

THE ROLE OF PESANTREN EDUCATION IN DEVELOPING STUDENTS' ENTREPRENEURIAL CHARACTER

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Received: Accepted: Online First: Published:

ABSTRACT

Entrepreneurial character development is a vital aspect of preparing students for self-reliance and economic contribution, particularly within Islamic boarding schools (pesantren) that integrate religious and life skills education. This study aims to examine the influence of the educational role and curriculum of Islamic boarding schools on students' entrepreneurial character. Employing a quantitative descriptive approach, data were collected through a survey using structured questionnaires distributed to 35 pesantren managers as respondents. The findings reveal that the educational role of pesantren has a significant influence on students' entrepreneurial development, as indicated by a test value of $95.413 > 1.96$ and a p-value of $0.00 < 0.05$. In contrast, the curriculum does not show a significant influence, with a test value of $1.252 < 1.96$ and a p-value of $0.219 > 0.05$. These results suggest that while structured learning content may not directly impact entrepreneurial outcomes, the broader educational environment and role modelling within pesantren play a critical role in shaping entrepreneurial character. This study underscores the importance of enhancing the educational dynamics and practical engagement in Islamic boarding schools to foster entrepreneurship as a core value in Islamic education.

Keywords: Curriculum Influence, Educational Role, Entrepreneurial Character, Islamic Education, Islamic boarding school, Santri

INTRODUCTION

In today's global educational landscape, fostering entrepreneurial character has become a strategic imperative, particularly as nations seek to develop self-reliant, innovative, and socially responsible individuals (Hasani, 2025; Youssef et al., 2023). Educational institutions, both secular and religious, are increasingly tasked with not only imparting knowledge but also cultivating entrepreneurial mindsets grounded in ethical values (Afandi & Wahyuni, 2019). In Islamic educational contexts, this integration becomes especially relevant, as entrepreneurship is closely aligned with Islamic principles such as independence, self-sufficiency, community empowerment, and moral responsibility. Accordingly, Islamic education is being re-envisioned not only as a platform for transmitting religious knowledge but also as a means of preparing students to respond to contemporary socio-economic challenges through entrepreneurial competence and character (Hakim et al., 2019).

In Indonesia, Islamic boarding schools (pesantren) stand as the oldest and most influential Islamic educational institutions, deeply rooted in religious traditions while remaining responsive to societal change. Historically, pesantren have played a central role in shaping the religious, cultural, and moral fabric of Indonesian society (Damanhuri et al., 2013), and their

resilience lies in their adaptability and holistic educational model (Jaenullah et al., 2022). Their non-formal structure allows for continuous, life-integrated learning and moral formation, unbound by conventional time-based systems. As public demand increases for religious and character education that is socially relevant, pesantren continue to evolve, becoming dynamic agents of both spiritual guidance and practical empowerment (Firmansyah et al., 2020).

While the primary aim of pesantren remains the mastery of Islamic sciences, dissemination of da'wah, and preservation of *akhlak* (moral character) (Suharto, 2014), their role has expanded to include entrepreneurship education. This expansion is in line with Islamic teachings, which uphold trading and business as noble professions, as emphasized in the hadith: "*Indeed, the best business is trading*" (HR Baihaqi). Scholars have recognized that pesantren environments provide an ideal setting for nurturing entrepreneurial values, primarily through character-based education that integrates religious values with real-world skills (Zunitasari & Pramono, 2024; Fauzi & Widodo, 2018; Sulistyowati et al., 2025). Educating students (santri) to be economically independent is not only a matter of survival but also a form of Islamic responsibility and service to society (Rahmati et al., 2023).

Several empirical studies underscore the potential of pesantren in promoting entrepreneurship. Warsah (2020) identified strategies used in pesantren to build entrepreneurial interest among students, while Santosa (2024) argue that fostering entrepreneurial spirit is key to making pesantren economically prosperous and educationally sustainable. However, Iqbal et al. (2020) point out that the entrepreneurial curriculum alone is not always sufficient in shaping entrepreneurial competencies; instead, learning environments and institutional culture play a significant role. Likewise, Hakim et.al (2021) show that religious leadership and daily pesantren routines have a formative impact on students' entrepreneurship values, beyond what is taught in the formal curriculum.

