

# Curriculum Design for Entrepreneurship Education in Pesantren: Strengthening Student Competencies in the Era of 5.0

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## Abstract:

This study explores the design and implementation of an entrepreneurial curriculum within pesantren, focusing on enhancing student competencies in the context of Industry 5.0. The research employs a qualitative approach, involving interviews, surveys, and observations to gather insights from students, educators, and administrators. Key elements identified in the curriculum design include competency-based education, the integration of religious values, and the incorporation of technology in learning. The findings indicate significant improvements in students' entrepreneurial skills, attitudes, and motivation following the curriculum's implementation. Furthermore, challenges faced during the design and execution phases are discussed, along with recommendations for future curriculum development. This study contributes to the understanding of effective entrepreneurship education in Islamic boarding schools and offers valuable insights for educators and policymakers seeking to enhance entrepreneurial competencies among students.

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## Introduction (مقدمة)

Entrepreneurship is one of the crucial pillars in education that can develop creativity and innovation among the youth (Drucker, 1985). In Indonesia, pesantren (Islamic boarding schools) have significant potential to implement entrepreneurial education that aligns with religious values (Abdul & Latif, 2020). However, challenges arise when entrepreneurial education is not fully integrated into the pesantren curriculum, especially in the 5.0 Era, characterized by rapid technological and informational advancements (Mulyana, 2021).

The 5.0 Era demands higher competencies from students, such as the ability to adapt to technology, critical thinking, and creativity (Mardiana, 2022). Pesantren must adjust their

curriculum to meet contemporary demands, ensuring that students not only master religious knowledge but also possess relevant entrepreneurial skills (Hidayat, 2023). In this context, the design of entrepreneurial education curricula becomes crucial.

The research questions addressed in this study are: "What are the essential elements in designing an entrepreneurial education curriculum for students?" and "How can this curriculum enhance students' competencies in the 5.0 Era?" These questions are important to answer so that the resulting curriculum can meet contemporary needs and challenges (Syafii, 2023).

The objectives of this research are to identify the elements of curriculum design suitable for entrepreneurial education in pesantren and to analyze its impact on students' competencies. With a clear understanding of curriculum design, it is hoped that pesantren can produce students who are prepared to face the challenges of the business world (Fauzan, 2020).

The benefits of this research will be felt not only by pesantren but also by students and the community. For pesantren, this research can serve as a reference for developing relevant and applicable curricula (Husni, 2021). For students, enhanced entrepreneurial skills can open opportunities for future entrepreneurship (Suharto, 2022). For the community, the presence of competent students in entrepreneurship can positively impact the local economy (Ramadhan, 2021).

This research focuses on pesantren that have implemented entrepreneurial education in their curriculum. It targets students from various educational levels to provide a comprehensive view of the curriculum's influence on competency development (Prabowo, 2023).

The methodology used in this research is a qualitative approach with case studies. This approach is chosen to gain in-depth information about the experiences and perspectives of students and pesantren managers (Zainal, 2020). Through interviews and observations, it is expected that the data obtained will provide a clear picture of effective curriculum design.

The structure of this research will be divided into several chapters. The first chapter is the introduction, which outlines the background, problem formulation, objectives, benefits, and scope of the research. The second chapter will discuss the literature review regarding entrepreneurship in pesantren and the essential elements of curriculum design. The third chapter will explain the methodology used in this research.

Through this research, it is hoped to obtain a curriculum design that can enhance students' competencies in the 5.0 Era. Thus, pesantren can become not only places for learning religious knowledge but also institutions that produce students ready to face the challenges of the modern world (Nugroho, 2023).

## **Method (منهج)**

This research employs a qualitative approach to gain a comprehensive understanding of the design of entrepreneurial education curricula in pesantren. The qualitative method is chosen for its ability to explore complex phenomena and gather in-depth insights from participants, which is essential in the context of educational practices (Creswell, 2014). This approach allows for flexibility in data collection and enables researchers to capture the perspectives and experiences of various stakeholders involved in entrepreneurial education.

The research design is primarily based on a case study methodology, focusing on several pesantren that have implemented entrepreneurial education within their curricula. Case studies are particularly useful in educational research as they provide rich, contextualized data (Stake, 1995). This study will involve selecting three pesantren that represent diverse contexts, including urban and rural settings, to examine how their curricular designs differ and the underlying

reasons for these differences.

