ANALYSIS OF ENTREPRENEURSHIP LEARNING IN FOSTERING THE SPIRIT OF BUSINESS OF STUDENTS IN ISLAMIC BOARDING SCHOOLS: A SYSTEMATIC LITERATURE REVIEW (SLR)

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Abstract: This research explores the role of entrepreneurial learning in increasing entrepreneurial interest in Islamic boarding schools. In the context of economic and social challenges, entrepreneurship among students can be a sustainable solution. The Systematic Literature Review method is used to analyze previous research. The results show that entrepreneurial learning has a positive impact, with factors such as learning methods, motivation, and social environment playing an important role. The implications are for the development of more targeted and effective learning programs in Islamic boarding schools, which can increase the skills and entrepreneurial interests of students and have a positive impact on the economic and social development of the Islamic boarding school community.

Keywords: Entrepreneurship; Entrepreneurship Learning; Interest in Entrepreneurship.

INTRODUCTION

In this era of globalization, more and more countries are experiencing a shift in the economic paradigm, where entrepreneurship is considered one of the main pillars of sustainable economic growth. Technological developments also open up new opportunities for entrepreneurs to run businesses more efficiently and effectively (Maula et al., 2023; Wardana et al., 2023). In Indonesia, Islamic boarding schools not only function as places for religious education, but also as places for developing the character and skills of students. (Nurcholida et al., 2022; Sudiapermana & Muslikhah, 2020; Suliswiyadi et al., 2020). Recently, there has been a tendency for more and more students to be interested in running a business, this shows the great potential for entrepreneurial growth among Islamic boarding schools.

Ideally, Islamic boarding schools offer an environment that forms economically independent individuals, especially through integrated entrepreneurial learning. Along with living independently in Islamic boarding schools, where students are involved in various daily activities including managing personal finances, there is a great opportunity to develop entrepreneurial abilities. (Naimah et al., 2020; Yusuf & Mujahidin, 2022). Islamic boarding school graduates are expected to have sufficient economic independence to start their own business after leaving the boarding school environment. Support for entrepreneurship in Islamic boarding schools is in line with Islamic teachings which prioritize the values of business and
trade, as contained in the hadith which states that most of one's fortune comes from trading. (Anggadwita et al., 2021; Ihsan et al., 2021).

Entrepreneurship has a very important role for students in Islamic boarding schools. Entrepreneurship helps students become independent and develop personally (Nurcholida et al., 2022; Yuliana, 2021). In running a business, students must take their own initiative, overcome challenges, manage resources, and be responsible for their actions (Febrianto et al., 2021; Sang & Lin, 2019; Xing et al., 2019). This helps develop students' independence and reinforces the understanding of hard work, perseverance, and perseverance in achieving goals. In addition, entrepreneurship also helps students develop valuable business skills (Björklund et al., 2020; Wicaksono Ardiansyah et al., 2023). Students learn about business concepts, management, marketing, finance, and other skills related to the business world. In the process, students can hone these skills and understand how to run a business well. These business skills will benefit students in the future, whether they choose to become entrepreneurs or work for existing organizations. Overall, entrepreneurship has an important meaning for students in Islamic boarding schools. Through entrepreneurship, students can build independence, develop business skills, encourage creativity and innovation, and empower themselves economically (Dakung et al., 2019; Hernández-Sánchez et al., 2019). Thus, entrepreneurship can be an effective means of preparing students to become competitive individuals and make positive contributions to society.

However, the reality shows that students' interest in entrepreneurship is still minimal. The lack of enthusiasm for entrepreneurship among students in Islamic boarding schools can be explained by several complex factors. As the education system in Islamic boarding schools often prioritizes religious education without integrating or placing sufficient emphasis on developing entrepreneurial skills. (FARIDA et al., 2021; Obschonka & Audietsch, 2020). Limited access to entrepreneurship education and lack of resources and support are also major factors. Apart from that, there is still a negative stigma towards the business world among some students, who consider it not in accordance with religious values or choose careers that are considered more spiritually noble. (Aparicio et al., 2019; LY Wang & Huang, 2019). Apart from that, the lack of examples and inspiration from successful role models in the field of entrepreneurship in Islamic boarding schools can also reduce students' motivation and interest in studying this field. (Luo et al., 2022; Nguyen & Nguyen, 2023). The high level of uncertainty and risk associated with starting your own business can also be a deterring factor, with some students preferring to find work that is more stable and has a guaranteed income.

