



Research Article

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Optimizing Entrepreneurship Education to Grow Urban Students' Entrepreneurial Intentions

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Abstract

This study explores the impact of optimizing entrepreneurship education on students' entrepreneurial intentions within religious institutional environments. Employing a descriptive-qualitative approach, the research utilizes literature reviews, ethnographic studies, empirical analysis, and case studies to examine the roles of Islamic teachers (kyaïs) in Islamic boarding schools (pesantren) located in Bandung, Purwakarta, and Sumedang of West Java, Indonesia. Data were collected through literature reviews, participatory observation, in-depth interviews, surveys, and focus group discussions (FGDs) and analyzed using thematic, comparative, data triangulation, and contextual analysis techniques. The findings indicate that teachers play a crucial role in entrepreneurship education through transformational leadership, including charismatic behavior, inspirational motivation, intellectual stimulation, and individualized consideration. Teachers effectively motivated students and communities to pursue entrepreneurship by integrating Islamic values into business practices. At Pesantren 'Aisyiyah Boarding School (ABS) Bandung, MAS Darussalam Sumedang, and Ponpes Al-Muhajirin Purwakarta, teachers employ a range of strategies from entrepreneurship training to moral and financial support to enhance entrepreneurial competencies. This research underscores the significance of teachers' contributions to developing effective entrepreneurship curricula that align with religious values.

Keywords: Competitive market; Entrepreneurship education; Islamic teaching; Religious charisma; transformational leadership

1. Introduction

In recent decades, entrepreneurship education has emerged as a top priority in many countries, in line with efforts to stimulate economic growth and create new jobs (Galvão et al., 2020; Ubogu, 2020). Encouraging the development of entrepreneurial intentions among urban students requires an approach that is not only focused on teaching theory but also on forming an entrepreneurial character and mentality that is able to adapt to environmental dynamics (Koehler, 2013; Udu & Amadi, 2013). Hu et al. (2023) stated that a proactive personality, which is reflected in a positive orientation towards opportunities and challenges, has a significant role in increasing entrepreneurial enthusiasm and intentions. Entrepreneurship education is very crucial to equip students with the skills and attitudes needed to face competitive market challenges (Bauman & Lucy, 2021).

In urban contexts, where there are many business opportunities, but competition is very tight, entrepreneurship education needs to emphasize the importance of a deep understanding of the market (Byrne et al., 2014). In this regard, Almeida (2024) suggests that successful entrepreneurship often begins with the ability to analyze market trends, identify consumer needs, and utilize data to make smart business decisions. Entrepreneurship education should engage students in relevant market research, such as consumer surveys, competitor analysis, and industry trend mapping (Duval-Couetil, 2013). Integrating this data-driven approach will help students not only innovate with new ideas but also equip them with the ability to assess market potential and avoid mistakes that may occur when launching a product or service. In the highly dynamic world of urban business, these skills will enable students to compete effectively with existing companies and better understand consumer needs.

With the complexity of market dynamics that occur in urban areas regarding entrepreneurship education, one of which is in facing the challenges posed by globalization and digitalization, entrepreneurship education needs to pay greater attention to the open innovation approach (Porter & Heppelmann, 2015). Open innovation creates opportunities for students to interact with a variety of external resources, including industrial sectors, communities, and government agencies, with the aim of producing more effective and relevant solutions (Harsanto et al., 2022). Through this approach, students can utilize broader knowledge and resources to develop businesses that not only meet local market needs but are also competitive at the global level. In urban areas, which have high levels of connectivity, open innovation is recognized as a very effective method for developing business ideas by involving various stakeholders. So, entrepreneurship education must integrate digital skills training. In this case, Harsanto et al. (2022) emphasize that in the era of information technology, digital capabilities are a crucial aspect for every prospective entrepreneur. In urban areas, where digital technology plays an important role in almost every aspect of life, students need to be prepared to use a variety of digital tools in designing and running businesses. Training on digital marketing and business management via platform online, as well as the use of technology in market research and product development, should be key elements in the modern entrepreneurship curriculum (Al-Shaikh, 2022; Kazakeviciute et al., 2016).

In Indonesia, the government has committed to integrating entrepreneurship education into the formal education curriculum, with the hope of preparing the young generation to face global economic challenges and make a real contribution to national economic development (Anggadwita et al., 2021). However, even though an entrepreneurship curriculum has been introduced, its implementation often faces various obstacles that hinder the achievement of these goals (Ramadani, 2024). Entrepreneurship education in urban areas must be able to adapt to local needs and realities. Along with advances in technology and globalization, Killingberg et al. (2021) emphasize the importance of a curriculum that focuses on developing practical skills, not just theory. In an urban context, where social and economic dynamics often experience rapid change, students need to be prepared with adequate practical skills and adaptability. Project-based learning, case studies and internships can provide students with the opportunity to be directly involved in real entrepreneurial practices, as well as hone their abilities in identifying opportunities and dealing with the risks faced

in running a business.