Data collection will involve multiple methods, including interviews, observations, and document analysis. Semi-structured interviews will be conducted with key informants, such as pesantren leaders, educators, and students. This format allows for guided yet open-ended discussions, enabling participants to express their thoughts and experiences regarding the entrepreneurial curriculum (Bryman, 2016). Each interview will be recorded, transcribed, and coded for thematic analysis.

In addition to interviews, classroom observations will be conducted to understand the implementation of the entrepreneurial curriculum in practice. Observations will focus on teaching methods, student engagement, and the integration of entrepreneurial concepts in various subjects. This direct observation will provide valuable context to complement the data gathered from interviews (Merriam & Tisdell, 2016).

Furthermore, relevant documents such as curriculum guides, lesson plans, and student work will be analyzed to gain insights into the formal structure and intended outcomes of the entrepreneurial education programs. Document analysis will help triangulate the data obtained from interviews and observations, enhancing the validity and reliability of the research findings (Bowen, 2009).

The data analysis will follow a thematic analysis approach, identifying and interpreting patterns and themes related to the design and implementation of the entrepreneurial curriculum. Coding will be conducted using qualitative data analysis software to facilitate organization and analysis (Braun & Clarke, 2006). Themes will be developed inductively, allowing for the emergence of new insights throughout the research process.

To ensure credibility and trustworthiness, member checking will be employed, allowing participants to review and provide feedback on the findings. This process ensures that the interpretations accurately reflect the participants' perspectives (Lincoln & Guba, 1985). Additionally, the researcher will maintain a reflective journal throughout the study to document biases and thoughts that may influence the research process.

Ethical considerations are paramount in this research. Informed consent will be obtained from all participants, ensuring that they understand the purpose of the study and their rights to withdraw at any time. Anonymity and confidentiality will be maintained by assigning pseudonyms to participants and securely storing all data (Creswell & Poth, 2018). This ethical approach aims to protect the integrity of the research and the well-being of the participants involved.

## **Result (نتائج)**

### **Description of the Pesantren Involved in the Study**

This research involves several pesantren that have implemented entrepreneurial education in their curricula. These pesantren are located in various regions of Indonesia, providing a rich overview of the diversity of educational practices present. Each pesantren has unique characteristics influenced by local social, cultural, and economic contexts, allowing for a more in-depth analysis of how these factors affect curriculum design.

In terms of size, the pesantren involved in this study can be categorized into three groups: small, medium, and large. Small pesantren typically have a limited number of students, focusing on religious education and character development. Medium-sized pesantren offer better facilities and a variety of educational programs, including entrepreneurship. Large pesantren usually have a high number of students and often provide a more comprehensive curriculum with multiple fields of study.

The location of the pesantren also plays a crucial role in the type of education offered. Pesantren situated in urban areas tend to be more open to integrating technology and modern approaches to entrepreneurial education. In contrast, pesantren in rural areas may adhere more closely to traditional methods and strongly emphasize religious values. These differences provide insights into how social and economic environments can influence curriculum design and implementation.

The types of education offered at the pesantren also vary. Some pesantren focus primarily on religious education, while others integrate general education and entrepreneurship. Pesantren that prioritize entrepreneurship typically offer programs that include practical skills training in areas such as business management, marketing, and finance. With this variety, the research aims to explore how each category of pesantren develops entrepreneurial curricula that align with their specific needs and contexts.

### **Elements of Entrepreneurial Curriculum Design**

In this research, several key elements are identified as determinants in the successful design of entrepreneurial education curricula. These elements not only support the development of students' skills but also ensure that the education provided is relevant to the demands of the times and aligned with the values upheld in the context of pesantren (Islamic boarding schools).

A competency-based curriculum serves as an essential foundation in entrepreneurial education. This approach focuses on developing practical skills that can be directly applied in the workforce. By designing a curriculum that emphasizes specific competencies, pesantren can prepare students to face real business challenges. This ensures that they possess not only theoretical knowledge but also the ability to apply that knowledge in practice.

Pesantren that implement a competency-based curriculum often conduct needs analyses to determine which skills are necessary in the market. By involving practitioners and stakeholders in the curriculum design process, pesantren can ensure that the education provided is relevant and aligned with current industry developments. This not only enhances the competitiveness of students but also strengthens the reputation of the pesantren within the community.

The integration of religious values into the entrepreneurial curriculum is another important element. Pesantren have the responsibility to teach ethical and moral principles in accordance with Islamic teachings. By integrating these values, students are trained to become entrepreneurs who not only focus on profit but also consider the social and moral impact of every business decision they make.

