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Characteristics Of Islamic Boarding School Entrepreneurship Learning Based On The Form, Flow, And Learning Situation Of Students At The Hidayatullah Islamic Boarding School In Depok

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Abstract

This study aims to describe the characteristics of entrepreneurship learning in Islamic boarding schools (*pesantren*) based on the forms, learning processes, and learning situations experienced by students at Hidayatullah Islamic Boarding School, Depok. The study employed a qualitative approach using a descriptive research method. Data were collected through interviews, observations, and document analysis involving the pesantren leader, business unit managers, instructors, students, alumni, and institutional partners. The data were analyzed descriptively through data reduction, data presentation, and conclusion drawing, supported by source triangulation to ensure the trustworthiness of the findings. The results indicate that entrepreneurship learning is implemented through direct practice, training, simulations, and active student involvement in the pesantren's business units, reflecting a strong experiential learning approach. The learning process is conducted progressively, beginning with orientation, simple assignments, guided practice, independent practice, and evaluation, allowing students to acquire entrepreneurial competencies according to their readiness and capabilities. Furthermore, the learning situation is shaped within a religious, disciplined, and collective environment based

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on *tarbiyah* values, which facilitates the internalization of entrepreneurial values such as responsibility, trustworthiness, cooperation, and self-reliance. The pesantren's business units function as living laboratories that integrate education, entrepreneurial practice, and character development. The study concludes that entrepreneurship learning at Hidayatullah Islamic Boarding School represents a life-based entrepreneurship education model that integrates practical experience, Islamic values, and pesantren life holistically. This model contributes to the simultaneous development of entrepreneurial competencies and students' character.

Keywords: **entrepreneurship learning, Islamic boarding school, experiential learning, entrepreneurship education, student character development.**

INTRODUCTION

Islamic boarding schools are Islamic educational institutions that have an important role in shaping the personality, character and competence of students through a comprehensive educational process. Apart from functioning as a center for learning Islamic sciences, Islamic boarding schools also play a role in preparing students to be able to live independently and contribute to the social and economic life of society (Zulkifli et al., 2020). In facing social change, technological developments and the increasingly complex dynamics of the world of work, Islamic boarding schools are required not only to produce graduates who have good religious understanding, but also have life skills and entrepreneurial competencies that can provide provisions for facing various challenges in the future. Entrepreneurship education is one approach that is increasingly being developed in the Islamic boarding school environment as an effort to build students' independence and strengthen the sustainability of the institution. Entrepreneurship in Islamic boarding schools is not solely understood as a profit-oriented economic activity, but also as an educational means to instill the values of hard work, discipline, responsibility, creativity, leadership and problem-solving abilities (Amri et al., 2019). Through entrepreneurship learning, students are expected to be able to develop an entrepreneurial mental attitude that is in line with Islamic values, so that they can become individuals who are productive, independent, and able to provide benefits to society.

The uniqueness of entrepreneurship learning in Islamic boarding schools lies in the integration between education, the daily lives of students, and business activities that take place in the Islamic boarding school environment. The learning process does not only occur through the delivery of material or formal training, but also through the direct involvement of students in

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various productive activities that are part of Islamic boarding school life (Jahroni, 2020). In this context, learning experiences are obtained through real practice, social interaction, habituation, example and mentoring provided by kiai, caregivers, business managers and senior students (Taufikin, 2021). Therefore, entrepreneurial learning in Islamic boarding schools has different characteristics from entrepreneurial learning which generally takes place in schools or formal educational institutions.

One of the Islamic boarding schools that develops entrepreneurship education as part of the student development process is the Hidayatullah Islamic Boarding School, Depok. As part of the Hidayatullah educational network which emphasizes character building, independence and community service, this Islamic boarding school develops various activities that enable students to gain direct entrepreneurial learning experience (Marimin et al., 2023). The involvement of students in various productive activities becomes a learning medium that not only aims to provide business skills, but also forms a work ethic, responsibility and leadership spirit. The entrepreneurial learning that takes place at the Hidayatullah Islamic Boarding School in Depok is an interesting phenomenon to study because the learning process is not only influenced by the formally designed curriculum or training program, but also by various learning experiences that occur in the daily life of the Islamic boarding school. Santri learn through various forms of activities, following certain stages or learning paths, and being in unique learning situations that enable the process of internalizing knowledge, skills and entrepreneurial values (Marimin et al., 2023). In other words, entrepreneurship learning in Islamic boarding schools is a complex process and involves various interrelated educational dimensions.

