



## Investigation of an Entrepreneurial Soul in Boarding Students of Islamic Boarding Schools

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**ABSTRACT**

The aim of this research is to obtain an overview of the role of Islamic boarding schools in instilling an entrepreneurial spirit in students. This research uses a literature study method using 7 research articles related to cultivating an entrepreneurial spirit in students at Islamic boarding schools. Articles in this research are sourced from Google, Scienespace, Science Direct. The results of this research show that Islamic boarding schools have a role in building the entrepreneurial spirit of students in Islamic boarding schools through self-confidence, originality (creativity). and innovation) contained in the sermon activities carried out by the students. Results oriented, which can be seen through all activities provided at the Islamic boarding school solely to achieve the Islamic boarding school's vision. Instill mental discipline, namely by providing rules both written and culturally that occur in Islamic boarding schools. Leadership, which is carried out by optimizing the business units owned by the Islamic boarding school, including commerce, animal husbandry, fisheries and agriculture. Islamic Boarding School has a big role in creating modern industrial entrepreneurship, namely creating business units including soap making, convection, cake making, etc., by empowering students and the community through entrepreneurship programs so that they can support and improve the welfare of students and the community by creating lots of jobs.

**Keywords:** *boarding students, entrepreneurial soul, Islamic boarding schools*

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## INTRODUCTION

Schools have an important role as a forum for instilling an entrepreneurial spirit in students, with functions that cover various aspects of education and character development (Astuti & Nasution, 2014). First, the school provides a curriculum that is integrated with entrepreneurship education, teaching basic concepts of business, management and finance. This gives students a fundamental theoretical understanding of how to run and manage a business. Second, the school functions as an environment that encourages creativity and innovation through various extracurricular projects and activities, such as business competitions, entrepreneurship exhibitions, and business incubator programs.

According to research by Fayolle, Gailly, and Lassas-Clerc (2006), entrepreneurship education in schools not only increases students' business knowledge but also influences their attitudes towards entrepreneurship and increases their intention to become entrepreneurs in the future. Third, schools can build networks with the business community and local entrepreneurs, giving students the opportunity to learn directly from practitioners through internship programs, industrial visits and entrepreneurship seminars.

Apart from that, schools also play a role in forming an entrepreneurial mindset through project-based learning, which allows students to design, develop and run their own business projects on a small scale. In this way, students learn to take initiative, overcome challenges, and make informed decisions. By providing a supportive environment and adequate resources, schools can instill a strong entrepreneurial spirit in students, preparing them to become future innovators and leaders.

Students' entrepreneurial spirit is an important aspect of modern education which includes the ability to think creatively, take initiative and dare to take calculated risks. Instilling an entrepreneurial spirit from an early age in students aims to build characters who are independent, innovative, and able to see and take advantage of opportunities around them. Entrepreneurship education not only teaches business skills such as financial management and marketing, but also develops soft skills such as leadership, communication and teamwork. According to Gorman, Hanlon, and King (1997) in their study of entrepreneurship education, effective entrepreneurship education programs can increase students' interest in starting their own business in the future. In the school environment, activities such as entrepreneurial projects, business competitions, and collaboration with local entrepreneurs can provide valuable practical experience for students. Thus, entrepreneurship education not only prepares students to become entrepreneurs, but also equips them with relevant skills for various professions and everyday life (Kuratko, D. F, 2005)

Entrepreneurship education is a concrete solution to further empower Islamic boarding schools. Apart from the spirit of independence that has become the hallmark of Islamic boarding schools, it is also important to teach students various types of skills and an entrepreneurial spirit so that after graduating they can continue their lives by working professionally. Therefore, Islamic boarding schools not only teach religious knowledge, but the students are also equipped with various hard and soft skills, an entrepreneurial spirit, and mastery of information technology that is necessary for the life of modern society (Fatchurrohman and Ruwandi, 2018). According to research by Nabi, Holden, and Walmsley (2006), entrepreneurship education in the Islamic boarding school environment also plays a role in forming a mentality of hard work and a high work ethic among students, which can later contribute to improving the economic welfare of the community.

