

Entrepreneurship Education Model through Vocational Skills: A Case Study on Manba'ul Hikmah and Al-Musyaffa' Islamic Boarding Schools, Kendal

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ABSTRACT

This study aims to analyze the implementation of the entrepreneurship education model through vocational skills at Manba'ul Hikmah and Al Musyaffa' Islamic Boarding Schools in Kendal Regency, focusing on the reasons for its implementation, the process, and the results achieved. The research is based on the important role of Islamic boarding schools in developing students' religious knowledge, practical skills, and moral character to address the challenges of Society 5.0 and the Industrial Revolution 4.0. A qualitative approach was used with a case study design and a comparative descriptive method. Data were collected through observation, unstructured interviews, and documentation, with purposive sampling applied to select informants. The findings show that the entrepreneurship education model at both boarding schools successfully equips students with vocational and entrepreneurial skills such as agriculture, crafts, digital technology, culinary arts, and business management. Students become more economically independent, capable of managing school business units, and contribute to community economic empowerment. The program also enhances the operational efficiency of the institutions and integrates Islamic values into practical learning. Overall, this integrative entrepreneurship education model effectively prepares students for the workforce, fosters independence, and strengthens institutional sustainability. It can serve as a practical reference for other Islamic boarding schools seeking to develop students' competencies in line with modern economic and technological demands while maintaining strong Islamic values

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1. INTRODUCTION

Vocational Islamic boarding schools (pesantren) in Indonesia, particularly in Java, have long served as centers for the development of spiritual, moral, and intellectual capacities (Kasor, Pratikto, & Winarno, 2017)(Roqib, 2021)(Purwanto, Supriadi, & Rahmah, 2021). Beyond religious education, pesantren function as “social laboratories” where students cultivate character and life skills through emulation of their teachers (Hariadi, 2015) (ErliAtun & Anggraeni, 2025). These institutions play a critical role in preparing students not only as obedient servants of God but also as socially responsible individuals capable of contributing positively to society (Zul Fadli & Syafii, 2021).

In the current era of Society 5.0, pesantren face the challenge of equipping students with vocational and entrepreneurial skills alongside religious knowledge. Many students do not continue to higher education but instead enter the workforce or develop independent businesses (Hakim, Syafi'i, & Fauzia, 2022) (Mukromin, 2024). Consequently, the integration of practical skills such as entrepreneurship, agribusiness, and industry-specific competencies has become essential to ensure students' economic independence and societal contribution (Rochman, 2023) (Rahim & Rosyada, 2024).

Despite efforts to incorporate vocational programs, there is limited research analyzing the systematic integration of entrepreneurship education within vocational skills training in pesantren (Fauzi, Kamil, & Masykur, 2025) (Shobirin, Masrokan, & Fuadi, 2024) (Kasimbara, Umurohmi, Afandi, & Iskandar, 2024). Previous studies have highlighted the importance of entrepreneurship for fostering independence and social transformation in Islamic educational contexts (Maimun, 2019) (Akhmad, 2024). However, comprehensive models that examine curriculum design, learning methods, use of technology, and practical business experience in pesantren remain underexplored (Ramadani, 2024) (Halimah, Yusuf, & Safiudin, 2024). This gap motivates the need for a focused study on how vocational Islamic boarding schools prepare students for both spiritual and economic challenges.

Previous studies have highlighted the importance of entrepreneurship for fostering independence and social transformation in Islamic educational contexts (Bhat, Ahmed, Kameswari, & Khan, 2023)(Yasmeen, 2024)(Mariyono, Maskuri, & Ghony, 2025). Husain Hasan and Yurista (2025) found that effective social entrepreneurship management in pesantren relies on strong leadership, professional human resources, and the strategic use of wakaf assets (Hasan & Yurista, 2025). Similarly, Naimah, Rahman, Ismail, and Kalupae (2020) demonstrated that pesantren entrepreneurship programs, including waste management and tailoring businesses, strengthen local economic resilience (Rahman, Ismail, Sulaiman, & Kalupae, 2020). Mawaddah (2023) and Ghafar (2023) emphasized the role of pesantren business units, mentoring, and hands-on experience in developing students' practical skills, responsibility, and entrepreneurial mindset (Nur, 2024). Aula Putra, Saparudin, and Habiburrahman (2024) and Ramadayanti, Hikmatunnisa, and Heryadi (2024) confirmed that integrating Islamic values with business practices fosters moral and economic development among students (Putra, Saparudin, & Habiburrahman, 2024). Santosa (2024) and Prastowo, Nurhayati, and Fitriana (2025) highlighted how pesantren programs in Yogyakarta and Cipada successfully nurture entrepreneurship through real-life business activities and community engagement (Maisaroh & Tatik, 2019). Akhmad (2024) and Maimun (2019) further supported the notion that entrepreneurship education is a crucial vehicle for independence and social transformation in pesantren contexts (Rahman et al., 2020).

