

# Social Entrepreneurship Training Model as Creative Economy Development for Students in Islamic Boarding School

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**Abstract.** Islamic boarding school has the advantage to empower and change the social community. Pesantren has developed to follow the contemporary flow in empowering its students to have competencies of hard skills and soft skills. Graduates of Islamic boarding schools are able to be competitive in the Industrial Era 4.0 with an approach to empower students through social entrepreneurship training in developing entrepreneurship socio-economic creative product. This study aims: (1) Describing the model of social entrepreneurship training, developing a creative economy for students in Islamic boarding school, (2) Describing the management strategy of creative socio-economic entrepreneurship, (3) Describing community participation in agriculturally based industry social entrepreneurship, and (4) The impact of social entrepreneurship on the socio-economic for the community and students. This research method uses a qualitative descriptive design, data collection techniques through in-depth interviews and observations of students and the Clerics. The data validated by triangulating its sources and methods. Data analysis using interactive models. The results are applying a training model based on the needs of students, instructors training experts from stakeholders, and the Industry and Trade Office of Semarang City with a group approach. With the Clerics as the facilitator, the development of product design creativity focused on students. The produced goods are bookcases, Al-Qur'an reading tables, and wooden ashtrays. Entrepreneurial productivity is still limited to help the economic independence of students in the boarding school. Limited production time, in result of most of the time used for learning, product promotion and sales are not quite achieved.

**Key words:** creative economy; training models; social entrepreneurs; islamic boarding school.

**How to cite:** Suminar, T., Rahmat, A., Siswanto, Y., Markhamah Watianur Azizah, L., Riduwan, R., & Juita, R. (2022). Social Entrepreneurship Training Model as Creative Economy Development for Students in Islamic Boarding School. *ISET: International Conference on Science, Education, and Technology*. (2022). 33-39

## INTRODUCTION

Driving the creative economy in Islamic boarding school (Pesantren) is a relatively new development agent. Along with the current globalization in the 21st century, Pesantren became the spearhead in the Islamic religious Shia and was able to create the potential of productive human resources. Innovation plays an important role in economic growth and competitiveness. Islamic boarding school has the power to empower and innovate social change. Pesantren, which was originally identic with the spirit of Islamic education and studied Islamic laws, has now developed with contemporary currents in empowering its students (Irawan *et al*, 2019). The quality of students, in addition to faith and piety, students must have the competence of human resources hard skills and soft skills of creative and innovative thinking, critical in solving problems, cooperative in working and establishing communication to build networks with the wider community (Sulistianingsih, 2019). These competencies are realized in the

student entrepreneur program with the life skill training approach (Wijaya & Aini, 2020). Nowadays, entrepreneurship become an interest in Islamic boarding school life. There is no doubt that entrepreneurship in Islamic boarding school will develop rapidly. This caused by increasing number of internet and e-commerce users in this century. By 2025, internet users are predicted to reach 221 million users.

Pandemic became a disaster for the world's economic, even though people's buying potency has also increased. Daily transactions increased from 3.9 million to 4.8 million transactions, new online shoppers during the pandemic increased up to 51% (Indarti, 2021). The empowerment of students has successfully developed a product creative economy business in effort to develop socio-entrepreneurship in the Al-Qohar Klaten Islamic Boarding School, which raises the issue of Go Green and becomes one of the attractions of foreign customers. Similarly, Miftahul Falah Islamic Boarding School (PP), PP

ARIS and PP ASPIR in Kendal Regency have

succeeded in creating and innovating as respond to the people's needs as the economy sources (Ghofur *et al*, 2016). Islamic boarding school has succeeded in improving superior quality, overcoming social and environmental problems, and creating business opportunities for students supported by the ability on informatics technology. Thus, it can achieve the Islamic boarding school's goal to obtain their students to be an entrepreneurship. On the other side, it can be able to overcome social, environmental, and economic problems (i.e., unemployment) by utilizing information technology (Widodo & Nugroho, 2014).

