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THE ROLE OF ISLAMIC BOARDING SCHOOLS IN ENHANCING THE ENTREPRENEURIAL ATTITUDES OF STUDENTS AND STRENGTHENING THE COMMUNITY'S ECONOMY

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INFORMATION

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ABSTRACT

Islamic boarding schools serve not only as educational institutions but also as social and economic institutions. This research aims to examine the role of Islamic boarding schools in enhancing students' entrepreneurial attitudes and strengthening the community's economy. The method used is a descriptive quantitative approach to explain how learning variables can enhance students' entrepreneurial attitudes and how the economic empowerment variable influences the economic strengthening of the community around the Islamic boarding school. The analysis shows that 56.1% of learning influences students' entrepreneurial attitudes. while economic empowerment does not directly strengthen the community's economy. However, the presence of Islamic boarding schools contributes to the community's economic empowerment by fostering a range of productive businesses within the framework of the Islamic economic system, including laundry services, food stalls, grocery stores, clothing stores, and tailoring services. These economic activities create job opportunities for the surrounding community and promote local economic growth in an inclusive and equitable manner, in line with the basic principles of Islamic economics, such as justice, welfare, and the empowerment of people.



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A. INTRODUCTION

Islamic Boarding Schools were originally known for their traditional education system, but now they continue to adapt to the times. Many are integrating information technology, updating curricula to include contemporary subjects, and expanding more inclusive educational programs. In addition to teaching religious texts, Islamic Boarding Schools equip students with skills, foreign-language proficiency, and the ability to live independently, so they are ready to face challenges in the era of globalization. Education at Islamic Boarding Schools does not only emphasize legal or moral experience but also the nature of life, humans, and society (A'la, 2006). The management and administration of the Islamic Boarding School are also transforming to increase efficiency and transparency.

The habits taught at Islamic Boarding Schools extend beyond religious aspects; they also foster an entrepreneurial spirit among students. Apart from instilling religious values, Islamic Boarding Schools shape character through discipline, perseverance, and responsibility. Students are trained to maintain cleanliness, manage time well, and be proactive and creative, which are basic skills in building an entrepreneurial spirit.

Entrepreneurship is the application of creativity to solve problems and identify opportunities for improvement in life. As a discipline, entrepreneurship encompasses values, skills, and behaviors in capturing opportunities through the process of starting, managing, and developing a business. Integrity, perseverance, and innovation are the main foundations for shaping an entrepreneur's character. The entrepreneurial process is dynamic, encouraging innovation to face challenges and find new opportunities to improve the quality of life. Entrepreneurship also reflects the ability to create business activities (Kasmir, 2007).

Apart from being educational institutions, Islamic Boarding Schools also serve as social and economic institutions for the people. The existence of Islamic Boarding Schools empowers the community through economic activities, thereby increasing welfare, both directly and indirectly. Skills, agriculture, and crafts training programs run by Islamic boarding schools contribute to increased income and job creation, thereby enhancing the economic resilience of families and communities. Community economic resilience reflects the community's ability to maintain family economic stability amidst various challenges. Family economic resilience refers to the family's ability to recover and rise from various problems in the economic aspect (Amalia & Lindiasari Samputra, 2020).

Islamic boarding schools are pioneers of the people's economy because they produce students who form communities with a strong dedication to the religious teachings they uphold. Their attachment to these religious values can positively impact the economic activities they undertake. The orientation of Islamic boarding schools that emphasize Islamic education and understanding makes them the driving force of sharia-based economics in society, while also producing a generation of young entrepreneurs with Islamic character.

Optimizing the resources of Islamic boarding schools can be a powerful driver of economic growth when managed effectively. Land assets can be used for agricultural activities by students or for involving the surrounding community as labor. Thus, Islamic boarding schools are not only centers of religious education, but also play an active role in empowering the community's economy.

Empowerment of the community's economy by Islamic boarding schools can be achieved through several activities, namely (1) providing employment opportunities. The

construction and maintenance of Islamic boarding schools require workers, thereby opening employment opportunities for the community. (2) Business opportunities; Residents around the Islamic boarding school can sell in the Islamic boarding school environment or leave their products with the Islamic boarding school's business entity. 3) Islamic boarding schools can establish business entities in the form of cooperatives or establish financial institutions such as BMT, Micro Waqf Banks, or social institutions such as zakat institutions, which function to help the community's economy. (4) Education of Islamic boarding school students. Apart from becoming religious experts, many Islamic boarding school graduates become entrepreneurs (Muhammad Anwar Fathoni, 2019).

