



Implementation of the Santripreneur Program: Motivation to Study Religion, the Pondok Environment and Learning Satisfaction at the Jonggol Islamic Boarding School

APRILLIANTONI¹, SAIFUDDIN HERLAMBANG²

¹Universitas Islam 45, Bekasi Indonesia

²IAIN Pontianak, Indonesia

¹Email: aprelliantoni@unismabekasi.ac.id

²sayf.herlambang@gmail.com

Abstract

Finding out how Santripreneur can give Islamic boarding school students the resources and tools they need to succeed as entrepreneurs was the aim of this study. then to use the Santripreneur variable in Sukanegara Village, Jonggol District, Bogor Regency, The research method used is the Mixed method, namely a research approach that combines quantitative and qualitative methods in one study to gain a more comprehensive understanding of the research problem.. 37 pupils from the AB Jonggol Islamic boarding school in Sukanegara Village, Jonggol District, Bogor Regency, served as the study's sample. A structured questionnaire was employed as part of the data collection method. Simple linear regression and multiple regression approaches, as well as partial and multiple correlation techniques, were employed in the data analysis. The study's conclusions are: First, santripreneur (Y) and religious learning motivation (X1) are positively correlated. Second, santripreneur (Y) and the boarding school atmosphere (X2) are positively correlated. Third, santripreneur (Y) and learning satisfaction (X3) are positively correlated. Fourth, there is a positive relationship between religious learning motivation (X1), the boarding school environment (X2), and learning satisfaction (X3) simultaneously with santripreneur (Y) with a multiple correlation coefficient of $R_{y.123} = 0.704$ and a determination coefficient of 49.5%. The conclusion of this study is that santripreneur can be increased by increasing religious learning motivation, the boarding school environment, and learning satisfaction. The results of this study indicate that santripreneurs in Islamic boarding schools are able to equip and encourage students to pursue careers towards prosperity. Where students are not only able to be preachers, but also able to be entrepreneurs.

Keywords; Santripreneur, religious learning motivation, boarding school environment, learning satisfaction

Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana Santripreneur dapat membekali santri pesantren dengan perangkat dan sumber daya yang mereka butuhkan untuk menjadi wirausahawan yang sukses. kemudian mengetahui hubungan antara pengaruh motivasi belajar agama, lingkungan pondok dan kepuasan belajar baik secara parsial maupun simultan dengan variabel Santripreneur di Desa Sukanegara, Kecamatan Jonggol, Kabupaten Bogor. Metode penelitian yang digunakan adalah Mixed method yakni pendekatan penelitian yang menggabungkan metode kuantitatif dan kualitatif dalam satu studi untuk mendapatkan pemahaman yang lebih komprehensif tentang masalah penelitian. Sampel penelitian ini sebanyak 37 santri ponpes AB Jonggol di Desa Sukanegara, Kecamatan Jonggol, Kabupaten Bogor. Penelitian Kualitatif menggunakan metode kualitatif deskriptif. Untuk memperoleh keabsahan data, digunakan metode triangulasi data dengan dukungan dokumentasi dan observasi, yaitu dengan melakukan wawancara kepada kyai, asatidz, santri, dan pengurus ponpes. Teknik pengumpulan data menggunakan angket terstruktur. Analisis data menggunakan teknik korelasi parsial dan berganda, serta teknik regresi linier sederhana dan regresi berganda. Temuan penelitian ini adalah: Pertama, terdapat hubungan positif antara motivasi belajar agama (X1) dengan santripreneur (Y). Kedua, terdapat hubungan positif antara lingkungan pondok (X2) dengan santripreneur (Y). Ketiga, terdapat hubungan positif antara kepuasan belajar (X3) dengan santripreneur (Y). Keempat, terdapat hubungan positif antara motivasi belajar agama (X1), lingkungan pondok (X2), dan kepuasan belajar (X3) secara simultan dengan santripreneur (Y) dengan koefisien korelasi berganda $R_{y.123} = 0,704$ dan koefisien determinasi sebesar 49,5%. Kesimpulan penelitian ini adalah santripreneur dapat ditingkatkan dengan meningkatkan motivasi belajar agama, lingkungan pondok, dan kepuasan belajar. Hasil penelitian ini menunjukkan bahwa santripreneur di pesantren mampu membekali dan mendorong santri untuk berkarir menuju kesejahteraan. Dimana santri tidak hanya mampu sebagai mubaligh, tetapi juga mampu berwirausaha.

