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THE INTERNALIZATION ENTREPRENEURSHIP VALUES OF STUDENTS AT AL FAHHAM ISLAMIC BOARDING SCHOOL PURWOREJO

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Abstract

This study aimed to explain the process of internalization of entrepreneurship values to students, to identify the entrepreneurship values of students, and to explain the output produced from establishing the entrepreneurial value of students at the Al Fabbam Islamic Boarding School. This study was qualitative research that used interviews, observation, and documentation to collect the data. The respondents in this study were cottage caretakers, 2 administrators, and 8 students. Data collected were analyzed through the process of data reduction with select methods related to the goal of this research. Then, the result of data reduction was presented in a systematic, easy so this could be understood easily with a draft or theory. Furthermore, the data could

be concluded based on the goal of this research. This study describes data about the internalization process using the planning, acting, and evaluation theory. The values of santri entrepreneurs are explained by the concept of indicators of entrepreneurial attitudes. Meanwhile, taxonomic concepts are used in the form of cognitive, affective, and psychomotor to explain the output or results. This study concluded that to realize students with entrepreneurial attitudes, the students needed to determine goals, programs, and proper evaluation methods. Al-Fabham Islamic boarding school's goal was to create an entrepreneurial spirit in the students themselves and to create capable and skilled cadres of students who serve the community. Implemented programs supported objective boarding schools, forming the Islamic Boarding School Business Unit (entrepreneurship) and giving spiritual motivation (spiritual). The evaluation was done at the Islamic boarding schools Al Fabham to create students' entrepreneurial spirit through monthly income reports and appreciation with the method of giving gifts (rewards) to successful students who reach beyond target income. Internalization process of entrepreneurship values to the students successfully grows up entrepreneur attitude such as discipline, sincerity, independence, hard work, religion, togetherness, caring, affection, simplicity, respect, courtesy, responsibility, and honesty. This value proved that it could help the pesantren alumni to have some skills needed by entrepreneurs, such as creative thinking skills, skills in making decisions to be independent, and leadership skills.

Keywords: *Internalization Value, Entrepreneurship Value, Boarding School, Students(Santri)*

A. Introduction

At the end of 2019, the world was shocked by the emergence of the Covid-19 outbreak from Wuhan China which spread to all corners of the world. Many lives have been lost in the spread of this deadly virus. In addition, the emergence of Covid-19 also had an impact on the community's economy which was not balanced, because in a state of the Covid-19 pandemic like this many employees

were laid off from work, not to mention bachelor graduates who add to the list of unemployed people in society every year ¹.

The high unemployment rate in Indonesia was a serious problem being faced by Indonesian citizens. The Central Statistics Agency (BPS) conducted an Open Unemployment Rate (TPT) survey in 2020. The data showed level unemployment by 7.07 percent, an increase of 1.84 percentage points compared to August 2019. There were 29.12 million people of working age affected by Covid-19, consisting of the unemployed due to Covid-19 (2.56 million people), not the labor force (BAK) due to Covid-19 (0.76 million people), temporarily out of work due to Covid-19 (1.77 million people), and residents workers experiencing unemployment during working hours due to Covid-19 (24.03 million people).

One of the factors causing the high unemployment rate in Indonesia was the large number of workers directed to the formal sector which did not grow and develop, so they did not try to create their own jobs in the private sector. ². It could be seen that the orientation of students after graduation was only to find work, not to create jobs. So that the Indonesian government needed smart steps and efforts to overcome the level of educated unemployment which was only oriented to looking for work.

Seeing that entrepreneurial activity was still low in Indonesia, a method was needed in increasing the desire and spirit of entrepreneurship for the nation's future youth. Entrepreneurial issues were also a sector task Islamic education with the aim of giving birth to new entrepreneurs with the knowledge they have learned.

In addition to Islamic (spiritual) education, the students must also receive moral or moral education which is part of Islamic education. Improving the soul or morals of the students is the responsibility of every parent, by instilling the values of

¹ (Ahmad et al. 2020; Bashir, MA, and Shahzad 2020)

² (Rizal and Mukaromah 2020)

religious teachings and character education . Moral education of children from an early age was expected to give birth to a complete personality in accordance with the religious teachings contained in the Al-Qur'an and Hadith. ³.

The internalization was the process of incorporating ideal values or attitudes that did not yet exist in a child so that they were incorporated into his attitude and outlook on life ⁴. The boarding school at first was a place for learning religious knowledge. In its development, pesantren was transformed to become an institution of education that was not only teach Islamic knowledge. Students were provided with various skills like technology , farming ,foreign language (English) and trade ⁵. This changing made boarding school more watched by the public.

Islamic boarding schools in Indonesia have function to develop the nation's intelligence (moral intelligent , science and skills) ⁶. In this era of globalization, Islamic educational institutions, especially Islamic boarding schools had various challenges, according to the demands of society and the surrounding environment ⁷. Therefore,

³ Mita Silfiasari and Ashif Az Zafi, 'Peran Pesantren dalam Pendidikan Karakter di Era Globalisasi', *Jurnal Pendidikan Islam Indonesia*, 5.1 (2020), 127–35 <https://doi.org/10.35316/jpii.v5i1.218>.

