

Enhancing Santri Entrepreneurship through University–Pesantren Engagement

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ABSTRACT

This study examines a community engagement initiative aimed at enhancing the entrepreneurial competencies of santri at an Islamic boarding school in West Java, Indonesia. The programme was implemented on 1 November 2025 and involved more than 200 santri. Employing an experiential learning approach, the intervention consisted of interactive training sessions, Business Model Canvas workshops, and experience-sharing activities with successful entrepreneurs who were alumni of Islamic boarding schools. The instructional content covered fundamental entrepreneurship concepts, development of the entrepreneurial mindset, opportunity identification, digital marketing, basic financial management, and Islamic entrepreneurship principles. Pre-test results indicated that 65% of participants had a limited understanding of entrepreneurship, whereas post-test findings revealed substantial improvement, with 85% demonstrating a comprehensive understanding of core entrepreneurial concepts.

Keywords: Santri Entrepreneurship, Community Engagement, Islamic Boarding School, Islamic Entrepreneurship, Experiential Learning



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INTRODUCTION

Islamic boarding schools (pesantren) are among the oldest Islamic educational institutions in Indonesia and have historically played a strategic role in character formation and human resource development (Dhofier, 2011). Traditionally centred on religious instruction, pesantren have progressively evolved to incorporate skills-oriented education, including entrepreneurship, in response to changing socio-economic conditions and labour market demands (Sugiarto et al., 2025). This transformation reflects broader efforts to enhance the relevance of pesantren education amid increasingly complex economic and social dynamics (Juliyani, 2025). Nevertheless, many pesantren continue to face structural challenges in developing systematic and sustainable

entrepreneurship programmes, particularly those that combine pedagogical rigour with contextual relevance. Entrepreneurship has become a critical competence for young people in the era of globalisation and the Fourth Industrial Revolution, where adaptability, innovation, and self-reliance are increasingly valued (Zimmerer et al., 2008; Ratten & Jones, 2021). In Indonesia, data from Statistics Indonesia indicate that unemployment rates among graduates of religious educational institutions remain relatively high, partly due to limited entrepreneurial competencies and overreliance on formal employment pathways (BPS, 2020). Empirical studies further confirm that graduates of pesantren require enhanced knowledge, skills, and mindset development to compete effectively in contemporary labour markets (Rodliyah et al., 2024). As a significant segment of Muslim youth, santri must therefore be equipped with entrepreneurial capabilities that support economic self-reliance and enable meaningful contributions to community development (Fahham, 2020). Entrepreneurship education within pesantren possesses distinctive advantages, particularly its capacity to integrate Islamic ethical values into business practices. Previous studies suggest that embedding spiritual and moral values within entrepreneurial activities can strengthen motivation, enhance resilience, and promote business sustainability (Dana, 2009; Abdullah et al., 2023). Islamic entrepreneurship emphasises ethical conduct, social responsibility, and accountability beyond profit maximisation, thereby generating outcomes across economic, social, and spiritual dimensions (Khatimah et al., 2024).

Despite these normative strengths, the implementation of entrepreneurship education in pesantren remains constrained by limited resources, including shortages of qualified instructors, insufficient exposure to practical business tools, and inadequate institutional infrastructure (Juliyani, 2025). In this context, higher education institutions play a crucial role in supporting entrepreneurship development within pesantren through structured community engagement initiatives. University–community collaboration has been widely recognised as an effective mechanism for bridging theoretical knowledge and practical application, particularly in entrepreneurship education (Trencher et al., 2014; Purwanto, 2022). Collaboration between universities and pesantren offers the potential to co-create empowerment models that are pedagogically sound, context-sensitive, and institutionally sustainable (Rouf et al., 2024). One such mechanism is the Professor Goes to Pesantren initiative, which facilitates knowledge transfer and capacity building through experiential learning and mentoring approaches (Koropogui et al., 2025).

