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ANALYSIS OF THE ENTREPRENEURSHIP EDUCATION MODEL FOR ISLAMIC BOARDING SCHOOL STUDENTS THROUGH VOCATIONAL SKILLS AT ISLAMIC BOARDING SCHOOLS IN KENDAL REGENCY

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ABSTRACT

This study aims to analyze the model of entrepreneurship education for students through vocational skills at the Manba'ul Hikmah and Al Musyaffa' Islamic Boarding Schools in Kendal Regency. The focus of the study includes: (1) the reasons for implementing the vocational skills-based entrepreneurship education model, (2) the process of implementing the model in the two Islamic boarding schools, and (3) the results or impacts of its implementation on the independence of students. The study used a qualitative approach with a case study design and a comparative descriptive method. Data were collected through observation, unstructured interviews, and documentation. The results of the study indicate that entrepreneurship education through vocational skills is able to create students who are economically independent, skilled in various fields such as computer technicians, culinary, cooperatives, graphic design, and brick making. The Islamic boarding school has succeeded in combining Islamic values with vocational competencies, so that graduates have life skills that are relevant to the needs of the Society 5.0 era. The novelty of the study lies in the integration of the entrepreneurship model that combines the study of yellow books with practical skills based on the needs of local industries.

KEYWORDS: Student Entrepreneurship, Vocational Skills, Kendal Islamic Boarding School, Economic Independence.

1. INTRODUCTION

As the oldest Islamic educational institutions in Indonesia, Islamic boarding schools (*pesantren*) play a central role in shaping a generation of Muslims who are spiritually, intellectually, and socially competent. Over time, Islamic boarding schools have become viewed not only as centers for transmitting religious values but also as institutions responsible for preparing students to face the social, economic, and technological dynamics of the modern era. The challenges of globalization, the emergence of the Industrial Revolution 4.0 and Society 5.0, and changes in the economic structure of society require Islamic boarding schools to focus not only on the study of yellow books but also on providing relevant life skills competencies for students.

From an Islamic educational perspective, the goal of education is to develop individuals who are obedient to God, possess noble character, and are capable of carrying out the mandate of the caliphate on earth. Abdul Fattah Jalal emphasized that Islamic education must guide humans to achieve the status of "abdullah" and "khalifatullah," meaning individuals who are devout in their worship and responsible for managing the universe. Therefore, education must equip students with religious values, morality, and skills that enable them to contribute positively to social life (Muhammad Zul Fadli & Imam Syafii, 2021).

Social reality shows that not all Islamic boarding school graduates continue their education to a higher level. Some return to society with pressing economic needs and the demand for financial independence. This requires Islamic boarding schools to provide practical skills through vocational education. Therefore, today's Islamic boarding schools are required to provide a combination of education: maintaining the tradition of classical scholarship, but opening up space for innovation so that students develop technical, digital, and entrepreneurial skills relevant to industrial developments. As the classic saying that guides Islamic boarding schools suggests: "The most important thing is to be able to do

what is right." *Al الأصل بالجدید والأخذ بالصالح قديم ال*

(Keeping the good old traditions, and taking the new things that are better).

Reforms in Islamic boarding school education were further strengthened by the issuance of Law Number 18 of 2019 concerning Islamic Boarding Schools. This regulation legitimizes Islamic boarding schools as both formal and non-formal educational institutions and opens up space for vocational education as part of the integration of the national education system. This policy provides significant

opportunities for Islamic boarding schools to develop skills-based educational models, such as agribusiness, technology, culinary arts, automotive engineering, and even entrepreneurship.

In the context of Kendal Regency as an industrial buffer zone, including the presence of the Kendal Industrial Estate (KIK), job opportunities and entrepreneurship are a real need. Islamic boarding schools are required to respond to this need so that graduates are not only spiritually prepared but also possess professional skills. *Manba'ul Hikmah* and *Al Musyaffa'* Islamic Boarding Schools are two Islamic boarding schools that have successfully responded to this challenge by developing vocational skills-based entrepreneurship education models. Both established Vocational High Schools (SMK) and training units such as computer network engineering, culinary arts, automotive engineering, graphic design, Islamic boarding school cooperatives, and business units such as GB Coffee & Tea, GB Bakery, and Manhik Mart.

