

## Edupreneurship Model at Asy-Syifa Jepara Islamic Boarding School

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**Abstract:** The purpose of this study is to analyze the concept of edupreneurship, to know the forms of entrepreneurship, to know the impact of edupreneurship on students, graduates, and the community, as well as to analyze the supporting and inhibiting factors for the implementation of edupreneurship at the Asy-Syifa Jepara Islamic Boarding School. This study uses a qualitative approach with descriptive analysis techniques. The data collection method uses structured and in-depth interviews, observation and documentation. Data analysis in the study uses three stages, the first is data reduction. Second, data presentation. Third, drawing conclusions and verification. The results of the study show that the Ash-Syifa Jepara Islamic Boarding School has the concept of edupreneurship which refers to the Qur'an and hadith as well as the characteristics of the Prophet Muhammad (saw) which include sidiq, amanah, tablig, and fathanah. Several forms of entrepreneurship owned by the Asy-Syifa Jepara Islamic Boarding School are divided into 6 fields, namely the food sector, the convection sector, the trade sector, the service sector, the livestock sector and the agricultural sector.

**Keywords:** Edupreneurship; Islamic; Boarding School.

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**Abstrak:** Tujuan dari penelitian ini adalah menganalisis konsep *edupreneurship*, mengetahui bentuk-bentuk kewirausahaan, mengetahui dampak dari *edupreneurship* terhadap para santri, lulusan, dan masyarakat, serta menganalisis faktor pendukung dan penghambat penerapan *edupreneurship* di Pondok Pesantren Asy-Syifa Jepara. Penelitian ini menggunakan pendekatan kualitatif dengan teknik analisis deskriptif. Metode pengumpulan data menggunakan wawancara terstruktur dan mendalam, observasi dan dokumentasi. Analisis data dalam penelitian menggunakan tiga tahap, pertama reduksi data. Kedua, penyajian data. Ketiga, penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa Pondok

Pesantren Asy-Syifa Jepara mempunyai konsep *edupreneurship* yang mengacu pada al-Qur'an dan hadis serta sifat Nabi Muhammad saw yang meliputi sidiq, amanah, tablig, dan fathanah. Beberapa bentuk kewirausahaan yang dimiliki Pondok Pesantren Asy-Syifa Jepara terbagi menjadi 6 bidang, yaitu bidang makanan, bidang konveksi, bidang perdagangan, bidang jasa, bidang peternakan dan bidang pertanian.

**Kata Kunci:** Edupreneurship; Islami; Pondok Pesantren.

## A. Introduction

Islamic boarding schools are a very valuable cultural and educational heritage for Indonesia. This educational institution is based on Islam which develops in society. It is said that Islamic boarding schools are the oldest educational places that have developed in Indonesia after Islam entered the country (Kemal et al., 2021). In the current era, Islamic boarding schools are experiencing quite serious problems because many alumni of Islamic boarding schools do not have strong competitiveness in the world of work. So it is undeniable that Islamic boarding schools contribute to the unemployment rate in Indonesia. Therefore, today's Islamic boarding schools are not only guided to teach religious sciences, but also must provide entrepreneurial skills (*edupreneurship*) to students for life after leaving Islamic boarding schools (Siswantoro, 2022).

Edupreneurship is a combination of the words education and entrepreneurship which means a process of placing the concept and character of entrepreneurship in the world of education (Hunaida et al., 2024). Edupreneurship can also be interpreted as a training program to introduce the concept of entrepreneurship accompanied by application examples through the educational process, using various business strategies (Kuat et al., 2023). Edupreneurship does not intend to make students a successful entrepreneur, but rather to instill values as well as the formation of edupreneur character in the field of education (Sutrisno & Cokro, 2018). Edupreneurship should not remain a purely theoretical concept, but should be actively integrated into educational institutions. Thus, the education system will be able to provide an educational process in accordance with the demands of the times, including in the world of Islamic boarding schools (Kayalara, 2024).

