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THE INFLUENCE OF ENTREPRENEURIAL PROGRAMS AND LIFE SKILL EDUCATION ON THE INDEPENDENCE OF SANTRI AT PONDOKPESANTREN NURUL FALAH

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ABSTRACT

Islamic boarding schools as traditional Islamic educational institutions have a strategic role in producing generations who are not only superior in the religious field, but also have life skills that are relevant to the challenges of the times. Along with the development of the era of globalization and increasingly competitive work world competition, Islamic boarding schools are required to provide more provisions to students so that they are able to be independent, competitive, and contribute productively to society. The purpose of this study is to identify and analyze the extent of the influence of the entrepreneurship program and life skills education on the independence of students at Pondok Pesantren Nurul Falah in Bandung City. The research method used is descriptive quantitative. The results of the study show that there is an influence of the entrepreneurship program and life skills education on the independence of the students at PondokPesantren Nurul Falah. This is evidenced by the partial t-test results, which show that the significance value of the entrepreneurship program variable is $0.192 > 0.05$, while the life skills education variable has a t-count greater than the t-table ($5.279 > 2.009$) with a significance value of $0.000 < 0.05$. The ANOVA test indicates that the significance level is $0.000 < 0.05$, so it can be concluded that simultaneously there is a predictive influence between the entrepreneurship program and life skills education on students' independence. The degree of influence of the entrepreneurship program and life skills education is 49.5%, while the remaining 50.5% is influenced by other factors not examined in this study.

Keywords:

Program
Kewirausahaan,
Pendidikan Life Skill,
Kemandirian Santri

ABSTRACTS

Pondok pesantren sebagai lembaga pendidikan Islam tradisional memiliki peran strategis dalam mencetak generasi yang tidak hanya unggul dalam bidang keagamaan, tetapi juga memiliki kemampuan hidup (life skills) yang relevan dengan tantangan zaman. Seiring perkembangan era globalisasi dan persaingan dunia kerja yang semakin kompetitif, lembaga pesantren dituntut untuk memberikan bekal lebih kepada santri agar mampu mandiri, berdaya saing, dan berkontribusi secara produktif dalam masyarakat. Tujuan penelitian ini untuk mengetahui dan menganalisis pengaruh dari program kewirausahaan dan pendidikan life skill terhadap kemandirian santri di Pondok Pesantren Nurul Falah Kota Bandung. Metode penelitian kuantitatif deskriptif. Hasil penelitian menunjukkan bahwa terdapat pengaruh antara program kewirausahaan dan pendidikan life skill terhadap kemandirian santri Pondok Pesantren Nurul Falah Kota Bandung. Hal tersebut dibuktikan dengan hasil uji-t parsial menunjukkan hasil signifikansi pada variabel program kewirausahaan $0,192 > 0,05$ dan variabel pendidikan life skill nilai t hitung $>$ dari t tabel yaitu $5,279 > 2,009$ dengan signifikansi $0,000 < 0,05$. Uji ANOVA menunjukkan bahwa tingkat signifikansi $0,000 < 0,05$ maka dapat disimpulkan secara simultan atau secara bersamaan dapat memprediksi adanya pengaruh antara program kewirausahaan dan pendidikan life skill terhadap kemandirian santri. Tingkat pengaruh dari program kewirausahaan dan pendidikan life skill adalah 49,5% dan sisanya yaitu 50,5% dipengaruhi oleh faktor lain yang tidak diteliti pada penelitian ini.

A. INTRODUCTION

Islamic boarding schools (pondok pesantren) have played a significant role throughout the long history of educational institutions. Their existence dates back five centuries and has substantially contributed to the nation's development. Pondok pesantren serves various functions and offers numerous benefits, particularly for the students (santri) and the community. As one of Indonesia's oldest Islamic educational institutions, they remain a compelling subject for deeper academic exploration. Values such as independence, sincerity, and simplicity continue to serve as the fundamental principles in implementing education within the pesantren environment.

As an educational institution with distinctive learning characteristics, the Islamic boarding school (pondok pesantren) has received legal recognition through the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System. One of the most prominent characteristics of the students' (santri) life and activities within the pesantren environment is the value of independence. This value is an essential foundation in studying religious sciences in pesantren. The spirit of independence instilled in the santri aligns with the national education goals as stated in Article 3 of the Law: 'National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of learners to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.'