Therefore, there needs to be a more effective strategy to encourage the development of entrepreneurship among students. This can include developing relevant curricula, training for teachers, as well as creating an environment that supports the growth of the entrepreneurial spirit and inspires students to explore their potential in the business world. (Goyal et al., 2020; Sriyakul & Jermsittiparsert, 2019; Stavrevska, 2018). Developing a relevant entrepreneurship curriculum in Islamic boarding schools is an important step to equip students with the skills and knowledge needed to start and manage their own businesses. The curriculum must integrate relevant Islamic values, provide practical learning about business planning, financial management, and business marketing, and involve case studies and practicums in the field. (Al Mamun et al., 2019; Liguori & Winkler, 2020; Yang & Kim, 2020). Additionally, mentoring and coaching programs by experienced business practitioners should also be included to provide direct guidance and inspiration to students (Ratten, 2019; Wei et al., 2019). With this holistic approach, the entrepreneurship curriculum in Islamic boarding schools can provide a solid foundation for students to become successful entrepreneurs, while maintaining religious values which are an integral part of education in Islamic boarding schools.
Training for teachers in Islamic boarding schools is important to prepare students to support entrepreneurial learning (Badzinska, 2021; Bullough et al., 2022; Prasetya & Mawardi, 2019), including understanding basic concepts and effective teaching methods. Meanwhile, creating an environment that supports the growth of students' entrepreneurial spirit includes building a culture that fosters an entrepreneurial spirit, providing special facilities, and facilitating collaboration with local entrepreneurs to support the optimal development of students' entrepreneurial skills.

Although much research has been conducted on entrepreneurship in various contexts, research specifically exploring entrepreneurial learning in Islamic boarding schools is still limited. Therefore, there is a research gap that needs to be filled to understand more deeply the factors that influence the interest and enthusiasm for entrepreneurship among Islamic boarding school students. The novelty of this research lies in the holistic approach proposed to develop entrepreneurial interest and spirit among Islamic boarding school students. This research not only covers aspects of the entrepreneurship curriculum and training for teachers, but also highlights the importance of creating an environment that supports and inspires students to explore their potential in the business world. It is hoped that this holistic approach can become a solid foundation in building entrepreneurial character among students, while maintaining religious values which are an integral part of education in Islamic boarding schools. In addition, focusing on Islamic boarding schools as a specific context also adds novelty value to this research, because there are not many studies that specifically explore entrepreneurial learning in Islamic boarding school environments. Therefore,

The urgency of this research is related to the enormous potential of Islamic boarding schools as educational and character-building institutions, as well as the importance of entrepreneurship in the current global economic context, so supporting the growth of entrepreneurship among Islamic boarding school students is an urgent need. By identifying and understanding the factors that influence entrepreneurial learning in Islamic boarding schools, the implication is to be able to formulate policies and strategies that are more effective in encouraging the growth of entrepreneurship among Islamic boarding school students. This will not only provide benefits for individuals and the Islamic boarding school itself, but will also have a positive impact on the economic and social development of the wider community.

The review of the theories described in this research comes from several relevant previous studies, as a basis for the theoretical framework, determination and research analysis. Next, in this section, successive discussions regarding:

**Entrepreneurship Learning**

Entrepreneurship learning in Islamic boarding schools is an educational process that aims to provide knowledge, skills and understanding to students about various aspects of running a business. (Juwairia et al., 2023; A Setyawati et al., 2022; Amelia Setyawati, Sugangga, et al., 2023; Wardana et al., 2024). This learning approach is usually integrated into the educational curriculum at Islamic boarding schools by combining Islamic religious principles and modern business practices. Students are given an understanding of Islamic values that are relevant to the business context, such as business ethics, justice, honesty and social responsibility. Santri are also trained to develop business ideas, design solid business plans, and understand practical steps in managing and developing a business (Maula et al., 2019; Sulistyowati et al., 2021; Wardana et al., 2023, 2024). Involvement in practical activities such as case studies, business simulations, or internships at local businesses is also often part of entrepreneurship learning in Islamic boarding schools. The aim of this learning is not only to create successful entrepreneurs, but also to shape the character of students who are independent, creative and responsible in facing challenges in the business world and everyday life. (Amelia Setyawati, Azadilah, et al., 2023; Wardana et al., 2023).
Interest in Entrepreneurship

The entrepreneurial interest of students in Islamic boarding schools is a tendency or interest that students have in exploring, developing and expanding their understanding and skills related to the world of business and entrepreneurship. This includes an interest in creating and managing an independent business, as well as an interest in learning relevant business concepts, management strategies and business practices. (Andasari &; Anshori, 2023; Bernard et al., 2020). This interest also reflects the spirit of taking risks and undergoing challenges in creating sustainable economic opportunities, in line with religious values and the characteristics of the educational environment in Islamic boarding schools.

METHOD
Research design

This research uses a systematic literature review (SLR) to understand the factors of entrepreneurial learning in Islamic boarding school students to increase interest in entrepreneurship. Systematic literature reviews (SLR) are very useful in combining findings from several studies that are relevant to the research topic (Cipto Wardoyo, 2023). The combination of relevant findings occurs using the prism method in systematic literature reviews (SLR). The prism method will provide a methodological framework for searching, assessing and synthesizing relevant literature to comprehensively understand the latest research results (2023). In addition, research will determine objectives, always relevant literature, use appropriate literature, synthesize and analyze results, and present discussions.

Data and Literature Search

The first stage carried out by researchers is determining the aspects to be observed or analyzed based on the research topic. Then the researcher will carry out a separate review of the literature that is relevant to the aspects that want to be observed or analyzed in the research. Relevant literature is collected from the most reputable and comprehensive databases, such as Scopus, Emerald Publishing, and Sage Journal. The following relevant literature was collected from a comprehensive database, namely “digital innovation”, “e-commerce education”, and “life in Industry 5.0”. Relevant literature is collected in English in the digital, economic, business, management and social fields.

<table>
<thead>
<tr>
<th>Database</th>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scopus</td>
<td>KEY-ABS-TITLE “Entrepreneurship Education” OR “Entrepreneurship Education” OR Entrepreneurial Intention AND “Santripreneurship”</td>
</tr>
<tr>
<td>Emerald Publishing</td>
<td>“Entrepreneurship Education” OR “Entrepreneurship Education” OR Entrepreneurial Intention AND “Santripreneurship”)</td>
</tr>
<tr>
<td>Sage Journal</td>
<td>Entrepreneurship Education” OR “Entrepreneurship Education” OR Entrepreneurial Intention AND “Santripreneurship”)</td>
</tr>
</tbody>
</table>

Literature Screening Criteria

Researchers use inclusion and exclusion criteria in selecting literature that will be used as a writing source. Literature that meets the following inclusion criteria, (1) literature related to entrepreneurial learning, (2) literature related to entrepreneurial intentions, (3) literature related to life in santri/Islamic boarding schools and (4) literature written in Indonesian English. Meanwhile, literature that meets the exclusion criteria, such as (1) literature from books, (2) literature that is not written in English, (3) literature that cannot be accessed, and (4), literature
that is not part of the research theme. All literature will be reviewed by researchers starting from the title, abstract, content and conclusions.

