



IMPLEMENTATION OF EDUPRENEURSHIP IN STUDENT BUSINESSES AT STUDENTS' COOPERATIVE DARUSSALAM GONTOR MODERN BOARDING SCHOOL

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi edupreneurship pada koperasi pelajar Pondok Modern Darussalam Gontor serta kontribusinya terhadap pengembangan kompetensi kewirausahaan, keterampilan kepemimpinan, dan pembentukan karakter santri. Meskipun pendidikan kewirausahaan telah banyak dibahas di sekolah dan perguruan tinggi, penelitian mengenai praktik edupreneurship di lingkungan pesantren, khususnya yang mengintegrasikan pembelajaran kewirausahaan dengan nilai-nilai religius dan karakter, masih terbatas. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Partisipan penelitian terdiri atas pembimbing koperasi, pengurus koperasi pelajar, pengelola unit usaha santri, serta santri yang terlibat dalam kegiatan koperasi. Data dianalisis menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa koperasi pelajar tidak hanya berfungsi sebagai unit ekonomi, tetapi juga sebagai laboratorium pembelajaran berbasis pengalaman di mana santri terlibat aktif dalam pengelolaan usaha, praktik kepemimpinan, pengambilan keputusan, dan tanggung jawab organisasi. Melalui kegiatan tersebut, santri mengembangkan kompetensi kewirausahaan, kemampuan kepemimpinan, kemandirian, tanggung jawab, disiplin, kemampuan komunikasi, dan kerja sama. Hasil penelitian juga menunjukkan bahwa nilai-nilai pesantren, sistem pendampingan, struktur organisasi, dan kesempatan belajar praktis berperan penting dalam mendukung keberlanjutan implementasi edupreneurship. Penelitian ini menawarkan Model Edupreneurship Berbasis Nilai yang mengintegrasikan kompetensi kewirausahaan, pengembangan kepemimpinan, dan pendidikan karakter dalam lingkungan pesantren. Temuan penelitian ini memberikan kontribusi teoretis terhadap kajian edupreneurship serta kontribusi praktis bagi pengembangan program pendidikan kewirausahaan di lembaga pendidikan Islam dan lingkungan pendidikan berbasis nilai lainnya.

Kata kunci: *edupreneurship, koperasi pelajar, pendidikan kewirausahaan, pesantren, experiential learning, pendidikan karakter*

ABSTRACT

This study aims to analyze the implementation of edupreneurship in the student cooperative of Pondok Modern Darussalam Gontor and its contribution to students' entrepreneurial competencies, leadership skills, and character development. Although entrepreneurship education has been widely discussed in schools and universities, limited studies have explored edupreneurship practices within Islamic boarding schools (pesantren), particularly those



integrating entrepreneurial learning with religious and character values. This study employed a descriptive qualitative approach using interviews, observations, and documentation as data collection techniques. Participants consisted of cooperative supervisors, student cooperative administrators, student business unit managers, and students involved in cooperative activities. Data were analyzed using an interactive model involving data reduction, data display, and conclusion drawing. The findings indicate that the student cooperative functions not only as an economic unit but also as an experiential learning laboratory where students actively engage in business management, leadership practices, decision-making, and organizational responsibilities. Through these activities, students develop entrepreneurial competencies, leadership abilities, independence, responsibility, discipline, communication skills, and teamwork. The findings also reveal that pesantren values, mentoring systems, organizational structures, and practical learning opportunities significantly support the sustainability of edupreneurship implementation. This study proposes a Value-Based Edupreneurship Model that integrates entrepreneurial competencies, leadership development, and character education within a pesantren environment. The findings contribute theoretically to edupreneurship studies and practically to the development of entrepreneurship education programs in Islamic educational institutions and other value-oriented educational settings.

Keywords: *edupreneurship, student cooperative, entrepreneurship education, Islamic boarding school, experiential learning, character education*

INTRODUCTION

Education in the 21st century is expected not only to produce graduates with strong academic competencies but also individuals who possess practical skills, adaptability, and the capacity to respond to increasingly complex social and economic challenges. In this context, entrepreneurship education has gained considerable attention as a strategy for developing creativity, innovation, problem-solving abilities, and self-reliance among learners. One emerging approach is edupreneurship, which integrates educational processes with entrepreneurial learning experiences to foster both competence development and character formation. The relevance of edupreneurship has increased significantly in response to the growing demand for twenty-first-century competencies, including creativity, collaboration, communication, critical thinking, and adaptability.

Within the Indonesian educational landscape, Islamic boarding schools (pesantren) represent a unique environment for the implementation of edupreneurship. Historically, pesantren have emphasized values such as independence, responsibility, discipline, and community service while simultaneously providing religious education. In recent years, many pesantren have expanded their educational missions by incorporating economic empowerment and entrepreneurship programs into their institutional systems. Through various business units and cooperative activities, students are provided with opportunities to acquire practical experience that complements formal learning while strengthening character development (Abubakar, 2024). Consequently, pesantren possess significant potential to become centers of value-based entrepreneurship education.

