

Entrepreneurship Education for Students in the Digital Era (Case Study at An-Nuriyah Islamic Boarding School, Bekasi, West Java)

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ABSTRACT

This study aims to analyze the implementation of entrepreneurship education at the Annuriyah Islamic Boarding School Bekasi in responding to the challenges and opportunities of the digital era. The background of this study is based on the importance of providing economic skills for students to be able to be independent and competitive in the growing digital ecosystem. This study uses a qualitative approach with a case study method, relying on primary data through in-depth interviews as well as secondary data from institutional documents. The results of the study show that entrepreneurship education at the Annuriyah Islamic Boarding School has been integrated in the curriculum since grade XI and continues to the university level. The implementation of this program includes practical training tailored to the interests and potentials of students, with an emphasis on the values of honesty and independence. Periodic evaluations are carried out every month to ensure the effectiveness of the program and the sustainability of the business being run. The main findings of this study reveal that the integration of entrepreneurship education in the pesantren environment not only increases the skill capacity of students practically, but also has a significant impact in forming human resources (HR) who are professional, economically independent, and competitive in the digital era. This research contributes to providing a digital-based model of Islamic boarding school economic empowerment that can be replicated in similar educational institutions.

Keywords: Entrepreneurship Education, Digital Era, Digital Ecosystem

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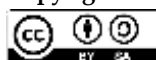
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INTRODUCTION

In recent decades, the development of digital technology has created major transformations in various aspects of life, including education (Shaheen Parveen & Shaikh Imran Ramzan, 2024). In the midst of these changes, pesantren as traditional Islamic educational institutions are also faced with new challenges to adapt. Students who have been known as religious students with a classical education base, are now required to have digital literacy skills and entrepreneurial skills in order to be able to compete and actively contribute to a changing society (Harmathilda et al., 2024; Yudha et al., 2025). Pesantren are not only a center for religious learning, but also play an important role in shaping character, work ethics, and independence. Education in Islamic boarding schools has basically instilled the values of honesty, discipline, and responsibility, which are actually important foundations in the business world (Purwanto et al., 2021; Umar Al Faruq e al., 2023). Therefore, the development of entrepreneurship education in the pesantren environment is very relevant as an effort to expand the function of pesantren in fostering the young generation of Islam who are adaptive to the changing times. Entrepreneurship education in Islamic boarding schools is an important strategy to empower students economically without having to abandon Islamic values. By equipping students with practical skills, entrepreneurial skills, and an understanding of the digital market, pesantren has

the potential to produce a generation of Muslims who are not only spiritually obedient, but also independent and productive in the economic field (Subhan A et al., 2022; Daulay, M. R., & Pulungan, 2024). This also answers the need for Islamic boarding school graduates who are able to compete in the midst of global competition. One of the Islamic boarding schools that has initiated digital-based entrepreneurship education is the Annuriyah Bekasi Islamic Boarding School. This pesantren not only focuses on religious teaching, but also integrates entrepreneurial skills into the curriculum and the daily lives of students. Through various business units run by and for students, such as animal fattening, food production, equipment rental, and other services, the Annuriyah Islamic Boarding School strives to create a comprehensive and contextual education system (Observation, 2022).

However, there is still a gap in academic studies related to how entrepreneurship education is systematically implemented in the pesantren environment, especially in the context of the digital era. Important questions arise related to how the implementation of entrepreneurship education is carried out, what main values are the focus, how the evaluation process is carried out, and how much this program contributes to the development of student human resources. Another issue that was also raised in this study was the extent to which the entrepreneurship education provided to students really had an impact on their independence after leaving the Islamic boarding school. Is the education only symbolic or is it able to create real changes in the mindset and skills of students? These questions underlie the importance of this research being conducted in depth and systematically.

This study aims to describe and analyze the implementation of entrepreneurship education at the Annuriyah Bekasi Islamic Boarding School in response to the demands of the digital era. The specific objectives of this study include four main aspects, namely describing the implementation of the program, identifying the main values instilled, evaluating the effectiveness of activities, and analyzing their impact on the development of student human resources. With this goal, this research is expected to provide a comprehensive overview of how entrepreneurship education is designed and implemented in Islamic boarding schools and how the program affects the ability of students to build sustainable and ethical economic independence.

