

# The Role of Al Mujahidin Muhammadiyah Islamic Boarding School in Developing the Entrepreneurial Spirit of Students

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## Abstract

This research aims to analyze the role of the Muhammadiyah Al Mujahidin Islamic boarding school in developing an entrepreneurial spirit among students. Using a qualitative approach with a case study method, this research collected data through in-depth interviews, field observations, and document review. The research results show that the Muhammadiyah Al Mujahidin Islamic boarding school plays an important role in instilling and developing an entrepreneurial spirit among students through various programs and activities, such as entrepreneurial learning, practical training, business mentoring, and providing access to resources. Key factors that support this effort include strong commitment from Islamic boarding school leaders, life skills-based curriculum, partnerships with business actors, and empowerment of local potential. The findings of this research provide valuable insight into the strategic role of Islamic boarding schools in preparing students to become strong young entrepreneurs and contribute to community economic development.

**Keywords:** Islamic Boarding School, Entrepreneurial Skill, Business Mentoring, Economic Development

## 1. Introduction

Islamic boarding schools, known as pesantren, are vital educational institutions that significantly influence the character and development of Indonesia's youth. While they focus on instilling religious values, Islamic boarding school also hold immense potential for nurturing entrepreneurship among students. This dual mission aims to prepare them not only as devout individuals but as dynamic contributors to society.

An exemplary institution in this regard is Muhammadiyah Al Mujahidin Islamic boarding school, which actively fosters an entrepreneurial spirit among its students. Affiliated with the Muhammadiyah Organization, Al Mujahidin strives to blend religious education with essential life skills, particularly entrepreneurial competencies.

In recent decades, a notable transformation has occurred within the educational framework of Islamic boarding schools, including Muhammadiyah Al Mujahidin. Alongside reinforcing religious instruction, the curriculum now incorporates entrepreneurial education, reflecting a progressive approach to nurturing well-rounded individuals (Adha & Permatasari, 2021). The goal is to ensure that students evolve into not only formidable intellectuals in the religious domain but also resilient and financially independent entrepreneurs (Susilaningih, 2015).

Various entrepreneurship programs and activities have been initiated by the Islamic boarding school, such as entrepreneurship learning, practical training, business mentoring, and providing access to supportive resources. These efforts aim to equip students with the knowledge, attitudes, and skills needed to become independent and resilient young entrepreneurs (Hafidh & Badrudin, 2019).



Through various programs and initiatives, Muhammadiyah Al Mujahidin Islamic boarding school strives to foster the spirit of entrepreneurship among students. Starting from opening business units within the boarding school, providing skills training, to facilitating students to develop their own businesses. With a comprehensive and integrated approach, the boarding school is determined to produce graduates who are not only spiritually rich, but also have economic independence and a strong entrepreneurial spirit (Gandara et al., 2021).

## 2. Literature Review

### 2.1. Islamic Boarding School

Islamic boarding schools, or pondok pesantren, are integral traditional educational institutions in Indonesia, significantly contributing to societal development. The term "*pondok*" derives from the Arabic "*fundūq*," meaning hotel or dormitory, while "*pesantren*" comes from "*santri*," referring to students of Islamic knowledge (Hamzah, 2023).

Typically established by a kiai or ulama with community influence and respect, these leaders serve as the guiding figures of the islamic boarding school, teaching Islamic sciences to the students. The students reside in dormitories, allowing them to immerse themselves in their studies and religious practices (Chotimah, 2015).

The curriculum focuses primarily on Islamic studies, including Qur'anic interpretation, hadith, fiqh, morals, and Sufism. Furthermore, subjects such as Arabic language, Islamic history, and mathematics are also included. Teaching methods like sorogan, wetonan, and halaqah facilitate both individual and group learning (Sulistianingsih, 2019).