RESULTS AND DISCUSSION

Identify literature

From the identification results, more than 1772 articles were obtained. Next, article filtering was carried out based on access criteria, year, type of content and abstract analysis. As a result, 386 article titles were obtained. From the title of the article, it was then filtered based on the appropriateness of the topic of entrepreneurship learning in Islamic boarding schools and the student's interest in entrepreneurship. Through abstract analysis, 3 articles were obtained. For more details, it looks like the following image:

more than 1772 articles

1008 only open access articles

841 articles last six months

386 references for relevance screening

129 references for relevance abstract

3 references retrieved and reviewed

Figure 1. Article Filtering Flow Diagram
Source: research report, 2024

The results of the review of selected articles answer the problem formulation regarding the distribution of journals discussing Entrepreneurship Learning in Higher Education through Business Incubators, as follows:

Table 2. Research Journal

<table>
<thead>
<tr>
<th>NO</th>
<th>Journal Name</th>
<th>Journal Link</th>
<th>Indexation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Islamic Studies</td>
<td>Islamic Studies</td>
<td>Islamic Research Institute</td>
<td>Islamic Research Institute</td>
</tr>
</tbody>
</table>

Source: processed by researchers, 2024

Based on the information presented in the table, it can be seen that the listed journals discuss topics related to entrepreneurship, business and education. The first journal, “Islamic Studies”, focuses on research in the field of Islamic studies. Previous research shows that Islamic values play an important role in building an entrepreneurial culture, especially among Muslim communities (Aziz & Mahmood, 2011). This journal can be a relevant reference for
studying how Islamic principles can be applied in entrepreneurship development and education. The second journal, namely "Journal of Business Venturing" is a journal that focuses on topics related to entrepreneurship and business. Various previous studies show that this journal is an important reference in understanding entrepreneurial dynamics, such as risk taking, innovation and business growth (Shepherd, 2015; Hmieleski & Baron, 2009). This journal can give outlook valuable in analyze trends and developments latest in the field entrepreneurship.

The third journal, "International Journal of Evaluation and Research in Education (IJERE)", focuses on topics related to evaluation and research in education. Previous research shows the importance of evaluation and research in developing effective entrepreneurship curriculum and learning practices (Nabi et al., 2017; Neck & Corbett, 2018). This journal can be a relevant reference source in studying efforts to improve the quality and effectiveness of entrepreneurship education. Overall, this table shows the diversity of reference sources that can be used to study issues related to entrepreneurship, business and education. The journals listed have different focuses and perspectives, but complement each other in providing a comprehensive understanding of these topics. Previous research has emphasized the importance of integration between Islamic principles, dynamics entrepreneurship, and practice effective learning in support development culture entrepreneurship sustainable.

Table 3. Continuing Research Articles in accordance with This Research.

<table>
<thead>
<tr>
<th>NO</th>
<th>Year</th>
<th>Writer</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2019</td>
<td>Rehan A, et al</td>
<td>Religion does not encourage or discourage the choice to become an entrepreneur directly</td>
</tr>
<tr>
<td>2</td>
<td>2018</td>
<td>Gursoy, et al</td>
<td>These religious values regulate the daily activities of followers of a particular religion and have an impact on the economic, legal, social and political aspects of their lives, so that they can benefit society.</td>
</tr>
<tr>
<td>3</td>
<td>2020</td>
<td>Kayed &amp; Hassan</td>
<td>Students individually transform these values into daily activities, such as consumer behavior and work practices</td>
</tr>
<tr>
<td>4</td>
<td>2019</td>
<td>Emami &amp; Nazari</td>
<td>Islam's commitment to entrepreneurship has even been described as a &quot;religion of entrepreneurship&quot;</td>
</tr>
<tr>
<td>5</td>
<td>2020</td>
<td>Izedonni and Okafor</td>
<td>Business education has a significant effect on entrepreneurial intentions</td>
</tr>
<tr>
<td>6</td>
<td>2019</td>
<td>Utomo, et al</td>
<td>Business education in the family and at Islamic boarding schools through self-efficacy influences entrepreneurial intentions; Business education in the family and at school influences self-efficacy; Self-efficacy influences entrepreneurial intentions</td>
</tr>
<tr>
<td>7</td>
<td>2018</td>
<td>Sulistyowati et al</td>
<td>Business education in the Islamic boarding school environment influences entrepreneurial intentions; Entrepreneurship learning in Islamic boarding schools using learning media has an influence on entrepreneurial intentions; The achievement motive has a significant effect on entrepreneurial intentions</td>
</tr>
<tr>
<td>8</td>
<td>2018</td>
<td>Baidi and Suyatno,</td>
<td>Business education, locus of control, and the need for achievement have a partial positive effect on entrepreneurial intentions; Business education, self-efficacy and the need for achievement simultaneously influence entrepreneurial intentions</td>
</tr>
<tr>
<td>9</td>
<td>2021</td>
<td>Jiatong, et al</td>
<td>Entrepreneurship education has a positive impact on students' entrepreneurial mindset</td>
</tr>
</tbody>
</table>