Nowadays, social entrepreneurship is such a career trend for millennial generation (Suyatna & Nurhasanah, 2018). Social entrepreneurship defined as an innovative activity that creates social value in business, or non-profit. Social entrepreneurship does not have to be philanthropic or commercial to achieve a productive balance. A very important study to achieve the success of Islamic boarding school to empower their students in managing agriculturally based industry social entrepreneurship as the development of the creative economy is through training programs and establishing stakeholders in the community. Entrepreneurship training in the Islamic boarding school environment gives positive impact for students because they not only get Islamic values, but also get entrepreneurial knowledge and can be a student representative for the other students while in Islamic boarding school. The first step of the training so that the training carried out has relevance to the needs and desires of the students, there is a special team to communicate with the students to explore the entrepreneurial potential of the students (based on the character, interests, and talents of the students). The activity continued several activities:

1) entrepreneurship motivational training; 2) Vocational skills competency-based training (Ghofur *et al*, 2016).

Pondok Pesantren Nurul Jadid in Karanganyar village, Paiton District, Probolinggo Regency, held an entrepreneurship training program to make Lanterns and Knitting Bags for students. The training program is based on the potential free time of students and the interest of students to learn skills that produce products needed by the community. The purpose of the training is that students have the skillsto make lantern products and knitting bags and open new businesses (Nadhiroh & Romelah, 2017). Pondok Pesantren

Sirojul Huda, in the current context, positions itself as part of building the people's economy. Students after leaving the Islamic boarding school can improve their entrepreneurship skills in the community. Santri can motivate the community in improving the spirit of entrepreneurs (Rini, 2018).

Sociopreneurship as an inclusive business involves the poor in the value chain of a company, whether as customers, providers, entrepreneurs, or employees. Sociopreneurs in building their social businesses, must have the capacity to transfer entrepreneurial values to the communities of their fostered partners. Sociopreneur activities require HR investment through job skills training (Hurt, 2016), in addition to capital investment support for political and economic stability. Sociopreneurship requires various types of community participation as a force in realizing the social impact acumen of sociopreneurs. The target of sociopreneurship is milineal youth capable of information technology (Suyatna & Nurhasanah, 2018), (Suminar *et al*, 2019). The system in social entrepreneurship includes three important elements, namely (a) motivation that emphasizes more on socioeconomic aspects, (b) actions in the form of social enterprises, and (c) the impact of actions in the form of regional development, namely the creation of jobs, social inclusion, reduced poverty, and an increased quality of life (Karin, 2020). Social entrepreneurship has its characteristic dimensions. The dimensions of social entrepreneurship are: social values, civil society, innovation, and economic activity. Social entrepreneurship is engaged in society as a business activity with social goals as the main thing. The surplus profit is invested in the main predetermined goal, then the activities carried out by the voluntary sector are paid in return for the work of a product or service. This means that social entrepreneurship activities can move in business areas with clear social goals, or in the voluntary sector with a clear distribution of profits (Utami *et al*, 2019).

The development of a home industry-based creative economy carried out by the EcoNatural Society Foundation is to develop knowledge and creativity through training on utilizing local assets owned, the formation of household business groups, increasing the income of people participating in household business groups, and internal and external factors that support the development of the creative economy. External supporters are natural resources, cultural

resources, industry, information technology, infrastructure, business partnerships, financing, and marketing. While internal supporters are production skills acquired through the training process (Fadhilah, 2018). The development of the creative economy adopts the innovations of the Triple Helix Model explains the mutual relationship between institutional arrangements (public, private and academic) at different stages in the capitalization of knowledge. The new approach to interaction is characterized by: (i) the key role of the university as the main producer of knowledge; (ii) the company's strategic mission in generating innovation through improving organizational processes and the placement of existing products and services in the market;

iii) the important role of the government in supporting the development of science-based technology and in formulating policies targeted at innovation.

This study aims to: (1) Describing the model of social entrepreneurship training, to develop a creative economy for students at the As Salafy Al Asror Islamic boarding school. (2) Describing the management strategy of socio-economic for students in Islamic boarding school as well as overcoming social and environmental problems such as produce an economic product from wood waste materials (agroindustry crafts). (3) Describing community participation in agriculturally based industry social entrepreneurship at PP As Salafy Al Asror. (4) The impact of social entrepreneurship on socio-economic for the community and students.