The Manba'ul Hikmah and Al-Musyaffa' Islamic Boarding Schools in Kendal Regency provide an exemplary context for such investigation. These institutions have developed vocational programs and opened departments in fields such as Computer Network Engineering, Culinary, Fashion, and Automotive Engineering. Students actively participate in managing school-run businesses, receiving both practical training and mentorship from senior students, which cultivates entrepreneurial skills and fosters independence. The involvement of students in real-life business activities reflects the pesantren's commitment to integrating Islamic values with practical competencies.

Given this context, the present study aims to explore the model of entrepreneurship education through vocational skills at Manba'ul Hikmah and Al-Musyaffa' Islamic Boarding Schools. Specifically, the study seeks to identify how curriculum, learning methods, and practical experiences are designed to

develop students' independence, entrepreneurial spirit, and readiness to face global challenges while maintaining their Islamic identity. This research is significant for understanding how vocational education in pesantren can bridge religious knowledge with practical skills, producing graduates who are both morally grounded and economically empowered.

2. METHODS

This research is field-based and employs a qualitative case study approach combined with a comparative descriptive method (Sugiyono, 2011)(Prof.Dr.Sugiyono, 2022)(Sugiyono, 2013)(Sugiyono, 2010). This approach enables the researcher to describe the implementation of vocational education in each Islamic boarding school, analyze similarities and differences, and identify patterns, supporting factors, and obstacles in developing entrepreneurship through vocational skills. A qualitative method was selected because the study examines phenomena in their natural context, with the researcher serving as the key instrument who directly observes, collects, and interprets data. The case study design is appropriate for gaining an in-depth understanding of participants' perspectives and experiences.

The study was conducted at two Islamic boarding schools in Kendal Regency—Manba'ul Hikmah and Al-Musyaffa'—which were chosen due to their well-structured vocational programs. These programs include formal vocational schools offering majors such as Culinary, Computer Network Engineering, and Automotive Engineering, reflecting the schools' commitment to preparing students for modern workforce demands.

Informants were selected purposively based on their expertise and involvement in vocational and entrepreneurship programs.

Table 1 presents the categories, criteria, and number of selected informants.

Informant Type	Criteria	Number
Head of Vocational Program	Leadership of vocational units, involved in curriculum planning	2
Teachers/Trainers	Directly guide students in vocational activities	6
Senior Students	Have participated in vocational programs >1 year, involved in mentoring juniors	8
Administrators/Staff	Responsible for facilities, logistics, and documentation	4

Data were collected through observation, interviews, and documentation. Non-participant observation was conducted to document activities related to student entrepreneurship, including classroom learning, workshops, and participation in school-run businesses, as well as to assess the availability of facilities and infrastructure supporting vocational programs. Semi-structured, in-depth interviews were conducted with the informants to explore factors influencing entrepreneurship implementation, the learning process, and human resource readiness. Interview guides were prepared and validated to ensure clarity and relevance. Documentation included school demographics, vision and mission statements, organizational structures, curriculum, photographs of activities, and records of facilities and school-run businesses.

Data analysis followed Miles and Huberman's model (1994) (Huberman, 1987), consisting of three stages: data reduction, data display, and conclusion drawing/verification. During data reduction, relevant data were selected and summarized according to the research objectives. In the data display stage, information was organized into narratives and tables to facilitate comparison between the two schools. Conclusions were drawn and verified through triangulation, comparing data from multiple sources, including observations, interviews, and documentation, to ensure validity and reliability.

