

Empowering Islamic Boarding School Students through Santripreneur Education to Increase Learning Motivation and Economic Independence at Cendikia Mandiri Lebak Islamic Boarding School

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Abstract

Islamic boarding schools play a strategic role in fostering students' character and preparing them for economic independence. However, limited exposure to entrepreneurship remains a challenge for many students in responding to contemporary socio-economic demands. This community service activity aims to empower students through a santripreneur education program to enhance learning motivation and promote economic independence at Cendikia Mandiri Islamic Boarding School, Lebak. This program employed a participatory approach involving preparation, implementation, evaluation, and follow-up stages. The activities included entrepreneurship training, motivational sessions, interactive discussions, and mentoring in a developing context-based business idea. Data were collected through observation, student participation records, and reflective evaluation. The results indicate an improvement in students' learning motivation, as reflected in increased engagement in learning activities and stronger interest in entrepreneurship-related subjects. In addition, several students initiated small-scale business activities, such as food production, services, and cooperative-based enterprises. The program also contributed to enhancing students' self-confidence, independence, and entrepreneurial awareness. In conclusion, the santripreneur education program serves as an effective approach to integrating character education with entrepreneurial skill development, while supporting the formation of students' economic independence within the Islamic boarding school context.

Keywords: Empowerment of Islamic boarding school students, santripreneurs, motivation to learn, economic independence, Islamic boarding schools.

1. Introduction

Islamic boarding schools (pesantren) play a strategic role in shaping students' character, morality, and independence, while also contributing to the development of a competitive human resource base. In the context of rapid socio-economic change, pesantren are increasingly required to equip students not only with religious knowledge but also with practical competencies relevant to contemporary challenges. One essential competency is entrepreneurship, which supports economic independence and social contribution (Adinugraha, 2022; Ma'sum & Wajdi, 2018).

In the era of globalisation, young people are expected not only to seek employment but also to create job opportunities. Santri, as part of the younger generation, possess strong potential to become agents of socio-economic transformation. However, this potential is often underdeveloped due to limited access to entrepreneurship education, lack of practical experience, and insufficient integration of entrepreneurial learning within pesantren systems (Hilyatin, 2016). As a result, many santri remain inadequately prepared to face post-education economic challenges.

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The concept of santripreneurship emerges as a strategic approach to address this gap by integrating entrepreneurial skills with Islamic values such as honesty, discipline, responsibility, and social awareness. This approach not only promotes economic productivity but also ensures that business practices are grounded in ethical and spiritual principles (Fajri et al., 2021; Hidayat & Sofian, 2022). Moreover, santripreneur education can enhance learning motivation by providing contextual and applicable knowledge, enabling santri to connect academic learning with real-life economic activities.

Despite its potential, the implementation of santripreneur programs in pesantren still faces several challenges, including limited entrepreneurial capacity, lack of mentoring, restricted access to capital, and the persistent perception that pesantren education focuses solely on religious instruction (Ma'sum & Wajdi, 2018). These constraints highlight the need for structured and sustainable empowerment programs.

Pondok Pesantren Cendikia Mandiri seeks to address these challenges by integrating santripreneur education into its learning system. This community service activity aims to empower santri through a structured santripreneur program to enhance their learning motivation and foster economic independence. Specifically, the program focuses on strengthening entrepreneurial understanding, developing practical business skills, and encouraging the emergence of student-led business initiatives.

This initiative is expected to contribute not only to improving students' motivation, independence, and entrepreneurial capacity but also to strengthening the role of pesantren as centres of community economic empowerment. Furthermore, it supports the development of a productive and sustainable socio-economic ecosystem rooted in Islamic values.

Islamic boarding schools (pesantren) play a strategic role in shaping students' character, morality, and independence, while also contributing to the development of competitive human resources. In the context of rapid socio-economic transformation, pesantren are increasingly expected to equip students not only with religious knowledge but also with practical competencies relevant to contemporary challenges, particularly in the field of entrepreneurship.