## **RESEARCH METHODOLOGY**

The library research method is a research approach that uses written sources as the main material to collect data and information relevant to the research topic. These sources may include books, journals, articles, reports, official documents, and other reference sources available in libraries or digital repositories. Literature research aims to review existing literature, identify relevant theories and concepts, and develop a strong theoretical framework for further research. This method is often used to gain an in-depth understanding of a particular subject, identify gaps in the literature, and develop hypotheses or research questions that will be further explored through other research methods (O'Leary, Z,2004). This research uses primary sources in the form of 7 research articles related to cultivating an entrepreneurial spirit in Islamic boarding school students.

According to George (2008), research literature involves a systematic process of identifying, originating, and synthesizing information from various written sources to produce a comprehensive understanding of the topic being researched. This process includes steps such as determining the research topic, searching for and collecting relevant sources, assessing the quality and credibility of these information sources, and compiling an analysis and synthesis of the findings.

## **RESULT AND DISCUSSION**

This research uses a literature study method using 7 research articles related to cultivating an entrepreneurial spirit in students at Islamic boarding schools. Articles in this research are sourced from Google, Scienespace, Science Direct. In this research, a library study method was carried out using the 7 research results below:

**Table 1.** Research results

<b>No</b>	<b>Name of Researcher and</b>	<b>The Title</b>	<b>Method</b>	<b>Result</b>
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Years					
1	Faiz Abdulah dan Misbah (2021)	Cultivating the Entrepreneurial Spirit of An Nur Islamic Boarding School Students	This research aims to determine the various efforts made by Islamic boarding schools in forming the entrepreneurial spirit of students at An Nur Kedung Islamic Boarding School, Banten. The research uses qualitative methods and is a type of field research. The data collection techniques used were observation, interviews and documentation.	The results of this research are in the An Nur Kedung Banteng Islamic Boarding School instilling an entrepreneurial spirit, namely: first, self-confidence, originality (creativity and innovation) contained in the sermon activities carried out by the students. Second, results oriented, which can be seen through all activities provided at the Islamic boarding school solely to achieve the Islamic boarding school's vision. Third, instill mental discipline, namely by providing rules both written and culturally that occur in Islamic boarding schools. And fourth, leadership, which is carried out by optimizing the business units owned by the Islamic boarding school, including commerce, animal husbandry, fisheries and agriculture.	
2	Dewi Sulistianingsih (2019)	Instilling an Entrepreneurial Spirit for Santri	Human resource development needs to be carried out in Indonesia to improve the welfare of the Indonesian people themselves. Human resource development is carried out through formal education and non-formal education. The education carried out at the Islamic Boarding School is a particular specialty for the Service Team to carry out	The results achieved are a stimulant for students to understand the many ways to carry out entrepreneurship on the sidelines of their Islamic boarding school activities. This activity needs to be carried out continuously so that the results achieved or the goals achieved can be maximized	

			community service activities by instilling an entrepreneurial spirit in the students. This activity is carried out using the entrepreneurial training method. The training carried out by the service team is training in making headscarves and training in making organic masks and using organic masks. This activity was carried out in several stages over time and was carried out at the As-Shodiqiyah Islamic Boarding School in Semarang as the choice of place for service activities.	
3	Hasna Lathifatul Alifa,Alfi Wahyu Zahara,Muhammad Miqdam Makfi (2021)	The Role of Islamic Boarding Schools in Creating Modern Industrial Entrepreneurs (Study at the Aswaja Lintang Songo Islamic Boarding School)	. This research method uses a qualitative method with three data collection techniques, such as observation, interviews and documentation at the Aswaja Lintang Songo Islamic Boarding School in Yogyakarta	The results of this research show that the Aswaja Lintang Songo Islamic Boarding School has a big role in creating modern industrial entrepreneurs, namely creating business units including soap making, convection, cake making, etc., by empowering students and the community through entrepreneurship programs so that they can support and improve the welfare of students and society in creating many jobs. Through the involvement of students in entrepreneurship at the Aswaja Lintang Songo Islamic Boarding School, they have succeeded in

