

Analysis of Entrepreneurship Education in Enhancing the Entrepreneurial Spirit of Students at Attibyan Islamic Boarding School, Gempol, Pasuruan

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ABSTRACT

This community service activity aims to contribute to strengthening the entrepreneurial capacity of students at the At-Tibyan Islamic Boarding School. The program is implemented by identifying the needs of students in the boarding school's business units as a basis for developing contextual entrepreneurship training. The implementation methods include training in hard skills and soft skills through lectures, discussions, mentoring, and hands-on practice, as well as the use of digital-based learning. The community service activities are carried out in stages according to a planned schedule and accompanied by periodic evaluations. The results of the activities show an increase in the students' understanding and entrepreneurial skills, as well as the strengthening of the management of the boarding school's business units, which has implications for increasing the students' independence and readiness to face the business world.

INTRODUCTION

Islamic boarding schools (pesantren) not only function as religious educational institutions, but also play a strategic role in empowering the Muslim community economically through the development of entrepreneurship based on Islamic values. This transformation of role has become increasingly relevant with the growing demand for economic independence in the digital age and the opening up of an increasingly competitive market. Various studies show that an effective pesantren economic empowerment model must integrate practical entrepreneurship training, continuous mentoring, and the strengthening of internal pesantren business units such as cooperatives, canteens, agribusinesses, and other creative businesses as direct learning tools for santri (Fatwa et al., 2023; Hasan & Yurista, 2025; Izzetillah et al., 2023). Through this approach, Islamic boarding schools are expected to produce students who are not only excellent in Islamic knowledge but also have independent, innovative, and competent characters in running businesses according to sharia principles.

The concept of santripreneur has become one of the main strategies widely applied to strengthen the contribution of Islamic boarding schools as incubators for competitive young entrepreneurs. The santripreneur program has proven effective in fostering the entrepreneurial spirit of santri through contextual learning integrated with real business activities in the pesantren environment (Setiawan et al., 2024; Sarwani & Abdullah, 2022). The success of this program is also greatly influenced by the involvement of various stakeholders, such as clerics, pesantren administrators, external mentors, and business partner networks. The synergy between these parties plays an important role in building a strong pesantren business ecosystem, so that it does not only depend on external support, but is able to grow independently and sustainably (Dofiri & Istianah, 2024; Nashir & Noor, 2025).

Based on this urgency, this study aims to develop a model for strengthening santri entrepreneurship that integrates theoretical and practical aspects through hard and soft skill training, intensive entrepreneurship mentoring, and the utilization of pesantren business units as real business laboratories. With this focus, this study is expected to contribute to strengthening the conceptual framework of pesantren entrepreneurship while producing applicable findings relevant to the development of santri as economic actors who are adaptive to the challenges of the modern era.

LITERATURE REVIEW

Theory of Planned Behavior (TPB)

Theory of Planned Behavior (Buess, 2012) explains that behavioral intentions, including entrepreneurial intentions, are influenced by three factors: attitudes toward behavior, subjective norms, and perceptions of self-control. In the context of entrepreneurship education, good learning can shape positive attitudes toward entrepreneurship, strengthen social norms in the pesantren environment, and increase santri's perceptions of their ability to start a business. The higher the quality of entrepreneurship education, the greater the opportunity for entrepreneurial intent and spirit to develop. A study by Farooq & Sajjad

(2021) shows that entrepreneurship education significantly increases students' entrepreneurial intent through the TPB mechanism. Similar results were found by Astuti & Cahyani (2020), who proved that perceptions of self-control increase due to entrepreneurship learning interventions. Another study by Rahmawati (2022) on Islamic boarding schools shows that a practice-based learning approach increases students' positive attitudes towards business activities.

