



## **Strengthening Independent Character Education of Santri through Pesantrenpreneur in Islamic Boarding School**

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### **Abstract**

This research aims to analyze the process and the implications of strengthening the independence character education through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School in Semarang. This study used a qualitative approach with a phenomenological approach. The subjects of this study were a caregiver, three administrators, and five santri who participate in pesantrenpreneur. The data collection techniques used observation, interviews, and documentation, while the data analysis techniques used qualitative methods of the Creswell model. The study results show that the process of strengthening independence character education through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School is carried out continuously through three stages, namely providing understanding (moral knowing), instilling awareness (moral feeling), and providing examples or role models (moral action). Strengthening independence character education through pesantrenpreneur has given positive implications for the independence of santri who are increasingly strong, namely having a desire to develop, showing their activeness in taking the initiative and being able to overcome problems, being more confident and able to carry out tasks on their own, and starting to be aware of responsibility. This change is reflected in the emotional independence, values, and behavior of santri in everyday life, so that it can be used as provisions for future life. The importance of this research is relevant in an effort to answer the challenges of 21st-century education, where the educational process in Islamic boarding schools is required not only to be able to produce santri who are intelligent in religious knowledge, but also independent in personality.

**Keywords:** character education, independent character, pesantrenpreneur

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## A. Introduction

The public's view of Islamic boarding schools is still identical to the scope of old-fashioned education. Some Indonesian people still think that Islamic boarding schools give the impression of being backward or even not advanced. This can be caused that Islamic boarding schools are the oldest Islamic educational institutions in Indonesia (Syafe'i, 2017). On the other hand, Islamic boarding schools are also known as educational institutions that operate in the fields of religion and society. The dynamics of education in the world of Islamic boarding schools prioritize character education and moral education (Kahar et al., 2019). Islamic boarding schools, as Islamic educational institutions, as well as character education, play a role as agents of change in character, especially for the current young generation, some of whom have experienced moral degradation (Falah, 2021). Therefore, Islamic boarding schools have strong potential in shaping the character of santri, because santri devote themselves to Islamic boarding schools almost 24 hours a day.

However, the facts show that the implementation of education in most Islamic boarding schools currently still focuses on deepening religious knowledge only, so that character formation, especially in terms of santri independence, is less noticed. This has resulted in many santri who graduate from Islamic boarding schools being hesitant when they return to society, and do not yet have a strong foundation of independence in themselves. This can be proven by the low character of independent possessed by santri today. Based on survey data from Ria Gumilang and Asep Nurcholis, it was stated that the index of the character of independent santri in 2018 was still relatively low, namely, from 50 students who were the objects of the survey, only 32% of santri had an independent attitude in Islamic boarding schools (Gumilang & Nurcholis, 2018). Therefore, the role of Islamic boarding schools is needed to strengthen the character of independent santri.

This can be caused by, among other things, the low skills possessed by the santri, especially skills in the field of entrepreneurship that are not in line with the development of the times. This certainly has an impact on change and innovation, so that Islamic boarding schools must strive to adapt to face the increasingly developing era today (Rahardja et al., 2019). Islamic boarding schools can be a place to form santri who have moral characters, especially an independent character, through character education. This character education seeks to educate humans to be able to make wise decisions and practice them in everyday life so that they can positively contribute to the environment (Malik et al., 2013). Therefore, santri are required not to be behind in developing creativity and innovation so that they are able to have a strong independent character in adapting to the development of the times. One of the efforts that can be made is through pesantrenpreneur. This is what happened at the Fadhlul Fadhlul Islamic Boarding School in Semarang. The implementation of this pesantrenpreneur is manifested in real form through entrepreneurial practices in various Islamic Boarding School-Owned Enterprises (BUMP), such as food bakeries, livestock, plantations, and so on.

The profile of the Fadhlul Fadhlul Islamic Boarding School in Semarang emphasizes local wisdom, which seeks to develop the life skills of santri in the socio-cultural, environmental, and economic fields. This is proven by the statement of the caregiver, showing that the alumni of Fadhlul Fadhlul Islamic Boarding School are working as entrepreneurs, farmers, traders, and so on. This has shown that many of the alumni are independent after graduating from Fadhlul Fadhlul Islamic Boarding School. Mr Fadhlul, as the caregiver, also said: *"Many of the alumni who graduated*

*from this Islamic boarding school had developed independence in their skills and work in various fields, such as entrepreneurs, traders, farmers, preachers, and so on."*

Therefore, this is a strong basis for the development of pesantrenpreneur in the Islamic boarding school environment. In addition, this Islamic boarding school also has three basic management principles that are used as a guideline by santri in the Islamic boarding school, namely management of priority, management of time, and management of taqarrub illallah. These three managements are one of the guidelines that form the basis for strengthening the independent character of santri in Islamic boarding schools. This supports that the Fadhlul Fadhlul Islamic Boarding School is worth studying. The objectives of this study are to analyze the process of strengthening independent character education through pesantrenpreneur, and the implications of strengthening the independence character education of santri through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School in Semarang.

Previous research has shown that pesantrenpreneur is the forerunner of entrepreneurship education in the context of Islamic boarding schools that combine religious values and entrepreneurial activities in an innovative way (Nuur et al., 2023). Pesantrenpreneur not only plays a role in providing religious knowledge, but also entrepreneurial knowledge, which is not only able to contribute to the pesantren, but also to the personality of the santri (Assayyidi et al., 2023). Pesantrenpreneur is carried out through entrepreneurship education, which contains various activities and materials that are relevant to fostering an entrepreneurial attitude or mentality, developing social networks, building communication skills, and designing entrepreneurship (Susilaningsih, 2015). So, pesantrenpreneur is one of the concrete solutions in order to empower the independence of santri in Islamic boarding schools. Because, in this activity, various entrepreneurial skills are taught to santri so that they will be able to live independently.

