

Model of Integration of Islamic Values in the Entrepreneurship Curriculum at Al-Hikmah Islamic Boarding School

Sazli Ra'is^{1*}, Miftahul Huda², Syarifudin³, M. Arzani⁴

^{1,2,3} UIN Mataram, Indonesia

⁴ STKIP Hamzar, Indonesia

Corresponding Author: Sazli Ra'is, sazlirais02@gmail.com

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ABSTRACT

The purpose of the research is to analyze the concept, implementation, and implications of entrepreneurship education that is integrated with Islamic values in Al-Hikmah Islamic Boarding School. Using a qualitative approach with a case study method, data was collected through in-depth interviews, participatory observations, and documentation. Data analysis was carried out by reduction techniques, data presentation, and conclusion drawing according to the Miles and Huberman models. The findings of the study show that: (1) The construction of the entrepreneurship curriculum at Al-Hikmah is carried out through the integration of the values of shiddiq, amanah, tabligh, and fathanah into all business units; (2) The implementation of education is carried out through living laboratories such as cooperative agricultural units, livestock, and cooperatives that are managed collaboratively; (3) This education has a significant impact on increasing the economic independence of Islamic boarding schools and the formation of a teacherpreneur mentality in students. This study concludes that strengthening the spiritual aspect in business practices is the key to the success of Islamic boarding schools in producing Muslim entrepreneurs with integrity

INTRODUCTION

Economic empowerment through pesantren is one of the relevant strategies to improve community welfare, as well as expand the contribution of pesantren in national economic development. Programs such as student business units, cottage cooperatives, skills training, and business digitalization have begun to be introduced in many Islamic boarding schools as part of the curriculum and extracurricular activities (Salman Hasan, 2023).

Pesantren as the oldest Islamic educational institution in Indonesia has a strategic role in shaping the character and morals of the nation's generation. Historically, pesantren functioned as a center for education, da'wah, and community empowerment. (Salman Hasan, 2023) However, in its development, some Islamic boarding schools still emphasize more on mastering religious sciences such as tafsir, hadith, and fiqh, while aspects of life skills development and economic independence have not received balanced attention (Suaidi, 2023).

Pesantren is known to provide low-cost educational services and is the main option for Indonesians who come from poor families. However, the growth in the number of boarding schools continues to increase every year. Based on data from the Indonesian Ministry of Religious Affairs, the number of active Islamic boarding schools was 28,194 in early 2020, an increase of 976 from 27,218 in 2010. However, due to the unique characteristics of the Islamic boarding school organization and different from other non-profit organizations, namely because it is driven by religious beliefs, the boarding school does not pay attention to adequate financial management (Arifin, 2017) (Eriyanto, 2018). It is not surprising that most boarding schools are very dependent on financial assistance (donations or donations) in running the wheels of their organization. Most boarding schools do not have control mechanisms in place to protect their boarding school resources and continuously provide information to their stakeholders regarding the financial status of the organization and fundraising efforts. This condition is feared to weaken the ability of boarding schools to achieve their goals and missions (Arifin, 2017).

The implementation of pesantrenpreneurship aims to create students who not only understand religious teachings, but also have the ability to be independent entrepreneurs. This is in line with the principles of Islamic education which emphasizes the balance between man's relationship with Allah (Rope with Hala), human relations (With us a rope), and the relationship with nature (With the world a rope). Pesantrenpreneurship is an integration between Islamic education and entrepreneurship in the pesantren environment. (Nurochman Assayyidi, Samsudin Samsudin, 2024).

Today, many Islamic boarding schools are beginning to integrate entrepreneurial values in their educational activities. This approach is motivated by the need to produce graduates who not only have a strong religious scientific foundation, but are also able to be economically independent (Suherman, T., & Huda, 2021). With the entrepreneurship training, students are expected to be able to develop their potential in creating halal business opportunities that are beneficial to the community.