H1: *Pendidikan kewirausahaan berpengaruh terhadap jiwa kewirausahaan santri.*

Human Capital Theory

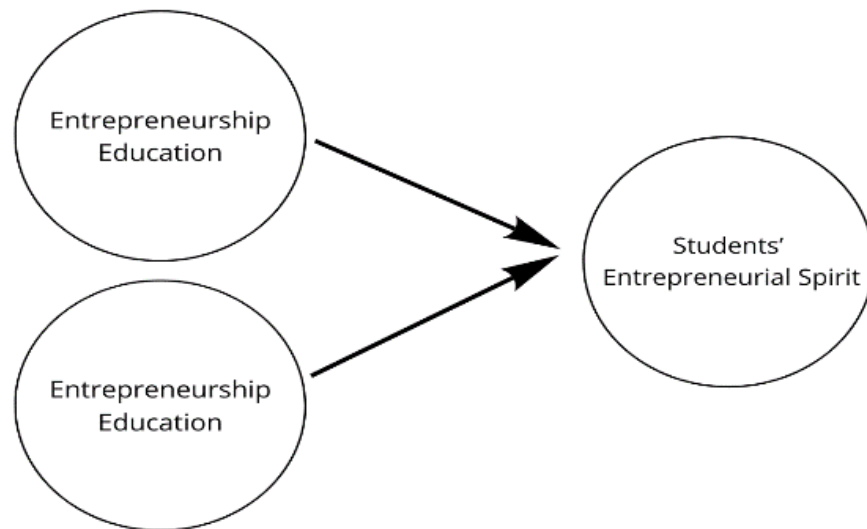
Human Capital Theory (Vinet & Zhedanov, 2011) explains that education and training are important forms of investment in improving individuals' abilities, skills, and productivity. In the context of Islamic boarding schools, entrepreneurship education that includes business skills training, business practices, and productive work habits can increase students' capacity for entrepreneurship. Strengthening human capital in this way will encourage independence, creativity, and students' ability to manage business opportunities. Research by Oosterbeek et al. (2010) proves that entrepreneurship training significantly improves participants' skills and confidence. Meanwhile, a study by Hidayat & Prasetyo (2021) on Islamic boarding school students shows that improving the quality of skills training has a direct impact on improving their ability to start a business. Meanwhile, Prasetyo (2023) found that the higher the quality of learning, the stronger the human capital that drives entrepreneurship. Human capital has been viewed as a source of value in effective organizations (Thomas & Diez, 2013), so there is a significant relationship and connection between human capital theory and the field of human resource development (Swanson, 1999; Hairston & Brooks, 2004; Nafukho & Chermack, 2007; Mclean, 2014).

H2: *Pendidikan kewirausahaan melalui peningkatan human capital berpengaruh positif terhadap kemandirian dan kreativitas santri.*

Experiential Learning Theory

Experiential Learning Theory (Maccoby, 2017) states that people learn more effectively through direct experience, reflection, conceptual understanding, and practical application. Entrepreneurship education in Islamic boarding schools often uses a learning-by-doing model, such as student cooperative business units, agriculture, and goods production, so that students not only receive theoretical concepts but also experience the business process in real life. This direct experience has been proven to strengthen the entrepreneurial spirit. Research by Souitaris et al. (2007) shows that experience-based entrepreneurship learning increases inspiration and entrepreneurial action orientation. Muttaqin's (2021) findings in Islamic boarding schools show that direct experience in business units increases students' risk-taking and creativity. Another study by Syukron (2022) proves that project-based learning strengthens students' entrepreneurial spirit.

H3: *Pendidikan kewirausahaan berbasis pengalaman berpengaruh positif terhadap keberanian mengambil risiko dan orientasi tindakan santri*



Gambar 1. Conceptual Framework

METHODOLOGY

This study uses a quantitative approach with a survey method to examine the effect of entrepreneurship education on the entrepreneurial spirit of students at the Attibyan Islamic Boarding School, Gempol, Pasuruan. The research population consists of all students who participate in entrepreneurship programs or activities, while the sampling technique used is purposive sampling with the criteria of students who are actively involved in training, practice, or the boarding school's business units. Primary data were obtained through a Likert scale questionnaire containing indicators of entrepreneurship education (knowledge, skills, practical experience) and indicators of entrepreneurial spirit (innovation, independence, risk-taking, opportunity orientation).

The data were analyzed through validity and reliability tests, as well as multiple linear regression to test the research hypothesis. The validity of the conclusions was ensured through triangulation of pesantren documents and adherence to research ethics, including respondent consent and data confidentiality. This methodology was chosen in order to produce objective empirical findings regarding the effectiveness of pesantren entrepreneurship education in shaping the entrepreneurial spirit of santri.

The indicators of entrepreneurial spirit (innovation, independence, risk-taking) in this study are also based on the Theory of Planned Behavior, which links attitudes and behavioral control to the intention to act (Ajzen, 1991). This is supported by findings that entrepreneurship education significantly strengthens self-efficacy and entrepreneurial intentions among students (Suharti & Sirine, 2011). Moreover, the unique environment of Islamic boarding schools (*pesantren*) provides a distinct contribution to shaping students' independence through the internalization of religious values and direct business practices (Huda et al., 2019). Data were analyzed through multiple linear regression to produce objective empirical findings regarding the effectiveness of boarding school entrepreneurship education."