Several practical skills have high significance as part of efforts to empower students to develop entrepreneurial skills based on direct experience. Experience-based learning through real projects or internship programs at local companies gives students the opportunity to directly understand the challenges and opportunities that exist in the world of entrepreneurship. Practical experience can provide more in-depth teaching and equip students with skills relevant to market demands (Killingberg et al., 2021). Hands-on experience can contribute to increasing students' self-confidence and reducing the fear of failure, which is one of the main obstacles in starting a business. Meanwhile, passion or interest in entrepreneurship is one of the factors that greatly influences students' decisions to start a business. In this regard, Hu et al. (2023) revealed that entrepreneurial passion can strengthen students' entrepreneurial intentions, especially when faced with challenges or failure. Entrepreneurship education needs to create an environment that can trigger and develop this passion. This can be done through presenting resource persons who are entrepreneurial practitioners, holding workshops, or even entrepreneurial competitions that can motivate students to display their best potential.

One of the significant challenges is the lack of effectiveness of entrepreneurship education in fostering entrepreneurial intentions among students (Mukhtar et al., 2021). Even though the entrepreneurship material has been presented, a number of key problems still plague the process. *First*, the relevance of the curriculum is often questioned; much of the material is considered too theoretical and not related to real business practices, so students have difficulty applying entrepreneurial concepts in everyday life (Engeström & Käyhkö, 2021). *Second*, a lack of facilities and resources in schools, especially in districts, limits students' ability to gain adequate learning experiences, such as access to relevant equipment and software (Noor et al., 2020). In addition, teacher competence and motivation also play an important role; not all teachers have the training or drive necessary to teach entrepreneurship effectively, which impacts the quality of teaching (Joensuu-Salo et al., 2023). Opportunities for students to engage in practical experiences, such as practicum activities or real entrepreneurial projects, are often limited, reducing their readiness to start a business (Blesia et al., 2021). Lastly, many students lack the confidence to start their own businesses, which can hinder their intention and courage to pursue entrepreneurship as a career option.

Table 1. Entrepreneurship Education Learning Achievements

Types of Learning	Entrepreneurship Education Learning Achievements	Description	Appropriate Career Orientation
Competencies that must be known	Knowledge of entrepreneurship; Business planning; Marketing skills.	Skills to complete tasks in functional ways.	The individual is an employee who performs several tasks. Need to show skills and perform certain tasks in the field of study to advance a career.
Entrepreneurial skills	Ability to learn from experiences, such as mistakes and failures; Apply new knowledge; Addressing uncertainty and ambiguity; Maximizing opportunities.	<i>Soft skills</i> allow individuals to learn, adapt and develop themselves.	Individuals, as employees, respond to changes in the work context by developing new skills, such as learning for continuous rapid adaptation.
Competencies that must be possessed	Instilling an entrepreneurial identity; Entrepreneurial self-efficacy; Foster an entrepreneurial attitude (risk-taking, proactive, innovative).	Role identity, personal motivation, beliefs, and values provide direction for future orientation.	Individuals who succeed by building their careers beyond the limits of incompetence.

Source: Killingberg et al. (2021)

These problems found in Table 1. contribute to the low interest and intention of entrepreneurship among students, even though cultivating an entrepreneurial attitude from an early age is very important to produce a creative, innovative and independent generation (Frolova et al., 2021). To overcome this challenge, a comprehensive and strategic approach is needed to increase the effectiveness of entrepreneurship education. This research aims to explore how optimizing entrepreneurship education can influence students' entrepreneurial intentions. By analyzing the factors that influence the effectiveness of entrepreneurship education and identifying effective strategies, this research is expected to make a significant contribution to improving entrepreneurship curricula and practices in schools, as well as motivating students to pursue entrepreneurial pathways.

2. Methods

This research uses a descriptive-qualitative approach to directly analyze social phenomena and contemporary daily life, with a focus on the role of Islamic teachers (*kyais*) in entrepreneurship education in urban environments (Hennink et al., 2020). The methods applied include literature reviews, ethnographic studies, empirical studies, and case studies. The research population includes teachers, students, and stakeholders in Bandung, Purwakarta Regency, and Sumedang Regency, with samples selected purposively (Liamputtong, 2020). Data was collected through literature reviews, participant observation, in-depth interviews, surveys, and focus group discussions (FGD). Case studies highlight successful entrepreneurship education programs through interviews and direct observation. Data collection instruments include interview guides, questionnaires and observation sheets, which have been tested for validity and reliability. Data analysis was carried out qualitatively using thematic, comparative, data triangulation and contextual analysis techniques (Bhangu et al., 2023). This research was conducted at 'Aisyah Boarding School in Bandung, Islamic High School of Darussalam in Sumedang, and Al-Muhajirin Islamic Boarding School in Purwakarta. The aim is to understand the role of teachers in entrepreneurship education in urban communities, using various methodological approaches to produce valid and relevant findings.