⁴ Puspo Nugroho, 'Internalization of Tolerance Values in Islamic Education', *Nadwa*, 12.2 (2019), 197 <<https://doi.org/10.21580/nw.2018.12.2.2397>>; Heri Gunawan and others, 'Internalisasi Nilai-Nilai Moderasi Beragama dalam Pembelajaran PAI Di SMA Al-Biruni Cerdas Mulia Kota Bandung', *Attubalab: Islamic Religion Teaching and Learning Journal*, 6.1 (2021), 14–25 <https://doi.org/10.15575/ATH.V6I1.11702>.

⁵ Abd. Hadi Rohmani, 'Transformasi Sistem Pembelajaran Di Pondok Pesantren Sidogiri', *FIKROTUNA*, 6.2 (2017) <<https://doi.org/10.32806/jf.v6i2.3100>>; Hasan Basri, 'Eksistensi Pesantren: Antara Kultivasi Tradisi Dan Transformasi Edukasi', *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 7.2 (2017), 313 <<https://doi.org/10.22373/jm.v7i2.2367>>; Hawwin Muzakki and Khoirul Mudawinun Nisa', 'Basis Transformasi Tradisi Pesantren Salaf Di Era Modern (Kajian Semiotika Barthes Dan Dekonstruksi Derrida)', *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 12.01 (2020), 91–105 <https://doi.org/10.37680/qalamuna.v12i01.304>.

⁶ Muhammad Jamaluddin, 'Metamorfosis Pesantren Di Era Globalisasi', *Karsa: Journal of Social and Islamic Culture*, 2012, 127–39 <https://doi.org/10.19105/karsa.v20i1.57>.

⁷ Helmi Aziz and Nadri Taja, 'Kepemimpinan Kyai dalam Menjaga Tradisi Pesantren (Studi Deskriptif Di Pondok Pesantren Khalafi Al-Mu'awanab Kabupaten Bandung Barat)', *Ta'dib : Jurnal Pendidikan Islam*, 1 November 2016, v <https://doi.org/10.29313/TJPI.V5I1.2123>.

Islamic boarding schools had a very big role, namely being able to prepare human resources (HR) who were not only recipients of globalization, but also contributed well. In this case, students were expected to be able to increase their knowledge and achievements in any aspect so that they were not left behind with the development of the ties and technology.

In the last decade there have been two research trends discussing Islamic boarding schools and entrepreneurial values. The first tendency is to discuss entrepreneurship learning programs conducted in Islamic boarding schools without explaining the results. This first trend is like that of Fatchurrohman,⁸ Muhanifah,⁹ Muharromiyati,¹⁰ and Warsah.¹¹ While the second trend discusses the entrepreneurial attitude of students. This second trend was carried out by Afandi,¹² Polindi,¹³ Mibarok,¹⁴ and Arifin.¹⁵ This study has differences with the two trends. This research seeks to explain

⁸Fatchurrohman Fatchurrohman and Ruwandi Ruwandi, 'Model Pendidikan Entrepreneurship Di Pondok Pesantren', *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 12.2 (2019), 395–416 <https://doi.org/10.18326/infsl3.v12i2.395-416>.

⁹Muhanifah and Ahmad Fatah, 'Peran Pesantren dalam Meningkatkan Kecerdasan Interpersonal Santri Melalui Kegiatan Eduwisata (Studi Kasus di Pesantren Entrepreneur Al Mawaddah Kudus)', *Quality*, 8.1 (2020), 15–38.

¹⁰ Muharromiyati Maharromiyati and Suyahmo Suyahmo, 'Pewarisan Nilai Falsafah Budaya Lokal Gusjigang Sebagai Modal Sosial Di Pondok Pesantren Entrepreneur Al Mawaddah Kudus', *Journal of Educational Social Studies*, 5.2 (2016), 163–72 <http://journal.unnes.ac.id/sju/index.php/jess>.

¹¹ Idi Warsah, 'Entrepreneurship Education in Pesantren: Strategies to Drive Students' Interest in Entrepreneurship', *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, 18.2 (2020), 211–30 <https://doi.org/10.21154/cendekia.v18i2.2146>.

¹²Zaenal Afandi, 'Strategi Pendidikan Entrepreneurship di Pesantren Al-Mawaddah Kudus', *BISNIS : Jurnal Bisnis Dan Manajemen Islam*, 7.1 (2019), 55 <https://doi.org/10.21043/bisnis.v7i1.5191>

¹³Miko Polindi, 'Pengaruh Karakter Entrepreneur Terhadap Minat Berwirausaha (Studi Empiris Pada Santri Di Pondok Pesantren Al-Ittifaq Ciwidey Bandung)', *Al-Intaj : Jurnal Ekonomi Dan Perbankan Syariah*, 5.1 (2019), 63 <https://doi.org/10.29300/aij.v5i1.1716>.

¹⁴Achmat Mubarok, 'Pendidikan Entrepreneurship dalam Meningkatkan Kemandirian Santri Pondok Pesantren Al-Hidayah II Sukorejo Pasuruan', *Al-Murabbi*, 1 (2018), 1–22.