				educating alumni to establish a business field that is not much different which also serves sales throughout Yogyakarta.
4	Asrofi (2023).	Efforts to instill entrepreneurial values in students to increase the entrepreneurial ethos at the Nurul Athfal Ulujami Islamic Boarding School, Pemalang	This research is a type of field research using a qualitative approach. The methods used are interviews, observation and documentation. Furthermore, the data obtained was analyzed using qualitative descriptive analysis, and testing the validity of the data in this research was carried out by data triangulation	From this research it can be concluded that efforts to instill entrepreneurial values in increasing the spirit of entrepreneurial ethos of students at Pondok Nurul Athfal Ulujami Pemalang can be identified in several ways, namely 1) the reasons why Islamic boarding schools make various efforts, including a) Building independence, b) Developing potential, c) Growing proactive attitude, d) Encouraging creativity and innovation, and e) Providing an understanding of Islamic economic values. 2) The entrepreneurial ethos of students includes a) Perseverance, b) Innovation, c) Courage to take risks, d) Resilience, e) Commitment, f) Networking, and g) Customer orientation. 3) Efforts to instill entrepreneurial values in improving the Entrepreneurial Ethos in Islamic Boarding Schools include a) Entrepreneurship education and training, b) Formation of entrepreneurial groups, c) Business simulations, d) Business Incubators, and e) Collaboration with industry and the business community.
5	Choirus,M.S., & Supratno,H.(2	Cultivation of entrepreneurial character	This research aims to understand how Islamic boarding	The findings of this research are as follows: (1) The business unit in Tebuireng provides opportunities

023).	in the Pesantren Pesantren	schools utilize Islamic values and local wisdom to support entrepreneurial education. The research method uses descriptive qualitative with a case study approach. Data was collected through three techniques: (1) interviews, (2) observation, and (3) documentation. Data analysis involves several stages, including data reduction, data presentation, and drawing conclusions	for students who are interested in being involved in entrepreneurship, such as cooperatives, publishing and catering services. (2) Tebuireng instills five basic values, namely sincerity, honesty, responsibility, hard work, and tasamuh, three of which are very important for entrepreneurship: honesty, responsibility, and hard work. These values are instilled through activities such as recitations, motivation, lectures and other activities in Islamic boarding schools. (3) The supporting factor in instilling entrepreneurial character in Tebuireng is complete facilities. Meanwhile, inhibiting factors involve prohibitions on students who are still in school from carrying out entrepreneurial activities, as well as the students' indifference and reluctance.
6	Yoga Gandara, Zulkifli Zulkifli, Febri Saefullah (2021)	Instilling Entrepreneurial Values in Islamic Boarding Schools as an Implementation of Economic Civics	<p>The objectives of this research include: (1) entrepreneurial values developed in Islamic boarding schools, (2) conceptual and practical models of instilling entrepreneurial values as an economic civic implementation, (3) supporting and inhibiting factors. This research uses qualitative research, information collection is carried out through interviews, observation, documentation</p> <p>The research results show (1) Islamic boarding school entrepreneurial values are showing good character at work, great discipline, and being ready to work hard, (2) a conceptual model of instilling entrepreneurial values in Islamic boarding schools with an acous system education (natural, developed, cultivated, and apply). The effectiveness of forming student entrepreneurs through core agricultural management, implementing instant training, establishing the Agribusiness Incubator Center (PIA), implementing cooperation and</p>

			research and literature research. Research subjects include supervisors, Islamic boarding school administrators, and students.	establishing working groups in the agricultural sector. The Islamic boarding school functions as a private sector by increasing the economic activity of residents near Alam Endah Village through the Al-Ittifaq cooperative, while as a civil society it is able to seriously relate to various activities such as religious, economic, educational, social and political. (3) internal aspects to strengthen economic civics have created various products ranging from creation (vegetables and livestock), packaging, and marketing as well as external aspects of the productive natural conditions of Alam Endah Village, which has established government and private cooperation.
7	Ulya, Wildan Afina. (2021).	The Role of Islamic Boarding Schools in Fostering the Entrepreneurial Spirit of Santri at the Al-Mawaddah Kudus Entrepreneurial Islamic Boarding School	This type of research is qualitative research where primary data is taken directly through interview techniques with respondents, then secondary data is in the form of articles.	The research results illustrate that the role of Islamic boarding schools in fostering the entrepreneurial spirit of santri is: 1i) The role of Islamic boarding schools as training institutions, namely organizing and attending entrepreneurship training, so that the entrepreneurial spirit is santri. Santri are creative, future oriented, have business management skills, and communicate. (2) The role of Islamic boarding schools as facilitators is that Islamic boarding schools provide business units so that the entrepreneurial spirit of students grows independently, works hard, has good intentions, is honest, trustworthy, responsible, diligent, creative. and has other