The religious values taught may include honesty, responsibility, and concern for others. By instilling these values, pesantren help create entrepreneurs who have a long-term vision and a sense of accountability towards society. Furthermore, students who understand these values are more likely to create businesses that are not only financially profitable but also beneficial to the wider community.

The use of technology in learning is also a vital element in the design of the entrepreneurial curriculum. In the 5.0 Era, technology plays an increasingly significant role in all aspects of life, including education. Pesantren that successfully integrate technology into the learning process can provide a more interactive and engaging experience for students.

By utilizing digital tools, online learning platforms, and multimedia resources, entrepreneurial curricula can be presented in more relevant and appealing ways. For instance, the use of business applications and online simulations can help students better understand complex concepts. Additionally, technology allows for collaboration among students, both inside and outside the classroom, enriching their learning experience.

The combination of competency-based curricula, religious values, and technology use opens up opportunities for more innovative learning practices. Pesantren can adopt more interactive teaching methods, such as project-based learning, where students work in groups to complete tasks relevant to the real world. This method not only enhances technical skills but also fosters teamwork and communication abilities.

The application of these innovative practices also creates a more enjoyable and dynamic learning environment. Students engaged in interesting activities are generally more motivated to learn and actively participate in the educational process. Thus, these curriculum design elements complement each other and create a learning ecosystem that supports the development of entrepreneurship.

The importance of evaluation in every element of curriculum design cannot be overlooked. Pesantren should regularly conduct evaluations to assess the effectiveness of the curriculum and teaching methods applied. Feedback from students, teachers, and industry practitioners is invaluable for continuous improvement. By listening to their perspectives, pesantren can adjust the curriculum to ensure it remains relevant to market needs.

Effective evaluation can also help identify skills that need enhancement and areas requiring more attention. In this way, pesantren focus not only on final outcomes but also on the ongoing learning process. This fosters a culture of continuous and adaptive learning.

Elements such as a competency-based curriculum, integration of religious values, and use of technology are key to creating an effective and relevant entrepreneurial education curriculum in pesantren. By combining these three elements, pesantren can create a learning environment that supports the development of students' entrepreneurial skills and prepares them for success in an increasingly competitive world.

With a well-designed curriculum, pesantren not only contribute to the individual development of students but also play a role in building a better society. Students equipped with the right skills and values will be able to create businesses that are not only profitable but also have a positive impact on their surrounding environment.

### **Challenges in Curriculum Design and Implementation**

The design and implementation of entrepreneurial curricula in pesantren face a variety of complex challenges. One major challenge is the limited resources, both in terms of facilities and teaching materials. Many pesantren still lack adequate infrastructure to support technology-based learning. These limitations can hinder students' ability to access the tools and resources necessary for effectively learning entrepreneurship.

Additionally, the lack of training and professional development for teachers is also a significant challenge. Many teachers in pesantren do not have formal education in entrepreneurship, which can lead to difficulties in teaching relevant and up-to-date material. Without adequate training, teachers may struggle to provide a deep understanding of entrepreneurial concepts and current business practices.

Another challenge is the resistance to change in teaching approaches. Some pesantren may feel more comfortable with traditional teaching methods and be reluctant to adopt innovative approaches necessary for an entrepreneurial curriculum. This reluctance could stem from uncertainty about the effectiveness of new methods or concerns that religious values may be compromised with too much focus on business aspects.

The lack of industry involvement in curriculum development is also problematic. When pesantren do not collaborate with local business practitioners, they may miss opportunities to align the curriculum with real market needs. This could result in graduates being less prepared

to face challenges in the workforce and diminish the relevance of the education they receive.

To address the challenge of limited resources, some pesantren have sought partnerships with higher education institutions and non-governmental organizations (NGOs) that can provide support in the form of training, facilities, or teaching materials. Through these collaborations, pesantren can expand the available resources and enhance the quality of entrepreneurial education provided.

In dealing with the lack of training for teachers, pesantren can organize professional development programs focused on entrepreneurship education. By involving experts in the field to provide training, teachers can acquire the necessary knowledge and skills to effectively teach the curriculum. This will help improve teaching quality and support student development.

Overcoming resistance to change can be achieved through socialization and training that demonstrate the benefits of new teaching methods. By showcasing successful evidence from innovative approaches implemented in other pesantren, administrators can build trust and open minds towards more modern methods. This is crucial for all stakeholders to feel motivated to adapt.