3. Results and Discussion

3.1 Research Locations: ABS Bandung, MAS Darussalam, and Al-Muhajirin

'Aisyiyah Boarding School (ABS) Bandung, established as an initiative of the Regional Leadership of 'Aisyiyah (PWA) West Java, was officially established on April 16, 2013. The concept of establishing this female Islamic boarding school had been planned since the 1960s by Mrs. Hadiyah Salim and Mrs. Siti Maemunah. After establishing 'Aisyiyah University Bandung, West Java 'Aisyiyah continued this plan by forming the Committee for the Establishment of the Aisyiyah Islamic Boarding School in 2011 which was realized in 2013, with the name 'Aisyiyah Boarding School Bandung started to accept female students at the junior high school level (Aisyiyah, 2022).

ABS Bandung provides Islamic boarding school education for girls for 6 years, covering junior high and high school levels. In 2015, this Islamic boarding school also began accepting female students at the high school level. On August 3, 2018, ABS Bandung officially obtained an operational permit from the Ministry of Religion (class.id, 2024). With community support, this Islamic boarding school now has two locations: the first campus on Jl. Rancagoong II Canal No. 1, Gumuruh, Batununggal, Bandung, and a second campus on Jl. Laswi No. 309, Mekar Residents, Baleendah, Bandung Regency, which accommodates female high school students. Managed by Aisyiyah Regional Administrator of West Java, ABS aims to be a superior and future-looking educational institution (Administrator, 2023).

The second research location is the Private Madrasah Aliyah (MAS) Darussalam Sumedang, founded in 1997 by Haji Tholib Abdurrahman, a religious figure and employee at the Ministry of Religion of Sumedang Regency. Under the Darussalam Foundation, MAS Darussalam obtained an

operational permit in 2000 and has been accredited A (the best) since 2021 (Admin, 2023). With the vision of producing graduates who are faithful, superior and competitive, this madrasa has a mission to educate students to become leaders with character and noble morals. MAS Darussalam focuses on developing students' talents and interests so they can adapt to the environment and continue their studies at the university (Admin, 2023).

Finally, the Al-Muhajirin Islamic Boarding School, founded in 1993, combines a yellow book-based curriculum with national education standards. All students live in dormitories and are involved in daily religious programs such as congregational prayers, *tahajjud*, and *tahfizh* Al-Qur'an (Al-Muhajirin, 2022). With the motto "Think Dynamically, Have Salaf Morals, Have the Aqidah of the Sunnah Waal Jamaah," this Islamic boarding school aims to produce pious believers and thoughtful Muslim practitioner (*al-amilin ulama*). Founded by KH Abun Bunyamin, this Islamic boarding school started with 15 students and is now growing rapidly, with more than 2,000 students and 250 employees. Located on Jalan Veteran 155, Nagrikaler, Purwakarta, this Islamic boarding school continues to play an important role in Islamic education in Indonesia (Al-Muhajirin, 2022).

3.2 Schools' Contribution to Entrepreneurship Education

Talking about Islamic teachers is, of course, not only related to Islamic boarding schools or teachers at Islamic boarding schools but also to teaching activists who are involved in several Islamic organizations, so the roles and impacts are also different. The role of teachers in providing an impact on entrepreneurship education reflects the integration of Islamic values and business ethics in entrepreneurship learning. As spiritual and intellectual leaders in Islamic society, teachers have strong trust and influence over their followers (Prayoga & Mukarromah, 2018).

Teachers who are within the scope of Islamic boarding schools 'Aisiyyah Boarding School (ABS), grown from, by and for the community, have experienced significant innovation in its development, both by the community and the government. The inclusion of general knowledge and skills into the Islamic boarding school environment aims to provide additional provisions for the students so they can face life in society after completing their education (Sahid et al., 2021). The introduction of a classical learning system using boarding school facilities and methods is nothing new for Islamic boarding schools; in fact, several Islamic boarding schools in Bandung have managed madrasas or public schools at various levels.

