

ENTREPRENEURSHIP EDUCATION MODEL OF PESANTREN ON REDUCING UNEMPLOYMENT

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Abstract

Several previous studies have found that entrepreneurship can be alternative to reducing unemployment. Pesantren graduates are considered to have the potential to contribute to the average number of unemployed due to the lack of competence of students. On the other hand, as community-based institutions, many pesantren have potential that can be empowered. Therefore, the purpose of this study is to design a model of entrepreneurship education in pesantren. The research method used is a qualitative type with a literature study approach. The data used in this study are secondary in the form of journal articles, news, government reports, and other relevant sources. The data is then analyzed and integrated with the views of this researcher to produce a new concept in the form of an empowerment model through pesantren entrepreneurship education. The results of this study indicate that the designed model could be a solution to improve the entrepreneurial competence of students. The model consists of four important steps such as identifying business potential, capitalization of capital, capacity building of pesantren managers, and implementation of entrepreneurship education. Implementing the pesantren entrepreneurship education model requires contributions from various stakeholders such as governments, private sectors, communities, and universities.

Keywords: *Entrepreneurship Education; Pesantren; Unemployment;*

Abstrak

Beberapa penelitian sebelumnya menemukan bahwa kewirausahaan dapat menjadi alternatif dalam mengurangi angka pengangguran. Lulusan pesantren dinilai berpotensi dalam menyumbang jumlah rata-rata pengangguran karena minimnya kompetensi yang dimiliki para santri. Di sisi lain, sebagai institusi berbasis masyarakat, banyak pesantren memiliki potensi yang dapat diberdayakan. Oleh karena itu, tujuan penelitian ini adalah untuk merancang model pendidikan kewirausahaan di pesantren. Metode penelitian yang digunakan berjenis kualitatif dengan pendekatan studi pustaka. Data yang digunakan dalam penelitian ini berjenis sekunder berupa artikel jurnal, berita, laporan pemerintah dan sumber relevan lain. Data tersebut kemudian dianalisis dan diintegrasikan dengan pandangan peneliti ini untuk menghasilkan konsep baru berupa model pemberdayaan melalui pendidikan kewirausahaan pesantren. Hasil penelitian ini menunjukkan bahwa model yang dirancang dapat menjadi salah satu solusi untuk meningkatkan kompetensi wirausaha santri. Model tersebut terdiri dari empat langkah penting seperti mengidentifikasi potensi usaha, kapitalisasi permodalan, peningkatan kapasitas pengelola pesantren dan pelaksanaan pendidikan kewirausahaan. Mengimplementasikan model pendidikan kewirausahaan pesantren memerlukan kontribusi dari berbagai stakeholder seperti pemerintah, swasta, masyarakat dan perguruan tinggi.

Kata Kunci: *Pendidikan Kewirausahaan; Pesantren, Pengangguran;*

INTRODUCTION

Indonesia still faces the classic problem of unemployment. Especially during the current Covid-19 pandemic, the pace of economic development has been hampered which has caused many workers to lose their jobs, increasing the number of unemployed. The Central Statistics Agency (BPS) recorded a significant increase in the number of open unemployment after the pandemic in early 2020 (Krisnandika, Aulia, & Jannah, 2021). Before the Covid-19 pandemic entered Indonesia in the February 2020 period, the number of unemployed in Indonesia was only around 6.9 million, but this number increased to 9.8 million people in the period August 2020 or 6 months after the pandemic occurred in Indonesia. Although it had decreased to 8.7 million in the February 2021 period, this figure has increased again until it has touched more than 9 million people in the August 2021 period. The educated workforce is the biggest contributor to the unemployment rate in Indonesia, where Vocational High School graduates (SMK) became the largest contributor with the percentage reaching 11.13% of the total unemployment in Indonesia (Badan Pusat Statistik, 2021).

Entrepreneurship is one of the alternative solutions to reduce the number of unemployed (Prasetyo, 2020); (Suryadi, 2019); and (Ansari, Mirdamadi, Zand, & Arfaee, 2013). Furthermore, this is recommended that the educated workforce from high school to university levels is not only oriented towards getting a job after graduation but they are also required to create jobs through the concept of entrepreneurship. Although it is quite crucial, the ratio of entrepreneurs in Indonesia is still quite low. Based on data from the Ministry of

Cooperatives and SMEs, Indonesia's entrepreneurship ratio in 2021 is only 3.47%, behind Singapore at 8.46%, Thailand at 4.26%, and Malaysia at 4.74% (Kementerian Koperasi dan UKM, 2021). In addition, the assessment of the Global Entrepreneur Index in 2019 placed Indonesia in position 74 of 137 countries with a global entrepreneurship index (Global Entrepreneurship and Development Institute, 2019). This implies that the entrepreneurial culture is still not in demand by the younger generation.

