

Research Article

Increasing Empowerment of Islamic Boarding Schools with Entrepreneurship in Indonesia and Malaysia

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Abstract.

Islamic Boarding School, which is synonymous with the spirit of Islamic education and the study of Islamic law, needs to empower students and benefit from the surrounding community. Thus can synergize for community development. The purpose of this community service is to develop the ability of the sociopreneurship spirit of students to have life skills for independence and be able to maintain the independence of the community around the Islamic boarding school. In addition, it is to be able to transform this spirit of independence in the surrounding community. One of which is the Daarut Tauhid Islamic boarding school in Bandung, West Java, where community service was carried out between LPPM Unisba and UITM. This method is carried out through training and mentoring in entrepreneurship practices. Data analysis were done using qualitative method with pretest and posttest. The result is that entrepreneurial activities were able to have an economic impact and life skills for the students. Economic impact can contribute to Islamic Boarding Schools in land development and subsidizing students' personal needs. While the impact of life skills is in the form of instilling entrepreneurial values in students. These values include self-confidence, taking risks, leadership, creative, and innovative santripreneurship.

Keywords: Islamic boarding School, entrepreneur, santripreneur, sociopreneurship

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Published: 9 August 2024

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the 6th SoRes Conference Committee.

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1. INTRODUCTION

Islamic Boarding School which is synonymous with the spirit of Islamic education is synonymous with the study of Islamic laws, developed following contemporary trends in empowering its students. So innovative programs are needed to empower students and can benefit the surrounding community. Thus, Islamic Boarding School and the community can work together to synergize for the development of the surrounding community. Which is taught as the curriculum of Lintang Songo Islamic boarding school. Economic empowerment conducted by LintangSongo Islamic Boarding School for its students and community is agricultural empowerment, plantations, animal husbandry, forestry, fisheries, home industry, food, and convection.[1] the santripreneurs in Al-Ustmani in an effort to realize sharia-based entrepreneurship in Islamic boarding schools, with Al-Ustmani has prepared a program of learning activities that can truly encourage the growth and development of the entrepreneurial spirit of the students to become Santripreneurs.[2] This study identifies the humane entrepreneurship approach by analyzing the humane cycle and the enterprise cycle in the entrepreneurship activities occurring in a single case study of an Islamic boarding school.[3]

Indonesia and Malaysia have the potential to empower Islamic Boarding School to provide wider benefits, not only with Islamic education, but also village empowerment. This empowerment program can develop the ability of students in islamic boarding schools to have life skills for independence and be able to maintain the independence of the community around the Islamic Boarding School. The santripreneur is also able to change this spirit of independence in the surrounding community.

Entrepreneurship education is a viable solution to cope with the rapid changes brought about by globalization. However, graduates from various educational institutions are not adequately prepared to enter the workforce due to their lack of knowledge and skills that meet the requirements of the business world. Meanwhile, the number of job seekers continues to rise every year, while the growth of industries or employment opportunities is not keeping pace with the increasing number of job seekers.[4]

Alternative education is necessary to cope with the demands of life in the era of globalization and the difficulty of finding employment. Entrepreneurship education is one such alternative that can address this challenge. It develops values, attitudes, and an entrepreneurial spirit. Entrepreneurship is a field that examines a person's values, abilities, behavior in dealing with life's challenges and how to seize opportunities while managing various risks. It is a distinct discipline with a systematic approach that can

be applied through creativity and innovation. In education, entrepreneurship aims to develop individuals holistically, as people with entrepreneurial character, knowledge, and skills. Entrepreneurship education can also be integrated into instructional activities in schools. The study conducted by Grisna suggests that the entrepreneurial approach can be applied to religious educational institutions. The spiritual approach and religious values as the principles of Islamic boarding schools have proven to be effective in implementing entrepreneurship.[5] The capacity of Islamic boarding schools in Indonesia is continuously expanding to serve as a foundation for the development of young entrepreneurs. Islamic Boarding School aims to educate students in understanding religious texts and to cultivate a new generation of independent and entrepreneurial students.[6]

Education in Islamic boarding schools or traditional Islamic schools has become an important part of the culture history of Indonesian and Malaysian societies. Boarding schools not only serve as a place to learn religion, but also as centers for learning, developing social and economic skills. However, boarding schools are often seen as outdated institutions that are unable to keep up with the times. In recent years, there have been efforts to improve the quality of education in boarding schools and introduce economic and entrepreneurial skills to students. This is done to increase the independence and empowerment of boarding schools in facing increasingly complex economic and social challenges. Previous research has shown that entrepreneurial skills can help increase the independence and empowerment of boarding schools. However, there are still shortcomings in the development of entrepreneurial skills in boarding schools, especially in the development of sustainable and innovative business models.