Despite the growing body of research, a gap remains in understanding the differential impact of the curriculum versus the broader educational role, including daily practices, values transmission, and teacher modelling, on the entrepreneurial character of santri. Previous studies have tended to generalize the influence of pesantren education without distinguishing the impact of curriculum content from that of educational interaction and culture. This study addresses that gap by employing a quantitative approach to examine how the educational role and formal curriculum within pesantren, respectively, contribute to students' entrepreneurial character formation. By applying both the Entrepreneurial Character Education Framework (Lickona, 1991; Gibb, 2002) and the Islamic Pedagogical Framework (Al-Attas, 1999; Hashim, 1998), the study offers a novel, empirically grounded understanding of how pesantren can strengthen entrepreneurship-based character education rooted in Islamic values.

METHOD

This study employed a quantitative descriptive research design using both primary and secondary data sources. Primary data were collected through structured questionnaires distributed via Google Forms and supplemented with interviews, while secondary data were obtained from relevant publications and articles related to the role of Islamic boarding school education in developing students' entrepreneurial character. Data collection was carried out using a survey method with a simple random sampling technique to ensure equal representation across the population. The research population included key stakeholders in Islamic boarding schools, such as caretakers or owners, teachers, staff, and students. A total of 35 respondents from 15 pesantren in the Bogor area participated in the study, representing institutions such as Ar-Ridho, Bina Madani, Al-Inayah, and Fathan Mubina. Based on the questionnaire results, 26 respondents (74%) were male and 9 (26%) were female. In terms of roles, teachers made up the largest group with 16 participants (46%), followed by students (37%), staff (14%), and pesantren

owners (3%). The data were analyzed using Partial Least Squares (PLS) with SmartPLS software, an appropriate method for examining causal relationships in complex models involving latent variables. This analysis enabled the researchers to assess how educational roles and curricula influence students' entrepreneurial character within the pesantren context.

This study adopts a combined framework of the Entrepreneurial Character Education Framework and the Islamic Pedagogical Framework to examine the influence of pesantren education on students' entrepreneurial character. The Entrepreneurial Character Education Framework, drawn from the works of Lickona (1991) and Gibb (2002), provides key indicators for assessing traits such as responsibility, initiative, independence, creativity, and ethical decision-making, traits essential for entrepreneurial development. However, considering the unique cultural and religious context of Islamic boarding schools, these secular constructs alone may not fully capture the moral and spiritual dimensions of character formation within pesantren. Therefore, the study integrates the Islamic Pedagogical Framework, particularly concepts such as *tarbiyah* (nurturing character), *ta'dib* (ethics and discipline), and *ta'lim* (transmission of knowledge), to ensure the measurement and interpretation of entrepreneurial character are grounded in Islamic values and educational traditions (Al-Attas, 1999; Hashim, 1998). This combination allows for a culturally and spiritually relevant analysis of how pesantren education cultivates entrepreneurial character, reflecting both universal competencies and Islamic moral imperatives. It also aligns with the study's aim to contribute to the broader discourse on character and entrepreneurship education in Islamic institutions.

RESULTS AND DISCUSSION

The data in this study were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS software. This method is suitable for examining complex causal relationships involving latent variables, particularly when the research model includes multiple constructs with formative and reflective indicators. PLS-SEM was chosen for its robustness in handling small to medium sample sizes and its effectiveness in estimating the strength and significance of hypothesized relationships between variables. The analytical process included the evaluation of outer loadings, composite reliability, average variance extracted (AVE), and hypothesis testing using path coefficients and t-statistics (Jonathan, 2010).

The primary aim of this study was to examine the influence of two key factors, the educational role of pesantren and the curriculum, on the development of students' entrepreneurial character. Entrepreneurial character in this context was operationalized using key traits drawn from the Entrepreneurial Character Education Framework (Gibb, 2002; Lickona, 1991), including responsibility, initiative, independence, creativity, and ethical decision-making. These traits represent essential components of both entrepreneurial competence and moral character, bridging the domains of skill-building and ethical behavior. By measuring these components quantitatively, this study seeks to determine how pesantren contribute to the formation of entrepreneurial character not only through formal curriculum but also through their broader educational practices rooted in Islamic pedagogy.

