

Utilizing the Attention Economy as A Means of Actualizing Santripreneurs (Case Study: Roudhotun Nafiiyah Islamic Boarding School, Pasuruan)

Mochammad Sabiq Al Hadi¹, Intan Putri Nazila² (Book Antiqua 12)

¹ STEBI Syaikhona Kholil Sidogiri Pasuruan, Indonesia

² STEBI Syaikhona Kholil Sidogiri Pasuruan, Indonesia

Email : medsabiqelhadi@gmail.com¹, intanputrinazila@gmail.com²

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Abstract :

The rapid growth of the digital economy has transformed entrepreneurship from being primarily based on physical capital to one increasingly driven by public attention. However, studies on the role of the attention economy in developing santripreneurship within Islamic boarding schools remain limited. This study aims to examine the utilization of the attention economy as a form of santripreneur actualization at Pondok Pesantren Roudhotun Nafiiyah Pasuruan and to formulate an attention economy-based santripreneur model. This research employed a qualitative case study approach. Data were collected through observations, in-depth interviews, and documentation involving pesantren leaders, entrepreneurship program managers, and santri. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings show that the attention economy is implemented through digital content creation, social media management, promotion of student products, and dissemination of pesantren activities. Public attention functions as digital capital that can be transformed into trust, reputation, social networks, and entrepreneurial opportunities. The study also found that Islamic values, including amanah, honesty, responsibility, and maslahah, guide attention economy practices. Based on these findings, this study proposes an attention economy-based santripreneur model that integrates digital engagement, entrepreneurship, and Islamic values. The study contributes to Islamic entrepreneurship literature by introducing attention as a strategic capital for santripreneur development in the digital era.

Keywords : *Attention Economy, Santripreneur, Digital Entrepreneurship, Islamic Boarding Schools, Economic Independence of Santri*

Abstrak :

Pertumbuhan pesat ekonomi digital telah mengubah kewirausahaan dari yang awalnya berbasis modal fisik menjadi semakin didorong oleh perhatian publik. Namun, studi tentang peran ekonomi perhatian dalam mengembangkan santripreneurship di pesantren Islam masih terbatas. Penelitian ini bertujuan untuk mengkaji pemanfaatan ekonomi perhatian sebagai bentuk aktualisasi santripreneurship di Pondok Pesantren Roudhotun Nafiiyah Pasuruan dan untuk merumuskan model santripreneurship berbasis ekonomi perhatian. Penelitian ini

menggunakan pendekatan studi kasus kualitatif. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi yang melibatkan pemimpin pesantren, pengelola program kewirausahaan, dan santri. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa ekonomi perhatian diimplementasikan melalui pembuatan konten digital, pengelolaan media sosial, promosi produk siswa, dan diseminasi kegiatan pesantren. Perhatian publik berfungsi sebagai modal digital yang dapat diubah menjadi kepercayaan, reputasi, jaringan sosial, dan peluang kewirausahaan. Studi ini juga menemukan bahwa nilai-nilai Islam, termasuk amanah, kejujuran, tanggung jawab, dan masalah, membimbing praktik ekonomi perhatian. Berdasarkan temuan ini, studi ini mengusulkan model santripreneur berbasis ekonomi perhatian yang mengintegrasikan keterlibatan digital, kewirausahaan, dan nilai-nilai Islam. Studi ini berkontribusi pada literatur kewirausahaan Islam dengan memperkenalkan perhatian sebagai modal strategis untuk pengembangan santripreneur di era digital.

Kata Kunci: *Attention Economy, Santripreneur, Kewirausahaan Digital, Pesantren, Kemandirian Ekonomi Santri.*

INTRODUCTION

Digital transformation has fundamentally reshaped social, economic, and educational systems worldwide. The rapid expansion of internet technologies, social media platforms, and digital ecosystems has accelerated the emergence of the attention economy, a concept that positions human attention as a scarce and valuable economic resource. In the digital environment, attention can be transformed into influence, engagement, consumer trust, market reach, and ultimately economic value. Consequently, individuals and organizations capable of attracting and sustaining public attention possess a strategic advantage in creating economic opportunities and competitive business performance.