This Community Service aims to identify the factors that influence the empowerment of boarding schools through the development of entrepreneurial skills in Indonesia and Malaysia. This Community Service is expected to contribute to the development of sustainable and innovative business models in boarding schools, as well as increase the independence and empowerment of boarding schools in facing increasingly complex economic and social challenges at Daarut Tauhid Boarding School Bandung West Java.

Previous research on Empowerment of Islamic Boarding School with Entrepreneurship has been conducted by several researchers in Indonesia and Malaysia. Some of these studies include: A study by M. Syaifuddin and A. S. Hidayat (2018) which aimed to analyze the effect of entrepreneurship skills on the independence of pesantren in East Java, Indonesia. The results showed that entrepreneurship skills have a positive effect on the independence of pesantren. A study by M. A. Aziz and A. A. Rahman

which aimed to analyze the factors that influence the empowerment of pesantren through the development of entrepreneurship skills in Malaysia. The results showed that factors such as government support, access to markets, and the availability of quality human resources influence the empowerment of pesantren through the development of entrepreneurship skills. A study by A. S. Hidayat and M. Syaifuddin (2020) which aimed to analyze the effect of entrepreneurship skills on the independence of pesantren in West Java, Indonesia. The results showed that entrepreneurship skills have a positive effect on the independence of pesantren, especially in the development of sustainable and innovative business models. These studies indicate that the development of entrepreneurship skills can help improve the independence and empowerment of pesantren in Indonesia and Malaysia. However, further research is needed to develop sustainable and innovative business models in pesantren, as well as to improve access to markets and quality human resources.

2. RESEARCH METHODS

This community service method is carried out through training and mentoring in entrepreneurship practices. To analysed data used qualitative analysis method with pretest and posttest. To analyze data used Qualitative Analysis method. According to Miles and Huberman (1992), it consists of three stages: data reduction, data presentation, and conclusion. This community service method is carried out through training and mentoring in entrepreneurship practices. To analysed data used qualitative analysis method with pretest and posttest, to enhance entrepreneurship empowerment in boarding school, LPPM Unisba collaborated with Universiti Teknologi Mara Malaysia to provide entrepreneurship training and mentoring to the students of Daarut Tauhid Bandung Boarding School. The training included a seminar with speakers from Unisba and Universiti Teknologi Mara . To assess the improvement of the students' knowledge, pre-tests and post-tests were conducted, and the results are explained below and effectively increase students' learning motivation through active learning that stimulates students to improve their thinking skills, especially the critical, creative, innovative, and entrepreneurial characters.[7] Results of community service conducted by giving questions before (pretest) and after (post test) attending training.

3. RESULTS AND DISCUSSION

3.1. Daarut Tauhid Bandung Islamic Boarding School Activities In The Economic Empowerment Of Students

Daarut Tauhid is an Islamic boarding school in Bandung that offers various activities and programs aimed at empowering the students economically. Here are some activities typically conducted to empower the students economically at Daarut Tauhid:

Economic Education: The boarding school may offer an economic education program covering subjects such as financial management, entrepreneurship, and principles of Islamic economics. The goal is to provide the knowledge and skills necessary for students to manage their finances and start small businesses.

Entrepreneurship Training: Daarut Tauhid may organize entrepreneurship training or workshops that provide students with practical knowledge on how to start and manage small businesses. This training may cover topics such as business planning, marketing, inventory management, and finance.

Internship Programs: The boarding school may have internship programs where students are placed in local companies or small businesses to gain hands-on work experience. This gives them the opportunity to learn practical skills, build professional networks, and gain insights into the working world.

Skill Development: In addition to formal education, Daarut Tauhid may also offer training in specific skills relevant to economic empowerment, such as manufacturing skills, agriculture, handicrafts, or information technology.

Student Cooperatives: The boarding school may support the establishment of student cooperatives where students can work together to start joint ventures or other economic projects. Through these cooperatives, students can pool resources and participate in collective decision-making.

Mentoring and Guidance: Daarut Tauhid may provide mentoring and guidance for students interested in starting small businesses or developing their economic skills. This mentoring may include individual counseling, progress monitoring, and assistance in overcoming challenges they may face.

