

Implementation of Experiential Learning-Based Edupreneurship through Student Cooperatives to Cultivate the ‘Santripreneur’ Spirit in Islamic Boarding Schools

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ABSTRACT

Developments in the world of education require Islamic boarding schools (pesantren) not only to produce graduates who excel in religious studies but also to provide opportunities for developing entrepreneurial competencies aligned with Islamic values. This study aims to analyze the implementation of experiential learning-based edupreneurship through the Student Cooperative (Kopel) division of the Pondok Modern Student Organization (OPPM) and to describe the development of the “santripreneur” spirit at Modern Islamic Boarding School Darussalam Gontor for Girls 1st Campus. This study employed a descriptive qualitative approach. Data were collected through participatory observation, in-depth interviews with three informants consisting of Kopel mentors/advisors and Kopel administrators, and documentation of cooperative activities and administrative records. Data were analyzed using the Miles and Huberman interactive model through data condensation, data display, and conclusion drawing and verification. Data credibility was established through source and technique triangulation. The findings indicate that edupreneurship through Kopel is implemented through planning, management, service, and evaluation activities that directly involve students in cooperative operations. These activities provide students with experiential learning opportunities in leadership, responsibility, decision-making, problem-solving, financial management, teamwork, and service. The findings also show that students’ involvement in cooperative activities is associated with the development of santripreneur characteristics, including independence, discipline, responsibility, creativity, collaboration, and integrity, which are practiced within the framework of Islamic values. Thus, Kopel functions not only as a business unit but also as a practical learning environment for developing entrepreneurial competencies and Islamic character among students.

1. INTRODUCTION

Social change, economic development, and the growing need for adaptable human resources require educational institutions to not only produce graduates with academic competencies but also to empower them to create opportunities through entrepreneurship (Irsyad, 2023). In the context of Islamic education, Islamic boarding schools (pesantren) play a strategic role in shaping the character, independence, and work ethic of students in a way that aligns with Islamic values (Ali & Hadi, 2026). Therefore, the development of edupreneurship has become a relevant approach to prepare students to contribute to community development without compromising their Islamic identity. Various studies show that entrepreneurship education contributes to enhancing students’ competencies, creativity, and leadership skills (Bakti et al., 2026; Rahmi & Friyatmi, 2025; Satrianny et al., 2024). On the other hand, the Experiential Learning theory proposed by David A. Kolb asserts that learning

is more meaningful when students gain direct experience, reflect on it, construct concepts, and apply them in real-world situations (Kolb, 2015). In the pesantren environment, this principle can be realized through various student organizations that provide practice-based learning spaces, one of which is the Student Cooperative Organization (Kopel) (Rochmat et al., 2022). In the context of Pondok Modern Darussalam Gontor Putri 1, the Student Cooperative (Kopel) provides students with direct experience in managing a business unit. Students are involved in serving the needs of the student community, managing inventory, recording transactions, preparing financial reports, and developing cooperative services. However, the implementation of these activities also presents practical challenges, including balancing cooperative responsibilities with academic activities, errors in financial record-keeping, and inventory management. These conditions require students to carry out their responsibilities through task division, coordination with mentors, and periodic evaluation. Such conditions indicate that the management of Kopel provides not only practical entrepreneurial experience but also situations in which students learn to respond to and reflect on problems encountered in real organizational activities. Although numerous studies have been conducted on edupreneurship and entrepreneurship education in Islamic boarding schools, most of this research still focuses on the development of business skills, the management of boarding school business units, or the enhancement of students' entrepreneurial competencies. Studies that specifically analyze the implementation of edupreneurship through the Student Cooperative (Kopel) organization, using the Experiential Learning perspective as a process for fostering a "santripreneur" mindset, remain relatively limited. In fact, Kopel is not merely an economic unit of the pesantren but also an educational medium that enables students to learn through real-world experiences in planning programs, managing businesses, providing services, making decisions, and taking responsibility for every organizational activity. Research on entrepreneurship in Islamic boarding schools generally focuses on the management of business units or entrepreneurship education in general, while studies that integrate the concepts of edupreneurship and experiential learning through student organizations remain limited. Addressing this gap, this study analyzes the implementation of edupreneurship based on experiential learning through the Student Cooperative Organization at Pondok Modern Darussalam Gontor in fostering a "santripreneur" spirit. This study is expected to enrich the literature on pesantren-based entrepreneurship education models that sustainably integrate character building, leadership, and Islamic values.

