



Entrepreneurship Education Management in Enhancing the Entrepreneurial Competence of Students at Pondok Pesantren Fathul Ulum

Mochammad Syafiuddin Shobirin,¹ Prim Masrokan,² Imam Fuadi,³

¹Universitas KH. A. Wahab Hasbullah Jombang, Indonesia,

^{2,3}Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia

¹syafiuddinshobirin@unwaha.ac.id, ²pmuthohar@gmail.com, ³fuadi_imam@yahoo.com

Received: 23-04-2024

Revised: 29-05-2024

Accepted: 31-05-2024

Abstract

The implications for the entrepreneurial competence of students at Pondok Pesantren Fathul Ulum can be identified through research encompassing the planning, implementation, and evaluation of entrepreneurship education. The research method employed is qualitative with a phenomenological approach, utilizing in-depth observation, interviews, and documentation for data collection. SWOT analysis is used as the analytical technique. The validity test employs source triangulation and technique triangulation methods. The research results indicate that the planning of entrepreneurship education at Pondok Pesantren Fathul Ulum is incorporated into an entrepreneurship learning curriculum consisting of theory- and practice-based learning plans. Entrepreneurship education is conducted using two methods: theory-based learning and practice-based learning. Entrepreneurship education achievement is evaluated through two direct methods (learning process) and post-learning. The evaluation of entrepreneurship education learning uses the CIPP (Context, Input, Process, and Product) evaluation model. The entrepreneurial competence of students at Pondok Pesantren Fathul Ulum is designed to develop social and corporate entrepreneurship competencies. The management of entrepreneurship education has implications for students' acquisition of knowledge, skills, and attitudes, aiming to equip them with the ability and competence to become initiators in entrepreneurship.

Keywords: Entrepreneurship Education; Management; Student Competence.

Abstrak

Implikasi terhadap kompetensi wirausaha santri pada Pondok Pesantren Fathul Ulum dapat diketabui dengan penelitian yang meliputi perencanaan, pelaksanaan, dan evaluasi pendidikan entrepreneur. Metode penelitian yang digunakan melalui pendekatan kualitatif dengan metode fenomenologis, pengumpulan data dilakukan dengan teknik observasi mendalam, wawancara serta dokumentasi. Teknik analisis menggunakan analisis SWOT. Uji keabsahan menggunakan metode triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa perencanaan pendidikan entrepreneur di Pondok Pesantren Fathul Ulum dituangkan dalam bentuk kurikulum pembelajaran entrepreneur, yang terdiri dari perencanaan pembelajaran berbasis teori dan perencanaan berbasis praktik. Pendidikan kewirausahaan dilaksanakan dengan dua metode yaitu pembelajaran berbasis teori dan pembelajaran berbasis praktik. Evaluasi pencapaian pendidikan entrepreneur dilakukan melalui dua cara langsung (proses pembelajaran) dan pasca pembelajaran. Mengkaji evaluasi pembelajaran pendidikan entrepreneur menggunakan model evaluasi yaitu evaluasi model CIPP (Context, Input, Proses, and Product). Kompetensi wirausaha santri di Pondok Pesantren Fathul Ulum dibentuk untuk memiliki kompetensi sosial entrepreneur serta corporate entrepreneur. Manajemen pendidikan entrepreneur memberikan implikasi terhadap para santri untuk memperoleh pengetahuan (knowledge), keterampilan (skill), dan sikap (attitude) serta bertujuan agar para santri miliki kemampuan dan kompetensi menjadi pemula dalam berwirausaha.

Kata Kunci: Kompetensi Santri; Manajemen; Pendidikan Entrepreneur.

Introduction

Among the educational institutions that have developed, *Pondok Pesantren* possesses strong characteristics that shape creative and independent students. It has been empirically proven in several *pesantren*, whether categorized as modern or traditional, which are notably capable of realizing this compared to formal educational institutions. *Pondok Pesantren* is

viewed as capable of fostering students to live independently. The boarding system and the characteristics of life within the *pesantren* encourage students to be able to meet and manage their daily life tasks independently.