¹⁵Muhammad Arifin and R. Rhoedy Setiawan, 'Peningkatan Kapasitas Santri Pondok Pesantren Entrepreneur Al-Mawaddah Kudus Melalui Pelatihan Web', *Muria Jurnal Layanan Masyarakat*, 1.1 (2019) <https://doi.org/10.24176/mjlm.v1i1.3111>.

the process and results of entrepreneurship programs carried out in Islamic boarding schools entrepreneurs and even trace alumni. This has not been done in previous research.

Al Fahham Islamic Boarding School was trying to overcome the global discourse that occurs in the community around the pesantren and various problems that arise among students after leaving the pesantren. Like a lack of creativity, in this case, it means that the students do not know what to do after graduation, so that it can be said that they are incompetent and lack the skills possessed by the students for the future. The way this is done is by instilling the value of entrepreneurship in the learning process that combines moral, spiritual, and entrepreneurship teaching.

Al Fahham Islamic Boarding School was one of the unique Islamic boarding schools in the Purworejo area which was cared for by KH Muhamamd Haikal, S.Pd.I. This Islamic boarding school is a modern Islamic boarding school which has three main pillars in it, namely leadership, entrepreneurship, and spirituality which not only teaches religious knowledge but also social sciences as a provision for the future. Besides that, the Islamic boarding school Al Fahham was also equipped with supporting facilities such as shoe shops, toy shops, clothes shops, Pertamina, and educational tours in order to train students' entrepreneurial spirit. Through this entrepreneurial activity, it is hoped that it will be able to awaken the entrepreneurial spirit of the santri, to then be directed towards developing the management of economic enterprises if the santri are already involved in the community.

From the results of observations, the Al Fahham Islamic Boarding School was a special Islamic boarding school for students, this Islamic boarding school was a unique Islamic boarding school, which applied the value of entrepreneurship with how to integrate Islamic education in every entrepreneurial activity to improve the ability of students. This Islamic boarding school was the only entrepreneur boarding school in Purworejo . By developing an

education system, this school focused on three aspects, namely leadership, entrepreneurship and spiritual intellectuals. To realize such education, all actors related to education, both teachers and students, were required to improve faith, piety, morals and leave things that were not clear in origin and always think positively because these were the main characteristics that must be possessed by students as an entrepreneur.

The educational concept applied at Al Fahham Islamic Boarding School was fully supported by caregivers with the hope that all students were able to properly go through the process of personality formation to become more independent both financially independent and capable in life. Business management training and facilities were provided by caregivers such as shops, pertamini, agribusiness, eduwisata, online shoop, and so on aims to galvanize the mentality of students so that an entrepreneurial spirit grows. In addition, students at this pesantren were educated to become entrepreneurs who were able to create their own jobs, not just being employees and working for other people. This is a good breakthrough as a solution when there are many unemployed people less jobs adequate .

This study was done at Al Fahham Islamic boarding school Purworejo from May to September 2022 . The data of this study was got from the results of interview, observation and documentation. The interview was done to caregivers, two administrators, 8 students and 4 pesantren alumni. The interview was conducted to caregivers, administrators and students containing question regarding the learning process and related pesantren programs with entrepreneurship. The aim of interview at alumni was to find out entrepreneurship skills from the learning process in Islamic boarding schools. Observation and documentation were done to the activity that support entrepreneurship value carried out by the management. The data collection was reduced or be chosen. The important data (related to the object of this research) was separated

with no related data with the object of this research. After important data was obtained then the data served in form three classification namely the process of internalization, entrepreneurship values and formation output entrepreneurship values. The validated of data with check suitability statement method between source and inter method. After the data was considered valid because already no found more new data so this can be pulled as conclusion.

B. Discussion

1. Internalization Process of Santri Entrepreneurship Values

Internalization of entrepreneurial values was one of the processes of forming humans to become individuals who have an entrepreneurial spirit. Instilling entrepreneurial values in students had an impact on changing thoughts, perspectives and personality traits in each individual¹⁶. This is the way to fostering the attitude and mentality of the students in fostering an entrepreneurial spirit based on the Al-Qur'an and Hadith.

Base on the discussion and the results of interviews with caregivers, all students and some alumni of the Al Fahham Islamic boarding school, researchers can conclude that the internalization of entrepreneurship values in Islamic boarding schools is given to students as a training ground and provision when they enter society so they are competent in living life . . In addition, the internalization *of* entrepreneurship is one of the character education efforts carried out by Islamic boarding schools as a form of contribution to society by producing generations of students who are smart, capable, independent and skilled.

Based on the results of observations and interviews were conducted by researchers with caregivers, students and alumni of

¹⁶ Maharromiyati and Suyahmo.

Islamic boarding schools Al Fahham, the research objectives to be achieved by pesantren are as follows: to create an entrepreneurial spirit in students, to produce capable and skilled cadres of students who serve the community. Furthermore, to find out more about the forms of internalizing entrepreneurial values carried out at the Al Fahham Islamic boarding school, the researchers conducted interviews with caregivers regarding the forms of internalization of entrepreneurial values at Islamic boarding schools, he stated that Cultivating entrepreneurial values that had been given was not only in the form of learning theories, but also with the practice of being directly involved in managing the Islamic boarding school business unit which we provide as a training for students in fostering an entrepreneurial spirit. They were hoped that they would be more independent.

