



## Evaluation of Entrepreneurship Internships for Social Sciences Education Students at the Al-Fatimah Islamic Boarding School, Bojonegoro

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**ABSTRACT:** This research helps develop a business model for micro-enterprises in Islamic boarding schools that involves students in studying how Islamic boarding schools can integrate entrepreneurial activities with the religious and social education they provide. The main aim of this research is to evaluate entrepreneurial internship activities based on the responses of students who have carried out internship activities at the Al-Fatimah Bojonegoro Islamic Boarding School Micro Enterprise. The subjects of this research were ten students from the Social Sciences Education Study Program at Surabaya State University who took part in the 2023 Matching Fund program. Quantitative descriptive research method. Data collection was carried out through surveys using questionnaires and interviews, which were then tabulated, and percentages were analyzed and described qualitatively. The results of this research do not have an impact on aspects of study, curriculum, and professional competence because they do not match the profile of the main graduate, namely being a prospective social studies teacher, but are practically able to increase knowledge and experience in entrepreneurship. In the aspect of personal skills and entrepreneurial skills, students positively assess the entrepreneurial internship program so that through direct practice, it can open new insights into entrepreneurship for students. The results of this research contribute to the development of social science by presenting a concrete case study of how economic, social, and religious aspects are interrelated in an entrepreneurial internship activity.

**Keywords:** entrepreneurship internship, social sciences, Al-Fatimah

**ABSTRAK:** Penelitian ini membantu mengembangkan model bisnis untuk usaha mikro di pondok pesantren yang melibatkan mahasiswa dalam studi tentang bagaimana pondok pesantren dapat mengintegrasikan kegiatan kewirausahaan dengan pendidikan agama dan sosial yang mereka berikan. Tujuan utama dari penelitian ini adalah untuk melakukan evaluasi kegiatan magang kewirausahaan berdasarkan respon mahasiswa yang telah melaksanakan kegiatan magang di Usaha Mikro Ponpes Al-Fatimah Bojonegoro. Subjek penelitian ini sejumlah sepuluh mahasiswa dari Prodi S1 Pendidikan IPS Universitas Negeri Surabaya, yang mengikuti program Matching Fund 2023. Metode penelitian deskriptif kuantitatif. Pengumpulan data dilakukan melalui survey dengan menggunakan angket dan wawancara yang kemudian dilakukan tabulasi dan prosentase untuk dianalisis dan dideskripsikan secara kualitatif. Hasil penelitian ini kurang berdampak pada aspek studi, kurikulum, dan kompetensi profesional karena kurang sesuai dengan profil lulusan utama yaitu menjadi calon guru IPS, namun secara praktis mampu meningkatkan pengetahuan dan pengalaman dalam berwirausaha. Pada aspek personal skill dan keterampilan wirausaha, mahasiswa menilai positif program magang kewirausahaan, sehingga melalui praktik langsung dapat membuka wawasan baru kewirausahaan bagi para mahasiswa. Kontribusi hasil penelitian ini secara praktis pada pengembangan ilmu pengetahuan sosial dengan menghadirkan studi kasus yang konkret tentang bagaimana aspek ekonomi, sosial, dan agama saling terkait dalam suatu aktivitas magang kewirausahaan.

**Kata Kunci:** magang kewirausahaan, ilmu pengetahuan sosial, Al-Fatimah

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## **A. INTRODUCTION**

The Independent Campus Independent Curriculum (MBKM) provides opportunities for students to study more widely outside campus so that students have the opportunity to gain direct experience learning in the field according to real conditions. One of the MBKM programs launched by the Bachelor of Social Sciences Education study program at Surabaya State University is an entrepreneurship internship. Entrepreneurship internships are learning activities outside one's own institution to gain relevant skills and experience in a particular field, in this case, entrepreneurship.

Entrepreneurship internship activities carried out by the Social Sciences Education Undergraduate Study Program are supported by the Kedaireka Matching Fund (MF) 2023 program, where the Social Sciences Education Undergraduate Study Program partners with the Al-Fatimah Bojonegoro Islamic Boarding School to develop a micro-enterprise model based on Islamic boarding schools. Through the MF 2023 program, ten undergraduate students from the Social Sciences Education Study Program had the opportunity to undertake an entrepreneurial internship process at the Al-Fatimah Bojonegoro Islamic Boarding School.

In accordance with the East Java governor's program, which started in 2017 regarding one Islamic boarding school, one product (OPOP), it is hoped that each Islamic boarding school has at least one superior product to create a financially independent Islamic boarding school. The Al-Fatimah Bojonegoro Islamic Boarding School has various types of businesses that welcome the OPOP program, including coffee, mate, transportation, cooperatives,

and various household hygiene products (PKRT).

Several studies also explore the impact of entrepreneurship programs on economic growth and community empowerment around Islamic boarding schools. Recent research highlights various aspects of entrepreneurship in Islamic boarding school environments, including strategies for developing sustainable business models and adapting to local economic and social changes (Fauzi, 2022). Other trending issues include challenges in integrating strong religious education with modern entrepreneurship education, as well as dealing with community expectations regarding the role of Islamic boarding schools in local economic development (Mulyadi & Hasyim, 2021).