From the results of the literature review that has been conducted, it is known that most of the previous research emphasized more on the concept or entrepreneurial activities in pesantren in general, without specifically examining the aspect of education as a system. Such as the research conducted by Fatchurrohman & Ruwandi on the Entrepreneurship Education Model in Islamic Boarding Schools (Fatchurrohman & Ruwandi, 2019); Furthermore, Yaqutunnafis & Nurmiati's research on the Management of Islamic Boarding Schools in Improving Student Entrepreneurship Education (Yaqutunnafis & Nurmiati, 2021); and Haryanti & Dhofir's research on Entrepreneurship Development in Islamic Boarding Schools (Haryanti & Dhofir, 2022). There has not been much research that raises how entrepreneurship education is framed in the curriculum, strategically planned, and evaluated on an ongoing basis. In addition, the lack of studies that place student entrepreneurship in a digital context creates a gap in the academic literature. In fact, digital skills are one of the important components in building a competitive business in the current era (Mustika, 2025). Therefore, a more comprehensive and contextual study is needed, as was done in this study.

This research offers novelty by specifically examining digital entrepreneurship education in orphan Islamic boarding schools that provide free education and facilities to students. This context is interesting because it shows that economic independence is not only applied as an individual provision, but also as an institutional strategy for the sustainability of Islamic boarding schools. Another important aspect of the study is its approach that is not only descriptive, but also analytical and evaluative. This study assesses the effectiveness of entrepreneurship education based on practical indicators, such as the success of students' businesses, changes in mindsets, and the contribution of students to society after graduating from Islamic boarding schools. Thus, this research has a high urgency to enrich academic discourse and educational practices in Islamic boarding schools. It is not only relevant for the world of Islamic education, but also for policymakers in the development of religious-based

human resources that are adaptive to technological developments and the digital economy. Therefore, the deepening of digital entrepreneurship education practices at the Annuriyah Bekasi Islamic Boarding School is expected to be an important reference in formulating more innovative, participatory, and contextual-based education policies and models. Students will not only become religious experts, but also economic actors with integrity and the ability to compete in modern life.

METHOD

This study uses a qualitative approach with a case study method to explore in depth the practice of entrepreneurship education at the Annuriyah Islamic Boarding School Bekasi. The case study was chosen because it was able to provide a holistic understanding of the dynamics of the implementation of entrepreneurship education in the context of Islamic boarding schools. Data was obtained through in-depth interviews with various key informants, such as cottage caregivers, foundation administrators, madrasah heads, dormitory musyirif, senior students, and alumni. In addition, direct observation and documentation are also used as data sources to strengthen the validity of the findings.

The data collection technique was carried out triangulatively, combining primary data from interviews with secondary data in the form of pesantren documents, activity archives, and supporting literature. The data analysis process is carried out through the stages of data reduction, data presentation, and iterative conclusion drawn. The validity of the data is strengthened by cross-checking between informants and verifying the findings with real field conditions. This approach was chosen in order to fully capture how entrepreneurship education is implemented in the pesantren ecosystem and its impact on the economic independence of students.

RESULT AND DISCUSSION

Entrepreneurship education is an effort to internalize the spirit and spirit of entrepreneurship both through educational institutions and other institutions such as training institutions, training and so on. Or in other words, entrepreneurship education is a planned and applicative effort to increase the knowledge, intention, or intention and competence of students to develop their potential by being manifested in creative, innovative and risk-management behaviors (Endarwita, 2021). Entrepreneurship education is a conscious effort and carried out by educational institutions to instill knowledge, values, spirit and entrepreneurial attitudes to students, both formal and informal, on a continuous and sustainable basis in order to nurture the mindset, attitude and skills of a person or society so that they can become professional and independent entrepreneurs.