The uniqueness of this research lies in its focus on the process and implications of strengthening independent character education through pesantrenpreneur for santri in the Islamic boarding school environment, especially at Fadhlul Fadhlul Islamic Boarding School. Unlike previous research emphasizing implications of pesantrenpreneur for Islamic boarding schools in general, this study focuses on implications of pesantrenpreneur on changes in the independent character of santri. The existence of pesantrenpreneur is expected to produce santri who have an independent personality in their lives, so that they are able to provide benefits in their outlook on life when they return to society in order to continue their lives in the future.

Thus, the importance of this research is able to be one of the solutions in order to strengthen the independent attitude of santri in the Islamic boarding school environment. In addition, the urgency of this research is also relevant in an effort to answer the challenges of 21st-century education, where the educational process in Islamic boarding schools is required not only to be able to produce santri who are intelligent in religious knowledge, but also independent personality.

## **B. Literature Review**

Character education is an important aspect to develop in the educational environment. Character education focuses on the instillation and development of noble character possessed by humans (Husnaini et al., 2020). One of the educational institutions that is suspected of having long implemented character education is

Islamic boarding schools (Syafe'i, 2017). This character education is the main pillar emphasized in the scope of an Islamic boarding school. This character education seeks to educate humans to be able to make wise decisions and practice them in everyday life so they can contribute to the environment (Malik et al., 2013).

Husnaini, in his research, also revealed that the purpose of character education initiated in Islamic boarding schools is to emphasize the formation of a profile of santri who are knowledgeable, have noble character and are of quality, where this is based on the values developed by each Islamic boarding school (Husnaini et al., 2020). Thomas Lickona stated that the process of character education must involve three main elements, namely moral knowing (providing knowledge of character values), moral feeling (growing a sense of love and a sense of need for character values), and moral action (practicing those character values in daily behavior) (Lickona, 2015). It can be implemented through the methods of understanding, exemplary behavior, and habituation (Nasirudin, 2010). The character education, especially for santri, can be formed through role models, both from caregivers and parents (Lesmana et al., 2021). The role of a caregiver influences the production of santri with noble character (Mita Silfiyasari & Ashif Az Zhafi, 2020). The character values are important to be instilled in santri in Islamic boarding schools, including the character of independence. Forming independent individuals is part of the national education goals (Yanti & Armida, 2022).

Independent character is a trait that forms daily behavior without relying on others, which at the same time becomes his uniqueness (Kamil, 2015). This independent character can be reflected in the presence of self-confidence and responsibility in determining attitudes, being able to determine whether or not the actions and decisions taken are right (Alfiah, 2016). It also emphasizes the ability to freely carry out activities related to reasonable regulations so that they are able to make their own decisions (Fardani, 2016). The characteristics of independent consist of three aspects as expressed by Steinberg, namely: first, the emotional aspect, namely independent that reflects emotional control, where this can be shown by the ability to control one's emotions; second, the behavioral aspect, namely independent to make decisions without easily relying on others, where this can be shown by behaving responsibly and disciplined, and being independent in deciding something; and third, the value aspect, namely independent to interpret the principles between right and wrong, and between important and unimportant things, where this can be shown by behaving well, and being able to determine priorities (Steinberg, 2017). These three characteristics of independence must be able to be developed in a balanced way in order to form a complete independent personality.

A person who has an independent character contains several characteristics, namely having a desire to progress, initiative to solve problems and being able to make decisions, being confident and able to carry out their duties without easily relying on others, and being responsible for what he does (Desmita, 2016). Based on these characteristics, it shows that an independent person will be reflected in his words and behavior in carrying out his duties with his abilities, full of initiative, and confidence in thinking and acting. Independent character for santri becomes one of the dominant characters, because santris are required to be able to manage themselves whenever they are in the Islamic boarding school environment, for example, santris are accustomed to managing their time and activities independently (Sanusi, 2012). Life in an Islamic boarding school is a life that emphasizes an

independent lifestyle, students are required to be able to take care of themselves in various matters of need without depending on others except Allah (Alfiah, 2016).

This is supported by previous research by Sanusi, who stated that independent life is often found in Islamic boarding schools, especially traditional-based pesantren. The independence of santri can be reflected in everyday life, starting from being independent in eating, washing, studying, managing time, managing money, to being independent in thinking and making choices. This is certainly inseparable from the condition of santris who are indeed trained not to depend on others, where the model of independent education emphasizes the process of understanding, appreciation, awareness, and habituation (Sanusi, 2012). Islamic boarding schools are one of the Islamic-based educational institutions that play a role in moral education and noble morals for santri (Fitri & Ondeng, 2022). Islamic boarding schools have a strategic role and are easier in shaping the character of santris, which is due to the use of a dormitory system that seeks to implement the values and views they adhere to in everyday life at the Islamic boarding school (Makmun, 2014). The instillation and development of values in everyday life can lead to the formation of character in a person (Zafi, 2017). Character formation can occur through the pesantren culture, which has been internalized in the lives of santri, such as the existence of pondok, study of classical books, kyais, and santri (Maryono, 2022). The character values instilled in Islamic boarding schools aim to make santri who are devout, capable, able to overcome problems, and able to manage time for useful things (Falah, 2021). Santri are equipped with life skills in society through learning at Islamic boarding schools (Bakhri, 2023).

Islamic boarding schools are Islamic educational institutions that have elements that can educate millennial youth who will change their character into individuals with noble character, responsibility, and independence (Falah, 2021). Islamic boarding school education develops human resources who have skills in all sciences, including religious, technological, and entrepreneurial (Hana et al., 2022). Entrepreneurship is an activity to create value by cleverly seeing business opportunities, daring to take risks on a business opportunity, with good managerial skills to obtain the human resources, capital, and goods needed to provide good results (Jayadi et al., 2020).

Islamic boarding schools have attempted to combine religious education and entrepreneurship education (Bustomi & Umam, 2017). Islamic boarding schools generally can provide entrepreneurship education to their santri according to the form of life skills provided by each Islamic boarding school (Syafe'i, 2017). Islamic boarding schools must play a role, especially in the economic sector, through their independence (Fajriani, 2021). Islamic boarding schools have skills programs, such as entrepreneurship, agriculture, and animal husbandry, as an effort to develop the independent character of the santri (Oktari & Kosasih, 2019). Islamic boarding schools, as Islamic educational institutions, have organized formal and non-formal education, such as life skill courses, to support the lives of santris so that they are able to have independence that does not become a burden on others.