One institution that has consistently implemented this approach is Pondok Modern Darussalam Gontor. The pesantren is widely recognized for its educational philosophy, which integrates academic learning, character education, organizational experience, and practical life skills. Through the student cooperative, students are actively involved in managing business operations, financial administration, customer services, inventory management, and



organizational decision-making. Such involvement allows students to gain direct entrepreneurial experience while simultaneously developing leadership and managerial competencies. According to Morris (2023), experiential learning enables learners to develop deeper understanding through direct engagement and reflection on authentic experiences. Therefore, the student cooperative serves as an educational laboratory where entrepreneurial concepts can be translated into meaningful real-life practices.

The importance of integrating entrepreneurship into educational settings has been widely supported by previous studies. Research has shown that entrepreneurship education contributes positively to entrepreneurial intention, leadership development, innovation capability, employability, and business competence among students (Maritz et al., 2022). Furthermore, entrepreneurship learning that incorporates practical experiences has been found to strengthen learners' confidence, creativity, and problem-solving abilities. Nevertheless, the successful implementation of entrepreneurship education remains dependent upon supportive institutional structures, sustainable mentoring systems, and the alignment between educational objectives and business activities. These challenges are particularly relevant in educational institutions seeking to balance economic functions with educational and character-building goals.

Although previous studies have extensively examined entrepreneurship education in schools and higher education institutions (Lackéus, 2022; Ratten & Usmanij, 2021), as well as pesantren entrepreneurship from economic empowerment and community development perspectives (Husaini, 2025; Syamsudin & Illiyyina, 2025), limited research has explored edupreneurship as an integrated educational process implemented through student cooperative activities within Islamic boarding schools. Existing studies tend to focus on entrepreneurial outcomes, business performance, or economic impacts, while relatively little attention has been devoted to understanding how entrepreneurial learning, leadership development, and character formation are simultaneously cultivated through cooperative-based educational practices. Furthermore, empirical investigations examining student cooperatives as experiential learning laboratories within pesantren settings remain scarce. This gap highlights the need for further research that explores the educational dimensions of entrepreneurship within Islamic boarding school environments.

The urgency of this research lies in the increasing demand for educational models capable of integrating entrepreneurial competence, character development, and value-based learning. As educational institutions are increasingly expected to prepare students for uncertain economic and social environments, understanding how entrepreneurship education can be effectively embedded within institutional cultures becomes increasingly important. The pesantren environment provides a distinctive context in which entrepreneurial activities are inseparable from moral, religious, and social values. Therefore, examining the implementation of edupreneurship in pesantren-based institutions may offer valuable insights for developing more holistic and sustainable models of entrepreneurship education.

The novelty of this study lies in its examination of edupreneurship through the integration of entrepreneurial learning, leadership development, and character education within a pesantren-based student cooperative system. Unlike previous studies that predominantly emphasize economic outcomes or entrepreneurial intentions, this research proposes a Value-Based Edupreneurship Model that positions entrepreneurial competence, leadership formation, and Islamic values as interconnected dimensions of the educational process. Accordingly, this



study contributes not only to the literature on entrepreneurship education but also to the broader discourse on value-oriented educational innovation within faith-based institutions.

To further demonstrate the growing relevance of entrepreneurship education within Indonesian Islamic boarding schools, supporting evidence from previous reports and institutional initiatives is presented in Table 1. The table illustrates how pesantren across Indonesia have increasingly integrated entrepreneurial activities into their educational systems to strengthen students' independence, managerial competence, leadership capacity, and work readiness. These developments provide an important foundation for examining the implementation of edupreneurship within the student cooperative of Pondok Modern Darussalam Gontor.

Table 1. Supporting Data for the Implementation of Edupreneurship in Indonesian Islamic Boarding Schools

Aspect	Research Findings	Relevance to Research
Development of Islamic boarding school entrepreneurship	Islamic boarding schools have begun to develop education-based entrepreneurship models to increase the economic independence of students and Islamic boarding school institutions.	Strengthening the argument that edupreneurs in the Gontor student cooperative are part of the transformation of modern Islamic boarding school education.
Entrepreneurship education for Islamic boarding school students	Practice-based entrepreneurship education can improve students' managerial skills, independence, and work readiness.	Supporting the finding that the involvement of students in student cooperatives contributes to the development of soft skills and life skills.
Santripreneur Program	Several Islamic boarding schools are able to graduate hundreds of entrepreneurial students every year through training and direct business practice.	Shows that the santri business unit has the potential to be an effective edupreneur laboratory.
Digital entrepreneurship literacy	Digital marketing and e-commerce training at Islamic boarding schools increases students' readiness to face the digital economy.	To become the basis for developing digital-based student cooperative edupreneurs in the future.
The growth of Indonesian Islamic boarding schools	The number of Islamic boarding schools in Indonesia continues to increase and has become one of the largest bases of community education.	Shows that the Islamic boarding school edupreneur model has the potential to be replicated nationally.