Pondok Pesantren is believed to significantly influence education, both physically, spiritually, and intellectually, as the sources of values and religious norms provide the framework for thinking and the ideal attitude of the students. Therefore, *pesantren* is often referred to as a tool for cultural transformation. The primary function of a *pesantren* is to produce religious scholars and experts. The learning activities in *pesantren* are not merely the transfer of knowledge and specific skills but, more importantly, the students' instillation and formation of particular values. The three most important aspects of education—psychomotor, affective, and cognitive—are provided to the students in a stimulating and balanced manner.¹

Independence is evident in life at *pesantren*, as students are independent in eating, drinking, washing clothes, learning, and even economic independence, which relates to entrepreneurship. Nowadays, such autonomy is less visible in students in formal educational institutions like public schools. There are problems related to students' independence in educational institutions' journey. First, there is a crisis of student independence, particularly in formal educational institutions. Second, school education does not guarantee the formation of student independence following the spirit of national education goals.

Entrepreneurship education is a deliberate and planned effort conducted through a curriculum and practical application to build entrepreneurial character in students, encompassing cognitive, affective, and psychomotor domains. That aims to develop self-competence manifested in creative, innovative behaviors and the courage to manage risks.²

In short, entrepreneurship education equips students with the knowledge, attitudes, and skills necessary to become entrepreneurs. The learning outcomes of this education are to create students with an entrepreneurial mindset, capable of empowering their economy, resilient, driven to exploit opportunities, seek breakthroughs, and generate economic added value. From the Islamic perspective, entrepreneurship holds a noble position, as illustrated by a hadith where the Prophet Muhammad SAW was asked by his companions about the best means of livelihood. He responded, "It works with his own hands and every honest trade."³

Entrepreneurship is the result of a disciplined and systematic process of applying creativity and innovation to market needs and opportunities. It includes focused strategies on new ideas and perspectives to create products or services that meet customer needs or solve problems. Therefore, these issues highlight the necessity of implementing entrepreneurship education to foster independence in *pesantren*. Educational institutions like *pesantren* are essential in applying entrepreneurship education to cultivate independence for competing in globalization. A *pesantren* graduate is not necessarily a successful preacher; thus, besides being

¹ Achmat Mubarak, "Pendidikan Entrepreneurship Dalam Meningkatkan Kemandirian Santri Pondok Pesantren Al-Hidayah Ii Sukorejo Pasuruan," *Jurnal Al-Murabbi* 4, no. 1 (2018): 1–22.

² Muhammad Allifian Irfani, "Pendidikan Pesantren Berbasis Entrepreneurship Di Pondok Pesantren Entrepreneur Al-Mawadah Honggosoco Jekulo Kudus" (IAIN KUDUS, 2018).

³ Sunarji Harahap, "Pengaruh Kepemimpinan Islami Dan Motivasi Kerja Terhadap Kinerja Karyawan Pada PT. Bank Syariah Mandiri, Tbk Kantor Cabang Pembantu Sukaramai Medan," *HUMAN FALAH: Jurnal Ekonomi Dan Bisnis Islam* 3, no. 2 (2017): 253–70.

knowledgeable in religious sciences, students should also be skilled in entrepreneurship. This way, in their preaching mission, *pesantren* alums can also use entrepreneurship as a medium, apart from being independent preachers or *da'i*. The implementation of entrepreneurship education in *Pondok Pesantren* draws the author's interest in conducting research on "Entrepreneurship Education Management in Enhancing the Entrepreneurial Competence of Students at *Pondok Pesantren* Fathul Ulum."

Method

This research method is designed as a qualitative study to explain a particular phenomenon or event, requiring an objective, introspective attitude from the study's subjects and objects. The phenomenological approach in this research aims to understand the meaning of events and interactions for specific individuals or institutions. The results of this research will be more descriptive and interpretive, explaining phenomena within particular time or situational contexts. The validity of the research results will be supported by the confidence gained from confirming the research findings with the parties studied through triangulation techniques.⁴

In the data collection process, the researcher employs triangulation techniques involving combining various data collection techniques from the same source. Techniques used include participatory observation, in-depth interviews, and documentation. This is done to ensure the credibility of the collected data. Triangulation aims not to seek absolute truth about a phenomenon but to enhance the researcher's understanding of the findings.⁵ Data validity in qualitative research is assured if there is no significant difference between what the researcher reports and what happens with the informants. Data validity testing uses triangulation. In data collection techniques, triangulation is interpreted as a technique that combines data collection techniques and existing data sources. Data collection through triangulation means the researcher collects data while simultaneously testing data credibility, namely checking data credibility with various data collection techniques and sources.⁶