Kata kunci ; Santripreneur, motivasi belajar agama, lingkungan pondok, kepuasan belajar



Introduction

Islamic boarding schools are one of the oldest types of education in Indonesia and the most original Islamic educational institutions; as the main location for teaching and preaching Islam (Rahman, 2022). In addition, Islamic boarding schools have made significant contributions to the progress of Indonesia (Naimah, 2020) and have been able to bring positive changes to society (Warsah, 2020). Some also argue that Islamic boarding schools are learning centers for independent students and religious knowledge to produce scholars, community leaders, and preachers who live decently, although some other generations have unstructured career paths (Idham, 2016; Isbah, 2020; Kholid, 2011; Sani, 2011). Some of the opinions above emphasize the existence of Islamic boarding schools that provide education in morals, fiqh, and Islamic knowledge. Islamic boarding schools are educational institutions led by kyai, religious leaders or leaders of Islamic boarding schools. Pesantren is a place for students to learn and deepen religious knowledge, classical books, and the Qur'an. It is expected to form pious and Islamically moral people. The existence of Islamic boarding schools in Indonesia is very dominant, this can be seen from the data report issued by the Ministry of Religion (Kemenag) which states that there are 26,975 Islamic boarding schools in Indonesia, with around 468,277 students aged 17-20 years (Ministry of Religion, nd) (According to additional data, as of January 2022, a total of 26,975 Islamic boarding schools have been established in Indonesia, with the majority being in West Java (30.92%), Banten (16.97%), and East Java (16.50%) (Firdha, 2022). Although the development of Islamic boarding schools greatly supports the advancement of Islamic Religious Knowledge, there are still differences that need to be further studied. Islamic boarding schools have a responsibility to promote community empowerment as community-based educational institutions. Therefore, they not only teach Islamic religion to students, but also teach them to be more independent and in line with the nation's culture. Therefore, the question arises about how students can contribute to the nation's civilization.

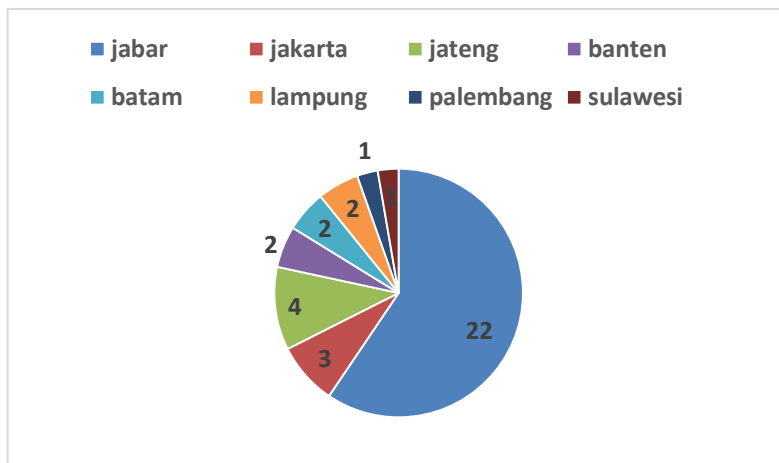
A developed country should have more than 14% entrepreneurs of its population ratio. Meanwhile, the percentage of Indonesian people who are entrepreneurs is only 3.1%, which means that the number of Indonesian people who are entrepreneurs is still very low. economic actors need to be encouraged and assisted in order to see a significant increase (Oke Finance, 2019). A similar opinion was expressed by economist Richard H. Thaler. According to Thaler (2005, as quoted by Cotton, 2015), "entrepreneurs play an important role in driving the economic growth of a nation". Seeing this, one alternative to further empower students is through entrepreneurship education. Islamic boarding schools as modern institutions/organizations have been able to survive throughout time with their independence, uniqueness, and local wisdom in Indonesia. Islamic boarding schools have characteristics as traditional educational institutions. Some schools have chosen to modernize their education system, but many other schools choose to maintain their traditional model and focus on religious education (Alfurqan, 2020). In accordance with changing circumstances along with increasing needs, Islamic boarding schools must be able to adapt to these rapid changes (Rofiaty, 2019). These changes also have an impact on the economic aspects of Islamic boarding schools. Islamic boarding schools have always strongly and firmly upheld the principle of independence, especially their religious leaders, or those often called kyai; that is why many Islamic boarding schools have business units. This business unit has a significant contribution in the operational aspect for the continuity of Islamic boarding schools (Nasrullah et al., 2020). "One Islamic boarding school, one product" is one of the government's programs to accelerate the growth of Islamic boarding school business units. In this era, the Sustainable Development Goals (SDGs) are the policy objectives taken by policy makers. Islamic economics, with its maqashid sharia, has the same goals in relation to the implementation of SDGs (Pickup et al., 2018).