Teachers and Islamic boarding schools 'Aisiyyah Boarding School (ABS) recently, as researchers found, have carried out renovations to its education system by adopting modern methodology, education-oriented and functional, as well as diversifying programs and activities. This not only provides less dependence on teachers but also prepares students with the knowledge and skills necessary outside the realm of religion for life in the workforce. Apart from that, 'Aisiyyah Boarding School (ABS) also has the potential to become a community development center. In facing the era of globalization and information, Islamic boarding schools need to continue to increase faith and knowledge, as well as strengthen the role of ulama as managers, considering the demands of globalization that cannot be avoided (Taufiq, 2021).

In the context of entrepreneurship education, non-Islamic boarding school teachers actually play the role of mentors who inspire and guide the younger generation to become successful entrepreneurs by combining religious principles with ethical and responsible business practices. They can provide space for discussion and reflection on how Islamic principles can be implemented in business and entrepreneurship, as well as provide direction on how to manage business with full integrity and justice and oriented toward shared prosperity (Buana et al., 2023).

This is done by several Islamic organizations such as Bandung Muhammadiyah office through 'Aisiyyah Boarding School (ABS) of Bandung conducts entrepreneurship training for the community to increase the level of MSMEs to become reliable national businesspeople. This activity was one of the MSME actions, and it was the role of teachers of 'Aisiyyah Boarding School (ABS) to guide and provide education to MSME players that have a positive impact in motivating and improving

capabilities. As the leader of the school said,

We also provide entrepreneurship training to the community; for example, when we collaborated with Bogasari, we recruited people from outside to be trained on how to make products from the basic ingredients to the packaging stage. Here, we have two patterns: firstly, trained to help us produce products, and secondly, for them to develop their business outside. So, at least, we are contributing and having an impact on the economic development of society. And thank God, most of the training alumni chose to open their businesses after the training, if that's okay, we actually feel happy. This means that what we teach is put into practice well (Interview with DK, school leader, 28/05/2024).

Thus, the role of teachers of 'Aisiyah Boarding School (ABS) in entrepreneurship education in Bandung Regency not only impacts and enriches the spiritual and moral aspects of the learning process but also helps in forming sustainable character and attitudes in developing entrepreneurs who are competitive and have noble morals in society. As a school leader said, "To cultivate maggots, we also employ people here as managers, so that here there are also several residents who have the expertise to manage maggots. We recruited them to manage this Islamic boarding school; the place is at the back, and we can see there; it's still relatively small, but thank God. "From the ABS business unit, we can provide employment opportunities for the local community (Interview with DK, school leader, 28/05/2024)."

The research results also reveal that the teachers of MAS Darussalam in Sumedang are still very dominant in determining community organization policies. As a school leader said, "The teachers often give fatwas or religious advice, which serves as guidance for us. Apart from that, he also often mediates in resolving conflicts between residents. The existence of the teachers brings peace and unity in society. Apart from that, in terms of development and economic development, the teachers also have a significant role. As a school leader said, "They gave us direction and encouragement to participate in economic development, including in the field of Micro, Small and Medium Enterprises (MSMEs) (Interview with IR, teacher at Sumedang, 04/06/2024)."

Teachers' role in providing a positive impact supports the successful actualization of the results of entrepreneurship education by positioning themselves as supervisors or advisors so that effective internal control can be created over the management of the organization and cooperative business that is formed. A teacher, in this context, is considered a leader who is respected by the community around him. This entrepreneurial education model has great potential as a medium for bringing about change. There has been an expansion of the role from when teachers were previously considered just Koran teachers or lecturers, but in the modern era, teachers have become actors in social change. As the theory put forward by Inkeles and Smith (Inkeles & Smith, 1970), social and economic development requires a society that has modern attitudes, values and beliefs as well as the ability to control its environment, which is called modernity (Afandi & Erdayani, 2022). "For us, the Kyai is very important and necessary. We think he has a big influence and is able to bring positive change to society. But, of course, there needs to be a balance between power and responsibility. It is important for teachers to act wisely and pay attention to the interests of the entire community" (Interview with HN, a member of Sumedang young entrepreneurs' Association, 04/06/2024).

Meanwhile, the changes referred to by Inkeles and Smith (Inkeles & Smith, 1970) aim to achieve success in social and economic development, especially in Sumedang, through entrepreneurship education in the form of Independent Cooperatives and developing MSMEs (Sen, 2021). To respond to these changes, work attitudes, values and beliefs are needed, as well as quality of life and the ability to control the environment. These work attitudes, values and beliefs, as well as the quality of life, will be more effective if started by the *pesantren* leader, namely the teachers. Teachers' central position in society does not mean that all forms of entrepreneurial activity are based on teachers' instructions, but what needs to be emphasized is that the success of Mandiri Cooperatives and Developing MSMEs depends on the role of teachers and all levels who position themselves as supervisors or advisors so that it can be created effective internal control over the organizational and business management.