The implementation of edupreneurship in Islamic boarding schools aims to achieve maximum entrepreneurial growth, innovation and independence of Islamic boarding schools, as well as the development of capabilities, knowledge and commitment of stakeholders (Anggadwita et al., 2021). The benefits created from the implementation of edupreneurship in Islamic boarding schools are to improve the economic status of Islamic boarding schools, improve the economy of the surrounding community, and will indirectly contribute to improving the national economy (Sugiharto et al., 2024). One of the Islamic boarding schools that has implemented edupreneurship accompanied by several entrepreneurship that has been carried out to support the independence of the boarding school is the Asy-Syifa Jepara Islamic Boarding School. The slogan from the students, by the students and for the students is often echoed to break the entrepreneurial spirit at the Asy-Syifa Jepara Islamic Boarding School.

There are at least several reasons why the Asy-Syifa Jepara Islamic Boarding School was chosen as the discussion in this study. First, this Islamic boarding school is classified as a modern boarding school and has carried the tagline of an entrepreneurial school since its inception. Second, this Islamic boarding school has quite a lot of business sectors and is growing. It is recorded that there are more than 10 business units divided into several sectors. Third, this Islamic boarding school has a high goal and enthusiasm to become a pilot Islamic boarding school in terms of edupreneurship for other Islamic boarding schools in the Jepara area and in Indonesia at large.

Based on the background that the author has explained above, the focus of this study is 1) How is the concept of edupreneurship developed at the Asy-Syifa Jepara Islamic Boarding School? 2) What are the forms of entrepreneurship in the Asy-Syifa Jepara Islamic Boarding School? 3) What is the impact of edupreneurship at the Asy-Syifa Jepara Islamic Boarding School on students, graduates and the community? 4) What are the supporting and inhibiting factors for the implementation of edupreneurship in the Asy-Syifa Jepara Islamic Boarding School?

The purpose of this study is first, to analyze the concept of edupreneurship in the Asy-Syifa Jepara Islamic Boarding School. Second, to find out the forms of

entrepreneurship developed by the Asy-Syifa Jepara Islamic Boarding School. Third, knowing the impact of edupreneurship on students, graduates, and the surrounding community. Fourth, analyze the supporting and inhibiting factors of edupreneurship applications in the Asy-Syifa Jepara Islamic Boarding School.

Research on edupreneurship in Islamic boarding schools has been carried out by many other researchers, including research that focuses on obstacles and steps to optimize edupreneurship (Arwin et al., 2023). Edupreneurship focuses on increasing the independence of students (Wildan & Subiyantoro, 2022) and the independence of Islamic boarding schools (Aprida et al., 2024). Comparison of edupreneurship models in salaf and modern Islamic boarding schools (Fatchurrohman & Ruwandi, 2018). The difference between the author's research and previous research lies in the location of the research, the focus of the research, and the object of the research. First, the research location is located at the Asy-Syifa Jepara Islamic Boarding School. Second, the focus of the research is on the concept of edupreneurship, forms of entrepreneurship, the impact of edupreneurship on students, alumni and the community, as well as supporting and inhibiting factors of edupreneurship at the Asy-Syifa Jepara Islamic Boarding School. Third, the research object consists of the director, deputy director of entrepreneurship, deputy director of curriculum, teachers and students of the Asy-Syifa Jepara Islamic Boarding School.

## **B. Methods**

This study uses a qualitative approach, so that the data presented in this study are in the form of words, narratives and descriptive texts, not in the form of numbers. Qualitative descriptive research is commonly used to describe comprehensively, completely, and in-depth a phenomenon that is or has occurred in society (Sugiyono, 2015). The data collection methods used are interviews, observations, and documentation. The instruments used are structured and in-depth interviews, observation guidelines and documentation sheets. The participants in this study were the mudir/director of the boarding school, the deputy director of the entrepreneurship section, the deputy director of the curriculum section, teachers and students of the Asy-

Syifa Jepara Islamic Boarding School using random sampling techniques. The research design used is a case study that only occurs in one Islamic boarding school. The data analysis in this study uses data analysis initiated by Miles and Huberman, including 1) Data Reduction, 2) Data Presentation, 3) Drawing Conclusions and Verification (Miles et al., 2014).