Beyond education, Islamic boarding schools function as community development centers, hosting a variety of religious activities such as recitations and celebrations of Islamic holidays. This underscores their role not merely as academic institutions but as cultural and communal hubs. The history of Islamic boarding schools in Indonesia is closely intertwined with the evolution of Islam in the archipelago, significantly aiding in the spread of Islamic teachings, improving educational standards, and shaping the character and spirituality of the populace. Many prominent figures in Indonesia, including scholars, political leaders, and intellectuals, have emerged from these institutions (Mardyanto, 2016).

In contemporary times, islamic boarding school have evolved in numerous areas, such as curriculum, teaching methodologies, and integration with formal education systems, yet they still uphold their traditional values and distinctive identities as unique educational institutions in Indonesia. These boarding schools play a crucial role in preserving and advancing Islamic culture and traditions. Their comprehensive education and mentoring systems aim to cultivate young individuals not only rich in religious knowledge but also committed to embodying Islamic values.

The communal living environment within islamic boarding school is another unique aspect, fostering a sense of kinship and solidarity among students as they share dormitories, meals, and daily activities. This strengthens the bonds among peers and reinforces their connection with their *kiai*. Moreover, islamic boarding school also offer opportunities for students to develop diverse potentials and talents across religious studies, sciences, and practical skills. Many institutions host extracurricular activities, including martial arts, calligraphy, and entrepreneurship training.

Islamic boarding schools have demonstrated remarkable resilience and adaptability throughout changing times. Despite various challenges, they remain respected and trusted educational institutions within the community (Rifai & Karmilah, 2023). This highlights their vital role in preserving and reinforcing Islamic identity and values in Indonesia.

## 2.2. Development of Entrepreneurial Spirit

Entrepreneurial spirit development is a process or effort to foster, cultivate, and improve the spirit, attitude, behavior, and entrepreneurial abilities in a person or group of people (Hidayat et al., 2021). The aim is to encourage and facilitate a person or group to be able to create new business opportunities, take measured risks, and manage the business professionally. Some important elements in the development of entrepreneurial spirit include:

- a. **Fostering Motivation and Entrepreneurial Spirit:** This involves raising awareness and understanding about the importance of entrepreneurship. It aims to instill self-confidence, creativity, and innovation in students, helping them to develop a mindset focused on opportunities and problem-solving.
- b. **Enhancing Entrepreneurial Knowledge and Skills:** Practical training, mentoring, and guidance on business management are provided to equip students with the necessary skills. Additionally, facilitating access to information, technology, and business networks enables students to build a solid foundation for entrepreneurial success.
- c. **Developing Entrepreneurial Character:** This focuses on building a resilient mentality in students, encouraging them to take risks and remain persistent in the face of challenges. It also aims to cultivate the ability to identify opportunities and enhance problem-solving and decision-making skills.
- d. **Providing Access and Support for Resources:** Students are given access to essential resources such as capital, equipment, and infrastructure to support their entrepreneurial ventures. Furthermore, incentives, policies, and a conducive ecosystem are provided to foster an environment that promotes business growth and success.

The entrepreneurial spirit can be cultivated through a variety of impactful programs and activities, including training sessions, workshops, mentorship, business incubation, competitions, and facilitating access to funding. Key target groups could encompass individuals, community organizations, or educational and training institutions (Mardiyanto, 2016).

By fostering this entrepreneurial spirit, we aim to nurture a new generation of innovative, creative entrepreneurs capable of establishing sustainable businesses. This initiative will significantly contribute to economic growth, job creation, and enhanced community welfare. Moreover, entrepreneurship education serves as a structured learning process designed to nurture, develop, and instill an entrepreneurial mindset, attitude, behaviors, and skills in individuals (Hidayat et al., 2021). The goal is to prepare individuals to identify new business opportunities, manage their ventures with professionalism, and innovate for sustainable growth (Chotimah, 2015).