The contributor to the unemployment rate in Indonesia is not only seen from graduates of formal education, such as vocational schools and universities, but graduates of non-formal education such as *pesantren* also have the same potential, but unfortunately, this has received less attention from the government. Based on data from the Ministry of Religion in 2022, there are 26,975 *pesantren* in Indonesia with the number of students reaching 4,076,407. Every year, thousands of students are confirmed to graduate from *pesantren*, thereby increasing the number of workers in Indonesia. Most of the education in *pesantren* tends to be concerned with only religious or moral material, but the provision of soft skills and hard skills for students is still sidelined (Badruzaman, 2019). This causes *pesantren* graduates to become less competitive when returning to society. Moreover, the competition to get a job is getting tougher in the era of technological advancements today. In the end, many *pesantren* alumni find it difficult to find work and prefer to be unemployed (Hasim & Ramly, 2021).

Facing this complex phenomenon, entrepreneurship education is again the best way to empower the quality of *pesantren* graduates. *Pesantren* is known as educational

institutions that have a high spirit of independence so implementing entrepreneurship education in *pesantren* is an appropriate solution. Empowerment of *pesantren* by implementing entrepreneurship education is also important to teach students to have various kinds of entrepreneurial skills so that they can take the road to entrepreneurship after graduation. In other words, today's *pesantren* should not only be required to teach religious sciences but should also equip their students with the entrepreneurial skills needed for life after graduating from boarding schools (Fatchurrohman & Ruwandi, 2018).

Even though it is important, entrepreneurship education in Indonesia is still something that has received less attention from both the world of education and the community. Most teachers in Indonesia are only oriented to the fulfillment and preparation of the workforce (Badruzaman, 2019). Many educators pay less attention to the character and entrepreneurial spirit of their students so that the potential for the entrepreneurial spirit that exists in them is not honed. Furthermore, currently, Indonesia does not yet have a standard format or standard for entrepreneurship education that can be applied at all levels of education, both formal and non-formal (Widodo, 2016). Even in higher education institutions, there is no ideal and legal format regarding the development of entrepreneurship education. Although there are courses or subjects on entrepreneurship, these are still temporary and not sustainable.

Research on the importance of entrepreneurship education in *pesantren* has been reviewed by several previous studies. Reconstruction and changes in the education system in

pesantren are needed to move towards an education system that is adapted to the needs of the times, such as entrepreneurship-based education (Athoillah & Wulan, 2019). Meanwhile, other studies implicitly state that students need to be equipped with entrepreneurial competencies while studying at *pesantren* so that they can live independently and compete when they graduate (Habiburrohim, Tanjung, & Hendrianto, 2018); (Halil, 2021); (Indra, 2019); and (Fatchurrohman & Ruwandi, 2018). In addition, the entrepreneurship education model in *pesantren* has also been found by previous research, such as the theopreneurship concept as an appropriate entrepreneurial model to be applied in *pesantren* (Suliswiyadi, Miswanto, & Nugroho, 2018); the concept of sharia entrepreneur internship to build a culture and entrepreneurial spirit in students (Yusuf & Mujahidin, 2022); and Islamic agropreneurs as an appropriate entrepreneurial method can be applied in *pesantren* (Badruzaman, 2019).

This research has similarities with previous studies, namely both studying the need for entrepreneurship education in *pesantren* and realizing the idea into a model. However, this study has a research gap when compared to previous studies, especially on the proposed model scheme. The models designed in the previous research both utilize certain concepts in building entrepreneurship education models in *pesantren* because they adapt to the different characteristics, they have by *pesantren*. The purpose of this study is to design an entrepreneurship education model directed more generally to accommodate all characteristics of *pesantren* so that they are expected to become legal guidelines in implementing the concept of entrepreneurship education in *pesantren*. The

urgency of this research is motivated by three things. First, the increasing number of educated unemployed in Indonesia, both from formal and non-formal education levels such as *pesantren*. Second, the lack of competence possessed by student graduates. Third, there is no legal format and standard for entrepreneurship education applied in *pesantren*. For this reason, the purpose of this research is to answer this urgency by building a model of entrepreneurship education that can be applied in all *pesantren*.