Research on the themes of Islamic Boarding Schools, entrepreneurship and community economy has been widely conducted, among several journal article titles are (1) Islamic Boarding Schools and Economic Independence: A Study of Entrepreneurship at the Ar-Risalah Cijantung IV Islamic Boarding School in Ciamis, explaining the independent business run by the Ar-Risalah Islamic Boarding School in the form of animal husbandry, fisheries, mining, agriculture and waste processing has a positive impact on the Islamic Boarding School and the community so that it has a source of funding to support the development of the Islamic Boarding School so that it is not completely dependent on the government (Hafidh & Badrudin, 2019). (2) Economic Empowerment of Islamic Boarding Schools Through Local Resource Development (Study on Daarut Tauhid Islamic Boarding Schools); Islamic Boarding Schools have a strategic role in society. In addition to being educational and religious institutions, several Islamic Boarding Schools try to address social issues, including economic and political. Therefore, Islamic boarding schools need to optimize their potential, especially in empowering the community's economy (Ningsih, 2017). (3) Entrepreneurship Education Model in Islamic Boarding Schools; The study explores the concept of entrepreneurship education in Islamic Boarding Schools, the implementation of this education, the consequences it causes, and the challenges faced and efforts to resolve them (Fatchurrohman; Ruwandi, 2018). (4) Analysis of Entrepreneurship Implementation among Islamic Boarding School Students; The main obstacle in implementing entrepreneurship in Islamic boarding schools is the difficulty in compiling training schedules, which often clash with students' Koran reading times (Mustaqim & Suhadi, 2019).

Previous research on the relationship between Islamic Boarding Schools and the entrepreneurial attitudes of students and the community economy generally focused on one aspect, such as the relationship between Islamic Boarding Schools and the entrepreneurial attitudes of students in Islamic Boarding Schools that directly teach entrepreneurship or have economic development programs. This study analyzes two aspects based on the formulation of the problem, namely: (1) how learning and empowerment in Islamic Boarding Schools influence the formation of entrepreneurial attitudes in students, and (2) how to strengthen the community economy through the role of learning and empowerment in Islamic Boarding Schools.

This study explores how the environment and habits in Islamic Boarding Schools influence students' entrepreneurial attitudes, even though they are not directly trained to become entrepreneurs. This study also examines the role of Islamic Boarding Schools in improving the community's economy, even though they do not run economic development programs directly.

B. LITERATURE REVIEW

The word Islamic Boarding School comes from the word *funduq* (Arabic), which means hotel or dormitory (Zainal Arifin, 2012). Initially, the Islamic Boarding School was a dormitory where students lived to study religious knowledge. Initially, the Islamic Boarding School was a dormitory for students to study religion. Its history shows it as an educational institution and a religious broadcaster, influenced by the thought of fiqh and Sufism from the 7th to the 13th centuries AD, with books focused on these subjects. In addition, Islamic Boarding Schools also function as social and economic institutions for the people. Cooperatives managed by administrators and students enable Islamic boarding schools to survive in society from time to time, even in the face of global economic shocks (Mursyid, 2011).

Education with a boarding school system in Islamic Boarding Schools has existed since Islam entered Indonesia. This system began when a Kyai settled in an area, and then students from various regions came to study with him. Living costs and education costs during the study period were borne jointly by the students and the surrounding community (DM, 2013). By teaching from classical Islamic texts, Islamic Boarding Schools help sustainably preserve Islamic knowledge. In addition, Islamic Boarding Schools serve as places for students to practice Islamic values in everyday life and as centers for character building and individual development based on Islamic teachings.

As traditional Islamic educational institutions, Islamic Boarding Schools do not focus solely on academic aspects but also emphasize character building and spirituality. The students not only study religious laws but also gain a deep understanding of moral values, ethics, and discipline. As educational institutions that have long existed in Indonesia, Islamic Boarding Schools offer a balanced education between general knowledge and religion, aiming to produce quality human resources for life in this world and the hereafter. Education in Islamic Boarding Schools does not only emphasize law and morals, but also understanding the nature of life, humans, and society (A'la, 2006).