### **C. Results and Discussion**

#### **1. The Concept of Edupreneurship at the Asy-Syifa Jepara Islamic Boarding School**

The concept of edupreneurship in Islam refers to the concept of entrepreneurship of the Prophet Muhammad saw. This concept needs to be emulated and applied by Muslims (Mais, 2024). Likewise, the learning materials that will be taught to students at Islamic boarding schools must also be taken from the example of the Prophet saw (Warda et al., 2024). Based on the results of the interview with the director of the Islamic boarding school, it was found that the concept of edupreneurship at the Ash-Syifa Jepara Islamic Boarding School was built based on the Qur'an and the hadith of the Prophet saw. First, Q.S. Al-Jumuah [62] verse 10,

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

Meaning: "When the (Friday) prayer has been performed, scatter yourselves on the earth, seek the bounty of Allah, and remember Allah as much as possible so that you may be lucky" (Q.S. Al-Jumuah [62]: 10).

The verse above explains that after a person serves Allah swt, it is permissible for him to immediately scatter to all corners of the world to seek the bounty of Allah swt. Seeking these gifts can be in many ways, such as trading, entrepreneurship, or other activities to get sustenance to meet daily needs. The director of the boarding school emphasized that entrepreneurship is not just about doing business but must also be accompanied by remembering Allah swt as much as possible, in order to avoid all forms of world fraud, abuse of authority or so on.

Second, the hadith of the Prophet Muhammad saw which reads,

مَا أَكَلَ أَحَدٌ طَعَامًا قَطُّ، خَيْرًا مِنْ أَنْ يَأْكُلَ مِنْ عَمَلِ يَدِهِ، وَإِنَّ نَبِيَّ اللَّهِ دَاوُدَ عَلَيْهِ  
السَّلَامُ، كَانَ يَأْكُلُ مِنْ عَمَلِ يَدِهِ

Meaning: "No one eats food better than the work of his own hands, and indeed the Prophet Dawud (a.s.) eats from the work of his own hands." (H.R. al-Bukhari) (al-Bukhārī, 2002).

The Director of the Islamic Boarding School, Asy-Syifa said that the concept of edupreneurship formed at this Islamic boarding school wants to instill the main attributes of the Prophet Muhammad (saw) to students, namely sidiq, amanah, tablig, and fathanah. First, the nature of sidiq means being honest or basing one's speech, confidence in the heart and every deed according to Islamic law. In honesty there is integrity, sincere intention, guaranteed and emotional balance. Second, Trust means trustworthy. The nature of trust contains several characters, including being honest or not lying, not deceiving or stealing, having the courage to voice the truth, building a good reputation, and having loyalty to family, friends and country.

Third, the nature of tabligh means conveying. The basic values contained in this trait are communicative which includes several aspects, namely having good communication skills, having a leadership spirit, and always developing one's own qualities. Fourth, fathanah which means intelligent and wise. The intelligence in question is not only intellectual intelligence, but also includes emotional and spiritual intelligence. A person who has the trait of fathanah will have a wise and wise character, have integrity and awareness to learn, a proactive attitude in all activities, trusted and well-known, sufficient emotional maturity. According to Mudir, instilling these four characters to students is not only a learning, but also a value of worship because it imitates the Prophet Muhammad saw.

## 2. Forms of Entrepreneurship at the Ash-Syifa Islamic Boarding School

The deputy mudir of the entrepreneurship section said that several forms of entrepreneurship developed by the Asy-Syifa Jepara Islamic Boarding School include six fields. First, in the field of food. In this field there is a snack/snack and bread making unit. In the snack unit, it produces products in the form of tela chips and bananas. The snacks are produced from the harvest of existing banana and cassava tree

cultivation by involving the surrounding community. Meanwhile, the bread making unit is a unit that produces various types and forms of processed food from wheat flour. This product is named Ash-Syifa Bread. The bread is often used as a dish in the form of a snack box when there are events at the cottage or at school. In addition, this unit also accepts orders from people who are having celebrations, such as recitations, walimah, and other events. Until now, the market reach of this food product is only sold in cooperatives and also the area around Islamic boarding schools.