Pesantrenpreneur is the forerunner of entrepreneurship education in the context of Islamic boarding schools that combine religious values and entrepreneurial activities in an innovative way (Nuur et al., 2023). Pesantrenpreneur is carried out through entrepreneurship education, which contains various activities and materials that are relevant to fostering an entrepreneurial attitude/mentality, developing social networks, building communication skills, and designing

entrepreneurship (Susilaningsih, 2015). Pesantrenpreneurs strive to produce humans, namely santri with entrepreneurial personalities, by combining religious attitudes and entrepreneurship (Rahmati et al., 2020). Pesantrenpreneurs are a real example in efforts to strengthen the spirit of santri to become entrepreneurs in order to increase independence in Islamic boarding schools (Masum & Wajdi, 2018). The role model of pesantrenpreneur emphasizes the independence of santri through pesantren cooperatives to train santri to handle the economy. The existence of pesantren cooperatives can function as a place to learn independence, entrepreneurship, and devotion for santri (Kasor, 2017).

Pesantrenpreneur manifested in the activities of santri entrepreneurs have several dimensions that can be developed within the scope of Islamic boarding schools, including: strengthening the curriculum of Islamic boarding schools based on local wisdom; collaboration with Islamic boarding school stakeholders; empowerment of life skill studies of santri in Islamic boarding schools; educational institutions with an entrepreneurial nuance; and knowledge of classical books (Wahid & Sa'diyah, 2020). All of these dimensions are important aspects in developing a pesantrenpreneur. Pesantrenpreneurs can realize independence in Islamic boarding schools (Joko et al., 2022). This is because pesantrenpreneurs can equip and encourage santri to become entrepreneurs. The existence of these pesantrenpreneurs can be a means of strengthening the character of independence in Islamic boarding schools.

The caregivers of Islamic boarding schools can implement strategies to shape the independence of the souls of santri by getting used to attitudes that can help them master various fields and be able to compete in the future (Ma'arif et al., 2023). Human resource development strategies for pesantrenpreneur, including internalization of values, human resource management, and support systems (Adhim & Ta'rif, 2021). The pesantrenpreneur ecosystem has four important elements, namely institutions, human resources, production, and marketing (Haratua & Wijaya, 2020). Pesantrenpreneur not only plays a role in providing religious knowledge, but also entrepreneurial knowledge, which is not only able to contribute to the Islamic boarding school, but also to the personality of the santri (Assayyidi et al., 2023). So, the knowledge and skills provided by the Entrepreneur Islamic Boarding School will be very useful for santri both during their studies and as graduates (Ma'mun, 2023).

Based on previous research studies, it shows that so far, studies discussing about the topic of strengthening independent character and pesantrenpreneur tend to only examine three things; first, efforts to educate the character of independent in Islamic boarding schools; second, the concept of pesantrenpreneur implemented in Islamic boarding schools; and third, the implications of pesantrenpreneur in increasing the independent of Islamic boarding schools. However, field studies that discuss the process and implications of strengthening independent character education for santri through pesantrenpreneur have not been found. Thus, this research fills the gap with the study of strengthening independent character education for santri through pesantrenpreneur in the Islamic boarding school.

### **C. Method**

The method of this study was qualitative with a phenomenological approach, namely identifying the nature of human experience about a particular phenomenon (Creswell, 2015). The researcher used this type of qualitative phenomenological research because it was to explain and analyze the meaning in depth about the

process and implications of strengthening independent character education through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School. The subjects of this study were a caregiver, three administrators, and five santris who took part in pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School in Semarang.

The techniques of data collection used observation, interviews, and documentation. Observations used a non-participant observation type to observe the process of strengthening independent character education through pesantrenpreneur, and its implications for changes in the independence of santri. The data observed were the pesantrenpreneur program, santri's activities in daily life, life skill activities, classical book studies, independent character education process, changes in santri's independent character since participating in pesantrenpreneur, and an environment with an entrepreneurial nuance. Interviews used a semi-structured interview type, where researchers interviewed several informants, namely a caregiver, three administrators, and five santris who took part in pesantrenpreneur. The data collected were about the process of independent character education in pesantrenpreneur and its implications for changes in the independence of santri. Documentation was carried out by collecting documentation data in this study, including profiles and curriculum documents of Islamic boarding schools, pesantrenpreneur program report, policies implemented at Islamic boarding schools, and other relevant data.

The data analysis used qualitative methods of the Creswell model. The author copied interview transcripts, scanned materials, typed field data, and sorted or organized data by grouping the data into different types according to their sources. Then, the author reflected the data by writing down general ideas about the data obtained, took the sentence or image data that had been collected, then mapped the sentences or images into categories, and labeled the categories with specific terms. Next, the author described the settings, people, categories, and themes related to the data on strengthening independent character education through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School. Finally, the author presented the descriptions and themes in a qualitative narrative and interpreted the data (Creswell, 2015).

#### **D. Findings**

##### **1. The Process of Strengthening Independent Character Education through Pesantrenpreneur at Fadhlul Fadhlul Islamic Boarding School**

Fadhlul Fadhlul Islamic Boarding School is one of the Islamic boarding schools that emphasizes the character of santri. Based on the interview with Mr. Fadlan, as the caretaker of Fadhlul Fadhlul Islamic Boarding School, this Islamic boarding school has made efforts to facilitate santri by developing various forms of education and activities held to strengthen the character of santri so that they follow Islamic law. One form of education in order to strengthen the character of santri, especially in terms of independence, is realized through entrepreneurship education in pesantrenpreneur.