Islamic Boarding School Education Profile

The findings indicate that the majority of respondents in this study were affiliated with integrated Islamic boarding schools, totalling 20 institutions, followed by modern Islamic boarding schools with 15 institutions represented. Although Islamic boarding schools are categorized as non-formal education under Indonesian Law No. 20 of 2003 concerning the national education system, they possess equal standing with formal institutions within the national framework. Islamic boarding schools in Indonesia vary in type and educational orientation, including Salafi, Khalafi, Lightning, Modern, and Integrated pesantren, each

reflecting different curricular emphases and degrees of integration with general education. This distribution provides important context for understanding the types of educational environments that contribute to the entrepreneurial character development of students.

Measurement Model: Validity and Reliability Assessment

The results of the validity and reliability tests conducted using PLS-SEM confirm that all constructs in this study meet the required measurement criteria shown in Table 1. As shown in the analysis output, the Average Variance Extracted (AVE) for each latent variable, Educational Role (0.641), Curriculum (0.699), and Entrepreneurial Character (0.659), exceeded the threshold value of 0.5, indicating strong convergent validity. In terms of reliability, both Cronbach’s Alpha and Composite Reliability (CR) values for all constructs were above the acceptable threshold of 0.7, with CR values ranging from 0.842 to 0.920. These results indicate that all measurement items used in the study reliably and validly represent their respective constructs, allowing the structural model to be tested with confidence.

Table 1 Validity and Reliability Test

	Cronbach Alpha	Composite Reliability	Average Variance Extracted
Educational Role	0.747	0.842	0.641
Curriculum	0.891	0.920	0.699
Entrepreneurial character	0.895	0.920	0.659

Source: Processed data, 2024

Convergent Validity

Table 2 presents the results of the convergent validity test using outer loading values derived from SmartPLS 3.0. All observed indicators across the three latent variables, Educational Role, Curriculum, and Entrepreneurial Character, demonstrate loading factor values above the commonly accepted threshold of 0.70. For the Educational Role variable, indicator values range from 0.788 to 0.914, while the Curriculum indicators range from 0.730 to 0.881. The Entrepreneurial Character construct also exhibits strong loadings, with values between 0.720 and 0.919 across its six indicators. These results confirm that all measurement items have a high degree of convergent validity and effectively represent their respective constructs, justifying their inclusion in the structural model analysis.

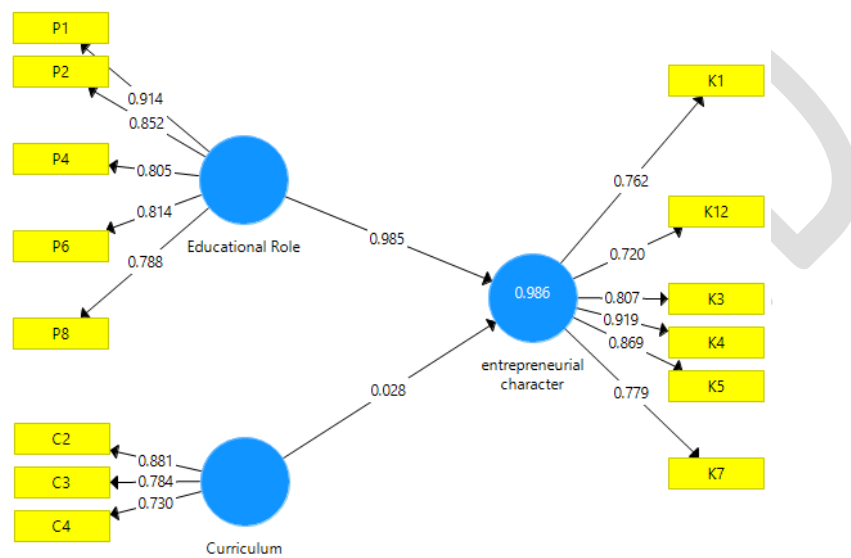
Table 2 Loading Factor Value

Variable	Indicator	Outer Loading
Educational Role	P1	0.914
	P2	0.852
	P4	0.805
	P6	0.814
	P8	0.788
Curriculum	C2	0.881
	C3	0.784
	C4	0.730
Entrepreneurial character	K1	0.762
	K12	0.720
	K3	0.807
	K4	0.919
	K5	0.869
	K7	0.779