The importance of this research is to empower students through an effective entrepreneurial training model that can develop students as creative economy actors in socio-preneur activities for students, which in the long run can be a productive HR investment in economic development.

## **METHODS**

The method uses a qualitative descriptive design to analyze the social entrepreneurship training model for students, to analyze the management of social entrepreneurs in wood waste crafts to develop the creative economy of students, to analyze the participation of community in agroindustry social entrepreneurship and the impact of social entrepreneurship as a creative economy development to increase the independence of students and the quality of life of the community. The subject of his research was students of the As

Salafy Al Asror Islamic Boarding School in Semarang City, who carried out social entrepreneurship actions in the agroindustry of wood crafts from wood mill waste. The keypersons sample was determined by purposive sampling, as many as 3-5 Islamic boarding school managers, 5 students who were active in the Islamic boarding school, and 3-5 student educators/mentors who were interviewed in-depth to describe the steps of implementation of entrepreneurship training and also to manage social enterprises and their impact on student independence and quality of life.

The research focus includes: (a) social entrepreneurship training model to develop the agriculturally based industry creative economy in the Islamic boarding school, (b) the strategies for managing social enterprises by developing the agriculturally based industry creative economy in the Islamic boarding school, (c) community participation in managing agriculturally based industry social enterprises in the school environment, (d) the impact of social entrepreneurship on the socio-economy for the community and students. Data collection techniques are using in-depth interviews, observations, documents. Observation used to observe the procedure for implementing social entrepreneurship training. Documentation has related to the photos of training activities and agriculturally based industry production activities of wood waste crafts as a product of social entrepreneurship. Qualitative data validity techniques use data triangulation. Qualitative data analysis techniques use interactive analysis, started from data collection, data reduction, data presentation, and conclusion. The results of the study began with certain phenomena that existed in the social situation in the As Salafy Al Asror Islamic boarding school and the results of the study would not be generalized to other social situations of the Islamic boarding school.

## **RESULTS AND DISCUSSION**

### **1. Social Entrepreneurship Training Model to Develop Creative Economy for Students at As-Salafy Al-Asror Islamic Boarding School.**

The Manpower Office in collaboration with the Central Java government became a facilitator and innovator in training for students. Needs analysis is carried out through providing choices to Islamic boarding schools to choose training that suits their interests and potential. Training is carried out based on an analysis of competency-

based human resource training criteria. In simple terms, competence is the first step that must be sought when conducting training. Competence as a combination of skills, and knowledge that is reflected in a person's work behavior. Competency-Based Training or often known as *Competency Based Training (CBT)* is an innovation of *Technical Vocational Education and Training (TVET)* both in Europe, Australia, Germany, and in Asia. Competency-based training in non-formal institutions in human resource development (Sunarsih, 2018).

Along with the development of the times, it takes effectiveness to complete the problem of human resources through training. The relationship between competence and training implementation is a success because it is in accordance with the expertise possessed by the training target. This competency-based training focuses on mastering work abilities that include knowledge, skills and attitudes that have been adjusted to standards (Landa *et al*, 2021). One of the efforts to develop the use of competencies is carried out in stages starting from the recruitment process, selection and finally used in managing the implementation of competency-based training programs.

The process of delivering material in wood waste management training is carried out *online* through *zoommeeting* for one day. The process of delivering material already has standards to maintain the achievement of behavioral development goals if its implementation follows the stages in the syllabus of the competency development program which includes several *contents* containing specific activities of presenting competency development material in which an explanation of about tools and materials in wood waste management as well as steps in manufacturing. The need for material provision in several stages starts from providing awareness of the demands of the behavior being developed, including the introduction of behavioral indicators to be developed, the next stage of providing material with various approaches, discussions and finally the stage where competency development in the workplace is practiced.