According to Rahim and Hasbi (2021), the research trend is towards the use of digital technology to support and promote micro-enterprises in Islamic boarding schools, such as e-commerce platforms or business support applications. In this research, intern students are directed to help optimize digital marketing by helping manage websites and Instagram as digital platforms to increase e-commerce at the Al-Fatimah Bojonegoro Islamic Boarding School microenterprise.

Current standards in this context include an inclusive and sustainable approach to developing entrepreneurship programs in Islamic boarding schools, which accommodate local religious and social values. According to Widodo & Rofi'i (2021), Islamic boarding schools continue to develop, with an increasingly focused focus on better integration between religious education, local economic development, and technological innovation. In this research, students undertake internships to help

strengthen the Islamic boarding school economy through internship activities using four main activities, namely: Trademark legalization, production optimization, Islamic boarding school optimization, and strengthening Islamic Boarding School Cooperatives (Kopotren). Through these internship activities, it is hoped that the micro-business owned by the Al-Fatimah Islamic Boarding School in the form of PKRT can develop more widely so that it can support the independence of the Islamic boarding school in terms of funding.

The PKRT produced by Al-Fatimah is quite diverse, and it includes laundry soap, liquid detergent, perfume, shampoo, laundry cleaner, and so on. The disadvantage of this micro business start-up is that marketing is still limited to the internal consumption of the boarding school itself, which accommodates around 1500 female students. For this reason, the MF 2023 program helps develop micro-businesses by managing trademarks, optimizing production, optimizing marketing, and managing cooperatives.

In the process of implementing the MF 2023 program to develop the Islamic boarding school-based micro-business model, students are involved in studying, observing, and assisting (practicing) the implementation of the program. It is hoped that through entrepreneurial internship activities, students will be able to develop their own entrepreneurship based on direct experience in the future. Therefore, Salem (2014) suggested that entrepreneurial internship activities could be developed by universities in collaboration with industry; The university education system is expected to maintain a creative environment in developing company initiators where academic education is directed at the entrepreneurial sector (Huda, 2016). The main role of Higher Education is to instill

technical, interpersonal, and social skills in students. These skills are very important for graduates to develop a thriving career in the industry in the future (Laurillard, 2022); (Kume, 2013).

Entrepreneurial internship activities are very important because they are useful in bringing interns into full-time work so that they are familiar with the company's work culture. Internships give current students the ability to participate in their chosen field and receive hands-on learning about specific future careers, preparing them for full-time employment after graduation. According to Thilakerathne and Madurapperuma (2013), internships have become an important component of undergraduate degree programs; they help students transition from the campus environment to the work environment. The benefits for students from internships are learning from experience and learning to integrate theory and practice, harmonizing between on-campus learning and professional experience. All internships are similar in that students work in a company or business world for a certain period of time with the ultimate goal of learning (Huda, 2020).

The aim of this research is to find out 1) the impact of internships, 2) the Contribution of the Internship Program to the development of Personal skills, and 3) the Contribution of the Internship program to the development of entrepreneurial skills. This research can contribute to practical knowledge of entrepreneurship between higher education and partners, namely the Al-Fatimah Bojonegoro boarding school so that it can support academics to develop a curriculum centered on entrepreneurial development with the support of the Kedaireka Matching Fund 2023 program.

The focus of this research evaluates how student entrepreneurial internship

activities are carried out in developing business models that are appropriate to the Islamic boarding school context by combining religious education with microeconomic activities. This research also identifies the challenges faced in implementing entrepreneurial internships in Islamic boarding school environments, as well as opportunities to increase the success and sustainability of internship programs.

## **B. METHOD**

This research uses quantitative descriptive methods. Quantitative descriptive methods are used to answer descriptive research questions, such as "What is the impact of entrepreneurial internships?", "Contribution of Internship Programs to the Development of Personal Skills?" or "Contribution of Internship Programs to the Development of Entrepreneurial Skills?". This method also allows researchers to make generalizations related to the subjects studied. For example, from data collected about microenterprise internships in several Islamic boarding schools, researchers can generalize the findings regarding the impact of entrepreneurial internship activities on participants.

The research subjects involved ten students from the Bachelor of Social Sciences Education study program who were taking entrepreneurship internship courses for the odd semester of 2023/2024. Research internship activities are carried out at Micro Enterprises, managed by the Al-Fatimah Bojonegoro Islamic Boarding School. Entrepreneurship internship activities are carried out with funding support from the Kedaireka Matching Fund 2023 program between the Social Sciences Education Undergraduate Study Program in partnership with the Al-Fatimah Bojonegoro Islamic Boarding School.

The internship activities carried out by students include four workshops (trademark submission, product optimization, marketing optimization, and cooperative management), production observation and practice, marketing observation and practice (direct and online), and micro business administration management.