This program can be implemented gradually, starting with basic entrepreneurship training, then the development of small business units, and finally full integration in the pesantren curriculum. Regular evaluations are conducted to assess the effectiveness of the program and make continuous improvements. Several Islamic boarding schools in Indonesia have adopted the entrepreneurship education model in their curriculum. For example, the Tebuireng Islamic Boarding School in Jombang developed a Perbangkan Lan-Tabur business unit managed by students and alumni as part of entrepreneurship education.

In addition to this, the development of entrepreneurship in Islamic boarding schools is a complex problem, there are still many schools that only focus on religious education (Hidayati & Pristiana, 2020) . However, there are some exceptions, such as the At Tahiriyah Islamic Boarding School which has partnered with the government to provide sewing and entrepreneurship training to its students. Likewise, the Nurul Jadid Islamic Boarding School and the Zainul Hasan Islamic Boarding School have successfully integrated Islamic economics into their curriculum, including entrepreneurship training (Afifuddin, 2022) . The management of productive endowment funds at the Riyadlul Jannah Islamic Boarding School is also optimized through entrepreneurship-based initiatives (Puspita & Rahimi, 2020). However, students' ability to adapt to these changes is critical, as students who have difficulty adapting can experience negative impacts on their academic performance and well-being).

The integration of entrepreneurship education into the curriculum of Islamic boarding schools can be achieved through a combination of religious teachings and relevant entrepreneurial principles (Mashadi, 2020). This approach is in line with the potential for economic empowerment in these schools, as highlighted by (Makki, 2020) The emphasis on justice, peace, and stability in the Islamic economy as put forward by Al-Ghazali further supports the integration of entrepreneurial education (Faizal, 2015) Finally, the role of cooperatives in community economic development as discussed by Mintarsih (2022) can be a practical model for applying entrepreneurial principles in the context of Islamic boarding schools.

In an Islamic perspective, entrepreneurship has a noble position. *Islamic entrepreneurship* is based on empowerment whose estuary is worship of Allah SWT. Values such as honesty, responsibility, and professionalism which are reflected in the nature of the Prophet Muhammad (PBUH) *shiddiq, amanah, tabligh, and fathanah* should be the spirit in every business practice Therefore, the integration of Islamic values into the entrepreneurship curriculum in Islamic boarding schools is very relevant to create Muslim entrepreneurs with integrity.

Although many discourses on entrepreneurship in Islamic boarding schools have been carried out, the challenges of its implementation in the field are still diverse. Some pesantren are still trapped in the dichotomy between religious science and secular science, so that the economic potential of pesantren has not been maximized. This is where the importance of reconstructing Islamic education materials that are able to foster the entrepreneurial spirit of students holistically. The phenomenon that occurred at the Al-Hikmah Islamic Boarding

School shows that there are serious efforts in integrating independence education through productive business units such as agriculture and cooperatives (Rahmati Arinal, et al., 2020) .

Currently, North Lombok Regency is the only regency/city government that is still a Disadvantaged Region in West Nusa Tenggara Province. The status of this underdeveloped area was exacerbated by the devastating earthquake disaster in 2018 which destroyed most of its territory, including the assets of all boarding schools in KLU totaling 28 boarding schools. During the disaster recovery period, boarding schools became one of the important actors of the religious institution group by taking a role as a destination for distributing aid to earthquake victims.

Al Hikmah Islamic Boarding School North Lombok is one of the Islamic boarding schools that has integrated an entrepreneurship curriculum in its education system. Al Hikmah Islamic Boarding School North Lombok implements an entrepreneurship curriculum for its students. In this curriculum, students are given in-depth knowledge and preparation, with direct guidance from professionals who are experts in the field of entrepreneurship. Pondok Al Hikmah North Lombok also focuses on providing various business units, creating an environment that supports the development of educated human resources. Even though the students have gained knowledge, they still need a practice arena. Therefore, Pondok Al Hikmah North Lombok facilitates and develops cottage business units as a strategic forum for further development.