The characteristics of learning from a non-formal education perspective can be understood through the form of learning used, the flow of the learning process experienced by students, and learning situations that support the learning process (Yahya et al., 2023). The form of learning shows how learning activities are organized and learning experiences are provided to students. The learning flow describes the stages that students go through in gaining entrepreneurial knowledge and skills. Meanwhile, learning situations reflect social, cultural and environmental conditions that enable an effective learning process. These three aspects are important to study because they can provide a deeper understanding of how entrepreneurial competence is developed in the Islamic boarding school environment (Chamidi, 2023). Although various studies have discussed Islamic boarding school entrepreneurship, most research still focuses on aspects of Islamic boarding school economic development, business management, or the contribution of entrepreneurship to institutional independence and community empowerment. Understanding

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these three aspects is very important to explain how the entrepreneurial learning process takes place and how the learning experiences formed are able to support the development of students' entrepreneurial competencies and character.

Based on these conditions, it is important to carry out research on the Characteristics of Islamic Boarding School Entrepreneurship Learning Based on the Form, Flow and Situation of Student Learning at the Hidayatullah Islamic Boarding School, Depok. It is hoped that this research can provide a comprehensive picture of the entrepreneurial learning practices that are developing in Islamic boarding schools, enrich the study of Islamic boarding school-based entrepreneurship education, and contribute to the development of entrepreneurial learning models that suit the characteristics of Islamic boarding school educational institutions.

DISCUSSION

Based on the research results, the form of entrepreneurial learning at the Hidayatullah Islamic Boarding School shows strong character as part of the integral education of santri. Entrepreneurship is not positioned as an additional activity, but rather as a medium for establishing economic independence that is integrated with Islamic values. Learning activities are designed in the form of direct practice, training, simulations, as well as active involvement in Islamic boarding school business units such as the canteen and production activities. Business managers emphasize that the business unit functions as a learning ecosystem, while students experience direct involvement in production and marketing activities. Thus, the form of learning that is developing can be categorized as experiential learning which is based on real experience.

From the learning flow aspect, it was found that the entrepreneurial learning process took place in a structured and gradual manner. Program planning is carried out through leadership meetings taking into account the needs of the students and the direction of Islamic boarding school education. In its implementation, the learning flow follows the stages of orientation, practice and evaluation, which are then reinforced with a gradual assignment mechanism from simple tasks to more complex tasks. Business managers play a role in providing direct assistance, while students experience a learning process through short explanations, direct practice and continuous correction. This pattern shows that learning is not instantaneous, but rather progressive and adaptive to the students' abilities, thus enabling the formation of a deeper understanding of the entrepreneurial process.

Meanwhile, the entrepreneurial learning situation in Islamic boarding schools is formed in a religious, disciplined and collective environment, which reflects the tarbiyah approach. Business

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activities are not only oriented towards technical skills, but are also a means of habituating values such as responsibility, cooperation and etiquette at work. Santri describe a learning atmosphere that is disciplined but still warm because it takes place in congregational life, so that social interaction becomes an important part of the learning process. Apart from that, the integration between business activities and the Islamic boarding school education system looks very strong, where the business unit does not stand alone, but is part of the daily life of the students. This condition confirms that entrepreneurship learning in Islamic boarding schools not only produces practical competencies, but also simultaneously shapes the character of students.

Entrepreneurship learning at the Hidayatullah Islamic Boarding School is a practice-based learning system that is integrated with tarbiyah values and Islamic boarding school life, carried out in stages through business units as a real laboratory to simultaneously shape the skills and character of students. Entrepreneurship learning at the Hidayatullah Islamic Boarding School is not built as a separate formal instructional system, but rather as an integral part of the Islamic boarding school education process. The need for the formation of student independence and the limitations of theoretical approaches have encouraged the birth of a practice-based learning model, where the Islamic boarding school business unit functions as the main medium of learning. In this context, entrepreneurial activities are not only aimed at producing economic output, but are a vehicle for education that integrates Islamic values into daily business activities.

The learning process takes place through a structured and gradual flow, starting from orientation, simple assignments, direct practice, to evaluation. This mechanism allows students to learn progressively according to their level of readiness. Mentoring by business managers and coaches is a key factor in ensuring that each practical experience not only produces technical skills, but also an understanding of the business workflow as a whole. Thus, the learning process is not instant, but develops through experience, repetition and reflection.