Despite this expectation, many students in Islamic boarding schools still face limitations in accessing structured entrepreneurship education and practical business experience. As a result, their potential to develop economic independence and respond to post-education challenges remains underutilised. Previous studies have highlighted that the lack of entrepreneurial exposure, limited mentoring, and minimal integration of entrepreneurship into the pesantren learning system are key barriers to developing students' entrepreneurial capacity.

In response to these challenges, the concept of santripreneurship has emerged as an approach that integrates entrepreneurial skills with Islamic values, such as honesty, responsibility, and social awareness. This approach not only promotes economic productivity but also supports character development grounded in ethical and spiritual principles. Furthermore, entrepreneurship-based learning has been shown to enhance students' motivation by linking academic knowledge with real-world applications. However, the implementation of santripreneur programs in many pesantren remains limited and often lacks structured and sustainable models.

Based on this gap, Pondok Pesantren Cendikia Mandiri initiated a santripreneur education program designed to integrate entrepreneurship training with the pesantren learning environment. This community service activity aims to empower students by strengthening their entrepreneurial understanding, enhancing learning motivation, and fostering economic independence through practical and contextual learning experiences.

Therefore, this study seeks to examine how the implementation of a santripreneur education program can contribute to improving students' learning motivation and supporting the development of economic independence within the Islamic boarding school context.

2. Methods

This community service activity was conducted at Cendikia Mandiri Islamic Boarding School, targeting actively enrolled students. The program employed an educational and participatory approach, aiming to provide conceptual understanding while encouraging students' active engagement in santripreneur-based learning grounded in Islamic values.

To clarify the implementation process, the stages are illustrated in the following flowchart:



Figure 1. Flowchart Method

The implementation was carried out through four main stages:

1) Preparation Stage

The team coordinated with pesantren management to identify students' needs and key problems related to learning motivation and entrepreneurial understanding. Based on this assessment, relevant educational materials were developed, including learning motivation, Islamic-based entrepreneurship, and strategies for achieving economic independence.

2) Implementation Stage

The program was delivered through interactive lectures and discussions under the theme “Becoming Smart by Learning, Becoming Rich with Santripreneur.” This stage emphasised building an entrepreneurial mindset, strengthening motivation, and introducing practical business opportunities relevant to the pesantren context. Students actively participated in discussions, question-and-answer sessions, and idea exploration for simple business initiatives.

3) Evaluation Stage

Evaluation was conducted through direct observation of student participation, engagement during discussions, and reflective sessions to assess students' understanding and motivation after the program.

4) Follow-up Stage

To ensure sustainability, the program encouraged the pesantren to continue implementing entrepreneurial training and mentoring activities. This stage aims to support the long-term development of students' entrepreneurial skills and economic independence.

This community service activity was conducted at Cendikia Mandiri Islamic Boarding School, involving actively enrolled students as participants. The program adopted a participatory approach, aiming to provide both conceptual understanding and practical experience in santripreneur-based learning integrated with Islamic values.

To ensure a systematic implementation, the program was organised into four main stages, as illustrated in the flowchart (Figure 1), namely preparation, implementation, evaluation, and follow-up.

In the preparation stage, the team coordinated with the pesantren management to identify students' needs and key challenges related to learning motivation and entrepreneurial understanding. Based on this preliminary assessment, educational materials were developed, including topics on learning motivation, Islamic-based entrepreneurship, and strategies for achieving economic independence. The implementation stage was carried out through interactive lectures, group discussions, and mentoring sessions under the theme "Becoming Smart by Learning, Becoming Rich with Santripreneur." This stage focused on building students' entrepreneurial mindset, strengthening motivation, and facilitating the development of simple and context-based business ideas relevant to the pesantren environment. The evaluation stage aimed to assess the effectiveness of the program through direct observation of student participation, engagement during activities, and reflective discussions. In addition, simple qualitative data were obtained from students' responses and participation records to identify changes in learning motivation and entrepreneurial interest. Finally, the follow-up stage was conducted to ensure program sustainability by encouraging the pesantren to continue implementing entrepreneurship training and mentoring activities. This stage is expected to support the long-term development of students' entrepreneurial skills and economic independence.