Through these various activities and programs, Daarut Tauhid strives to economically empower students by providing them with the knowledge, skills, and support they need to succeed in the business world and develop their economic potential.

3.2. Definition of Increasing Empowerment

Increasing empowerment refers to the process of improving the ability of individuals or groups to make decisions and take actions that lead to positive outcomes. Empowerment can be achieved through various means such as education, training, access to resources, and participation in decision-making processes. There are two theoretical frameworks that explain the concept of empowerment, namely Psychological Empowerment Theory (PET) and Social Cognitive Theory (SCT). PET identifies four dimensions of empowerment, namely meaning, competence, self-determination, and impact. SCT, on the other hand, identifies three factors that influence empowerment, namely personal factors, environmental factors, and behavioral factors. In order to increase empowerment, individuals or groups must improve their ability to make decisions and take actions that lead to positive outcomes.

3.3. Definition of Islamic Boarding School

Islamic Boarding School, or also known as Islamic Boarding School, is a traditional Islamic educational institution that focuses on teaching Islam and building the character of students. Islamic Boarding School are usually located in remote neighborhoods and run by a professor or kyai. Islamic Boarding School students live in dormitories and study in an environment centered on religious activities.

The main objective of Islamic Boarding School is to form a strong character of students with noble character, as well as teach Islamic values and correct religious practices. In addition, Islamic Boarding School also aims to strengthen the relationship between students and the surrounding community, as well as promote social and humanitarian activities. In a modern context, Islamic Boarding School can also serve as a center for skills and knowledge development, including entrepreneurial skills. It aims to equip students with the skills needed to face the challenges of the modern world and strengthen the economy of Muslims.

3.4. Definition of Entrepreneurship

Entrepreneurship can be defined as the process of creating, developing, and managing a new business venture in order to make a profit. It involves identifying a need in the market, developing a product or service to meet that need, and then bringing

that product or service to market. Entrepreneurs are individuals who take on the risks, challenges of starting and running a business, and they are often characterized by their creativity, innovation, and willingness to take calculated risks. Successful entrepreneurship requires a combination of skills, including business acumen, leadership, and the ability to adapt to changing market conditions. Entrepreneurship is a process of creating something new with effort and the use of necessary time, daring to face all risks, obtaining rewards, and personal freedom and satisfaction.[8]

Entrepreneurship is a term that originates from the translation of entrepreneurship. It is considered as the backbone of the economy, acting as the central nervous system that regulates a nation's economy. Entrepreneurship refers to the necessary qualities for initiating a business or the act of achieving something novel and unique. As per Thomas W. Zimmer, entrepreneurship involves utilizing creativity and innovation to resolve issues and capitalize on daily emerging opportunities. According to Suryana, entrepreneurship involves a blend of creativity, innovation, and bravery to confront risks, which is attained through diligent efforts to establish and sustain new enterprises. Zimmer's definition of creativity is also cited by Suryana, Creativity refers to the capacity to generate fresh ideas and explore novel perspectives on problems and opportunities. Conversely, innovation involves utilizing creativity to address issues and enhance people's lives. Theodore Levitt of Harvard, as cited by Zimmer, defines creativity as the act of contemplating something new. Entrepreneurs can achieve success by either introducing new ideas or by implementing old ideas in a new and innovative way. Suryana quotes Zimmer, who suggests that entrepreneurs can generate creative ideas by observing something old and envisioning something new or distinct.

3.5. The Important Values of Entrepreneurship

According Wahyuni's study, entrepreneurial values are categorized into two dimensions: material and non-material oriented value systems, progress-oriented and habitual values. The application of these values depends on the focus and goals of each entrepreneur. There are four values with their respective orientations and characteristics. The first is progress-oriented entrepreneurs who prioritize material gain, are risk-takers, open to technology, and prioritize material success. The second is progress-oriented entrepreneurs who are not motivated by material gain, but rather by a sense of responsibility, service, positive attitude, and creativity. The third is materially oriented

entrepreneurs who rely on existing habits, such as using approximations in business calculations or following certain directions to achieve success. The fourth is non-materially oriented entrepreneurs who work based on habits, rely on experience, use mysticism in their calculations, understand ethnocentrism, and follow ancestral ordinances.

