accompanied by the instillation of values such as honesty, responsibility, trustworthiness, and hard work. Thus, entrepreneurial education not only produces students who are capable of entrepreneurship but also those with noble character and a high level of social awareness.

5 Conclusion

This study shows that the Al-Ittifaq Islamic boarding school in Bandung Regency has an integrated education model between religious values and entrepreneurial skills. Entrepreneurship education is not only taught through theory in the classroom but also through direct practice in various agribusiness activities, such as agriculture, crop processing, and product marketing. This entrepreneurial education model works well and is effective in fostering three important aspects in students. First, entrepreneurial knowledge, which is the students' understanding of business management concepts, marketing strategies, and simple financial management. Second, practical skills, which are reflected in the students' ability to manage farming businesses, process crops, and run business activities independently. Third, an entrepreneurial attitude, such as responsibility, discipline, hard work, honesty, and a high spirit of independence.

In addition, the sustainability of the entrepreneurship program is inseparable from the synergy between the boarding school leaders, students, and the surrounding community. This collaborative relationship creates a supportive learning environment, so that students are not only learners but also active participants in economic activities. Islamic values embedded in every business activity give the entrepreneurial education process at Al-Ittifaq a strong moral and spiritual dimension. Therefore, it can be acknowledged that the Al-Ittifaq Islamic Boarding School plays an active role in shaping a generation of students who are religious, independent, and economically productive. This boarding school is not only a center for religious education but also a center for community economic empowerment, capable of making a tangible contribution to the welfare of the community through an Islamic values-based entrepreneurship education model.

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