Based on the results of observation and documentation, pesantrenpreneurship at Fadhlul Fadhlul Islamic Boarding School is manifested through five main aspects, namely strengthening the curriculum based on local wisdom, cooperation with Islamic boarding school stakeholders, empowering life skill studies, an environment with an entrepreneurial nuance, and classical book studies. These five things are the main aspects of pesantrenpreneur, which include the development of knowledge,

attitudes, and skills that maintain the local wisdom of Islamic boarding schools while still adhering to moral values in Islamic teachings, including independent values.

The independent character of the santri of Fadhlul Fadhlul Islamic Boarding School, which is strengthened through pesantrenpreneur, is important to note. This is because in pesantrenpreneur, there are various activities carried out to manage and develop the Islamic Boarding School-Owned Enterprise, as well as activities regarding life skills such as training, workshops, book studies, and so on, where these can direct and produce santri who have independent character in everyday life.

The results of observation also presented that the Islamic Boarding School-Owned Enterprise that has been run at the Fadhlul Fadhlul Islamic Boarding School consists of twenty business units, namely: 1) Adam Mart, 2) Green House, 3) Vegetable Garden, 4) Goat Farm, 5) Egg-laying Chicken Farm, 6) Poultry Farm, 7) Bioflox Catfish, Tilapia, Patin, and Bawal, 8) Mushrroom, 9) Maggot, 10) Food Court, 11) Food and Bakery, 12) Canteen, 13) Catering, 14) Santri Cafe, 15) The Kontainer, 16) Chocolate and Various Herbal Drinks, 17) Sabiela Fashion, 18) Maktabah Syauqi Book Store, 19), Refill Water, and 20) Waste Sorting and Processing. All of these business units are a form of manifestation of the existence of pesantrenpreneur in Islamic boarding schools, which santri have produced various products, such as bread, drinks, vegetables and fruits, herbal plants, livestock, and so on.

Based on observations and interviews with a caregiver, three administrators, and five santri, the process of strengthening independent character education for santri through pesantrenpreneur at Fadhlul Fadhlul Islamic Boarding School is carried out by instilling the values of independence through three stages, as described in the following table:

**Table 1. Process of strengthening independent character education through pesantrenpreneur**

Values of independence	Process of strengthening independent character education			Conclusion
	<i>Moral Knowing</i>	<i>Moral Feeling</i>	<i>Moral Action</i>	
The desire to progress	Providing understanding to santri by bringing in figures from outside the Islamic boarding school to provide knowledge or skills through training in advancing the Islamic boarding school's business units.	To raise awareness among santri that the activities carried out to manage this Islamic boarding school business unit are from santri, by santri, and for the good of santri in the future.	Giving santri the opportunity to develop their ideas and creativity in producing a variety of products.	<i>Strengthening the character of independence is done through moral knowing, moral feeling, and moral action.</i>
Make decisions	Bringing in figures from outside to provide an understanding of techniques on how to find the right supplier, and sell goods quickly.	-	Providing direct tasks to be able to make decisions when dealing with various suppliers and consumer	<i>Strengthening the character of independence is only done through moral</i>

			characteristics in daily activities.	knowing and moral action.
Initiative to overcome problems	Explains the stories of previous ulama' through the study of classical books regarding how ulama' used to overcome the problems they faced.	Providing awareness to santri that Islamic boarding schools are laboratories as well as miniatures of society that can train santri to overcome various problems.	Accustoming santri to trial and error so that they are responsive in solving problems when managing a business unit or producing a new product.	<i>Strengthening the character of independence is done through moral knowing, moral feeling, dan moral action.</i>
Self-confident	-	Motivate santri to always be confident in developing new recipes.	Give examples to the santri to dare to practice when following the training process.	<i>Strengthening the character of independence is only done through moral feeling and moral action.</i>
Able to carry out tasks alone	Providing an understanding of 3M as a guideline for santri to carry out all activities independently.	Inviting santri to be able to carry out their tasks without always relying on the help of others.	Providing direct examples of planting good plants, starting from the planting medium, until harvesting.	<i>Strengthening the character of independence is done through moral knowing, moral feeling, and moral action.</i>
Responsible	Provide continuous direction and input to the santri to be consistent and responsible in managing business units.	-	Giving santri the task of producing bread and food according to their daily needs.	<i>Strengthening the character of independence is only done through moral knowing and moral action.</i>

Based on the table above, the process of strengthening the values of independent character through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School is explained in more detail as follows:

**a. Providing Understanding (Moral Knowing)**

The caregiver provides direction to the santri about the importance of independence in carrying out every activity. This is instilled by the caregiver by providing guidelines to santri so that they can manage time and priorities independently in their daily lives, especially in running a pesantrenpreneur. Based on observations, the caregiver provides direction and guidance on an attitude of independence to santri on an ongoing basis, meaning not just once or twice, but

continuously. This aims to ensure that santri can apply this independently in their daily lives. This is, as stated by Khoiriyah, the administrator:

*"The caregiver always reminds the santri to implement independence through 3M (three management), namely: first, time management, namely, how students manage their time between all the busy schedules and activities. Second, priority management, namely how santri prioritize very important, very important, and newly important activities. Third, taqarrub ilallah management, namely, how santri can balance to get closer to Allah. Because it is one of the keys to being independent from all activities carried out."*

This understanding is not only conveyed by the caregiver but also by figures invited by the caregiver to be speakers at events held at the Islamic boarding school, such as seminars and training. Based on the result of the documentation, the caregiver collaborates with external parties to guide santri regarding knowledge and skills in entrepreneurship. For example, in the Adam Mart business unit, some figures are brought in to provide knowledge on how to sell goods quickly, increase profits, and get the right suppliers. Santri do not only rely on training activities held at the Islamic boarding school, but also take the initiative independently to take training outside the Islamic boarding school to gain knowledge and entrepreneurship skills.

In addition, the administrator of the Islamic boarding school also has a big role in strengthening the character of the santri's independence. This is, as stated by Zidan, the administrator:

*"The role of the administrator is, of course, to teach and provide continuous guidance. In each business unit, there is a person in charge, so this person in charge will later provide direction and input to the santri to continue to be consistent, independent, and responsible in developing the business unit."*

This is also supported by the results of observation that the management not only provides an understanding of the attitude of independent individuals once or twice, but also continuously. The administrator strives 3M to provide direction and guidance on the attitude of independence to santri continuously throughout the day.