The vocational skills-based entrepreneurship education model at these two Islamic boarding schools (*pesantren*) prepares students to become economically independent, expand their creative mindset, and develop technical competencies relevant to job market needs. Skill selection is based on an analysis of community needs, regional potential, and student interests. Each vocational program is integrated with Islamic values, ensuring that learning is not solely focused on technical skills but also on developing work ethics, discipline, honesty, and moral responsibility.

However, behind this success, Islamic boarding schools still face various challenges, such as limited facilities, varying student interests, and differences in the quality of human resources assisting the program. Some students experience technological challenges, while some business units require significant collaboration costs. These challenges demonstrate that the entrepreneurship education model in Islamic boarding schools requires continued analysis and development to become more effective in meeting the needs of the times.

Based on this context, this research is crucial to conduct an in-depth study of the rationale for implementing entrepreneurship education in two Islamic boarding schools, analyzing the implementation of the vocational skills education model, and assessing the program's outcomes and impact. Therefore, this research is expected to contribute to the development of an integrative Islamic boarding school education model—combining religious knowledge, technology, and

entrepreneurship.

This research is entitled "Analysis of the Entrepreneurship Education Model for Students through Vocational Skills at Islamic Boarding Schools in Kendal Regency" , with a focus on exploring the ideal model of entrepreneurship education that suits the needs of students, is relevant to industrial developments, and is in line with the character of Islamic boarding school education.

2. RESEARCH METHODS

This study uses a qualitative approach with a descriptive research type, which aims to understand in depth the implementation of the entrepreneurship education model through vocational skills at the Manba'ul Hikmah and Al Musyaffa' Islamic Boarding Schools in Kendal Regency. The qualitative approach was chosen because it allows researchers to explore phenomena naturally and holistically in the context of Islamic boarding school education, especially regarding strategies, implementation, results, and challenges of vocational skills-based entrepreneurship programs. This research was conducted in two locations, namely the Manba'ul Hikmah Islamic Boarding School and the Al Musyaffa' Islamic Boarding School, which were selected purposively because both have developing vocational skills programs and have become references for other Islamic boarding schools in the Kendal area.

Data collection was conducted through in-depth interviews, direct observation, and documentation studies. Interviews were conducted with Islamic boarding school administrators, vocational program managers, supervising religious teachers, and students participating in the entrepreneurship program. Observations were conducted to obtain a concrete picture of training activities, the learning process, business unit management, and interactions between instructors and students. Documentation included Islamic boarding school archives, the curriculum, the vocational program structure, activity photos, and program implementation records. The data obtained were then analyzed using the Miles and Huberman interactive analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing.

To ensure the validity of the findings, the researchers employed source and method triangulation techniques. Source triangulation was conducted by comparing information from various informants, while method triangulation was conducted by matching findings from interviews, observations, and documentation. This approach

ensures that the data used is accurate and scientifically accountable. Through this method, the research is expected to provide a comprehensive overview of how vocational skills-based entrepreneurship education is implemented in both Islamic boarding schools, as well as its impact on the independence and competence of students.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. The Impact of Vocational Skills Learning on the Business Acumen and Entrepreneurial Values of Islamic Students

The research results show that vocational skills learning at the Manba'ul Hikmah Islamic Boarding School significantly contributes to improving the students' business acumen. Through hands-on training covering design, production, marketing, and profit-loss analysis, students gain empirical experience in business processes. This activity helps them understand business logic, identify market opportunities, and make realistic decisions based on field experience.

Furthermore, this learning process instills entrepreneurial values such as discipline, tenacity, risk-taking, and future orientation. These values are instilled through lectures from Islamic scholars (kiai), embedded practices within business units, and role models from religious teachers (ustadz). This moral encouragement aligns with Islamic teachings on the importance of hard work and responsibility. Thus, vocational learning not only develops technical skills but also fosters a strong entrepreneurial character.