Second, the field of convection. This field includes the production unit of suits, peci, socks and school uniforms. The deputy director of the entrepreneurship section said that the Asy-Syifa Islamic Boarding School is still collaborating with one of the convection houses in the Jepara area. The collaboration produced products in the form of suits, peci, and socks with the logo of Pondok Pasantren Asy-Syifa. In the field of convection, it also produces products in the form of uniforms, both formal school uniforms, sports uniforms and Islamic boarding school uniforms. In addition, this unit also produces non-formal coats, such as t-shirts with elegant Islamic screen printing images, uniform t-shirts for certain activities according to the salary. All of these products are sold in Islamic boarding school cooperatives. The product will automatically be obtained by students when carrying out the registration process to enter the Islamic boarding school.

Third, the trade sector which includes grocery store units, bookstores and books, and cooperatives. The basic food store of the Asy-Syifa Islamic Boarding School is located next to the entrance gate to the Islamic boarding school under the name Toko Asy-Syifa. The location is quite strategic because it is located next to the main road that can be accessed by anyone, not only students but also the surrounding community. The deputy director of the entrepreneurship section said that teachers and employees of Islamic boarding schools are required to shop for basic necessities at the Asy-Syifa Store every month. This aims to help the development of the grocery store. Meanwhile, bookstores and books and cooperatives are still located inside the Islamic boarding school, so they can only be accessed by students and administrators. The bookstore, which is still in the development stage, aims to supply the needs of textbooks used in



Islamic boarding schools. In addition, bookstores also provide photocopying tools and other office stationery supplies. Meanwhile, the cooperative provides convection products, snacks and snacks for students because during the active period of study, students are prohibited from leaving the cottage. Apart from the food products, the snacks/snacks sold in the cooperative are made by teachers and employees. This aims to maintain good food quality and improve the economy of teachers and employees.

Fourth, the field of expedition and aqiqah services. In this expedition service, the Asy-Syifa Islamic Boarding School collaborates with POS Indonesia. Along with the times, expedition services are increasingly in demand and sought after by many people, especially for people who have online stores. Especially in the area, there are not many other expedition options available. With this expedition, it also makes it easier for guardians of students, especially those who live outside the city or outside the island of Java, to send the goods needed by their children. Meanwhile, aqiqah services offer various services related to aqiqah to the public in general. Starting from the selection of akikah animals that are already available in goat breeding cages, the slaughter process in accordance with Islamic law, to the processing of meat into various dishes and dishes. This unit was named Ash-Syifa Catering & Akikah.

Fifth, the livestock sector which includes catfish, tilapia, and goat farming units. In 2018, the Asy-Syifa Jepara Islamic Boarding School received assistance from the Ministry of Marine Affairs and Fisheries (KKP) for 10 tarpaulin ponds. The pond is made of iron skeleton that is formed in a circle and covered with a thick tarpaulin with a diameter of 3 meters on each pond. The pond is divided into two, 5 ponds for catfish cultivation and 5 ponds used for tilapia cultivation. According to the deputy director of the entrepreneurship section, the problems faced during the maintenance period are the lack of knowledge or skills in making independent feed and how to process fish post-harvest and marketing. This problem has become a common problem felt by many other Islamic boarding schools (Mukti et al., 2023). To overcome this problem, the deputy director of the Asy-Syifa Islamic Boarding School conducted a comparative study of Islamic boarding schools that have succeeded in empowering fish ponds properly and optimally. In addition, the goat farm owned by the Asy-Syifa Islamic



Boarding School is also quite large. The farm contains 30 goats consisting of two types, namely the etawa and local types. Etawa goats are cultivated for milk. The milk is then processed to meet the needs of the cottage and sold to the surrounding community in the form of packaging. Meanwhile, local goats will be sold as sacrificial animals or akikah.

Six, the agricultural sector which includes fruit and vegetable plantation units. The Ash-Syifa Islamic Boarding School is located next to a large rice field. This cottage has several plots of rice fields from the waqf of one of the community residents. The rice fields are empowered to become fruit and vegetable plantations. The fruit that is cultivated is bananas. The selection of bananas is an easy way to plant and care for them. In addition, bananas also have a fairly high selling value and can be processed into various kinds of snacks. In addition to bananas, there are also spinach, kale, mustard greens, eggplant and cassava. However, the products of this agricultural sector cannot be sold in large quantities and widely. The harvest can only be used to meet the kitchen needs of the Islamic boarding school.