Pondok Pesantren Cipari Pangatikan in Garut Regency represents an Islamic boarding school with a strong institutional commitment to fostering santri entrepreneurship. Supported by a substantial santri population and progressive management, the pesantren demonstrates significant potential to function as a centre for Islamic values-based entrepreneurship development. Furthermore, the rapid expansion of digital technologies has created new opportunities for santri to engage in digital entrepreneurship and access wider markets beyond local boundaries (Hassan et al., 2021). However, realising this potential requires structured guidance and mentoring from academic practitioners with expertise in entrepreneurship education and community engagement. Based on these considerations, the Faculty of Economics and Business Education at Universitas Pendidikan Indonesia initiated a university–pesantren engagement programme aimed at: (1) providing entrepreneurship education and training for santri; (2) strengthening their entrepreneurial mindset; (3) equipping them with practical skills to initiate and manage business ventures; and (4) facilitating the establishment of a santri-based business incubator within the pesantren environment. The programme adopts an experiential learning approach that integrates entrepreneurship education, Islamic ethical values, and digital business practices. Despite the growing body of literature on entrepreneurship education in pesantren, existing studies largely focus on adoption, motivation, or descriptive accounts of programme implementation, with limited attention to systematic evaluation of learning outcomes within university–pesantren engagement frameworks.

Moreover, few studies explicitly integrate experiential learning theory, Islamic entrepreneurship, and digital entrepreneurship into a unified analytical model. Addressing this gap, the present study examines a university–pesantren entrepreneurship engagement programme as a structured intervention designed to enhance santri entrepreneurial competencies across cognitive, affective, and psychomotor domains. Accordingly, this study contributes to the literature in three key ways. First, it advances scholarship on community engagement by conceptualising university–pesantren collaboration as a pedagogically grounded model for entrepreneurship development in faith-based institutions. Second, it extends entrepreneurship education research by demonstrating how experiential learning and Islamic ethical principles can be operationalised simultaneously within a digital entrepreneurship context. Third, it provides empirical insights from an Indonesian pesantren setting, thereby enriching the global literature on entrepreneurship education and community empowerment in the Global South. The programme's objectives are derived from entrepreneurship education and experiential learning theory, which conceptualise entrepreneurial competence as a combination of knowledge, mindset, and practical skills. These theoretical perspectives inform the design of the intervention, which integrates experiential learning activities, ethical reflection, and digital entrepreneurship within a university–pesantren engagement framework. Accordingly, the evaluation framework operationalises entrepreneurial competence across cognitive, affective, and psychomotor learning domains, assessed through a combination of pre- and post-knowledge assessment, observation, and reflective discussion. The Results and Discussion section interprets the observed learning outcomes using this analytical framework, thereby aligning programme objectives, theoretical assumptions, and empirical findings.

Programme Objectives, Success Indicators, and Scholarly Contributions

This university–pesantren community engagement programme was designed with clearly defined educational and empowerment objectives. Specifically, the programme aimed to: (1) enhance santri understanding of fundamental entrepreneurship concepts; (2) foster an entrepreneurial mindset oriented towards value creation, self-reliance, and ethical responsibility; (3) equip santri with practical skills related to opportunity identification, business modelling, and basic business management; and (4) support the initial development of pesantren-based entrepreneurial initiatives through structured mentoring and institutional collaboration. These objectives reflect the programme's dual orientation towards educational outcomes and sustainable community empowerment. Programme success was evaluated using a learning-oriented framework aligned with entrepreneurship education and experiential learning theory. Success indicators were conceptualised across three complementary learning domains. First, cognitive outcomes were reflected in improvements in santri knowledge and conceptual understanding of entrepreneurship, as assessed through pre-test and post-test measures. Second, affective outcomes were indicated by observable shifts in entrepreneurial mindset, including changes in attitudes towards entrepreneurship as a viable and socially meaningful career pathway. Third, psychomotor outcomes were demonstrated through participants' ability to apply entrepreneurial tools, particularly in developing and articulating business models during hands-on workshop activities. Together, these indicators provided an integrated assessment of learning improvement consistent with the programme's educational objectives.