Implementation of Entrepreneurship Education

The An-Nuriyah Foundation was originally formed in 1987 as an association or group of Ta'lim Councils which in its activities always provide compensation to orphans and the elderly. In an effort to develop its activities, the Ta'lim Council group established a kindergarten in 1990. The Deed of the Orphan Islamic Boarding School Foundation was renewed again, on 21-11-2015 by facing Yatin Rufiatina, SH. MH., Notary in Bekasi district with the attendance of witnesses including Mr. Zuhri S.Ag, MM, and Mrs. Nurbaiti Eviana Wardani, S.Ag (Documentation, 2024).

The Annuriyah Bekasi Islamic Boarding School has integrated entrepreneurship education into their curriculum with the main goal of empowering students and preparing them for the business world after graduation. The program is designed to teach practical entrepreneurial skills that can be applied in a variety of business fields. With this approach, pesantren aims to ensure that students not only acquire theoretical knowledge, but also relevant practical skills. This is expected to prepare them to become successful and competent entrepreneurs after completing their education. This program also supports the development of students' ability to manage their businesses efficiently and innovatively (Interview, 2024).

Currently, many admit that Annuriyah is recognized by some students and the community that poor children can also go to school as well as businesses or entrepreneurs of various

existing products. Entrepreneurship education planning has started since 1997 through the business of selling kerosene, after running for 3 years the empowerment of students began, in 2002 it moved kerosene to LPG gas, then in 2014 the business of basic necessities and refilling of water, in 2017 fattening cows to sell Eid al-Adha as well as other businesses, there are a total of 13 business fields (Interview, 2024).

The background of abandoned children, orphans, children who dropped out of school. It all depends on the foundation, after being in the *pesantren* to become independent human beings if we do not equip them with entrepreneur knowledge they will not be ready to enter the community, that is the background why here we are fighting for the right name of entrepreneurship because there is a factor of responsibility to educate. These children have their own in *the field of entrepreneurship* (Interview, 2024). The entrepreneurship of the Annuriyah Islamic boarding school began in 2000 when the first sale of kerosene was initiated. The proceeds from selling kerosene to cover *pesantren* activities include school fees and daily consumptive activities. Many children in the Annuriyah Islamic boarding school environment are abandoned, the management provides assistance for those who want to go to school in order to educate the life of the nation, this is the focus of the *pesantren* (Interview, 2024).

The background of holding entrepreneurship education at the Annuriyah Islamic Boarding School, the idea that Islamic Boarding Schools must be independent so that from what business fields can provide benefits are explored, in addition to reviving the orphanage economy and in the community, the management does not only rely on donors from outside but with its own strength entrepreneurship education becomes an obligation for students who are appointed for courses or training according to the desired field. The potential and role of *pesantren* have a strategic and significant value in contributing and their role to increase self-reliance, independence and community participation. This can be seen in the *pesantren* community and the surrounding community, with the formation of joint entrepreneurial groups (KWUB) between *pesantren* and between *pesantren* and the community (Juliyani, 2023).

The purpose of holding entrepreneurship education at the Annuriyah Islamic Boarding School is to teach students to be independent as a provision after graduating from school and *pesantren* with the provision of knowledge, and entrepreneurs who have been taught later after leaving will be able to actualize their knowledge in life in the community. The entrepreneurship education program at the Annuriyah Islamic boarding school has many fields that are carried out ranging from basic necessities, gas sales, cattle fattening and so on. Until today, this time we are not only one *field of entrepreneurship*, but so many are developed in this place, Because each child has a different character, different may be that this child is already in the home industry, some like to be in fisheries, livestock, or sales and so on, we try to provide opportunities for them to suit their talents (Interview, 2024).

In addition to the internal capital provided by the management, the Annuriyah Islamic Boarding School also received capital support from Mr. Haji Syahrizal Siregar, a businessman from Medan who owned a kerosene base and then switched to an LPG base which is still active today. The capital support from Mr. Haji Syahrizal Siregar is very valuable and has allowed the *pesantren* to develop various additional businesses. This investment is the first step in developing *entrepreneurship* activities in Islamic boarding schools. With this assistance, *pesantren* can expand their business activities, which in turn contributes to the development of *students' entrepreneurship* skills and supports the sustainability of entrepreneurship programs in *pesantren* (Interview, 2024).