The development of Islamic Boarding Schools that continue to adapt to science and technology encourages them to organize formal education, such as madrasahs and public schools that cover general sciences. In addition, Islamic Boarding Schools also develop cooperatives, Islamic financial institutions such as Baitul Maal wa At-Tamwil (BMT), and various businesses such as shops, as an effort to strengthen the economy. This economic program often involves student cooperation, with support from the local Chaplain and community leaders.

In addition to serving as religious educational institutions, Islamic boarding schools also instill entrepreneurial values and attitudes in students through character development, such as independence, hard work, discipline, and responsibility. Many Islamic boarding schools even develop creative economic programs, skills training, and business units to foster learning and entrepreneurial attitudes among students.

Entrepreneurship is about applying creativity to solve problems and identify opportunities for improvement in life. This process is dynamic, encouraging innovation in facing challenges and finding new opportunities to improve the quality of life. Entrepreneurship also reflects the ability to create and develop businesses (Kasmir, 2007). Entrepreneurship is not only related to the business aspect but also reflects the mentality and Attitudes that encourage individuals to continue improving

the quality and value of their work, including an active spirit of innovation and striving, both for self-development and increased income (Sunyoto Danang dan Ambar Wahyuningsih, 2009). An entrepreneur has several main characteristics, namely:

- 1) Discipline: Having regularity, perseverance, and consistency in implementing established rules and routines. These attitudes reflect a commitment to goals and responsibilities.
- 2) High Commitment: Showing dedication and strong determination in achieving goals. Individuals with high commitment have an emotional and mental attachment to the tasks or projects they undertake.
- 3) Honest; Upholding the principles of honesty and integrity in all aspects of life. An honest attitude includes openness, courage in conveying the truth, and impartiality to personal interests.
- 4) Creative and Innovative; Able to create original solutions and generate new ideas. Creativity helps see opportunities in challenges, while innovation encourages turning ideas into actions that provide added value.
- 5) Independent: Having the ability to act and make decisions independently. Independent individuals do not depend on others, manage their personal responsibilities, and dare to face challenges.
- 6) Realistic: Can face reality honestly and rationally, evaluate situations with common sense, recognize existing limitations, and make decisions based on concrete facts (Mardiyatmo, 2008).

The existence of Islamic Boarding Schools in Indonesia has become increasingly well-known since Sunan Ampel founded a *padepokan* in Ampel, Surabaya, as a center of education in Java. Students who study do not only come from Java, but also from Gowa and Tallo, Sulawesi (Adnan Mahdi, 2013). As it develops, many modern Islamic boarding schools require students to master foreign languages, especially Arabic and English, and equip them with various skills for independent living after graduating. The presence of Islamic Boarding Schools in the community is expected to serve as educational institutions that can develop the community's potential. The roles are as follows:

- 1) Instrumental and facilitator role: Islamic Boarding Schools act as formal and non-formal educational institutions. As an educational institution, it organizes Islamic-based academic programs, functioning to maintain the authenticity of Islamic teachings. In addition, through extracurricular activities such as religious studies, discussions, and practical skills development, Islamic Boarding Schools help shape students' character, morality, and leadership.
- 2) The role of mobilization (Depag RI, 2003); The mobilization of Islamic Boarding Schools is based on the community's belief that Islamic boarding schools are the right place to shape morals and character. This mobilization includes disseminating Islamic religious knowledge and encouraging community participation in religious activities. In addition, Islamic boarding schools play a role in improving the community's skills and general knowledge, helping them adapt to changing times without abandoning Islamic values. In economic empowerment, Islamic Boarding Schools can serve as centers for skills training

- and micro-business development, helping communities improve their standard of living through economic activities grounded in Islamic principles.
- 3) The role of human resources; Kiai, teachers, and staff of Islamic Boarding Schools play a role in Islamic education and development. They create an inspiring learning atmosphere, develop curriculum, foster character, and instill moral values so that students become faithful individuals and are useful to society.
 - 4) Islamic Boarding School as an agent of development; The Kiai's closeness to the community makes him a problem solver, a place where they complain about various problems, ranging from social, legal, cultural, economic, political, to health (Malaka, 2021). The presence of Islamic Boarding Schools is expected to prevent moral decline, political oppression, limited knowledge, and economic poverty.
 - 5) Islamic Boarding School as a center of excellence; Islamic Boarding Schools play an important role as centers of excellence in education and religious development. As traditional Islamic educational institutions, Islamic boarding schools are known for producing generations that excel in religious knowledge. Along with the development of the times, their role is no longer limited to education and religion, but has also developed into community development institutions (Zumaroh, 2015).