Beyond its practical outcomes, this programme offers several scholarly contributions. In terms of community engagement, it illustrates how structured university–pesantren collaboration can function as a pedagogically grounded model for entrepreneurship development within faith-based educational institutions. From an entrepreneurship education perspective, the study demonstrates how experiential learning approaches can be effectively integrated with Islamic ethical principles and digital entrepreneurship practices to develop holistic entrepreneurial competencies. More broadly, by situating the analysis within a pesantren context in Indonesia, the programme contributes empirical insights to the literature on entrepreneurship education and community empowerment in the Global South, where religious institutions continue to play a significant role in socio-economic development.

THEORETICAL FRAMEWORK

This study is grounded in an integrated theoretical framework that brings together entrepreneurship education, experiential learning theory, Islamic entrepreneurship, and university–community engagement. These perspectives are not treated as isolated bodies of knowledge, but rather as complementary lenses that collectively explain how entrepreneurial competencies among santri can be developed through structured university–pesantren collaboration. Entrepreneurship education is widely recognised as a strategic instrument for developing entrepreneurial competencies, attitudes, and intentions, particularly among young people. Contemporary approaches to entrepreneurship education extend beyond the transmission of business knowledge to emphasise the cultivation of an entrepreneurial mindset, opportunity recognition, and value creation under conditions of uncertainty. Prior research demonstrates that well-designed entrepreneurship education enhances self-efficacy, risk tolerance, and proactive behaviour, which are critical antecedents of entrepreneurial action. Importantly, Rauch and Hulsink emphasise that entrepreneurship education is more impactful when embedded in practice-oriented learning environments that allow learners to engage directly with entrepreneurial processes rather than passively receiving theoretical content (Rauch & Hulsink, 2015). The pedagogical foundation underpinning this approach is experiential learning theory, which conceptualises learning as a cyclical process through which knowledge is created by transforming experience. Kolb's experiential learning model outlines four interconnected stages: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. This model has been extensively applied within entrepreneurship education, as entrepreneurial competence is inherently experiential, iterative, and action-oriented. Empirical studies indicate that experiential learning approaches are more effective than traditional didactic methods in fostering entrepreneurial intentions and practical capabilities (Kolb & Kolb, 2005). Within the context of entrepreneurship education, experiential learning enables learners to internalise uncertainty, failure, and innovation as integral components of the entrepreneurial process.

Within Islamic educational settings such as pesantren, entrepreneurship education acquires an additional normative dimension through the integration of Islamic ethical values. Islamic entrepreneurship is grounded in principles derived from Sharia, including honesty (*sidiq*), trustworthiness (*amanah*), social responsibility (*maslahah*), and accountability before God (*taqwa*). Dana conceptualises Islamic entrepreneurship as an approach that aligns economic activity with moral and spiritual objectives, thereby fostering enterprises that are not only economically viable but also socially embedded and ethically grounded (Dana, 2009). Empirical evidence suggests that incorporating spiritual values into entrepreneurial education strengthens motivation, resilience, and long-term business sustainability, particularly within faith-based communities. The operationalisation of entrepreneurship education, experiential learning, and Islamic values within pesantren is facilitated through university–community engagement. Drawing on the Triple Helix model, Etzkowitz and Leydesdorff highlight the evolving role of universities as active agents of socio-economic development through knowledge transfer, innovation, and collaborative problem-solving (Etzkowitz & Leydesdorff, 2000). In this study, universities function not merely as knowledge providers but as co-creators of learning environments that enable santri to acquire entrepreneurial competencies in ways that are contextually relevant and culturally sensitive. University–pesantren engagement thus serves as an institutional mechanism that bridges academic expertise with local socio-religious realities. Furthermore, the increasing digitalisation of economic activity adds an important contextual layer to this framework. Nambisan argues that digital technologies fundamentally reshape entrepreneurial processes by lowering entry barriers, expanding market reach, and enabling new forms of value creation (Nambisan, 2017). For santri, digital entrepreneurship offers opportunities to launch business ventures with limited capital while remaining aligned with Islamic ethical principles. When integrated with experiential learning and Islamic entrepreneurship, digital technologies enhance the scalability and sustainability of santri-led enterprises without compromising religious values. Taken together, these theoretical