Competency-based training the main target is behavior change, so that in its development it will take a process where the behavior is trained and displayed so that in its implementation it is necessary to carry out a process of making *an action plan* that includes some specific information on trainee behavior development

activities (Efendi, 2015) . In making products from wood waste, students are given freedom in developing ideas. The products that have been made are ashtrays, flower vases, photo cakes, wall clocks, tables, chairs, and cabinets. Each of these products has a design and size that is tailored to the order or creativity of the students.

The results processed from this entrepreneurship training are not only on the financial independence of students, but in increasing the creativity of students and the independence of cottages in product management so that the needs of infrastructure such as tables, chairs and cabinets can be produced by themselves. The positive results received by the community are about the general public's view of the cottage, where this entrepreneurial activity gives the stigma that the cottage is not only a place to study so that students are also able to have skills through entrepreneurial activities.

## 2. **Social Enterprise Management Strategy to Develop Creative Economy for Students at As-Salafy Al-Asror Islamic Boarding School.**

Social Entrepreneurship or referred to as *social entrepreneur* has developed in a number of fields, ranging from not for profit, to profit, to the public sector, to a combination of the three. *Entrepreneurs* provide social innovations that are able to change the system that ad the community. Another impact caused is the presence of individuals who are creative, have goals, and have an entrepreneurial and ethical spirit that is created with a background with the idea of innovation.

Social entrepreneurs are referred to as agents of change who are able to make a real contribution to ideals and improve social values and become the inventor of various opportunities to do good. The difference between business entrepreneurs is that social entrepreneurs do not only achieve profit but also positively affect the community. As happened at Pondok Al asror, entrepreneurial activities in wood waste management as a form of activity that forms the independence of students so that the skills obtained after mondok not only understand about religious knowledge but also have skills to skillfully manage wood waste into goods that are suitable for use. However, the formation of attitudes is a very expected impact because through this entrepreneurial activity, students are formed into skilled, independent, intelligent in managing finances, responsible to a strong

mentality. The definition of social enterprise provides four main elements, namely *Social Value*, *Civil Society*, *Innovation* and *Economic Activity* (Secure-sdlc, 2019)

a. *Social Value*

Social entrepreneurship in students is still early so that the impact that exists is only limited to business actors and cottage parties. Students get experiences that do not add to their financial independence but also use the beneficial attitude of the entrepreneur in their lives as an additional skill. Another impact felt by the cottage is independence in fulfilling the needs of cottage infrastructure such as cabinets, kuris, tables so that there is no need to order with furniture.

b. *Civil Society*

Civil society participates in optimizing social capital in society. This condition was carried out by the Manpower Office in collaboration with the Central Java government as a facilitator and innovator in the

implementation of wood waste management training for As-Salafy Al-Asror students. The purpose of this activity is not only to produce religious students but also as *agents of change* who are skilled in entrepreneurship and utilize waste as goods that have a high selling value.

c. *Innovation*

Wood waste training is the answer to the community's problems with abandoned wood waste piles. However, the conditions behind these activities are also related to the times. Nowadays individuals are required to grow into intelligent and multitasking individuals. Students who are not only good at the field of religion are also equipped with skills to tramp and have an entrepreneurial spirit that aims to produce a generation that has *skills* as a provision for life after graduating from the cottage (Sofia, 2017).

d. *Economic Activity*

Training activities for students aim to have an impact not only for students, cottages but also for the surrounding community. Through economic development, it is hoped that it will be able to have financial independence. However, currently the impact felt has not reached the target to the surrounding community because this entrepreneurial activity has not yet done (Nazarov & Akhmedjonov, 2012).

**3. Community Participation in Agro-Industrial Social Entrepreneurship at the As-Salafy Al-Asror Islamic Boarding School.**

In entrepreneurial activities, of course, it cannot be separated from the role and

involvement of the local community. The involvement of the community around the place where the entrepreneurial activity is running is at least the first turnaround of the economic wheels, before the production is marketed and the wheels of the economy are even greater. Likewise, the management of wood limbah carried out by the students of the As-Salafy Al-Asror Islamic Boarding School, where the role of the surrounding community in the journey of the business has been seen.