2. METHODS

This study employs a qualitative, descriptive approach to explore and analyze in depth the implementation of edupreneurship based on experiential learning through the Student Cooperative organization in fostering a "santripreneur" spirit at Pondok Modern Darussalam Gontor Putri. The researcher acts as the primary instrument (human instrument), interacting directly with the research subjects and context in the field (Waruwu et al., 2025). The research was conducted for three months, from April/2026 to July/2026. The informants were selected using purposive sampling based on their direct involvement and knowledge of the implementation and management of the Student Cooperative. A total of three informants participated in the study, consisting of Student Cooperative mentors and administrators. The informants were selected because they were directly involved in supervising, managing, and implementing the cooperative's activities and were therefore considered capable of providing relevant and detailed information regarding edupreneurship practices and experiential learning within the organization. Research data were obtained from primary and secondary sources. Data collection was conducted systematically through observation, interviews, and documentation (Fadli, 2021). Participatory observation was conducted on operational activities, management, and learning dynamics within the Student Cooperative on three occasions. In-depth, semi-structured interviews were conducted with the three selected informants, consisting of five

interview sessions, with each interview focusing on the planning, implementation, supervision, evaluation, and learning experiences associated with the Student Cooperative activities. Documentation was collected from relevant administrative records, financial reports, activity records, and the organization's Accountability Report (LPJ).

Data validity was established through triangulation and qualitative trustworthiness criteria. Source triangulation was conducted by comparing information obtained from the three informants, while methodological triangulation was carried out by comparing findings from interviews, observations, and documentation (Sugiyono, 2022). In addition, the trustworthiness of the research findings was considered through credibility, dependability, confirmability, and transferability. Credibility was strengthened through repeated observations, comparison of information across informants, and triangulation of data sources and collection methods. Dependability was maintained by documenting the research procedures, data collection process, and analytical steps systematically. Confirmability was addressed by grounding the findings in interview transcripts, observation notes, and documentary evidence rather than researcher assumptions. Transferability was supported by providing a sufficiently detailed description of the research context, informants, activities, and findings so that readers can assess the applicability of the findings to similar educational settings. Data analysis was conducted interactively based on the model proposed by Miles, Huberman, and Saldana, which includes the stages of data collection, data condensation, data display, and conclusion drawing and verification (Saldana, 2020). Operationally, after each observation and interview, the researcher organized the raw data by transcribing interview recordings, compiling observation notes, and classifying relevant documents. The data were then condensed by selecting, coding, categorizing, and grouping information related to the implementation of edupreneurship, experiential learning, and the development of the santripreneur spirit. The condensed data were subsequently displayed in narrative form and organized according to emerging themes and research focuses. Finally, conclusions were drawn by identifying patterns and relationships among the findings and were continuously verified by comparing them with the interview data, observation results, and supporting documents until consistent findings were obtained.



Figure 1. Research Process Flowchart

3. RESULTS AND DISCUSSION

RESULTS

The research findings show that the implementation of edupreneurship at Pondok Modern Darussalam Gontor Putri 1 is carried out through the Pondok Modern Student Organization (OPPM), specifically through its Student Cooperative (Kopel) division. This program serves as a platform for students to gain hands-on experience in managing entrepreneurial activities, ranging from planning work programs, managing the store, assigning duty schedules, procuring goods, handling financial administration, providing customer service, to evaluating activities. The Student Cooperative functions not only as a business unit but also as a medium for entrepreneurial learning that provides students with the opportunity to learn through real-world experience. This was emphasized by the cooperative advisor in an interview, who stated that: "KOPEL was established as a platform for an edupreneurship laboratory, managed directly by fifth- and sixth-grade female students at KMI under

the Cooperative Division of Student Organization of Pondok Modern (SOPM), so that they can learn practical business management before entering society.” This explanation indicates that the Student Cooperative was designed from the outset not merely as a unit to serve the needs of the students, but as an educational tool that enables them to gain hands-on experience in managing a business. Thus, the cooperative’s activities become part of the educational process that links knowledge with entrepreneurial practice.