3.6. Partner Problem Solution

The history of education in Indonesia shows that Islamic Boarding School is the oldest form of indigenous educational institutions in Indonesia. There are two opinions regarding the establishment of Islamic boarding schools in Indonesia. According to the first opinion, Islamic Boarding School is rooted in the Islamic tradition itself, and the second opinion says that the model of education in Islamic Boarding School originated in Indonesia.

Modern Islamic Boarding School (Khalafi) is an Islamic educational institution that uses a dormitory system with kyaya as guardian, santri as santri, which covers general subjects and Islamic religion in a balanced manner using a modern system, and has a method of managing and organizing activities. in a new way, namely entrepreneurship education as one of the solutions to empower islamic boarding schools. Facing this phenomenon, entrepreneurship learning is one of the concrete solutions to further empower Islamic Boarding Schools to teach various types of skills and entrepreneurial spirit for students so that after graduation they will be able to live their lives working professionally.

The term entrepreneur the term “self-employed” can be deciphered to make it easier to understand. By interpreting Wira means warrior, dashing, primary, brave or exemplary. Swa means independent or alone and Sta means standing. Private can be interpreted as “standing on one’s own feet” or “standing on one’s own merits” or trying independently. While Entrepreneurship is a combination of the words Wira and Usaha. Wira means warrior, dashing, primary, brave or exemplary; effort means productive activity. It can be interpreted as entrepreneurship is a courage to do productive business.

Islamic Boarding School is considered quite competent in providing human resources. Now students can no longer be underestimated because they have skills in various fields, are quite skilled, so Santripreneur aims to grow entrepreneurial seeds in Islamic boarding schools. The program encourages students to expand their knowledge of entrepreneurship so that It is definitely enough provision for future life. On the

other hand, the limitations of pesantren funding sources must be solved by good entrepreneurial management so that pesantren are independent.[9]

Daarut Tauhid Islamic Boarding School began with a recitation group called the Islamic Entrepreneurial Student Group (KMIW) in Ramadan 1407 H or coincided in May 1987. Then on September 4, 1990 the Daarut Tauhiid Foundation was established with the inauguration of Notarial Deed Wiratni Ahmadi, S.H no.8. In July 1993, Daarut Tauhiid Mosque was also established with 3 floors on Jalan Geger Kalong Gilang no.38. This was the phase of the establishment and initial growth of Islamic Boarding School Daarut Tauhiid.

Islamic Boarding School Daarut Tauhid experienced a phase of development and largeness from 1994 to 2006. In 1994 came Super Mini Market (SMM) Daarut Tauhiid. In 1994, the Daarut Tauhiid Islamic Boarding School Cooperative (Kopontren) was established. In the same year, Baitul Maal wa Tamwil (BMT) Daarut Tauhiid was also established. In 1997 the 4-storey Kopontren Daarut Tauhiid building was established opposite the Daarut Tauhiid Mosque. In 1998, Pusklat Daarut Tauhiid was formed which held Qolbu Management Training (PMQ) activities for executives and employees of PT Telkom Divre III West Java, Bank Muamalat Indonesia, Indonesian Aircraft Industry, PT Kereta Api Indonesia and others. In 1998 Daarul Jannah Cottage was inaugurated. In 1999 there was also a radio station MQ 1026 Radio Umat. Furthermore, CV House and Building continues to stand gradually, PT Mutiara Qolbun Salim, and PT Tabloid MQ.

Daarut Tauhiid's activities experienced a peak period in the period 2000-2006 when KH Abdullah Gymnastiar as the founder and leader began to actively preach on National TV. Daarut Tauhiid Islamic boarding school is known throughout Indonesia and many guests from various regions visit. In this period, an average of nearly 30,000 people visited Daarut Tauhiid Islamic Boarding School every month. In 2002, the concept of Bandung Berdignity was launched which was finally adopted into the slogan of Bandung City. In 2004, KH Abdullah Gymnastiar together with several national figures declared the National Conscience Building Movement (Gemanusa). In 2005, the development of Daarut Tauhiid Eco Islamic Boarding School was also pioneered in Pansor Village, Ciautum Girang Village, Parongpong District, Bandung Regency.

The community at Daarut Tauhiid Islamic Boarding School is a Islamic Boarding School community that is committed to carrying out good Islamic religious spirituality values. One of the values of Islamic spirituality is to work and try to fetch sustenance

and empower the economy. There is a relationship between the teachings of Islam and the economic behavior of its adherents.