RESEARCH RESULTS

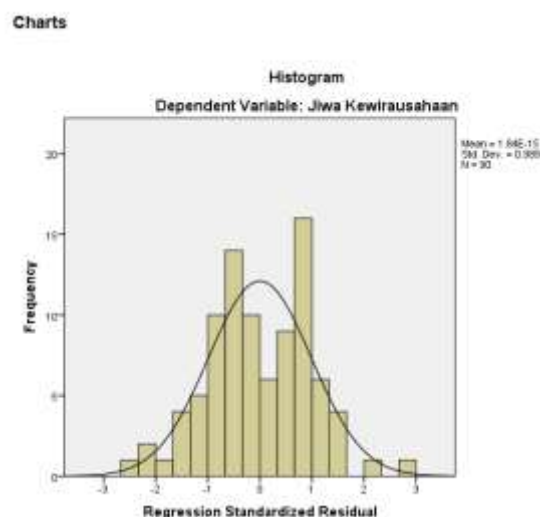
Residual Normality Testing

Residual normality testing is conducted to determine whether the residual values in the regression model are normally distributed, as one of the assumptions that must be met in linear regression analysis. Normality testing in this study uses a graphical approach, namely the Standardized Residual Histogram and Normal P-P Plot of Regression Standardized Residual on the dependent variable of entrepreneurial spirit.

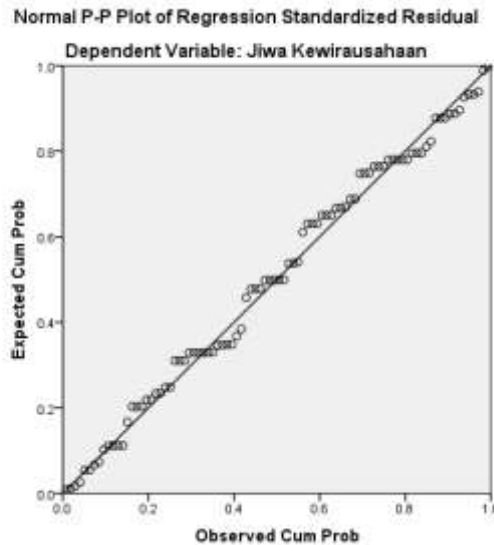
Based on the results of the standardized residual histogram, it can be seen that the distribution of residuals forms a pattern that approximates a normal distribution with a bell-shaped curve. The mean residual value is around zero and the standard deviation is close to one, indicating that the residuals have been standardized well. In addition, the data distribution appears relatively symmetrical and does not show any extreme outliers that could affect the accuracy of the regression model.

Furthermore, the results of the Normal P-P Plot show that the residual points are scattered around and follow the diagonal line. This pattern indicates that the empirical residual distribution is consistent with the expected normal distribution. Although there are slight deviations at some points, these deviations are still within tolerable limits and do not indicate a serious violation of the normality assumption.

Thus, based on the results of the normality test using histograms and Normal P-P Plots, it can be concluded that the residuals in the regression model of this study are normally distributed. Therefore, the normality assumption has been met and the regression model is suitable for further analysis, particularly in testing the effect of independent variables on the entrepreneurial spirit of Islamic boarding school students.



Gambar 2. Histogram Dependent Variabel



Gambar 3. Normal P-P Plot

Kolmogorov-Smirnov Normality Test

In addition to using a graphical approach, the normality of residuals in this study was also tested statistically using the One-Sample Kolmogorov-Smirnov Test on unstandardized residual values. This test aims to determine whether the residuals in the regression model follow a normal distribution.

Based on the Kolmogorov-Smirnov test results, the sample size (N) was 90 with an Asymp. Sig. (2-tailed) value of 0.200. This significance value is greater than the significance level used in this study, which is $\alpha = 0.05$. Thus, it can be concluded that there is no significant difference between the residual distribution and the normal distribution. The Most Extreme Differences value of 0.065, both on the positive and negative sides, indicates that the deviation of the residuals from the normal distribution is relatively small. In addition, the mean residual value of 0.000 and the standard deviation of 2.548 indicate that the residuals are distributed evenly around zero.

Based on the results of the Kolmogorov-Smirnov test, it can be concluded that the residual data in the regression model is normally distributed. Therefore, the assumption of normality in regression analysis has been fulfilled, so that the regression model is suitable for further analysis in testing the effect of independent variables on the entrepreneurial spirit of santri.