The learning situation formed in a religious, disciplined and collective Islamic boarding school environment strengthens the effectiveness of entrepreneurial learning. Values such as honesty, trust, responsibility and cooperation are not taught theoretically, but are internalized through habituation in business activities. Integration between business activities and the daily lives of students makes learning contextual and sustainable. In the end, this model produces not only basic entrepreneurial competencies, but also the formation of the character of students who are ready to face social and economic life in society.

Based on triangulation from kyai/leaders, business unit managers, students, alumni, partners, and observations, it can be concluded that the entrepreneurial learning structure at the

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Hidayatullah Islamic Boarding School is direct practice, gradual, scheduled, and integrated with Islamic boarding school education. Forms of activity include production, service, marketing and simple recording; the path moves from recognition to independent responsibility; while the learning situation is built in an active, disciplined and religious atmosphere. With this pattern, the business unit in this Islamic boarding school truly functions as an entrepreneurial learning laboratory that forms students as a whole, both in terms of skills and character.

The research results show that entrepreneurship learning at the Hidayatullah Islamic Boarding School is positioned as an integral part of the students' overall education. Entrepreneurship is not understood as an additional activity that stands alone, but rather as an inherent part of the Islamic boarding school education system which is directed at forming life skills, fighting power, economic independence and Islamic character of students. This can be seen from the integration between the views of Islamic boarding school leaders, business unit managers, the experience of students, alumni, partners, as well as the results of observations which show that entrepreneurial activities have integrated into the daily life of Islamic boarding schools through real business units such as canteens, student minimarkets, food production, simple printing, hydroponics and nutritional gardens.

These findings indicate that entrepreneurship learning at Hidayatullah has a broader orientation than conventional entrepreneurship education. Entrepreneurship is not only seen as an economic skill, but also as a medium for tarbiyah and character formation. From an Islamic boarding school perspective, business activities are positioned as a vehicle for fostering work ethics, responsibility, trust and discipline. Therefore, learning success is not measured solely by the students' ability to carry out economic activities, but also by their ability to internalize Islamic values in daily work practices. This meaning shows that entrepreneurship learning in Islamic boarding schools has integrative characteristics between spiritual, moral, social and economic aspects.

Theoretically, this learning pattern is very close to the experiential learning approach. Suleman (2024) explains that experiential learning is a learning process that takes place through concrete experience, reflection, conceptualization and active experimentation, so that students gain a deeper understanding because they are directly involved in real situations. In Hidayatullah's context, this cycle is clearly visible through the pattern of brief briefing, observation, direct practice, correction and continuous evaluation. Students not only learn the concept of entrepreneurship in the abstract, but directly experience the real processes of service, production, recording, marketing and business management. Thus, entrepreneurship learning at Hidayatullah

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shows a strong implementation of experiential learning in the context of Islamic boarding school education (Sa'adah & Ulil Hidayah, 2025).

Apart from experiential learning, the results of this research also show the application of learning by doing as the main learning strategy. Putri (2021) emphasized that effective entrepreneurship education requires action-oriented learning, because entrepreneurial competence cannot be formed only through lectures or theory transfer. In this research, students learn through direct involvement in business activities, starting from simple tasks such as arranging goods and maintaining cleanliness, to more complex tasks such as customer service, product packaging, marketing, and simple record keeping. This process takes place in stages and is accompanied by intensive assistance by business coaches and managers. This shows that entrepreneurship learning in Islamic boarding schools moves from practical experience to conceptual understanding through a process of repetition and reflection (Kadir, 2025).

The findings of this research also show that the Islamic boarding school business unit functions as a living learning laboratory. The business unit is not positioned only as a source of income for the institution, but as a pedagogical medium where students learn to face real work situations. This can be seen from the involvement of students in food production, product arrangement, customer service, packaging, simple record keeping, and weekly work evaluations. In this way, the business unit becomes a learning space that allows students to understand business processes as a whole from upstream to downstream.

When compared with previous research, these findings are in line with research by Misjaya et al. (2019) which shows that entrepreneurship education in Islamic boarding schools is able to increase students' entrepreneurial interest and readiness through practice-based learning and direct involvement in business activities. Ladiva (2023) also found that entrepreneurship education in Islamic boarding schools was effective in forming students' independence through cooperatives, agriculture, shops and other business units. However, the results of research in Hidayatullah show a stronger emphasis on the integration of tarbiyah values and congregational life as part of the entrepreneurial learning process. In other words, business practices in Islamic boarding schools not only function to form economic skills, but also as a mechanism for forming Islamic character. (Kurniati et al., 2019).