METHOD

The research method used in this research is qualitative with a library research approach. The library research method is a method of collecting data by understanding and studying theories from various literature related to research (Fadli, 2021). This method was chosen because it aims to obtain in-depth data and reference sources regarding the research theme in the form of an entrepreneurship education model in *pesantren*.

Previous studies that are used as references in this research include (Athoillah & Wulan, 2019); (Habiburrohim, Tanjung, & Hendrianto, 2018); (Halil, 2021); (Indra, 2019); and (Fatchurrohman & Ruwandi, 2018) about the importance of Islamic boarding school entrepreneurship education and the Islamic boarding school entrepreneurship education model that has been designed in research (Widodo, 2016); (Suliswiyadi, Miswanto, & Nugroho, 2018); (Yusuf & Mujahidin, 2022) and (Badruzaman, 2019). Specifically, all reference sources used in this study are secondary, consisting of literature review in the form of published journal articles, data from the government,

national news websites, and other relevant sources related to the concept of entrepreneurship education in *pesantren*. Processing of data sources and references using analytical-descriptive methods, namely by describing, recording, analyzing, and interpreting the reference sources obtained are then integrated with the views and arguments of the authors to produce a new concept in the form of an entrepreneurship education model in *pesantren*.

RESULT AND DISCUSSION

Education System in *Pesantren*

Pesantren is an institution that teaches, develops, and disseminates Islamic religious knowledge. The education system in *pesantren* is divided into two types, namely *salaf* or traditional *pesantren* and *khalaf* or modern *pesantren*. *Salaf*-based *pesantren* are *pesantren* where the educational process still applies classical teaching patterns and methods and the knowledge taught to students is mostly only in the form of Islamic religious knowledge related to fiqh and morals. The *khalaf pesantren*, apart from maintaining the teaching elements of the *pesantren* in general, students are also equipped with general knowledge like taking education in school (Ramli, 2018).

In more detail, the education system in *pesantren* is divided into 5 patterns. In the first pattern, the subject matter taught to students in religious subjects, which are mostly sourced from classical books. In this pattern, the *pesantren* only teaches religious knowledge as a whole to the students, while

general knowledge and skills are not taught. In the second pattern, the materials and curriculum taught in *pesantren* are almost similar to the first pattern but are slightly more flexible, where the learning process is carried out classically and non-classically. Some *pesantren* also provide students with skills and organizational skills. In the third pattern, besides students being provided with religious knowledge, the material on general knowledge is also taught to students. In the fourth pattern, *pesantren* focuses on skills lessons such as agriculture and animal husbandry in addition to religious lessons as provisions for students in facing life after graduation. The fifth pattern is a pattern of *pesantren* education that tends to be modern where the subjects taught are more complete. In this pattern, the material taught consists of: recitation of classical books, madrasas that teach religious and general subjects, teaching skills and even some *pesantren* have been integrated with schools and universities. Despite having a variety of patterns, most *pesantren* in Indonesia still apply the first pattern where religious knowledge takes precedence over general knowledge and skills (Mujahidin & Taman, 2005).

The Potential of *Pesantren* in Indonesia

As a country with the largest Muslim population in the world, Indonesia has a very large potential for religious-based educational institutions such as *pesantren*. Quoted from the Ministry of Religion's *pesantren* database page, currently, Indonesia has 26,975 *pesantren* spread across all provinces. This number is one of the largest in the world. Of this amount, around 53.03% of them are *pesantren* with the type of education unit that provides yellow book and formal education, while the

rest are *pesantren* with the type of education unit provider that only teaches the yellow book. Most of the *pesantren* in Indonesia are generally located on the island of Java. The provinces of West Java, Banten, East Java, and Central Java are the four provinces with the highest number of *pesantren* in Indonesia with 8,343, 4,579, 4,452, and 3,787 *pesantren*, respectively.