The financial condition related to the entrepreneurship program at the Annuriyah Islamic Boarding School can be said to be stable. First, financial stability comes from funding for the daily needs of students, which includes food and consumption costs. Second, stability is also seen in school fees, especially the payment of student tuition fees. Although the tuition fee payment process requires a lot of effort and struggle, with hard and consistent efforts, the *pesantren* has managed to maintain stability in this regard. Although there are challenges and difficulties in the process of raising funds and payments, thank God, the results show that the *pesantren* can continue to struggle and maintain relatively stable financial conditions to support entrepreneurship programs and other activities. This stability is very important for the smooth

operation of pesantren and the implementation of various educational programs that support the development of students (Interview, 2024).

From the results of the study, it can be concluded that the entrepreneur education program at the Annuriyah Islamic Boarding School is in line with the vision of the pesantren to produce professional scholars who are intellectual and able to provide solutions to various current educational problems. In addition, the pesantren strives to develop as an Islamic educational institution that is able to form an Islamic scientific society, so that students can have a solid faith and understanding of Islam. It is hoped that Islamic boarding school graduates will become leaders, scholars, and Muslim cadres who are tough, insightful, critical, and have strong personalities.

Main Focus of Entrepreneurship Education Digital Era

Entrepreneurship education in the digital era in Islamic boarding schools is a strategic effort to empower students and improve the quality of human resources (HR) (Kurdi, 2024). This program aims to strengthen the spirit of independence that has become a characteristic of Islamic boarding schools by adding practical entrepreneurial skills. Thus, students are expected to have a professional career and contribute to a sustainable economy.

Entrepreneurship education at the Annuriyah Bekasi Islamic Boarding School, starting from grade XI and continuing to college, with a curriculum that includes additional courses and hands-on practice according to the interests of students. The main focus of this education is to instill the values of honesty and independence, which are considered important for the future of students. Monthly evaluations are conducted to assess the development and impact of this program. The results of the evaluation show that some students have managed to become professionals after attending entrepreneurship training, thereby improving their ability to meet the needs of life and contribute to the economy. Entrepreneurship education in Islamic boarding schools not only helps students become independent, but also reduces dependence on state aid and has a significant positive impact on human resource development (Interview, 2024).

The results of interviews with pesantren leaders show that the implementation of *entrepreneurship education* has started from grade XI to grade XII. Entrepreneurship lessons in semester 2 and are courseed according to desire, our children develop with the potential likes or choices of children whose hobbies are and so on we may direct then for children who graduate from high school here there is a special *program for entrepreneurship* and this until we can really calculate profit and loss like we are studying S1 in economics Marketing is accounting science and everything is taught in this place maybe we don't elsewhere (Interview, 2024).

The business at the Annuriyah Islamic boarding school comes from students who have talent, and they are educated according to their talents. 1) There is already a management that handles it and is educated extraordinarily from the beginning, this is the strength of the potential of this pesantren,. 2) This Islamic boarding school has reliable human resources to be recruited, and this comes from the students themselves who have talent in this field. 3) For example, if the students have a talent in modeling, we will school them until they are really experts in modeling, then this is what we inventory as a model or potential for human resource capital in Annuriyah (Interview, 2024).

In this digital era, students are directed according to their potential and hobbies. Entrepreneurship education for students who have graduated from high school, who have a talent for arithmetic, will be accounting, Annuriyah prepares a special program and sends Stata Satu (S1) higher education in the field of economics. Since marketing is an accounting science and everything is taught in this place, we may not exist anywhere else. So it's not just about selling, but you have to know how much is the right post, how much is the profit, how much is it, there is accounting, marketing science, and profit and loss science, here we prepare for the learning (Interview, 2024).

The strategy is that there are several children who are involved outside of class hours to directly jump into the place of business, at least he helps new ones he is placed to be given tasks in the production or sale of meatballs, of course learning how to print meatballs with

basic ingredients from meat and fish, the sales or marketing is actually also like aqiqah, direct marketing is handled by students, everything is prepared by children 24 hours ready, When someone orders aqiqah directly from the children who manage it, here both morning and evening it is finished ready to be sent directly. As per order delivered the date of the hour, the cooking menu (Interview, 2024).