Student economic empowerment activities in 1990-2006 were carried out by Daarut Tauhid Islamic Boarding School as a whole through four empowerment activities. First, education by providing business knowledge, mental formation, providing habituation materials, cultivating Daarut Tauhiid culture, solo bivouac, and daily recitation. Second, skill training with the self-breaking method, practice student efforts, and train student skills. Third, providing resources on consignment, providing capital after the program, BMT loans, and loans to fellow alumni or pilgrims. Fourth, provide opportunities by providing opportunities to partner with Daarut Tauhiid institutions, sell in the Daarut Tauhiid environment, collaborate with fellow students and pilgrims, do business with Daarut Tauhiid partners, become students and promote in Daarut Tauhiid media.

3.7. Ways to Develop Entrepreneurship

According to the Ministry of National Education (2010), there are several steps that must be taken in developing entrepreneurship. First, individuals can evaluate their entrepreneurial abilities by filling out a list of entrepreneurial attributes or answering a series of questions about entrepreneurship honestly and reflectively. Second, based on the self-evaluation results, individuals can participate in various learning activities to improve their entrepreneurial skills. Finally, there are several methods for learning entrepreneurship, such as self-reflection, reading books, journals, and websites, doing internships, attending short courses, and learning from successful entrepreneurs.

3.8. Benefits of Entrepreneurship Education in Islamic Boarding Schools

The advantages of integrating entrepreneurship education into Islamic boarding schools can be summarized as follows: a) Institutional benefits: The school can generate revenue from profitable business ventures, which can be used to enhance the quality of education provided by the Islamic boarding school. b) Benefits for teachers: Teachers at Islamic boarding schools can earn a steady monthly income. c) Benefits for students: Students can acquire valuable skills and experiences that will benefit them and their families in the future and they can also receive incentives for their daily needs.

3.9. Increasing Empowerment of Islamic Boarding School with Entrepreneurship

Islamic boarding schools have now become religious, educational institutions integrated with the local community. In line with the development in an ever-increasingly advanced era, it requires the santri students to have additional skills that can be useful when they graduate.[10] The Last, to enhance entrepreneurship empowerment in Daarut Tauhid Student boarding school, LPPM Unisba collaborated with Universiti Teknologi Mara Malaysia to provide entrepreneurship training and mentoring to the students of Daarut Tauhid Bandung. The training included training with speakers from Unisba and Universiti Teknologi Mara . To assess the improvement of the students' knowledge, pre-tests and post-tests were conducted, and the results are explained below. Results of research conducted by giving questions before (pretest) and after (post test) attending training, the following data were obtained:

TABLE 1: Skor Pretest & Post Test.

Item	Skor		Progress	Percentages
	Pretest	Post test		
1	48	65	17	11,05
2	63	66	3	1,98
3	38	62	24	14,88
4	65	66	1	0,66
5	64	66	2	1,32
6	34	62	28	17,36
7	33	56	23	12,88
8	38	63	25	15,75
9	63	66	3	1,98
10	62	66	4	2,64
Total	508	638	130	20,38

The explanation from the table, it can be analyzed that for question item No. 1, the pretest score is 48 and the post test score is 65, so the difference is 17 points with a progress of 11.05%. Question item number 2 pretest score is 63 and post test score 66 so the difference is 3 points with a progress of 1.98%. Question item number 3 pretest score is 38 and post test score is 62 so the difference is 24 points with a progress of 14.88%. Question item number 4 pretest score is 65 and post test score 66 so the difference is 1 point with progress of 0.66%. Question item number 5 pretest score

is 64 and post test score 66 so the difference is 2 points with a progress of 1.32%. Question item number 6 pretest score is 34 and post test score 62 so the difference is 28 points with a progress of 17.36%. Question item number 7 pretest score is 33 and post test score 56 so the difference is 23 points with a progress of 12.88%. Question item number 8 pretest score is 38 and post test score 63 so the difference is 25 points with a progress of 15.75%. Question item number 9 pretest score is 63 and post test score 66 so the difference is 3 points with a progress of 1.98%. Question item number 10 pretest score is 62 and post test score 66 so the difference is 4 points with a progress of 2.64%.