In Indonesia, the increasing penetration of internet and social media usage has created significant opportunities for the younger generation to engage in digital entrepreneurship (Rahmawati et al., 2024). Nevertheless, the majority of digital users remain passive consumers rather than active creators of productive and monetizable content. This condition represents a critical challenge because digital technology has not yet been optimally utilized to support entrepreneurial development and economic self-reliance. The problem becomes more relevant within Islamic boarding schools (pesantren), where students (santri) generally have access to digital technology but often lack the competencies required to transform digital engagement into sustainable economic activities. As a result, the potential of santri as drivers of digital economic development remains underutilized.

As one of Indonesia's oldest and most influential Islamic educational institutions, pesantren have a strategic role in producing graduates who are not only knowledgeable in Islamic sciences but also capable of responding to contemporary socioeconomic challenges. In recent years, pesantren have increasingly expanded their function beyond religious education toward community empowerment and economic development through entrepreneurship-based programs (Nasution et al., 2024). This development has given rise to the concept of santripreneurship, which integrates entrepreneurial

competencies with Islamic ethical values. In the context of digital transformation, santripreneurship requires not only business skills but also the ability to utilize digital technologies, build online audiences, and manage public attention effectively.

The relevance of the attention economy to santripreneurship lies in its capacity to convert audience engagement into economic resources. Through social media platforms and digital content creation, santri can promote products, strengthen personal and institutional branding, expand market networks, and generate new income streams through content monetization, affiliate marketing, and digital commerce (Arifah et al., 2024; Ab Talib & Zulfakar, 2024). However, while the attention economy has become an important topic within digital entrepreneurship studies, its application within Islamic educational institutions remains insufficiently explored. Existing studies primarily focus on digital marketing, social media utilization, entrepreneurial intentions, or economic empowerment programs in pesantren. Limited attention has been given to understanding how attention itself functions as a strategic asset that can support the development of santripreneurship within the pesantren ecosystem.

This gap highlights two important limitations in the current literature. First, previous studies have predominantly examined santripreneurship from the perspectives of entrepreneurial education, business development, and economic empowerment, while neglecting the role of digital attention as a form of social and economic capital. Second, research on the attention economy has largely been conducted in the contexts of commercial businesses, digital influencers, and online consumer behavior, with very limited investigation in religious-based educational institutions such as pesantren. Consequently, there remains insufficient understanding of how santri utilize digital attention to support entrepreneurial activities while maintaining the Islamic values embedded within pesantren culture.

The Roudhotun Nafiiyah Islamic Boarding School in Pasuruan presents a relevant case for examining this issue. The institution has increasingly adopted digital platforms to disseminate educational content, promote student business products, and strengthen public engagement through social media. These practices indicate the emergence of attention-based entrepreneurial activities among santri, yet the mechanisms through which digital attention contributes to entrepreneurial empowerment have not been systematically investigated. Understanding this process is important because it may provide insights into new models of pesantren-based entrepreneurship that are adaptive to the digital economy.

Therefore, this study aims to analyze how the attention economy is utilized as a mechanism for the actualization of santripreneurship at Roudhotun Nafiiyah Islamic Boarding School, Pasuruan. Unlike previous studies that focus primarily on entrepreneurship education or digital marketing practices, this research positions attention as a strategic economic resource and examines its role in fostering entrepreneurial capacity among santri. The novelty of this study lies in integrating the attention economy framework with

the santripreneurship concept within the context of Islamic boarding schools, thereby offering a new perspective on how digital engagement can be transformed into entrepreneurial opportunities while remaining aligned with Islamic values. The findings are expected to contribute theoretically to the literature on digital entrepreneurship, attention economy, and Islamic economic empowerment, while also providing practical recommendations for pesantren administrators in designing sustainable digital-based entrepreneurship programs.

