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## **STRENGTHENING ENTREPRENEURSHIP-BASED ISLAMIC EDUCATION IN PONDOK PESANTREN JABAL LUBUK RAYA TAPANULI SELATAN**

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### **Abstract**

This study aims to examine the strengthening of entrepreneurship-based Islamic education at Jabal Lubuk Raya Islamic Boarding School, Tapanuli Selatan. Entrepreneurship-based education serves as a strategic approach to equip students with practical skills relevant to facing modern economic challenges while preserving Islamic values. The research employed a qualitative approach with data collection techniques including observation, in-depth interviews, and documentation. The findings reveal that Jabal Lubuk Raya Islamic Boarding School has implemented entrepreneurship education through an integrative curriculum combining religious studies with entrepreneurial skills. Key programs include business training, student-run business practices, and project-based learning. Supporting factors include the commitment of pesantren leaders, adequate facilities, and students' enthusiasm for entrepreneurship. However, challenges such as limited funding and gaps between theory and practice remain. This study concludes that strengthening entrepreneurship-based Islamic education at this pesantren significantly contributes to producing independent, innovative, and morally upright students.

**Keywords:** Islamic Education; Entrepreneurship; Islamic Boarding School

### **Abstrak**

Penelitian ini bertujuan untuk mengkaji penguatan pendidikan Islam berbasis kewirausahaan di Pondok Pesantren Jabal Lubuk Raya, Tapanuli Selatan. Pendidikan berbasis kewirausahaan menjadi salah satu pendekatan strategis dalam membekali santri dengan keterampilan praktis yang relevan untuk menghadapi tantangan ekonomi modern, tanpa mengabaikan nilai-nilai keislaman. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan bahwa Pondok Pesantren Jabal Lubuk Raya telah menerapkan pendidikan kewirausahaan melalui kurikulum integratif yang menggabungkan materi keagamaan dan keterampilan kewirausahaan. Program unggulan meliputi pelatihan usaha, praktek bisnis santri, dan pembelajaran berbasis proyek. Faktor pendukung meliputi dukungan pengasuh pesantren, fasilitas yang memadai, dan antusiasme santri dalam berwirausaha. Namun, beberapa tantangan masih dihadapi, seperti keterbatasan pendanaan dan kesenjangan antara teori dan praktik. Penelitian ini menyimpulkan bahwa penguatan pendidikan Islam berbasis kewirausahaan di pesantren ini berkontribusi signifikan dalam menciptakan santri yang mandiri, inovatif, dan berakhlak mulia.

**Kata kunci:** Pendidikan Islam; Kewirausahaan; Pondok Pesantren

## **INTRODUCTION**

Islamic education plays an important role in shaping character and instilling moral and spiritual values in students. In the era of globalization marked by technological advances and increasingly tight economic competition, Islamic education is required to be more adaptive and innovative. One relevant approach is to integrate Islamic education with entrepreneurship education. Thus, students are not only equipped with a strong religious understanding, but also practical skills that are useful in the world of work, especially in the field of entrepreneurship. (Destiny, 2015)

Strengthening Islamic education based on entrepreneurship aims to prepare a generation of Muslims who are independent, creative, and highly competitive in the global market. Entrepreneurship in Islamic education is not only about building a business, but also instilling values such as hard work, independence, and ethics in living an economic life. This education is expected to be able to form students who are not only competent in religious knowledge, but also have the skills to create jobs and contribute to improving the economy. In addition, this approach is also in line with the concept of Islamic education which emphasizes the balance between the worldly and the hereafter. By developing an entrepreneurship curriculum that is in accordance with Islamic values, educational institutions can create a generation that is not only successful in the world, but also based on faith and ethics in every step. This is expected to be able to provide solutions to the problem of unemployment and strengthen the independence of Muslims in various aspects of life.

This article will specifically look at how the phenomenon of entrepreneurship is implemented in the Jabal Lubuk Raya Tapanuli Selatan Islamic Boarding School. Departing from the author's initial research, the Islamic boarding school has at least developed businesses in the fields of fish farming, sewing and food products in the form of chili chips.

