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Entrepreneurship Culture Strategies in Shaping the Profile of Santripreneurs in Islamic Boarding Schools

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Abstrak

Pesantren memiliki peran strategis dalam membentuk sumber daya manusia yang tidak hanya memiliki kompetensi keagamaan, tetapi juga jiwa kewirausahaan yang mampu mendorong kemandirian ekonomi santri. Namun, kajian mengenai proses pembudayaan nilai-nilai kewirausahaan di lingkungan pesantren masih relatif terbatas, khususnya yang berfokus pada strategi enkulturasi entrepreneurship dalam membentuk profil santripreneur. Penelitian ini bertujuan untuk menganalisis strategi enkulturasi entrepreneurship yang diterapkan di Pondok Pesantren Puncak Darussalam Pamekasan dalam membentuk profil santripreneur. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Data diperoleh melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña dengan teknik triangulasi untuk menguji keabsahan data. Hasil penelitian menunjukkan bahwa strategi enkulturasi entrepreneurship dilakukan melalui tiga proses utama, yaitu internalisasi nilai kewirausahaan, sosialisasi dalam lingkungan sosial pesantren, serta pembelajaran formal dan nonformal. Internalisasi diwujudkan melalui penanaman nilai kejujuran, disiplin, tanggung jawab, kepemimpinan, etos kerja, dan spiritualitas bisnis Islam. Sosialisasi dilakukan melalui keteladanan pengasuh dan guru serta interaksi antar santri, sedangkan pembelajaran formal dan nonformal diwujudkan melalui integrasi kurikulum dan kegiatan Market Day sebagai wahana praktik kewirausahaan. Strategi tersebut berhasil membentuk profil santripreneur yang ditandai dengan karakter mandiri, inovatif, berintegritas, memiliki kemampuan kewirausahaan, serta berlandaskan pada etika bisnis Islam. Dengan demikian, enkulturasi entrepreneurship di pesantren menjadi strategi efektif dalam membangun budaya kewirausahaan yang terintegrasi dengan nilai-nilai keislaman.

Keywords:

Entrepreneurship enculturation, santripreneur, entrepreneurship education, Islamic business ethics.

Abstract

Islamic boarding schools (pesantren) play a strategic role in developing human resources who possess not only religious competence but also entrepreneurial capabilities that foster students' economic independence. However, studies examining the process of cultivating entrepreneurial values within pesantren remain limited, particularly those focusing on entrepreneurship enculturation as a strategy for shaping the santripreneur profile. This study aims to analyze the entrepreneurship enculturation strategies implemented at Pondok Pesantren Puncak Darussalam Pamekasan in developing the santripreneur profile. This research employed a qualitative approach using a case study design. Data were collected through interviews, observations, and document analysis, and were analyzed using the interactive model of Miles, Huberman, and Saldaña, with data validity ensured through triangulation. The findings reveal that entrepreneurship enculturation is implemented through three main processes: the internalization of entrepreneurial values, socialization within the pesantren environment, and formal and non-formal learning. These processes cultivate honesty, discipline, responsibility, leadership, a strong work ethic, and Islamic business spirituality through curriculum integration, role modeling, peer interaction, and Market Day activities. Consequently, these strategies successfully develop a santripreneur profile characterized by independence, innovation, integrity, entrepreneurial competence, and adherence to Islamic business ethics. Therefore, entrepreneurship enculturation in pesantren serves as an effective strategy for fostering an entrepreneurial culture integrated with Islamic values.

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INTRODUCTION

The problem of unemployment is still the main challenge in Indonesia's economic development. Although the open unemployment rate has shown a downward trend in recent years, the imbalance between labor force growth and job availability is still an issue that needs attention. This condition shows that job creation is not enough to rely only on the formal sector, but also requires strengthening the capacity of the community to create business opportunities independently (Eachern, 2001). Therefore, entrepreneurship development is seen as one of the effective strategies in increasing economic independence while reducing the unemployment rate. David McClelland stated that a country will be able to achieve economic progress if it has at least two percent of the population who work as entrepreneurs. This view emphasizes that entrepreneurship is not just an economic activity, but a strategic instrument in encouraging national development (McClelland, 1976).