Entrepreneurship programs in Annuriyah are increasing, there are new businesses and opportunities that Kyai Zuhri is trying to do, every business is studied carefully so that there are profits to be carried out immediately, everything that is carried out in order to be able to close the operations of the pesantren every month. The initial capital of entrepreneurship came from Abah Zuhri's generous friend, Mr. Haji Syahrizal Siregar, helping the first capital in the procurement of oil bases to survive until now. By changing the base which is the beginning of the business in the orphanage so that it is changed to LPG gas (Interview, 2024).

The financial condition of the pesantren is very decent, the important thing is that we move forward first, Alhamdulillah, with the business that is carried out, it turns out that every year there is progress, such as fattening cows for sale on Eid al-Adha, 60%-70% of capital or investment deposited from people, or institutions, profits are divided by two minus costs, rather than money deposited, 5 years of experience can be used as a guideline (Interview, 2024). The business that was pioneered from 2000 until now as many as 13 fields, can increase again, Kyai Zuhri and the management see opportunities in the distant future like picking up the ball. Initially, there were only 10 students, now it can accommodate 250 free admission to schools to universities for those who are interested and interested in learning and entrepreneurship (Interview, 2024).

In the digital era, students play a very important role in the process of creating products because they are educated directly through training and courses so that what products are in the orphanage know all (Saini, 2024). Students are the front line to be educated to be entrepreneurs so that Human Resources (HR) are more reliable. Islamic boarding schools with various expectations and predicates attached to them, actually lead to three main functions that are always carried out, namely: First, as a center for the cadre of religious thinkers (*Center of Excellence*). Second, as an institution that prints human resources (*Human Resource*). Third, as an institution that has the power to empower the community (*Agent of Development*) (Asyrofi, 2024).

Evaluation of Entrepreneurship Education in the Digital Era

Evaluation is an activity that is carried out to find useful information to make an assessment of the feasibility of a program. Evaluation can also be interpreted as the process of determining the results that have been achieved in several planned activities. According to GR. Terry Evaluation is another word for supervision, which means detecting or recognizing what has been implemented. The purpose of supervision is to evaluate the results of the work, and apply corrosive actions as needed so that the results of the work are in accordance with the expected (Terry, 1968).

The Annuriyah Bekasi Islamic Boarding School has implemented a significant change in mindset by emphasizing the importance of entrepreneurship in student education. A change in mindset or mindset is very important to motivate students so that they are more likely to create jobs rather than just looking for a job (Halil, 2021). To achieve this, pesantren seeks to create a climate that supports changes in mindset, both in terms of mentality and motivation, in order to accustom students to entrepreneurship.

Establishing a school or implementing entrepreneurship courses, as is now encouraged in various universities, aims to inspire the courage to start your own business (Fikri, 2022). This approach can change the mindset of students and parents, increasing the spirit of entrepreneurship. In addition, ethical thinking – that is, having high responsibilities as workers and citizens – is an important character of an entrepreneur (Nabilah & Yana, 2024).

Business evaluation is an effort to find out and determine the implementation of the success of entrepreneurship education, whether the plan and implementation provide results as expected by the pesantren to continue to be carried out. The Annuriyah Bekasi Islamic Boarding School continues to conduct business evaluations every month in order to see future prospects.

A comprehensive understanding of the importance of entrepreneurship knowledge will enable the development of future programs for entrepreneurial development. It can be considered how this business will grow rapidly, then there should be a priority measure where profitability is more promising if different efforts are made. If development continues, if not, we must also look back, whether the handling is not optimal or not, if the entrepreneurial benefits can provide profits, which is everyone's hope (Interview, 2024).

The performance of students in carrying out entrepreneurship is very good, because the business carried out has received appreciation from the community and Annuriyah students, this is according to the Pesantren Leader because the Islamic Boarding School applies a SWOT analysis by looking at advantages and disadvantages, so that "what is more or less better is left if there are advantages to continue and turn challenges into opportunities" (Interview, 2024).

The SWOT analysis method can be considered the most basic analysis method, which is useful for looking at a topic or problem from four different sides (Firmansyah et al., 2015). The results of the analysis are directions/recommendations to maintain strength and increase the advantage of existing opportunities, by reducing shortcomings and avoiding threats. If used correctly, a SWOT analysis will help to see the forgotten or invisible sides.