In terms of the form of learning activities, the results of open coding show that entrepreneurial activities at Hidayatullah are developed through a combination of training, simulation, direct practice, and involving students in Islamic boarding school business units. This model shows that learning is not directed at rigid formal instructional patterns, but at creating

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authentic learning experiences. Santri learn not only through explanations, but through active involvement in daily business activities. These findings support the view of Titton & Jakubowski (2021) who state that effective entrepreneurship education must be based on real experience and problem-solving so that students gain an applicable understanding of the business world. In the context of Islamic boarding schools, this approach becomes stronger because the learning process takes place in an environment of continuous collective life.

In the learning flow aspect, this research found that the learning process was structured progressively through the stages of orientation, simple assignments, guided practice, independent practice, and evaluation. These stages allow students to develop according to their respective abilities and level of readiness. This gradual approach shows the existence of a scaffolding mechanism in learning, namely providing intensive assistance at the initial stage which is then slowly reduced when students begin to be able to work independently. In Hidayatullah's context, scaffolding is not only in the form of technical assistance, but also moral development and supervision of manners. Therefore, the learning process not only forms operational skills, but also instills a sustainable Islamic work ethic.

The learning situation found in this research is also an important factor in explaining the effectiveness of entrepreneurship learning in Islamic boarding schools. The learning environment at Hidayatullah is characterized by a religious, disciplined, simple and collective atmosphere, but remains warm because it takes place in congregational life. Business activities are carried out in the regular rhythm of Islamic boarding school life, under the supervision of supervisors and managers, so that students experience firsthand how to work in a system that demands discipline while maintaining manners. This situation creates a contextual and authentic learning space because students do not learn through artificial simulations, but through real work experience.

These findings strengthen the research of Syarifudin et al. (2023) which shows that the formation of students' entrepreneurial character is more influenced by the Islamic boarding school educational environment than the formal curriculum alone. In this research, it was explained that Islamic boarding school culture, work habits, discipline and the example of supervisors have a significant influence on the formation of entrepreneurial character. The same pattern is seen in Hidayatullah, where learning takes place in an educational ecosystem that combines religious values, congregational life and business activities simultaneously. Thus, the learning situation is not only a learning context, but also the main mechanism for forming students' work habits. (Iqbal Irfany, 2022).

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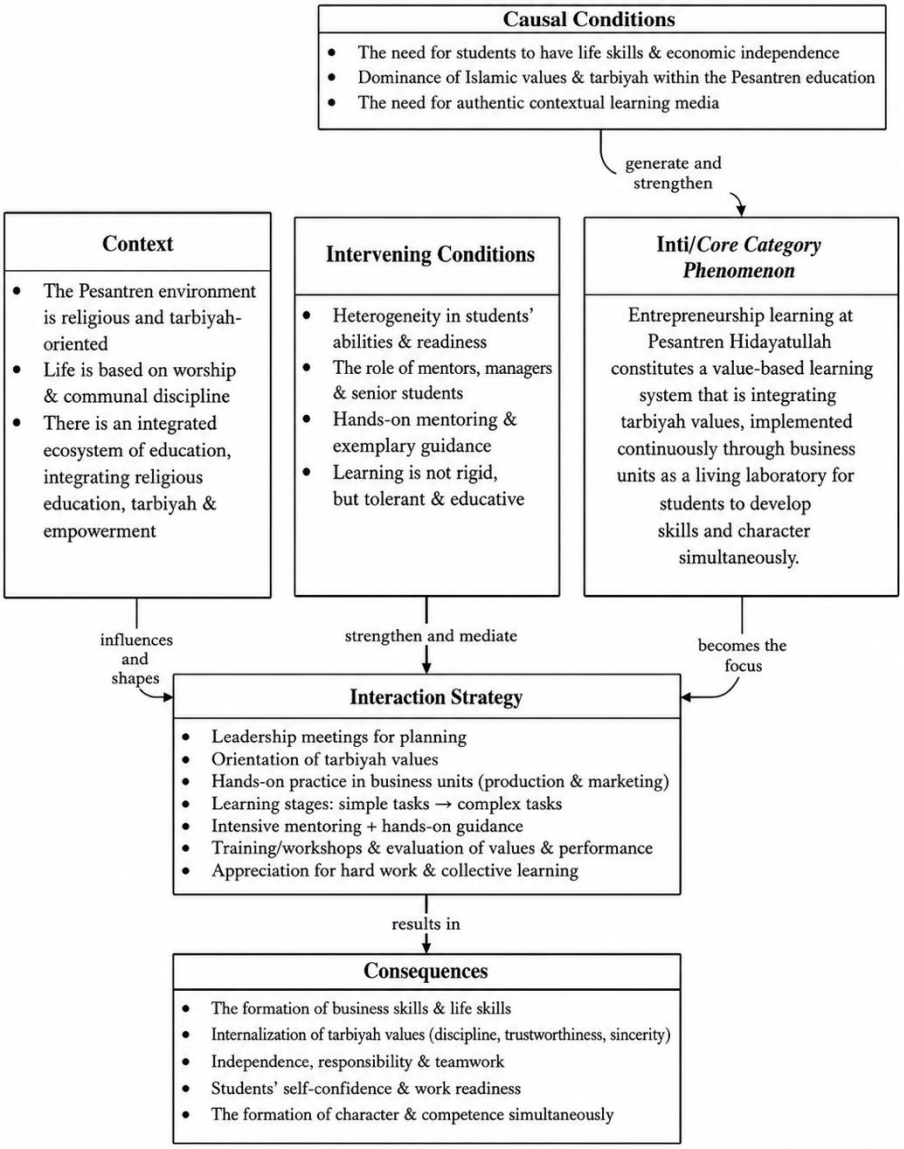