3. Result and Discussion

The santripreneur education program at Pondok Pesantren Cendikia Mandiri is implemented as part of efforts to empower santri so that they not only have a strong understanding of religion but also develop entrepreneurial skills to support their economic independence in the future. This program is designed to be integrated with learning activities at the pesantren so that entrepreneurial values can develop in line with the character building of the santri. Santripreneur education is conducted through various theoretical and practical learning activities, including teaching entrepreneurial material, training in basic business planning, introducing financial management, and developing product marketing skills. In addition, santri have the opportunity to learn directly through small-business practices within the pesantren environment. These activities provide students with real-world experience in identifying business opportunities, managing production processes, and marketing products to consumers. The implementation of this program also involves mentoring from pesantren teachers and practitioners with experience in entrepreneurship. The mentoring aims to provide guidance to students in developing business ideas and help them face various obstacles that arise in the business management process. On several occasions, students are also allowed to visit small businesses or industries around the pesantren to gain a more realistic picture of entrepreneurial practices in the community. These activities provide contextual learning experiences and encourage students to develop creativity and innovation in creating business opportunities that match their potential.

The implementation of the santripreneur education program demonstrated a noticeable improvement in students' learning motivation. This finding is reflected in increased student participation in discussions, presentations, and active engagement during learning activities. Students also showed greater interest in subjects related to economics, business management, and technology. This result is consistent with the concept of contextual learning, which emphasises that learning becomes more meaningful when it is connected to real-life applications. When students perceive the relevance of knowledge to practical outcomes, their intrinsic motivation tends to increase (Johnson, 2002). In addition, this finding supports previous studies indicating that entrepreneurship-based education can enhance students' engagement and motivation (Fajri et al., 2021; Wahid & Sa'diyah, 2020).

In addition to improving learning motivation, the program also contributed to the development of students' economic independence. Several students began engaging in small-scale business activities, such as food production, handicrafts, and service-based enterprises within the pesantren environment. This finding aligns with experiential learning theory, which posits that knowledge is constructed through direct experience (Kolb, 1984). Through hands-on business practices, students gain practical skills in production, marketing, and financial management. Previous studies have also shown that santripreneur programs can effectively enhance students' entrepreneurial capacity and economic independence (Ma'sum & Wajdi, 2018; Adinugraha et al., 2023).

Beyond economic aspects, the program significantly contributed to the development of an entrepreneurial mindset among students. Participants demonstrated increased creativity, innovation, and the ability to identify business opportunities within their environment. Importantly, these entrepreneurial activities were grounded in Islamic values such as honesty, responsibility, and social awareness. This finding supports the concept of values-based entrepreneurship, where business practices are not solely profit-oriented but also emphasize ethical and social

dimensions (Hidayat & Sofian, 2022). Furthermore, previous research highlights that integrating religious values into entrepreneurship education can strengthen both character formation and business sustainability (Maarif et al., 2023).

The success of the program was influenced by several supporting factors, including strong institutional support, active involvement of teachers, and high student enthusiasm. These factors are consistent with findings from previous studies, which emphasise the importance of institutional and mentoring support in the success of entrepreneurship education programs (Bahri & Rizal, 2023). However, several challenges were identified, such as limited business capital, a lack of advanced skills in digital marketing, and competition with existing market products. Similar constraints have been reported in previous studies on santripreneur development in Islamic boarding schools (Fachrurrozie et al., 2021). These challenges indicate the need for continuous mentoring, capacity building, and collaboration with external stakeholders.

At a broader level, the program generated positive impacts not only for students but also for the institution and the surrounding community. The pesantren strengthened its role as a centre for community-based economic empowerment, while student-led businesses contributed to local economic activities. This finding aligns with community empowerment theory, which highlights the role of educational institutions in fostering sustainable socio-economic development (Abdullah et al., 2020). In addition, previous studies have shown that pesantren-based entrepreneurship programs can serve as catalysts for local economic growth and social transformation (Parlindungan et al., 2023).