So, if you want to improve the performance of Cooperatives and MSMEs, such as meeting members' needs, satisfying members with products and services, retaining old members, attracting new members, and achieving the vision and mission, teachers' example in attitude, work and ability to control the environment is needed. As an administrator of Islamic Organization said, "The Kyai is especially active in social activities and economic development in Sumedang. Through example and encouragement, many people are encouraged to get involved in various activities that are beneficial for community development (Interview with AS, one of the administrators of the Sumedang Islamic Organization, 04/06/2024)."

Darussalam Kyai's modern thinking is demonstrated by his attitude, which has several characteristics of individual modernity above, being able to improve the performance of Cooperation and MSMEs in meeting members' needs, satisfying members with products and services, retaining old members, attracting new members, and achieving the vision and mission. This indicates that if teachers have an attitude and carry out activities that lead to progress, both for personal interests and for the interests of society, including Cooperatives and MSMEs, then their existence will provide benefits to the wider community (Ihsan et al., 2021).

Apart from that, the role of teachers of Al-Muhajirin Islamic Boarding School of Purwakarta in empowering community entrepreneurship has had an impact on creating an entrepreneurial spirit. This enthusiasm allows them to develop the talents and knowledge gained during their education so that they can be applied in social life. As said by a teacher:

One of the ways we influence entrepreneurship education is through lectures, recitations and other religious activities. We convey values such as independence, perseverance, and courage to our congregation, which are important values in entrepreneurship. Apart from that, we are also active in supporting entrepreneurship education programs organized by the government or other institutions. We provide moral encouragement, financial support and advice to the participants so that they can take advantage of existing opportunities and overcome the challenges they face (Interview with WS, teacher, 07/05/ 2024).

An entrepreneurial spirit encourages individuals or groups within an organization to transform opportunities and challenges into productive results. This motivates people to think extra and creatively in order to achieve success. In contrast to the mere motivation for wealth which often leads to cases of corruption, an entrepreneurial spirit encourages a person to struggle with creativity and hard work in order to achieve higher goals and help others (Usman et al., 2021).

The presence of teachers and students at the Al-Muhajirin Purwakarta Islamic Boarding School have an entrepreneurial spirit, not just standing still or going with the flow, but always being creative and being pioneers in their community in society. They continue to create new ideas that make life more meaningful and less monotonous. The unique thing about the Al-Muhajirin Islamic Boarding School is that when it has a program, it doesn't wait for help from outside but instead implements the program that has been designed, whether or not there will be help in the future, as stated by a teacher, "I always tell the administrators and teachers not to wait for outside help to come in executing the program that has been designed, just run the program. Whether or not the help is there is no problem because I have faith that once the program has been implemented, then the help will definitely come; Allah will always provide a way for anyone who is willing to fight and try (interview with AB, Head of Al-Muhajirin Purwakarta Islamic Boarding School, 07/05/2024)"

Apart from that, the Director of Public Relations and Cooperation, DS, said that the Islamic Boarding School has collaborated with many external parties to implement entrepreneurship training programs.

Some time ago, I and several other teachers collaborated with the local government to hold training on entrepreneurship for young people in Purwakarta. We not only give lectures about the importance of entrepreneurship in Islam but also share our experiences in business and provide motivation to the participants to start their businesses. Apart from that, we also hold entrepreneurship training programs at the Al-Muhajirin Islamic boarding school, such as al-Habsah farmer group training at campus 5, job training center which is attended by young people in several

organizations, such as IPNU-IPPNU, Ansor, etc., and graphic design training. We also provide the necessary facilities and means, as well as guide students who are interested in developing their talents and interests in the business field (Interview with DS, Director of the Public Relations and Cooperation of Al-Muhajirin, 07/05/ 2024).

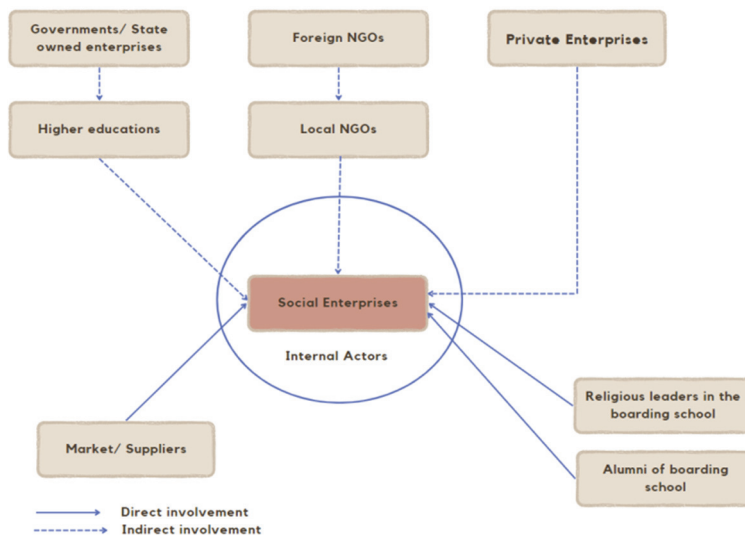


Figure 1. Business Mechanism of the Entrepreneurship Training Program in Islamic Boarding Schools.