Table 1 presents supporting evidence regarding the growing implementation of entrepreneurship education in Indonesian Islamic boarding schools. The findings indicate that pesantren are increasingly integrating entrepreneurial activities into their educational systems to foster students' independence, managerial competence, and work readiness. These



developments provide a strong foundation for examining edupreneurship practices within the student cooperative of Pondok Modern Darussalam Gontor as a model of value-based entrepreneurship education.

Based on the aforementioned background, this study aims to analyze the implementation of edupreneurship in the student cooperative of Pondok Modern Darussalam Gontor and to examine its contribution to entrepreneurial competency development, leadership formation, and character education among students. The findings are expected to contribute theoretically to the development of edupreneurship studies and practically to the design of value-based entrepreneurship education programs in Islamic educational institutions and other educational settings.

RESEARCH METHODS

This study employed a descriptive qualitative approach to explore and understand the implementation of edupreneurship within the student business units of the student cooperative at Pondok Modern Darussalam Gontor. A qualitative approach was considered appropriate because the study sought to investigate social and educational phenomena in their natural setting and to gain an in-depth understanding of participants' experiences, perceptions, and interactions related to entrepreneurial learning activities. According to Creswell and Creswell (2023), qualitative research enables researchers to interpret the meanings individuals assign to social phenomena within specific contexts. Through this approach, the present study aimed to comprehensively describe how edupreneurship is implemented and how it contributes to the development of students' entrepreneurial competencies, leadership skills, and character formation within the pesantren environment.

The research was conducted at Pondok Modern Darussalam Gontor, located in Mlarak, Ponorogo, East Java, Indonesia. Data collection took place over a three-month period from January to March 2026. The selection of this research site was based on its distinctive educational system, which integrates formal education, character development, organizational training, and entrepreneurial practices. In particular, the student cooperative serves as one of the most prominent educational units that actively involve students in managing various business activities. Therefore, the institution provides a relevant context for examining the implementation of edupreneurship as a form of experiential and value-based entrepreneurship education.

The participants were selected using purposive sampling, whereby individuals were chosen based on their direct involvement in the implementation and management of cooperative business activities. The participants consisted of cooperative supervisors, student cooperative administrators, student business unit managers, and students actively involved in cooperative operations. The use of purposive sampling enabled the researcher to obtain rich and relevant information regarding policies, managerial practices, educational objectives, and students' learning experiences within the cooperative environment. This sampling strategy is consistent with qualitative research principles, which prioritize information-rich participants capable of providing deep insights into the phenomenon being investigated (Merriam & Tisdell, 2021).

To obtain comprehensive data, the study utilized multiple sources of evidence comprising both primary and secondary data. Primary data were collected through in-depth interviews and direct observations, while secondary data were obtained from cooperative documents, organizational records, activity reports, annual evaluations, student duty schedules, and institutional archives. The use of multiple data sources is recommended in qualitative



research because it allows researchers to gain a more holistic understanding of the phenomenon under investigation and enhances the trustworthiness of the findings (Yin, 2024). Furthermore, combining different sources of evidence enabled the researcher to examine edupreneurship implementation from various perspectives within the pesantren context.

Data collection was conducted through three complementary techniques: interviews, observations, and documentation analysis. Semi-structured interviews were employed to explore participants' experiences, perceptions, and views regarding the implementation of edupreneurship. Observation was conducted to examine students' involvement in business operations, managerial responsibilities, leadership practices, and daily cooperative activities. Documentation analysis was used to verify and enrich findings obtained from interviews and observations. The integration of these three techniques enabled the researcher to capture both the practical and educational dimensions of edupreneurship implementation and to generate contextualized findings concerning entrepreneurial learning within the student cooperative (Merriam & Tisdell, 2021).

The credibility of the findings was strengthened through triangulation techniques, which are widely recommended in qualitative research to ensure trustworthiness and rigor (Tracy, 2024). During the data reduction stage, relevant information was selected, coded, categorized, and organized according to themes related to edupreneurship implementation. The data were subsequently displayed in narrative and tabular forms to facilitate interpretation and pattern identification. Finally, conclusions were drawn through continuous reflection and comparison of emerging themes. To ensure the credibility and trustworthiness of the findings, source triangulation and methodological triangulation were employed by comparing data obtained from interviews, observations, and documentation. These validation procedures enhanced the accuracy, consistency, and scientific rigor of the study findings.

Table 2. Research Participants

<i>No.</i>	<i>Participants</i>	<i>Participant Code</i>	<i>Role in the Study</i>	<i>Number</i>
1	Student Cooperative Supervisor	P-01	Provided information regarding policies and the implementation of edupreneurship programs	1
2	Student Cooperative Management Board	P-02, P-03, P-04	Explained the management process of business units and students' involvement in entrepreneurial activities	3
3	Student Business Unit Managers	P-05 to P-10	Shared direct experiences related to edupreneurship practices and business operations	6
4	Educational Affairs Representative	P-11	Explained the relationship between edupreneurship and the boarding school's educational system	1
Total Participants				11



Table 2 presents the profile of participants involved in this study. The participants were selected purposively based on their direct involvement in the management and implementation of edupreneurship activities within the student cooperative. The diversity of participants, encompassing cooperative supervisors, administrators, business unit managers, and students, enabled the researcher to obtain comprehensive perspectives regarding educational objectives, organizational management, entrepreneurial learning processes, and students' experiences. Such variation in participant backgrounds contributed to the richness of the data and strengthened the credibility of the findings through the inclusion of multiple viewpoints. Furthermore, triangulation across interviews, observations, and documentation provided additional verification of the information obtained from each participant group.