Figure 2. Speakers took turns presenting the material.

The implementation of the santripreneur education program has shown positive changes in santri learning motivation. Before participating in this program, most santri tended to view learning activities as merely an academic obligation that must be fulfilled while at the pesantren. However, after participating in the santripreneur education program, santri began to understand that the learning process is closely related to their ability to build a future, including creating business opportunities. This change can be seen from the increased participation of santri in classroom learning activities, especially in discussions and presentations. Santri also showed greater interest in learning materials on economics, business management, and technology to support business activities. This condition shows that learning that is linked to real-world practice can increase learning motivation and give deeper meaning to the santri's educational process.

In addition to increasing learning motivation, the santripreneur education program also contributes to improving the economic independence of santri. Through entrepreneurial practice activities, several santri have begun engaging in small businesses in the pesantren environment. The types of businesses run are quite diverse, such as the production of snacks, simple drinks, handicrafts, and skill-based services provided by the santri. The products are then marketed within the pesantren environment and to the surrounding community. In addition, the existence of santri cooperatives has become an effective learning tool for santri in understanding collective business management. Through these cooperatives, santri learn about financial management, transaction recording, and customer service. Santri involvement

in these business activities provides them with real-world experience in business management while fostering responsibility and independence.

The experience of running a simple business also provides students with economic benefits. Some students begin to earn additional income from the sales of the products they manage. Although the amount is not too large, this experience provides students with an understanding of the process of generating income through an independent business. In addition, this experience fosters confidence and the belief that they can create business opportunities in the future. Thus, the santripreneur program not only serves as a means of economic learning, but also as a medium for shaping the students' independent and creative character.

The success of the santripreneur education program at the Cendikia Mandiri Islamic Boarding School cannot be separated from various supporting factors in the boarding school environment. The full support of the boarding school's supervisors and managers is an important factor in the program's sustainability. The pesantren provides space and opportunities for santri to pursue various entrepreneurial activities and the necessary facilities to support them. In addition, teachers' active involvement in providing guidance and motivation to santri also contributes to the program's success. The enthusiasm of santri in participating in activities is also a major supporting factor, as most santri show a high level of interest in entrepreneurial activities that provide hands-on learning experiences.

On the other hand, the implementation of this program also faces several obstacles that need to be considered in its future development. One of the most common obstacles is the limited capital available to students to develop larger business activities. In addition, some students still need to improve certain skills, such as digital marketing, product design, and more professional business and financial management. Another challenge is competition with products already developed in the market. These conditions indicate that the santripreneur program needs to be continuously developed through further training, business assistance, and strengthening partnerships with various parties that can provide support for the development of santri businesses.

In general, the santripreneur education program implemented at the Cendikia Mandiri Islamic Boarding School has had a significant impact not only on santri but also on the boarding school and the surrounding community. For the pesantren, this program has strengthened its image as an educational institution that not only focuses on religious learning but also develops the entrepreneurial potential of santri. This shows that pesantren can serve as centres of economic empowerment grounded in Islamic values and independence. In addition, the business activities developed by santri also contribute to increased economic activity in the pesantren environment.

The surrounding community also feels the positive impact. The products and services produced by the students can meet some of the community's needs while opening up opportunities for cooperation between the pesantren and the community in various economic activities. The presence of students with an entrepreneurial spirit also inspires the younger generation in the surrounding area to develop productive businesses. Furthermore, santripreneur activities also encourage stronger social interaction between the pesantren and the community, so that the pesantren is not only a centre of education, but also a driving force for social and economic development in the surrounding area.

Overall, the implementation of the santripreneur education program at the Cendikia Mandiri Islamic Boarding School shows that the integration of Islamic boarding school education and entrepreneurship development can be an effective strategy in increasing learning motivation and building the economic independence of santri. This program is an educational innovation relevant to the needs of the times. It has the potential to be further developed as a model for empowering santri in the Islamic boarding school environment.