Source: Harsanto et al. (2022)

The entrepreneurial spirit is not only about seeking material gain but also about becoming a productive individual with innovations that provide added value for oneself and others (Kusuma & Rahman, 2018; Usman et al., 2021). The hope of developing student's (*santri*) entrepreneurship is to create strong entrepreneurs in the future who will continue to maintain *santri* values in worship and morals. Thus, their success is not only measured in terms of material things, but also from simplicity, consistency in worship, and steadfastness in running their business. As a supervisor of the school said:

As part of the trustees of the Al-Muhajirin Foundation, I am very optimistic about the future of entrepreneurship education in Purwakarta. Through solid collaboration between teachers, especially from the Al-Muhajirin Islamic Boarding School, the government, and various other stakeholders, we are confident that we can continue to improve the quality of our entrepreneurship education programs and have a greater impact on society. We hope that more individuals will be inspired to become successful entrepreneurs and contribute to economic and social development in Purwakarta (Interview with RB, Foundation supervisor, 07/05/ 2024).

A true entrepreneur not only focuses on the profitability of his business but also has an awareness of the social and environmental impact of his business activities (Tien et al., 2023). They strive to create solutions that are not only financially profitable but also contribute to sustainable community and environmental development. Armed with several business units managed by the Al-Muhajirin Islamic Boarding School, it has currently had an impact on the community's economy. The presence of the Al-Muhajirin Islamic Boarding School cannot be separated from the support and encouragement of the community. As a daughter of the founder of the school said:

We currently manage several Islamic boarding school business units under the umbrella of

Islamic boarding school cooperatives, operating in several business sectors, starting from printing as the embryo for the birth of Al-Muhajirin Islamic boarding school, then expanding to other sectors, such as laundry, animal husbandry, agro-tourism, cafes, gallery, convection, mineral water, etc. Although the Islamic boarding school manages each business unit as the main management, the community is also involved in it as permanent employees, this can have an economic impact on the community. "For students, it is clear that all these business units are learning media for them, such as agro-tourism training and student farming (Interview with Chairman of the Al-Muhajirin Foundation, IF, 07/0/2024).

The success of the Al-Muhajirin Islamic boarding school cooperative received appreciation from the West Java government when, in 2019, it won the title of best cooperative in West Java. In fact, apart from that, the Al-Muhajirin Islamic Boarding School is also trusted by the government to host the event One Pesantren One Product (OPOP) during the 2020-2023 edition, and at the same time, has become one of the role models for economic Islamic boarding schools in West Java. The head of the Foundation admitted that this was the result of collaboration with the community, which always supports and encourages Islamic boarding schools to develop their wings. As a manager of the school said:

The public's encouragement for the Al-Muhajirin Islamic boarding school is getting bigger, and this is in line with our jargon, namely 'From Islamic Boarding Schools to the World', meaning we have aspirations to take this Islamic boarding school to an even higher level. Thank God, thanks to our leader's intelligence and activeness in society and the government, space has been opened to collaborate with various national and international institutions, and this must be done as a private educational institution. As our leaders always say, private education must have guaranteed quality; otherwise, it will not develop (Interview with AS, Foundation Secretary, 07/05/2024).

By paying attention to the added value generated by their innovation, an entrepreneur can become an agent of positive change in their environment. Then they are able to create new jobs, improve people's quality of life, and provide inspiration for others to follow in their footsteps in entrepreneurship. A true entrepreneurial spirit goes beyond mere financial achievement. It's about building something meaningful, empowering yourself and others, and being an agent of positive change in society.

The strategy implemented by teachers in empowering entrepreneurship involves the foundations of monotheism and Sharia as well as exemplary entrepreneurship (Uyuni & Adnan, 2024). Through a combination of democratic, transformative and charismatic leadership styles, teachers are able to have an impact on entrepreneurship with strong motivation (Muharyanto et al., 2022). As a result, students and the community have an entrepreneurial spirit and are able to think creatively and work better, even if they do not become entrepreneurs. In fact, teachers play an important role in shaping and directing entrepreneurship education in Islamic boarding schools with a transformational approach. This approach is in accordance with Kariuki's transformational leadership theory, which includes four main dimensions: charismatic behavior, inspirational motivation, intellectual stimulation, and individual consideration (Kariuki, 2021). These findings are relevant to studies at the 'Aisyiyah Islamic Boarding School Boarding School (ABS) Bandung, MAS Darussalam Sumedang, and Al-Muhajirin Islamic Boarding School Purwakarta.