Based on the caregiver's explanation above, it can be explained that the santri are actively involved in managing various pesantren businesses. From entrepreneurial activities in Islamic boarding schools, it is hoped that it will be able to foster an entrepreneurial spirit in students¹⁷. Furthermore, this was also emphasized by the students of the Al Fahham Islamic boarding school who stated that as an entrepreneur based Islamic boarding school, the inculcation of entrepreneurial values is carried out in Islamic boarding schools closely related to the spiritual and entrepreneurial activities of Islamic boarding schools, such as recitation and trading activities. Specifically for trading activities, the students are directly involved in managing the business unit of the Islamic boarding school, so that the students can directly experience the practice of entrepreneurship¹⁸. Apart from the internal activities of the pesantren, Santri are also often actively involved in social activities such as orphanage compensation, mass circumcision, zakat and others.

¹⁷Fatchurrohman and Ruwandi.

¹⁸Mubarok.

Based on this explanation, it can be concluded that caregivers instill entrepreneurship values in students is not only in the internal scope of the pesantren, but also by involving students in social activities. The principle of entrepreneurship will indirectly be embedded through these activities. Smart entrepreneurship can be seen from how the students are involved in managing the pesantren business and its management ¹⁹.

This was clarified by the santriwati who stated that in order to hone public speaking skills, a maximum of once a week there was practice in sermons and recitation of the Qur'an. In these activities, there were students who were tasked with being MC, leading tahlil, qiro', being da'i/tausiyah, giving inspirational stories, and so on. Meanwhile, to hone their entrepreneurial skills, the students participated directly in the business activities of the Islamic boarding school, starting from wholesalers, giving price tags, to the sales process and financial recording carried out by the santri. This explanation strengthens the previous opinion and at the same time made it clear that activities at the Islamic boarding school were very supportive of the inner students develop skills, both in public speaking skills and entrepreneurial skills ²⁰.

In the process of internalizing values in each students, there must be stages, the process of internalization which is associated with fostering students, there are three stages of internalization, namely the value transformation stage, the value transaction stage, to the internalization stage. ²¹. While the internalization of Entrepreneurship values in the formation of the Entrepreneurial Spirit of students at the Al Fahham Islamic boarding school was carried out in the following ways:

¹⁹ Warsah.

²⁰ Jamaluddin.

²¹ Gunawan and others.

The first one was through a tourism program (leadership). The eduwisata program was an outdoor activity that combines learning and tourism activities, the aim was visitors found a new atmosphere while studying because they mingle with nature. Facilities and services were obtained by visitors range from motivational training, fun games and outbound. Besides that, visitors were also invited to take a walk to the Al-Qur'an garden, catch fish, parenting, water boom and many more. The entire series of educational activities involved the active role of students as tour leaders and trainers. The main task of the tour leader is to lead and provide direction from the beginning to the end of the activity and ensure that everything runs smoothly. While the task of the trainer was to deliver training materials and motivation to learn to visitors. By being actively involved in educational activities, it indirectly trained students' skills in communicating in public and skilled in organizing events and various activities.²²

In reality, the involvement of students in this even did not only improve students' public speaking skills, but also increases their self-confidence, leadership spirit, and a high sense of responsibility.²³ The results of observations showed that the students had achieved many achievements in various types of competitions such as khitobah, poetry reading competitions, oration competitions and so on. This shows that the skills of students who are honed through educational activities are able to improve students' skills in the field of public speaking.

Second one was through the Islamic boarding school business unit (entrepreneurship). Talking about Islamic boarding schools Al Fahham, will definitely talk about entrepreneurship. So, do not be

²²Muhammad Anwar, *Pengantar Kewirausahaan, Teori Dari Aplikasi* (Jakarta: Prenada, 2014).

²³ Basrowi, *Kewirausahaan Untuk Perguruan Tinggi* (Bogor: Ghalia Indonesia, 2011).

surprised if entrepreneurial activities are attached to the activities of students in this pesantren. The Al Fahham Islamic Boarding School has several Islamic boarding school business units including a shoe sandal shop, pertamini, classic outlets and so on. Uniquely all entrepreneurial activities were managed by students starting from stocking goods, serving buyers, making transactions to the final recap of activities. The involvement of all santri in the management of Islamic boarding schools was a mandate from caregivers. So in this educational concept, caregivers apply the educational model taught by the Prophet, which was based on trust and honesty ²⁴.

The results of observations showed that every day the students took care of the pesantren business according to the schedule that was filled in by each student. This pesantren business was operated from morning to night with a division of 2 work shifts. Apart from being directly involved and involved in the business of the Islamic boarding schools, the students here also took advantage of this opportunity by selling online. Thus it could be concluded that the Islamic boarding school business unit was one of the facilities provided by caregivers as an effort to form the entrepreneurial spirit of students at the Al Fahham Islamic boarding school. In practice, this would affect the improvement of students' which included communication skills, skills in offering and providing the best service, skills in managing emotions, and skills in managing finances. ²⁵.

The third one was through spiritual (spiritual) motivation . The spiritual motivation was one way for caregivers to provide encouragement and soul education to students. Mental education included strengthening faith and piety, fostering good morals, cleansing oneself from disgraceful traits and also teaching moral

²⁴Taufik Mawe, 'Etika Perdagangan dalam Al-Qur'an', *Al - Muamalat: Jurnal Hukum Dan Ekonomi Syariah*, 4.2 (2019), 158–74 <https://doi.org/10.32505/muamalat.v4iII.1381>.