The comparative aspect of this study focused on key elements of vocational programs, including curriculum design and integration of entrepreneurship, learning methods and student participation in practical activities, utilization of facilities, and outcomes in student independence, entrepreneurial skills, and workforce readiness. Ethical considerations were strictly observed, including obtaining informed

consent from all informants, maintaining anonymity, and securing official permission from the school authorities.

3. FINDINGS AND DISCUSSION

Findings

Table 1. Strengths and Weaknesses of the Vocational Skills Program at Manba'ul Hikmah Islamic Boarding School

No	Basic Vocational	Advantages	Disadvantages	Special Vocational	Advantages	Disadvantages
1	Driving a Car	Proficient driving, independent practice	Lack of cooperation with professional institutions	Wifi LAN Technician	Proficient in installing WiFi, there is cooperation with providers	Lack of technological mastery among some students
2	Cooperative	Understanding non-bank finance, book management	Some students are weak in mathematics	Graphic Design	Mastering design, layout, creative	Lack of technological mastery among some students
3	Computer Tech & Programming	Understanding computers and programming	Some students lack basic computer skills	Culinary	Mastering local, national and international culinary	Constraints on certain types of cooking
4	Manhik Mart	Learn management and marketing	Lack of product uniqueness	GB Bakery	Making bread, cakes, marketing	Students' interests are limited to a few products
5	–	–	–	GB Sound System	WO Operation, religious event	Limited facilities, high costs
6	–	–	–	Brick Making	Understanding brick production, marketing	Lack of initial cost estimation methods

This table presents data on the strengths and weaknesses of the vocational program of the Manba'ul Hikmah Islamic Boarding School based on observations, interviews, and documentation.

Table 2. Strengths and Weaknesses of the Vocational Skills Program at Al Musyaffa' Islamic Boarding School

No	Basic Vocational	Advantages	Disadvantages	Special Vocational	Advantages	Disadvantages
1	Cooperative	Understanding non-bank financial institutions, anti-usury principles, cooperative management	There is no field practice in external financial institutions, there is no cooperation yet	Collection / Fashion	Proficient in sewing, producing clothes, business skills	There is no collaboration with CVs or industry, access to work after graduation is limited
2	Farm / Livestock	Expert in fish farming, feed management, marketing	There is no integration with further production processes (e.g. restaurants or stalls)	Motorcycle Repair Shop	Develops technical motor skills, logic, and creativity	Lack of cooperation with workshops/industry, limited post-graduation skills
3	Culinary	Mastering culinary skills, mixing spices, cooking practice	Limited practice facilities, no in-house restaurant	–	–	–

This table presents data on the strengths and weaknesses of the Al Musyaffa' Islamic Boarding School vocational program based on observations, interviews, and documentation.

Table 3. Results of the Implementation of Entrepreneurship Education through Vocational Skills at the Manba'ul Hikmah Islamic Boarding School

No	Vocational Skill	Results	Type
1	Driving a Car	Students are able to operate vehicles, supporting program mobility without depending on drivers.	Special
2	Islamic Boarding School Cooperative	Students gain experience in managing cooperatives based on sharia economics, supporting the independence of Islamic boarding schools and community empowerment.	Special
3	Computer Technician and Programmer	Students are able to manage computer hardware and networks independently, supporting the efficiency of Islamic boarding school technology management.	Special
4	Manhik Mart	Through business units such as GB Coffee, students learn entrepreneurial practices, serving customers, and managing a retail business.	Special
5	WiFi LAN Technician	Students are able to install, maintain, and repair local internet networks.	Practical
6	Graphic Design	Students are skilled at using CorelDRAW and Photoshop for publication media design.	Practical

7	GB Clothing & GB Bakery Production	Female students master sewing and bread-making skills, increasing independence and competitiveness.	Practical
8	Sound System & Brick Making	Students acquire technical skills that are directly applied in Islamic boarding school and community activities.	Practical
9	Layout & Graphic Design	Students are able to make posters, pamphlets, videography, and product designs.	Special
10	GB Bakery	Students are able to make various types of cakes and bread	Practical

Description: This table shows the results of the implementation of the vocational skills program as part of entrepreneurship education at the Manba'ul Hikmah Islamic Boarding School, including special skills and practical skills.