## **RESEARCH METHODS**

**Qualitative Approach:** This study can use a qualitative approach because the main focus is to understand the social phenomena that occur in the Jabal Lubuk Raya Islamic Boarding School, especially related to the strengthening of Islamic education based on entrepreneurship. This approach aims to explore in depth the application of the concept of entrepreneurship in Islamic education in Islamic boarding schools. This study

aims to describe how the process of strengthening Islamic education based on entrepreneurship is implemented in the Jabal Lubuk Raya Tapanuli Selatan Islamic Boarding School, as well as the factors that influence the success or obstacles in the implementation. Meanwhile, data collection is carried out by interviews with various related parties, such as the leadership of the Islamic boarding school, administrators, teachers, students, and the community around the Islamic boarding school. This interview aims to explore information about their views on the implementation of entrepreneurship education in Islamic education. In addition, Participatory Observation: Researchers can conduct direct observations of activities related to entrepreneurship education in Islamic boarding schools. This observation includes teaching and learning activities, entrepreneurship training, and business activities carried out by students. Meanwhile, the data collected from interviews, observations, will be analyzed using qualitative data analysis techniques, which include: Data Reduction: Filtering and selecting information that is relevant to the focus of the study. Data Presentation: Organizing and presenting data systematically so that it is easy to understand. Drawing Conclusions: Drawing conclusions based on the data that has been analyzed to answer research questions.

## **RESULTS AND DISCUSSION**

### ***Understanding Islamic Education Based on Entrepreneurship***

According to Umar Muhammad Al-Thoumy al-Syaibany, Islamic education in terminology is the process of changing the behavior of individual students in their personal lives, society and the surrounding environment.(Umah, 1979)Entrepreneurship is a science that studies the development and building of a creative spirit and the courage to take risks in the work carried out in order to realize the results of the work.(Fahmi, 2014)

There is quite interesting data that has been released by the Central Statistics Agency (BPS) that apparently only 3.10% of the total population of Indonesia is engaged in entrepreneurship.(Adi, 2022)Entrepreneurial interest in Indonesia is still relatively low, which can be caused by several factors. One of them is the lack of adequate entrepreneurship education from an early age, both in schools and in the family environment. Many individuals tend to be oriented towards formal work or seek security in employee jobs rather than facing the risks in the world of entrepreneurship. In addition, there is still a perception that starting a business requires large capital, which is a barrier

for those who do not have access to capital. Another factor is the lack of support and access to information, technology, and business networks, which makes prospective entrepreneurs feel insecure about competing. These obstacles mean that the culture of entrepreneurship in Indonesia has not developed as strongly as in developed countries.

In the Islamic perspective, entrepreneurship is an activity that is highly recommended and has religious value.(Farid, 2017). Islam views that working and trying in a halal way is a form of obedience to Allah, because Islam teaches its people to be independent and not dependent on others. The Prophet Muhammad himself was an honest and trustworthy trader, who was an example in entrepreneurship with the principles of honesty, justice, and ethics.(Oktavia, 2021) Through entrepreneurship, a Muslim can provide benefits to others, create jobs, and distribute wider sustenance. In addition, profits from business can also be a source of goodness, such as through zakat and alms, which help improve the socio-economic conditions of society. Thus, entrepreneurship in Islam is not only aimed at seeking profit, but also contributing to the welfare of the community.

Entrepreneurship needs to be taught in educational institutions because it can equip the younger generation with relevant practical skills to face the challenges of the world of work and create new opportunities.(Noerhartati, 2022)Entrepreneurship education helps students develop creativity, innovation, independence, and the ability to take measured risks, which are very important in facing global competition. In addition, by teaching entrepreneurship, educational institutions can shape students' mindsets to become not only job seekers but also job creators. This can contribute to reducing unemployment rates and driving economic growth. On the other hand, teaching entrepreneurship also instills ethical values, social responsibility, and sustainability, so that graduates are not only successful individually, but also have a positive impact on society.