When viewed from the number of students, Indonesia currently has a total of 4,076,407 students. Most of the students are living, amounting to 2,905,316 who have indeed lived for a long time at the *pesantren*, while the rest are students who are not living. Based on data from the Ministry of Religion, of the nearly 27 thousand registered *pesantren*, only a third have economic potential that deserves to be developed. The economic potential is classified into several potential areas such as the potential for cooperatives, SMEs and sharia economics, agribusiness, maritime, and so on. *Pesantren* with the potential for cooperatives, SMEs, and sharia economy are the most in Indonesia with a total of 1,845 *pesantren*. The following table summarizes the number of *pesantren*, the number of students, and the economic potential of *pesantren* in Indonesia.

Table 1. *Statistics of the Potential of Indonesian Pesantren*

Category	Number	Percentage
<i>Pesantren</i> by type		
Education units	14,306	53.03%
Organization of education units	12,669	46.97%
Total	26,975	100%
Student residence		
Living	2,905,316	71.27%
Not living	1,171,091	28.73%
Number of students	4,076,407	100%
<i>Pesantren</i> based on economic potential		
	318	3.52%

Maritime	1,479	16.40%
Agribusiness	112	1.24%
Vocational	1,895	21.01%
Cooperatives, SMEs, and the sharia economy	1,052	11.66%
Farm	1,142	12.66%
Plantation	366	4.06%
Technology	349	3.87%
Health center	797	8.83%
Sport	716	7.94%
Art and culture	843	9.34%
Other potential	9.019	100%
Total		

Source: Ministry of Religion, *Pesantren* Database, 2022

Based on Table 1, it can be seen that quite a lot of *pesantren* have economic potential that can be developed, which is about 33% of the total *pesantren* in Indonesia. *Pesantren* in Indonesia have economic potential based on local wisdom such as agribusiness, animal husbandry, plantations, maritime, and sharia economics. This provides evidence that *pesantren* can also participate in economic development, including the development of an entrepreneurial culture. *Pesantren* is not only an institution that teaches religious knowledge but also should be responsive to economic problems in Indonesia. As a result of the rapidly changing times, *pesantren* are required to carry out transformations in their education system to continue to exist in society (Indra, 2019).

Challenges in Implementing Entrepreneurship Education in *Pesantren*

Even though they have the great economic potential to be developed, most of the *pesantren* are currently considered still

difficult to apply education and entrepreneurial culture to the students. On the other hand, various efforts to empower *pesantren* through entrepreneurship education have been carried out, although there are still some shortcomings. This is because the entrepreneurial incubation process that has been implemented in *pesantren* has not run optimally (Widodo, 2016). Although the entrepreneurship training process can be carried out properly, there is no guarantee for the sustainability of entrepreneurship by students after graduation. In another sense, the process of entrepreneurship education in *pesantren* tends to only fulfill elements of formality.

In addition, the problem of capital is also a serious problem faced by students (Hidayat & Yusuf, 2011). Many students do not continue their business after graduation because they are constrained by large capital. In addition, although there are *pesantren* that have implemented a pattern of entrepreneurship education, this has been done through a technical skills model, resulting in many failures. There is still no comprehensive entrepreneurship education model that can accommodate all the needs of students in entrepreneurship, which is a point that should be resolved (Cahyono, 2016).

Therefore, a model of entrepreneurship education is needed to empower *pesantren* that are integrated and involve all stakeholders to meet all business needs of students. The involvement of six parties, namely (1) *pesantren* administrators, (2) students, (3) government, (4) universities, (5) private sector, and (6) community, is indispensable in the model. The involvement of these six parties should be managed according to their respective roles so that the process of empowering entrepreneurship education in *pesantren* can be carried out in a

structured and maximized manner. On the other hand, the formulation of the *pesantren* empowerment format should meet two basic principles of the approach, namely how to create business opportunities for *pesantren* and the student and how the *pesantren's* efforts are to improve the competence of the student in maximizing these opportunities.

***Pesantren* Entrepreneurship Education Model**

The application of entrepreneurship education in *pesantren* is still difficult to do because of the strong understanding in society that the knowledge taught in *pesantren* should be based on religion. This is exacerbated by the absence of a standard format for entrepreneurship education in *pesantren*. On the other hand, as many as 30% of *pesantren* in Indonesia currently have economic potential that deserves to be developed. This creates new opportunities to build an entrepreneurial culture in *pesantren* and increases the competence of the students after graduation. Therefore, by looking at the problems, potential, and urgency that exist, this study offers a solution to solve these problems by building a model of entrepreneurship education in *pesantren* which are described as follows:

Stages of education entrepreneurship Parties involved

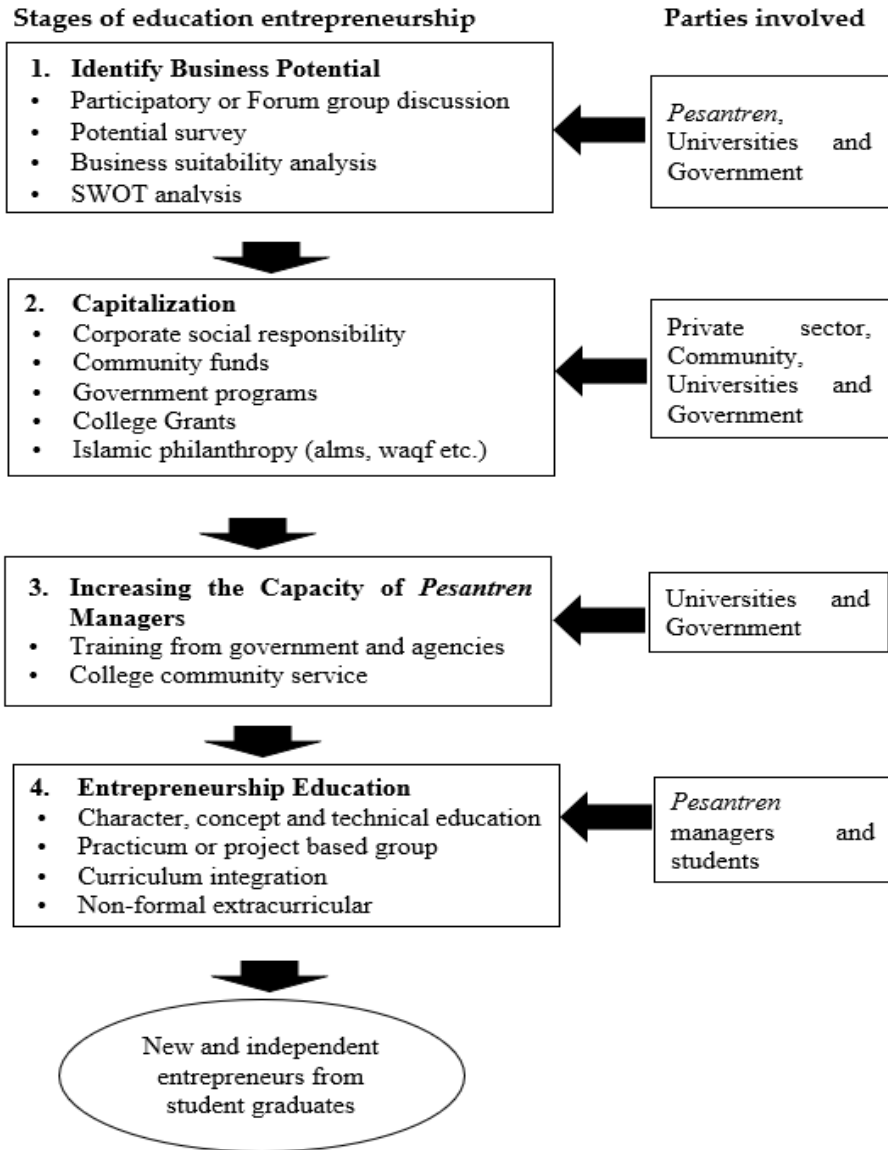


Figure 1. Entrepreneurship Education Model of *Pesantren*

In this study, the *pesantren* entrepreneurship education model has four stages which are described as follows:

Identify business potential

The stages start from identifying the business potential in the *pesantren* environment. This step is important to take into account the ease of developing a business model which will later become a place to learn entrepreneurship for students. Because each *pesantren* has different potentials and characteristics, the business model undertaken should be adapted to the location and characteristics of each *pesantren*. For example, *pesantren* located in rural areas mostly have the potential in the form of agriculture and plantations. Different things will certainly be found if you look at *pesantren* located in urban, coastal, or other areas.

The role of universities and the government is needed in this process. Several steps can be taken to carry out this stage. First, by using an active participatory method through group discussion forums (FGD). Representatives of universities and the government can conduct structured interviews with several managers of *pesantren* using the FGD method to find out the potential possessed by *pesantren*. After that, a survey of the location and potential around the *pesantren* environment can be carried out to find out firsthand the potential and characteristics that can later be developed. Then, it is important to carry out a business suitability analysis so that the potential and characteristics of the *pesantren* that have been found can be by the business model that will be run by the *pesantren*. The last step is to ensure that the business model is really appropriate and optimal, then a SWOT analysis is carried out to find out the strengths, weaknesses, opportunities, and threats of the business that will be run by the *pesantren*.