Implementation of Edupreneurship Based on Experiential Learning Through the Management of Student Cooperatives

The implementation of edupreneurship is evident in the students’ active involvement in various operational activities of the cooperative. Based on interviews with the board members, the tasks carried out include meeting the students’ daily needs, managing inventory, conducting stock takings, procuring goods, recording cash flow, and preparing financial reports. The board members explained: “As members of the Cooperation Student of SOPM Department, our duties include managing the on-call schedule and providing services, attending to the daily needs of the female students, conducting periodic inventory counts, tracking depleted items, and recording all daily cash inflows and outflows (*kasyful hisab*).” This quote indicates that the students gain experience in various aspects of business management. This experience covers customer service, inventory management, administration, and financial management. Through direct involvement, the students come to understand that managing a business requires attention to detail, responsibility, coordination, and discipline. The research findings also show that entrepreneurial activities in cooperatives remain within the framework of *pesantren* educational values. The advisor explained that the alignment of entrepreneurial activities with *pesantren* values is achieved through the internalization of the *Panca Jiwa Pondok*—specifically, sincerity, self-reliance, Islamic brotherhood, and responsible freedom. In the interview, it was mentioned: “Running a business at the Islamic boarding school is not merely about seeking profit, but about the intention to serve the best interests of the students (*worship*/for the sake of Allah). Honesty in bookkeeping (*muhasabah*) is also strongly emphasized.” The findings show that the entrepreneurial mindset fostered through student cooperatives is not solely focused on achieving economic gains. Business activities are viewed as part of the process of character education and community service. Thus, entrepreneurial competencies develop alongside the formation of Islamic business ethics. The students’ involvement in managing the Student Cooperative demonstrates a process of experiential learning. The students gain concrete experience through activities such as customer service, inventory management, financial record-keeping, decision-making, and resolving operational issues. These experiences are then evaluated and used as a basis for improving the system. One example of a real-life experience that was identified was when the management faced problems with financial record-keeping and inventory management. The management explained: “We have experienced discrepancies in daily cash counts (mismatches between receipts and physical cash) as well as a buildup of inventory for certain items that are less popular among the students (*stagnant*).” These issues were not merely viewed as operational errors but served as learning experiences for the administrators. The resolution process involved internal evaluations and reviews of the operational systems. The findings demonstrated that concrete experiences were followed by processes of reflection and evaluation. The students learned from the problems they faced, identified the causes, and then determined corrective actions. This process exemplifies the characteristics of experiential learning, as knowledge is acquired through direct engagement in real-world situations. In addition to learning from their mistakes, the students also gain experience by observing consumer needs. The administrators explained that they have learned to identify patterns in the students’ needs based on specific times and activities. For example, demand for school supplies increases during exam periods, while demand for certain products may rise when

the boarding school hosts major events. These experiences encourage the students to make adjustments to inventory and service.

Fostering Creativity and Entrepreneurial Innovation as a Means of Cultivating the “Santripreneur” Spirit.

The research findings indicate that students’ involvement in the cooperative also fosters creativity and innovation. The cooperative’s management not only operates the existing business system but is also given the opportunity to propose products and services tailored to the needs of the pesantren community. One such innovation is the provision of special-needs packages based on the timing of pesantren activities. This innovation demonstrates that students are learning to identify opportunities based on consumer needs. Products and services are developed based on the situations faced by consumers within the pesantren environment. This serves as a form of contextual entrepreneurship education, as business ideas emerge from observations of real needs. The management of the cooperative takes place amid a busy schedule of academic, religious, and pesantren activities. This situation poses a challenge in balancing time between organizational responsibilities and academic obligations as students at the pesantren. To overcome this challenge, a structured duty roster system has been implemented. The advisor explained: “The boarding school enforces a strict and highly disciplined on-duty shift system. Cooperative activities must not interfere with class time, group worship, or other activities.” This experience teaches students the importance of time management, discipline, and responsibility. The students learn to carry out organizational tasks without neglecting their academic and religious obligations. Thus, cooperative activities not only develop business skills but also shape character traits that foster an entrepreneurial spirit. The students’ involvement in the Student Cooperative provides experiences that contribute to the development of an “entrepreneurial spirit.” This trait is evident through the development of business management skills as well as the internalization of Islamic values. Based on the interview results, the experiences gained by the students include financial management, inventory management, customer service, teamwork, problem-solving, decision-making, and innovation. The board members revealed that the most valuable lesson learned while managing the cooperative was the understanding that business at the pesantren is not solely profit-oriented. This experience demonstrates that the “santripreneur” spirit that is cultivated encompasses a broader range of qualities than simply the ability to run a business. Santris learn to become trustworthy, disciplined individuals who are capable of working collaboratively, attuned to consumer needs, capable of making decisions, and committed to creating value. Thus, the research findings indicate that the Student Cooperative serves as a learning space that integrates entrepreneurial experiences, character development, and Islamic values. The students not only acquire technical skills in running a business but also undergo a process of developing an entrepreneurial mindset and character through hands-on experience, evaluation, improvement, and reapplication in cooperative activities.