→ **NPar Tests**

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.54860640
Most Extreme Differences	Absolute	.065
	Positive	.054
	Negative	-.065
Test Statistic		.065
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Gambar 4. Sample Kolmogorov-Smirnov graph for interpreting the Kolmogorov-Smirnov normality test

Multicollinearity Test

The results of the multicollinearity test show that the Tolerance value is 0.802 and the VIF is 1.247 for each independent variable. These values meet the regression model eligibility criteria, namely Tolerance > 0.10 and VIF < 10. Thus, it can be concluded that there is no multicollinearity in this regression model.

Based on these analysis results, it can be concluded that entrepreneurship education and entrepreneurship practices partially have a positive and significant effect on the entrepreneurial spirit of santri, so that the regression model used is appropriate for explaining the relationship between variables in this study.

b. Predictors: (Constant), Praktik Kewirausahaan, Pendidikan Kewirausahaan

Coefficients ^a							
Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.	Collinearity Statistics
	B	Std. Error	Beta				
1							
	(Constant)	9.986	2.104		4.746	.000	
	Pendidikan Kewirausahaan	.997	.126	.567	7.894	.000	.802
	Praktik Kewirausahaan	1.134	.223	.366	5.090	.000	.802

a. Dependent Variable: Jiwa Kewirausahaan

Gambar 5. Coefficient figures for interpreting multicollinearity tests

Heteroscedasticity Test

The heteroscedasticity test in this study was conducted using the Scatterplot method, by plotting the Regression Studentized Residual value on the vertical axis against the Regression Standardized Predicted Value on the horizontal axis. This test aims to determine whether there is a difference in residual variance in the regression model used.

Based on the scatterplot results displayed, it can be observed that the residual points are scattered randomly both above and below the zero line on the vertical axis and do not form a specific pattern, such as a fan-like pattern, waves,

or clustering on a particular side. The relatively even distribution of points along the range of predicted values indicates that the residual variance tends to be constant.

This condition indicates that there are no signs of heteroscedasticity in the regression model used. Thus, the assumption of homoscedasticity has been fulfilled, so that the regression model is suitable for further analysis in testing the influence of entrepreneurial education and entrepreneurial practices on the entrepreneurial spirit of santri.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1027.510	2	513.755	77.318	.000 ^b
	Residual	578.090	87	6.645		
	Total	1605.600	89			
a. Dependent Variable: Jiwa Kewirausahaan						
b. Predictors: (Constant), Praktik Kewirausahaan, Pendidikan Kewirausahaan						

Gambar 6. ANOVA chart for F-test interpretation

DISCUSSION

This chapter serves to interpret and elaborate on the research findings in depth within an academic framework. In this section, authors are not permitted to present statistical test results directly, but rather to explain the meaning, implications, and relevance of these results narratively and conceptually. The discussion should emphasize how the research findings answer the research questions, support or differ from existing theories, and enrich understanding in the field of study.

The discussion should be supported by a theoretical basis and relevant previous research results so that the research findings can be compared, reinforced, or critically evaluated in a scientific manner. In addition, authors are expected to provide logical and contextual explanations in accordance with the characteristics of the object and field of research, including describing the factors that influence the results, practical and theoretical implications, and limitations that may arise. Thus, the discussion section not only explains what was found, but also why and how these findings are important for the development of science and practice in the field being studied.

CONCLUSION AND RECOMMENDATIONS

Based on the results of research and discussion regarding the analysis of entrepreneurship education in enhancing the entrepreneurial spirit of students at the Attibyan Islamic Boarding School in Gempol, Pasuruan, it can be concluded that entrepreneurship education plays a significant role in shaping and enhancing the entrepreneurial spirit of students. The entrepreneurship program implemented does not only focus on theory, but also integrates direct practice

through various pesantren business activities, so that students gain real experience in entrepreneurship.

Entrepreneurship education at Attibyan Islamic Boarding School fosters independence, creativity, innovation, responsibility, and the courage to take calculated risks. In addition, the Islamic values instilled in the students help strengthen their entrepreneurial character, such as honesty, discipline, and a strong work ethic. However, there are still several obstacles, such as limited supporting facilities, business capital, and the lack of optimal ongoing guidance for students in developing their businesses.

ADVANCED RESEARCH

Entrepreneurship education at Attibyan Islamic Boarding School fosters independence, creativity, innovation, responsibility, and the courage to take calculated risks. In addition, the Islamic values instilled in the students help strengthen their entrepreneurial character, such as honesty, discipline, and a strong work ethic. However, there are still several obstacles, such as limited access to data and the fact that the results of this study are only preliminary. Future research could expand the participants to several Islamic boarding schools and add quantitative indicators to evaluate the effectiveness of entrepreneurship training more objectively. In addition, further studies could examine the long-term impact of the application of students' skills on business management and the economic independence of Islamic boarding schools.

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