Source: processed by researchers, 2024

Based on the summary of the article presented, it appears that previous studies have explored the relationship between religious values, entrepreneurial education, and entrepreneurial intentions. Several studies have found that religious values, such as those in
Islam, do not directly encourage or hinder the choice to become an entrepreneur (Rehan et al., 2019). However, religious values can influence various aspects of a person's life, including economic, legal, social and political activities, so that they can benefit society (Gursoy et al., 2018). Furthermore, research shows that individuals can transform religious values into daily activities, such as consumer behavior and work practices (Kayed & Hassan, 2020). In fact, Islam is described as an “entrepreneurial religion” because of its commitment to entrepreneurship (Emami & Nazari, 2019). This shows that religious values can be a strong source in encouraging entrepreneurial intentions and behavior.

On the other hand, previous research has also emphasized the important role of entrepreneurship education in influencing entrepreneurial intentions. Several studies have found that business education in the family and school environment, including Islamic boarding schools, can influence self-efficacy and ultimately increase entrepreneurial intentions (Utomo et al., 2019; Sulistyowati et al., 2018; Baidi & Suyatno, 2018). In addition, effective entrepreneurship learning, including using learning media, can strengthen entrepreneurial intentions (Sulistyowati et al., 2018).

Overall, the summary of this article shows that religious values, especially in the Islamic context, and entrepreneurship education can be important interrelated factors in shaping entrepreneurial intentions and behavior. Previous research has emphasized the importance of integration between religious principles, developing an effective entrepreneurship curriculum, and efforts to build self-efficacy and achievement motivation in individuals (Nabi et al., 2020; Neck & Corbett, 2018). These findings can give outlook valuable for effort develop ecosystem sustainable entrepreneurship.

Discussion

Based on a comprehensive exploration of various systematic articles explaining various points of view regarding the integration and effectiveness of entrepreneurship learning in the Islamic boarding school context. While real progress has been made in certain institutions, particularly those that embrace a progressive educational ethos, the broader picture shows a spectrum of implementation and priorities across boarding schools. This diversity underscores the complex interactions between factors that shape the status quo of entrepreneurship education in this environment (Pihie, ZAL, & Akmaliah, 2016; Shepherd et al., 2020; Wang & Huang, 2019; Xing et al., 2019). The main challenge that hinders the integration of entrepreneurship learning is the continued priority of religious education over secular education in many Islamic boarding schools. The existing emphasis on religious studies often places the development of entrepreneurial skills just outside the educational agenda, thereby limiting the time, resources, and institutional support allocated to such efforts. As a result, the curricular space and institutional infrastructure required for strong entrepreneurship education are still underdeveloped, thus hindering the creation of a conducive learning environment. (Bahena-Álvarez et al., 2019; Pihie & Sani, 2009; Rakib et al., 2020).

In addition, the limited resources that often occur in many Islamic boarding schools exacerbate the challenges associated with implementing effective entrepreneurial learning initiatives. Limited access to textbooks, educational materials, and qualified instructors poses major obstacles to the design and implementation of comprehensive entrepreneurship curricula. (Henrekson & Sanandaji, 2017; Treffers, 2017; Yi, 2021). Inadequate teacher training further exacerbates these challenges, as educators may lack the pedagogical tools and expertise necessary to provide impactful entrepreneurship education.