At ABS of Bandung, teachers show strong charisma, as can be seen from their ability to motivate the community and students through entrepreneurial and social activities. Teachers at MAS Darussalam of Sumedang and Al-Muhajirin of Purwakarta also have significant charisma, which builds trust and respect from the community and supports the implementation of entrepreneurship programs. Teachers at ABS Bandung were able to inspire people to participate in entrepreneurship training that increases skills and economic potential. At MAS Darussalam Sumedang, teachers motivate the community through economic advice, especially MSMEs, while at Al-Muhajirin Purwakarta Islamic Boarding School, lectures and recitations are used to instill entrepreneurial values.

Innovation at ABS Bandung shows that teachers encourage students to think critically and

creatively. This intellectual stimulation is also visible at Al-Muhajirin Islamic Boarding School of Purwakarta, where teachers encourage the development of new and creative ideas in entrepreneurship. At ABS Bandung, teachers provide individual attention through entrepreneurship training tailored to community needs. At MAS Darussalam Sumedang and Ponpes Al-Muhajirin Purwakarta, teachers act as supervisors and advisors, demonstrating their commitment to helping the community achieve larger economic goals (Lawrence et al., 2023).

Teachers' transformational leadership in these Islamic boarding schools has succeeded in increasing the community's capacity and competence in entrepreneurship. The training and entrepreneurship programs they initiated provide significant provisions for students and the community to develop their businesses. A concrete example is the entrepreneurship training at ABS Bandung which succeeded in raising MSMEs to become reliable national businesspeople. Teachers succeeded in integrating Islamic values with business ethics in entrepreneurship education (Wibowo et al., 2022). This is, of course, important to create entrepreneurs who are financially successful but also ethical and responsible. Teachers at ABS Bandung and Al-Muhajirin Purwakarta Islamic Boarding School show how Islamic principles can be implemented in business, encouraging students to run businesses with integrity and justice.

The innovations in the education system implemented by the teachers in these Islamic boarding schools reflect their response to changing times and the needs of society. ABS Bandung, for example, has adopted modern methodology and diversified programs to prepare students for the world of work. This innovation not only improves the quality of education but also provides relevant practical provisions for students. Teachers in the Islamic boarding schools mentioned above not only act as spiritual leaders but also as agents of social change. They succeeded in bringing the Islamic boarding school to a higher level by initiating programs that had a positive impact on society. This role indicates that teachers have great potential to become transformational leaders who are able to direct society toward social and economic progress (Aisyah et al., 2022).

The above shows that teachers' transformational leadership in Islamic boarding schools has a significant impact on entrepreneurship education and community development. Through charismatic behavior, inspirational motivation, intellectual stimulation, and individual consideration, teachers succeeded in creating an environment that supports entrepreneurial growth. These findings underline the important role of teachers in integrating Islamic values with business practices and encouraging innovation and social change in society (Azharghany, 2022).

Therefore, optimizing entrepreneurship education is very important in fostering entrepreneurial intentions among students, especially in urban areas that often face complex economic challenges. To achieve this goal, integrating religious values with entrepreneurship education practices can be an effective approach. In the West Java context, more specifically, Islamic boarding schools such as 'Aisiyyah Boarding School (ABS) Bandung, MAS Darussalam Sumedang, and Al-Muhajirin Purwakarta Islamic Boarding School show how teachers leadership can play an important role in this process (Muttaqin, 2020).

In the context of entrepreneurship education, teachers in Islamic boarding schools have a dual role as spiritual and educational leaders (Khoiri et al., 2022). In this way, it not only teaches religious values but also integrates ethical and practical entrepreneurial principles. This is especially relevant for fostering entrepreneurial intentions among urban students, who often need motivation and practical skills to start their businesses.

As stated above, the 'Aisiyyah Boarding School (ABS) Bandung Islamic boarding school practices transformational leadership by adopting modern educational methodologies that diversify entrepreneurship programs (Litz & Blaik-Hourani, 2020). Teachers at ABS Bandung motivate students to think creatively and critically and provide practical training that connects religious values with business practices. This program not only prepares students with skills needed in the job market but also builds strong entrepreneurial intentions by linking Islamic principles with successful entrepreneurial practices.

Even with MAS Darussalam Sumedang, it shows how the teachers, through leadership based on

economic policy and direction, can influence students' entrepreneurial intentions. By providing advice and guidance to the community and managing cooperative businesses, teachers create an environment that supports and motivates students to engage in entrepreneurship. This approach underscores the importance of structural support and the role of advisors in fostering entrepreneurial interest among urban students (McCallen & Johnson, 2020).