Source: Processed data, 2024

Figure 1 illustrates the measurement model generated through SmartPLS, visually confirming the strength of the relationships between each latent variable and its observed indicators. The figure shows that all paths from indicators to their respective constructs are statistically robust, as represented by the high outer loading values. The clear and well-defined structure of the measurement model supports the overall construct validity of the study, indicating that the selected indicators reliably measure the dimensions of educational role, curriculum, and entrepreneurial character. This visual representation reinforces the findings from Table 2 and serves as the foundation for proceeding to the structural model analysis.

Figure 1 Research Model Results



Based on the structural model output, the educational role demonstrates a substantial contribution of 0.985 to the development of students' entrepreneurial character, indicating that this variable plays a dominant role in shaping key traits such as independence, responsibility, initiative, and ethical decision-making. In contrast, the curriculum contributes only 0.028, reflecting a minimal and likely insignificant effect on entrepreneurial development within the pesantren context. These values suggest that the formation of entrepreneurial character among students is influenced more by the holistic educational environment and interpersonal dynamics, such as mentorship, discipline, and daily practices, than by the formal curriculum content alone.

Determination Test

Table 3 presents the coefficient of determination (R-Square) value, which is used to assess the extent to which the independent variables, educational role and curriculum, collectively explain the variance in the dependent variable, namely, entrepreneurial character. This statistical measure provides insight into the overall strength and predictive capability of the model used in the study. A higher R-Square value indicates that the model can effectively account for changes in the outcome variable based on the predictor variables.

Table 3 R-Square Value

Variable	R Square
Entrepreneurial character	0.986

Source: Processed data, 2024

Table 3 shows that the R-Square (R^2) value for the variable *entrepreneurial character* is 0.986, indicating that the combined influence of the educational role and curriculum can explain 98.6% of the variation in students' entrepreneurial character. This very high R^2 value suggests that the model has strong explanatory power and that these two independent variables are highly effective in accounting for differences in entrepreneurial character among the santri. The remaining 1.4% of variation is likely due to other factors not examined in this study.

F Square Test

Table 4 presents the F-Square (f^2) values, which are used to assess the effect size of each independent variable, educational role, and curriculum, on the dependent variable, *entrepreneurial character*, within the structural model. This test provides a deeper understanding of how much each predictor variable contributes to the overall variance explained in the outcome. According to the guidelines proposed by Cohen, f^2 values of 0.02, 0.15, and 0.35 indicate small, medium, and large effects, respectively. Therefore, the F-Square test complements the R-Square analysis by identifying the relative importance of each independent variable in influencing the entrepreneurial character of students.

Table 4 F-Square Value

Curriculum	Educational Role	Entrepreneurial character
Curriculum		0.051
Educational Role		63,252