Table 1. Summary of Research Findings

Aspect	Research Findings	Significance
Planning	Work programs are developed through OPPM work meetings with guidance from mentors	Students learn to develop programs and set work goals
Implementation	Students manage services, administration, inventory, and finances	Provides real-world experience in business management

Evaluation	Evaluations are conducted periodically with mentors	Fosters a culture of reflection and continuous improvement
Challenges	Time management, financial record-keeping, and inventory management	Serves as a vehicle for learning problem-solving skills
Result	Leadership, responsibility, creativity, and independence are fostered	Leads to the development of an entrepreneurial spirit among students

DISCUSSION

Implementation of Edupreneurship Based on Experiential Learning through the Student Cooperative Organization

The research findings indicate that the implementation of edupreneurship at Pondok Modern Darussalam Gontor Putri 1 is carried out through the Pondok Modern Student Organization (OPPM), specifically its Student Cooperative (Kopel) division. Students are actively involved from the stage of drafting the work program, assigning tasks, managing administration and finances, serving customers, to evaluating activities. In addition, all cooperative activities are carried out under the guidance of mentors while remaining grounded in the values of the Panca Jiwa Pondok, such as sincerity, trustworthiness, self-reliance, and responsibility. These findings indicate that the Student Cooperative not only functions as a business unit of the Islamic boarding school but also serves as a vehicle for implementing edupreneurship. The concept of edupreneurship views entrepreneurial activities as part of the educational process aimed at developing students' competencies, character, and skills through real-world experiences (Budiono, 2022; Prestiadi et al., 2021). In the context of this study, cooperative management activities are not directed solely toward economic profit but serve as a learning tool that integrates aspects of leadership, responsibility, service, cooperation, and Islamic business ethics (Rochmat et al., 2025). Thus, the entrepreneurial process undertaken by boarding school students has a more dominant educational orientation (educational value) than a purely business orientation (Kurnia et al., 2026). The implementation of edupreneurship then took place through an experiential learning process. Based on David A. Kolb's theory, learning occurs through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). In this study, the students' real-world experience in managing the cooperative constituted a form of concrete experience. Various challenges such as errors in financial record-keeping, inventory management, and balancing organizational responsibilities with academic activities became experiences that were subsequently evaluated together with the mentors (reflective observation). The results of this evaluation led to a new understanding of the importance of accuracy, discipline, and coordination (abstract conceptualization), which was subsequently applied in the form of improvements to the duty roster system, task distribution, and innovations in cooperative services (active experimentation). This cycle demonstrates that the experiences gained by the students evolve into a continuous learning process.



Figure 2. Analysis Based on Kolb's Experiential Learning Theory

This implementation process has led to the development of the students' managerial and entrepreneurial skills. Direct involvement in managing the cooperative trains the students to make decisions, solve problems, collaborate, and manage resources effectively (Muhtadi, 2026). These conditions demonstrate that the implementation of edupreneurship based on experiential learning is able to connect conceptual learning with real-world practice, thereby fostering the development of entrepreneurial competencies through the students' firsthand experiences (Karisma & Gusmian, 2026). These findings show that the Student Cooperative Organization serves not only as a platform for organizational training but also as an entrepreneurial education laboratory integrated into the pesantren's educational system.