RESEARCH RESULT & DISCUSSION

Research Result

Student Participation in Cooperative Business Management

The findings of this study indicate that the implementation of edupreneurship within the student cooperative of Pondok Modern Darussalam Gontor functions not only as an economic activity but also as a medium for experiential learning, leadership development, and character formation. Based on observations, students were actively involved in various business and organizational responsibilities, including inventory management, sales transactions, customer service, financial administration, work scheduling, and coordination of daily operational activities. These responsibilities required students to demonstrate discipline, responsibility, communication skills, teamwork, and problem-solving abilities in real business situations. Observational findings demonstrate that students were not merely passive participants but actively engaged in managing cooperative activities, allowing them to gain practical entrepreneurial experience while developing leadership competencies.

The observational findings were further supported by interview data. Participants consistently emphasized that the student cooperative serves as an educational platform designed to prepare students for future responsibilities. One cooperative supervisor explained that the cooperative is intended not only to generate economic benefits but also to cultivate leadership, independence, and entrepreneurial competencies among students. As stated by the participant, *"The cooperative is not merely a place for trading activities; it is part of the educational process where students learn responsibility, leadership, and decision-making through real experiences"* (P-01). Similarly, student participants reported that their involvement in cooperative activities enabled them to apply theoretical knowledge in practical situations. One student explained, *"At the beginning, I only understood entrepreneurship from classroom lessons. However, after becoming involved in the cooperative, I learned how to manage products, communicate with customers, and make decisions when problems occurred. These experiences helped me become more confident and responsible"* (P-06). These findings indicate that entrepreneurial competencies are developed through direct participation and practical experience rather than through classroom instruction alone.

Documentation analysis further strengthened these findings. Documents such as organizational structures, cooperative regulations, student duty schedules, business operation reports, mentoring records, and annual evaluation reports demonstrate that entrepreneurial activities are systematically integrated into the educational system of the pesantren. The documentation shows that students are regularly assigned managerial responsibilities and evaluated not only on business performance but also on leadership, discipline, responsibility,

teamwork, and ethical conduct. Such evidence confirms that edupreneurship activities are institutionalized within the cooperative and supported by a structured mentoring and supervision system that ensures continuity and sustainability.



Figure 1. Implementation of Edupreneurship in Student Cooperative Business Units at Pondok Modern Darussalam Gontor

Figure 1 presents visual evidence of the implementation of edupreneurship within student cooperative business units at Pondok Modern Darussalam Gontor. The photographs illustrate students' active involvement in various business activities, including retail store management, cashier and administrative services, and food court operations. Observation findings revealed that students were directly responsible for product arrangement, inventory management, customer service, financial transactions, and operational coordination. These activities provided authentic entrepreneurial learning experiences that enabled students to develop practical business competencies, leadership skills, communication abilities, responsibility, and teamwork. The visual documentation supports the interview and observation findings, indicating that the student cooperative functions not merely as an economic institution but also as an experiential learning environment where entrepreneurial values and character development are cultivated through daily business practices. The findings demonstrate that the integration of business activities and educational objectives within the cooperative creates a value-based edupreneurship ecosystem that supports both entrepreneurial competence and character formation among students.

Development of Entrepreneurial Competencies through Experiential Learning

The findings reveal that students' participation in cooperative business activities contributes significantly to the development of entrepreneurial competencies. Through direct involvement in operational activities, students gain practical experience in business management, customer service, inventory control, financial administration, and decision-making. These experiences enable students to acquire entrepreneurial knowledge through active participation rather than solely through classroom instruction.



This comprehensive approach is evident in how the implementation of edupreneurship in the student business unit at the Darussalam Gontor Modern Islamic Boarding School student cooperative is structured through the active involvement of students in various business activities. Students transcend their traditional role as consumers and assume responsibility as managers directly involved in operational processes, such as financial management, distribution of goods, and customer service. This hands-on engagement reflects an experiential learning model which is effective in improving practical skills and understanding of entrepreneurship (Morris, 2023). By positioning students as active decision-makers rather than passive learners, the cooperative creates an authentic business environment within an educational context.

Within this authentic environment, student cooperative activities function as edupreneurial laboratories, enabling students to develop entrepreneurial competencies in real-world settings. Through hands-on practice, students learn about business management, decision-making, and the responsibilities of running a business. This aligns with findings that practice-based entrepreneurship education has a significant impact on improving students' critical thinking skills and creativity (Ratten & Usmanij, 2021). The laboratory-like setting allows students to experiment, make mistakes, and learn from real consequences in a supportive educational framework.