Table 4. Benefits of Implementing Entrepreneurship Education through Vocational Skills at Manba'ul Hikmah Islamic Boarding School

No	Beneficiaries	Benefits
1	Students	Become more independent in carrying out operational tasks and Islamic boarding school programs without relying on external parties; acquire practical skills such as graphic design, computer engineering, and brick making that can be used for employment or starting an independent business after graduation.
2	Community	Contributing to the surrounding community through activities such as sound system installation, as well as fulfilling local economic needs through cooperatives and Islamic boarding school business units.
3	Islamic Boarding School	Improving the operational efficiency of Islamic boarding schools; the skills of students help reduce external service costs and improve service quality; creating internal human resources that can support various technical, economic, and social needs.
4	Education System	Improving integration between learning and practice; practice-based learning methods such as coaching and internships provide hands-on experiences that strengthen students' understanding and skills, making learning more applicable.
5	Islamic Values	Encourage entrepreneurial activities based on sharia economics, instill strong Islamic values in students, and provide a positive message from Islamic boarding schools to the community.

Description: This table presents the benefits of vocational skills-based entrepreneurship education for various related parties at the Manba'ul Hikmah Islamic Boarding School.

Table 5. Results of the Implementation of Entrepreneurship Education through Vocational Skills at Al Musyaffa' Islamic Boarding School

No	Vocational Skills Program	Results of Implementation	Type
1	Cooperative	Students master the management of non-bank financial institutions, including financial recording and needs analysis.	Special
2	Farm	Students can manage livestock and livestock businesses, including feed management and marketing.	Special
3	Culinary	Students can cook and run businesses in the culinary field.	Practical
4	Collection/Sewing	Students are ready to work in the sewing/clothing alteration sector, are independent and ready to work in companies.	Special

5	Motorcycle Repair / TKR	Students are able to disassemble, assemble, and repair engines and problems with motorbikes.	Special
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Description: This table displays the practical competency achievements of students in the vocational skills-based entrepreneurship education program at Al Musyaffa' Islamic Boarding School.

Table 6. Results of the Implementation of Entrepreneurship Education through Vocational Skills at Al Musyaffa' Islamic Boarding School

No	Focus Area	Results / Output	Short Description
1	Life Skills / Santri	Students acquire practical skills: business management, market analysis, production techniques, sewing machine operation, graphic design, and bread/cake production.	Visible and measurable through technical capabilities and the products produced
2	Business Units / Islamic Boarding Schools	Business units were formed: cooperatives, livestock, Islamic boarding school shops, and food production (GB Bakery).	Real outputs in the form of products, business management, and administrative documents such as training certificates
3	Character / Soft Skills	Students demonstrate responsibility, discipline, the ability to work together, and independence.	Changes in attitudes and behavior during and after the program
4	Islamic Boarding School	Islamic boarding schools experienced increased economic independence, operational efficiency, and expansion of community services.	This can be seen from the reduction in dependence on external parties and the improvement of internal services.
5	Community / Education	The social impacts include local economic empowerment, students' skills relevant to community needs, and references for other Islamic boarding schools in vocational education.	This can be seen from the contribution of students to society and innovations in Islamic boarding school education.

Description: This table displays the actual results obtained from the implementation of vocational skills-based entrepreneurship education at Al Musyaffa' Islamic Boarding School.

Table 7. Comparison of the Implementation of Entrepreneurship Education Through Vocational Skills at Manba'ul Hikmah and Al Musyaffa' Islamic Boarding Schools, Kendal Regency

Aspect	Source of Wisdom	Al Musyaffa'	Short Description
Focus Program	Modern technology and digitalization: computers, graphic design, networks, Manhik Mart	Based on local and micro needs: livestock, motorbike repair shop, laundry, honey	Demonstrate the orientation of each Islamic boarding school towards local needs and potential.