characteristics of Islamic entrepreneurship. (3) The role of Islamic boarding schools as motivators is through the advice and motivation of caregivers, so that the entrepreneurial spirit grows with confidence to succeed, strong determination, always ambitious to look for business opportunities, not afraid of failure, and willing to learn from failure, and has the drive to always succeed in try . (4) The role of Islamic boarding schools as transformers is to provide entrepreneurship training to the community, so that the entrepreneurial spirit of students has a leadership spirit, is creative, active, innovative, wants to utilize their knowledge, and is self-confident. and have communication skills. Supporting factors in cultivating the entrepreneurial spirit of students are: (1) Location of Islamic boarding schools in rural areas (2) The presence of kyai figures who are role models. Meanwhile, the supporting factors for Islamic Boarding Schools in developing the entrepreneurial spirit of Al-Mawaddah Kudus Islamic Boarding School are: (1) Lack of Supervision of Equipment (2) Lack of Serious Attitude in Taking Business

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The entrepreneurial spirit is a characteristic that includes the courage to take risks, creativity in seeking and exploiting opportunities, as well as the ability to innovate and manage resources effectively (Kuratko, D. F., & Hodgetts, R. M, 2004). People who have an entrepreneurial spirit tend to be proactive, have high motivation to achieve

goals, and are able to adapt to environmental changes. This spirit is not only important for individuals who want to start their own business, but is also very valuable in various work contexts because it involves the ability to think critically and solve problems in a creative way. According to Drucker (1985), entrepreneurship is a systematic practice of capturing opportunities, both in the business environment and society, to create added value. An entrepreneurial spirit can be instilled and developed through education and training that encourages innovation, managerial skills and a mental attitude that is ready to face challenges.

Islamic boarding schools have a role in supporting the instilling of an entrepreneurial spirit in students from an early age through student programs or activities while at the Islamic boarding school. The results of Abdulah and Misbah's research (2021) show that the An Nur Kedung Banteng Islamic Boarding School instills an entrepreneurial spirit, namely: first, self-confidence, originality (creativity). and innovation) contained in the sermon activities carried out by the students. Second, results oriented, which can be seen through all activities provided at the Islamic boarding school solely to achieve the Islamic boarding school's vision. Third, instill mental discipline, namely by providing rules both written and culturally that occur in Islamic boarding schools. And fourth, leadership, which is carried out by optimizing the business units owned by the Islamic boarding school, including commerce, animal husbandry, fisheries and agriculture. The results of this research are in line with the results of research from Alifa, Zahara, and Makfi (2021) stating that the Aswaja Lintang Songo Islamic Boarding School has a big role in creating modern industrial entrepreneurship, namely creating business units including soap making, convection, cake making, etc., by empowering students and the community through entrepreneurship programs so that they can support and improve the welfare of students and the community by creating lots of jobs.

Asrofi (2023) stated that efforts to instill entrepreneurial values in increasing the spirit of entrepreneurial ethos of students at Pondok Nurul Athfal Ulujami Pemalang can be identified in several ways, namely 1) the reasons why Islamic boarding schools make various efforts, including a) Building independence, b) Developing potential, c) Developing attitudes proactive, d) Encouraging creativity and innovation, and e) Providing an understanding of Islamic economic values. Similar research results were also presented by Choirus and Supratno (2023) stating (1) The business unit in Tebuireng provides opportunities for students who are interested in being involved in entrepreneurship, such as cooperatives, publishing and catering services. (2) Tebuireng instills five basic values, namely sincerity, honesty, responsibility, hard work, and tasamuh, three of which are very important for entrepreneurship: honesty, responsibility, and hard work. These values are instilled through activities such as recitations, motivation, lectures and other activities in Islamic boarding schools. (3) The supporting factor in instilling entrepreneurial character in Tebuireng is complete facilities. Meanwhile, inhibiting factors involve prohibitions on students who are still in

school from carrying out entrepreneurial activities, as well as the students' indifference and reluctance to.