Figure 1. Mechanism for Forming Competency and Entrepreneurial Character of Hidayatullah Islamic Boarding School Students, Depok

Thus, entrepreneurship learning at the Hidayatullah Islamic Boarding School can be understood as a life-based entrepreneurship education model that is based on experiential learning and integrated with tarbiyah values. This model shows that entrepreneurship education

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in Islamic boarding schools will be more effective when business practices are integrated with the students' daily lives, supported by a disciplined religious environment, and carried out through work habituation and ongoing mentoring. The stronger the integration between Islamic values, real business practices and the Islamic boarding school life system, the more effective the formation of students' entrepreneurial competence and character will be. Therefore, the learning model at Hidayatullah is not only relevant in the context of Islamic boarding school education, but also provides a conceptual contribution to the development of entrepreneurship education based on values and life experiences.

CONCLUSION

Entrepreneurship learning at the Hidayatullah Islamic Boarding School shows a pattern that is integrated with the Islamic boarding school education system as a whole. Entrepreneurial activities do not stand alone, but are part of the student development program which aims to form independence and life skills. Forms of learning activities include the involvement of students in business units such as canteens, food production, cooperatives and other simple services. Santri are directly involved in production, service and business management activities. This shows that entrepreneurship learning is based on real practice with a fairly broad scope. The learning flow takes place in stages, starting from introduction, observation, guided practice, to giving more independent responsibility. This process shows the existence of a progressive learning structure, where students develop according to their level of readiness and ability. The learning situation at this Islamic boarding school is disciplined, active and collaborative. Santri learn in a real work atmosphere with direct supervision and guidance from the supervisor. Learning interactions occur through practice, demonstration, and direct correction. Thus, entrepreneurship learning at Hidayatullah shows a strong experiential learning character with an emphasis on building work character.

FUTURE DIRECTIONS

This study provides an initial understanding of the characteristics of entrepreneurship learning in Islamic boarding schools through the dimensions of learning forms, learning processes, and learning situations. However, the findings were generated from a single-case study at Hidayatullah Islamic Boarding School, Depok. Future research is therefore encouraged to conduct comparative studies across different types of *pesantren*, including traditional (*salaf*), modern, and integrated Islamic boarding schools, in order to identify similarities and differences in

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entrepreneurship learning practices and their implications for student development. Further studies may also examine the effectiveness of entrepreneurship learning models in influencing entrepreneurial competencies, entrepreneurial intentions, and post-graduation career outcomes among students. Quantitative and mixed-method approaches could be employed to measure the relationships between learning experiences, entrepreneurial skills, character development, and entrepreneurial behavior more systematically.

In addition, future research should explore the integration of digital entrepreneurship, business innovation, and technology-based learning within *pesantren* entrepreneurship programs. As the entrepreneurial ecosystem continues to evolve, understanding how Islamic boarding schools adapt entrepreneurship education to the digital economy will be important for enhancing the relevance and sustainability of entrepreneurship learning. From a theoretical perspective, the concept of life-based entrepreneurship education identified in this study may be further developed into a comprehensive conceptual or instructional model. Future studies are encouraged to validate and refine this model in diverse educational contexts to strengthen its contribution to entrepreneurship education, nonformal education, and character development research.

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