Entrepreneurship education can be delivered through diverse platforms, including formal institutions (schools and colleges), non-formal settings (training and workshops), and informal environments (mentorship and entrepreneurial communities). Ultimately, the ambition of entrepreneurship education is to equip individuals with the skills and entrepreneurial spirit necessary to generate new job opportunities, enhance competitiveness, and contribute meaningfully to economic development and community prosperity.

### 3. Methods

This research uses a qualitative approach with a case study method to analyze the role of Muhammadiyah Al Mujahidin Islamic boarding school in developing the entrepreneurial spirit among students. Case studies were chosen because they allow researchers to conduct in-depth and comprehensive investigations of phenomena that occur in real contexts. Data were collected through three main techniques, namely:

- a) In-depth Interviews: Researchers engaged in comprehensive interviews with several key informants, including islamic boarding school leaders, educators, entrepreneurship coaches, and students actively participating in entrepreneurial initiatives. The purpose of these interviews was to gather insights into the practices, strategies, and impacts associated with fostering an entrepreneurial mindset within islamic boarding school.
- b) Field Observations: Researchers carried out direct observations within the islamic boarding school environment to examine various activities, programs, and endeavors aimed at enhancing students' entrepreneurial development. These observations sought to collect data on program execution, interactions between the islamic boarding school and its students, as well as the students' reactions to different entrepreneurial initiatives.
- c) Document Review: Researchers conducted a thorough review of various official documents from the islamic boarding school, including curricula, strategic plans, activity reports, and additional publications. This document review aimed to gather data regarding islamic boarding school policies, programs, and achievements in nurturing the entrepreneurial spirit among students.

The data obtained through the three techniques were then analyzed thematically to identify patterns, themes and emerging trends. Data analysis was conducted continuously throughout the data collection process to gain a comprehensive understanding. Data validity was enhanced through triangulation of sources, methods and theories.

With a qualitative approach and case study method, this research is expected to produce a rich and in-depth description of the role of the Muhammadiyah Al Mujahidin Islamic boarding school in developing the entrepreneurial spirit among students, as well as the factors that influence the success of these efforts.

### 4. Results and Discussion

Based on data collected through interviews, observations, and document reviews, several important roles of Muhammadiyah Al Mujahidin Islamic boarding school were found in developing the entrepreneurial spirit among students:

#### 4.1. Integration of Entrepreneurship in the Islamic Boarding School Curriculum

The islamic boarding school has integrated entrepreneurship learning into the islamic boarding school education curriculum. Entrepreneurship-related subjects and activities, such as business management, marketing, and entrepreneurial practices, are systematically provided to the students. This aims to equip students with entrepreneurial knowledge and skills that can be applied after graduating from the islamic boarding school (Nafiza et al., 2021).

#### 4.2. Mentoring and Assistance for Santri Businesses

The islamic boarding school provides a business coaching and mentoring program for students who have an interest and talent in entrepreneurship. Forms of coaching include practical skills training, business management consultation, and product development assistance. In addition, the islamic

boarding school also facilitates access to capital and marketing for businesses run by the students (Suhendi, 2020).

#### 4.3. Creation of Entrepreneurship Environment in the Islamic Boarding School

Al Mujahidin Islamic Boarding School has created an environment conducive to the development of the entrepreneurial spirit of the students. This can be seen from the availability of production facilities, such as kitchens, workshops, and business units managed directly by the student. In addition, the boarding school also encourages the formation of a the student entrepreneurial community to share knowledge and experience with each other. (Rahmati et al., 2020).

#### 4.4. Rewards and Appreciation for Students Entrepreneurship Achievements

The islamic boarding school gives awards and appreciation to students who excel in the field of entrepreneurship. The form of appreciation, among others, is in the form of providing incentives, additional facilities, or opportunities to expand business networks. This aims to motivate and encourage the entrepreneurial spirit among the students (Suhendi, 2020).