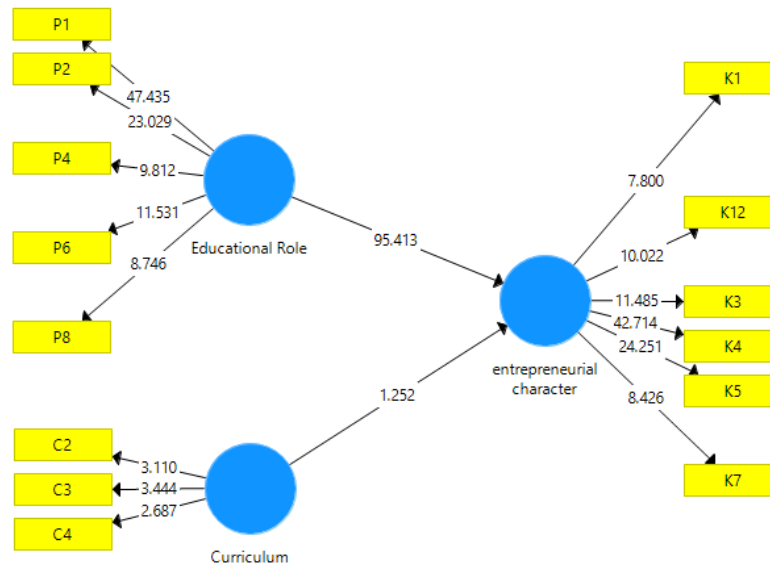
Source: Processed data, 2024

Table 4 displays the F-Square (f^2) values, which indicate the effect size of each independent variable on the dependent variable, *entrepreneurial character*, within the structural model. The educational role has an F-Square value of 63.252, which represents a substantial effect, highlighting its dominant influence on the development of students' entrepreneurial character in the pesantren context. In contrast, the curriculum shows an F-Square value of 0.051, indicating a small effect size. These results suggest that while the formal curriculum contributes slightly to entrepreneurial character formation, it is the broader educational environment, embodied in the role of teachers, *kyais*, and pesantren culture, that plays the most substantial role in shaping students' entrepreneurial traits.

Hypothesis testing

Hypothesis testing in this study was conducted using the bootstrapping technique within the PLS-SEM framework. This method assesses the significance of relationships between latent variables in the structural model after the measurement model has been validated. The evaluation was based on three main criteria: a t-statistic greater than 1.96, a p-value less than 0.05, and a positive beta coefficient, all of which indicate a statistically significant relationship at the 5% level. These parameters were used to determine whether the educational role and curriculum have a meaningful impact on students' entrepreneurial character. The results from the bootstrapping analysis provide empirical evidence to accept or reject the proposed hypotheses in the model.

Figure 2 Research Model Results



The results of the hypothesis testing, as shown in the structural model output, indicate that the educational role has a significant influence on students' entrepreneurial character, with a t-statistic of 95.413, which far exceeds the critical value of 1.96. This confirms that the relationship is statistically significant at the 5% level. In contrast, the curriculum variable does not show a significant effect, as indicated by a t-statistic of 1.252, which falls below the threshold. These findings are further supported by the path coefficient values presented in Table 5, which illustrate the strength and direction of the relationships between the variables tested in the model.

Table 5 Path Coefficients Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Curriculum -> Entrepreneurial character	0.028	0.029	0.022	1,252	0.219
Educational Role -> Entrepreneurial character	0.985	0.983	0.010	95,413	0,000

Source: Processed data, 2024

Based on the results presented in Table 5, the bootstrapping analysis reveals that both the educational role and curriculum exhibit positive path coefficients, indicating a positive directional relationship with students' entrepreneurial character. However, statistical significance differs between the two. The educational role shows a highly significant effect, with a p-value of 0.000, which is well below the 0.05 threshold. This confirms that the stronger the educational role within the pesantren, such as through character mentoring, discipline, and role modeling, the more likely students are to demonstrate entrepreneurial traits like initiative, independence, and responsibility. In contrast, the curriculum variable yields a p-value of 0.219,

which exceeds the 0.05 threshold, indicating that its effect on entrepreneurial character is not statistically significant. Although the curriculum may contain entrepreneurial content, its implementation or relevance may be limited compared to the broader and more immersive educational practices that shape student behavior and attitudes. Thus, the findings emphasize the greater influence of the educational environment and values-based leadership in pesantren, rather than formal curricular content, in fostering entrepreneurial character among students.

The results of the hypothesis testing reveal a distinct difference in the influence of the two independent variables, educational role and curriculum, on students' entrepreneurial character. The educational role has a significant positive effect, as shown by a p-value of 0.000, which is well below the 0.05 significance threshold. This indicates that the stronger the educational role within the pesantren, the higher the level of entrepreneurial character displayed by students.

In contrast, the curriculum variable yields a p-value of 0.219, which exceeds the 0.05 threshold, indicating that the formal curriculum has no statistically significant effect on students' entrepreneurial character in this study. Despite having a positive path coefficient, the impact is not strong enough to be considered meaningful in the model. These findings suggest that while both variables are positively correlated with entrepreneurial character, only the educational role significantly contributes to its development among santri in Islamic boarding schools.