In the Indonesian context, educational institutions have an important position in instilling entrepreneurial values from an early age, including Islamic boarding schools. In addition to functioning as a religious education institution, Islamic boarding schools also have a role as a center for human resource development and community empowerment. Based on data from the Ministry of Religious Affairs, the number of Islamic boarding schools and students continues to increase every year, so that pesantren have great potential in producing a generation that not only has Islamic competence *(tafaqquh fi al-dīn),* but is also able to build economic independence through entrepreneurial activities. With life characteristics that emphasize the values of sincerity, independence, responsibility, and discipline, Islamic boarding schools have strong social and cultural capital to develop an entrepreneurial culture based on Islamic values (Suhartini, 2009).

Entrepreneurship development in the pesantren environment is not enough only to be carried out through the learning of business skills, but requires a culture process that is able to internalize entrepreneurial values into the lives of students. This process is known as enculturation, which is the process of inheriting and forming values, norms, and culture that takes place continuously through social interaction, example, habituation, and life experiences. In Koentjaraningrat's perspective, enculturation is the process of individuals learning and internalizing cultural values so that they become part of their personality (Koentjaraningrat, 2009). Therefore, the implementation of entrepreneurship enculturation in Islamic boarding schools is not only aimed at equipping students with entrepreneurial skills, but also forms entrepreneurial character based on Islamic business ethics.

A number of studies have examined the culture of entrepreneurship in the pesantren environment. One of them, Miftakhul Jannah, found that the strategy of cultivating entrepreneurship at the Darul Ulum Banyuanyar Islamic Boarding School is carried out through the formulation, implementation, and evaluation of programs involving alumni networks and Islamic boarding school cooperatives so that they are able to build an entrepreneurial culture institutionally (Jannah, 2019).

However, the research still focuses more on program implementation strategies, coaching, and entrepreneurship empowerment. Studies on the process of entrepreneurship enculturation as a mechanism for forming an entrepreneurial culture that takes place through the internalization of values, socialization, and continuous learning are still relatively limited. In addition, most studies have not linked the enculturation process to the formation of a santripreneur profile that combines entrepreneurial competence with Islamic religious character and business ethics. Thus, there is still an academic space that needs to be studied to explain how the process of entrepreneurship culture takes place holistically in the life of the Islamic boarding school.

Pondok Pesantren Puncak Darussalam Pamekasan is one of the Islamic boarding schools that develops entrepreneurship education through the integration of formal learning, Market Day activities, the e-NuQood digital transaction system, and the example of caregivers in business activities. These various programs are not only oriented to improving business skills, but are also directed at the formation of an entrepreneurial culture that internalizes the values of honesty, trust, discipline, responsibility, leadership, and Islamic business spirituality in the lives of students. These characteristics make the Puncak Darussalam Islamic Boarding School a relevant location to study the process of entrepreneurship enculturation in forming a santripreneur profile.

Based on this description, this study aims to analyze the entrepreneurship enculturation strategy applied at the Puncak Darussalam Islamic Boarding School Pamekasan in forming a santripreneur

profile. This research offers a novelty in the form of a conceptual model of entrepreneurship enculturation that explains the relationship between the process of internalizing values, socialization of the pesantren environment, as well as formal and non-formal learning in forming santripreneurs who have entrepreneurial competence as well as Islamic character. The findings of this study are expected to enrich the study of pesantren-based entrepreneurship education and become a reference for the development of entrepreneurship education models in Islamic educational institutions.

METHODS

This study uses a qualitative approach with a case study design to gain an in-depth understanding of entrepreneurship enculturation strategies in shaping the profile of santripreneurs at the Puncak Darussalam Islamic Boarding School Pamekasan. The qualitative approach was chosen because it is able to reveal phenomena holistically in a natural context through the interpretation of the meaning, experience, and social interaction of the informants. The location of the research is at the Puncak Darussalam Islamic Boarding School Pamekasan, East Java, which was chosen purposively because it is a pesantren that integrates entrepreneurship education into the learning system and student development through various programs, such as Market Day.

The research subjects were determined using the purposive sampling technique, namely informants who are directly involved in the planning, implementation, and evaluation of entrepreneurship programs in Islamic boarding schools. The research informants included pesantren caregivers, heads of junior and senior high schools, vice principals for curriculum, vice principals for student affairs, entrepreneurship teachers, and final year students who actively participated in Market Day activities. The research is carried out through three stages, namely the pre-field stage, the data collection stage in the field, and the analysis and preparation of research reports.