Training entrepreneurship in Islamic boarding schools is very important because Islamic boarding schools have great potential in producing generations who not only have a strong understanding of religion, but also economic independence. Students who are given entrepreneurship training will have practical skills that they can use to build an independent life after completing their education.

By integrating Islamic values into entrepreneurship education, Islamic boarding schools can create a generation of entrepreneurs who adhere to the principles of ethics, honesty, and blessings in running their businesses. This is also in line with the mission of Islamic boarding schools to produce leaders who are not only spiritually intelligent, but also able to make real contributions to society.

In addition, entrepreneurship training in Islamic boarding schools can also be a solution to the economic challenges of the people. Islamic boarding schools that train their students to be entrepreneurs are able to build an independent economic ecosystem, create jobs, and reduce unemployment rates, especially among the younger generation. Students who are skilled at entrepreneurship will be better prepared to face the dynamics of the modern world and be able to compete competitively without losing their Islamic identity. Thus, Islamic boarding schools are not only centers of religious education, but also centers of economic empowerment based on Islamic values.

Several previous studies have conducted research related to the existence of entrepreneurship in Islamic boarding schools. For example, according to Falah, Islamic boarding schools have the goal of forming students with independent characters to become entrepreneurs which includes having mental courage in entrepreneurship, being able to manage time between running business activities and learning activities, and being able to manage finances without depending on others.(Falah, 2018)

Meanwhile, according to Nur and Yaqien, the figures who play an important role in developing entrepreneurship in Islamic boarding schools are the kiai. The strategies carried out by the kiai are to build and maintain trust, empowerment, synergy, innovation, flexible policies, and solid cooperation. The benefits of the results of developing entrepreneurship in Islamic boarding schools are felt and enjoyed by various parties, namely: first, the availability of basic needs for students, alumni, teachers, Islamic boarding schools and the surrounding community. Second, the opening of new jobs for the community, especially residents around the Islamic boarding school. Third, Islamic boarding schools have economic independence, so they are authoritative and independent in organizing and managing Islamic boarding schools. This research has implications for the development of entrepreneurship based on religious values.(Nur & Yaqien, 2023)

It can be concluded that Islamic Education based on entrepreneurship is education that provides knowledge and training to students about the ability to create something new, valuable, and useful for themselves and others, the principles of which are

accumulated in the Al-Quran and the Sunnah/Hadith of the Prophet SAW.

### *Entrepreneurial Ethics in Islamic Education*

In Islam, it has been regulated how to do business properly according to Islam so that no party is harmed and both parties can benefit equally without any element of cheating in it. Allah SWT in the Qur'an says in QS Al-Baqarah 257 as follows:

Meaning: Allah is the protector of the believers. He brings them out of all

اللَّهُ وَلِيُّ الَّذِينَ آمَنُوا يُخْرِجُهُم مِّنَ الظُّلُمَاتِ إِلَى النُّورِ وَالَّذِينَ كَفَرُوا أَوْلِيَاؤُهُمُ

الظَّالِمُونَ يُخْرِجُونَهُمْ مِّنَ النُّورِ إِلَى الظُّلُمَاتِ أُولَئِكَ أَصْحَابُ النَّارِ هُمْ فِيهَا خَالِدُونَ

darkness into the light (of faith). As for the ungrateful, their protectors are the tagut. They (tagut) bring them out (the disbelievers) from the light into all darkness. Those are the dwellers of the Fire. They will abide therein forever.

Allah SWT has permitted buying and selling (muamalah) with the conditions that have been determined in Islam. The Prophet Muhammad SAW has also exemplified how the morals of a Muslim entrepreneur should be. Such as honesty, fairness, and so on. The values that are applied from entrepreneurial ethics in Islamic Education are as follows: First, Honesty: Part of the meaning of honesty is that a businessman in his buying and selling is always open and transparent so that his heart feels calm until Allah blesses him in every buying and selling, and elevates his status. Included in the meaning of honesty is a businessman in offering his merchandise avoiding the act of offering goods with false lies. Or providing incorrect information.(Asyraf, 2005). Second: Trust: Islam expects a Muslim to have a responsive heart, which will protect him. From the rights of Allah and the rights of humans, and protect his transactions from elements that exceed the limits or are in vain. Both for himself and others. Including the meaning of trust is that a businessman can be trusted to measure or weigh, so he does not reduce the weight at all, nor does he measure with an inappropriate measure. Allah SWT says in QS Ar-Rahman verse 9:

وَأَقِيمُوا الْوَزْنَ بِالْقِسْطِ وَلَا تُخْسِرُوا الْمِيزَانَ

Meaning: Uphold the scale fairly and do not reduce the scale.