perspectives form a coherent analytical framework for examining university–pesantren entrepreneurship engagement. Entrepreneurship education defines the desired competencies; experiential learning explains the pedagogical mechanism through which these competencies are developed; Islamic entrepreneurship provides the ethical and normative foundation; and university–community engagement constitutes the institutional context that enables implementation. This integrated framework guides both the design of the engagement programme and the interpretation of learning outcomes observed in this study, particularly with respect to changes in santri entrepreneurial knowledge, mindset, and practical skills.

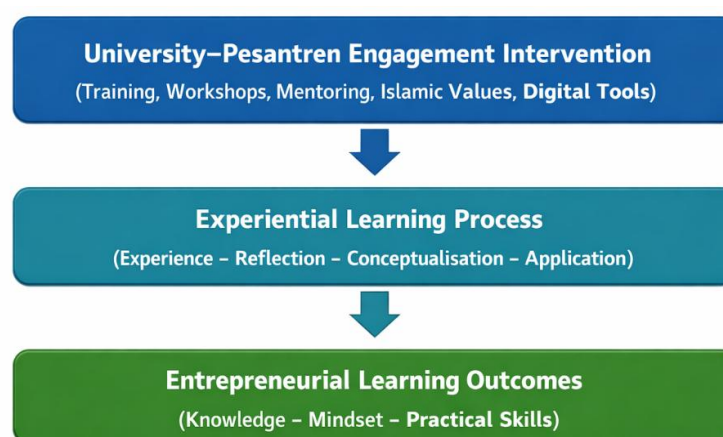


Figure 1. Operational Conceptual Model of University–Pesantren Entrepreneurship Engagement

Source: Author's own conceptualization

METHODS

Time and Research Setting

This study employed a community engagement–based evaluation design to examine the implementation and learning outcomes of a university–pesantren entrepreneurship programme. The activity was conducted on Saturday, 1 November 2025, from 09:00 to 17:00 Western Indonesian Time at Pondok Pesantren Cipari Pangatikan, Garut Regency, West Java, Indonesia. Participants included santri, pesantren administrators, and an academic team from the Faculty of Economics and Business Education, Universitas Pendidikan Indonesia. The pesantren was selected based on its institutional commitment to entrepreneurship development and its potential to serve as a pilot site for sustainable university–pesantren collaboration.

Participants and Programme Target

The primary participants were santri of Pondok Pesantren Cipari Pangatikan who demonstrated interest and potential in entrepreneurial activities. More than 200 santri from different educational levels participated in the programme. While the intervention was implemented as a single engagement activity, it was embedded within a longer-term institutional objective to develop entrepreneurial competencies among approximately 1,000 santri. The specific objectives of the programme were to: (1) enhance santri understanding of fundamental entrepreneurship concepts; (2) foster an entrepreneurial mindset oriented towards value creation and self-reliance; (3) equip participants with practical skills related to opportunity identification, business modelling, and basic business management; (4) strengthen networking between santri, academics, and entrepreneurial practitioners; and (5) encourage the establishment of pesantren-based business units as part of a sustainable entrepreneurship ecosystem.