In addition to having an impact on the students' learning motivation and economic independence, the santripreneur education program also makes an important contribution to the formation of a sustainable entrepreneurial mindset in the pesantren environment. Through a learning process that integrates Islamic values with entrepreneurial practices, santri not only learn how to run a business but also understand the importance of business ethics, honesty, responsibility, and benefits for the community. These values are an important foundation in building the character of entrepreneurs who are not only oriented towards economic profit, but also towards blessings and mutual benefit.

The strengthening of this entrepreneurial mindset is also evident in students' increased creativity in identifying business opportunities in the pesantren environment and in the community. Some santri have begun to show initiative in developing value-added products, such as innovations in food packaging, the use of simple technology for product promotion, and the development of services based on their skills. This shows that the santripreneur education program encourages santri to think more innovatively and adaptively in response to increasingly dynamic economic developments.

In addition, this program also has an impact on strengthening a productive culture in the pesantren environment. The entrepreneurial activities carried out by santri indirectly foster a spirit of hard work, discipline, and responsibility in carrying out tasks. Santri learn to manage their time among studying, worship, and business activities so that a balance is formed among the development of intellectual, spiritual, and practical skills. This productive culture is an important social capital for Islamic boarding schools in shaping a generation of independent and competitive students. The success of the santripreneur education program at Pondok Pesantren Cendikia Mandiri also shows that Islamic boarding schools have great potential to serve as centres of community-based economic development. By leveraging resources in the pesantren environment, such as santri labour, caregiver support, and community networks, pesantren can develop a range of productive and sustainable business activities. This is in line with the role of pesantren as educational institutions that not only function as centres of religious learning but also as agents of community empowerment.



Figure 3. The foundation's owner gave a speech and delivered motivational remarks, followed by a group photo.

Furthermore, the owner of the Bahlil Lahadalia Foundation said that the santripreneur program could be a model for developing Islamic boarding school education that is adaptive to the needs of the times. The integration of religious education, character building, and entrepreneurial skills development can produce Islamic boarding school graduates who not only have a strong religious understanding but also contribute significantly to community economic development. Thus, the development of the santripreneur program in Islamic boarding schools has great potential to become a strategy for empowering the younger generation based on Islamic values and economic independence. Overall, the results of this community service activity show that santripreneur education is an effective approach in increasing learning motivation while building the economic independence of santri. This program not only provides short-term benefits in the form of improved entrepreneurial skills and experience, but also has a long-term impact in shaping an independent, creative, and productive mindset for santri as the nation's future generation.

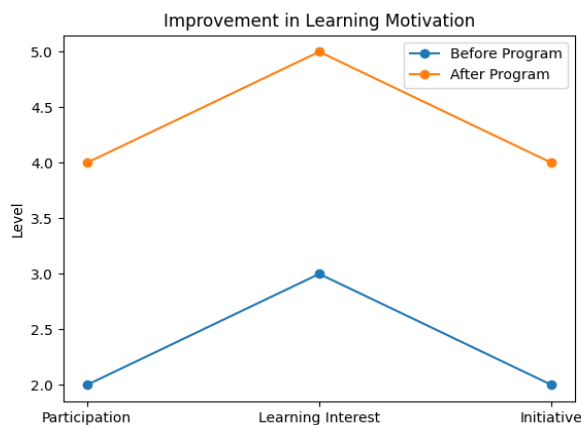


Figure 4. Implementation Learning Motivation

The implementation of the santripreneur education program at Cendikia Mandiri Islamic Boarding School demonstrates significant outcomes aligned with its primary objective of enhancing students' learning motivation and fostering economic independence. The program integrates entrepreneurial education with Islamic values through both theoretical instruction and practical experience, enabling students to connect academic learning to real-world applications.