3.1.2. Implementation of Entrepreneurship Education through Vocational Skills at Al Musyaffa' Islamic Boarding School

The research results show that Al Musyaffa' Islamic Boarding School develops vocational skills-based entrepreneurship education through programs tailored to the needs of the surrounding community. This educational model is oriented toward social transformation, namely making the Islamic boarding school a center for community-based economic empowerment.

The learning process at this Islamic boarding school emphasizes hands-on practice (approximately 80% practical and 20% theory). Learning activities are conducted through coaching, mentoring from seniors, and independent practice in business units. Students are placed based on their talents and interests into several divisions, such as:

- Cooperative
- Farm
- Culinary
- Laundry
- Collection (Sewing)
- Motorcycle Repair Shop/TKR
- Asyifa Honey Production

The implementation of this learning produces students who are able to run small businesses independently, have relevant technical competencies, and are trained in managing Islamic boarding school business units.

3.1.3. Results of the Vocational Skills Program at Manba'ul Hikmah Islamic Boarding School

The vocational skills program at Manba'ul Hikmah has produced several important achievements:

1. Students are able to drive cars, so that the Islamic boarding school no longer depends on external drivers.
2. Students manage sharia cooperatives, which increase the economic independence of Islamic boarding schools.
3. Computer technicians and programming enable students to maintain the Islamic boarding school's devices and networks independently.
4. Manhik Mart is a retail practice facility that improves students' skills in service and goods management.
5. Graphic design produces students who master CorelDRAW, Photoshop, media layout, and digital content production.
6. GB Clothing and GB Bakery provide sewing and baking skills for female students.
7. Making bricks and managing sound systems adds to the students' technical skills in the fields of construction and community service.

The program has successfully increased the capacity of students in various practical and entrepreneurial skills, while strengthening the Islamic boarding school economy.

3.1.4. Results of the Vocational Skills Program at Al Musyaffa' Islamic Boarding School

Some of the outcomes of the vocational programs at Al Musyaffa' include:

1. Students master cooperative management and simple bookkeeping.
2. Students are able to manage livestock, including fish and other animals, and understand marketing strategies for livestock products.

3. Students acquire cooking and culinary business skills, so they are ready to open their own businesses.
4. Students are skilled in sewing and clothing production, so they can work or open a small convection business.
5. The motorcycle repair program produces students who are able to repair engines, understand motorcycle construction, and serve the community.

In general, this vocational program produces students who have strong technical competencies and are ready to be economically independent.

4. DISCUSSION

The following discussion describes the theoretical and empirical meaning of the research results.

4.1. Islamic Boarding School Entrepreneurship Education as a Response to the Challenges of the Times

Research findings indicate that vocational skills-based entrepreneurship education is a strategic response from Islamic boarding schools (pesantren) to social and economic changes in the modern era. Pesantren no longer function solely as religious educational institutions but also as pioneers in community economic empowerment. This aligns with Islamic educational theory, which emphasizes the integration of worship and work (Aly, 2011; Tohet, 2017).

Both Manba'ul Hikmah and Al Musyaffa' show that vocational education does not reduce the religious values of Islamic boarding schools, but instead strengthens the relevance of Islamic boarding schools in society.

4.2. Analysis of the Effectiveness of Practice-Based Learning Models (Coaching)

The coaching method applied by both Islamic boarding schools has proven to be effective because:

- Placing students in real situations.
- Provides hands-on experience in solving problems.
- Improve technical and managerial understanding.
- Strengthening the transfer of values through the exemplary behavior of the ustadz.

This aligns with the view of Arasti et al. (2012), who emphasized that entrepreneurship learning is most effective through hands-on practice, not just theoretical lectures. This model also supports the development of soft skills such as communication, collaboration, and time management.