Based on the results of an interview with K.H. Anis Maftukhin, the leader of the Al Hikmah Islamic Boarding School in North Lombok, that at the Al Hikmah Islamic Boarding School in North Lombok, there is an entrepreneurship program that is implemented involving various fields, such as the Hajj and Umrah Bureau, Siplah, W-photography, Wali Pustaka, Wali Tour and Travel, Wali Creative Center, Screen Printing and EO, Islamic Souvenir & WDS, Event Organizer, Wali Design Store, Canteen, as well as Animal Husbandry business units. The author is interested in the rapid progress of the Wali Salatiga Islamic Boarding School, especially through one of its flagship programs that adopts the PAI curriculum to develop an entrepreneurial spirit in its students. The entrepreneurial spirit of the students can be instilled from an early age through the implementation of an Islamic education-based curriculum. The application of Islamic education carried out to support entrepreneurial activities has the goal that students have other productivity besides reciting and teaching.

Islamic boarding schools as the oldest Islamic educational institution in Indonesia have a strong traditional foundation and a multi-faceted educational model (Usman, 2013). The influence of the kyai, the leaders of these institutions, is significant, and their vision often determines the direction of the pesantren (Fithriah, 2018). The need for a better and more competitive Islamic education system, especially in the face of globalization, is underscored by calls for a more systematic approach (Somad et al, 2021)The role of the government in the management of Islamic educational institutions is also highlighted, with a focus on the need for a solid philosophical foundation and accountable concepts (Tabrani, 2013). These studies provide a strong foundation for conducting further

research on the development of an entrepreneurial education model based on the Qur'an in Islamic boarding schools.

This article aims to explore the potential for the development of entrepreneurial spirit in Al-Hikmah Islamic boarding schools through the perspective of the Qur'an. By presenting a theoretical framework, analysis of real conditions, and proposed solutions, it is hoped that this article can contribute to the development of entrepreneurship education among Islamic boarding school students.

LITERATURE REVIEW

Islamic Boarding School and Economic Independence of Students

Pesantren is an Islamic educational institution that not only functions as a center for religious learning, but also as a space for the formation of character, social, and economic independence of students. In its development, pesantren are required to be able to balance the mastery of religious knowledge with life skills that are relevant to the needs of the community. Suaidi (2023) emphasized that pesantren education and the role of kiai have an important contribution in providing life solutions for students and the community. In addition, pesantren also have a social contribution to the life of the nation and state through education, da'wah, and community empowerment (Salman Hasan, 2023).

However, some Islamic boarding schools still face institutional problems, especially in financial management and economic independence. Arifin (2017) explained that financial management of pesantren that is not optimal can affect the sustainability of education and empowerment programs. Therefore, the renewal of pesantren management is an important need so that pesantren are able to develop transformatively, adaptively, and productively (Eriyanto, 2018). In this context, the entrepreneurship curriculum is one of the strategies to strengthen the independence of Islamic boarding schools while equipping students with economic skills.

Pesantrenpreneurship in Islamic Education

Pesantrenpreneurship is a concept that integrates Islamic education with entrepreneurship education. The goal is not only to produce students who are able to do business independently, but also to form Muslim entrepreneurs who have ethics, responsibility, and a worship orientation. Nurochman Assayyidi, Samsudin, and M. F. (2024) explained that pesantren preneurship from the perspective of Islamic education places entrepreneurship as part of an educational process that combines spiritual values, economic skills, and the formation of student character.

Entrepreneurship education in Islamic boarding schools is increasingly relevant in the digital era because students need to have competitiveness, creativity, and the ability to adapt to economic changes. Suherman and Huda (2021) stated that pesantren-based entrepreneurship incubation can be a strategic means in forming productive and independent students. This is in line with the context of the Al-Hikmah Islamic Boarding School which develops business units such as sewing BLK, Islamic boarding school cooperatives, livestock, fisheries, and MSME snacks as a medium for student entrepreneurship practices.

Integration of Islamic Values in the Entrepreneurship Curriculum

The integration of Islamic values is the main feature of entrepreneurship education in Islamic boarding schools. The values of shiddiq, amanah, tabligh, and fathanah can be used as a foundation in shaping the business behavior of students. The value of shiddiq instills honesty in transactions, amanah forms responsibility in managing the business, tabligh teaches openness in business communication, while fathanah encourages intelligence in reading opportunities and making decisions. Thus, entrepreneurship in pesantren is not only profit-oriented, but also on blessings and benefits.