²⁵Heri Cahyo Bagus Setiawan, 'Kontribusi Praktik Kewirausahaan Di Pondok Pesantren (Studi Pada Pondok Pesantren Entrepreneur Mukmin Mandiri, Waru Sidoarjo)', *Jurnal Riset Entrepreneurship*, 2.2 (2019), 8 <https://doi.org/10.30587/jre.v2i2.961>.

values.²⁶ The role of pesantren as an institution for the development of da'wah had a noble goal so that its students became human beings who always uphold religious principles and ethics were diligent in carrying out God's commands and inherit the message of the Prophet to become role models in the wider community. The results of observations in this field showed that every day the students follow the recitation schedule in the afternoon and evening. Even though the students were busy in the pesantren business, they still attend Al-Qur'an study in the afternoon and studying the yellow book in the evening. Thus, researchers can conclude that students at the Al Fahham Islamic boarding school have a good entrepreneurial and spiritual spirit.

Each activity must end with an evaluation or assessment as material for consideration to the next stage²⁷, as well as in the process of internalizing entrepreneurship values at the Al Fahham Islamic boarding school . To get deeper information about the form of evaluation carried out in Islamic boarding schools, the researcher conducted interviews with several related parties. ZD as the head of the Al Fahham Islamic boarding school explained about the evaluation of instilling entrepreneurial values, he state that e valuation in the field of public speaking with how to provide a direct evaluation, namely when the students have appeared, there will be an assessment from the administrator on duty. In addition, the results of the culture or public speaking will be uploaded on the Islamic boarding school's YouTube. Furthermore, in the field of entrepreneurship, an evaluation was carried out each month by collecting income statements. For students who got the highest

²⁶Abdul Jalil, *Spiritual Entrepreneurship Transformasi Spiritual Kewirausahaan* (Yogyakarta: Lkis Yogyakarta, 2013).

²⁷Sovia Mas Ayu, 'Evaluasi Program Praktek Pengamalan Ibadah Di Sekolah Dasar Ar-Raudah Bandar Lampung', *Ejournal.Radenintan.Ac.Id*, 8 (2017) <<http://www.ejournal.radenintan.ac.id/index.php/tadzkiyyah/article/view/2092>> [accessed 7 November 2019]; Ihwan Mahmudi, 'CIPP: Suatu Model Evaluasi Program Pendidikan', *Jurnal At-Ta'dib*, 6.1 (2011), 118.

number of sales will get shopping vouchers from caregivers. From the explanation above, it can be explained that the evaluation at the Al Fahham Islamic boarding school is carried out directly by the administrators and caregivers, as a benchmark for the development of the character of the students in instilling entrepreneurial values which are carried out through activities in the pesantren.

Furthermore, NJ was one of the administrators, added regarding the purpose of the evaluation in the formation of the entrepreneurial spirit of students, he stated that evaluation was important as a measure of the extent to which learning was absorbed by students. Therefore, at the end of each activity there was a direct evaluation and appreciation for students who are serious. In the field of forming the soul of an entrepreneur, caregiver gave appreciation in the form of vouchers for those who had the highest income/online sales. Of course all of this was a form of appreciation for students who learn optimally in entrepreneurship, with the hope that students will start to get used to being independent and enthusiastic about the process ²⁸.

From the explanation above, it can be concluded that the evaluation at this Islamic boarding school is fully supported by caregivers with providing appreciation in the form of gifts and vouchers for students who get the highest sales each month. With this, it is hoped that the students will be more enthusiastic in the process of becoming young entrepreneurs, besides that with the activities in the pesantren it is hoped that the students will be able to get used to it and be able to create new businesses after being involved in the community.

²⁸Muhammad Anas Ma'arif, 'Hukuman (Punishment) dalam Perspektif Pendidikan Di Pesantren', *Ta'allum: Jurnal Pendidikan Islam*, 5.1 (2017), 1–20 <https://doi.org/10.21274/taalum.2017.5.1.1-20>.

2. The Entrepreneurship Values of Santri

The Islamic Boarding School in its learning practices was guided by three pillars, namely leadership, entrepreneurship, and spirituality. A successful internalization process would change one's mindset to behavior, it was the case with the students of the Al Fahham Islamic boarding school. Based on the explanations of several students, it can be concluded that entrepreneurial values have begun to be embedded and manifested in every behavior of students at the Al Fahham Islamic boarding school. Religious activities that were carried out every day made it a habit and even became embedded in the daily behavior of the santri. As for being good at reciting the Koran, it was reflected in the desire of the santri to continue learning to adapt to the times and technology, so that they were able to continue to exist even though they were santri. Furthermore, the cultivation of an entrepreneurial spirit in students has begun to appear, as evidenced by the enthusiasm for online sales and store management to carry out productive activities by students ²⁹.

As a response, not all behavior was able to generate value entrepreneur , because the value of an entrepreneur was an experience that allows a person to rise to a level of awareness, so that he was able to represent potential beyond self-actualization. According to Thomas Lickona, values education was not just pursuing what was right and what was wrong, but also instilling good habits, so that students were able to understand and felt so they could do it well. ³⁰. The achievement of forming the value of the santri can be interpreted by what has been done by the santri from the entrepreneurial process, this achievement can be in the form of knowledge, entrepreneurial traits and attitudes that are in line with religious law. The results of observations of Islamic boarding school activities focused on entrepreneurial activities.