RESEARCH METHOD

This study employed a qualitative research approach using a case study design to explore the utilization of the attention economy as a form of santripreneur actualization at Pondok Pesantren Roudhotun Nafiiyah Pasuruan. The qualitative approach was selected because it enables an in-depth understanding of social phenomena, participants' experiences, and the meanings attached to entrepreneurial activities in the digital environment of the pesantren.

The research was conducted at Pondok Pesantren Roudhotun Nafiiyah, Pasuruan, East Java, Indonesia. The selection of the research site was based on the pesantren's active involvement in digital-based entrepreneurship activities, including social media management, digital content creation, and the promotion of student-led business products. These activities reflect the practical implementation of attention economy principles within the santripreneur ecosystem.

The participants were selected through purposive sampling techniques. Informants consisted of pesantren leaders, entrepreneurship program coordinators, digital media managers, and santri who actively participated in entrepreneurial and digital content creation activities. This selection was intended to obtain comprehensive information regarding the strategies, experiences, challenges, and impacts of utilizing attention economy practices within the pesantren environment.

Data were collected through three primary techniques: observation, in-depth interviews, and documentation. Observation was conducted to examine entrepreneurial activities, digital content production processes, and interactions between santri and digital audiences. In-depth interviews were carried out to gather participants' perspectives regarding the role of attention economy in supporting entrepreneurial development. Documentation included institutional records, social media content, promotional materials, entrepreneurial program reports, photographs, and other relevant documents.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing/verification. Data condensation involved selecting, focusing, and simplifying information relevant to the research objectives. Data display was conducted through thematic categorization and narrative presentation, while conclusions were continuously verified through cross-checking and comparison among various data sources.

To ensure data trustworthiness, this study employed triangulation techniques, including source triangulation, method triangulation, and time triangulation. Source triangulation was achieved by comparing information obtained from different informants, while method triangulation involved validating findings through observation, interviews, and documentation. Furthermore, member checking was conducted to confirm the accuracy of the interpretations derived from participants' statements.

Table 1. Research Focus and Analytical Framework

Research Focus	Description	Expected Contribution
Forms of Attention Economy Utilization	Identifying how the pesantren utilizes digital platforms, social media, online content, and audience engagement to attract and manage public attention.	Understanding the role of digital attention as a strategic resource within the pesantren ecosystem.
Santripreneur Development Process through Digital Platforms	Examining the processes, strategies, and activities used to develop entrepreneurial skills among santri through digital technologies and online platforms.	Revealing how digital media facilitate entrepreneurial learning, innovation, and business development among santri.
Contribution of Attention Economy to Entrepreneurial Competencies and Economic Independence	Analyzing how attention economy practices influence entrepreneurial competencies, business opportunities, market expansion, and economic self-reliance of santri. Developed by the authors (2026)	Explaining the transformation of digital attention into social and economic capital that supports sustainable santripreneurship.

FINDINGS AND DISCUSSION

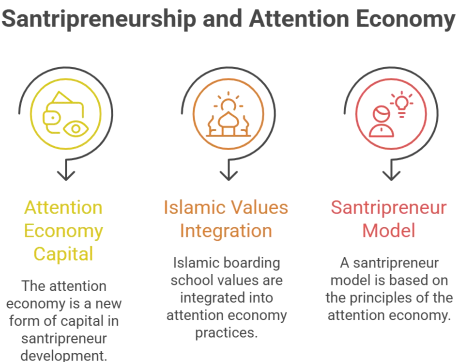


Figure 1. Santripreneurship and Attention Economy
Developed by the authors (2026)

Figure 1 illustrates the conceptual relationship between the attention economy, Islamic values integration, and the development of santripreneurship in Islamic boarding schools. The framework is based on the premise that public attention has become a strategic form of capital in the digital era, enabling individuals and institutions to generate social influence, expand networks, and create economic opportunities. Within the pesantren context, the utilization of attention economy practices is not solely directed toward economic objectives but is guided by Islamic values such as amanah (trustworthiness), honesty, responsibility, and maslahah (social benefit). These values function as ethical foundations that shape how digital attention is generated, managed, and transformed into productive outcomes. The integration of attention economy capital and Islamic values subsequently contributes to the formation of a santripreneur model that combines entrepreneurial competencies, digital literacy, and religious principles. Through this framework, santri are expected to develop sustainable entrepreneurial capacities while maintaining the moral and social missions of the pesantren.