Islamic economic thought places economic activity as part of moral and spiritual life. Faizal (2015), in his study of the thought of Imam Al-Ghazali, emphasized that economic activities should be directed towards justice, balance, and benefits. Therefore, the entrepreneurship curriculum at Al-Hikmah Islamic Boarding School needs to combine business materials with the values of honesty, responsibility, hard work, justice, and social concern. This integration is important so that students are not only able to run a business, but also understand Islamic ethics in muamalah.

Entrepreneurship and Life Skills Curriculum

The entrepreneurship curriculum in Islamic boarding schools needs to be developed as part of life skills education. Hidayati and Pristiana (2020) show that sewing and entrepreneurship training for students can improve the quality of Islamic boarding school human resources. Afifuddin (2022) also emphasized that Islamic boarding schools have an important role in the development of the Islamic economy, as seen in the Nurul Jadid Islamic Boarding School and the Zainul Hasan Islamic Boarding School. This proves that pesantren can become a center for the economic development of the people if the curriculum, institutions, and business units are managed systematically.

In the context of Al-Hikmah, the entrepreneurship curriculum can be developed through the integration of Islamic learning, skills training, business unit practice, and character evaluation. Students not only learn the concepts of halal and haram in business, but also directly practice Islamic values in production, marketing, capital management, and service activities. Thus, the entrepreneurship curriculum functions as a bridge between religious education and the economic independence of students.

Islamic Boarding School Business Unit as an Entrepreneurship Laboratory

The pesantren business unit is a living laboratory for students to learn entrepreneurship directly. Through business units, students gain experience in production, service, marketing, task division, capital management, and business results evaluation. Rahmati Arinal et al. (2020) explained that entrepreneurship strategies in Islamic boarding schools can be developed through the use of productive commodities according to local potential. Makki (2020) also shows that improving the economy of pesantren can be done through the development of the agricultural sector.

Al-Hikmah Islamic Boarding School has great potential because it has developed several business units such as BLK sewing, kopontren, livestock, fisheries, and MSME snacks. These units are not only an economic facility, but also a medium for the formation of discipline, responsibility, cooperation, and independence of students. Puspita and Rahimi (2020) emphasized that the optimization of entrepreneurship-based productive funds can strengthen the economic activities of Islamic boarding schools. Therefore, Al-Hikmah's business unit needs to be managed as an integral part of the curriculum, not just an additional activity.

Management and Leadership in the Entrepreneurship Curriculum

The success of entrepreneurship integration in Islamic boarding schools is highly dependent on management and leadership. Lukman Hakim and Muhtar (2018) explained that planning is the process of determining goals, objectives, and strategic steps so that the program runs effectively. Ujang Saefullah (2012) added that organization is needed to divide duties, authority, and responsibilities clearly. In the context of Al-Hikmah, this principle can be seen in planning meeting activities, division of student duties, grouping of interests, training, supervision, and evaluation of business activities.

The leadership of kiai also has an important position in shaping the direction of pesantren entrepreneurship education. Fithriah (2018) emphasized that the authority of kiai is the main factor in the leadership of pesantren education. Kiai plays the role of a spiritual guide, value guide, and cultural driver of the organization. In addition, pesantren administrators also play a role in managing technical activities, compiling schedules, supervising implementation, and evaluating the results of activities. Tabrani (2013) and Somad et al. (2021) emphasized the importance of a directed, accountable, and adaptive Islamic education management system to the changing times.

Synthesis of Islamic Value Integration Model in Islamic Boarding School Entrepreneurship

Based on the study, the model of integrating Islamic values in the entrepreneurship curriculum at Al-Hikmah Islamic Boarding School can be built through four main elements. First, the value element, namely the internalization of shiddiq, amanah, tabligh, and fathanah in all business activities. Second, the elements of the curriculum, namely the integration of Islamic materials, entrepreneurial theory, vocational skills, and business unit practice. Third, the institutional element, namely the role of kiai, administrators, foundations, governments, and external partners. Fourth, the practical element, namely the use of the pesantren business unit as a real learning space for students.