Result and Discussion

Entrepreneurial Education Planning at Fathul Ulum Islamic Boarding School

Planning is a formulation of what is intended to happen in the future. In another view, planning is selecting or determining goals and strategies, policies, programs, projects, methods, systems (ways), budgets, and standards (benchmarks) needed to achieve goals in an organization.⁷ Entrepreneurship is a person's spirit expressed through creative and innovative attitudes and behaviors to carry out an activity. Thus, it must be emphasized that entrepreneurial learning aims to produce business entrepreneurs and encompass all professions based on the entrepreneurial spirit. Quality is a central issue that needs to be

⁴ Irwan Gani and Siti Amalia, *Alat Analisis Data: Aplikasi Statistik Untuk Penelitian Bidang* (Penerbit Andi, 2021).

⁵ Gani and Amalia.

⁶ Nila Pratiwi, Asri Karolina, and Idi Warsah, "Volume 01 , Number 04 Desember 2020" 01, no. 04 (2020).

⁷ Awaluddin Awaluddin and Hendra Hendra, "Fungsi Manajemen Dalam Pengadaan Infrastruktur Pertanian Masyarakat Di Desa Watatu Kecamatan Banawa Selatan Kabupaten Donggala," *Publication* 2, no. 1 (2018): 1–12.

considered for every educational institution. According to Ismail, implementing quality management in education requires excellent and professional management, good organizational management, and adequate personnel to carry out the process correctly, thus producing quality and high-quality outputs.⁸ According to Benjamin Bloom, learning is divided into three domains: First, Cognitive, which includes intellectuality consisting of six types of abilities: 1) Knowledge, 2) Comprehension, 3) Application, 4) Analysis, 5) Synthesis, and 6) Evaluation.⁹

Second, Affective, which includes emotional values consisting of five types of abilities: awareness, participation, internalizing values, organizing, and characterization. Third, psychomotor skills include motor skills, remembering and coordinating movements (consisting of reflex and basic movements), physical abilities, and non-verbal communication. According to Wina Sanjaya, psychomotor abilities appear in skills and action capabilities, and psychomotor abilities aim to develop student creativity.¹⁰

The curriculum planning applied by Fathul Ulum, Islamic Boarding School, consists of theory-based learning planning and practice-based planning. Based on observations and documents obtained by the researcher, the material is designed comprehensively based on the needs of the students.¹¹ Educators only serve as facilitators to meet the intellectual needs of the students. Generally, the material taught to students will affect their level of understanding in entrepreneurial practice, with the following forms of material: 1) Talent Assessment, 2) Leadership, 3) Right Brain Potential, 4) Agriculture, 5) Animal Husbandry and Marketing, 6) Mindsetting and Managing Right Brain Potential, 7) Service Excellence, 8) Hypnoselling, 9) Boost Your Confidence and Grooming, 10) Business Management.

According to the education sector manager at Fathul Ulum Islamic Boarding School, the above ten items are essential to implement, considering the factual reality that students are confronted with religious affairs and how they can empower society in various sectors, especially the economic sector. Some of the items listed above support students in implementing them. Indeed, the above ten items greatly influence students' entrepreneurial skills growth.

Some alumni living around the boarding school acknowledge and feel the benefits of the above ten materials. Although not all are fully implemented in business, knowledge of certain materials, according to them, becomes an added value to strengthen intentions and self in entrepreneurship. Based on the observation results, the entrepreneurial curriculum at Fathul Ulum Islamic Boarding School emphasizes direct practice for students as a medium to maximize student understanding because students become subjects (direct actors) in the learning process.

⁸ Rahayu Sylvania Muhamad, "Konsep Implementasi Manajemen Mutu Terpadu Di Lembaga Pendidikan Islam," 2020.

⁹ Sutrisno Sutrisno, Nurul Mahruzah Yulia, and Dewi Niswatu Fithriyah, "Mengembangkan Kompetensi Guru Dalam Melaksanakan Evaluasi Pembelajaran Di Era Merdeka Belajar," *ZAHRA: Research and Thought Elementary School of Islam Journal* 3, no. 1 (2022): 52–60.

¹⁰ Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran* (Kencana, 2015).