Islamic boarding schools as subjects of Islamic economic development through entrepreneurship can be claimed as a supporting aspect in efforts to achieve SDGs through the benefits they contribute. The extensive network of Islamic boarding schools empowers efforts to work together. Several studies have shown that community-based businesses have several strengths, such as promoting entrepreneurship (Bakhru et al., 2017), reflecting local needs (Parwez, 2017), maintaining business and community continuity (Miller et al., 2010), and facilitating innovation (Mayasari and Chandra, 2020). The vastness of Islamic boarding schools throughout Indonesia with a large amount of resources should allow them to form reliable prospective entrepreneurs. The body of research on entrepreneurial growth and job creation in Muslim-majority countries emphasizes the importance of matching entrepreneurial ventures with Islamic values. Research has shown that combining Sharia-compliant business and financial practices can promote a more sustainable and inclusive entrepreneurial ecosystem. (Tariq Ahmed et al., 2020); (Muhammad Hasan and Aziz Muhammad, 2018). Santripreneurs are students who have entrepreneurial skills. This study discusses the Al Bajah Jonggol Islamic Boarding School, which is the first pioneer in carrying out various innovations to increase the role and, at the same time, empower the potential of its students. Students who are able to combine spirituality, knowledge, and skills will be more creative, innovative, ready to work, mentally tough, and trustworthy so that they are able to create new careers and have a global perspective. This study is very important because it examines Islamic boarding schools at the Al Bajah Jonggol Islamic Boarding School. This study is a new research model that has not existed before and comprehensively discusses the



relationship between Santripreneurs, with motivation to study religion, the boarding school environment, and learning satisfaction. The results of observations at the Jonggol Islamic Boarding School show that physically the boarding school environment is quite conducive, both in terms of physical buildings and other facilities and infrastructure. According to the explanation of the ustad of the Jonggol Islamic Boarding School, there are still some students who are lazy and some form groups so that interactions between students do not occur harmoniously, which can affect the function and performance of students at the Islamic boarding school. In this case, the Jonggol Islamic Boarding School, located in Sukanegara Village, Jonggol District, Bogor Regency, was chosen by the author for this study. There are a total of 37 students representing various geographical areas.

Figure 1. Santri di Ponpes AB Jonggol



1.

Challenges Faced by Students in the Pesantren

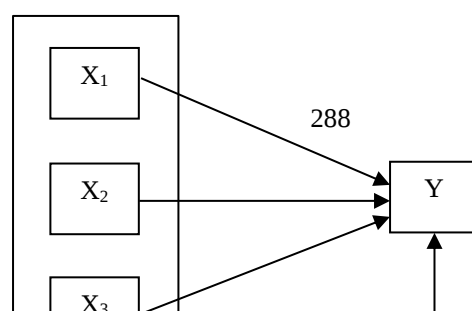
- Strict Discipline: Many students feel uncomfortable with the overly strict discipline at the pesantren, which can lead to stress and dissatisfaction.
- Boredom with Activities: The monotonous daily routine can cause boredom among students, making them feel uncomfortable.
- Interpersonal Conflicts: Conflicts with friends or teachers often arise, affecting the learning atmosphere and harmony in the pesantren (Darwis, 2017)