### **3. The Impact of Edupreneurship at the Asy-Syifa Islamic Boarding School**

The deputy director of the curriculum section said that the education taught at the Asy-Syifa Islamic Boarding School has a good impact on students, alumni and also the surrounding community. First, the impact on students. Edupreneurship has succeeded in boosting the soft skills possessed by students, especially skills in doing business and internalizing entrepreneurship values in daily behavior. According to Segaf, the internalization of these values can be seen in three behaviors, namely personal behavior, social behavior, and spiritual behavior (Segaf, 2022). In personal behavior, students succeed in instilling a professional attitude in all things, tough and not easy to baper, always prejudiced (husnudzan), hard work and smart work, simple and frugal life, independent and useful, responsive in all situations, always enthusiastic in all activities, and willing to learn continuously.

In social behavior, students have the trait of compassion for all, like to cooperate, be generous and like to help, respect comrades-in-arms, like to provide support to friends, and cultivate the spirit of nationalism. Meanwhile, in spiritual behavior,

students have a zuhud attitude towards the world, wara' and always tawakkal after trying their best. These values can only be felt by students after participating in a superior program in the field of entrepreneurship.

Second, the impact on the alumni of the Asy-Syifa Islamic Boarding School. One of the alumni students of the Asy-Syifa Islamic Boarding School said that the education taught at the Islamic boarding school had a good impact on him in particular, and on all alumni in general. Alumni students have a stronger sense of self-confidence when entering the world of society and the world of work. Some of the profiles of alumni of the Asy-Syifa Islamic Boarding School who have succeeded in entering the world of entrepreneurship are gebyok carving entrepreneurs in Jepara, culinary entrepreneurs, furniture entrepreneurs and productive farmers. Third, the impact on the community. The deputy director of the curriculum section also explained that the education applied in the form of entrepreneurship owned by Islamic boarding schools also has a positive impact on the economy of the surrounding community, such as community involvement in existing entrepreneurial activities, both as producers, consumers, and distributors.

#### **4. Supporting and Inhibiting Factors for the Implementation of Edupreneurship**

Based on the results of interviews with teachers at the Asy-Syifa Jepara Islamic Boarding School, it was found that there are several supporting factors and inhibiting factors in the implementation of edupreneurship at the Asy-Syifa Islamic Boarding School. Among the supporting factors are: first, the vision, mission and motto of the Islamic boarding school. The vision, mission and motto of Islamic boarding schools have a very important role in the implementation of edupreneurship (Fajrussalam et al., 2024). The vision of the Asy-Syifa Islamic Boarding School is the realization of a rabbani, modern, and entrepreneurial generation. While the mission is 1) to educate the generation of Muslims who obey Allah swt and emulate the life of the Prophet Muhammad (saw). 2) to teach basic sciences to tafaquh fiddin and integrate science and modernity to build Islamic civilization. 3) exploring potential, skills, and talents as a provision for a progressive and entrepreneurial life. From this, it can be concluded that

the vision and mission of the Asy-Syifa Jepara Islamic Boarding School strongly supports the implementation of edupreneurship.

Second, there is support from the community and the government. The surrounding community welcomes and supports the presence of the Asy-Syifa Islamic Boarding School along with the innovations presented in the form of entrepreneurship. The community's support can be in the form of prayers and materials for the sustainability of the Islamic boarding school. Other evidence is in the form of many Islamic boarding school entrepreneurship programs that involve the surrounding community. In addition, the local government also supports entrepreneurship programs organized by Islamic boarding schools. This support is conveyed in the form of ease in applying for permits and providing assistance in the form of fish ponds as previously mentioned.

Third, Islamic boarding school facilities are quite adequate. The facilities and environment of Islamic boarding schools provide significant support for Shiwa's interest in pursuing entrepreneurship through edupreneurship (Jannah et al., 2023). The Asy-Syifa Jepara Islamic Boarding School is still in the process of being developed, but nevertheless the boarding school has sufficient facilities to support the independence of the boarding school and also the interest of students in entrepreneurship. Likewise with the environment, the location of the cottage located on the coast of the rice fields makes the atmosphere of the cottage more beautiful, calm and comfortable. Edupreneurship taught with the right facilities and environment, along with examples of entrepreneurship that has been developed is a perfect combination to instill entrepreneurial values in students.