Programme Design and Implementation

The programme was designed using a participatory and experiential learning approach, consistent with experiential learning theory (Kolb & Kolb, 2005) and contemporary entrepreneurship education practices that emphasise active learning and real-world engagement (Morris et al., 2013). The intervention was structured into three sequential stages: preparation, implementation, and evaluation. The preparatory stage involved coordination with pesantren leadership, assessment of santri entrepreneurial needs and interests, and the development of training materials tailored to the pesantren's socio-religious context. Learning modules and instructional media were designed to integrate entrepreneurship education, Islamic ethical values, and digital business practices, with responsibilities allocated among the academic team. The implementation stage commenced with an opening session led by pesantren representatives and the programme coordinator. This was followed by a series of structured learning sessions covering: (a) fundamental entrepreneurship concepts and characteristics of successful entrepreneurs; (b) entrepreneurial mindset development, emphasising the transition from an employee-oriented mindset to a business-owner orientation (Dweck, 2017); (c) opportunity identification through observation, market needs analysis, and business idea validation (Ries, 2011); (d) application of the Business Model Canvas as a practical tool for business design (Osterwalder & Pigneur, 2010); (e) digital marketing strategies using social media and e-commerce platforms (Chaffey & Ellis-Chadwick, 2022); (f) basic financial management, including capital management, pricing strategies, and simple bookkeeping; and (g) Islamic entrepreneurship, focusing on the integration of Islamic ethical values in business practices (Khatimah et al., 2024). Instructional delivery combined interactive lectures, group discussions, case studies, and business simulations, in line with active learning principles (Kassean et al., 2015). Each learning session was complemented by experience-sharing activities featuring successful entrepreneurs who were alumni of Islamic boarding schools, thereby strengthening the programme's experiential and contextual dimensions.

Evaluation Techniques

The evaluation component was designed to assess learning outcomes resulting from the engagement programme rather than to establish causal effects. Accordingly, the evaluation adopted a formative, descriptive approach focused on changes in participants' entrepreneurial understanding, mindset, and practical skills. A pre-test and post-test design was employed to measure changes in santri entrepreneurial knowledge and conceptual understanding. The instrument consisted of a structured questionnaire assessing key domains of entrepreneurship education, including basic entrepreneurial concepts, opportunity recognition, business model components, and ethical considerations in Islamic entrepreneurship. Participant responses were categorised into levels of understanding to capture overall learning improvement across the group. The pre-test and post-test instruments comprised a set of structured items designed to capture indicative learning outcomes across three domains. The knowledge domain was assessed using multiple-choice items focusing on basic entrepreneurship concepts and opportunity identification. The entrepreneurial mindset domain was measured using Likert-type statements capturing participants' attitudes towards entrepreneurship as a viable and meaningful career pathway. Practical skills were assessed using task-based indicators, particularly participants' ability to apply entrepreneurial tools, such as the Business Model Canvas, during workshop activities.

In addition to the quantitative assessment, qualitative evaluation techniques were utilised to capture participant engagement and behavioural indicators during programme activities. Direct observation was conducted throughout learning sessions to assess levels of participation, interaction, and responsiveness. Reflective group discussions were facilitated at the end of the programme to explore changes in entrepreneurial intentions, perceived relevance of the training, and potential follow-up actions. Systematic documentation, including field notes and photographic records, supported the interpretation and reporting of programme outcomes. Given the community engagement design and the context-specific nature of the intervention, the evaluation prioritised assessment of learning improvement and programme relevance rather than statistical

generalisation or causal attribution. This approach is consistent with best practices in community-based educational evaluation, where the primary objective is to inform programme refinement and sustainability.

RESULTS AND DISCUSSION

Participant Engagement and Programme Implementation

The university–pesantren entrepreneurship engagement programme was successfully implemented, with high levels of participation and engagement from santri at Pondok Pesantren Cipari Pangatikan. More than 200 santri from various educational levels actively participated in plenary sessions, group discussions, and hands-on workshop activities. Observational data indicated consistent engagement across programme components, suggesting that the learning activities were contextually relevant and aligned with participants' interests and needs. This high level of engagement aligns with prior findings that participatory and experiential learning approaches enhance learner involvement in community-based educational interventions, particularly in non-formal and faith-based settings. Within the pesantren context, interactive learning methods appear effective in bridging abstract entrepreneurial concepts with santri lived experiences, thereby increasing receptiveness to entrepreneurship education.



Figure 2. Poster of the University–Pesantren Entrepreneurship Engagement Programme
Source: Authors' Documentation (2025).