Discussion

The findings of this study provide valuable insights into how Islamic boarding schools (*pesantren*) shape students' entrepreneurial character through their educational role, while the formal curriculum shows no statistically significant effect. This limited influence of curriculum can be attributed to its structure, which often emphasizes theoretical and cognitive knowledge over practical, character-based learning. Most pesantren in Indonesia adopt a dual-curriculum model, combining traditional Islamic education with elements from the national education system (Soleman et al., 2020; Laila et al., 2025). However, this integration tends to remain superficial when it comes to entrepreneurial education, as general subjects do not necessarily incorporate competencies such as initiative, independence, or ethical decision-making, core traits of entrepreneurial character (Iqbal et al, 2020). Even when entrepreneurship content is included, it may not be contextually grounded in the daily realities and values of pesantren life, which limits its relevance and effectiveness.

This concern is echoed by Sabil and Diantoro (2021), who argue that despite the regulatory support provided by the National Education System Law, pesantren often experience challenges in fully integrating national curriculum objectives with their religious and moral visions. This structural misalignment limits the potential of curricular content to influence character development (Huda et al., 2024). Moreover, the findings support Fatmasari (2014), who observed that while curriculum additions aim to modernize pesantren, they often fall short in promoting the economic empowerment or entrepreneurial behavior of santri unless actively embedded in the institution's practical routines and moral instruction.

In contrast, the significant role of education in pesantren, beyond the formal curriculum, emerges as the actual driver of entrepreneurial character development. In these institutions, students (santri) are immersed in daily routines of spiritual discipline, communal learning, and practical responsibility. These experiences foster character traits aligned with the Entrepreneurial Character Education Framework (Lickona, 1991; Gibb, 2002), such as creativity, accountability, initiative, and ethical awareness. The presence of *kyais* as moral and entrepreneurial role models further reinforces these values through informal mentoring, daily observation, and task delegation. Studies such as those by Fauzi and Widodo (2018) and Hakim

et.al (2021) confirm that entrepreneurship in pesantren is shaped not only by what is taught, but by how students live, interact, and internalize values within their educational setting.

This finding also resonates with Islamic pedagogical principles, *tarbiyah* (character development), *ta'dib* (moral discipline), and *ta'lim* (transmission of knowledge), which provide a spiritual and cultural foundation for education in pesantren (Al-Attas, 1999; Hashim, 1998). The use of classical texts such as *Akhlak lil Banin/Banat* forms the ethical framework upon which santri are trained to embody virtues like humility, trustworthiness, perseverance, and social responsibility, all essential for entrepreneurship (Arif, 2018; Hasanah, & Maliki, 2023). These texts are not only studied cognitively but also practiced through guided behavior and community norms, ensuring that the values become lived experiences. In other words, it requires practice on the part of students to internalize the values and develop character (AR et al., 2025)

Further, the use of *Ta'lim al-Muta'allim* in many pesantren emphasizes the importance of adab (etiquette), discipline, and the ethical application of knowledge (Ikhsanuddin & Sukari, 2025). This approach builds the foundations for santri to become not only pious individuals but also ethically conscious entrepreneurs. As noted by Kassean et al. (2015) and Muslih (2018), reflective engagement with such classical text bridges moral understanding and real-world practice, a vital link in entrepreneurship education. Hikmawati and Asyhari (2020), as well as Zakiyah et al. (2024), also emphasize how *qiroah* and experiential learning support the moral development necessary for initiative and responsibility.

One culturally embedded model of this integration is Zunitasari and Pramono's (2024) concept of *Gusjigang (Bagus-Ngaji-Dagang)*, which combines moral integrity, religious devotion, and commerce. This model captures the spirit of pesantren-based entrepreneurship, where trade and business are not seen as secular pursuits, but as acts of service embedded in Islamic ethics. Similarly, Adiningrat et al. (2025) demonstrate how practical business initiatives, such as student-run sharia shops, can serve as real-world laboratories for applying Islamic entrepreneurial values. In the future, the students might be expected to run and develop Sharia banking since they have previous experience in the pesantren (Hidayah & Azis, 2023)

The role of pesantren in economic empowerment is also underscored in the work of Falach et.al (2023), who show that entrepreneurship programs in pesantren can lead to tangible socio-economic benefits when grounded in local values and religious practices. Likewise, Hamdan and Kurnia (2023) highlight the importance of character formation models, such as Tahfidz Entrepreneur Sharia programs, that combine religious memorization with entrepreneurial activities, reinforcing that spiritual commitment and business acumen are not mutually exclusive but mutually reinforcing.