The lack of infrastructure that is common in some Islamic boarding schools further emphasizes the existence of systemic barriers that hinder entrepreneurial learning. Inadequate facilities and outdated infrastructure hinder the implementation of practical, hands-on learning
experiences that are essential to fostering entrepreneurial acumen. The absence of dedicated spaces for entrepreneurial activities, such as computer laboratories or fully equipped classrooms for business simulations, further weakens the effectiveness of entrepreneurship education initiatives. Beyond structural barriers, there are significant gaps in providing students with the practical experiences and mentorship opportunities essential to translating theoretical knowledge into real-world entrepreneurial endeavors. Entrepreneurship education in certain Islamic boarding schools tends to be too theoretical, thereby failing to provide meaningful opportunities for students to develop and apply their entrepreneurial skills in practice. The lack of mentoring programs led by experienced business practitioners or alumni further limits students' access to invaluable guidance, insight, and networking opportunities that are critical to their entrepreneurial development.

To overcome these various challenges, joint efforts are needed to reorganize and revitalize entrepreneurship education in Islamic boarding schools. Strategies aimed at strengthening curriculum integration, improving resource allocation, improving infrastructure support, and fostering mentoring networks are paramount. Additionally, a deep understanding of the cultural and religious underpinnings of Islamic education is essential to tailor entrepreneurial learning initiatives to align with societal values and ethos. (Goyal et al., 2020; Prayitno et al., 2020; Wardi et al., 2019). Integrating entrepreneurship education into existing religious curricula is a promising way to infuse entrepreneurship learning with the moral and ethical considerations inherent in Islamic teachings. Emphasizing practical learning experiences, such as business simulations, project-based learning, and entrepreneurial ventures in a boarding school environment, can foster a hands-on approach that fosters students' entrepreneurial instincts and problem-solving skills.

Engagement with business practitioners and industry experts can enrich students' learning experiences by providing them with real-world insight, mentorship, and networking opportunities (Abaho et al., 2015; Farooq et al., 2020; Haynie & Shepherd, 2007). Leveraging technology, such as online learning platforms and interactive tools, can increase the accessibility and effectiveness of entrepreneurship education, especially in resource-limited settings. Additionally, the development of soft skills, including communication, teamwork, and leadership, is an integral part of fostering comprehensive entrepreneurial competencies that go beyond technical acumen.

By adopting a holistic approach that addresses the structural, pedagogical and cultural dimensions of entrepreneurship education, Islamic boarding schools can grow a generation of entrepreneurial leaders who are ready to make meaningful contributions to their communities and wider society. Embracing the transformative potential of entrepreneurship education not only empowers students with the skills and knowledge to navigate the complexities of the modern economy but also fosters a culture of innovation, resilience, and socioeconomic progress within the Islamic boarding school ecosystem and beyond.

CONCLUSION

Based on the results of the Systematic Literature Review (SLR) conducted in the Islamic boarding school context, it can be concluded that entrepreneurship learning has a positive impact in increasing interest and enthusiasm for business among students. Factors such as learning methods, motivation, and social environment play an important role in this process. Entrepreneurship learning in Islamic boarding schools can help increase the ability and interest in entrepreneurship among students, which will ultimately have a positive impact on economic and social development in the Islamic boarding school environment. Based on these
conclusions, the following are several suggestions that can be given. Development of Entrepreneurship Learning Programs It is necessary to develop entrepreneurial learning programs in Islamic boarding schools that are more targeted and effective. The program must integrate aspects of entrepreneurial theory and practice, and involve interactive and participatory learning methods. In addition, this program should also provide an understanding of business concepts, management, marketing, finance, and other skills related to the business world. Increasing Motivation and Awareness, it is important to increase student motivation and awareness about the potential and benefits of entrepreneurship. This can be done through counseling, training and activities that encourage the development of a positive attitude towards entrepreneurship. Apart from that, introducing successful examples of successful entrepreneurial students can also provide inspiration and motivation to other students. Building Partnerships with External Parties. Collaboration with external parties such as financial institutions, industry players and entrepreneurship support institutions can help provide the resources and support needed to develop entrepreneurial potential among students. These partnerships may include providing venture capital, specialized skills training, and access to broader networks and markets.

By implementing these suggestions, it is hoped that Islamic boarding schools can become a forum that encourages and supports the entrepreneurial spirit among students, so that they can make a positive contribution to economic and social development in the Islamic boarding school environment.

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