One program that can be implemented to cultivate independence is an entrepreneurship program. In this program, pesantren provide facilities for implementing entrepreneurship education to foster the entrepreneurial spirit of santri in developing their life skills and self-reliance. Entrepreneurship education is a deliberate and structured effort carried out through curricular approaches and

practical experiences to instill entrepreneurial character in the students. This development encompasses cognitive, affective, and psychomotor aspects, enabling santri to possess personal competencies reflected in creative, innovative behaviors and the courage to take risks. The entrepreneurship program is a detailed outline of efforts in carrying out entrepreneurship education, whereby a group or individual utilizes structured efforts and various available resources to identify opportunities and create added value by meeting needs and desires, realized through innovation and uniqueness.

Based on preliminary observations at Nurul Falah Islamic Boarding School (Pondok Pesantren Nurul Falah), the researcher found that the pesantren is making efforts to enhance the independence of its students (santri) through entrepreneurship programs and life skills education. The entrepreneurship program provides education tailored to the students' interests and abilities. Most of the santri residing at Nurul Falah come from economically disadvantaged backgrounds, as many of them are orphans or have been abandoned by their families. In response to this condition, Nurul Falah has implemented various entrepreneurship initiatives, including gallon water refills, a cooperative store, livestock farming, and liquid soap packaging services. Teachers with specific expertise and experience in entrepreneurship supervise these programs.

Meanwhile, life skills education has been part of the pesantren's curriculum since its inception. It teaches several aspects of life skills, such as rational thinking, social, academic, and vocational skills. As is common in Islamic boarding schools, students are consistently encouraged to develop a sense of independence. At Nurul Falah, fostering independence remains a challenge. Some santri are not yet accustomed to being independent at home, which is one of the reasons why entrepreneurship and life skills education programs are implemented to promote greater self-reliance.

Previous studies have discussed various aspects related to entrepreneurship programs, life skills education, and student independence, including: research by Nur Khamidah (2018), which stated that entrepreneurship education can enhance the life skills of students (santri) at Pondok Pesantren Madania, with emphasis on the abundance of human resources, rural location, and sufficient study time. A study conducted by Muntadziroh, Imamah, and Zahro (2022) highlighted that pesantren's main characteristic is fostering student independence through the values of sincerity, simplicity, and religious knowledge. Munawaroh (2023) examined the management of entrepreneurship programs in developing student independence at Pondok Pesantren Darul Huda using a qualitative case study approach. Susandi's (2020) findings emphasized the importance of life skills education in shaping individuals who are active, creative, and innovative.

The novelty of this research lies in its specific object of study: Pondok Pesantren Nurul Falah in Bandung City, which has not previously been examined using a quantitative approach in the context of the relationship between entrepreneurship programs, life skills education, and student independence. This study employs a descriptive quantitative approach, which differs from previous research that predominantly used qualitative methods. Focusing on low-income students also provides a different social context for implementing the programs. Terdapat hipotesis implisit yang dapat dirumuskan sebagai berikut:

- H1: The entrepreneurship program significantly influences student (santri) independence.
- H2: Life skills education has a significant influence on student independence.
- H3: The entrepreneurship program and life skills education simultaneously influence student independence.

This descriptive quantitative study aims to measure the influence of two independent variables (entrepreneurship program and life skills education) on one dependent variable (student independence), using multiple linear regression analysis. The research is conducted at Pondok Pesantren Nurul Falah in Bandung City.

The expected outcome of this study is to determine the extent to which the entrepreneurship program and life skills education influence student independence at Pondok Pesantren Nurul Falah. These findings are expected to serve as a foundation for developing policies or strategies related to character and vocational education in Islamic boarding schools.

B. METHOD

This study employs a quantitative approach, which is used to investigate a specific population or sample. Data collection is conducted using research instruments, and the data analysis is quantitative/statistical, aimed at testing the established hypotheses. The method used in this research is the descriptive method, which is conducted to determine the value of an independent variable, whether one or more, without making comparisons or establishing relationships between variables.