The development of the Islamic Boarding School economy and the empowerment of the community economy can be done through cooperation between the Islamic Boarding School and the community. Islamic Boarding Schools can create community business development programs, and the community participates in them. The development of the Islamic Boarding School economy is very important to support the progress of life, education, and social life in the Islamic Boarding School, as well as in the community around the Islamic Boarding School (Muhammad Anwar Fathoni, 2019).

Reinforcement is a process, method, or act of strengthening something. In general, strengthening means improving or developing something to make it better than before. Strengthening can also be seen as a proactive step that has the potential to have a significant positive impact (Departemen Pendidikan Dan Kebudayaan, 2012). The term economics comes from the Greek *oikos*, meaning house, and *nomos*, meaning rules. The economy can be understood as a set of rules that aim to fulfill people's living needs (Kaaf, 2002).

Community economics encompasses all economic activities and efforts by communities to meet their basic needs, such as clothing, food, shelter, health, and education. Economic strengthening is an empowerment strategy that aims to improve community welfare and independence. This concept is closely related to the people's economy, namely, an economic system based on the principles of family, people's sovereignty, and real support for the people's economy. In practice, the people's economy operates as a network economy that connects various centers of innovation, production, and community-based business independence within an information technology-based ecosystem. The aim is to form a strong domestic market network and increase the involvement of community business actors (Mubyarto, 2014).

Realizing benefits for humanity (*mashaalih al-'ibaad*), the main goal of Islamic sharia (*maqashid as-syari'ah*), can be achieved by realizing and maintaining the five basic elements (*ushul al-khamsah*). namely protection of religion (*diin*), soul (*nafs*), reason (*'aql*), offspring (*nasl*), and property (*maal*). Anything that guarantees the protection of the five basic elements means protecting the public interest (*maslahah*) as desired by sharia (Mawardi, 2010). All goods and services that support the realization of *maslahah* are categorized as human needs that must be considered and fulfilled. Islamic laws are not only seen as formal rules but as moral and social instruments designed to create balance, justice, and collective welfare.

The Islamic Economic System is based on basic principles, including justice, blessings, balance, and solidarity. Its main goal is to create social welfare by avoiding harmful practices and encouraging actions that benefit all parties involved. The general term for a life of material and spiritual prosperity, both in this world and in the hereafter, is *falah*. The concept of *falah* refers to the main goal of Islamic law: the realization and maintenance of the five basic principles (*maqashid as-syari'ah*) from all forms of harm, so that a good and dignified life (*ḥayatan ṭayyibah*) is achieved in this world and the hereafter. Welfare in the Islamic economic system includes the fulfillment of material and non-material needs, both worldly and hereafter, based on individuals' and society's awareness of and conscious obedience to the laws desired by Allah SWT (Abdurrahman & Mondika, 2023).

C. METHODOLOGY

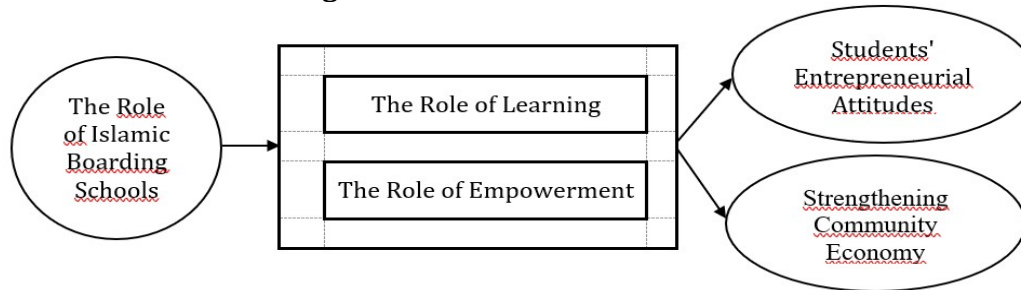
The research conducted in this writing is quantitative, at the explanatory level (explanatory research), namely by explaining the relationship among the variables studied. Quantitative is a measuring tool to test hypotheses that can provide significant decisions on research findings based on statistical tests (Brannen, 2002). Entrepreneurial attitudes are analyzed quantitatively by operationalizing them into numerically measurable indicators, such as Likert scales, so that researchers can collect data from respondents and analyze patterns and relationships among variables. Validity and reliability testing are conducted on quantitative instruments to ensure more consistent results. The variables in this study are the role variables of Islamic Boarding Schools, explained through the teaching role and empowerment role variables (variable X), which increase students' entrepreneurial attitudes and strengthen the community economy (variable Y).