Types of Vocational Activities	10 unit: Driving, Cooperative, Computer Technician & Programmer, Manhik Mart, WiFi LAN, Graphic Design, GB Clothing, GB Bakery, Sound System & Brick Making, Layout & Graphic Design	7 unit: Cooperative, Farm, Culinary, Sewing/Alterations, Motorcycle Repair, Food Production, Other micro-enterprises	Shows variation in the number and types of skills provided
Learning methods	Coaching, project-based learning, internships, hands-on practice	Coaching, project-based learning, internships, hands-on practice	Both Islamic boarding schools emphasize direct practice as the core of learning.
Curriculum Integration	Flexible curriculum combines religious education and digital & creative-based entrepreneurship	Flexible curriculum combines religious education and local & agrarian-based entrepreneurship	Demonstrates the integration of the triadic knowledge model (religion + science + practice)
Independence Target	Students are ready to face the digital and creative world	Students are ready to become micro-entrepreneurs and drivers of the local economy.	Both Islamic boarding schools encourage independence, but through different paths and contexts.
Utilization of Alumni	Not optimal	Not optimal	Alumni have the potential to be a network for business collaboration and mentoring.
Program Funding	Vocational fees are included in the total cost; free for students	Vocational fees are included in the total cost; free for students	Demonstrating the inclusiveness of vocational education
Learning Intensity	15 days, 24 hours/day, high discipline (4.00–21.00 WIB)	15 days, 24 hours/day, high discipline (4.00–21.00 WIB)	Demonstrates the intensity and rigor of the skills training program

Description: This table shows a real comparison of the aspects of programs, methods, integration, targets, and facilities between the two Islamic boarding schools.

Discussion

Implementation of the Entrepreneurship Education Model Through Vocational Skills at the Manba'ul Hikmah and Al-Musyaffa' Islamic Boarding Schools

The research results show that entrepreneurship education through vocational skills at the Manba'ul Hikmah and Al-Musyaffa' Islamic Boarding Schools is implemented holistically, combining aspects of character, concepts, and skills. This program aims to prepare students for the world of work, increase economic independence, and develop individual potential. Based on Zimmerer's theory (1993), entrepreneurial character traits such as responsibility, courage to take risks, self-confidence, discipline,

and high motivation are instilled through hands-on activities in school business units such as GB Bakery, Manhik Mart, and Coffee & Tea (Lee-Ross & Lashley, 2010).

The teaching methods applied are in accordance with research by Arasti, Falavarjani, and Imanipour (2012), which emphasizes the use of group projects, case studies, and new business development to maximize entrepreneurial competency (Igbo & Zubairu, 2021). This is in line with Widodo and Nugroho (2014), who identified three main aspects of entrepreneurship education: character, concepts, and skills. The implementation of this program also supports the integration of religious values with vocational practices, enabling students to develop into independent, competitive, and ethical individuals (Widodo & Nugroho, 2014).

However, several obstacles were encountered, such as limited facilities, a lack of basic skills among some students, and the need for collaboration with external parties in certain areas. This underscores the importance of collaboration between Islamic boarding schools, the government, and the business world, as supported by Roger Scott (in Jalal & Supriyadi, 2001), who emphasized the role of parents, teachers, and the community in educational management to increase program effectiveness (Abd Razak et al., 2024).

Overall, vocational skills-based entrepreneurship education in Islamic boarding schools not only develops technical skills but also fosters character, ethics, and adaptability in students. This aligns with the goal of modern Islamic boarding school education, which aims to produce a generation that is religious, independent, and able to contribute positively to society (Prastowo, Nurhayati, & Fitriana, 2025).

Implementation of the Entrepreneurship Education Model Through Vocational Skills at Al Musyaffa' Islamic Boarding School

The research results show that entrepreneurship education through vocational skills at the Al Musyaffa' Islamic Boarding School is geared towards adapting to the needs of the local community, such as cooperatives, animal husbandry, and culinary arts. This program reflects the principle of "Al-Muhafadhatu 'Ala Al-Qadimi As-Shalih Wa Al-Akhdzu Bi Al-Jadidi Al-Aslah," which means maintaining old traditions while adopting modern innovations. This approach integrates religious education with practical skills, is relevant to current developments, and aims to increase alumni competitiveness and the economic independence of the Islamic boarding school.

Hands-on learning and habituation-based learning methods enable students to grasp concepts in a concrete way. This system is implemented by placing students according to their interests and talents after undergoing an assessment process. This model aligns with research by Zulkarnain and Raharjo (2021), which found that hands-on learning is effective for developing entrepreneurial skills.