Data collection was carried out through non-participant observation, semi-structured interviews, and documentation studies. Observations are focused on the implementation of Market Day activities, entrepreneurial learning processes, and social interactions that reflect the process of entrepreneurship enculturation. The interviews were conducted in depth to obtain information about the strategy of entrepreneurship culture from the perspective of managers, teachers, and students. Documentation is used as supporting data which includes curriculum, teaching modules, Learning Implementation Plans (RPP), photos of activities, and other documents related to the implementation of entrepreneurship education in Islamic boarding schools. The main instrument of the research is the researcher himself (human instrument) supported by observation guidelines, interview guidelines, and documentation sheets.

Data analysis uses the interactive model of Miles, Huberman, and Saldaña which includes data condensation, data presentation, and conclusion drawing and verification (Miles et al., 2014). The analysis process is carried out simultaneously from the time the data collection takes place until the research is completed, allowing researchers to gain a comprehensive understanding of the phenomenon being studied. The validity of the data is tested through source triangulation and triangulation techniques by comparing the results of observations, interviews, and documentation from various informants so that the credibility of research findings can be scientifically accounted for.

RESULTS AND DISCUSSION

Results

The results of the study show that the entrepreneurship enculturation strategy at the Puncak Darussalam Pamekasan Islamic Boarding School is implemented through an integrated process that combines character development, social interaction, formal and non-formal learning, practical experience, and digitalization. Based on interviews, observations, and documentation, the process of entrepreneurship enculturation is implemented through three main strategies: (1) internalization of entrepreneurial values, (2) socialization of entrepreneurial culture, and (3) integration of formal and non-formal entrepreneurship learning with practical entrepreneurial activities.

The findings indicate that entrepreneurship education at the Puncak Darussalam Islamic Boarding School is not limited to the development of technical business skills. Entrepreneurial activities are

integrated into the daily life of students and are closely connected with the formation of Islamic character. Values such as honesty, trustworthiness, discipline, responsibility, leadership, cooperation, creativity, and work ethic are developed through habituation, role modeling, social interaction, classroom learning, and direct entrepreneurial practice.

The three strategies are interconnected in the formation of the santripreneur profile. The internalization of values serves as the foundation for developing entrepreneurial character. The socialization process strengthens these values through repeated interactions and collective activities within the pesantren environment. Meanwhile, formal and non-formal learning provides opportunities for students to apply the values and knowledge they have acquired through direct entrepreneurial experiences.

Table 1. Entrepreneurship Enculturation Strategy at the Puncak Darussalam Islamic Boarding School

No	Strategy	Form of Implementation	Developed Values	Impact on Santri
1	Internalization	Role model of caregivers, habituation of worship, character development	Honesty, trust, discipline, responsibility, work ethic	The formation of Islamic entrepreneurship character
2	Socialization	Teacher-student interaction, group work, pesantren culture	Cooperation, communication, leadership, adaptation	The development of a culture of collective entrepreneurship
3	Learning	PKWU subjects, Market Day, business practice	Creativity, innovation, managerial skills	Increasing entrepreneurial competence

Discussion

1. Internalizing Values as the Foundation for Entrepreneurship Enculturation

Strategy carried out by the Puncak Darussalam Islamic Boarding School is to internalize entrepreneurial values before students acquire business skills. The values of honesty, trust, discipline, responsibility, leadership, and spirituality are the basis of all entrepreneurial activities carried out in the pesantren environment. This value is built through daily habits, the example of caregivers, transaction supervision using the e-NuQood system, and the involvement of students in Market Day activities.

The findings show that the orientation of entrepreneurship education at the Puncak Darussalam Islamic Boarding School is different from the entrepreneurship approach in general educational institutions. In general, entrepreneurship education begins with mastering business concepts, preparing business plans, and developing product innovations. On the other hand, pesantren places character formation as a prerequisite before students acquire entrepreneurial competence. This shows that entrepreneurship is understood as part of the formation of morals, not just an economic activity.

Further analysis showed that the internalization process takes place through habituation mechanisms. The value of honesty does not stop at the normative level, but is practiced continuously in the economic transactions of students. The e-NuQood system is a medium for habituating honest behavior because all transactions can be monitored transparently by teachers and guardians of students. Thus, digital technology not only performs the function of financial administration, but also becomes an instrument of character education.