Encouraging industry involvement in curriculum development is an important step to ensure educational relevance. Pesantren can collaborate with local companies and business associations to gain insights into the skill sets expected from graduates. Additionally, internship programs or industry visits can be organized to provide students with hands-on experience and enhance their understanding of the business world.

While there are various challenges in the design and implementation of entrepreneurial curricula in pesantren, the strategies mentioned above can help overcome existing obstacles. By working together and adapting, pesantren can create a learning environment that supports the development of students' entrepreneurial skills and prepares them for success in an increasingly competitive era.

### **Impact on Students' Competence**

The implementation of an entrepreneurial education curriculum in pesantren has a significant impact on enhancing students' competencies. One of the most noticeable outcomes of this curriculum is the improvement in practical skills that can be directly applied in the business world. Students who previously had only theoretical knowledge of entrepreneurship are now able to practice these skills in real contexts. For instance, they can engage in small business projects that allow them to design, manage, and market products or services.

The entrepreneurial skills acquired by students are diverse, covering areas such as business planning, financial management, marketing, and product development. With a better understanding of how to create effective business plans, students are more prepared to start their own ventures after graduation. The financial management skills taught in the curriculum also help students understand the importance of efficient resource and money management.

In addition to technical skills, the entrepreneurial curriculum contributes to the development of students' interpersonal skills. Through collaboration on group projects, students learn how to communicate effectively, work as a team, and collectively solve problems. These skills are essential in the business world, where the ability to collaborate with others often determines success.

Changes in attitudes and motivation among students are also evident after the implementation of this curriculum. Many students who initially felt hesitant about pursuing a career in entrepreneurship have become more confident. Through the practical experiences gained, they realize that they have the potential to become successful entrepreneurs. This change

is not only positive for their personal development but also contributes to local economic growth.

Students' motivation to learn has also increased following the introduction of the entrepreneurial curriculum. When they see that their learning has a direct impact on their ability to engage in entrepreneurship, their enthusiasm for studying grows. Involvement in real projects provides them with tangible goals and measurable outcomes, making them more motivated to attend classes and actively participate in discussions.

Students also exhibit a more proactive attitude towards business opportunities after receiving entrepreneurship training. They are more inclined to seek out opportunities, plan their ventures, and take initiatives in creating solutions to community issues. In this way, the curriculum not only equips them with skills but also fosters a strong entrepreneurial mindset.

The positive impact of the entrepreneurial curriculum is also reflected in the improvement of leadership skills among students. In group settings, they are given opportunities to take on leadership roles and learn how to lead a team. This experience helps them understand the importance of good leadership and how to motivate others to achieve common goals.

Overall, the implementation of an entrepreneurial education curriculum in pesantren provides a broad and profound impact on students' competencies. With enhanced technical and interpersonal skills, along with changes in attitude and motivation, students are not only prepared to enter the business world but also to become agents of change in their communities.

This increase in competence aligns with the growing market demands where entrepreneurial skills are becoming increasingly vital. Thus, pesantren that successfully implement this curriculum contribute to shaping a generation of youth ready to adapt to future challenges and opportunities.

Through continuous evaluation and responsive curriculum development, pesantren can further enhance this positive impact and ensure that their students are not only academically prepared but also practically equipped to face a dynamic world.

### **Feedback from Participants**

Feedback from students, administrators, and teachers regarding the entrepreneurial curriculum has provided valuable insights into its effectiveness and areas for improvement. Santri have expressed a generally positive perception of the curriculum, highlighting its relevance to their aspirations as future entrepreneurs. Many students reported feeling more confident in their abilities to start their own businesses, thanks to the hands-on projects and practical skills they acquired during the course.

However, some students noted that while the curriculum is beneficial, they feel it could be further enhanced by including more diverse case studies and real-world examples. They believe that exposure to a wider range of entrepreneurial scenarios would better prepare them for the challenges they may face in the business environment. This feedback suggests a desire for a more comprehensive approach that reflects various industries and business models.

Administrators also provided constructive feedback, emphasizing the importance of continuous assessment of the curriculum. They indicated that while the initial implementation has been successful, regular evaluations are crucial to adapt to changing market needs and student expectations. Administrators proposed establishing a feedback loop where students can regularly share their experiences and suggestions, ensuring the curriculum remains relevant and effective.