¹¹ Habibul Amin, *Personal Interview*, 11 January 2024 at Pesantren Fathul Ulum.

Based on interviews with one of the students, the practice materials are as follows: 1) Making Money without Money, 2) Business Proposal Making, 3) Business Execution, 4) Product Marketing, 5) KPK (Culinary Training Commission), 6) MLM (Marketing Through Media). According to the Islamic boarding school leader, this practice-based planning is a priority in Entrepreneurship learning activities at Fathul Ulum Islamic Boarding School in Jombang. Planning becomes the main priority of Fathul Ulum Islamic Boarding School. Considering the practical aspect that is the most fundamental and becomes the cornerstone for students when they later engage in society.

Therefore, this phase is planned to have the most prolonged duration compared to others. Based on the documentation analysis, the Program of Fathul Ulum Islamic Boarding School Planning is a Hidden Curriculum. In building the character of independence, the Islamic boarding school instills the values of goodness students need in running their lives, both for themselves, family, and society. The character developed, or in the language of the Islamic boarding school *akblaqul karimah*, becomes the most critical aspect as an assessment of the success of the student learning process because it becomes the primary capital of students as the realization of the values of religion that have been taught. The values taught by the Entrepreneurial Boarding School are as follows: 1) Consistency, 2) Positive Thinking, 3) Empathy, 4) Brotherhood, 5) Professionalism, 6) Honesty, 7) Religiousness, 8) Courage.

Implementation of Entrepreneurial Education at *Pesantren* Fathul Ulum

The implementation of entrepreneurial learning at the entrepreneurial Islamic boarding school is divided into two ways. *First*, theory-based learning implementation. Based on observations and documents obtained by the researcher, the implementation of theory-based learning material is designed comprehensively based on the needs of the students, with educators serving as facilitators to meet the intellectual needs of the students.¹² Generally, the material taught to students will influence their level of understanding in entrepreneurial practice with the following forms of material:

1. Talent Assessment: This material is facilitated by the education sector manager (*ustadz*) and conducted at the beginning of the activity as a form of talent interest screening for students with different backgrounds.
2. Leadership: This material is delivered by agribusiness practitioners who have proven themselves capable of leading their companies well with significant profits.
3. Right Brain Potential: This material is conducted in the early phases of the activity by experts in the field.
4. Agriculture: Agricultural material is not only about traditional farming insights but also incorporates new techniques based on evolving research and is followed by emerging technologies.
5. Goat Farming and Marketing: Similar to agricultural material, goat farming material also brings in experts and practitioners.

¹² Abd. Haris, *Personal Interview*, 30 January 2024 at official Pesanter Fathul Ulum.

6. Mindsetting and Managing Right Brain Potential: This material continues the early phases regarding right brain potential.
7. Service Excellence: Since it focuses on service, the speakers included in this material are primarily businesspeople, especially in the service sector.
8. Hipnoselling: This material is combined with Boost Your Confidence and Grooming, which contains motivational content.
9. Business Management: Regarding business management material, it is delivered by facilitators who are funding managers of several banks and empowerment institutions.¹³

Second, practice-based learning implementation at this boarding school differs from education in schools, universities, or other institutions. The education process is based on a balance between theory and practice, a paradigm rarely possessed by formal educational institutions, especially universities based on theory and educators who are not practitioners but regular lecturers who have not mastered direct issues when managing businesses. The balance paradigm can depict the education process at the Entrepreneurial Boarding School, reflecting the overall learning process.

Based on observation results, the series of entrepreneurial education processes from a theoretical aspect is quite comprehensive. Imagine someone who does not understand the business world can at least understand how to start a business. Broadly, the material taught includes self-psychology, types of entrepreneurship, production methods, sales techniques, and practical aspects where students directly engage in fieldwork, including analyzing market potential, seeking business capital, producing goods, and selling them to consumers.

Implementation of Learning Through Hidden Curriculum

In practice, learning through the hidden curriculum during the learning process emphasizes the development of student's independent character by instilling values that support independence. The curriculum of the boarding school is designed to shape an independent spirit through the aspect of entrepreneurship. The learning process is carried out for 15 days with a full-day concept (overnight), where students are instilled with discipline values starting from activities at 04:00 until 22:00 WIB. The dense schedule requires discipline from students in all aspects.