With this model, entrepreneurship education at Al-Hikmah Islamic Boarding School is not only directed to create students who are able to be entrepreneurial, but also to form Muslim individuals who are honest, responsible, independent, creative, and socially concerned. The integration of Islamic values in the entrepreneurship curriculum is an important basis for Islamic boarding schools in producing student entrepreneurs who are not only economically productive, but also have moral and spiritual integrity.

METHODOLOGY

Research Design

This study uses a qualitative-analytical approach to understand in depth the phenomenon of entrepreneurship education in the pesantren environment. The strategy used is a case study (*case study research*), which Robert K. Yin finds particularly relevant for investigating contemporary phenomena in real-life contexts, especially when the boundaries between phenomena and context are not clearly visible (Yin, 2009).

The steps of the research methodology used include sample selection, data collection, data analysis, verification, and interpretation of results. The selection of samples was carried out by choosing the Al Hikmah Islamic boarding school in North Lombok which was considered representative, taking into account the history, size, and existing extracurricular activities. Data collection was carried out through in-depth interviews with Islamic boarding school caregivers, religious teachers, and several students who have an interest in entrepreneurship. In addition, participatory observations are also carried out to understand the internal dynamics of Islamic boarding schools related to entrepreneurship education.

The qualitative approach was chosen because the researcher wanted to capture the reality of education *entrepreneurship* as a dynamic learning and learning process. The use of this case study method aims to explore in depth how Islamic values are internalized in the practice of economic independence at Al-Hikmah Islamic Boarding School (Yin, 2009) .

Population and Sample

The informants in this study were determined using the *purposive sampling*. The presence of researchers in the field is crucial because in qualitative research, the researcher acts as the main instrument (*human instrument*) who jump directly into collecting data (Scott, 2019) Key informants include pesantren leaders, ustadz who teach entrepreneurship materials, and students involved in creative economy business units.

Data Collection Techniques

Qualitative data obtained from interviews and observations were analyzed inductively with a thematic approach. The data is grouped and categorized based on the main themes that emerged during the analysis. Verification is carried out through data triangulation, which is by comparing the results of interviews with observation data and other data sources to ensure the validity and reliability of the findings. The interpretation of the results was carried out by considering the context of the Islamic boarding school, entrepreneurial theory, and the perspective of the Qur'an. The practical implications of the findings are also considered to formulate appropriate recommendations. Through this qualitative approach, it is hoped that a deep understanding can be obtained of the development of the entrepreneurial spirit in Islamic boarding schools that are relevant to the teachings of the Qur'an.

Data was collected through three main techniques, namely participatory observation, in-depth interviews, and documentation studies. Participatory observation is carried out by the researcher directly observing the activities of students in pesantren business units to understand the entrepreneurial education process that takes place in real life. In addition, in-depth interviews were conducted to explore the thoughts of pesantren leaders regarding the strategy for developing the entrepreneurial spirit of students. The documentation study is also used as supporting data by collecting various documents related to the curriculum, pesantren profiles, and records of the development of the pesantren business unit (Scott, 2019).

Data Analysis Techniques

The data analysis process is carried out in a flowing manner from data collection in the field until the report is completed. Data analysis follows the interactive model of Miles and Huberman, which includes three main components: data reduction, data presentation (*References display*), and conclusion withdrawal and verification (Miles & Huberman, 1994). Data reduction is done to sharpen and discard irrelevant information so that the conclusions drawn truly reflect the reality at the research site (Miles & Huberman, 2014).