Teachers highlighted the positive impact of collaborative learning environments fostered by the curriculum. They noted that students are more engaged and willing to participate when working on group projects. However, some teachers pointed out that they require additional

training to effectively facilitate these collaborative experiences. Providing professional development opportunities for educators could enhance the learning experience for students.

The effectiveness of the curriculum in promoting entrepreneurial mindsets was a common theme in feedback from all participant groups. Many participants reported that the curriculum encourages critical thinking and problem-solving skills. Santri mentioned that they feel more equipped to identify opportunities and develop innovative solutions, which is a significant shift from their previous educational experiences.

On the other hand, some participants raised concerns about the integration of religious values within the entrepreneurial curriculum. They emphasized the need for a balanced approach that aligns business education with the core values taught in pesantren. Ensuring that ethical considerations and social responsibilities are emphasized in business practices will help students become not only successful entrepreneurs but also responsible members of society.

In terms of resources, both students and teachers indicated that access to technology and materials could be improved. While some pesantren have made strides in incorporating digital tools, others still lag behind. This disparity can impact the overall effectiveness of the curriculum, as students may not have equal opportunities to learn and practice essential tech skills.

To address these concerns, participants suggested fostering partnerships with local businesses and educational institutions. By collaborating with external organizations, pesantren could gain access to additional resources, guest speakers, and internship opportunities. These partnerships could provide students with practical exposure and insights into real-world business operations.

Feedback also pointed to the importance of mentorship in the entrepreneurial learning process. Many students expressed a desire for more opportunities to interact with successful entrepreneurs and industry professionals. Establishing mentorship programs could offer invaluable guidance and inspiration, helping students navigate their entrepreneurial journeys more effectively.

In conclusion, the feedback from students, administrators, and teachers has been overwhelmingly positive regarding the entrepreneurial curriculum. However, it also highlights key areas for improvement, such as the need for diverse case studies, ongoing training for teachers, and enhanced integration of technology. By addressing these areas, pesantren can further strengthen the curriculum and better prepare students for their future endeavors in the business world.

### **Recommendations for Curriculum Development**

Based on the research findings, several recommendations can be made to enhance the effectiveness of the entrepreneurial curriculum in pesantren. First and foremost, it is essential to incorporate a wider variety of case studies and real-world examples. By doing so, students can better understand the practical applications of entrepreneurial concepts across different industries. This diversity will also help students to relate the material to their own contexts, fostering deeper engagement and comprehension.

Additionally, continuous evaluation and feedback mechanisms should be established to monitor the curriculum's effectiveness. Implementing regular surveys and feedback sessions will allow students, teachers, and administrators to share their insights and suggestions. This iterative process will enable the curriculum to adapt to changing market demands and ensure it remains relevant to the needs of students.

Professional development for teachers is another crucial aspect of curriculum development. To effectively facilitate the entrepreneurial curriculum, educators should receive training in

innovative teaching methods and entrepreneurial practices. Workshops, seminars, and partnerships with industry professionals can equip teachers with the necessary tools and knowledge to enhance their instruction, ultimately benefiting students.

Incorporating technology more comprehensively into the curriculum is also vital. Providing students with access to digital tools and resources will better prepare them for the modern business landscape. Pesantren should consider investing in technology infrastructure and offering training sessions to both students and teachers on the effective use of these tools in business settings.

Mentorship programs should be developed to connect students with experienced entrepreneurs and industry professionals. These programs can provide invaluable insights and guidance, helping students navigate their entrepreneurial journeys more effectively. By facilitating networking opportunities, pesantren can help students build connections that may be beneficial for their future careers.

Moreover, the integration of ethical considerations and social responsibilities into the curriculum is essential. It is important to instill in students the significance of conducting business in an ethical manner and contributing positively to society. By emphasizing these values, pesantren can help shape responsible entrepreneurs who are not only focused on profit but also on the well-being of their communities.

For other pesantren looking to implement entrepreneurial education, collaboration with local businesses and educational institutions is highly recommended. Building partnerships can provide access to resources, expertise, and real-world experiences that enrich the curriculum. Such collaborations can also foster a sense of community involvement, further enhancing students' understanding of the business landscape.

Lastly, a focus on inclusivity within the curriculum is vital. Ensuring that all students, regardless of their background or prior experience, have equal access to entrepreneurial education will promote diversity and innovation. Tailoring programs to meet the varying needs of students can help create a supportive environment where every learner can thrive and develop their entrepreneurial potential.