Improvement in Entrepreneurial Knowledge

Pre-test results showed that 78% of santri had limited entrepreneurial understanding, viewing entrepreneurship mainly as buying and selling with little awareness of strategic aspects. This aligns with previous findings on low initial entrepreneurial literacy in pesantren (Rodliyah et al., 2024). Post-test results indicated significant improvement, with 85% of participants demonstrating better understanding of core concepts such as opportunity identification and the Business Model Canvas. These findings suggest that short-term, experiential-based entrepreneurship interventions can effectively enhance entrepreneurial knowledge (Cui et al., 2021), although the results reflect short-term learning outcomes.

Transformation of Entrepreneurial Mindset

Beyond cognitive learning outcomes, the programme produced observable shifts in participants' entrepreneurial mindset. Before the intervention, most santri expressed aspirations oriented towards conventional career pathways, such as becoming employees or teachers after graduation. Entrepreneurship was often perceived as a secondary or uncertain option. Through motivational sessions and experience-sharing activities featuring successful entrepreneurs who were alumni of

Islamic boarding schools, participants began to reframe entrepreneurship as a viable, socially meaningful career pathway. This emerging shift from a job-seeker orientation towards a job-creator mindset is consistent with conceptual frameworks that emphasise mindset transformation as a core outcome of entrepreneurship education (Neck & Greene, 2011). Empirical studies further suggest that exposure to relatable role models shapes entrepreneurial intentions among young people (Wardana et al., 2020). In the pesantren context, the presence of alumni entrepreneurs appeared particularly effective in reducing psychological distance and increasing perceived feasibility of entrepreneurship. Nevertheless, this mindset transformation should be interpreted cautiously. The observed changes reflect initial attitudinal shifts rather than sustained entrepreneurial intentions, underscoring the need for follow-up mentoring and longitudinal evaluation to assess durability.

Development of Practical Entrepreneurial Skills

One of the most impactful components of the programme was the Business Model Canvas workshop, which allowed participants to translate abstract ideas into structured business models. Santri were organised into small groups and tasked with developing business concepts based on locally relevant opportunities, including pesantren-based snack production, digital graphic design services, organic catfish farming, garment manufacturing, and online retail of santri-produced goods. Through this hands-on process, participants demonstrated the ability to identify customer segments, articulate value propositions, design distribution channels, and conceptualise revenue streams. This finding illustrates the effectiveness of experiential learning in developing practical entrepreneurial skills, particularly when learners are encouraged to work with ideas grounded in their immediate socio-economic environment.



Figure 3. Experiential Learning Activities during Entrepreneurship Training Sessions

Source: Authors' Documentation (2025).

These results corroborate prior research indicating that practice-based entrepreneurship education enhances skill acquisition more effectively than traditional lecture-based approaches (Kolb & Kolb, 2005; Cui et al., 2021). The Business Model Canvas functioned as an accessible yet robust pedagogical tool, enabling santri to visualise and structure business ideas without requiring advanced technical knowledge (Osterwalder & Pigneur, 2010).

Integration of Islamic Values in Entrepreneurship

A distinctive feature of the programme was the explicit integration of Islamic ethical values into entrepreneurship education. Instruction emphasised principles such as honesty, trustworthiness, avoidance of *riba* and *gharar*, social responsibility through *zakat* and *sadaqah*, and the pursuit of *barakah* in business activities. Participants increasingly framed business success not solely in terms

of financial profit but also in terms of ethical integrity and social benefit. This finding reinforces prior studies that identify Islamic values as a comparative advantage in pesantren-based entrepreneurship education (Abdullah et al., 2023). The incorporation of maqashid al-sharia further enabled participants to conceptualise entrepreneurship as a mechanism for achieving broader social welfare (maslahah), rather than merely individual economic gain (Shehu & Al-Aidaros, 2015). Such value-based framing is particularly relevant in faith-based institutions, where moral legitimacy plays a central role in shaping economic behaviour.