Based on observations, the boarding school instills independence through courage, positive thinking, professionalism, honesty, hard work, and perseverance. Independence can be achieved through independent thinking and behavior patterns. Based on interviews with one of the students, most students feel a change in mindset and attitude from implementing learning. This can be seen from the change between before and after students come or participate in these activities. As expressed by one of the students: "For us, the existence of the hidden curriculum with the cultivation of independence values and the values of the boarding school are very beneficial. This can be seen from the alumni before; they are not

¹³ Yusuf, *Personal Interview*, 30 January 2024 at Pesantren Pesantren Fathul Ulum.

only successful in material terms, but also the generosity and simplicity typical of the boarding school make them highly accepted and even needed by their respective communities."

Evaluation of Entrepreneurship Education at *Pesantren Fathul Ulum*

Evaluation or assessment of educational achievements is conducted in two ways: directly (during the learning process) and post-learning. This assessment is carried out as an effort by the boarding school to build the character of independence among students. Mathematically, the evaluation is unlike in schools where students solve problems with numbers but emphasize psychomotor aspects.

Educators evaluate or assess learning by appreciating students who show work performance and creativity. In contrast, practical aspects are assessed through competition in business production results and money obtained from selling goods. Meanwhile, post-learning assessment in the boarding school evaluates students' absorption of entrepreneurial competencies.

Theory-based learning is evaluated through a mentoring evaluation system, where mentors accompany students until they can apply the knowledge gained at the Entrepreneurial Boarding School. According to the desired business field, students also undergo internship programs in companies owned by educators. Mentoring also involves direct communication between students and educators in analyzing markets, products, business locations, and business execution by students.

The analysis used to assess the evaluation of theory-based learning uses the CIPP (Context, Input, Process, and Product) evaluation model. This model is essential to determine the extent of success in learning. Evaluation using the CIPP model can be carried out in various fields, such as education, management, companies, and so on, and at multiple levels, whether it's projects, programs, or institutions.

Entrepreneurial Competencies of Students at *Pesantren Fathul Ulum*

The learning pattern of entrepreneurship to produce graduates can be implemented in three patterns, termed by Ciputra: social entrepreneur, commercial enterprise entrepreneur, and company entrepreneur.¹⁴ In previous discussions, Ciputra classified entrepreneurship into four groups: commercial enterprise, government, social, and educational.¹⁵ Entrepreneurship education begins with forming an entrepreneurial mindset and developing creative and innovative behavior so students can be creative.¹⁶

Social entrepreneurs are change agents who can realize ideals, make changes, enhance social values, and become discoverers of opportunities to make improvements in various

¹⁴ Jacline Sumual and Joubert B Maramis, "Urgensi Entrepreneurship Education Bagi Mahasiswa Perguruan Tinggi," *Jurnal Pembangunan Ekonomi Dan Keuangan Daerah* 23, no. 1 (2022): 1–13.

¹⁵ Agus Dwiyanto, *Manajemen Pelayanan Publik: Peduli Inklusif Dan Kolaborasi* (UGM press, 2018).

¹⁶ Sumual and Maramis, "Urgensi Entrepreneurship Education Bagi Mahasiswa Perguruan Tinggi."

fields.¹⁷ Simply put, social entrepreneurs establish businesses to address social-economic issues or influence social and economic changes based on the community.¹⁸

Implications of Entrepreneurial Education Management in Enhancing Students' Entrepreneurial Competencies at *Pesantren* Fathul Ulum

Reflecting on the pattern of entrepreneurship learning in the student business unit at Fathul Ulum Islamic Boarding School, which begins with the formation of an entrepreneurial mindset followed by training activities aimed at enhancing students' ability to perform tasks maximally and improving their potential in knowledge, attitudes, and skills, as well as guidance and coaching aimed at instilling a mindset accustomed to implementing entrepreneurial principles effectively and correctly.

Based on interviews with one of the students, the entrepreneurship learning pattern involves student training with several stages, starting from triggering and providing knowledge about entrepreneurship, attitudes towards entrepreneurship, and skills about entrepreneurship within an organization. It is mentioned that these students are prepared to work in an organization as employees with entrepreneurial behavior. As Syamsuri stated, graduates from the business unit of Fathul Ulum Islamic Boarding School also become employees in state-owned or private companies.