Character Formation through Edupreneurship Activities

The findings also reveal that the implementation of edupreneurship contributes significantly to students' character development. Observations showed that students consistently demonstrated responsibility, honesty, discipline, and cooperation while carrying out their duties. Interview participants further explained that the cooperative environment encourages them to become more accountable and independent. One student stated, "*The cooperative teaches us not only how to conduct business but also how to be disciplined, trustworthy, and responsible. Every task entrusted to us must be completed properly because it is part of our educational process*" (P-08). These findings indicate that entrepreneurial learning within the student cooperative is closely integrated with the educational values of the pesantren, resulting in the simultaneous development of entrepreneurial competencies and moral character.

In addition to entrepreneurial and character development, leadership emerged as an important outcome of students' participation in cooperative activities. Observation results showed that students were frequently assigned leadership roles, coordinated work teams, and participated in organizational decision-making processes. Interview data confirmed that such responsibilities enhanced students' confidence and leadership abilities. Documentation records, including organizational charts and leadership evaluation reports, further demonstrate that leadership development is systematically incorporated into cooperative activities. These findings suggest that the student cooperative serves as a practical leadership laboratory where students learn to manage people, solve problems, and make decisions in authentic organizational settings.

Beyond business competencies, the implementation of edupreneurship is also evident in the formation of character values, such as independence, discipline, and cooperation. Students involved in cooperative business units demonstrate a high level of responsibility for assigned tasks and are able to work effectively in teams. These values are an integral part of the learning process, which is oriented not only toward economic aspects but also toward character development. The integration of character formation with entrepreneurial skill development distinguishes this approach from purely commercial business models.



Supporting and Inhibiting Factors in Edupreneurship Implementation

Despite these positive outcomes, the findings also reveal several challenges in the implementation of edupreneurship. Observations indicated that some students initially experienced difficulties in adapting to managerial responsibilities and business operations. Interview participants acknowledged that limited experience often created challenges in decision-making and business management. Furthermore, documentation records highlighted the importance of continuous mentoring and organizational regeneration due to the annual turnover of student managers. Nevertheless, regular supervision, coaching, and evaluation mechanisms implemented by cooperative supervisors have played a significant role in maintaining program effectiveness and ensuring sustainable implementation.

Although the findings generally indicate positive outcomes of edupreneurship implementation, several challenges were also identified during the research process. Some students initially experienced difficulties adapting to managerial responsibilities, particularly in decision-making, financial administration, and time management. In addition, several participants reported challenges in balancing academic obligations with cooperative duties, especially during periods of intensive organizational activities. These findings suggest that the development of entrepreneurial competencies is not always linear and may require continuous mentoring and adjustment processes. Nevertheless, the presence of structured supervision and regular evaluation mechanisms helped students gradually overcome these difficulties and improve their performance over time.

Summary of Research Findings

To provide a clearer overview of the major findings, the results are summarized in Table 3, which presents the key dimensions of edupreneurship implementation within the student cooperative. The findings demonstrate that the integration of business activities, leadership training, character education, mentoring systems, and pesantren values creates a comprehensive educational ecosystem that supports students' entrepreneurial and personal development. Furthermore, the relationship between student participation and competency development is illustrated in Diagram 1, highlighting how experiential learning contributes to the formation of entrepreneurial skills, leadership abilities, and character among students.

Table 3. Summary of Major Findings

<i>Main Theme</i>	<i>Research Findings</i>	<i>Impact on Students</i>
<i>Involvement in Business Management</i>	Students actively participated in administration, customer service, and product distribution activities	Enhanced managerial skills and sense of responsibility
<i>Experiential Learning Process</i>	Students learned through direct engagement in business operations	Improved problem-solving and decision-making abilities
<i>Character Development</i>	Business activities were carried out based on discipline, integrity, and trustworthiness	Fostered independence and ethical behavior
<i>Leadership Development</i>	Students were assigned organizational roles and responsibilities within the cooperative structure	Strengthened leadership and teamwork skills

<i>Teacher Supervision and Mentoring</i>	Teachers and supervisors provided guidance and periodic evaluations	Ensured the sustainability and effectiveness of edupreneurship programs
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Table 3 demonstrates that the implementation of edupreneurship contributes significantly to students' managerial competence, leadership development, character formation, and entrepreneurial skills. The findings suggest that the cooperative serves not only as a business entity but also as an educational platform that facilitates experiential learning and character development. These multidimensional outcomes indicate that edupreneurship operates as a holistic educational intervention rather than merely a profit-generating venture.