Tabel 1. Matrik Analisis SWOT

	Strength (S) Daftar semua kekuatan yang dimiliki	Weakness (W) Daftar semua kelemahan yang dimiliki
Opportunities (O) Daftar semua peluang yang dapat diidentifikasi	Strategi SO Gunakan semua kekuatan yang dimiliki untuk memanfaatkan peluang yang ada	Strategi WO Atasi semua kelemahan dengan memanfaatkan semua peluang yang ada
Threads (T) Daftar semua ancaman yang dapat diidentifikasi	Strategi ST Gunakan semua kekuatan untuk menghindari dari semua ancaman	Strategi WT Tekan semua kelemahan dan cegah semua ancaman

(Source: Bernard, 2005: 118)

The factor that makes the business unit of the Annuriyah Orphan Islamic Boarding School progress rapidly according to the Islamic Boarding School Leader is that public trust is very high, because entrepreneurship contributes to the Islamic boarding school, the second is sincerity. Businesses that are carried out sincerely can grow and develop (Interview, 2024). Efforts are made so that in the future entrepreneurship education programs can be further developed by providing a broad understanding of the importance of entrepreneurial insights, if you can then think about how this business develops quickly, there must be a priority scale where the profit potential is more promising from the various businesses that are run. The benefits obtained by students after participating in entrepreneurial education activities, students better understand entrepreneurship that has been carried out so far, for example: there are several mosques and Islamic boarding schools that study comparative studies in managing this business so that students can be free until they graduate from college (Interview, 2024).

The entrepreneurship program can develop thanks to the efforts of Kyai Abah Zuhri and the management, trying their best so that students can develop ideas on how the existing business of the orphanage can flourish again. The interest of students is very high because they choose entrepreneurship according to their wishes is like picking up a ball, what are the activities held by the pesantren many students who are interested, especially students who have gone to college, many ideas and ideas, from those ideas are responded to by the foundation so that they can be implemented. It is hoped that students after participating in entrepreneurship education activities can practice in other places so that students understand the courses or trainings carried out (Interview, 2024).

The evaluation of entrepreneurship education at the Annuriyah Bekasi Orphan Islamic Boarding School is carried out every month, so that if there are obstacles it can be handled as soon as possible, so that the business carried out generates profits. The main values instilled in entrepreneurship education are honesty and independence. Honesty is the most important trait, if honesty will be trusted by many people, both partners and suppliers. Independence, this trait for students and students is very rare because if they can carry out this trait, their lives will be able to settle in the future, this is what is instilled in all Annuriyah students.

The Impact of Entrepreneurship Education in the Digital Era on Human Resources (HR) Development

There are many entrepreneurship education skills programs provided at the Annuriyah Islamic Boarding School, students only need to choose from: processing fertilizers, sewing courses, screen printing, cellphone service courses, modeling for students, making meatballs, making siomay, and other fields according to market needs. The development of the entrepreneurship unit at the Yatim Annuriyah Islamic Boarding School is very good, from initially only having an oil base now becoming an LPG gas agent, developed again with another basic food business, klenger meatballs which already have a branch in Pondok Ungu. Currently, there are 13 businesses run by Islamic Boarding Schools (Interview, 2024).

As stated by Ibrahim and Wahyuni, it is important to form an entrepreneurial mindset from an early age so that students do not only focus on finding a job, but also have the readiness to be entrepreneurial when facing difficulties (Ibrahim & Wahyuni, 2025). Entrepreneurship education activities at Islamic boarding schools can have a significant positive impact on students after they graduate. This program is designed so that students not only understand entrepreneurship theory but also can apply this knowledge in real practice. The students are expected to be able to start and manage their own businesses, such as cow or goat fattening businesses, which are concrete examples of entrepreneurial applications. By utilizing the skills acquired, students are expected to be able to manage their businesses effectively and independently (Othman et al., 2020).