Attention Economy as New Capital in the Development of Santripreneurs

The development of the digital economy has given rise to a new form of capital that increasingly determines the success of individuals and organizations in building economic activities: attention. From an attention economy perspective, human attention is viewed as a limited resource yet possesses high economic value. When information is abundantly available, the scarcity factor is no longer the information itself, but rather the ability to capture and retain the audience's attention. Therefore, attention develops into a strategic asset that can be converted into influence, trust, social networks, and ultimately, economic gain. In the context of developing santripreneurs, this phenomenon opens new opportunities for Islamic boarding schools (pesantren) to build economic independence through optimizing digital technology (Chamidi, 2023).

The research shows that students at the Roudhotun Nafiiyah Islamic Boarding School in Pasuruan utilize digital media not only as a means of communication but also as an instrument for creating economic value. Through the production of Islamic educational content, documentation of pesantren activities, promotion of students' business products, and various other creative activities, students strive to attract public attention in the digital space. The attention they gain then becomes initial capital for building relationships with a wider audience. In this context, attention functions as a form of non-material capital that plays a similar role to financial capital in the business development process.

The concept of capital in entrepreneurship has traditionally been understood as economic capital in the form of money, assets, and means of production (Aslihah & Yaqin, 2021). However, research findings show that in the digital era, public attention can be just as important as financial capital. Islamic students who can build an audience through engaging and valuable content have greater opportunities to introduce products, expand marketing

networks, and increase consumer trust. In other words, attention becomes a gateway to the formation of social capital and economic capital. The higher the level of audience engagement with the content produced, the greater the opportunity for students to develop sustainable entrepreneurial activities.

The attention students receive on digital media not only generates direct economic benefits but also creates social legitimacy. In a competitive digital environment, audience trust is a crucial factor in determining the success of a business. Islamic students who consistently present educational, informative content that aligns with Islamic values tend to gain a higher level of public trust. This trust then becomes social capital that strengthens the position of Islamic students in building long-term relationships with consumers and business partners. These findings demonstrate that attention and trust are two interrelated elements in shaping an Islamic boarding school-based digital entrepreneurship ecosystem.

From the perspective of Islamic boarding school education, the use of the attention economy also reflects a transformation in the entrepreneurship learning process. While previously entrepreneurship education focused more on product production and sales skills, today students are required to possess the skills to manage information, build narratives, and create audience engagement. These skills are part of the digital literacy that is essential in a knowledge-based economy (Nikmah et al., 2021). Therefore, santripreneurs are measured not only by their ability to produce products or services, but also by their ability to build value through effective digital communication.

The findings of this study also indicate that the attention garnered by students can be converted into various forms of economic opportunities. Islamic boarding school business products promoted through social media achieve a broader market reach than conventional marketing methods. Furthermore, the increased digital exposure of the Islamic boarding school strengthens the institution's image and attracts support from various parties, including alumni, the community, and business partners. This demonstrates that attention not only generates individual benefits for students but also has a collective impact on the overall economic development of the Islamic boarding school.

The practice of the attention economy at the Roudhotun Nafiiyah Islamic Boarding School differs from typical digital economy practices. While many digital economic actors are focused on seeking attention through sensationalism or purely entertainment content, Islamic boarding school students (santri) utilize public attention as a medium for preaching, education, and economic empowerment.