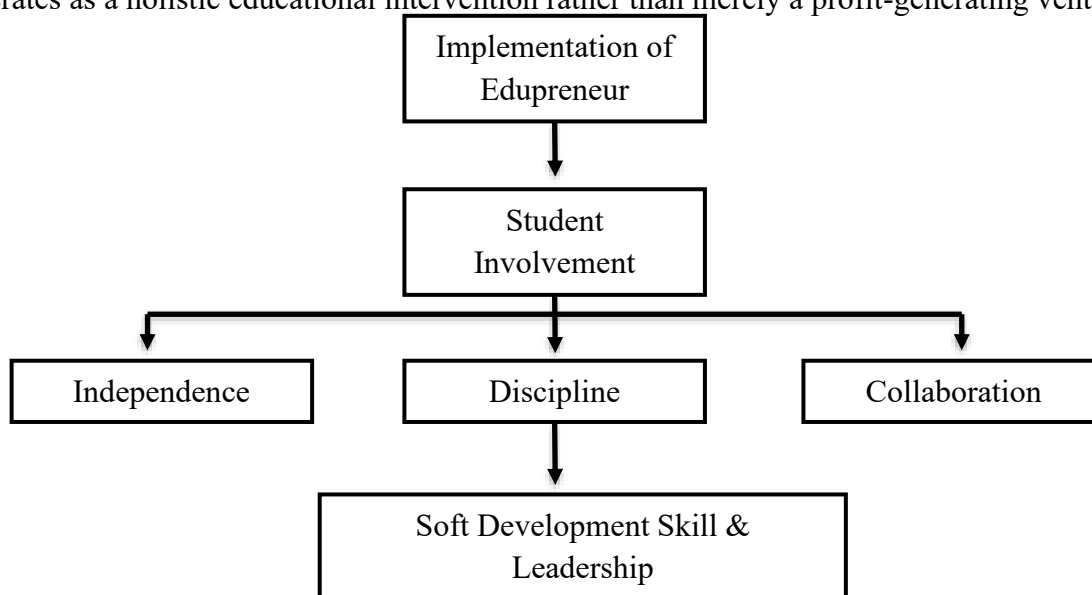


Diagram 1. Relationship between Student Participation and Competency Development

Diagram 1 illustrates the relationship between student involvement in cooperative business activities and the development of entrepreneurial competencies. Active participation in business management fosters discipline, collaboration, and independence, which subsequently contribute to the development of leadership abilities and entrepreneurial mindsets among students. This finding supports the notion that entrepreneurship education is most effective when students are directly involved in authentic learning experiences (Kolb, 2020). The diagram visually represents how edupreneurship creates a virtuous cycle: hands-on business involvement strengthens character values, which in turn enhance entrepreneurial capabilities and leadership potential, ultimately preparing students for meaningful participation in economic and social life.

Discussion

Edupreneurship as Experiential Learning in Student Cooperatives

The research results show that the implementation of edupreneurship in the student business units of the Darussalam Gontor Modern Islamic Boarding School student cooperative serves not only as an economic activity but also as an integrative learning tool. This finding reinforces the concept that edupreneurship is an educational approach that combines academic learning with hands-on entrepreneurial practice, thereby improving students' applied skills (Faturahman, 2023). In this context, the student cooperative functions as a contextual learning



medium that enables students to gain practical experience while developing entrepreneurial competencies through direct participation in business activities.

The active involvement of students in managing business units reflects the implementation of experiential learning. According to Morris (2023), experiential learning enables students to develop a deeper understanding because they are directly engaged in the learning process. This perspective is consistent with the findings of the present study, which reveal that students not only understand entrepreneurial concepts theoretically but are also capable of applying them in real-world situations within the cooperative environment. Through this process, students acquire valuable skills in problem-solving, decision-making, communication, and teamwork, all of which are essential competencies for future entrepreneurial endeavors (Alkaabi et al., 2024)

Furthermore, the student cooperative serves as an edupreneurship laboratory that demonstrates the effectiveness of practice-based learning in bridging the gap between theory and practice. Through direct involvement in business activities, students are able to connect classroom knowledge with real-life experiences. This finding aligns with global educational trends that emphasize the importance of contextual and integrative learning in addressing twenty-first-century challenges, including adaptability, critical thinking, creativity, and innovation (Morris, 2023).

Character Development through Value-Based Entrepreneurship Education

Beyond the development of entrepreneurial skills, the implementation of edupreneurship also contributes significantly to character formation. The findings demonstrate that students develop values such as independence, responsibility, discipline, and cooperation through their involvement in cooperative activities. These results support the argument that entrepreneurship education plays an important role in fostering students' character and positive attitudes, rather than focusing solely on business competencies (Lackéus, 2022).

These findings are also consistent with Kwapisz et al. (2024), who emphasize that entrepreneurship education contributes not only to entrepreneurial intentions but also to the development of entrepreneurial mindsets, leadership capacities, and proactive attitudes among students. Within the context of an Islamic boarding school, these values become even more meaningful because they are closely aligned with the educational mission of pesantren, which emphasizes moral, spiritual, and personality development. Therefore, the implementation of edupreneurship should not be viewed merely as a business activity but as a comprehensive educational process that integrates entrepreneurial learning with character formation.