The results of the researcher's analysis through interviews conducted, it was found that the participation of the community in social entrepreneurship of wood waste permits has not been maximized. This is caused by several factors which include: (a) Government regulations related to the policy of handling the Covid-19 virus, which has an impact on the movement and flexibility of the management in involving the community. (b) Businesses that are still fairly new and are still improving the internal management system, (c) Changes of management every year, and Human Resources (HR) that are not yet qualified, so that business management has not run optimally, (d) Must prioritize cottage activities above business activities and other activities.

As far as researchers' observations, community involvement in entrepreneurship is still limited to small contributions (Irawan et al., 2019). For example, providing basic materials and verbal input for the improvement and progress of the wood waste business at the As-Salafy Al-Asror Islamic boarding school. Another form of contribution made by the community is word of mouth about the existence of a wood waste business in al-Asror cottage.

**4. The Impact of Social Entrepreneurship on Socioeconomics for Society and Students**

The results of the researcher's analysis through interviews conducted, it was found that the participation of the community in social entrepreneurship of wood waste permits has not been maximized. This is caused by several factors which include: (a) Government regulations related to the policy of handling the Covid-19 virus, which has an impact on the movement and flexibility of the management in involving the community; (b) The business is still starting and is still improving the internal management system, (c) Changes of management every year, and Human Resources (HR) are not qualified, so that business management has not run optimally, (d) Must prioritize cottage activities above

business activities and other activities.

As far as researchers' observations, community involvement in entrepreneurship is still limited to small contributions. For example, providing basic materials and verbal input for the improvement and progress of the wood waste business at the As-Salafy Al-Asror Islamic boarding school. The results of field observations and interviews conducted by the research team showed that the wood waste business at the As-Salafy Al-Asror Islamic boarding school had an impact on students. This impact can be seen from the fulfillment of the learning needs of students and supporting needs made from wood waste, such as tables, shoe racks and whiteboards can be produced by themselves, although not all these materials come from wood waste. The production of wood waste itself is mostly made in the form of accessories where the goods produced are marketed when there are certain activities and during the scheduled visit of the guardian of the student to the cottage. The works of students from the wood waste are quite in demand by the walisantri, so that the sales turnover increases which is profitable for Santri and Pondok Pesantren.

As for the residents around the Islamic boarding school, particularly, the impact of the wood waste business in the Islamic boarding school has not been seen. Because, so far, the management has only marketed through an onlineshop application which in promotion and management has not been so massive and massive. So, it is only natural that the business they are engaged in is not very well known. However, the management has collaborated so that later their business can be known by the community around the Islamic boarding school and more or less can help the rotation of the economic wheels in the surrounding community

Improvements for the improvement of the management system are being rolled out by the management of the wood waste business so that then their business can compete in the available market and marketplace, both through applications and events from regional to national times. Another form of contribution made by the community is the existence of a wood waste business in al-Asror Islamic Boarding School (Fachrurrozie et al., 2021).

## CONCLUSION

The social entrepreneurship training model, which used to develop a creative economy for students at the As Salafy Al Asror Islamic

boarding school, is carried out based on an analysis of competency- based human resource training criteria. This competency-based training focused on mastering work abilities that include knowledge, skills and attitudes that have been adjusted to standards. The strategy of managing social entrepreneurs in the Islamic boarding school develops a creative economy for students as well as to overcome social and environmental problems, by producing economic products from wood waste materials (agroindustry crafts) of social entrepreneurs by paying attention to four main elements, such as Social Value, Civil Society, Innovation, and Economic Activity. Community participation in agriculturally based industrial social entrepreneurship in PP As Salafy Al Asror has not been maximized since the business is still in the pilot stage and limited on internal management system. Boarding school activities prioritize religious learning activities rather than developing entrepreneurship. The impact of social entrepreneurship on socioeconomics for students is helping the operational costs of Islamic Boarding Schools, so that students can have personal savings. As for the community around Islamic boarding school, social entrepreneurs have not shown encouraging socioeconomic changes.

## ACKNOWLEDGEMENT

I would like to thank to God for letting me through all this difficulties. I would also like to acknowledge and give my honourous thanks to the institute, Universitas Negeri Semarang Postgraduates Program, that funds this research.

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