The ultimate goal of entrepreneurship education is to equip students with the ability to be independent entrepreneurs, which in turn will increase their chances of success in the business world and make a positive economic contribution (Widhiastuti et al., 2020). The program aims to create entrepreneurs who not only have skills but also relevant practical experience. The experience aims to form a strong entrepreneurial spirit, so that students not only have technical skills but also a deep entrepreneurial spirit and mentality. Thus, they will be better prepared to face challenges in the business world and can contribute effectively to the economy. Entrepreneurship education in Islamic boarding schools not only provides knowledge, but also provides practical experiences that equip students with the ability to start and manage their own businesses after graduation, making them more independent and successful in the future (Hurriyanti, et al., 2019).

The integration of three important elements—*mindset* change, entrepreneurial education, and ethical thinking—is expected to significantly improve the quality of human resources (HR). The main goal is not only to produce graduates who are ready to enter the workforce, but also to equip them with a wider range of skills. With a change in mindset, students are expected to have a more proactive and innovative perspective. Entrepreneurship education provides practical knowledge on how to start and manage a business, while ethical thinking instills social and professional responsibility (Arta et al., 2023). These three elements work together to prepare graduates with the ability to face and solve various problems, adapt quickly to change, and create job opportunities. Thus, they are not only ready to work but also able to actively contribute to creating new jobs.

DISCUSSION

The main findings in this study show that entrepreneurship education at the Annuriyah Bekasi Islamic Boarding School has been applied systemically, structured, and integrated with the daily lives of students. This differs from a number of previous studies that have tended to position entrepreneurship as an additional or complementary activity to the curriculum. For

example, Herlina et al.'s study on digital entrepreneurship for students (Herlina et al., 2023); Imam Syafi'e on the Empowerment of Students in an Effort to Improve Entrepreneurship Skills (Syafi'e, 2024); It highlights entrepreneurship activities as a form of training that is short-term. Research by (Rosmadi et al., 2019); (Saini, 2024) and (Zohdi & Baidawi, 2023) do raise the importance of the contribution of Islamic boarding schools to the economy of the people, but they have not yet presented an in-depth practice-based education model and digital technology as found in the context of Annuriyah. Similarly, research (Ibrahim & Wahyuni, 2025); (Hidayat et al., 2023); (Soelistyowati et al., 2023) emphasized the importance of strengthening skills and entrepreneurial spirit, but did not present an approach that was integrated with the overall economic management strategy of Islamic boarding schools. This research also enriches Soelaiman et al.'s argument regarding the formation of an entrepreneurial mindset by showing concrete evidence of how these changes occur through curriculum, practices, and planned coaching systems (Soelaiman et al., 2024).

Based on these findings, the implications of this research can be seen in two main domains, namely academic and practical. Academically, this research contributes to the development of Islamic education studies by presenting a contextual and responsive pesantren entrepreneurship model that is responsive to the changing times. This research proves that entrepreneurship education can be carried out without ignoring the values of spirituality and morality that are characteristic of Islamic boarding schools. Meanwhile, practically, the results of this research provide inspiration and reference for other Islamic boarding schools in developing business units that not only support the independence of the institution, but also become a means of direct learning for students in facing the real world.

However, this study has several limitations that need to be observed. The focus of the research is limited to only one pesantren, namely the Annuriyah Bekasi Islamic Boarding School, making the findings cannot be generalized to all pesantren with different characteristics. In addition, the qualitative methods used tend to be exploratory and in-depth, but do not provide quantitative measures related to the economic impact on students and institutions. The involvement of students in entrepreneurial practices does show a positive impact, but the sustainability of their business after graduating from the pesantren has not been systematically explored in this study. Other aspects such as gender roles, external support, and social impact on the surrounding community have also not been the main focus of this study.

Based on these limitations, further research is highly recommended, especially those that use quantitative approaches or mixed methods to provide more measurable data related to the economic and social contribution of Islamic boarding school entrepreneurship programs. Comparative research between Islamic boarding schools in different regions with different characteristics is also important to identify diverse patterns of success and challenges. Furthermore, a longitudinal study of alumni who have run businesses after leaving the pesantren will enrich the understanding of the effectiveness of entrepreneurship education in the long term. Further research can also expand attention to the integration of Islamic values in digital business practices and entrepreneurial ethics among students.