This finding expands on Koentjaraningrat's enculturation theory which explains that cultural values are inherited through the process of habituation in the social environment (Koentjaraningrat, 2009). In this study, the habituation gained a new dimension through the integration of digital technology that strengthens the process of internalizing values. Digitalization does not replace the

culture of Islamic boarding schools, but strengthens the mechanism of enculturation by creating a control system that encourages the formation of honest and accountable behavior.

In addition, the example of caregivers who actively run businesses shows that value learning takes place through observation of figures who have moral and social legitimacy. These findings support Bandura's Social Learning theory that individual behavior is formed through the process of observational learning (Papakostas, 2024). However, this study shows that the effectiveness of observation increases when combined with practical experience and a consistent habituation system. Therefore, the internalization process in pesantren is not only cognitive, but also affective and behavioral.

When compared to Miftakhul Jannah's research, which places the example of caregivers and entrepreneurial activities as important factors in the formation of an entrepreneurship culture, this study complements the findings by showing that the digitalization of the financial system through e-NuQood is able to strengthen the process of internalizing values so that entrepreneurial culture is not only formed through social interaction, but also through digital systems that encourage transparency and accountability.

The findings resulted in a conceptual contribution that the formation of santripreneur took place through the integration of Islamic value habituation, exemplarity, and digitalization of business culture, so that character became the main foundation before entrepreneurial competence developed.

2. **Entrepreneurship Socialization as a Mechanism for Reproduction of Entrepreneurship Culture**

Values of entrepreneurship that have been internalized are then strengthened through the socialization process in the pesantren environment. Socialization takes place vertically through the relationship between students and caregivers and teachers, and horizontally through cooperation between students in various entrepreneurial activities.

These findings show that the culture of entrepreneurship at the Puncak Darussalam Islamic Boarding School does not develop as an individual ability, but as a collective culture. The value of entrepreneurship is learned through social interaction that takes place repeatedly so as to form a common norm on how businesses are run in accordance with Islamic values.

The Market Day activity shows that the interaction between students is not only aimed at completing trade activities, but also becomes a space for negotiation, collaboration, conflict resolution, and leadership learning. Thus, Market Day functions as a social laboratory that forms interpersonal competencies as well as entrepreneurial character.

These findings enrich Bandura's theory (Khozin et al., 2024), Because it shows that social learning does not only come from authoritative figures, but also from horizontal interactions between community members. The process of observing, cooperating, and evaluating each other produces collective learning that strengthens the culture of entrepreneurship in the pesantren environment.

When compared to previous research that emphasized the role of pesantren business units, this study shows that social interaction has a broader function, namely reproducing entrepreneurial values in a sustainable manner through the organizational culture of pesantren organizations.

3. **Integration of Formal Learning, Experiential Learning, and Digitalization in Strengthening Entrepreneurship Competencies**

Entrepreneurship learning is carried out through the integration of formal curriculum, Market Day activities, and the use of the e-NuQood digital system. These three components form a learning process that complements each other so that students gain conceptual experience as well as practical experience.

These findings show that entrepreneurship learning at the Puncak Darussalam Islamic Boarding School does not stop at knowledge transfer, but is designed as an experience transformation process.

The subjects of Economics, Crafts, and P5 provide a conceptual framework, while Market Day is a space for theoretical implementation in real situations. The integration allows students to understand the relationship between business concepts, decision-making, risk management, and business ethics.