²⁹Afandi.

³⁰Thomas Lickona, *Educating for Character (Mendidik Untuk Membangun Karakter)* (Jakarta: Bumi Aksara, 2013).

The first one was discipline and sincerity . Discipline means training the mind and character with the intention that his actions always obey the rules (at school or society), obedience to rules or regulations. The values of discipline and seriousness in the Al Fahham Islamic boarding school were obtained by students from the application of applicable regulations. With full awareness, the students uphold the rules set by the administrators and caretakers. To be serious in carrying out every activity, which this Islamic boarding school was known as the four AS, namely hard work, smart work, sincere work, complete work which is proof of sincerity in carrying out something ³¹. The results of field observations showed that the students at the Al Fahham Islamic boarding school were enthusiastic and adept in carrying out each activity, especially in managing the Islamic boarding school business unit.

The second one was independence and hard work. Independence was often interpreted as an attitude not to depend on other people for decisions about what to do and to do something on their own and at the same time dare to take risks for their actions. ³². Meanwhile, from another point of view, a person was said to be independent if he could meet his own needs without relying on other people. The results of field observations showed that the cultivation of an attitude of independence and hard work in the Al Fahham Islamic boarding school was carried out by providing opportunities for students to be actively involved in various pesantren activities. They started from organizing to managing Islamic boarding schools including: shoe shops, Pertamina, and Nyoklat outlets. They practicede enterpreuner not only in buying and selling transactions, but also taking an active part in price labeling, stocking of goods and helping activities in stores to the Islamic boarding school business

³¹Afandi; Muhanifah and Fatah.

³²Zulfitria Zulfitria and Zainal Arif, 'Membangun Kewirausahaan (Entrepreneurship) Qur'ani Di Perguruan Tinggi', *Rausyan Fikir: Jurnal Pemikiran Dan Penceraban*, 14.1 (2018) <https://doi.org/10.31000/rf.v14i1.684>.

financial recap . Apart from that, independence could also be honed through individual activities such as washing clothes to managing finances which were carried out independently. This showed that a sense of independence and hard work has begun to appear in the students of the Al Fahham Islamic boarding school ³³.

The third one was religious character. Religious values were important values in this Islamic boarding school, especially in applying them to entrepreneurship. The cultivation of religious character was based on the importance of awareness to surrender to Allah and having faith in Him. The guidance on religious character was carried out by ustadz who were directed at understanding the orientation to seek the pleasure of Allah and seek knowledge ³⁴. One of the students stated that in addition to guidance on religious values from the ustadz, spiritual motivation was also provided by caregivers through exemplary stories to foster an entrepreneurial spirit. This was manifested in the personality of the students who had a religious attitude, including fardhu prayers in congregation, carrying out the sunnah prayers of midnight and duha, reading surah Al-Waqi'ah every after maghrib and reading asmaul husna after midnight prayers, besides that it is also seen in the practice of buying and selling students based on religious law.

The Fourth one was the character of togetherness, caring and affection. Al Fahham boarding school created atmosphere togetherness with intense social interaction based on common goals between students. The results of the observations showed that togetherness could be seen from the activities of eating together, deliberations, community service and reciting the Al-Qur'an together. Meanwhile, a sense of concern could be seen from the attitude of the students who were always ready to help friends when

³³ Zainal Arif and others, 'Peran Pesantren Entrepreneur dalam Pengembangan Masyarakat', *Al Maal: Journal of Islamic Economics and Banking*, 1.2 (2020), 207 <https://doi.org/10.31000/almaal.v1i2.2233>.

³⁴ Jalil.

the Islamic boarding school shop was full of visitors, the students who did not get a guard schedule deftly helped serve shop visitors. This showed a sense of concern and sensitivity that exists between students without waiting for the word to ask for help.

Then, for affection, direct examples have been given from Islamic boarding school caretakers who treat students like their own children, so that students also respond in the same way to the noble family and consider fellow students as their own brothers.³⁵ The family atmosphere seems to be closely intertwined in the Islamic boarding school of Al- Fahham . The Fifth one was the character of simplicity , respect and courtesy . Simple was often interpreted as what it was or not exaggerating. Simplicity was inherent in every santri, the character of this simplicity was obtained from the daily behavior of the santri who was what they were and used something according to their needs. Even though all the students at Islamic boarding school are santri, they were not ashamed to sell, they did not use excess makeup and the way they dress was simple. This showed the attitude of simplicity and self-confidence of students.

Then the attitude of respect and courtesy was reflected in the nature of ta'dzim to older people, this could be seen when the santri interact and communicate with the caregivers and the ndalem family, they were very polite in behaving and speaking. The evidenced of their polite and friendly behavior of students in greeting and serving visitors who came to shop at the various business units of the Al Fahham Islamic boarding school. With respect and politeness made humans having their own added value. This culture waa still maintained by religious educational institutions such as Islamic boarding schools. It was the same with the Al Fahham Islamic boarding school, even though the relationship between the santri and the caregiver looked very closely, the santri still elevated morals.