However, when we look at the learning outcomes of graduates of Fathul Ulum Islamic Boarding School in producing graduates who can contribute to the national economy sector, contribute to improving the quality of community life, and have socio-economic sensitivity and concern for society and the environment, the entrepreneurship education program at the business unit of Fathul Ulum Islamic Boarding School explains that the form of learning patterns implemented is aimed at producing graduates who can establish businesses to address social economic issues or influence social economic changes based on the community.

The expression of the student entrepreneurship program managers is to seek something unknown. After knowing it, they are willing to give it to others voluntarily as part of catalyzing social change in pursuing business opportunities to meet needs in the business unit of Fathul Ulum Islamic Boarding School. Seeking something unknown or delegating students to have specific skills is a strategy of the business unit of Fathul Ulum Islamic Boarding School that focuses on social activities, where, according to the leadership, it is part of the social entrepreneur characteristic that results from what is obtained willing to be given to the community for mutual progress. The individual is categorized as an initiator who gives initiative to the community.¹⁹

The allocation of students mentioned earlier is a form of value education, where senior students educate their junior students who, when they graduate, can pass on knowledge,

¹⁷ Dwiyanto, *Manajemen Pelayanan Publik: Peduli Inklusif Dan Kolaborasi*.

¹⁸ Justin Scott Leontini, Mark Christopher Thompson, and Kerry Hourigan, "The Beginning of Branching Behaviour of Vortex-Induced Vibration during Two-Dimensional Flow," *Journal of Fluids and Structures* 22, no. 6–7 (2006): 857–64.

¹⁹ Muh Hanif et al., "Pesantren Resistance to Indonesia's National Curriculum to Defend Its Curriculum Model," *Revista de Gestão Social e Ambiental* 18, no. 7 (2024): e05473–e05473.

values, and methods to new students at Fathul Ulum Islamic Boarding School. In implementing the entrepreneurship education program at the business unit of Fathul Ulum Islamic Boarding School, the leaders play a significant role in driving all activities to achieve goals/targets at the business unit of Fathul Ulum Islamic Boarding School. Leadership is carried out by providing guidance, coaching, motivation, direction, and assignments through communication as a connecting tool at Fathul Ulum Islamic Boarding School. Sacrificing time, thought, and energy is also a form of altruism by the managers of the business unit of Fathul Ulum Islamic Boarding School for the welfare of others.

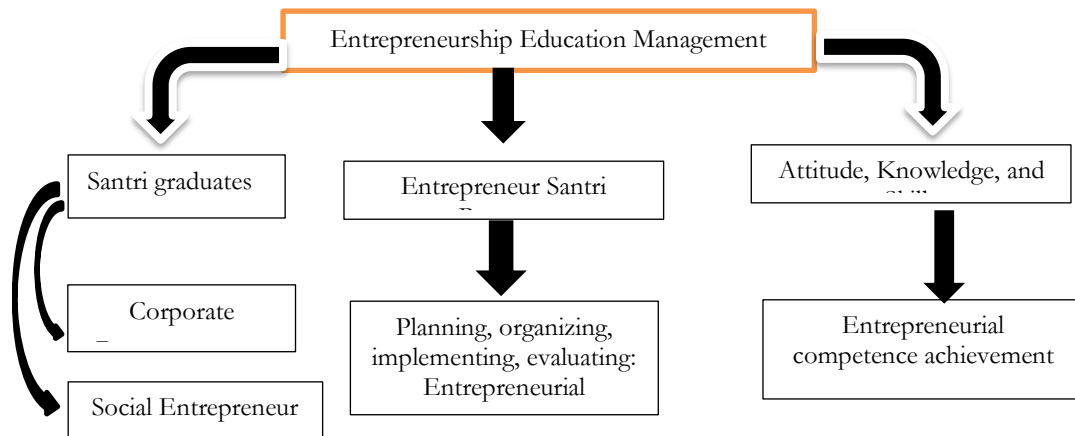


Figure 1. *Implications of Entrepreneurial Education Management in Enhancing Entrepreneurial Competencies of Students at Pondok Pesantren Fathul Ulum*

From the illustration above, we can understand that entrepreneurial education management in improving the quality of graduates at Fathul Ulum Islamic Boarding School is conducted through Planning, Organizing, Implementing, and Evaluating entrepreneurship education through the student entrepreneurship program, which aims for students to acquire knowledge, skills, and attitudes, to equip students with the ability and capacity to become beginners in entrepreneurship. Furthermore, guidance and coaching activities assist individuals in achieving the self-understanding and self-direction needed for adaptation. In these activities, students' behavior already possess skills and can become professionals in entrepreneurship.