Integration of Islamic Boarding School Values in the Practice of Attention Economy

The integration of Islamic boarding school values into the practice of the attention economy developed at the Roudhotun Nafiiyah Islamic Boarding School in Pasuruan is not solely oriented toward economic gain but is also built on the foundation of Islamic boarding school values, which have long been a key characteristic of Islamic education. Unlike the practice of the attention

economy on many digital platforms, which often focuses on popularity, sensationalism, and audience growth without considering ethical aspects, the utilization of public attention within Islamic boarding schools is directed toward generating broader benefits, namely as a means of da'wah (Islamic outreach), education, economic empowerment, and strengthening the character of students. These findings demonstrate that Islamic boarding schools can adapt to developments in digital technology without losing their Islamic identity, which underpins all their activities (Falah, 2018).

From the perspective of Islamic boarding school education, values such as amanah (honesty and responsibility), ikhlas (sincerity), ukhuwah (brotherhood), ta'awun (mutual assistance), and maslahah (benefit) serve as guiding principles for every student's activity, including their use of digital media. These values shape the way Islamic boarding school students view public attention, not as an end in itself, but as a tool for conveying messages that benefit society. Therefore, the attention gained through social media is not interpreted as a form of personal popularity, but as an opportunity to expand the positive impact that can be made on the public.

The research results show that the content produced by Islamic boarding school students generally includes Islamic educational materials, learning motivation, Islamic boarding school social activities, promotion of Islamic business products, and various information of educational value. This choice of content reflects the internalization of Islamic boarding school values into digital activities. Students not only learn how to attract audience attention but also understand the moral responsibility in managing the information they disseminate. Thus, the practice of the attention economy in Islamic boarding school environments is inseparable from the principles of Islamic communication ethics, which emphasize the accuracy of information (sidq), responsibility (amanah), and social benefit (maslahah).

The integration of Islamic boarding school values into the practice of the attention economy is also evident in the content production process, which prioritizes the principles of moderation and usefulness (Ridwan et al., 2023). Students are encouraged to produce content that provides solutions, inspiration, and education to the community. This approach differs from the tendency of some digital content, which often exploits controversy, provocation, or sensational information to quickly gain audience attention. In this context, public attention is viewed as a trust that must be managed responsibly. The greater the attention received, the greater the moral responsibility that students must fulfill as representatives of the Islamic boarding school.

This finding can be explained through the concept of Islamic entrepreneurship, which positions economic activity not only as a means of profit, but also as a form of worship and community service. From this perspective, business success is measured not only by financial aspects but also by its contribution to social welfare. Therefore, the attention gained through digital media is converted not only into economic capital but also into da'wah and social capital, strengthening the Islamic boarding school's relationship with the wider community. This practice demonstrates that Islamic boarding schools

can develop a digital entrepreneurship model oriented toward a balance between economic profit and social responsibility.

The integration of Islamic boarding school values into the attention economy contributes to the formation of a distinctive santripreneur identity. Santripreneurs not only act as entrepreneurs utilizing digital technology to develop their businesses, but also as agents of social change, bringing Islamic values into the digital public sphere (Yunita et al., 2024). Through these activities, students learn that entrepreneurship is not only about the ability to create products and generate profits, but also about the ability to provide benefits, build trust, and maintain integrity in every economic activity. This identity is the main difference between santripreneurs and digital entrepreneurs in general. Furthermore, the application of Islamic boarding school values in attention economy practices helps strengthen public trust in the digital activities undertaken by students.

Santripreneur Model Based on Attention Economy

The development of the digital economy has shifted the entrepreneurial paradigm from one focused on physical capital ownership to one focused on the ability to capture and retain public attention. In this context, public attention has become a new economic resource with strategic value. The attention economy concept positions attention as a scarce commodity as humans are faced with an ever-increasing flood of information. Therefore, individuals or organizations capable of attracting, managing, and converting attention into engagement have a greater opportunity to create economic value. In Islamic boarding schools (pesantren), this phenomenon opens up new opportunities for the development of santripreneurs who rely not only on conventional production and marketing skills but also on the ability to build digital influence grounded in Islamic values.