Digital Technology and Santri Entrepreneurship

Digital entrepreneurship emerged as a key area of interest among participants. Training sessions on digital marketing and e-commerce introduced santri to social media platforms, online marketplaces, and basic content marketing strategies. Participants recognised that digital technologies offer opportunities to initiate business ventures with relatively low capital requirements while accessing broader markets beyond the local pesantren environment. This finding is consistent with research emphasising the role of digital technologies in lowering entry barriers and expanding entrepreneurial opportunities for young entrepreneurs (Hassan et al., 2021). Within the pesantren context, integrating digital tools with Islamic ethical principles supports the development of halal digital entrepreneurship, enabling santri to participate in the digital economy without compromising religious values (Ahmad et al., 2019).

Sustainability and Follow-Up Initiatives

The programme concluded with reflective discussions focused on sustainability and follow-up actions. Several santri expressed readiness to initiate small-scale business ventures within the pesantren, while pesantren administrators committed to providing physical space and basic facilities to support these initiatives. The academic team further agreed to provide ongoing mentoring through online consultations and periodic follow-up visits.



Figure 4. Collaboration between the University Team, Pesantren Management, and Santri after Programme Completion

Source: Authors' Documentation (2025).

A key outcome of these discussions was the planned establishment of a santri-based business incubator. Previous studies indicate that incubators within educational institutions enhance venture survival rates by providing mentoring, access to networks, and structured business development support (Hausberg & Korreck, 2020). When combined with social entrepreneurship principles, such incubators have the potential to generate sustainable economic and social value within pesantren communities (Rahdari et al., 2016). Nevertheless, the effectiveness of these follow-up initiatives will depend on sustained institutional commitment and systematic monitoring.

CONCLUSION

This study demonstrates that the university–pesantren entrepreneurship engagement programme implemented at Pondok Pesantren Cipari Pangatikan effectively enhanced santri entrepreneurial competencies across multiple learning domains. The findings indicate improvements in the cognitive domain, reflected in increased understanding of fundamental entrepreneurship concepts; the affective domain, evidenced by an emerging shift in entrepreneurial mindset from job-seeking towards value creation; and the psychomotor domain, manifested in participants' ability to develop and articulate practical business models. The integration of Islamic ethical values within the entrepreneurship curriculum further emerged as a distinctive and contextually appropriate feature of the programme. Beyond immediate learning outcomes, the study highlights the strategic role of structured university–pesantren collaboration in supporting entrepreneurship development within faith-based educational institutions. The high level of participant engagement and the diversity of business ideas generated suggest that santri possess substantial entrepreneurial potential when provided with pedagogically grounded and context-sensitive learning opportunities. Institutional support from pesantren management, particularly commitments to provide space and facilities for business activities, represents a critical enabling factor for programme sustainability.

From a scholarly perspective, this study contributes to the literature in several important ways. First, it advances research on community engagement by conceptualising university–pesantren collaboration as an integrated model for entrepreneurship education grounded in experiential learning. Second, it extends the scholarship on entrepreneurship education by demonstrating how Islamic ethical principles can be operationalised alongside practical and digital entrepreneurship competencies. Third, by focusing on a pesantren context in Indonesia, the study enriches the global literature on entrepreneurship education and community empowerment in the Global South, where faith-based institutions continue to play a central socio-economic role. Notwithstanding these contributions, several limitations should be acknowledged. The programme was implemented as a single-day intervention, which constrains the ability to assess long-term learning retention, behavioural change, and venture sustainability. The evaluation primarily focused on short-term learning outcomes and self-reported understanding, rather than objective measures of business performance or longitudinal entrepreneurial trajectories. In addition, the study was conducted within a single pesantren, which limits the generalisability of findings to other institutional and regional contexts. These limitations point to important directions for future research and programme development. Longitudinal studies are needed to examine the sustainability of changes in the entrepreneurial mindset and the actual performance of santri-led ventures over time. Comparative studies across different pesantren and regions would further enhance understanding of contextual factors shaping entrepreneurship education outcomes. Future initiatives should also incorporate more comprehensive evaluation frameworks that integrate economic, social, and learning impact indicators, such as balanced scorecard approaches. With sustained institutional commitment and strategic collaboration between universities and pesantren, entrepreneurship engagement programmes hold significant potential to foster santri entrepreneurs who are economically independent, ethically grounded, and socially responsible.

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