Conclusion

Entrepreneurial Education Management at *Pondok Pesantren* Fathul Ulum adopts a comprehensive approach to nurturing entrepreneurial competencies among its students. The institution aims to instill essential knowledge, skills, and attitudes required for entrepreneurship through a blend of theory-based and practice-based learning. This encompasses planning, organizing, implementing, and evaluating entrepreneurship programs, focusing on theoretical understanding and practical application. Utilizing the CIPP model, the evaluation process ensures a thorough assessment of students' progress and achievement in entrepreneurship education, both during and after the learning process. Overall, the management of entrepreneurial education at *Pondok Pesantren* Fathul Ulum is geared towards

equipping students with the tools and mindset necessary to thrive as entrepreneurs in various contexts, whether addressing social issues or innovating within organizations.

References

- Awaluddin, Awaluddin, and Hendra Hendra. "Fungsi Manajemen Dalam Pengadaan Infrastruktur Pertanian Masyarakat Di Desa Watatu Kecamatan Banawa Selatan Kabupaten Donggala." *Publication 2*, no. 1 (2018): 1–12.
- Dwiyanto, Agus. *Manajemen Pelayanan Publik: Peduli Inklusif Dan Kolaborasi*. UGM press, 2018.
- Gani, Irwan, and Siti Amalia. *Alat Analisis Data: Aplikasi Statistik Untuk Penelitian Bidang*. Penerbit Andi, 2021.
- Hanif, Muh, H Suwito, Afiq Chamim Mubaroq, and Abu Dharin. "Pesantren Resistance to Indonesia's National Curriculum to Defend Its Curriculum Model." *Revista de Gestão Social e Ambiental* 18, no. 7 (2024): e05473–e05473.
- Harahap, Sunarji. "Pengaruh Kepemimpinan Islami Dan Motivasi Kerja Terhadap Kinerja Karyawan Pada PT. Bank Syariah Mandiri, Tbk Kantor Cabang Pembantu Sukaramai Medan." *HUMAN FALAH: Jurnal Ekonomi Dan Bisnis Islam* 3, no. 2 (2017): 253–70.
- Irfani, Muhammad Allifiyan. "Pendidikan Pesantren Berbasis Entrepreneurship Di Pondok Pesantren Entrepreneur Al-Mawadah Honggosoco Jekulo Kudus." IAIN KUDUS, 2018.
- Leontini, Justin Scott, Mark Christopher Thompson, and Kerry Hourigan. "The Beginning of Branching Behaviour of Vortex-Induced Vibration during Two-Dimensional Flow." *Journal of Fluids and Structures* 22, no. 6–7 (2006): 857–64.
- Mubarok, Achmat. "Pendidikan Entrepreneurship Dalam Meningkatkan Kemandirian Santri Pondok Pesantren Al-Hidayah Ii Sukorejo Pasuruan." *Jurnal Al-Murabbi* 4, no. 1 (2018): 1–22.
- Muhamad, Rahayu Sylvania. "Konsep Implementasi Manajemen Mutu Terpadu di Lembaga Pendidikan Islam," 2020.
- Pratiwi, Nila, Asri Karolina, and Idi Warsah. "Volume 01 , Number 04 December 2020" 01, no. 04 (2020).
- Sanjaya, Wina. *Perencanaan Dan Desain Sistem Pembelajaran*. Kencana, 2015.
- Sumual, Jacline, and Joubert B Maramis. "Urgensi Entrepreneurship Education Bagi Mahasiswa Perguruan Tinggi." *Jurnal Pembangunan Ekonomi Dan Keuangan Daerah* 23, no. 1 (2022): 1–13.
- Sutrisno, Sutrisno, Nurul Mahruzah Yulia, and Dewi Niswatul Fithriyah. "Mengembangkan Kompetensi Guru Dalam Melaksanakan Evaluasi Pembelajaran Di Era Merdeka Belajar." *ZAHRA: Research and Thought Elementary School of Islam Journal* 3, no. 1 (2022): 52–60.