Furthermore, dividing programs into basic and special vocational programs makes education more focused. Basic programs like cooperatives, animal husbandry, and laundry provide general and management skills, while special programs like motorcycle workshops, fashion, and Asyifa honey emphasize mastery of specific skills tailored to local economic needs. This approach reinforces the concept of project-based education proposed by Arasti, Falavarjani, and Imanipour (2012) and supports the development of entrepreneurial character as proposed by Widodo and Nugroho (2014).

However, several obstacles remain, such as limited practical facilities (e.g., an in-house restaurant for culinary arts), a lack of collaboration with external industries, and the lack of advanced training on capital, branding, and digital marketing. This highlights the need to develop industry partnerships and pilot business units within Islamic boarding schools to provide more hands-on practical experience.

With integrated entrepreneurship education management, Al Musyaffa' has successfully created synergy between the agriculture, fisheries, and livestock sectors, ensuring that nothing is wasted and all complement each other. This demonstrates that entrepreneurship education in Islamic boarding schools emphasizes not only technical skills but also character, independence, and contribution to society.

Results and Benefits of the Educational Model at the Manba ' ul Hikmah and Al-Quran Islamic Boarding Schools Musyaf f a ' Kendal Regency in Implementing *Entrepreneurship for Santri Through Vocational Skills*

Based on the table, it can be seen that the Manba'ul Hikmah Islamic Boarding School has developed an entrepreneurship education model that integrates Islamic values with vocational skills. The primary goal of this program is to equip students with relevant, applicable, and economically valuable skills, enabling them to become independent and actively contribute to society.

Skills programs such as driving a vehicle not only increase mobility within Islamic boarding schools but also strengthen students' independence and responsibility. Managing Islamic boarding school cooperatives based on sharia economics provides real-world experience in managing a business unit, supporting the economic independence of Islamic boarding schools, while empowering the surrounding community. Technology programs such as computer technician and LAN/WiFi training help students independently manage the Islamic boarding school's digital infrastructure, aligning with previous research emphasizing the importance of mastering technological skills in entrepreneurship education (Arasti, Falavarjani, & Imanipour, 2012).

Furthermore, creative and production skills, including graphic design, culinary arts, bakery production, sewing, and retail business management through the Manhik Mart unit, provide hands-on practical experience. This aligns with practice-based learning methods, which are effective in developing entrepreneurial skills (Supriadi, 2024). From a theological perspective, these skills align with the Islamic principle that working to fulfill one's needs and benefit others is part of worship, strengthening the integration of religious values with real-world practices.

From a sociological perspective, vocational education expands the social role of Islamic boarding school students, transforming them into agents of social change, adapting to the needs of modern society. Units such as GB Bakery, GB Clothing, and Manhik Mart serve as economic laboratories, training students in the production chain, value-added products, and simple business management, supporting the Islamic boarding school's independent economic ecosystem and providing a multiplier effect for the surrounding community.

With these skills, students have the potential to become young entrepreneurs based on Islamic values, ready to compete in the digital economy and the modern job market. These findings confirm previous research that suggests the integration of character values, practical skills, and hands-on experience is key to successful entrepreneurship education in Islamic boarding schools (Widodo & Nugroho, 2014; Zimmerer, 1993).

Benefits of the Entrepreneurship Education Implementation Process Through Vocational Skills at the Manba'ul Hikmah Islamic Boarding School

Based on the results above, it can be seen that the implementation of entrepreneurship education through vocational skills at the Manba'ul Hikmah Islamic Boarding School provides significant benefits for various parties, starting from students, the community, the Islamic boarding school itself, the education system, to strengthening Islamic values.

For students, this program fosters independence in carrying out operational tasks and Islamic boarding school activities without relying on external resources. Furthermore, the practical skills acquired—such as graphic design, computer engineering, and brick-making—provide students with concrete capital for employment or independent businesses after graduation. This aligns with previous research that suggests that practical skills-based education can improve students' job and entrepreneurial readiness (Zimmerer, 1993; Arasti, Falavarjani, & Imanipour, 2012).

For the surrounding community, the involvement of students in entrepreneurial and technical activities, such as sound system installation or business unit management, empowers the community and meets local economic needs. This finding confirms research on the role of Islamic boarding schools as agents of community empowerment and centers of education relevant to socio-economic needs (Widodo & Nugroho, 2014).