RESEARCH RESULT AND DISCUSSION

The Potential for Entrepreneurial Spirit Development at Al-Hikmah Islamic Boarding School through the Perspective of the Qur'an

Reviewing the researcher's observations on January 15, 2026, it was seen that several students were taking care of goat and fish farms. The results of these observations were strengthened by an interview with KH. Ishak Muhsin, as the caretaker of the Al Hikmah Islamic boarding school in North Lombok, he explained that:

"Entrepreneurship is an important activity to accommodate students so that they have skills after returning from the Islamic boarding school can be applied in the community. At the Al Hikmah Islamic boarding school in North Lombok, there are several entrepreneurs including: BLK sewing, livestock, kopontren, and various MSME snacks, all of which I leave to the management."

Tamim Zuhri, as the secretary of BLK sewing also explained that:

"The Al Hikmah Islamic boarding school in North Lombok is a modern Salafi Islamic boarding school which in its activities maintains the teachings of Salafi Islamic boarding schools, but also involves modernity, it aims for students to be able to compete in the globalized world as it is today. One of the administrators' efforts in empowering students is through entrepreneurial activities, there are many entrepreneurs at the Al Hikmah Islamic Boarding School in North Lombok, but for now there are 4 entrepreneurs that are still running, namely MSME snacks by the Darul Manja Santri Association (ISDAM), BLK Sewing, kopontren, and also livestock, both fish, chicken, and goat farms."

Yusuf, as a student of the Al Hikmah Islamic Boarding School in North Lombok also explained that:

"There are several entrepreneurs at the Al Hikmah Islamic Boarding School in North Lombok, including BLK Sewing, livestock, kopontren, and various MSME snacks."

Entrepreneurship at the Al Hikmah Islamic Boarding School in North Lombok, in an effort to instill the interest of students to follow it is divided into several stages, as explained by Muhammad Abdul Aziz, namely:

"There are quite a few entrepreneurs at the Al Hikmah Islamic Boarding School in North Lombok, so in the process of providing understanding and fostering student entrepreneurial interest, cooperation between management is needed and also refers to entrepreneurial management."

From the presentation, the researcher explained in more detail the efforts of the management in fostering the entrepreneurial interest of the students.

Furthermore, as said by Muhammad Abdul Aziz as the chairman of the board of the Al Hikmah Islamic Boarding School in North Lombok:

"The planning that we carried out set the goal to accommodate students by participating in entrepreneurial activities, where the Al Hikmah Islamic boarding school in North Lombok itself has several entrepreneurs such as the BLK sewing business, Islamic boarding school cooperatives, various MSME snacks, goat farming, chickens and tilapia cultivation. With this entrepreneurship, it is hoped that it can provide an overview and learning for students so that they can practice their knowledge in the community, the goal is that students will be able to be independent, so they are introduced to entrepreneurial activities so that they are interested and their interests grow. Well, because there are so many entrepreneurs in the boarding school, the initial plan is to hold a meeting first, together with the management of the Islamic boarding school."

The same thing was conveyed by Tamim Zuhri as the secretary of BLK sewing that:

"The planning stage carried out by the management was first to hold a mas meeting, which was attended by caregivers and administrators of the Islamic boarding school. As a result of the meeting, we discussed the goals of the community and established cooperation with government agencies for capital assistance or the development of infrastructure facilities, grouping students who have skills from several entrepreneurs owned by the boarding school such as kopontren, BLK sewing, livestock, and MSME snacks."

Based on the results of observations and interviews, the researcher also found documentation data in the form of figure 1.



Figure 1. Entrepreneurial planning meeting

Next, the researcher interviewed Yusuf, one of the students in the entrepreneurial field of various MSME snacks:

"In MSME snack entrepreneurship, there are many students who are interested in 20 students, so from there the structure and schedule are formed, for example, the chairman, treasurer, and entrepreneurship section are determined according to the interests and skills of the students. The problem is that sometimes there are students who can only cook but cannot market, some can only market but cannot cook, from there a structure was formed to make it easier to divide schedules."

Thus, it can be known that the implementation of entrepreneurial activities of the Al Hikmah Islamic Boarding School in North Lombok does exist, but different in each field of entrepreneurship there are several implementations such as reminding according to the structure of the task, providing motivation, providing training, and how to take care of the farm. With the hope that these entrepreneurial activities can be well received and run smoothly according to their respective duties.