**Third**, Tolerance (wide-minded): Tolerance is the key to opening up sustenance and a peaceful life. Included in the benefits of tolerance are being easy to get along with, making buying and selling easier, and speeding up the return of capital.(Asyraf, 2005)

### ***Strengthening Islamic Education Based on Entrepreneurship at the Jabal Lubuk Raya Islamic Boarding School, South Tapanuli***

Based on the author's observation, entrepreneurial activities are also developed at the Jabal Lubuk Raya Tapanuli Selatan Islamic Boarding School. There are three businesses developed at this Islamic boarding school, namely: fish farming, sewing and food products in the form of chili chips.

#### ***Fish Farming Development at Jabal Lubuk Raya Islamic Boarding School, South Tapanuli***



Fish Cultivation at Jabal Lubuk Raya Islamic Boarding School

The implementation of fish farming at the Jabal Lubuk Raya Tapanuli Selatan Islamic Boarding School begins with the preparation of land or appropriate cultivation media. The Islamic boarding school has open land, ground ponds or tarpaulin ponds can be used. Modern alternatives such as aquaponic systems can also be considered because they are more efficient in land and water use. Once the media is ready, the next step is to choose the type of fish to be cultivated, such as catfish, tilapia, and carp, which are adjusted to environmental conditions and local market needs. The Islamic boarding school collaborates with the local fisheries office or fisheries extension workers to obtain quality seeds and technical training. In addition, preparations such as the installation of an aeration system, feeding, and water quality management are well

planned to support optimal fish growth.

In its implementation, the Jabal Lubuk Raya Tapanuli Selatan Islamic Boarding School actively involves students as operational staff. Students are scheduled to carry out tasks such as feeding fish, checking water conditions, cleaning ponds, and monitoring fish health. To support the success of the program, there needs to be a mentor who has knowledge of fish farming, either from the Islamic boarding school itself or from outside. In addition, regular recording of the number of fish, feed, operational costs, and harvest results needs to be done to manage the business professionally. After harvest, the cultivation results can be marketed in the environment around the Islamic boarding school or used as consumption materials for students. With an organized approach, fish farming in Islamic boarding schools can be an educational, economically beneficial, and sustainable activity. Fish farming in Islamic boarding schools is one form of economic empowerment that has the potential to support the independence of Islamic boarding schools. Islamic boarding schools, which generally have quite large land areas, can utilize ponds or modern farming systems such as biofloc to start this business. In addition to providing additional income for the institution, fish farming also provides students with direct learning opportunities for practical skills that will be useful in the future. By involving students in the cultivation process, such as care, feeding, and marketing of the harvest, they are taught the values of hard work, responsibility, and independence.

From an economic perspective, fish farming also has promising prospects. Market demand for fish for consumption, such as catfish, tilapia, and carp, continues to increase along with population growth and public awareness of the importance of consuming animal protein. Islamic boarding schools can take advantage of this opportunity to supply fish to local markets, food stalls, or even communities around the Islamic boarding school. By utilizing modern technology such as biofloc or aquaponics, fish farming productivity can be increased, while reducing environmental impacts. This allows Islamic boarding schools to manage their businesses efficiently and sustainably.

In addition to economic benefits, fish farming can also be used as an integrative learning medium in Islamic boarding schools. In the process, students can learn aspects of natural science, such as fish biology, water quality, and aquatic ecosystems, and combine them with Islamic values, such as the importance of protecting the environment and halalness in business management. Islamic boarding schools can also teach business



management and marketing to students through this activity, thus providing relevant entrepreneurial skills to face the world of work or start their own business after graduation.