These efforts have shown a positive impact on increasing the understanding, skills, and motivation for entrepreneurship among students of Muhammadiyah Al Mujahidin Islamic boarding school. Some students have successfully developed micro and small businesses, both during their education in the islamic boarding school and after graduation.

In its implementation, the islamic boarding school also faces several challenges, such as limited resources, the need to increase the competence of coaches, and the need for stronger synergy with external parties, such as the government and financial institutions. Strengthening in these aspects is expected to increase the effectiveness and sustainability of entrepreneurship development programs in the islamic boarding school environment (Baharudin & Yahya, 2023).

#### 4.5. Entrepreneurship Education at Islamic Boarding School Muhammadiyah Al Mujahidin

Muhammadiyah Al Mujahidin Islamic Boarding School is one of the Islamic boarding schools that implements entrepreneurship education as an integral part of the curriculum and learning activities. The following is an overview of the implementation of entrepreneurship education at the boarding school:

1. The aim of entrepreneurship education is to equip students (santri) with entrepreneurial knowledge, skills, and attitudes. It encourages students to develop their potential, create business opportunities, and instills leadership, independence, and social responsibility (Rosyanti & Irianto, 2019).
2. Entrepreneurship is integrated into the curriculum through subjects that combine business theory and practice. Entrepreneurial character development and soft skills are embedded across various subjects, along with hands-on business practices through school business units or islamic boarding school business incubators.
3. The teaching methods include lectures, discussions, and case studies related to entrepreneurial concepts and practices. Intensive training and mentoring are provided to enhance entrepreneurial skills, along with internships and field practice in islamic boarding school business units or incubators (Rahmati et al., 2020).
4. Support is provided through facilities for production, marketing, and business management in islamic boarding school business units. Partnerships are established with business actors, financial institutions, and government bodies. Additionally, students receive seed capital and access to funding to support their entrepreneurial activities (Indarti, 2021).

5. Extracurricular activities including entrepreneurship communities and clubs for discussion, experience-sharing, and hands-on practice. Students also participate in entrepreneurial product competitions and exhibitions, as well as comparative studies to industrial centers and successful enterprises (Regency & Karim, 2024).

Through this comprehensive entrepreneurship education, Muhammadiyah Al Mujahidin Islamic Boarding School seeks to produce graduates who not only have a depth of religious knowledge, but also entrepreneurial competence. This is in line with the Islamic boarding school's vision to produce students who are not only intellectually intelligent, but also economically independent.

## 5. Conclusion

Muhammadiyah Al Mujahidin Islamic Boarding School has demonstrated a strong commitment to fostering an entrepreneurial spirit among its students. This is evident through various initiatives undertaken by the institution. First, the school has integrated entrepreneurship education into its curriculum. Students are not only provided with theoretical knowledge but are also equipped with practical skills in business management, marketing, and hands-on entrepreneurial practices. This comprehensive approach prepares students to engage in entrepreneurial ventures after graduation. In addition, the Islamic boarding school offers business development and mentoring programs for students with entrepreneurial interests and talents. These include skills training, business management consultation, and support in funding and marketing, encouraging students to develop and apply their entrepreneurial capabilities.

Moreover, the Islamic boarding school has created a supportive environment for cultivating entrepreneurial spirit. The availability of production facilities, workshops, and student-managed business units provides opportunities for students to enhance their entrepreneurial skills. The formation of student entrepreneurship communities also serves as a platform for sharing knowledge and experiences. The Islamic boarding school further supports entrepreneurship by recognizing and rewarding outstanding students in the field through incentives, additional facilities, or opportunities to expand their business networks. These efforts have shown positive results, with some students successfully developing micro and small enterprises during their education and after graduation. However, the Islamic boarding school still faces several challenges, such as limited resources and the need for stronger collaboration with external stakeholders. Strengthening these aspects is expected to enhance the effectiveness and sustainability of the entrepreneurship development programs within the Islamic boarding school environment.

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