Primary data were obtained through observations at the research location and the distribution of questionnaires to 116 students from three Islamic Boarding Schools and 35 MSME actors around the Islamic Boarding Schools used as research objects.

The hypothesis test used is the t-test (Partial) used to determine how far the influence of the independent variable (X) individually on the dependent variable (Y), the F-test (Simultaneous) used to determine the influence of all independent variables (X) together on the dependent variable (Y), and the coefficient of determination test (R²) used to determine how large the percentage contribution of the influence of the independent variable (X) on the dependent variable (Y)

The research was conducted based on the following framework of thought:

Figure 1. Theoretical Framework



D. RESULT AND ANALYSIS

The Influence of Learning and Empowerment Roles in Enhancing Students' Entrepreneurial Attitudes

a. t-test on the Influence of Learning and Empowerment Roles in Enhancing Students' Entrepreneurial Attitudes. A t-test was conducted to partially determine the role of Islamic Boarding Schools in improving students' entrepreneurial attitudes, as indicated by the variables Learning Role and Empowerment.

Table 1. Results of the T Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9,116	4,383		2,080	,040
1 Learning Role	,256	,094	,243	2,719	,008
Empowering Role	,589	,095	,555	6,198	,000

a. Dependent Variable: Students' Entrepreneurial Attitudes

Source: SPSS Processing

The results of the t-test in Table 1 indicate that the Learning Role and empowerment affect students' entrepreneurial attitude. The effect is determined by comparing the t-count and t-table. If the t-count > t-table (1.658), then Ha is accepted (influential). If the significance value < 0.05 indicates a significant effect.

Explanation of the results of the t-test on the influence of Learning and Empowerment Roles on students' entrepreneurial attitudes is as follows:

- 1) The Influence of Learning Roles on Students' Entrepreneurial Attitudes. The t-test in Table 1 shows that the t-count for the variable Learning Role is 2.719, exceeding the t-table value (1.658) at $\alpha=5\%$. In addition, the significance value of $0.008 < 0.05$ (H_0 is rejected and H_a is accepted), indicating that the Learning Role partially affects students' entrepreneurial attitude. The coefficient β for the Learning Role variable (0.256) indicates a positive and significant influence on students' entrepreneurial attitude. This means that every one-unit increase in the Learning Role will increase students' entrepreneurial attitude by 0.256 units.

- 2) The Influence of Empowerment Roles on Students' Entrepreneurial Attitudes. The t-test of the influence of empowerment roles on students' entrepreneurial attitudes in table 1 obtained a t_{count} of $6.198 > 1.658$ ($t_{count} > t_{table}$) with a significant level of t of 0.000 which is smaller than $\alpha = 5\%$ (Sig. < 0.05), so H_0 is rejected and H_a is accepted, which means that the Empowering Role partially has a significant influence on students' entrepreneurial attitudes. The coefficient value of 0.589 for the empowerment role variable indicates that it has a significant positive influence on students' entrepreneurial attitudes, so that for every one-unit increase in the empowerment role variable, students' entrepreneurial attitudes increase by 0.589 units.
- b. F-test on the Influence of Learning and Empowerment Roles in Enhancing Students' Entrepreneurial Attitudes. The F test is used to test the simultaneous effects of independent variables on the dependent variable. The results of the F test are shown in the ANOVA output. This study uses a significance level of 0.05 ($\alpha = 5\%$). The decision to accept or reject the hypothesis is based on a comparison between the F_{count} and F_{table} . If the $F_{count} < F_{table}$, then H_0 is accepted, while if the $F_{count} > F_{table}$, then H_0 is rejected. The F_{table} value is calculated using the formula $F_{table} = F(k; n-k)$, where k is the number of independent variables and n is the number of samples. The F_{table} value is obtained = $F(2; 114)$. Based on the F distribution table for a probability of 0.05, the F_{table} value is 3.08.