When viewed from a broader educational perspective, the implementation of edupreneurship at the Darussalam Gontor Modern Islamic Boarding School can be considered an alternative model for developing value-based entrepreneurship education. Unlike conventional entrepreneurship programs that tend to focus primarily on economic outcomes and profit generation, this model integrates moral, social, and religious values into entrepreneurial practices. Such integration represents a distinctive characteristic that differentiates pesantren-based edupreneurship from other entrepreneurship education models and offers valuable insights for the future development of entrepreneurship education in Indonesia.

The Role of Mentoring and Institutional Culture

Despite its positive contributions, the study also reveals several challenges in implementing edupreneurship, particularly regarding students' limited managerial experience and the sustainability of business management practices. These findings suggest that although



the edupreneurship approach possesses significant educational potential, its effectiveness depends on the availability of a strong and sustainable support system. In this regard, Ratten (2023), emphasizes that the success of entrepreneurship education largely depends on systematic support mechanisms, including continuous coaching, training, monitoring, and evaluation.

The findings further indicate that mentors play a crucial role in ensuring the effectiveness of edupreneurship implementation. In this study, mentors function not only as supervisors but also as facilitators who guide students in developing entrepreneurial competencies and overcoming various operational challenges. This finding is in line with previous studies showing that the success of entrepreneurship education programs is strongly influenced by the quality of mentoring and support provided by educators (Ratten, 2023). Consequently, mentoring should be regarded as an essential component of any educational entrepreneurship program.

Overall, the discussion confirms that the success of edupreneurship implementation is determined not only by the existence of business activities but also by the presence of supporting factors such as mentoring quality, institutional culture, organizational management, and the integration of educational values into the learning process. Therefore, the development of edupreneurship within educational institutions should be systematically designed to maximize its contribution to both students' entrepreneurial competencies and character development.

Novelty of Pesantren-Based Edupreneurship

To further understand the implementation process, the findings were analyzed based on key components of edupreneurship practices within the student cooperative.

Table 4. Key Components of Edupreneurship Implementation

Component	Implementation in PMDG	Impact of Edupreneur
Business management	Students are directly involved in cooperative operations	Training responsibility and management skills
Organizational system	There is a division of tasks and management structure	Developing leadership and teamwork
Teacher mentoring	Teachers/supervisors provide direction and evaluation	Maintaining the sustainability of business programs
Practical learning	Students learn through direct experience	Improving entrepreneurial skills
Islamic boarding school values	Edupreneur combined with the values of discipline and trust	Forming character-based entrepreneurship

Table 4 indicates that the success of edupreneurship implementation is influenced by the integration of business management, organizational structures, mentoring systems, practical learning opportunities, and institutional values. These components collectively create an educational ecosystem that supports both entrepreneurial competence and character



development. The originality of this study becomes more apparent when compared to previous entrepreneurship education research.

Table 5. Research Novelty Compared with Previous Studies

<i>Aspect</i>	<i>Previous Studies</i>	<i>Current Study (Novelty)</i>
<i>Research Focus</i>	Entrepreneurship education in schools and higher education institutions	Edupreneurship implementation in Islamic boarding school student cooperatives
<i>Research Participants</i>	School students or university students	Students (<i>santri</i>) of Pondok Modern Darussalam Gontor
<i>Learning Platform</i>	Entrepreneurship courses, workshops, and training programs	Student cooperative business units as an edupreneurship laboratory
<i>Educational Values</i>	Development of entrepreneurial competencies and business skills	Integration of entrepreneurial competencies, leadership skills, and Islamic boarding school values
<i>Theoretical Contribution</i>	Entrepreneurship education framework	Development of a Value-Based Edupreneurship Model within an Islamic boarding school context

Table 5 highlights the originality of this study compared to previous research. While earlier studies primarily focused on entrepreneurship education in schools and universities, this study examines edupreneurship within an Islamic boarding school environment. The integration of entrepreneurial competencies, leadership development, and pesantren values contributes to the formulation of a Value-Based Edupreneurship Model, which may enrich the existing literature on entrepreneurship education and provide a new perspective on entrepreneurship learning in faith-based educational institutions.

Implications for Entrepreneurship Education

In addition to its theoretical contribution, this study also offers practical implications for educational institutions.

Table 6. Implications of the Study

<i>Dimension</i>	<i>Implications</i>
<i>Theoretical</i>	Expands edupreneurship literature by integrating Islamic boarding school values into entrepreneurship education.
<i>Practical</i>	Provides a model for implementing entrepreneurship education through student cooperatives.
<i>Institutional</i>	Strengthens students' independence and organizational culture within pesantren.
<i>Policy</i>	Offers references for developing entrepreneurship programs in Islamic educational institutions.

Future Research

Provides a foundation for quantitative and mixed-method studies on edupreneurship in pesantren.

Table 6 demonstrates that the implications of this study extend beyond the local context of Pondok Modern Darussalam Gontor. The findings contribute theoretically to the advancement of edupreneurship studies and practically provide a framework for implementing entrepreneurship education in Islamic educational institutions. Furthermore, the study offers policy recommendations and opportunities for future research concerning value-based entrepreneurship education in various educational contexts.