From the Islamic boarding school's perspective, the skills acquired by students improve operational efficiency, reduce dependence on external services, and strengthen internal human resources. This makes the Islamic boarding school more economically independent and prepared to face internal management challenges.

In an educational context, practice-based methods, such as coaching and internships, directly enhance students' skills and understanding, making learning more applicable. This aligns with experiential learning theory, which states that hands-on experience enhances the transfer of knowledge to real-world situations (Jullien & Kolb, 1984).

Finally, the integration of Islamic values into Islamic economic-based entrepreneurial practices emphasizes that vocational education is not merely about developing worldly skills but also instilling moral and spiritual values. Students are taught to work honestly, with discipline, responsibility, and productivity, which aligns with the Islamic principle that working to meet the needs of life and benefit others is part of worship.

Thus, entrepreneurship education at Manba'ul Hikmah plays an important role in producing a generation of students who are independent, productive, have strong character, and are ready to contribute positively to society.

Results of the Entrepreneurship Education Implementation Process Through Vocational Skills at Al Musyaffa' Islamic Boarding School

Based on the above results, it can be concluded that the entrepreneurship education program through vocational skills at Al Musyaffa' Islamic Boarding School has significantly developed the students' practical competencies. This program implements a ratio of 80% practice and 20% theory, allowing students to learn directly through real-world experiences, in accordance with the principles of *experiential learning*. Kolb (1984) stated that effective learning occurs through practical experience followed by reflection (Jullien & Kolb, 1984).

In terms of practical competencies, students and alumni who attended basic vocational education successfully mastered skills such as cooperative management, livestock management, and workshop operations. These competencies encompass needs analysis, financial bookkeeping, waste management, and technical services to the community, all relevant to local economic needs. These results corroborate previous findings that practice-based vocational education improves students' job readiness and independence (Arifin, 2017; Zulkarnain & Raharjo, 2021).

In terms of economic independence, the existence of business units such as cooperatives, farms, and workshops allows Islamic boarding schools not only to meet internal needs but also to generate income. Students are trained to be innovative and economically independent, both within the context of the Islamic boarding school and in their future professional lives. This aligns with the concept of entrepreneurship education, which emphasizes independence and innovation as primary goals (Ndou, Secundo, Schiuma, & Passiante, 2018).

The aspect of integration of education and practice was also successfully achieved through the method *coaching*, where the theory taught in class is directly implemented in the field. This method not only improves technical skills but also builds students' problem-solving and professional business management skills.

Furthermore, this program emphasizes education relevant to the students' interests and talents, allowing each participant to develop their potential clearly and confidently. These findings suggest that early talent mapping increases the effectiveness of vocational education, as supported by Wahyudi's (2019) research, which emphasizes the importance of *student-centered learning* in skills education.

Ultimately, the implementation of this entrepreneurship program has also enhanced Al Musyaffa' Islamic Boarding School's reputation as an innovative institution capable of adapting education to modern demands. The students' high-quality products and services demonstrate the integration of religious values, practical skills, and entrepreneurship, while simultaneously enhancing the Islamic boarding school's positive image in the community.

Benefits of the Entrepreneurship Education Implementation Process Through Vocational Skills at Al Musyaffa' Islamic Boarding School

Based on the results above, it can be analyzed that the implementation of entrepreneurship education through vocational skills at Al Musyaffa' Islamic Boarding School provides different but interrelated real outputs (outcomes) and long-term benefits (benefits).

The program's direct results are evident in the students' practical skills, the establishment of Islamic boarding school business units, and the development of administrative documentation and training certifications. Students are able to operate production equipment, create tangible products, and manage cooperatives and Islamic boarding school shops. This aligns with the theory *experiential learning* Kolb (1984) stated that practical experience provides more effective learning and produces measurable technical skills.

Long-term benefits include changes in attitudes, character, and socio-economic contributions. Students not only acquire technical competencies but also enhance their independence, discipline, responsibility, and ability to work collaboratively. Islamic boarding schools demonstrate greater economic independence through productive business units, thereby reducing dependence on external assistance. Furthermore, the students' skills contribute to local economic empowerment and enhance the reputation of the Islamic boarding school.