Table 2. Relationship Between Findings and Theory

Field Findings	Edupreneurship	Experiential Learning	Impact
Cooperative Management	Entrepreneurship-based learning	Concrete Experience	Business experience
Routine Evaluations	Ongoing mentoring	Reflective Observation	Reflection on experience
Problem Solving	Competency development	Abstract Conceptualization	New insights
Service Innovation	Entrepreneurial creativity	Active Experimentation	Continuous improvement

The findings of this study are consistent with various previous studies indicating that entrepreneurship education is more effective when students gain hands-on experience in managing business activities (Bakti et al., 2026). However, this study shows that in the context of Islamic boarding schools, this process not only fosters entrepreneurial competencies but also integrates Islamic values as the foundation for every business activity. This is a distinctive characteristic of the implementation of edupreneurship at Pondok Modern Darussalam Gontor Putri 1.

Fostering the Spirit of Santripreneurship Through the Implementation of Edupreneurship

The research findings indicate that the students' involvement in managing the Student Cooperative fosters various entrepreneurial traits, such as leadership, responsibility, discipline, decision-making skills, creativity, teamwork, and sensitivity to consumer needs. In addition, the

students also understand that business activities within the pesantren are a trust that must be carried out with honesty, service, and a spirit of dedication (Novita & Nuriadin, 2023). These findings indicate that the development of a “santripreneur” mindset does not occur through theoretical learning alone, but through the implementation of edupreneurship, which provides students with the opportunity to directly experience the process of managing a business (Sugiharto et al., 2023). From an edupreneurship perspective, the success of entrepreneurship education is measured not only by the ability to generate profits but also by the development of entrepreneurial character, which equips students for life in society (Prestiadi et al., 2021). Therefore, the experience of managing a cooperative serves as a means of internalizing entrepreneurial values that occur naturally through daily activities (Izzetillah, 2024). This internalization process is reinforced through the Experiential Learning cycle. The real-world experiences students gain while facing various organizational challenges encourage them to reflect on their actions, understand the causes of both success and failure, and then apply these lessons to their next tasks (Rahmi & Friyatmi, 2025; Rochmat et al., 2024). It is this continuous learning cycle that gradually shapes an entrepreneurial mindset, boosts self-confidence, and develops the ability to adapt to various situations they encounter (Purnamasari et al., 2026).

Table 3. The relationship between experience and the character that is formed

Experience	Santripreneur Characteristics
Cash Management	Trustworthy and Honest
Shift Scheduling System	Disciplined and Responsible
Teamwork	Collaborative and Communicative
Problem Solving	Problem-Solving
Customer Service	Service Oriented
Developing Innovations	Creative and Adaptive

Based on the research findings, the characteristics of “santripreneurs” developed within the Kopel environment are distinct from the general concept of entrepreneurship. These characteristics are demonstrated not only through the ability to identify business opportunities and manage a business but also through the integration of the values of trustworthiness, sincerity, brotherhood, and a focus on the common good—values that are hallmarks of pesantren education (Johari et al., 2023; Muhammad & Al, 2025). Thus, the implementation of edupreneurship based on experiential learning within the Student Cooperative Organization contributes to shaping santripreneurs who possess both entrepreneurial competencies and Islamic character as a foundation for engaging in economic activities and community service.

4. CONCLUSION

The implementation of edupreneurship based on experiential learning through the Student Cooperative Organization at Pondok Modern Darussalam Gontor Putri 1 demonstrates that hands-on experience within an organizational setting can serve as a vehicle for contextual entrepreneurship education. Such experiences enable the learning process to unfold through engagement, reflection, and the refinement of actions, ensuring that entrepreneurship education is not merely conceptual but is integrated into the daily lives of the students. This approach also supports the development of a “santripreneur” spirit through the integration of entrepreneurial experiences and boarding school values. The “santripreneur” spirit, in the context of this study, is reflected in the development of an

orientation toward independence, responsibility, creativity, and ethics in conducting business activities. Thus, the Student Cooperative Organization has the potential to serve as a learning space that connects entrepreneurial practice with the character development of santri, although these findings are still limited to the context of Pondok Modern Darussalam Gontor Putri 1. This study suggests that strengthening edupreneurship based on experiential learning can serve as a strategy for developing pesantren graduates who possess both entrepreneurial competencies and Islamic character. Further research is recommended to test the application of this model in pesantren with different characteristics or to use quantitative or mixed-methods approaches to obtain a more comprehensive understanding of the effectiveness of its implementation.

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