Developing fish farming, Islamic boarding schools not only play a role as a center for religious education, but also as an agent of social and economic change in society. Islamic boarding schools that are economically independent can be more optimal in carrying out their educational mission without relying too much on external funding sources. In addition, the results of such efforts can also be used to support Islamic boarding school social programs, such as scholarships for underprivileged students or community empowerment activities in the surrounding area. Thus, fish farming in Islamic boarding schools is an innovative solution to create independence and sustainability of Islamic educational institutions.

### ***Development of Sewing Entrepreneurship at Jabal Lubuk Raya Islamic Boarding School, South Tapanuli***



Sewing Activities of Students at Jabal Lubuk Raya Islamic Boarding School

The development of sewing entrepreneurship at the Jabal Lubuk Raya Tapanuli Selatan Islamic Boarding School is a strategic step to create independent students who have practical skills. This activity not only helps students to learn about sewing skills,

but also opens up business opportunities that have the potential to support the economic independence of Islamic boarding schools. Islamic boarding schools can start this program by providing facilities such as sewing machines, supporting equipment, and basic sewing training for students. Training can be focused on making simple clothes, repairing clothes, or creative products such as bags and accessories made of fabric, which have a selling value in the market.

Matter This has also been studied by Sucipto that in addition to being a means of skills, this program can also provide added economic value for Islamic boarding schools. The products sewn by the students can be marketed to the surrounding community, such as school uniforms, Muslim clothing, or everyday clothing. (Sucipto, 2024) Islamic boarding schools can collaborate with clothing stores, cooperatives, or local communities to expand their marketing reach. In addition, this program can also help meet the internal needs of Islamic boarding schools, such as making student uniforms or other equipment, thereby reducing dependence on external parties. With good management, this sewing business can be a source of additional sustainable income for Islamic boarding schools.

From an educational perspective, this program teaches students applicable life skills, such as business management, time management, and teamwork. Students involved will gain valuable experience that they can use in the future, either to open their own businesses or work in relevant fields. In addition, Islamic values such as honesty, perseverance, and responsibility can be instilled through this activity. Thus, the development of sewing entrepreneurship in Islamic boarding schools is not only a means of economic empowerment, but also part of an effort to produce a generation of students who are creative, productive, and have noble morals. (Arwin et al., 2023).

## *Development of Sambal Chips Entrepreneurship at Jabal Lubuk Raya Islamic Boarding School, South Tapanuli*



The development of chili chip entrepreneurship at the Jabal Lubuk Raya Tapanuli Selatan Islamic Boarding School is an innovative idea that can provide economic benefits as well as being a means of learning entrepreneurship for students. The unique chili chip product has its own appeal in the market, especially because of the combination of its distinctive spicy taste and practicality in its consumption. The same thing has also been done by other Islamic boarding schools, for example Mahfudzoh and Hayati have conducted research at the Darul Muslimin Lampung Islamic Boarding School, which makes cassava fruit chip products as an object of Islamic boarding school entrepreneurship development. (Mahfudzoh & Hayati, 2023). Islamic boarding schools have utilized local resources, such as cassava or sweet potato raw materials, as well as chilies and spices, to produce authentic-tasting chili chips. With the right marketing, this product can become a typical icon of the Islamic boarding school, while opening up wider economic opportunities. In addition to providing additional income for the Islamic boarding school, this program also aims to equip students with applicable entrepreneurial skills. Students involved can learn various aspects of production and marketing, from raw material processing techniques, packaging, to product marketing strategies. This not only increases their creativity and managerial skills, but also encourages a mindset to become independent and innovative entrepreneurs. In addition, Islamic boarding schools can strengthen the institution's image as a center for community-based economic empowerment.

In terms of marketing, chili chips have good prospects, especially among people who like spicy snacks. Islamic boarding schools can sell this product in the canteen of

the Islamic boarding school, local shops, or stalls around Huraba Village, Angkola Timur District, South Tapanuli Regency. Islamic boarding schools can take advantage of certain moments, such as religious events, to introduce this product to the community.