Capitalization

Most business models require access to capital to ensure business sustainability. Many entrepreneurial models fail because they ignore the capital factor. In this scheme, almost all stakeholders such as the private sector, universities, the government, and the community play an important role in seeking capital for *pesantren*. If observed, *pesantren* have many opportunities to access capital. The general public and *pesantren* alumni networks can provide funds to *pesantren* in the form of Islamic philanthropy such as alms and zakat which can be used as funds to build businesses. In addition, some universities also have grant funds for *pesantren* as partners who are empowered through community service programs.

Another source of capital that is no less important comes from the private sector and the government. There are quite a several government programs that provide capital assistance for *pesantren*. Recently, President Joko Widodo has even signed Regulation of the President of the Republic of Indonesia Number 82 of 2021 concerning Funding for the Implementation of Pesantren. This Presidential Regulation was signed on September 2, 2021. The Presidential Regulation can be a legal basis for the government to provide funds to *pesantren*. The financial assistance can even come from the local government. In addition, the private sector is also very potent in helping *pesantren* to obtain capital. This is inseparable from Government Regulation Number 47 of 2012 where private companies are required to carry out Corporate Social Responsibility (CSR). Currently, not a few private companies make Pesantren partners in implementing CSR programs. With these various funding opportunities, *pesantren* are expected to be more

proactive in collaborating with the government, private sector, universities, and the community.

Increasing the Capacity of Pesantren Managers

Most of the *pesantren* still have low managerial competence, so it is necessary to increase the capacity of better managers. In the process of implementing entrepreneurship in *pesantren*, there are *pesantren* business units that can later be used by students in building businesses. This business unit requires good management and business governance so capacity building for managers, caregivers, and teachers of *pesantren* is needed.

The government and universities play a major role in this process. Currently, the government has established the People's Economic Empowerment Program through *pesantren* where the ability of students and *pesantren* to create business opportunities can be improved. Meanwhile, the role of higher education academics is also wide open to be involved in this stage. The university can carry out a process of mentoring and training for *pesantren* managers through community service programs that are socially responsible for universities. The mentoring process is expected to be carried out using the Training of Trainer or ToT method.

Entrepreneurship Education

The *pesantren* entrepreneurship education model proposed in this study can refer to the results of research that states that entrepreneurship education can cover character, concepts, and technical or skills (Nugroho & Widodo, 2014). Character education is one of the important elements that become soft

skills and the foundation for students in building a business. Education should encourage students' passion, motivation, and enthusiasm to build their spirits to become entrepreneurs. The next is related to the scope of the concept which can be in the form of entrepreneurship learning materials obtained by students. Students should be equipped with entrepreneurship materials and theories such as business idea development, bookkeeping, business planning plans, and other materials related to the concept of entrepreneurship.

Meanwhile, the scope of technical skills in entrepreneurship can be directed so that students carry out a direct practice that is adapted to the business potential of the *pesantren*. In this scheme, students can be directed to do business entrepreneurship skills such as processing raw materials, cultivation techniques to marketing. In addition, to maximize its implementation in the field, the entrepreneurship education model in *pesantren* can also be integrated with the curriculum, build non-formal extracurriculars and carry out entrepreneurship practicum.

CONCLUSION

Based on the results of the discussion that has been described, this can be concluded that the *pesantren* empowerment model through an entrepreneurship education scheme could be an alternative on reducing the number of unemployed student graduates. In this modelling scheme, students are provided with basic knowledge related to entrepreneurship which includes aspects of character, concepts, and technical skills. In addition, with the process of identifying

businesses and increasing the capacity of *pesantren* managers, *pesantren* are much more prepared to carry out entrepreneurial education so that educational schemes are not always related to theory but practice. The process of capitalization of capital is important to ensure business sustainability. These four stages require major contributions and roles from various stakeholders such as the government, private companies, universities, and the community. To run this modeling scheme, *pesantren* managers are advised to be more active in collaborating with stakeholders. Considering that *pesantren* is currently one of the priorities for the state in reviving the Islamic economy, the management is expected to be proactive in utilizing government programs and private companies.

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