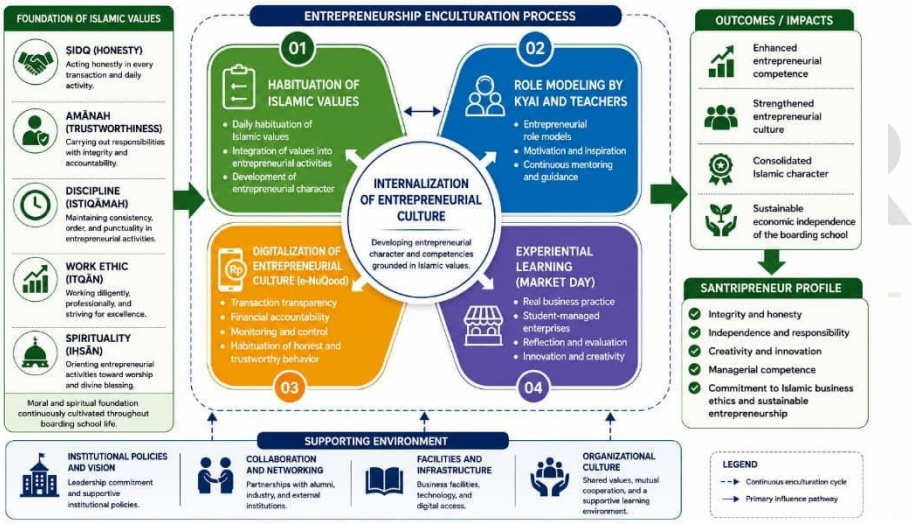
In David Kolb's Experiential Learning perspective, concrete experiences are the initial stages of learning that result in reflection and the formation of new knowledge (Rahmi, 2024). This research shows that the experience is more effective when supported by a digital system that records all business activities transparently. Thus, the reflection process of students is not only based on subjective experience, but also on documented transaction data.

The findings also expand Schumpeter's theory of entrepreneurial innovation (Alam et al., 2022). Innovation in the context of pesantren is not only manifested in product creation, but also in learning model innovation that integrates curriculum, business practices, and digital technology as one entrepreneurship education system.

Thus, this research produced an Integrative Model of Entrepreneurship Enculturation Based on Islamic Values. The model shows that the formation of santripreneurs does not take place through business learning alone, but through the integration of four main mechanisms, namely:

1. Habituation of Islamic values as the foundation of entrepreneurship character.
2. The example of caregivers and teachers as a role modeling mechanism.
3. Digitizing business culture through e-NuQood as an instrument for the formation of transparency, accountability, and habituation of honest behavior.
4. Experiential learning through Market Day as a vehicle for transforming knowledge into real competencies.

Figure 1. Integrative Model of Entrepreneurship Enculturation Based on Islamic Values in Shaping the Profile of Santripreneur



This model expands the study of entrepreneurship enculturation in Islamic boarding schools which has so far focused more on the aspect of exemplary or Islamic boarding school business units. This research shows that the success of the formation of santripreneurs is determined by the integration of values, culture, technology, and learning experiences in one educational ecosystem. Thus, the contribution of this research is not only empirical in nature, but also offers a conceptual model that can be replicated in other Islamic boarding schools that want to develop entrepreneurial education based on Islamic values.

CONCLUSION

This study shows that the entrepreneurship enculturation strategy at the Puncak Darussalam Pamekasan Islamic Boarding School is carried out through three main strategies, namely the internalization of entrepreneurial values, the socialization of entrepreneurial culture, and entrepreneurship learning that is integrated into formal and non-formal activities. These three strategies form a culture process that takes place continuously so that entrepreneurship is not only understood as an economic skill, but also as part of the formation of the character of students based on Islamic values.

The internalization of values is the main foundation in shaping the character of santripreneur through the habituation of honesty, trust, discipline, responsibility, leadership, and spirituality. The process is strengthened by socialization that takes place through the example of caregivers, teachers, and interaction between students so that a collective entrepreneurial culture is created in the pesantren environment. Furthermore, the integration of formal learning with entrepreneurial practices through Market Day activities and the use of the e-NuQood digital system provides real experiences that are able to develop creativity, managerial skills, and students' responsibilities in carrying out business activities.

This research produced an Integrative Model of Entrepreneurship Enculturation Based on Islamic Values, which emphasizes that the formation of a santripreneur profile takes place through the integration of four main mechanisms, namely habituation of Islamic values, the role of caregivers and teachers, the digitalization of business culture through e-NuQood, and experiential learning through Market Day. The integration of these four mechanisms forms a profile of santripreneurs who have integrity, independence, creativity, have managerial skills, and are oriented towards Islamic business ethics and business sustainability. This model shows that the success of entrepreneurship education in pesantren is determined by the integration of values, culture, technology, and learning experiences in one educational ecosystem.

The Integrative Model of Entrepreneurship Enculturation Based on Islamic Values produced in this study can be used as a conceptual framework in the development of entrepreneurship education in Islamic boarding schools, by placing the integration of values, examples, digitalization, and experiential learning as a unit that forms the profile of the santripreneur as a whole.

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