Figure 2. Providing Entrepreneurial Motivation to Students

The documentation was taken when the caregiver gave motivation to students related to entrepreneurship which was carried out during the book recitation.

The researcher during the observation also carried out documentation techniques, which are also presented in figure 3.



Figure 3. BLK Sewing Activities

The planning carried out by the pesantren management at the Al Hikmah Islamic Boarding School in North Lombok is arranged in the form of a strategy to set goals, with the aim of this entrepreneurial activity as a forum for students to be able to compete in the world of work and be able to open their own jobs. Establish cooperation with government agencies, provide transportation fees, prepare schedules, and set safety goals.

According to (Lukman Hakim and Muhtar, 2018) The research has implications for planning theory. Planning is a strategy of setting goals or objectives to be achieved, and a program of activities or steps to be taken in order to achieve goals as effectively and efficiently as possible.

The results of the above findings are relevant to the theory that according to (Stuart O'Neill, 2012) Organizing is the process of connecting people involved in the organization, combining tasks and functions in the organization, such as the division of duties, authorities and responsibilities in detail based on their respective fields, so that they can achieve harmonious and harmonious working relationships to achieve the desired goals

In the implementation process carried out by human resource development in fostering the entrepreneurial interest of students at the Al Hikmah Islamic Boarding School in North Lombok by providing motivation, the caregiver always reminds the administrators to carry out their responsibilities must be sincere and full of awareness. Providing training, the management of the entrepreneurship field provides theoretical or practical teaching to students or entrepreneurial participants.

Contribution to the Development of Entrepreneurship Education Among Islamic Boarding School Students

The purpose of supervision is to guarantee that tasks are completed successfully. With this supervision, A series of planned, organized, and controlled activities can be carried out according to the expected objectives. According to the chairman of the board of the Al Hikmah Islamic Boarding School in North Lombok, Muhammad Abdul Aziz, he gave an explanation about the supervision carried out:

"Supervision here means in terms of the implementation of entrepreneurial activities, if I usually supervise various MSME snacks, because the cooking process is close to the office so it is easy to supervise and also at the end of that there is an evaluation meeting, at the end of each field will make a report and convey the results of its activities there will know how far entrepreneurial activities are going."

Furthermore, the researcher interviewed Yusuf as a student in the entrepreneurial field of various MSME snacks, that:

"Usually, if we have a cooking schedule, it is kang, who supervises the management of the boarding school, especially BPH. When it cooks, it's also crowded, so later it will be seen who contributes to helping there according to the schedule. Then we also make a final report such as expenses and income every month to be submitted during the meeting with the management."

Researchers learned that direct and indirect supervision is through interviews and observations. Direct supervision is the management of direct intervention to supervise the process of running entrepreneurial activities. Meanwhile, supervision does not directly make activity reports and is submitted during meetings.

During supervision, the researcher found documentation in the form of images 4.



Figure 4. Supervision of MSME snacks by the chairman of the board

The results of interviews and observations of the researcher obtained data that it is true that there is funding from the beginning to get capital assistance from the government for the construction of BLK sewing buildings, sewing machines, fish ponds and others. As for livestock and various MSME snacks, they receive assistance from the foundation.

The following researcher presents documentation of facilities in entrepreneurship at the Al Hikmah Islamic boarding school in North Lombok, in the form of figure 5.



Figure 5. Fishing ponds

Yusuf, as a student of the Al Hikmah Islamic Boarding School in North Lombok in the field of entrepreneurship of various MSME generations, also explained related to facilities and infrastructure, as well as his presentation:

"The facilities provided by this foundation are complete, there are cooking equipment such as frying pans, stoves, sotels, pots and places for bazaar for Islamic boarding school haul events and vehicles for us to use when buying cooking ingredients."