#### **b. Cultivation of Awareness (Moral Feeling)**

Cultivation of awareness is done by opening the santri's awareness that everything that is done in managing the Islamic boarding school business unit independently is a manifestation of the santri, by the santri, and for the santri, meaning it returns to the santri themselves. The caregivers and administrators also make the santri aware that this Islamic boarding school is a laboratory for santri, meaning that santri are trained to be able to overcome various problems faced in it independently, including in managing business units through pesantrenpreneur. The administrator said:

*"This Islamic boarding school is like a laboratory, meaning that these santris can practice directly in the Islamic boarding school. One way is for us to learn directly by going down to the field to manage business units independently, where it also trains us to be able to solve problems in it."*

The caregiver also motivates the santri to be confident in developing new products. This is as stated by Handayani, as the santri: *"Even though there are trials and errors that sometimes make santri a little down, the caregivers always motivate their santri to remain confident and always enthusiastic in developing new products."*

In addition, caregivers and administrators also always instill awareness in santri to carry out every activity on their own in their daily lives. Strengthening awareness carried out by caregivers and administrators is not only done once or twice, but is done intensively daily.

### **c. Providing Role Models (Moral Action)**

The caregiver is indirectly used as a role model for the santri. If the caregiver provides an example of independent behavior in daily life, then the santri will also imitate what they do. In this case, the caretaker not only orders something to the santri, but also gives examples related to what was ordered. This is as stated by Shofwah, as the administrator:

*"When educating santri, Babah and Bu Nyai not only give orders, but also give examples. For example, Babah urges his santris to be independent in planting plants, so the caregiver provides a direct example of planting in the garden, starting from the media being processed, planted, to harvesting, then the santri tend to follow what the caregiver does."*

Based on the observation, the caregiver always provides an example to the santri to dare to practice when participating in various trainings at the boarding school. The caregiver provides opportunities for santri to be able to develop new products that are varied so that they are not monotonous. This is as stated by Shofwah, as the administrator: *"Babah and Bu Nyai also usually, when there is training, they often give examples to the santris to be brave in practicing and trying out the things taught during the training."*

In addition, the caregiver also strengthens the independent character of the santri by giving assignments directly. The caregiver said that when santri encounter a problem in carrying out their duties, of course santri must be able to solve it by making the best decision, meaning that santri must be firm in making decisions if they are indeed desired directly, for example when assigned to deal with suppliers and consumers in daily activities, and when produced products that must be made every day. In addition, the role of administrators is also to provide examples of independent behavior to the santri.

## **2. Implications of Strengthening Independent Character Education of Santri through Pesantrenpreneur at Fadhlul Fadhlul Islamic Boarding School**

The strengthening of independent character education through pesantrenpreneur has provided positive implications in terms of knowledge, awareness, and behavior of santri, where santri are better able to understand and realize the importance of the character of independent for themselves, as well as apply it in real terms in their daily behavior. The results of a study presented that the positive implications of strengthening independent character education through pesantrenpreneur, which is carried out at the Fadhlul Fadhlul Islamic Boarding School, towards changes in santri independence in detail can be explained as follows:

### **a. Begin to have a desire to develop**

The results of observation showed that santri have been able to show their activeness in developing when participating in pesantrenpreneurship. This shows that the santri have been able to reflect their independent behavior through an active attitude of taking the initiative in participating in pesantrenpreneurship. This is supported by the results of interviews with the santri, which stated that santri's independence is reflected when santri always want to develop their skills. This is, as

stated by Ulum, as a santri: *"My friends and I here certainly always want to develop our potential to be able to advance food and bakery in the pesantren."*

In addition, santri also show their creativity in managing and developing business units at the Islamic boarding school so that they are not monotonous. This shows that the existence of pesantrenpreneur has been able to foster santri's desire to develop innovative ideas that they have, so that indirectly santri begin to be encouraged to develop an attitude of independence within themselves.

#### **b. Demonstrate activeness in taking the initiative to make decisions and solve problems**

Based on the observation, this independence is reflected when santri can make their own decisions, and are able to think critically, for example, in evaluation meetings, santri usually identify the obstacles they experience to obtain the right solution. Handayani, as the santri said: *"In the evaluation meeting, the santri usually identify the obstacles experienced to obtain the right solution. This can develop the critical thinking skills of the santri in the Islamic boarding school."*

In addition, based on the observation, in managing Islamic boarding school business units, santri are also trained to overcome small problems they face, such as when a gas cylinder runs out during the production process. Of course, santri must be responsive so that anyone can immediately buy the gas. The problems faced while participating in pesantrenpreneur become a means to train santri to be responsive in taking the initiative to make their own decisions and solve problems with good self-control.

While participating in pesantrenpreneur, santri are also better able to manage their emotions well. Santri learns patience and does not easily get angry. For example, based on the observation, when santri face consumers with diverse characters, especially MI children, santri begin to be able to manage emotions and patience, as well as exemplify good behavior. This is supported by Sholeh's statement, as a santri: *"When we are faced with various consumer characteristics. We must always be aware that we must lower our respective egos, because ego is what will cause emotions between each other."*

In addition, based on the interviews, santri must also be firm and professional in managing themselves to deal with suppliers. The existence of these things shows that santri are starting to be able to use their emotions well to deal with various consumer characters. This is supported by the result of observations that santri's awareness to live independently is seen when santri can control their egos, meaning that santri do not only prioritize their interests, but also those of others.