The findings reveal a notable improvement in students' learning motivation after participating in the program. Initially, many students perceived learning as merely an obligation within the pesantren environment. However, following their involvement in santripreneur education, students began to understand learning as a meaningful process closely linked to future economic opportunities. This shift in perspective is evident in their increased participation in discussions and presentations, stronger interest in business-related subjects such as economics and management, and greater initiative in proposing business ideas. These results are consistent with contextual learning theory, which emphasises that learning becomes more effective when it is grounded in real-life contexts. When students recognise the relevance of knowledge to practical outcomes, their intrinsic motivation tends to increase. This finding also supports previous research indicating that entrepreneurship-based education can enhance engagement and interest in learning.

In addition to improving learning motivation, the program contributes to students' economic independence. Through participation in small-scale entrepreneurial activities, students gain direct experience in running businesses, including food and beverage production, handicrafts, and service-based activities. These experiences reflect the principles of experiential learning theory, which posits that knowledge is constructed through direct experience. Furthermore, the existence of a santri cooperative provides an effective medium for learning financial management, transaction recording, and customer service. Some students have even begun to generate modest income from their business activities, reinforcing their confidence and self-efficacy. Although the financial outcomes are still limited, the experience itself plays a crucial role in building an independent mindset and entrepreneurial capacity.

Beyond economic aspects, the program significantly contributes to the formation of an entrepreneurial mindset among students. Participants demonstrate increased creativity in identifying business opportunities, innovation in product development, and adaptability to changing market conditions. Importantly, entrepreneurial practices are grounded in Islamic values such as honesty, responsibility, and social benefit. This aligns with the concept of values-based entrepreneurship, in which business activities are not solely profit-oriented but also aim to create social and spiritual value. As a result, students develop not only technical business skills but also strong ethical foundations in their entrepreneurial journey.

Several key factors within the pesantren environment support the program's effectiveness. Strong institutional support from pesantren leadership, active involvement of teachers as mentors, and high levels of student enthusiasm contribute significantly to the program's success. In addition, the availability of facilities enables students to practice and develop their business ideas. However, the program also faces several challenges. Limited access to business capital constrains the expansion of student enterprises, while gaps in advanced skills, such as digital marketing and product design, hinder further development. Market competition also poses a challenge for student-run businesses. These limitations indicate the need for continuous program development through sustained mentoring, capacity building, and collaboration with external stakeholders such as small and medium enterprises and government institutions.

At a broader level, the program generates positive impacts not only for students but also for the institution and the surrounding community. For the pesantren, the program strengthens its role as a centre for community-based economic empowerment, demonstrating that Islamic boarding schools can function as socio-economic institutions in addition to religious education centres. For the community, the presence of student-run businesses contributes to local economic activity, opens opportunities for collaboration, and strengthens social networks. This aligns with community empowerment theory, which highlights the role of educational initiatives in fostering sustainable socio-economic development.

Overall, the findings confirm that integrating entrepreneurship education within the pesantren context is an effective strategy for enhancing learning motivation, developing practical skills, and fostering entrepreneurial character. The program combines contextual learning, experiential learning, and values-based entrepreneurship, resulting in a holistic educational approach. Compared to previous studies, this program offers added value by integrating Islamic values with real business practice, making it both contextually relevant and culturally grounded.

In conclusion, the santripreneur education program significantly improves students' learning motivation, encourages the emergence of student-led business initiatives, and gradually builds economic independence. It also strengthens an entrepreneurial mindset and character while contributing to institutional development and community empowerment.

Therefore, this program can be considered a scalable and sustainable model for empowering students within Islamic boarding school environments

4. Conclusion

This community service activity demonstrates that the santripreneur education program effectively enhances students' learning motivation and supports the development of their economic independence. The integration of entrepreneurship training with Islamic values and practical learning experiences enables students to connect academic knowledge with real-world applications. The program also contributes to the development of an entrepreneurial mindset, reflected in students' increased creativity, confidence, and participation in small-scale business activities. In addition, strong institutional support and active mentoring play a key role in ensuring program effectiveness. However, several challenges remain, including limited business capital and the need to strengthen students' skills in digital marketing and business management. Therefore, it is recommended that future programs focus on continuous mentoring, capacity building, and collaboration with external stakeholders to ensure sustainability and scalability.

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