The implementation of chili chip entrepreneurship in Islamic boarding schools begins with the preparation of the facilities and equipment needed, such as a chip slicing machine, a fryer, a chili sauce mixing container, and packaging equipment. Islamic boarding schools also need to determine the main raw materials that are easily obtained in their area, such as cassava or sweet potatoes. Once the raw materials are available, the students involved in this program will receive training on how to process chips, make chili sauce with consistent quality, and package the product hygienically. The production process can be carried out in stages with a division of tasks, such as peeling raw materials, frying, making chili sauce, and packaging. Each step of production must be supervised to ensure product quality is maintained. To reduce costs, Islamic boarding schools can buy raw materials directly from local farmers or through collaboration with supplier partners. Once the product is ready, another team of students can be tasked with marketing, directly to consumers. With organized management, this chili chip entrepreneurship can be a source of sustainable income as well as an inspiring place for students to learn entrepreneurship. (Murniati, 2024).

### ***Challenge And Obstacle Strengthening Education Islam Based on Entrepreneurship at the Jabal Lubuk Raya Islamic Boarding School, South Tapanuli***

Strengthening Islamic education based on entrepreneurship in Islamic boarding schools faces various challenges, especially because of the characteristics of Islamic boarding schools that have a primary focus on religious learning. One of the main obstacles is the limited human resources. The lack of competent teachers or mentors in the field of entrepreneurship. Ustaz and educators in Islamic boarding schools are generally more focused on teaching religious knowledge, so their knowledge of business management or entrepreneurial practices is often limited. (Karimah et al., nd)

Besides that, Islamic boarding schools experience constraints in terms of facilities and infrastructure. The infrastructure owned by Islamic boarding schools, such as land, equipment, or production facilities, is often inadequate to support the implementation of entrepreneurship programs. This limitation can also be seen from the minimal operational budget of Islamic boarding schools, which usually depend on donations or

infaq from the community. As a result, Islamic boarding schools find it difficult to develop businesses or provide quality training to students.(Asri, 2022).

From a cultural and mindset perspective, challenges also arise from perceptions within the pesantren environment. Many parties still view pesantren only as religious institutions that focus on spiritual education, without the need to involve entrepreneurial aspects. This mindset applies not only to teachers and administrators of pesantren, but also to some students and the general public. As a result, efforts to integrate entrepreneurship education often encounter resistance or are considered to deviate from pesantren traditions.

Integration between Islamic values and entrepreneurship is also a challenge. Islamic education teaches the principles of justice, blessings, and sustainability in every economic activity, which often conflict with modern business practices that tend to be solely profit-oriented. Islamic boarding schools need to formulate a balanced approach so that the entrepreneurship taught remains in accordance with Islamic values. This requires time, research, and cooperation from various parties, including religious scholars, academics, and business practitioners.(Muzakki, 2023)

Limited access to modern technology and information is also a significant obstacle. Islamic boarding schools that are not yet connected to digital technology or online marketing platforms, making it difficult to market their products or services to a wider market. In this digital era, Islamic boarding schools that are less technologically savvy will have difficulty competing with other educational institutions that are more advanced and integrated with the modern business world.

Another external factor is the lack of support and synergy with external parties. Islamic boarding schools that lack cooperation networks with business partners, training institutions, or the government. Without this support, Islamic boarding schools find it difficult to gain access to capital, technical training, or marketing opportunities. In fact, good partnerships can help Islamic boarding schools overcome many obstacles, both in terms of resources and in business development.

In addition, students as subjects of entrepreneurship education also face challenges in developing an entrepreneurial mentality. Many students feel less confident or hesitant to start a business because of their lack of experience in the business world. This challenge is exacerbated by the lack of real-world simulations in the learning process, which makes it difficult for students to apply the theories they have learned.