In the context of Al-Muhajirin Purwakarta Islamic Boarding School, teachers integrate entrepreneurial values with Islamic principles through lectures and recitations (Sani et al., 2024). They actively support entrepreneurship education programs by providing facilities and guidance, which is very influential in fostering entrepreneurial intentions among students. The success of this Islamic boarding school in managing business units, such as printing, livestock and agro-tourism, provides a concrete example of how Islamic values can be combined with entrepreneurship to empower students (Sonita et al., 2021).

Thus, the optimization of entrepreneurship education in Islamic boarding schools in West Java shows that integrating religious values with ethical entrepreneurial practices can effectively foster entrepreneurial intentions among urban students (Chang et al., 2022). The transformational leadership implemented by teachers at the 'Aisiyah Boarding School (ABS) Bandung Islamic boarding School, MAS Darussalam Sumedang and Al-Muhajirin Purwakarta Islamic Boarding School not only creates an environment that supports and motivates students to start their businesses but also develops competitive and entrepreneurial skills (Bauman & Lucy, 2021; Duval-Couetil, 2013). With this approach, teachers play an important role in combining spiritual and moral aspects with the development of entrepreneurship among students (Koehler, 2013; Sulaiman, 2021).

Entrepreneurship education in Islamic boarding schools that is driven by the role of teachers greatly influences the entrepreneurial interests of students, as supported by various studies that emphasize the importance of the role of educators in internalizing religious values and business ethics in the entrepreneurial learning process (Fatchurrohman & Ruwandi, 2018; Haryanti & Dhofir, 2022). The role of teachers as transformational agents, who combine Islamic values with business ethics, is in line with Bass and Avolio's transformational leadership theory which emphasizes motivation, inspiration, and personal support to enhance individual capacity for entrepreneurship (Bass & Avolio, 1993). It also reflects a global entrepreneurship education approach that emphasizes the integration of cultural and religious values to build strong character and work ethic.

In Islamic boarding schools such as the 'Aisiyah Islamic Boarding School (ABS) Bandung, MAS Darussalam, and Al-Muhajirin Islamic Boarding School, the application of modern diversified methodologies and programs that combine theoretical and practical learning, as well as comprehensive entrepreneurship training, is in line with the international entrepreneurship education model that emphasizes experiential learning and the development of practical skills to face the world of work effectively (Mukhtar et al., 2021; Wardana, 2018). This approach is similar to the EntreComp framework adopted in Europe, which emphasizes the development of entrepreneurial competencies through contextual and experiential learning (Bacigalupo et al., 2016; Bernadó & Bratzke, 2024).

The innovative leadership of teachers as agents of social change that encourages creativity and entrepreneurial initiatives also reflects the theory of social entrepreneurship education that is developing internationally, where education not only aims to produce economically successful entrepreneurs, but also agents of social change that contribute to community development (Maton, 2008; Mustari & Rahman, 2012). The positive impacts seen from the improvement in the quality of life of the community and the creation of new jobs strengthen the findings that Islamic boarding school-based entrepreneurship education not only functions as a means of empowering individuals, but also as a driving force for local economic and social development, in accordance with the globally recognized sustainable development goals (SDGs) (Agbedahin, 2019; Rahman & Anwar, 2020; Wasehudin et al., 2021). Thus, optimizing entrepreneurship education in Islamic boarding schools through the strategic role of teachers has proven effective in motivating students to become entrepreneurs who are not only technically competent, but also based on strong moral and social

values, a model that can be used as a reference in developing value-based entrepreneurship education in various cultural and religious contexts throughout the world.

4. Conclusion

Entrepreneurship education in Islamic boarding schools, driven by the role of teachers, greatly influences the entrepreneurial interests of students. Teachers play an important role in combining Islamic values with business ethics, so that they can inspire students to enter the world of entrepreneurship. In Islamic boarding schools such as Pondok Pesantren 'Aisiyyah (ABS) Bandung, MAS Darussalam, and Pondok Pesantren Al-Muhajirin, modern diversification methodologies and programs have prepared students to face the world of work with better entrepreneurial skills. Transformational leadership of teachers through motivation and support is able to increase the capacity of students in entrepreneurship. Entrepreneurship training programs organized by teachers have had a positive impact by teaching practical skills and providing moral and financial support. This positive impact can also be seen from the improvement in the quality of life of the community and the creation of new jobs. Innovative leadership of teachers acts as an agent of social change that is able to encourage creativity and entrepreneurial initiatives. Optimizing entrepreneurship education in Islamic boarding schools with the support of teachers has proven effective in motivating students to become successful entrepreneurs.

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