#### **c. More confident and able to carry out their tasks**

The results of observation showed that santri begin to show self-confidence in conducting various experiments and practices to produce various new products. This is also supported by Ulum's statement, as a santri: *"We must be brave in conducting experiments so that the products made can vary. Because we believe that the results of this experiment will give us confidence in ourselves, from which we will find a new recipe."*

In addition, based on the observation, santri are also able to be independent in determining their priorities, such as being able to identify what consumers like and dislike. This shows that by establishing communication with consumers, santri can show what their priorities are in developing Islamic boarding school business units. In addition, santri are also starting to be able to distinguish between good and bad

things, especially in managing finances. Handayani, a santri, said: *"We can do bookkeeping related to income and expenses properly, so that they can prioritize what needs and does not need to be purchased."*

The existence of this pesantrenpreneur also makes the santri more aware of the impacts that will be experienced if the character of independence is not possessed in themselves. This is important to have in order to make the santri more confident in showing their existence in their future lives in society. This is supported by Handayani's statement, a santri, which is:

*"If independent and a mentality to act independently have not been formed, then when we graduate from the boarding school, we will find it difficult to enter society. Because, later in society, we will find various more complex problems, as well as a bigger battlefield, so if we are not independent, then we cannot show our existence in society, so that we always depend on others."*

Santri have consciously been able to demonstrate their independence in caring for, managing, and developing business units in the Islamic boarding school in their daily lives. Based on observations, a real example is seen when santri receive an order for bread, then the santri independently make bread and produce as much as possible, and when santri see a wilted plant, then the santri immediately respond and do not have to wait for orders to water the plant. Santri are also seen to be able to manage their time independently in carrying out various activities in the boarding school according to their respective times, for example, regarding when to study, to worship, to serve, where all of these things are well regulated so that they can be carried out in balance. In addition, based on the interviews with the santri presented that santri's awareness of this independence is not only embedded when participating in pesantrenpreneur, but has also been embedded when carrying out daily activities.

#### **d. Begin to be aware of responsibility**

Based on the interviews with Handayani, as a santri, it was found that the santri who are involved in pesantrenpreneur are better able to understand the meaning of an independent attitude, as well as the importance of having independence in terms of self-responsibility in everyday life, namely managing time, prioritizing something, where all of that requires independence in each santri to carry out their duties and obligations. In addition, pesantrenpreneur is also able to develop the independence of the behavior of santri to be responsible for managing and developing business units in the pesantren. Ulum, as a santri said: *"I feel more able to be responsible in carrying out daily activities independently without always relying on others."*

Based on the result of interviews, it shows that independence in terms of responsibility begins with the element of service that grows within the santri to serve and be responsible for managing and developing business units in the pesantren.

In addition, the existence of an independent education character integrated into the pesantrenpreneur has also provided implications for santris after graduating from an Islamic boarding school. This is proven by the caregiver's statement, showing that many of the alumni who graduated from Islamic boarding schools have developed independence in their skills and work in various fields, such as entrepreneurs, traders, farmers, preachers, and so on. This is also supported by a statement made by the administrator:

*"The existence of pesantrenpreneur can strengthen the independent character of santris, both at the Islamic boarding school and later when they graduate. Because*

*santri already have provisions, both skills, knowledge, and experience that can make them capable and ready to be independent in their future lives."*

Based on the interview with Handayani, as the santri, also stated that in with the existence of pesantrenpreneur, santris are equipped with values of independent and mature skill development at Islamic boarding school through various experiences, so that they can make themselves ready to apply them in the wider community life when they graduated from Islamic boarding school. This shows that all the knowledge and experience gained in participating in pesantrenpreneur at an Islamic boarding school can be used as a guide for santri to live independently in their future lives.

## **E. Discussion**

Fadhlul Fadhlul Islamic boarding school has made efforts to strengthen the independent character of santri, including independent character through pesantrenpreneur. Strengthening character education for santri at Islamic Boarding Schools is important to be carried out in order to be able to form santri with noble character, especially independent character. This is supported by previous research, which stated Islamic boarding schools are one of the Islamic-based educational institutions that play a role in moral education and noble morals for santri (Fitri & Ondeng, 2022). In addition, Husnaini, in his previous research, revealed that the purpose of character education initiated in Islamic boarding schools is to emphasize the formation of a profile of santris who are knowledgeable, have noble character and are of quality, where this is based on the values developed by each Islamic boarding school (Husnaini et al., 2020). This shows the importance of character education being developed in Islamic boarding schools, including independent character.

The caregiver of the Fadhlul Fadhlul Islamic Boarding School strives to strengthen the character of independence in santri by providing continuous character education, both in the form of knowledge, awareness, and actions. This character education certainly contains the value of noble human, including independence. This is in line with previous research by Husnaini, which character education focuses on the instillation and development of noble character possessed by humans (Husnaini et al., 2020). The character values instilled in Islamic boarding schools aim to make santris who are devout, capable, able to overcome problems, and able to manage time for useful things (Falah, 2021). This is done by the caretaker of the Islamic boarding school through character education in pesantrenpreneur, which instills knowledge, awareness, and behavior in developing the character of santri independence at the Fadhlul Fadhlul Islamic Boarding School.

This character of independence is important to be developed for santri in this modern era, because it is always related to their daily lives. Previous research conducted by Sanusi stated that independent character for the santri becomes one of the dominant characters, because they are required to be able to manage themselves whenever they are in the Islamic boarding school environment, for example, they are accustomed to managing their time and activities independently (Sanusi, 2012). In addition, living in an Islamic boarding school emphasizes an independent lifestyle, the santri are required to be able to take care of themselves in various matters of need without depending on others except Allah (Alfiah, 2016).

The process of strengthening independent character education through pesantrenpreneur is not only carried out by a Kyai and Ibu Nyai as caregivers of the Islamic boarding school, but the administrators are also involved in efforts to strengthen the knowledge, feelings, and actions of santri in managing the Islamic

boarding school business unit independently. The caregivers and administrators not only strengthen the character of independence in santri through speech, but also through real actions. The character of independence is a person's character that forms daily behavior without relying on others (Kamil, 2015). This character needs to be strengthened so that santri are able to have a well-ingrained foundation of independence, so that santri are able to carry out their activities without easily relying on the help of others. According to Desmita, the values in the character of independent include several things, namely having the desire to progress, being able to make decisions and take the initiative to overcome problems, being confident and being able to carry out tasks alone without easily depending on others, and being responsible for what he or she does (Desmita, 2016). All of the values of independence are strengthened through pesantrenpreneurship at the Fadhlul Fadhlul Islamic Boarding School in Semarang.