## ***Solutions to Overcome Challenges and Obstacles to Strengthening Islamic Education Based on Entrepreneurship at the Jabal Lubuk Raya Islamic Boarding School, South Tapanuli***

Overcoming the challenges of strengthening Islamic education based on entrepreneurship in Islamic boarding schools, (Qurtubi et al., 2024) Therefore, the first step that needs to be taken is to increase human resource capacity. Islamic boarding schools can provide special training for teachers and managers to strengthen their understanding of entrepreneurship. This training can include business management, marketing, digital technology, and principles of entrepreneurship based on Islamic values. The government and private institutions can play a role by providing periodic mentoring and training programs, so that Islamic boarding school managers are able to manage and teach entrepreneurship more effectively. Second, Islamic boarding schools need to invest in developing facilities and infrastructure that support entrepreneurship education. By utilizing grant funds, donations, or cooperation with business partners, Islamic boarding schools can build facilities such as workshops, training rooms, or simple production units. Islamic boarding schools can also utilize modern technology such as hydroponic farming systems, food processing machines, or digital platforms to increase the efficiency and competitiveness of their businesses. Adequate infrastructure will encourage a better learning process and motivate students to actively participate.

**Third**, the integration of Islamic and entrepreneurship curriculum needs to be designed comprehensively. Islamic boarding schools can develop learning modules that teach entrepreneurial principles based on Islamic teachings, such as business ethics, honesty, justice, and sustainability. This curriculum must also combine theory with direct practice, so that students not only learn concepts but also gain real experience in running a business. This approach can build a confident and innovative mentality in students, while still maintaining Islamic values.

**Fourth**, Islamic boarding schools need to utilize digital technology to support entrepreneurship development. Technology can be used for product marketing through social media or e-commerce platforms, so that marketing reach becomes wider. In addition, Islamic boarding schools can utilize applications or software for financial management, reporting, and business analysis. By integrating technology, Islamic



boarding schools can improve operational efficiency and the competitiveness of their products in the modern market. Fifth, synergy with various parties must be strengthened. The government can provide support in the form of access to capital, policies that facilitate Islamic boarding school businesses, and Islamic boarding school-based economic empowerment programs. The private sector and community organizations can establish partnerships with Islamic boarding schools through Corporate Social Responsibility (CSR) programs or business collaborations. Islamic boarding schools can also collaborate with alumni who have been successful in the business world to become mentors or guides. With solid cooperation, Islamic boarding schools can overcome existing obstacles and successfully implement entrepreneurship education optimally. (Rustyawati & Siswoyo, 2023).

## CONCLUSION

Strengthening Islamic education based on entrepreneurship in the Jabal Lubuk Raya Tapanuli Selatan Islamic boarding school is a strategic step to produce a generation of students who are not only religious, but also independent and productive. Through this education, students are equipped with applicable entrepreneurial skills and Islamic values, such as honesty, responsibility, and blessings. Entrepreneurship education can open up opportunities for students to contribute to the economic development of the community while responding to the challenges of the times. In addition to providing benefits for individual students, this program also has the potential to increase the economic independence of Islamic boarding schools and strengthen their role as centers for community empowerment.

Despite facing various challenges such as limited resources, access to technology, and traditional mindsets, comprehensive solutions can be implemented to support its success. Human resource training, infrastructure development, curriculum integration, utilization of digital technology, and synergy with various parties are steps that need to be taken. With collaboration between Islamic boarding schools, government, private sector, and community, Islamic education based on entrepreneurship can be implemented effectively and sustainably, making Islamic boarding schools a center of education that is relevant and adaptive to changing times.

As for suggestions that can be given to Islamic boarding schools, it is suggested to explore the model of integrating entrepreneurship curriculum with applicable Islamic

values, including case studies from Islamic boarding schools that have successfully implemented similar programs. In addition, research can be focused on analyzing the effectiveness of various approaches to teaching entrepreneurship in Islamic boarding schools, evaluating the economic and social impacts of the program on Islamic boarding schools and the surrounding community, and strategies for empowering students through digital technology in supporting entrepreneurship. In-depth and comprehensive studies are expected to be the basis for designing more effective policies and programs in integrating entrepreneurship education in Islamic boarding schools.

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