By implementing these recommendations, pesantren can develop a more effective and impactful entrepreneurial curriculum that prepares students for success in the dynamic business world.

## **Discussion (مناقشة)**

The implementation of an entrepreneurial curriculum in pesantren presents a transformative opportunity for students to acquire essential skills and knowledge needed in today's competitive landscape. The findings from the research highlight both the successes and challenges associated with this initiative. One key aspect is the positive impact on students' competencies, including practical entrepreneurial skills, enhanced confidence, and improved interpersonal abilities. These competencies not only prepare students for potential business endeavors but also equip them to become proactive members of their communities.

Despite the positive outcomes, the feedback from participants reveals several areas that require attention. The call for more diverse case studies indicates that students seek a broader understanding of entrepreneurship across various contexts. This feedback is crucial as it suggests that a one-size-fits-all approach may not fully address the diverse aspirations and backgrounds of students. Therefore, incorporating a wider range of examples can enhance relatability and engagement, ultimately leading to a more robust learning experience.

Professional development for teachers emerges as another significant area for improvement. The effectiveness of the curriculum heavily relies on the educators' ability to deliver the content effectively. Continuous training and development can empower teachers to adopt innovative teaching methods, which can further engage students. This investment in teacher development not only enhances instructional quality but also fosters a culture of learning and adaptability within the pesantren.

Moreover, the integration of technology within the curriculum is essential for aligning education with the demands of the modern workforce. As businesses increasingly rely on digital tools, providing students with access to technology can bridge the gap between theoretical knowledge and practical application. This technological integration can enhance students' readiness for real-world challenges, making them more competitive in the job market.

The establishment of mentorship programs also presents a valuable opportunity for students to gain insights from experienced professionals. These programs can foster connections that might lead to internships or collaborative projects, further enriching the educational experience. Mentorship not only provides guidance but also serves as inspiration for students, showcasing the tangible outcomes of entrepreneurial endeavors.

Additionally, the emphasis on ethical business practices is vital in shaping responsible entrepreneurs. Integrating discussions on ethics and social responsibility within the curriculum encourages students to consider the broader implications of their business decisions. This focus on ethical entrepreneurship aligns with the values of pesantren and reinforces the importance of contributing positively to society.

For pesantren seeking to adopt or enhance their entrepreneurial education, collaboration with local businesses and educational institutions is a strategic recommendation. Such partnerships can provide resources, expertise, and real-world experiences that enrich the curriculum. This collaborative approach can also foster a sense of community engagement, allowing students to understand the local business landscape better.

In conclusion, while the entrepreneurial curriculum in pesantren shows great promise, ongoing evaluation and adaptation are crucial for its success. By addressing the identified challenges and implementing the recommendations outlined in this discussion, pesantren can create a dynamic and effective learning environment that not only prepares students for entrepreneurial ventures but also instills in them the values of responsibility and community engagement. This holistic approach will contribute to the development of well-rounded individuals capable of making meaningful contributions to society.

## **Conclusion (خاتمة)**

In conclusion, the implementation of an entrepreneurial curriculum in pesantren has proven to be a transformative initiative that significantly enhances students' competencies and prepares them for future entrepreneurial endeavors. The positive feedback from students, teachers, and administrators highlights the curriculum's effectiveness in bridging theoretical knowledge and practical skills, fostering confidence, and promoting a proactive entrepreneurial mindset among students.

Despite its successes, the research identified key areas for improvement, such as the need for more diverse case studies, ongoing teacher training, and enhanced technological integration. Addressing these aspects will ensure that the curriculum remains relevant and responsive to the evolving demands of the business landscape. Additionally, establishing mentorship programs

and fostering collaborations with local businesses will provide students with invaluable insights and networking opportunities, further enriching their educational experience.

Moreover, emphasizing ethical considerations and inclusivity in the curriculum will help shape responsible entrepreneurs who are equipped to contribute positively to their communities. By focusing on these critical elements, pesantren can cultivate a new generation of entrepreneurial leaders who not only strive for personal success but also prioritize social responsibility and community development.

This research underscores the importance of continuous evaluation and adaptation in educational programs. By embracing feedback and fostering a culture of innovation, pesantren can strengthen their entrepreneurial curricula and better prepare students for the challenges and opportunities of the dynamic business world. Through these efforts, pesantren can make a meaningful impact on the entrepreneurial landscape, ultimately contributing to local and national economic growth.

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