The process of strengthening independent character education through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School is carried out through three stages, namely providing understanding (moral knowing), instilling awareness (moral feeling), and providing examples or role models (moral action). This is in line with the theory stated by Thomas Lickona that the process of character education must involve three main elements, namely moral knowing (providing knowledge of character values), moral feeling (growing a sense of love and a sense of need for character values), and moral action (practicing those character values in daily behavior) (Lickona, 2015). These three things are important stages that need to be implemented in the process of strengthening the character education of santri, including independent character.

First, the moral knowing has emphasized independence in several aspects, namely the desire to progress, being able to make decisions and take the initiative to solve problems, being able to carry out tasks independently, and being responsible for what they do. In strengthening the character of santri in the moral knowing aspect, Nasirudin stated that providing understanding is done by providing information about the values and principles of character that are to be instilled, which, of course, must be done every time so that the character values can be truly meaningful (Nasirudin, 2010). The provision of this understanding is an important initial step in strengthening the character of santri in Islamic boarding schools.

Second, the moral feeling has emphasized independence in several aspects, namely the desire to progress, taking the initiative to solve problems, being self-confident, and being able to carry out tasks independently. In strengthening the character of santri in the moral feeling aspect, a caregiver and administrator must be able to foster motivation and provide awareness for santri to always develop their independence in carrying out all activities in daily life. This is important to do so that santri are able to grow feelings of love and need for the values of independence.

Third, the moral action has emphasized independence in several aspects, namely the desire to progress, being able to make decisions and take the initiative to overcome problems, being confident and able to carry out tasks alone, and being responsible for what they do. In strengthening the character of santri in the moral action aspect, a caregiver must be able to be a good role model for santri. The exemplary behavior of a caretaker of a boarding school as an educator has a great contribution in strengthening the character of santri. This means that an educator, or in this context, a caretaker of a boarding school, must be able to be a good role model for santri.

In addition, this process also requires good cooperation between caregivers and administrators to instill and develop the character of santri independence in Islamic boarding schools. Thus, these three things show that the process of strengthening the character of santri independence through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School, both in terms of knowledge through moral knowing, awareness through moral feeling, and behavior through moral action has been carried out continuously, although there are still some values of independence that have not been perfectly strengthened.

Strengthening the independent character values of santri through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School can be a means of re-emerging the values of independence in santri so that they can be developed in everyday life. This is in line with previous research, which shows that the instillation and development of values in everyday life can realize the formation of character in a person (Zafi, 2017). Thus, the character values of independence certainly must be implemented repeatedly. This is important to continue to emphasize so that character values can be truly embedded strongly in the santri.

The method used in the process of strengthening independent character education of santri through pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School is also relevant to the theory put forward by Nasirudin, namely providing understanding, role models, and habits (Nasirudin, 2010). In addition, previous research by Sanusi stated that the model of independence education emphasizes the process of understanding, appreciation, awareness, and habituation (Sanusi, 2012). However, Fadhlul Fadhlul Islamic Boarding School also adds another method, namely through direct assignments. These methods are certainly important to be applied continuously so that the instilled character can be applied by santri optimally. This shows that this research is different from previous research.

Fadhlul Fadhlul Islamic boarding school also integrates independent character education into pesantrenpreneur through strengthening local wisdom, life skill activity, knowledge of classical books, and an environment that supports business units. This is in line with previous research, shows that pesantrenpreneur manifested in the activities of santri entrepreneurs have several dimensions that can be developed within the scope of Islamic boarding schools, including: strengthening the curriculum of Islamic boarding schools based on local wisdom; collaboration with Islamic boarding school stakeholders; empowerment of life skill studies of santri in Islamic boarding schools; educational institutions with an entrepreneurial nuance; and knowledge of classical books (Wahid & Sa'diyah, 2020). All of these dimensions are important aspects in developing a pesantrenpreneur.

This pesantrenpreneur is the forerunner of entrepreneurial activities in the context of Islamic boarding schools that combine religious and entrepreneurial values innovatively (Nuur et al., 2023). Both of these values are important to be instilled in a balanced way so that santri are not only experts in religious knowledge, but also experts in developing their potential and creative ideas independently in the field of entrepreneurship. This is in line with the research of Rahmati, et al., that Pesantrenpreneur take the initiative to produce santri as human resources with entrepreneurial personalities by combining religious attitudes and entrepreneurship (Rahmati et al., 2020). The existence of this personality is able to bring out the values of independence in santri.

In addition, the existence of management emphasized by the caregiver to be used as a guideline for santri in managing time, determining priorities, and balancing

their approach to the Creator is also a means of strengthening the values of independence in santri, because when santri are able to manage well, then santri will also be able to do all activities independently. Thus, the process of strengthening the character of independent santri through pesantrenpreneurship at the Fadhlul Fadhlul Islamic Boarding School requires awareness and commitment with a gradual and continuous process. The existence of a process that is carried out continuously can develop a strong character of independent for santri to be applied in everyday life.

Strengthening independent character through pesantrenpreneur has given positive implications to the change in the independent character of santri in terms of knowledge, awareness, and behavior at the Fadhlul Fadhlul Islamic Boarding School, where santri are better able to understand and realize the importance of the character of independence for themselves, as well as apply it in real terms in their daily behavior. This is proven by the existence of santri who are able to demonstrate their independence in carrying out all activities, both in managing business units and in everyday life.

The change in the character of independent shown by santri after participating in this pesantrenpreneur is specifically seen from several things, namely: first, santri begin to have a desire to develop; second, santri show their activeness in taking the initiative and are able to overcome problems, third, santri are more confident and able to carry out their own tasks; and fourth, santri begin to be aware of responsibility. The character of independent has not only been able to be applied by santri while participating in pesantrenpreneur, but also applied in everyday life. This is in line with previous research by Sanusi, that the independence of santri can be reflected in everyday life, starting from being independent in eating, washing, studying, managing time, managing money, to being independent in thinking and making choices (Sanusi, 2012).