Table 2. Results of the F Test
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3094,424	2	1547,212	72,322	,000 ^b
Residual	2417,464	113	21,393		
Total	5511,888	115			

a. Dependent Variable: Students' Entrepreneurial Attitudes

b. Predictors: (Constant), Learning Role, Empowering Role

Source: SPSS Processing

Based on table 2, the F_{count} value is greater than the F_{table} value ($72.322 > 3.08$) and the significance value of F is smaller than the value of 0.05 ($0.000 < 0.05$), which means that together the Learning Role and the Empowering Role play a significant role in developing the students' entrepreneurial attitudes so that H_0 is rejected and H_a is accepted.

- c. Determination Coefficient (R^2) Test on the Influence of Learning and Empowerment Roles in Enhancing Students' Entrepreneurial Attitudes. The determination coefficient test (R^2) was conducted to determine how much the contribution on the influence of learning and empowerment roles played a significant role in developing the entrepreneurial attitudes of students. The results of the determination coefficient (R^2) test are as follows:

Table 3. Results of the Determination Coefficient Test (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,749 ^a	,561	,554	4,625

a. Predictors: (Constant), Learning Role, Empowering Role

Source: SPSS Processing

Based on Table 3, the R Square (R²) value of the analyzed regression model is 0.561, indicating that the role of education and the Empowering Role have an influence on the variable of developing the entrepreneurial attitude of students by 56.1%, while the remainder, namely 43.9%, is explained by other variables that were not analyzed in this study.

The influence of Learning and Empowerment Roles in Enhancing Students' Entrepreneurial Attitudes shows that Islamic Boarding Schools, as Islamic educational institutions, do not only focus on religious aspects, but also include character building, leadership, and life skills that can contribute to the development of entrepreneurial attitudes in students in the form of moral and ethical education, independence, creativity, integrity, and management skills.

Moral and ethical education plays a role in shaping students' character. Moral education teaches the importance of integrity, honesty, responsibility, discipline, and transparency in every business action. Students are also equipped with an understanding of the importance of maintaining good relationships with others and of other values that support ethical entrepreneurship.

Independent learning aims to form students who can take responsibility for themselves. Students are taught to take care of themselves, manage their time effectively, and solve problems that arise, both within themselves and in their surroundings. This attitude of independence is an important capital in the world of entrepreneurship.

Students' skills are developed through various daily activities that incorporate religious, academic, and social aspects within a tight schedule. Student involvement in activities such as financial management, business unit management, interpersonal communication, and social and religious activities serve as a means of learning to develop time management skills, communication, leadership, and creative and innovative thinking.

Honesty, responsibility, and hard work are values that reflect Islamic teachings. These three values are not only social ethics, but also part of a form of devotion to Allah SWT and a reflection of noble morals in Islamic teachings. Honesty (*sidq*) is considered the main foundation in social relations, business, and worship. Responsibility (*amanah*), as a core value in Islam, views every individual as a caliph on earth who must be accountable for every mandate given to him, in both personal, social, and work matters. Hard work reflects the spirit of striving to achieve good goals; therefore, Islam does not justify laziness.

The Influence of Learning and Empowerment Roles in Strengthening the Community Economy

a. t-Test on the Influence of Learning and Empowerment Roles in Strengthening the Community Economy. A t-test was conducted on the variables to determine the

influence of the Learning Role and the Empowering Role on strengthening the community economy. The results of the t-test can be seen in Table 4 below:

Table 4. t-Test Result
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	72,290	17,775		4,067	,000
1 Learning Role	,010	,114	,016	,085	,933
Empowering Role	-,103	,204	-,097	-,503	,618

a. Dependent Variable: Strengthening Community Economy

Source: SPSS Processing

The results of the t-test in Table 4 show that the Learning Role and empowerment has an effect on strengthening the community economy. This effect is determined by comparing the t_{count} and t_{table} . If the $t_{count} > t_{table}$, then H_a is accepted and H_0 is rejected. With $\alpha = 5\%$ and a sample of 35, the t_{table} value is 1.690. A significance value < 0.05 indicates that the Learning Role and empowerment has a significant effect on strengthening the community economy. The results of the t-test in table 4 can be explained as follows:

1. The Influence of Learning in Strengthening the Community Economy. The results of the t-test obtained a t_{count} of $0.85 < 1.690$ ($t_{count} < t_{table}$) with a significant level of t of 0.933 which is greater than $\alpha = 5\%$ (Sig. > 0.05), so H_0 is accepted, which means that the Learning Role does not have a significant effect on strengthening the community economy.
2. The Influence of Empowerment in Strengthening the Community Economy. The results of the t-test obtained a t_{count} of $-0,503 < 1,690$ ($t_{count} < t_{table}$) with a significant level of t of 0.618 which is greater than $\alpha = 5\%$ (Sig. > 0.05), so H_0 is accepted, which means that the Learning Role does not have a significant effect on strengthening the community economy.

- b. F Test on the Influence of Learning and Empowerment Roles in Strengthening the Community Economy. The F_{table} value can be known through the formula $F_{table} = F(k; n-k)$, k is the number of independent variables, and n is the number of samples. So $F_{table} = F(2; 33)$. The F_{table} value can be seen in the F distribution table. For probability = 0.05, the value is 3.28. The results of the F test can be seen in table 5 below:

Table 5. F-Test Results
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3,167	2	1,584	,176	,839 ^b
1 Residual	287,184	32	8,975		
Total	290,351	34			

a. Dependent Variable: Strengthening Community Economy

b. Predictors: (Constant), Learning Role, Empowering Role

Source: SPSS Processing

Based on Table 5, the F_{count} value is smaller than the F_{table} ($0.176 < 3.28$), and the F significance value is greater than the value of 0.05 ($0.839 > 0.05$) so that H_0 is accepted, which means that together the role of education and the role of empowerment do not play a significant role in strengthening the community economy.

- c. Determination Coefficient (R^2) Test on the Influence of Learning and Empowerment Roles in Strengthening the Community Economy. The determination coefficient test (R^2) was conducted to determine the extent to which the influence of learning and empowerment roles contributed to strengthening the community's economy. The results of the Determination Coefficient (R^2) test are as follows:

Table 6. Results of the Determination Coefficient Test (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,104 ^a	,011	-,051	2,996

a. Predictors: (Constant), Learning Role, Empowering Role

Source: SPSS Processing

Based on the R^2 test result of 0.11, education and empowerment have an effect of 1.1% on strengthening the community's economy. The small effect is due to the absence of direct involvement by Islamic Boarding Schools in capital, coaching, and counseling related to the development of Micro, Small, and Medium Enterprises (MSMEs). Micro, Small, and Medium Enterprises (MSMEs) still see business opportunities in the existence of Islamic Boarding Schools, which can support family economies.

Islamic Boarding Schools, as religious educational institutions, have a positive impact on the social and economic fields of the surrounding community. The impact of Islamic Boarding Schools on community economic empowerment includes (1) Practical skills training such as sewing, farming, animal husbandry, or trading taught to students can be taught to the community through training and empowerment activities for the community (2) Islamic Boarding School business units such as cooperatives, agriculture, animal husbandry, printing, or grocery stores are business opportunities and become jobs for the surrounding community (3) The presence of students and Islamic boarding school activities can create their own market for small and medium traders around the Islamic boarding school environment

The existence of Islamic Boarding Schools basically contributes directly to the economic resilience of the surrounding community through various community economic activities. These economic activities are carried out through community cooperation with Islamic Boarding Schools and independent community businesses. These community economic activities are:

- 1) Collaborative activities between Islamic Boarding Schools and the Community. The collaborative activities of Islamic Boarding Schools with the community are managed by the schools and involve the surrounding community. These activities include:

- a) Teaching Staff and Education Staff. Teaching Staff and Education Staff are the two main groups in educational institutions, each with complementary roles. Teaching Staff are responsible for the teaching and learning process, including preparing lesson plans, delivering materials, evaluating student progress, and providing academic guidance. Educational staff support the administration and operations of educational institutions, including finance, library management, and facility maintenance. Although not directly involved in teaching, they play an important role in ensuring the smooth running of education.
 - b) Employees of Islamic Boarding School Business Units. The Islamic Boarding School Business Unit manages economic activities related to Islamic boarding schools through various businesses, including trade, small-scale industries, agriculture, and animal husbandry. The Islamic boarding school business unit can empower and optimize the surrounding community.
 - c) The Janitor. The janitors are tasked with maintaining the cleanliness of classrooms, bedrooms, halls, bathrooms, kitchens, and other public facilities at the Islamic Boarding School. Their role is important in creating a clean, comfortable environment that supports learning and worship.
 - d) Chef. The chef at the Islamic Boarding School is responsible for preparing daily meals for students and staff, playing an important role in maintaining their well-being and nutritional adequacy.
 - e) Construction workers. Construction workers at Islamic Boarding Schools play an important role in ensuring that the infrastructure functions properly, thus supporting the comfort, security, and functionality of the Islamic boarding school. They are tasked with building, renovating, and carrying out routine maintenance on mosques, madrasahs, dormitories, and other facilities.
- 2) Community Independent Business Activities. Independent community businesses are run by residents around the Islamic Boarding School, with the main target market being students of the Islamic Boarding School. This business develops based on economic opportunities arising from the Islamic Boarding School. Examples of independent business activities include:
- a) Laundry business. The presence of students in Islamic boarding schools creates a consistent demand for laundry services, presenting a business opportunity for the surrounding community. This business can be run independently or in partnership with Islamic boarding schools to accommodate the needs and schedules of students' clothes pickup or delivery.
 - b) Traders in the Islamic Boarding School environment. Traders and various businesses in the Islamic boarding school environment play a role in meeting students' daily needs. Some types of community businesses in the Islamic Boarding School environment are (1) Food stalls and canteens are community businesses that provide daily food for students and staff at Islamic Boarding Schools. (2) Grocery stores sell basic necessities such as basic necessities, drinks, snacks, and other supplies. (3) Bookstores,

stationery, and photocopying provide educational materials and school supplies for students. (4) Tailors and clothing stores provide sewing services or sell ready-made clothing, such as uniforms and logos, as well as clothing for students.

E. CONCLUSION

The conclusions of the results and discussion are as follows: 1) Learning and empowerment at Islamic Boarding Schools have an influence on forming the entrepreneurial attitudes of students. As Islamic educational institutions, Islamic boarding schools do not focus solely on religious aspects in their learning but also emphasize character building, leadership, and life skills. In the long term, learning at Islamic boarding schools can shape the entrepreneurial attitude of students, and 2) Learning and empowerment at Islamic Boarding Schools do not have an effect on strengthening the community's economy due to the absence of a direct role from Islamic boarding schools in strengthening the community's economy, such as providing capital, coaching or counseling related to developing community businesses. However, Islamic Boarding Schools, as a religious educational institution, have a positive impact on the social and economic life of the surrounding community. The contribution of *pesantren* in empowering the community's economy can be seen through practical skills training, opening up business opportunities, and creating jobs for local residents. In addition, the presence of *pesantren* also creates its own market for small- and medium-sized traders. In general, Islamic boarding schools contribute directly to the community's economic resilience through various activities, including cooperative initiatives between *pesantren* and the community and independent community businesses.

For the suggestion, Islamic Boarding Schools, as educational institutions that play a role in producing generations with spiritual and intellectual competence and practical skills in creating jobs, empowering the people's economy, and responding to socio-economic challenges in society in a sustainable manner, Islamic Boarding Schools are encouraged to systematically integrate Islamic entrepreneurship modules into the learning curriculum. This integration aims to broaden students' insights into economics and business, and to instill ethical principles and Sharia values in entrepreneurial practices. Also, Islamic Boarding Schools, as institutions that can play a role in strengthening the community's economy, are advised to actively participate in economic empowerment initiatives to exert significant influence. This role can be realized by facilitating access to capital, implementing business development programs, and providing ongoing counseling to develop local economic potential. The involvement of Islamic boarding schools in these activities will not only strengthen the community's economic independence but also create synergy between Islamic boarding schools as religious educational institutions and community-based socio-economic development.

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