The research was conducted at Pondok Pesantren Nurul Falah in Bandung City. The researcher examined the influence of the entrepreneurship program and life skills education on student (santri) independence by distributing questionnaires to students participating in the entrepreneurship program. The population of this study consists of 127 students, with a sample of 50 students who served as respondents.

C. RESULT AND DISCUSSION

Questionnaires were distributed to 50 students (santri) of Pondok Pesantren Nurul Falah, consisting of 30 statement items for the entrepreneurship program variable, 40 statement items for the life skills education variable, and 30 statement items for the independence variable. The descriptive statistical results from the questionnaires are as follows:

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Entrepreneurs hip	50	97	140	6174	123.48	9.281
LifeSkill	50	124	189	7960	159.20	15.556
Independence	50	90	142	6026	120.52	12.188
Valid N (listwise)	50					

For the entrepreneurship program variable, the sample size (N) consisted of 50 students (santri), with a minimum score of 97 and a maximum score of 140. The average (mean) score was 123.48 with a standard deviation of 9.281. This standard deviation indicates that there is not a large variance or gap among the responses,

suggesting that the entrepreneurship program is relatively strong in fostering independence. For the life skills education variable, the sample size (N) was also 50 students, with a minimum score of 124 and a maximum score of 189. The mean score was 159.20 with a standard deviation of 15.556. This indicates that the level of life skills education is high and contributes significantly to the development of student independence.

Table 2: Tendency Categorization of the Entrepreneurship Program

		Entrepreneurship			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	2.0	2.0	2.0
	Medium	49	98.0	98.0	100.0
	Total	50	100.0	100.0	

Based on the table, it shows that there are 98 (98%) students in the moderate category and 2 (2%) students in the low category. It can be concluded that the tendency for the entrepreneurship program variable is mostly moderate. Furthermore, the life skills education variable is categorized into three tendency categories: high, moderate, and low. The categorization of the tendency of life skills education is as follows.

Tabel 3 : Categorization of Life Skill Education Tendencies

		Life Skill Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	2.0	2.0	2.0
	Medium	48	96.0	96.0	98.0
	High	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Based on the table, it shows that there are 2 (2%) high categories, 96 (96%) medium categories, and 2 (2%) low categories. So the tendency of the life skill education variable is mostly moderate. Furthermore, the student independence variable is classified into three categories of variable tendencies: high, medium, and low—the categorization of the student independence tendency.

Tabel 4 : Categorization of Student Independence

		Independence			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	47	94.0	94.0	94.0
	High	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Based on the table, it shows that there are 6 (6%) high categories, 96 (96%) medium categories, and 2 (2%) low categories. So, the tendency of the majority of the independence variables is medium.

A data validity test is a data instrument test used to determine how accurately the items measure what is to be measured. The validity test results, which were

conducted on 50 respondents, showed that 30 items of entrepreneurship program variable statements were declared valid, 40 items of life skill education statements were declared valid, and 30 items of student independence variable statements were declared valid. At the same time, reliability is determined when testing instrument items to determine whether the data produced can be relied on. The reliability test results for the entrepreneurship variable $0.841 > 0.6$ are declared reliable, the life skill education variable $0.922 > 0.6$ is declared reliable, and the student independence variable $0.902 > 0.6$ is declared reliable.

Furthermore, a classical assumption test is carried out to determine whether there is residual normality, multicollinearity, and heteroscedasticity in the regression model. Based on the normality test results using the one-sample Kolmogorov-Smirnov test, we obtained a significance of $0.769 > 0.05$, which means the data is normally distributed. The results of the heteroscedasticity test show that the entrepreneurship program variable has a significance value of $0.554 > 0.05$, which means there is no heteroscedasticity symptom, and in the life skill education variable, with a significance of $0.374 > 0.05$, which means there is no heteroscedasticity symptom. The multicollinearity test shows the results on the entrepreneurship program variable, $0.736 > 0.1$, which means there is no multicollinearity; in the life skill education variable, $0.736 > 0.1$, which means there is no multicollinearity. The next stage is the hypothesis test which consists of the t-test, F-test, determination test (R^2).