The santripreneur model based on the attention economy views attention as initial capital (attention capital) that can be developed into social, economic, and spiritual capital. Unlike traditional entrepreneurship models that focus on financial investment, this model prioritizes the ability of students to produce content, build personal branding, and create emotional connections with audiences as key assets. In the era of social media, attention gained through digital platforms can be converted into business opportunities, collaborations, brand strengthening, and even increased sales of products and services produced by both the pesantren and the students.

Conceptually, the attention economy-based santripreneur model is built through four main stages: attention creation, attention engagement, attention conversion, and attention sustainability. The first stage, attention creation, focuses on the santri's ability to create appeal through narratives, creative content, and an authentic digital identity (Ali et al., 2021). At this stage, Islamic boarding school values such as honesty, simplicity, and usefulness become the distinguishing factors that distinguish santripreneurs from other digital entrepreneurs. The content produced is not solely aimed at gaining popularity, but also at spreading educational values, Islamic preaching, and inspiring

entrepreneurship.

The second stage is attention engagement, which is the ability to maintain audience attention through ongoing interaction. From a digital marketing perspective, unmanaged attention will quickly shift to other sources of information. Therefore, santripreneurs need to build two-way communication through social media, digital communities, and various interactive platforms (Sa'ida et al., 2022). Audience engagement is a crucial indicator because it demonstrates an emotional connection and trust in the product and message being conveyed. In the context of Islamic boarding schools, this engagement can be strengthened through a religious approach and moral values that create stronger social bonds than mere business relationships (Sugiarto & Setiawati, 2022).

The third stage is attention conversion, the process of converting attention and engagement into tangible economic value. In this phase, the garnered attention is converted into product purchases, service usage, social donations, business partnerships, or support for Islamic boarding school economic programs. The conversion of attention into economic activity demonstrates that attention is not merely a psychological phenomenon, but a form of capital with market value. The higher the level of audience trust, the greater the opportunity for sustainable economic transactions.

The fourth stage is attention sustainability, the effort to maintain the sustainability of attention so that it is not fleeting. Many digital entrepreneurs successfully capture public attention for a short time but fail to maintain it due to a lack of innovation and consistency of values. In the santripreneur model, sustainable attention is built through strengthening integrity, product quality, continuous innovation, and a commitment to sharia principles. Thus, the attention gained not only generates short-term economic benefits but also fosters community loyalty that supports business sustainability (Aditya Restu Hapriyanto, 2024).

The main advantage of the attention economy-based santripreneur model lies in the integration of economic and spiritual dimensions. While most digital economic actors focus on optimizing traffic and profits, santripreneurs could develop a blessing-based economy (barakah-oriented entrepreneurship). The attention gained is not used to manipulate consumer behavior, but rather to create social value, education, and community empowerment. Thus, attention becomes an instrument of economic missionary work that can connect business goals with public welfare goals.

CONCLUSION

This study demonstrates that the attention economy functions as a strategic form of capital in the development of santripreneurship at Pondok Pesantren Roudhotun Nafiiyah Pasuruan. Through digital content creation, social media utilization, and the promotion of pesantren-based entrepreneurial activities, public attention is transformed into trust, reputation, social networks, and economic opportunities that support santri entrepreneurship. The findings further reveal that the effectiveness of attention economy practices is

strengthened by the integration of Islamic values, including amanah (trustworthiness), honesty, responsibility, and maslahah (social benefit). These values distinguish pesantren-based digital entrepreneurship from purely profit-oriented approaches by positioning attention not only as an economic resource but also as a medium for da'wah, education, and community empowerment.

The main contribution of this study is the development of an Attention Economy-Based Santripreneur Model that integrates digital literacy, content creation, audience engagement, and Islamic values in transforming public attention into social and economic value. Theoretically, this study extends the literature on Islamic entrepreneurship by introducing attention as a strategic form of capital in the digital era. Practically, the findings provide a framework for pesantren in designing digital entrepreneurship programs that enhance both economic independence and social impact among santri. Future studies may test and refine this model across different pesantren contexts using comparative or quantitative approaches to enhance its generalizability.

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