Therefore, the success of pesantren in fostering entrepreneurial character lies not in curriculum reform alone, but in the synergy between Islamic educational values and character-driven, experiential learning. Sulistyowati (2025) argues that integrating Islamic values-based entrepreneurship education with institutional support enhances student outcomes and long-term business success. This implies that teacher involvement, institutional vision, and community participation are as crucial as curricular content in shaping the entrepreneurial future of santri.

This study affirms that pesantren serve not merely as institutions of religious learning but as transformative spaces for character-based entrepreneurship education. In other words, pesantren are challenged to play a bigger role in society to deal with real issues (Maghfiroh et al., 2024). By integrating the Entrepreneurial Character Education Framework with the Islamic Pedagogical Framework, this research provides a comprehensive lens for understanding how values, habits, and daily experiences in pesantren contribute to students' entrepreneurial growth. For future practice, strengthening the educational role, primarily through value-based

mentorship, practical engagement, and integration of classical Islamic texts, is key to ensuring that pesantren remain relevant, resilient, and economically empowering in the modern era.

This study contributes to the growing body of knowledge on Islamic education and entrepreneurship by providing empirical evidence on the differential impact of the educational role and the formal curriculum within Islamic boarding schools (*pesantren*) on students' entrepreneurial character. By integrating the Entrepreneurial Character Education Framework and the Islamic Pedagogical Framework, this research offers a culturally and spiritually grounded perspective on how character traits such as responsibility, initiative, independence, and ethical decision-making are nurtured in pesantren settings. This promotes entrepreneurial culture in pesantren (Hasani, 2025). Unlike previous studies that broadly addressed entrepreneurship education, this research distinguishes explicitly between the effects of curriculum content and immersive educational experiences, highlighting the unique strength of pesantren as moral-educational environments for entrepreneurial development. The findings are particularly relevant for policymakers, educators, and pesantren leaders seeking to enhance entrepreneurship-based character education in Islamic institutions.

Despite its valuable insights, this study is not without limitations. First, the sample was limited to a small number of pesantren within a specific geographic area, which may restrict the generalizability of the findings to other regions or pesantren with different educational models. Second, the research relied primarily on quantitative methods, which, while effective in measuring relationships, do not fully capture the nuanced, lived experiences of students and educators in pesantren environments. Future research is encouraged to adopt mixed-methods or qualitative approaches, incorporating interviews or ethnographic observation to explore how Islamic pedagogical values are applied in daily practice and how they shape entrepreneurial identity over time. Expanding the study across different types of pesantren, modern, salafi, or integrated, would also offer richer comparisons and a deeper understanding of the institutional diversity within Islamic education.

CONCLUSION

The findings of this study demonstrate that while the formal curriculum does not have a statistically significant impact on students' entrepreneurial character, the educational role within Islamic boarding schools (*pesantren*) exerts a strong and meaningful influence. The coefficient of determination (R^2) indicates that the educational role and curriculum together account for 98.6% of the variance in students' entrepreneurial character, with the educational role being the dominant contributing factor. The f-square analysis further confirms that the curriculum has only a minor effect, whereas the educational role has a substantial impact. These results highlight the effectiveness of the pesantren environment in nurturing essential entrepreneurial traits, such as responsibility, initiative, and ethical conduct, through character-driven education embedded in daily practice, mentorship, and religious values. By employing a combined framework of the Entrepreneurial Character Education Framework and the Islamic Pedagogical Framework, this study concludes that entrepreneurial character formation in Islamic education is best achieved through value-based, immersive educational experiences, rather than through curriculum content alone.

ACKNOWLEDGMENTS

This research received publication funding support from the Chancellor of Djuanda University, Prof. Dr. Martin Roestamy, S.H., M.H.

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