Literature Review

According to Keith Davis (Anwar Prabu, 2017), human performance achievement = *ability + motivation*; motivation = *attitude + condition*; ability = *knowledge + ability*. One factor that can influence performance achievement is motivation. Motivation in a student shows strong behavior that is directed towards achieving a certain goal, as well as the desire and passion that is more directed towards behavior that focuses on achieving high quality standards. The role of students is often considered an important component in behaving and acting. Students or teachers need strong motivation and desire to maximize their potential. High ability and motivation are based on the strong desire of each student or santri to produce something valuable.

Research Method

The research method used is the Mixed method, namely a research approach that combines quantitative and qualitative methods in one study to gain a more comprehensive understanding of the research problem. The advantages of the Mixed Method are that the results are more valid and rich, minimize bias from one method and are suitable for complex problems that require many points of view. This Mixed Method uses Explanatory Sequential: Quantitative first, then qualitative to explain the results. In quantitative research, the variables studied are Santripreneur as the dependent variable (Y); motivation to learn religion as the first independent variable (X1); the boarding school environment as the second independent variable (X2); and learning satisfaction as the third independent variable (X3). The research design/constellation model of this study is as follows:





Keterangan :

X_1 : Variable *religious learning motivation*

X_2 : Variable *the boarding school atmosphere*

X_3 : Variable *learning satisfaction*

Y : Variable *Santripreneur*

Qualitative research uses descriptive qualitative methods. To obtain data validity, data triangulation methods are used with documentation and observation support, namely by conducting interviews with kyai, asatidz, santri, and Islamic boarding school administrators. Qualitative research procedures include determining key informants; in this study, the key informants were 37 students, 1 kyai, 2 ustad and 6 boarding school administrators,

Research Hypothesis

Based on the theoretical basis and theoretical framework above, the hypothesis in this study is as follows:

1. There is a positive relationship between motivation to learn religion and Santripreneurs at AB Jonggol Islamic Boarding School
 2. There is a positive relationship between the Pondok environment and Santripreneurs at AB Jonggol Islamic Boarding School
 3. There is a positive relationship between learning satisfaction and Santripreneurs at AB Jonggol Islamic Boarding School
 4. There is a positive relationship between motivation to learn religion, the Pondok environment, and learning satisfaction together with Santripreneurs at AB Jonggol Islamic Boarding School
- The place that will be used as the object of this study is AB Jonggol Islamic Boarding School, Bogor Regency, West Java Province. Using a Likert scale, the data collected in this study consists of the following variables: motivation to learn religion (variable X_1), the pondok environment (variable X_2), learning satisfaction (variable X_3) and santripreneurs (variable Y). Based on the conceptual and operational definition of each variable, the instrument is constructed. The linear model of multiple regression analysis is as follows:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_kX_k + e$$

Results and Discussion

a. Regression equation

The results of the regression test calculation of the influence of variables X_1 , X_2 and X_3 simultaneously on variable Y can be seen in the following table:

Table 1
Regression Line Equation of Variables X_1 , X_2 and X_3
Simultaneously on Variable Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-22.827	11.910		-1.917	.057
	motivation to learn religion	.470	.097	.324	4.829	.000
	the pondok environment	.375	.069	.349	5.419	.000
	learning satisfaction	.395	.085	.300	4.669	.000

a. Dependent Variable: Santripreneur

Source: Processed data,

The regression equation that presents the influence of variables X_1 , X_2 and X_3 simultaneously on variable Y , namely $\hat{Y} = -22,827 + 0,470.X_1 + 0,375.X_2 + 0,395.X_3$. The interpretation of the regression equation model is that for every change in the score of variable X_1 (motivation to learn religion) by one unit, variable X_2 (boarding school environment) by one unit, variable X_3 (learning satisfaction) by one unit, then variable Y (Santripreneur) increases by 0.470 units, 0.375 units and 0.395 units in the same direction with a constant of -22.827.