After making observations to review the facilities and infrastructure, it strongly supports the activities of students in doing entrepreneurship in terms of the availability of space, equipment, machinery, and vehicles so that it strongly supports the continuation of this entrepreneurial activity

The following documentation of facilities and infrastructure to support entrepreneurial activities in fostering student entrepreneurial interest presented by the researcher in figure 6.



Figure 6. Entrepreneurial Facilities and Infrastructure at Al Hikmah Islamic Boarding School, North Lombok

Funding is the main benchmark for carrying out entrepreneurial activities, entrepreneurs in this Islamic Boarding School do get direct subsidies from the government and foundations for entrepreneurship. However, in the maintenance of facilities and infrastructure, there are limitations due to the lack of funds for it.

As conveyed by Muhammad Abdul Aziz as the chairman of the pesantren board, as follows:

"There is no maintenance fund for entrepreneurs in the cottage, in fact there has been talk of giving funds for livestock entrepreneurs and BLK, but until now there is no clarity."

Secretary of BLK Sewing Tamim Zuhri also explained that:

"The training exists when the Ministry of Agriculture orders to carry out training, then we go down and the funds themselves are enough only for the training activities, mas, when it comes to maintenance we do not get and there are even some items that are not good or not suitable for use, including being an obstacle for us"

Based on interviews and observations, the researcher can understand that the unavailability of maintenance funds is the main obstacle for entrepreneurs at the Al Hikmah Islamic Boarding School in North Lombok, because some equipment or places have been damaged so that they cannot be used. This damage can also lead to the emergence of funds needed to buy a new one

Al Hikmah Islamic Boarding School North Lombok, the management supervises the students, both directly and indirectly, to encourage them to pursue their interest in entrepreneurship. The management provides direct supervision by visiting the location of entrepreneurial activities to check how things are going. Meanwhile, the indirect supervision of the entrepreneurial sector makes a report that is submitted during the evaluation meeting

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that the Potential for Entrepreneurial Spirit Development in Al-Hikmah Islamic Boarding School Through the Perspective of the Qur'an In the Al Hikmah Islamic Boarding School in North Lombok, there are several entrepreneurs including: BLK sewing, livestock, kopontren, and various MSME snacks, all of which I leave to the management One of the management's efforts in empowering students is through entrepreneurial activities, there are many entrepreneurs in the Al Hikmah Islamic Boarding School in North Lombok, but for now there are 4 entrepreneurs that are still running, namely MSME snacks by the Darul Manja Santan Association (ISDAM), BLK Sewing, kopontren, and also livestock, both fish, chicken, and goat farms. The implementation of entrepreneurial activities at the Al Hikmah Islamic Boarding School in North Lombok does exist, but different in each field of entrepreneurship there are several implementations such as reminding according to the structure of the task, providing motivation, providing training, and how to take care of the livestock. With the hope that these entrepreneurial activities can be well received and run smoothly according to their respective duties.

Contributions to the Development of Entrepreneurship Education Among Islamic Boarding School Students include direct and indirect supervision through interviews and observations. Direct supervision is the management of direct intervention to supervise the process of running entrepreneurial activities. Meanwhile, supervision does not directly make activity reports and is submitted during meetings. The unavailability of maintenance funds is the main obstacle for entrepreneurs at the Al Hikmah Islamic Boarding School in North Lombok, because some equipment or places are damaged so that they cannot be used. This damage can also lead to the emergence of funds needed to buy a new one. Al Hikmah Islamic Boarding School North Lombok, the management supervises the students, both directly and indirectly, to encourage them to pursue their interest in entrepreneurship. The management provides direct supervision by visiting the location of entrepreneurial activities to check how things are going.

ADVANCED RESEARCH

This research is still limited to one location, namely the Al-Hikmah Islamic Boarding School, so the results cannot be generalized widely to all Islamic boarding schools. The next research is suggested to use a comparative approach on several Islamic boarding schools that have different entrepreneurship models, both salaf, modern, and combination Islamic boarding schools. In addition, further research can use a quantitative approach or mixed methods to measure the influence of the integration of Islamic values in the entrepreneurship curriculum on economic independence, entrepreneurial motivation, and student character in a more measurable manner.

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