Tabel 5 : t-Test (Parsial)

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.183	17.223		.998	.324
	Entrepreneurs hip	.206	.155	.157	1.325	.192
	Life Skill	.489	.093	.625	5.279	.000

a. Dependent Variable: Kemandirian

If seen from the results of the t-test in the table above, the entrepreneurship program variable has a calculated t value $> t$ table, namely $1.325 < 2.009$ with a significance level of $0.192 > 0.05$, thus it can be concluded that partially the entrepreneurship program variable has a significant effect on the independence of students. While in the life skill education variable, the calculated t value $>$ from the t table is $5.279 > 2.009$ with a significance of $0.000 < 0.05$, thus it can be stated that partially the life skill education variable has a significant effect on students' independence.

Furthermore, the F test, also known as the ANOVA test, is used to measure whether or not there is a difference in the average or middle value of a data set. The F test also functions to see whether the independent variables affect the dependent variable by comparing the values between the calculated F and the F table.

Tabel 6 : The F Test

ANOVA ^b						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3751.668	2	1875.834	24.998	.000 ^a
	Residual	3526.812	47	75.039		
	Total	7278.480	49			

a. Predictors: (Constant), LifeSkill, Kewirausahaan
b. Dependent Variable: Kemandirian

Berdasarkan tabel di atas bahwa F hitung > F tabel yaitu $24,998 > 3,20$ dengan tingkat signifikansi $0,000 < 0,05$ maka dapat disimpulkan secara simultan atau secara bersamaan dapat memprediksi adanya pengaruh antara program kewirausahaan dan pendidikan life skill terhadap kemandirian santri.

Koefisien determinasi merupakan proporsi keragaman model yang diterangkan oleh peubah variabel X atau proporsi jumlah kuadrat regresi terhadap jumlah kuadrat total atau proporsi keragaman yang terdapat dalam variabel Y. Nilai dari koefisien determinasi berkisar dari 0 dan 1. Semakin mendekati angka 1 maka model yang dipakai semakin bagus karena kesalahan yang tidak bisa dikendalikan semakin kecil. Uji koefisien determinasi digunakan untuk mengetahui sejauh mana variabel independen (program kewirausahaan dan pendidikan life skill) dapat menjelaskan variasi dalam variabel dependen (kemandirian santri). Nilai R^2 yang tinggi menunjukkan bahwa model regresi dapat menjelaskan sebagian besar variabilitas dalam kemandirian santri, sementara nilai R^2 yang rendah mengindikasikan bahwa model belum sepenuhnya menjelaskan variasi tersebut.

Tabel 7 : Test Koefisien Determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718 ^a	.515	.495	8.662

a. Predictors: (Constant), LifeSkill, Kewirausahaan

The table above shows that the adjusted R Square is 0.495, which means that the influence of entrepreneurship programs and life skills education is 49.5%. The remaining ($100\% - 49.5\% = 50.5\%$) is influenced by other factors not examined in this study. In quantitative research, data analysis is carried out after collecting all data from respondents and other sources. This analysis process includes grouping data based on variables and types of respondents, describing data in tabular form according to the variables studied, presenting data for each variable that is the focus of the study, and calculating to test the hypothesis that has been proposed.

This study applies multiple linear regression analysis techniques. Linear regression is an analysis method used to identify the influence or linear relationship between independent and dependent variables and predict the value of dependent variables based on their independent variables. Multiple linear regression tests the simultaneous influence of two or more independent variables on one dependent variable. This model assumes a relationship or straight line between the dependent variable and each of its predictors.

D. CONCLUSION

Based on the research analysis above, the entrepreneurship program and life skill education significantly affect students' independence at the Nurul Falah Islamic Boarding School in Bandung City. This is evidenced by the t-test (partial), which shows the results of significance on the entrepreneurship program variable, $0.192 > 0.05$, and the life skill education variable, t count value $>$ from the t table, namely $5.279 > 2.009$, with a significance of $0.000 < 0.05$. The ANOVA test shows that the significance level is $0.000 < 0.05$, so it can be concluded that the influence between the entrepreneurship program and life skill education can be predicted simultaneously with students' independence. The level of influence of the entrepreneurship program and life skill education is 49.5%, and the remaining 50.5% is influenced by other factors not examined in this study.

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