Yoga Gandara, Zulkifli Zulkifli, Febri Saefullah (2021) stated that research results show (1) Islamic boarding school entrepreneurial values are showing good character at work, great discipline, and being ready to work hard, (2) a conceptual model of instilling entrepreneurial values in Islamic boarding schools with akosa system education (natural, put forward, process, and apply). (3) internal aspects to strengthen economic civics have created various products ranging from creation (vegetables and livestock), packaging, and marketing as well as external aspects of the productive natural conditions of Alam Endah Village, which has established government and private cooperation. Then, research results from Ulya (2021) show that the role of Islamic boarding schools in fostering the entrepreneurial spirit of santri is: 1) The role of Islamic boarding schools as training institutions, namely organizing and attending entrepreneurship training, so that the entrepreneurial spirit of santri. (2) The role of Islamic boarding schools as facilitators is that Islamic boarding schools provide business units so that the entrepreneurial spirit of students grows independently, works hard, has good intentions, is honest, trustworthy, responsible, diligent, creative. and has other characteristics of Islamic entrepreneurship. (3) The role of Islamic boarding schools as motivators is through the advice and motivation of caregivers, so that the entrepreneurial spirit grows with confidence to succeed, strong determination, always ambitious to look for business opportunities, not afraid of failure, and willing to learn from failure, and has the drive to always succeed in try. (4) The role of Islamic boarding schools as transformers is to provide entrepreneurship training to the community, so that the entrepreneurial spirit of students has a leadership spirit, is creative, active, innovative, wants to utilize their knowledge, and is self-confident. and have communication skills.

Apart from efforts from Islamic boarding schools, internal efforts from Islamic boarding school students also have an important role in cultivating an entrepreneurial spirit. Research results from Sulistianingsih (2021) show that the results achieved are a stimulant for students to understand the many ways to carry out entrepreneurship on the sidelines of their Islamic boarding school activities. This activity needs to be carried out continuously so that the results achieved or the goals achieved can be maximized. Yoga Gandara, Zulkifli Zulkifli, Febri Saefullah (2021) also stated that the supporting factors in cultivating the entrepreneurial spirit of students are: (1) Location of Islamic boarding schools in rural areas (2) The presence of kyai figures who are role models. Meanwhile, the supporting factors for Islamic Boarding Schools in developing the entrepreneurial spirit of Al-Mawaddah Kudus Islamic Boarding School are: (1) Lack of Supervision of Equipment (2) Lack of Serious Attitude in Taking Business.

## **CONCLUSION**

Based on the research results, it can be concluded that Islamic boarding schools have a role in building the entrepreneurial spirit of students in Islamic boarding schools

through self-confidence, originality (creativity). and innovation) contained in the sermon activities carried out by the students. Results oriented, which can be seen through all activities provided at the Islamic boarding school solely to achieve the Islamic boarding school's vision. Instill mental discipline, namely by providing rules both written and culturally that occur in Islamic boarding schools. Leadership, which is carried out by optimizing the business units owned by the Islamic boarding school, including commerce, animal husbandry, fisheries and agriculture. Islamic Boarding School has a big role in creating modern industrial entrepreneurship, namely creating business units including soap making, convection, cake making, etc., by empowering students and the community through entrepreneurship programs so that they can support and improve the welfare of students and the community by creating lots of jobs.

Islamic boarding school entrepreneurial values are showing good character at work, great discipline, and being ready to work hard. A conceptual model of instilling entrepreneurial values in Islamic boarding schools with akosa system education (natural, put forward, process, and apply). Internal aspects to strengthen economic civics have created various products ranging from creation (vegetables and livestock), packaging, and marketing as well as external aspects of the productive natural conditions. The role of Islamic boarding schools as training institutions, namely organizing and attending entrepreneurship training, so that the entrepreneurial spirit of santri.

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