4.3. Differences in Program Character: Manba'ul Hikmah vs Al Musyaffa'

The research results show differences in program characteristics:

- Manba'ul Hikmah emphasizes vocational training based on technology, networks, multimedia, and modern creative industries.
- Al Musyaffa' focuses on vocational training based on agribusiness, mechanics, and micro-enterprises.

This difference demonstrates that the Islamic boarding school's entrepreneurship education model is adaptive and tailored to the needs of the environment. Both are equally relevant and contextual in addressing the economic needs of the Kendal community.

4.4. Program Limitations and Challenges

Although the program worked well, the study found several challenges:

1. Lack of partnerships with large industries for graduate distribution.
2. Limited practical facilities that resemble real industry.
3. Some students have minimal initial knowledge (gaptek).
4. Some business programs require large capital for further development.

These challenges indicate that Islamic boarding schools require funding support, further training, and a broader partnership network to optimize the program.

4.5. Integration of Religious Education and Entrepreneurship (Triadic Model)

Both Islamic boarding schools have implemented a triadic learning model: the integration of religion, science, and vocational practice. This integration makes the pesantren education holistic, where students become not only religious scholars but also competent in the workplace.

This triadic model follows Armahedi Mahzar's view that religious and scientific education can be integrated into a comprehensive educational system. As a result, students possess a balance between spirituality and technical skills.

4.6. Strengthening the Character and Economic Independence of Islamic Students

Vocational skills programs produce two types of output:

1. Technical output: practical skills such as cooking, graphic design, computer

networking, sewing, and animal husbandry.

2. Character output: honest, disciplined, independent, responsible, creative, and future-oriented.

These characters are an important foundation in the world of entrepreneurship, so that Islamic boarding schools succeed in creating a religious and productive generation.

5. CONCLUSION

Research on the Analysis of the Entrepreneurship Education Model for Students through Vocational Skills at Islamic Boarding Schools in Kendal Regency shows that vocational skills-based entrepreneurship education is an effective strategy in shaping the independence of students, increasing the economic capacity of Islamic boarding schools, and strengthening the relevance of Islamic boarding schools in facing the dynamics of modern society. The two Islamic boarding schools that were the objects of the research—Manba'ul Hikmah and Al Musyaffa'—have implemented a systematic, structured, and contextual vocational education model according to the needs of their respective environments.

First, vocational skills education has been proven to improve students' business acumen through hands-on experience in production processes, customer service, financial management, and marketing. Students not only master technical skills but also understand basic business strategies, identify business opportunities, and are prepared to compete in the workforce. Practice-based learning (learning by doing) and coaching from religious teachers and instructors make students more creative, skilled, and confident in carrying out entrepreneurial activities.

Second, the vocational skills program has a significant impact on developing students' entrepreneurial character, such as discipline, hard work, responsibility, honesty, perseverance, and the courage to take risks. These values are reinforced through religious sermons, the exemplary behavior of Islamic boarding school administrators, and the practice of engaging in business unit activities. The integration of Islamic values with vocational practices makes entrepreneurship education in Islamic boarding schools holistic, combining spiritual, cognitive, and practical skills.

Third, both Islamic boarding schools developed vocational models with distinct characteristics. Manba'ul Hikmah Islamic Boarding School emphasizes vocational programs based on technology, networking, multimedia, and the

creative industry, while Al Musyaffa' Islamic Boarding School focuses on agribusiness, culinary arts, cooperatives, and micro-enterprises. Despite their differences, both demonstrate that the entrepreneurship education model is adaptive and adaptable to the socio-economic needs of the local environment.

Fourth, although the program has been effective, several challenges remain, such as limited collaboration with industry partners, suboptimal practice facilities, and the need for program development to be more competitive. These challenges underlie the need for increased support

from the government, educational institutions, and the industrial sector.

Overall, this study confirms that entrepreneurship education through vocational skills in Islamic boarding schools is a relevant, strategic, and effective educational model for developing a generation of independent, productive students who are ready to participate in the economic development of the community. This model can inspire other Islamic boarding schools in Indonesia that want to develop economic independence based on religious education and practical skills.

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