The overall pretest and post test scores are added together, then the number of pretest scores is 508 and the number of post test scores is 638, so the difference is 130 points, thus the progress is 20.38%. Thus, the increase in Daarut Tauhiid students after attending training and guidance on entrepreneurship increased by 20.38%. The progress of students' abilities before and after attending training and guidance can be illustrated in the following diagram:

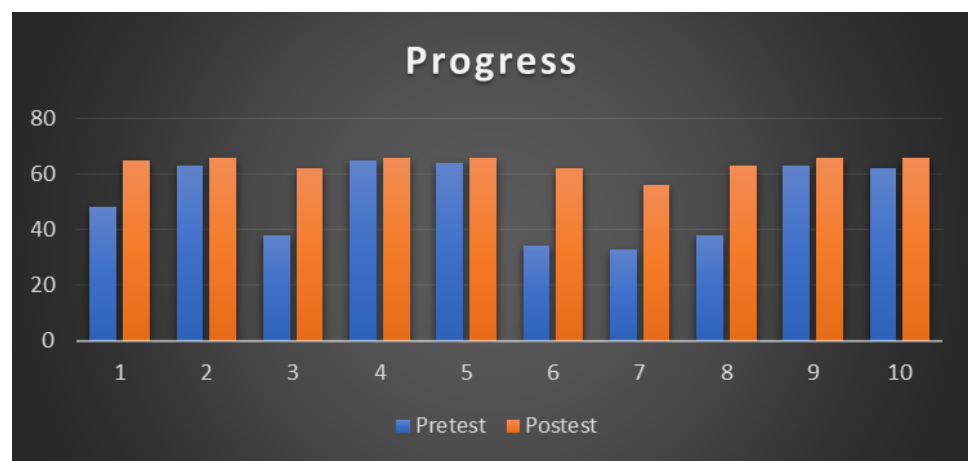


Figure 1: The Progress of Students' Abilities Before and After Attending Training and Guidance.

In their reserach that entrepreneurship and environmental education Family has a significant positive effect on students' interest in entrepreneurship. Meanwhile, self-efficacy showed positive results, but had no significant effect on students' interest in entrepreneurship.[11] and The finding shows that attitude and entrepreneurial education are significant towards entrepreneurship intention. Therefore, this study is expected to provide a significant insight towards higher institutions, public as well as government about entrepreneurial intention.[12]

The development of the business world in Islamic boarding schools can be seen by the development of their businesses, both on a small and large scale.[10] The Problems

that arise in entrepreneurial activities in Islamic Boarding School are problems stemming from: a) human resources; b) technological issues; c) management issues. To overcome these problems, Islamic Boarding School always coordinate with related parties and try to improve their entrepreneurial management. that Islamic values be an important contextual factor for Islamic boarding school students' entrepreneurial intentions.[13]

The results same of this study are expected to provide insight into the feasibility and entrepreneurial self-efficacy so that students can improve these aspects to start a business.[14] Therefore the community service activity conducted by giving questions before (pretest) and after (post test) attending training about The Digital Economy in Malaysia for religius School, Marketing Management for Entreprenuership, than Literacy on Halal Produce Assurance For Entreprenueur the last is practic about Tambulapot is stand for Tanaman Buah Dalam Pot Euntreprenial Succes Tips. The students of Daarut Tauhid Boarding School were so enthusiastic about participating in community service activities and of course added insight as well as entrepreneurial skills

4. CONCLUSION

Entrepreneurship education is directed to prepare students to face life later after graduation. In the case of actual work has been arranged by God, man must strive to prepare himself with sufficient skill. Entrepreneurial activities in Islamic Boarding School are carried out through several channels, namely a) special excellent program pathways; b) curricular pathways; c) extracurricular pathways; and d) non-curricular pathways. Modern Islamic Boarding School prefer innovative types of practical skills activities by accommodating regional/local potential; Meanwhile, Islamic boarding schools choose to equip students with formal diplomas and types of rural agrarian skills as job training for students.

Entrepreneurial activities in Daarut Tauhid Islamic Boarding School are able to have an economic impact and life skills to the students. Economic impact is able to contribute to Islamic Boarding School in land development and subsidizing students' personal needs; While the impact of life skills is in the form of instilling entrepreneurial values in students. These values include self-confidence, hard work, perseverance, honesty, steadfastness, challenge, diligent, discipline, looking to the future, taking risks, leadership, creative, and innovative. Therefore with this community service it is very useful for students, especially

the daarut tauhid students to be able to increase their insight as well as entrepreneurial skills

ACKNOWLEDGEMENTS

We are from the community of service LPPM Unisba team with collaborative partners from Mara Malaysia would like to thank to the Daarut Tauhid Islamic Boarding School for collaborating in this community of service activity.

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