Fourth, the interest and enthusiasm of students is quite high for entrepreneurial activities in Islamic boarding schools. The existence of edupreneurship has succeeded in having a significant influence on the mindset of students towards entrepreneurship and entrepreneurial intentions (Wibowo et al., 2022). In addition, students' interest and enthusiasm in entrepreneurship are also influenced by social entrepreneurial attitudes, subjective norms, behavioral control (Anisa et al., 2024), the quality of entrepreneurship education provided by educational institutions, and the government's policy alignment

with entrepreneurial actors (Fitriastuti et al., 2023). The interest of students of the Asy-Syifa Jepara Islamic Boarding School in entrepreneurship is quite high. This is proven by many students who enroll in entrepreneurship extracurriculars.

Fifth, competent and experienced teachers. The Asy-Syifa Jepara Islamic Boarding School presents teachers who focus on and pursue the world of entrepreneurship. The teacher is a practitioner or academic who has experience in the business world. So that the teaching delivered in the classroom is not only limited to theoretical knowledge, but also from the experience that has been experienced. Because teachers who are experienced in the world of entrepreneurship have a high influence simultaneously and partially on the entrepreneurial competence of students (Istiningsih, 2020).

Meanwhile, the inhibiting factors of edupreneurship at the Asy-Syifa Jepara Islamic Boarding School, according to the teaching teacher, are as follows: first, the tight schedule of student activities and the limited time available. The Islamic boarding school curriculum has a full 24-hour activity schedule. During that time, all student activities have been neatly guided according to the schedule. This certainly makes everything limited, both movement space and student time. Entrepreneurship extracurriculars are also limited to one time a week. Therefore, as a solution to instill entrepreneurial values, it must be integrated in all subjects in Islamic boarding schools. With this integration, it is hoped that students can gain awareness of the importance of entrepreneurial values in daily life (Harahap et al., 2024).

Second, limited human resources. In addition to a fairly busy schedule of activities, other inhibitory focs also appear in human resources. The Asy-Syifa Jepara Islamic Boarding School is relatively new and is still in the process of developing, so the problem of human resources has not been completely resolved. This problem is common for Islamic boarding schools to develop in other places (Fatchurrohman & Ruwandi, 2018). Even so, the Asy-Syifa Jepara Islamic Boarding School continues to carry out education as much as possible so that the quality standards of education are maintained and trusted by the community (Hadi, 2021).

#### **D. Conclusion**

The Asy-Syifa Jepara Islamic Boarding School is a modern Islamic boarding school that is in a period of development. The boarding school has an edupreneurship concept that refers to the Qur'an and hadith as well as the nature of the Prophet Muhammad (saw), namely sidiq, amanah, tablig, and fathanah which have been integrated in the daily learning process of students. Some of the entrepreneurship owned by the Asy-Syifa Jepara Islamic Boarding School is divided into 6 fields, namely the food sector, the convection sector, the trade sector, the service sector, the livestock sector and the agricultural sector. The implementation of Edupreneurship at the Asy-Syifa Jepara Islamic Boarding School has a good impact on students, alumni and the community. Such as improving the economy of the surrounding community in the form of community involvement in existing entrepreneurial activities, both as producers, consumers, and distributors. There are several factors that encourage edupreneurship activities at the Asy-Syifa Jepara Islamic Boarding School, such as the vision, mission and motto of the Islamic boarding school, support from the community and the government, facilities available at the Islamic boarding school, interest and enthusiasm of students in participating in entrepreneurial activities, and competent and experienced teachers at the Islamic boarding school. In addition, there are also factors that inhibit edupreneurship at the Asy-Syifa Jepara Islamic Boarding School, such as the tight schedule of student activities and the limited time available, as well as the limitation of human resources, but it does not dampen the spirit of edupreneurship in the Islamic boarding school.

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