The findings suggest that entrepreneurship education programs should not focus exclusively on business competence development. Rather, educational institutions may benefit from integrating character education, leadership development, mentoring systems, and institutional values into entrepreneurship programs to produce graduates who possess both entrepreneurial capability and moral responsibility.

Conceptual Model of Value-Based Edupreneurship

The conceptual contribution of this study is further illustrated in Diagram 2, which presents the pesantren-based edupreneurship model developed from the research findings.

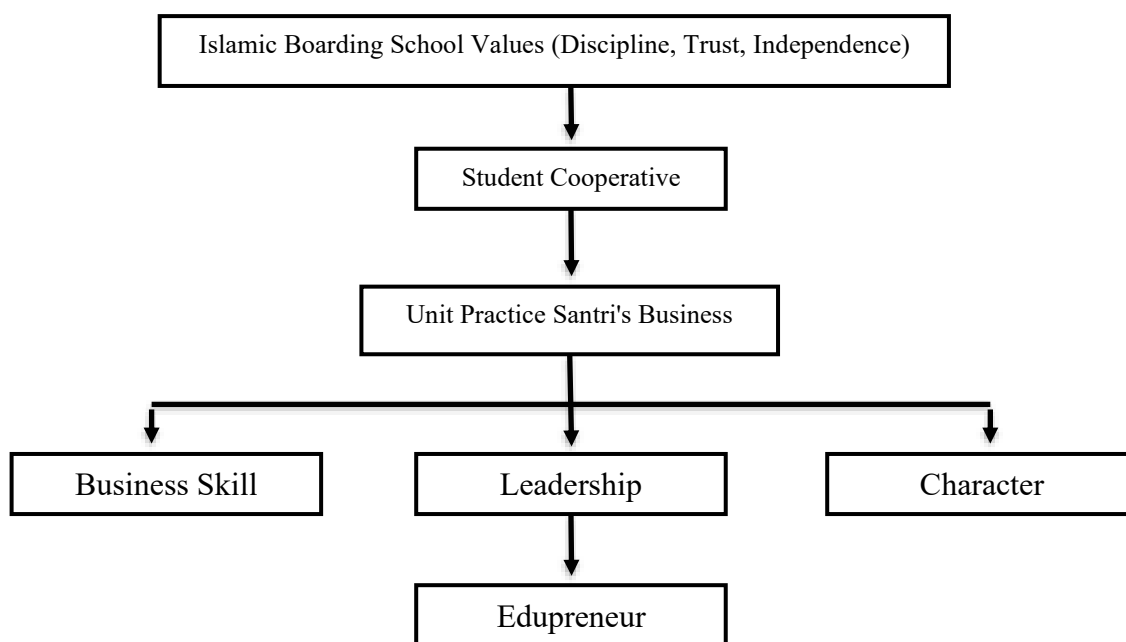


Diagram 2. Conceptual Model of Pesantren-Based Edupreneurship

The model emphasizes the integration of Islamic boarding school values, student cooperative activities, and entrepreneurial learning experiences. Through this process, students simultaneously develop business competencies, leadership skills, and character, resulting in a holistic form of entrepreneurship education that balances economic, educational, and moral objectives. As such, the model provides a potential framework for implementing entrepreneurship education that is both contextually relevant and value-oriented.

Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted in a single Islamic boarding school institution, namely Pondok Modern Darussalam Gontor, which may limit the generalizability of the



findings to other educational contexts. Second, the study relied primarily on qualitative data obtained from a limited number of participants who were directly involved in student cooperative activities. Third, the research focused on exploring perceptions and experiences rather than quantitatively measuring entrepreneurial outcomes. Therefore, future studies are encouraged to involve multiple pesantren institutions, employ larger participant samples, and utilize mixed-method or quantitative approaches to further validate and expand the findings regarding value-based edupreneurship implementation.

CONCLUSION

This study concludes that the implementation of edupreneurship in the student business units of the student cooperative at Pondok Modern Darussalam Gontor serves as an effective experiential learning model that integrates entrepreneurial learning, leadership development, and character education. Through direct involvement in business management and organizational activities, students develop entrepreneurial competencies, leadership skills, independence, responsibility, discipline, communication abilities, and teamwork. The findings further demonstrate that the integration of pesantren values, such as trustworthiness, self-reliance, and moral responsibility, strengthens the effectiveness of edupreneurship implementation. Therefore, the student cooperative functions not only as an economic institution but also as a value-based educational laboratory that bridges entrepreneurial theory and practice within the pesantren environment.

The study contributes to the development of a Value-Based Edupreneurship Model that integrates entrepreneurial competencies with leadership and character formation. These findings imply that student cooperatives can serve as effective platforms for entrepreneurship education in Islamic educational institutions and other value-oriented educational settings. However, the study is limited to a single pesantren context and relies on qualitative data from a relatively small number of participants. Future research is therefore recommended to involve multiple educational institutions and employ quantitative or mixed-method approaches to examine the effectiveness of value-based edupreneurship models and their impact on entrepreneurial competencies, leadership development, and character formation more comprehensively.

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