CONCLUSION

Entrepreneurship education at the Annuriyah Islamic Boarding School in Bekasi has proven to be not only a complement to the curriculum, but has been integrated as an important part of the Islamic boarding school education system. Through a practice-based approach and Islamic values, this program succeeds in forming the character of students who are honest, independent, and have business skills that are adaptive to the demands of the digital era. The implementation of this education starts from the upper secondary level and continues to the university level with additional curriculum support, direct practice, and systematic periodic evaluation. This educational model not only equips students with religious knowledge, but also real-life skills that can be applied after they return to society.

The entrepreneurship education program shows a significant contribution to strengthening the human resources (HR) of students, especially in forming an entrepreneurial mentality that is not dependent on formal employment. Students are guided to recognize their potential, manage

business risks, and make wise decisions in the business world. As a result, many alumni of the pesantren are able to run businesses independently, even becoming economic actors who inspire the surrounding environment. These findings confirm that pesantren have great potential in encouraging the economic independence of the people if given an appropriate and contextual educational approach.

As a form of further development, this study suggests that the entrepreneurship education model in pesantren be developed with an approach based on information technology and digitalization of business management, considering the increasingly complex market dynamics. Other Islamic boarding schools in Indonesia can adopt or adapt a similar model by adjusting local conditions and the potential of each student. In addition, this study recommends the importance of longitudinal evaluation of pesantren alumni to measure the long-term success of entrepreneurship programs. Further research can also highlight gender issues, social impacts on the surrounding community, and the effectiveness of pesantren collaboration with industry players and local MSMEs in supporting the sustainability of student entrepreneurship education.

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AUTHOR CONTRIBUTION STATEMENT

Slamet Munawar (SM) conducts research, implementation, analysis, and evaluation of research. Designing research proposals, conducting data validity tests, collecting data from various sources and processing research results. Siti Uswatun Khasanah (SUK), analyzes and evaluates research, collects data from various sources, processes research results, analyzes data to the stage of publication of research results.

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- Interview, Habib Zaenal Abidin, as the Caretaker of the Islamic Boarding School, Wednesday, June 12, 2024, at 10.00 WIB at his residence.
- Interview, Akhmad Fauzi Hamzah, as the secretary of the foundation, Wednesday, June 12, 2024, at 09.00 WIB at his residence.
- Interview, Syamsu Huda, as the Treasurer of the Islamic Boarding School Foundation, Monday, June 10, 2024, at 09.00 WIB at the Islamic Boarding School Office.
- Interview, Ilah Nur Kamilah, as the treasurer of the Foundation, Monday, June 10, 2024, at 14.00 WIB at his residence.
- Interview, Zuhri, as the caretaker of the Islamic Boarding School, Tuesday, June 25, 2024, at 13.00 WIB at his residence.
- Interview, Satyono, as the administrator of the Islamic boarding school dormitory, Monday, June 24, 2024, at 09.00 WIB at the Islamic Boarding School Office.
- Interview, Ismail Ayyub, dormitory musyrif, Monday, June 24, 2024, at 09.00 WIB at the Islamic Boarding School Office.
- Interview, Alex Suparman, as the head of the Islamic boarding school dormitory, Monday, June 24, 2024, at 09.00 WIB at the Islamic Boarding School Office.
- Interview, Rizki Rahman Ramadhan, as a senior student, Monday, June 24, 2024, at 14.00 WIB at the Islamic Boarding School Office.
- Interview, Imadduddin, as a senior student, Monday, June 24, 2024, at 14.00 WIB at the Islamic Boarding School Office.
- Interview, Shollahudin Ismail Ayyubi, as the head of the Madrasah, Thursday, June 27, 2024, at 11.00 WIB at the Madrasah Office.
- Interview, Saryono, as the head of the Madrasah, Thursday, June 27, 2024, at 14.00 WIB at the Madrasah Office.

- Interview, Anita, S.Pd, as the chairman of Alumni, Saturday, June 29, 2024, at 15.00 WIB at her residence.
- Interview, Helmi Al-Farobi, as the chairman of the Alumni Association, Tuesday, June 25, 2024, at 09.00 WIB at his residence.
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