³⁵Heri Cahyo Bagus Setiawan and others, 'Dyanamic Capability Pesantren Entrepreneur', *Journal of Islamic Economics Perspectives*, 3.2 (2021), 60–69 <https://doi.org/10.35719/jiep.v3i2.45>.

The sixth one was responsibility and honesty. Responsibility was often interpreted as taking all risks or consequences in an activity. The attitude of responsibility was a reflection of a leader³⁶. At the Al Fahham Islamic boarding school, a sense of responsibility was instilled in students through Islamic boarding school regulations, by complying with existing rules and participating in various Islamic boarding school activities to show students a sense of responsibility for what they have chosen. Included in the commitment to study and process at this Al Fahham Islamic boarding school. Meanwhile, honesty was instilled through the disclosure of things that were in accordance with the truth according to the Shari'a. This can be seen from how the santri serve the buyer and tell the truth about the condition of the goods being traded, so that no party was harmed. This was the guideline for students in carrying out the buying and selling process or commerce.

3. The Output Establishment of Santris' Entrepreneurship Values

The outcomes of learning were the abilities possessed by students after he received his learning experience³⁷. After a learning process ends, then students got a learning outcome. The outcomes of learning had an important role in the learning process that was used to know the extent to which students could understand the subject. Islamic boarding school Al Fahham has its own way of evaluating the ability of students both in public speaking skills and in terms of entrepreneurship. Meanwhile, as a response of students to the learning process, it will be seen from changes in

³⁶ M. Bahri Ghazali, *Pesantren Berwawasan Lingkungan* (Bandung: Prasasti, 2003); Arifin and Setiawan.

³⁷ Ridwan Idris, 'Mengatasi Kesulitan Belajar Dengan Pendekatan Psikologi Kognitif', *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 12.2 (2009), 152–72 <<https://doi.org/10.24252/lp.2009v12n2a3>>; Enjang Idrus, *Membongkar Psikologi Belajar Anak* (Bandung: Guepedia, 2018); Sukmadinata and Nana Sayodih, *Landasan Psikologi Proses Pendidikan* (Bandung: Remaja Rosdakrya, 2005).

attitudes and mindset in each individual. From the results of the researcher's interviews with a number of students and alumni of the Al Fahham Islamic boarding school, it can be concluded that the outcomes of learning from the Al Fahham Islamic boarding school can be grouped into 3 domains, namely cognitive, affective and psychomotor ³⁸as follows:

Cognitive abilities are abilities that include mental (brain) activity. The cognitive domain relates to the ability to think, *including* the ability to understand, apply and analyze ³⁹. The results of interviews and field observations done by researchers showed that knowledge about entrepreneurship was conveyed by caregivers in the form of theories through training and motivation to achieve success as young as possible with entrepreneurship, this was in line with the goals of Islamic boarding schools, namely to form individuals with an entrepreneurial mindset and have high religious values.

The ability to understand the students can be seen from the responses of the students in the practice of implementing Islamic boarding schools. This showed that the students have understood the theories presented. So that it could apply in *various* activities in Islamic boarding schools. The results of field observations showed that students were enthusiastic in learning in entrepreneurial activities, they patiently serve buyers with the best service. In addition, students also took part in the financial review at the end of the Islamic boarding school's business activities. So it can be concluded that from the Islamic boarding school business guard activities, students can gain a lot of experience and knowledge. So that it becomes a provision when they have plunged into the wider community.

The learning outcomes in the affective domain were related to attitudes and values, including behavior and feelings. If it was *related*

³⁸ Lickona.

³⁹ Idris.

to entrepreneurs , it will discuss the character of entrepreneurs. ⁴⁰. The essence of entrepreneurship was to create added value in the market through the process of combining resources in new and different ways in order to be competitive. Hard skill aspect and soft skills should be a counterbalance for someone to become an individual who was not only competent in a certain field, but also had good character and character. Soft skills were very useful for career development and work ethics ⁴¹. The results of interviews with several alumni of the Al Fahham Islamic boarding school , the learning outcomes of the affective domain can be seen from the attitudes of alumni as follows:

- a) Creative thinking skills, this is evidenced by the attitude of seeking and exploiting business opportunities that exist in their respective areas.
- b) Skills in making decisions to be independent .
- c) Skills in leadership, namely being actively involved in community organizations.
- d) Skills in managerial skills such as planning, and also being able to provide encouragement to work motivation to people who are invited to work, besides being able to coordinate the implementation of tasks in community life .
- e) Social skills, such as being able to respect the interests of others, being able to respect the opinions of others, being able to respect the ambitions of others, being able to provide good service when others need service .

⁴⁰ Basri.

⁴¹ Ach Saifulloh, 'Mengembangkan Soft Skills Guru Untuk Mendidik Akhlak Mulia Siswa', *Murobbi: Jurnal Ilmu Pendidikan*2, 4.2 (2020).

The psychomotor realm is a domain related to skills or ability to act after a person receives a learning experience. Psychomotor learning outcomes are a follow-up to cognitive learning outcomes (understanding something) and affective learning outcomes (appears in the form of behavior)⁴². As a result of psychomotor learning from alumni of the Al Fahham Islamic boarding school, apply it through the courage to take risks in starting an independent business and continuing to try to develop their business so that they are able to provide benefits to others, moreover being able to open jobs for the surrounding community. This was a form of their application from the learning outcomes of entrepreneurs in Islamic boarding schools.