Table 2
R Test Results for Variable Relationships X_1 , X_2 and X_3 To Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704 ^a	.495	.484	5.41153

a. Predictors: (Constant), motivation to learn religion, boarding school environment, learning satisfaction.

b. Dependent Variable: Santripreneur

Source: Processed data

The correlation coefficient of the relationship between the independent variables of Motivation to Learn Religion (X_1), the environment of the Islamic boarding school (X_2) and satisfaction in learning religion (X_3) simultaneously with Santripreneur (Y) is 0.704. This means that the relationship between Motivation to Learn Religion, the environment of the Islamic boarding school and satisfaction in learning religion simultaneously with Santripreneur is in the strong category. From the results of interviews with kyai and ustad, they provide students with the study of classical books that are integrated with strengthening the mentality of *ikhtiyar* (trying), *qonaah* (satisfaction), *tawakkal* (trustworthiness), honesty, and trustworthiness when doing business later. In addition, there is a spiritual power that is instilled that Allah SWT will not change the fate of a people, unless He wills to change himself (QS. Ar-Rad, 11). This is in line with Al Ghazali's opinion in the book *Ihya 'Ulumuddin*. He explained that a person can have good morals if they are based on four main characteristics, namely: wise, brave, self-restraint, and fair. What is meant by arif is the wise attitude of students in carrying out work and solving problems. While what is meant by syaja'ah is the mentality of students who dare to take risks and bear the consequences of their actions in their efforts and efforts. While 'adl is the attitude of students who in transactions meet the requirements of economic transactions. Furthermore, the last one is iffah, namely the attitude of students who have skills and work experience in entrepreneurship (Hadi, 2019; Byabashaija, 2011).

Then there are findings related to Islamic values in an effort to shape the entrepreneurial spirit of students. The Islamic boarding school strengthens the spirituality or mentality of students that there is a strength from within themselves that will make their efforts successful. It can be seen that the students have strong abilities and desires, *Ikhtiyar*, *Tawakkal*, *Qona'Ah* - simple life, and are independent in facing challenges when studying. And this is linear with learning satisfaction, motivation to study religion, and the boarding school environment.

Conclusion

Social theory is often expressed in qualitative statements or hypotheses, such as the influence of motivation, boarding school environment, and learning satisfaction on santripreneurs, assuming that other variables do not change (*ceteris paribus*). However, this theory cannot explain further about the magnitude or percentage of the influence of motivation, boarding school environment, and learning satisfaction on santripreneur variables. This research is a mixed method, namely a research approach that combines quantitative and qualitative methods in one study to gain a more comprehensive understanding of the research problem.

Based on the results of data analysis and hypothesis testing results, it has been found that:

1. There is a positive relationship between motivation to learn religion and Santripreneurs at AB Jonggol Islamic Boarding School, the higher the motivation to learn religion, the higher the Santripreneur. Increasing religious learning will make a positive contribution to increasing Santripreneurs. There is a positive relationship between the boarding school environment and santripreneurs, the more conducive the boarding school environment, the higher the santripreneur. Then there is a positive relationship between learning satisfaction and santripreneurs, the higher the learning satisfaction, the higher the santripreneur. Increasing learning satisfaction will make a positive contribution to increasing santripreneurs.
2. Furthermore, there is a positive relationship between motivation to study religion, the boarding school environment, and learning satisfaction together with Santripreneur at Ponpes AB Jonggol. The higher the motivation to study religion, accompanied by a conducive boarding school environment and high learning satisfaction, the higher the Santripreneur. Efforts to increase Santripreneur at Ponpes AB Jonggol can be done by increasing religious learning, a conducive boarding school environment, and increasing the learning satisfaction of students.



3. By participating in santrpreneur activities at the boarding school, students are able to build knowledge and morals in the context of entrepreneurship. In addition, santrpreneur activities at the boarding school can also be a means to manage abilities, interests, and efforts so that the business they are engaged in can be successful. Students are also required to make every effort in starting and running their business so that the business they are engaged in can run well. By increasing religious learning diligently, maintaining a conducive boarding school environment, and being grateful and satisfied with the learning conditions.

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