The separation of outcomes and benefits is crucial in designing entrepreneurship education programs. These results corroborate the findings of Arifin (2017) and Zulkarnain & Raharjo (2021), which stated that practice-based vocational education produces readily applicable skills while simultaneously building the character of students. Consistent with Fayolle's (2006) perspective, entrepreneurship education emphasizes not only technical skills but also the development of innovative, independent, and responsible attitudes.

The long-term impact of this program extends to the community and the educational world. Students become agents of local economic empowerment and role models for other Islamic boarding schools in integrating religious values with modern skills. This demonstrates that vocational skills-based entrepreneurship education can create *positive domino effect* for individuals, institutions, and society.

Outcomes reflect the technical and tangible gains students make during the program, while benefits reflect the long-term impact on character, economic independence, and social contribution. This distinction is important for program evaluation, policy planning, and future vocational program development.

Comparison of the Implementation of Entrepreneurship Education Through Vocational Skills at Manba'ul Hikmah and Al Musyaffa' Islamic Boarding Schools in Kendal Regency

Based on the results, both Islamic boarding schools use coaching, project-based learning, and hands-on practice as the main method in vocational skills-based entrepreneurship education. This is in line with the principle *experiential learning* Kolb (1984) emphasized hands-on practice as the core of learning. Both Islamic boarding schools also integrate religious education and vocational skills, reflecting the triadic model of integrating science and religion (Hadi, Affani, & Al-Akiti, 2024), where students not only learn religion but also master relevant practical skills.

Manba'ul Hikmah emphasizes modern technology and creative industries, such as computers, graphic design, networking, and digital store management (Manhik Mart). In contrast, Al Musyaffa' emphasizes skills based on local needs, such as animal husbandry, motorcycle repair, laundry, and other micro-products. This demonstrates the program's adaptability to the local economic context and market potential of each Islamic boarding school.

Students at Manba'ul Hikmah are trained to face the modern and digital world of work, while students at Al Musyaffa' are trained to become micro-entrepreneurs ready to drive the local economy. These findings support research by Siti Rohmah (2017), which states that vocational education can be tailored to community needs and increase students' economic independence (Yulianto et al., 2025).

Both Islamic boarding schools have demonstrated significant contributions to local economic empowerment and the strengthening of their reputations. The products and services produced by students can increase the school's income and positively impact the surrounding community. This aligns with Wahyuni Dinar Yulia's (2017) findings that life skills and entrepreneurship education foster practical skills while enhancing students' socio-economic capabilities (Marques & Albuquerque, 2012).

Both Islamic boarding schools have not optimally utilized their alumni as business networks and mentors. Optimizing alumni engagement can expand networks, enhance practical experience, and open up job opportunities or business collaborations. Furthermore, adequate facilities and infrastructure are crucial for program sustainability.

Both Islamic boarding schools integrate religious curriculum, entrepreneurial practices, and skills training, including through project-based learning, internships, and business unit management. This demonstrates a holistic educational approach, where students become not only memorizers of religious knowledge but also prepared for the real world of work, equipped with relevant skills and Islamic values as an ethical foundation.

Despite differences in program focus, both Islamic boarding schools successfully combined religious education and vocational entrepreneurship through an intensive, hands-on approach. The differences in program context reflect adaptations to local and global needs, while the similarities in methods demonstrate that hands-on practice and curriculum integration are key to the success of entrepreneurship education in Islamic boarding schools. Optimizing alumni and improving facilities are strategic steps for future program development.

4. CONCLUSION

Based on the research findings, the entrepreneurship education model through vocational skills at Manba'ul Hikmah and Al Musyaffa' Islamic Boarding Schools in Kendal Regency successfully integrates religious knowledge with practical skills to prepare students for economic independence and workforce readiness. Both Islamic boarding schools provide hands-on training in fields such as culinary arts, computer networks, workshops, and business management, allowing students to manage school business units and gain real-world entrepreneurial experience. This approach not only equips graduates with technical competencies and a strong Islamic character but also fosters community empowerment, creates post-graduation economic opportunities, and positions the schools as adaptive, innovative, and socially impactful centers of education.

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