In fact, education did not only play a role in producing human beings who had special abilities and skills, having intelligence, and having competitiveness in social life. The education system was faced with the challenge of creating graduates who had the competence and knowledge to support job needs⁴³. Al Fahham Islamic Boarding School, in its learning system, applies Entrepreneurship values which were embodied in Al Fahham's three distinctive pillars, namely leadership, entrepreneurship and spirituality which were applied in learning and entrepreneurship activities in Islamic boarding schools. So as to produce graduates who were skilled and have competitiveness in society. The results of interviews with several alumni of the Al Fahham Islamic boarding school showed that they already had life skills so they were able to adjust to social life.

The results of the interviews showed that the habits that have been implemented in the pesantren for several years have been

⁴² Setiawan; Warsah.pengasuh pesantren (kiyai pesantren

⁴³ Dalmeri, 'Pendidikan Untuk Pengembangan Karakter (Telaah Terhadap Gagasan Thomas Lickona dalam Educating for Character)', *AJUlum*, 14.1 (2014), 272 <[<http://download.portalgaruda.org/article.php?article=175387&val=6174&title=PENDIDIKAN UNTUK PENGEMBANGAN KARAKTER \(Telaah terhadap Gagasan Thomas Lickona dalam Educating for Character\)>](http://download.portalgaruda.org/article.php?article=175387&val=6174&title=PENDIDIKAN%20UNTUK%20PENGEMBANGAN%20KARAKTER%20(Telaah%20terhadap%20Gagasan%20Thomas%20Lickona%20dalam%20Educating%20for%20Character))>.

carried over to graduation. The alumni still uphold morals when mingling in society. They build good communication, use polite language and behave politely to older people. With the provision of communication skills and morals that are owned, so as to be able to build good cooperative relationships . This was a form of implementing the vision boarding school

Furthermore, in the application of teaching knowledge was realized by alumni through practicing the knowledge they have. Because of the enthusiasm to apply the knowledge they already have, many alumni open private lessons for children in their area. Despite their busy work, they still made time to teach the Koran at the prayer room and at the TPQ in their area. For them, practicing what little knowledge they have was better than having a lot of knowledge but keeping it for themselves. By applying the knowledge they already have, they hope it will benefit the surrounding environment.

The application of entrepreneurship or entrepreneurs was realized through their intelligence in taking advantage of existing business opportunities, so that they are able to start an independent business at their own expense. The results of interviews with several alumni showed that most of them chose to start a counter shop business as their side business for the reasons of taking advantage of existing opportunities, understanding community needs, and strategic locations as supporting factors. Not only that, they continue to innovate to keep up with the times so that they continue to improve so that the business they have started can develop and be useful for others.

From the explanation above, it can be concluded that the internalization of entrepreneurship values that exist in the Al Fahham Islamic boarding school is able to be accepted by students so that they created a mindset to be independent and form an entrepreneurial/ spirit for students so that they are able to apply it in people's lives.

C. Conclusion

This study explains that value internalization process entrepreneurship students need to see goals, programs, and evaluations Al Fahham Islamic Boarding School. The objective Al-Fahham Islamic boarding school is to form an entrepreneurial spirit in the students and to produce cadres of students who are capable, skilled, and dedicated to society. Cultivating entrepreneurial values is given not only in the form of learning theories but also with the practice of being directly involved in managing the Islamic boarding school business unit, which is provided as a training ground for students in fostering an entrepreneurial spirit. Students actively involved in the management of various pesantren businesses. From entrepreneurial activities in Islamic boarding schools, it is hoped that it will foster an entrepreneurial spirit in students. Implemented programs To support objective boarding schools are the formation Islamic Boarding School Business Unit (entrepreneurship) and given Spiritual Motivation (Spiritual). So that the pesantren program can walk with Good need exists to control and evaluation. Control and evaluation carried out in Islamic boarding schools Al Fahham to form students' entrepreneurial spirit through monthly income reports and appreciation.

Internalization process entrepreneur ship values of students successfully grow the attitude of entrepreneurs such as discipline, sincerity, independence, hard work, religion, togetherness, caring, affection, simplicity, respect, courtesy, responsibility, and honesty. Values. This proven can help pesantren alumni For own skills needed by entrepreneurs, such as creative thinking skills, skills in making decisions to be independent, leadership skills, namely by being actively involved in community organizations, managerial skills such as being skilled in planning, and also being able to encourage work motivation to people who were invited to work, as well as being able to coordinate the implementation of tasks in community life and skills in communication. It was concluded that the internalization of

entrepreneurship values in the Al Fahham Islamic boarding school was accepted by students so that they formed a mindset of being independent and formed an entrepreneurial spirit for students who could apply it in people's lives.

Based on an analysis of research data and programs conducted by Islamic boarding schools, researchers recommend two things: This study has not seen the input aspect of students in boarding schools. The researcher only took photographs of the process of internalization of entrepreneurship values and the results achieved. The next study will be expected to add the input factor of students as one of the influences to the results of internalization; Boarding schools should not only focus on Islamic religious studies only; however, boarding schools can teach other skills to students so when they graduated becoming alumni, they will create jobs for other people.

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