In addition, santri who follow the pesantrenpreneur at the Fadhlul Fadhlul Islamic Boarding School have also been able to reflect increasingly strong independent, both emotionally, behaviorally, and the values developed. Steinberg in his theory, stated that independent includes three main components, namely emotional, behavioral, and values (Steinberg, 2017).

First, emotional independence, namely independence that reflects changes in the closeness of emotional relationships between individuals, where this can be shown by the ability to control one's emotions (Steinberg, 2017). This has been reflected when santri are able to control their emotions in managing business units at the Islamic boarding school, such as when dealing with various consumer and supplier characters in the Adam Mart business unit. In addition, emotional independence is also reflected when santri are able to control their egos in discussing with fellow team members to discuss something. This is important for every santri to have so that santri are accustomed to being able to control themselves calmly in facing various obstacles and problems when carrying out their activities in everyday life.

Second, value independence, namely the independence to interpret the principles between right and wrong, and between important and unimportant things, which can be demonstrated by behaving well, and being able to determine priorities (Steinberg, 2017). This is reflected when santri have been able to understand the true meaning of independence and are confident in determining between good and bad things. Increasing santri' knowledge about the meaning, benefits and urgency of independence is a form of independence in terms of values. Santri' knowledge to

determine what is good and bad is also a manifestation of independent value that is important to have. Previous research stated that the independent character can be reflected in the presence of self-confidence and responsibility in determining attitudes, being able to determine whether or not the actions and decisions taken are right (Alfiah, 2016). This aims to ensure that santri are able to independently distinguish between what is good and bad for themselves when carrying out activities in their daily lives.

Third, behavioral independence, namely the independence to make decisions without easily depending on others, which can be demonstrated by behaving in a disciplined and responsible manner, and being independent in making decisions (Steinberg, 2017). This is reflected when santri have been able to demonstrate their activeness in taking the initiative to make decisions and solve problems, not easily depending on others, and being responsible for carrying out daily activities. This is in line with previous research by Fardani, this independence emphasizes the ability to freely carry out activities related to reasonable regulations so that they are able to make their own decisions (Fardani, 2016). This behavioral independence is important to develop so that santri are trained to be able to carry out all their activities themselves without easily depending on and relying on the help of others. The reflection of independent santri in these three aspects shows that the strengthening of the character of independent through pesantrenpreneur has been able to provide emotional, behavioral, and value changes in santri to be independent in carrying out daily activities.

Strengthening independent character through this pesantrenpreneur is important because it can make santri survive and develop independently and be ready when entering society. Santri who are able to survive and are ready to enter society will automatically be able to show independence in themselves, so that indirectly they will not be easily dependent on others. The various knowledge, skills, and experiences that santri have obtained while attending pesantrenpreneur at the Islamic boarding schools have been able to prepare santri to become individuals who are responsive in dealing with the problems they face, where this is also useful for them to be able to be applied in their lives when they graduate from the boarding school.

In addition, strengthening independence character education through pesantrenpreneurship is also able to increase the activeness of santri in managing and developing business units in the Islamic boarding school. This is in line with research by Susilaningsih, that pesantrenpreneur is carried out through entrepreneurship education which contains various activities and materials that are relevant to fostering an entrepreneurial attitude or mentality, developing social networks, building communication skills, and designing entrepreneurship (Susilaningsih, 2015). In addition, pesantrenpreneur not only plays a role in providing religious knowledge, but also entrepreneurial knowledge, which is not only able to contribute to the pesantren, but also to the personality of the santri (Assayyidi et al., 2023). So, pesantrenpreneur through entrepreneurship-based education is able to become a means to foster the independent of santri.

Strengthening independent character education through pesantrenpreneur is not only able to provide implications for managing business units in Islamic boarding school to develop, but also able to develop and strengthen the character of santri to be able to act and behave independently in everyday life. Strengthening independent character education through pesantrenpreneur has been able to form independent

santri who are sensitive to society, have awareness of the environment, and are able to compete in business. This shows that it can provide positive implications for santri who graduated from an Islamic boarding school, because they can develop their skills so that santri are able to have provisions, both knowledge and skills for life in the future.

Thus, there are several new findings that are different from previous research. The novelty in this research is first, previous research only used the methods of understanding, exemplary behavior, and habituation in character education, while this research explores a new method in strengthening character education through direct assignments. Second, previous research only discussed the implications of pesantrenpreneur for Islamic boarding schools in general, while this research also attempts to discuss the implications of pesantrenpreneur on changes in the independent character of santri in particular. Therefore, this research has addressed the gap in the process of strengthening independent character education for santri through pesantrenpreneur in the scope of Islamic boarding schools, as well as its implications for changing the character of independent for santri. Thus, the existence of this novelty makes this research different from previous studies. The importance of this research can be a solution in order to strengthen the independence of santri in the Islamic boarding school environment.

## **F. Conclusion**

The implication of this study provides information that the character education in Islamic boarding schools is not only given theoretically, but must be carried out practically by providing good examples, habits, and assignments. In addition, Islamic boarding schools are not only able to develop in the field of religion, but it is also able to develop in various areas of life, to break the public perception of Islamic boarding schools, which were identical to being known as old-fashioned. This study contributes to the development of science in the field of Islam and education in the future, as well as enriching knowledge for readers and other Islamic boarding schools, so that it becomes actual material or information regarding the process and implications of strengthening independent character education for santri through pesantrenpreneur in Islamic boarding schools. This study also has a limitation in that it still focused on one scope of education model, namely pesantrenpreneur, so that researchers only get results from strengthening independent character education through pesantrenpreneur. Thus, for further research, it is recommended to research other educational models that can strengthen more diverse characters in santri, and even be able to create a new educational model so that it can form and strengthen various characters of santri following Islamic law.

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