Data was collected using questionnaires and interviews. There were three questionnaires filled out by ten student interns using a structured and closed questionnaire model. Respondents choose answers from the options provided, such as multiple choice or Likert scale. Example: "Do you agree with the following statement?" with answers "Strongly agree," "Agree," "Neutral," "Disagree," or "Strongly disagree." Or the Gutman scale with "yes" and "No" answers. The three questionnaires were filled out directly to determine the impact of entrepreneurial internships, the contribution of the Internship Program to the Development of Personal Skills, and the contribution of the Internship Program to the Development of Entrepreneurial Skills.

Interviews were conducted face-to-face with ten respondents to deepen the data results from the questionnaire, which were considered interesting to develop. Through interviews, researchers can gain an in-depth understanding of respondents' views, experiences, and attitudes toward certain topics. This allows researchers to explore complex nuances of an individual or group's perspective that cannot be revealed through instruments such as questionnaires. In interviews, researchers can ask additional questions or carry out probing to obtain further explanation or clarification of the answers given. This helps ensure that the data obtained is more accurate and complete.

The data analysis process uses descriptive statistics, especially in the form

of percentages. This research was conducted to summarize and describe the distribution or characteristics of the data collected. The data collected from the questionnaire is then counted for the number of occurrences of each category or answer for the identified variable. This is done by calculating the absolute frequency (total number) for each category. After calculating the absolute frequency (total number), then calculate the percentage of each category using the formula:

$$\text{Prosentase} = \frac{\text{frekuensi absolut}}{\text{responden total}} \times 100\%$$

For example, if there are ten respondents and 4 of them answer "Agree," then the percentage of respondents who agree is:

$$\text{Prosentase} = \frac{4}{10} \times 100\% = 40\%$$

This percentage analysis helps researchers to describe how common or rare an event or response is in the sample under study. For example, you might conclude that 40% of respondents agree with a statement. The percentage results are then presented as percentage analysis results in the form of graphs, tables, or clear narratives. This helps in conveying the findings effectively to the reader.

Data analysis with percentages in this study helps to summarize information in a more detailed and easy-to-understand form, thereby allowing researchers to draw relevant conclusions from the data collected. After analyzing the data with percentages to obtain a detailed summary, descriptive analysis was carried out to explain the percentage data. The explanation is strengthened by the results of interviews conducted with respondents and sharpened by relevant literature studies.

## **C. RESULTS AND DISCUSSION**

### **1. Result**

The internship activities carried out by Bachelor of Social Sciences Education students at the Al-Fatimah Bojonegoro Micro Enterprise cover three areas, namely: attending workshops, observing PKRT micro-enterprise management, and PKRT micro-enterprise management practices. From this series of activities, a survey was then carried out by filling out questionnaires and interviews based on what they had done during the internship. The following are tabulated results and descriptions of internship activities at the Al-Fatimah Bojoengoro Islamic Boarding School Micro Enterprise.

**Table 1. Impact of Internships**

Statement	Response (%)	
	Yes	No
Does the internship help you with your regular studies?	30	70
Helps to increase practical knowledge	80	20
Helps understand the curriculum	40	60
Helps to master professional competencies	30	70

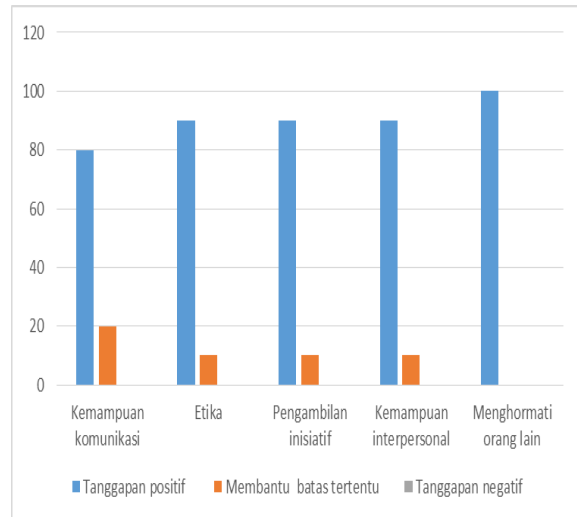
Internships help students understand regular college RPS. It's been proven that only 30% of students answered that raging helped them understand the curriculum better. Most students feel that internships are not helpful in understanding college RPS. This is because internship activities in the field of entrepreneurship are not the main profile of graduates from the Social Sciences Education study program, which places more emphasis on becoming a social studies teacher. Regarding professional competency, students also responded that 30% of internship activities helped them achieve these competencies, while 70% considered it not in accordance with their

professional competency as social studies teachers. However, they consider that internship activities can support other competencies, such as social and personality competencies because they will interact with many Islamic boarding school managers and students, so they must be able to adapt to the culture of the Islamic boarding school environment.

Most students (i.e., 80%) responded positively about internships because they felt it was very helpful to improve their practical knowledge, and students believed that internships were very valuable for achieving skills in managing entrepreneurship, starting from managing brands/licensing, production, promotion, distribution, and marketing. Direct experience through internships gives them the knowledge and practice to open new businesses. Apart from that, it was also found that around 40% of students responded that the internship helped them to understand the curriculum better because their internship was not able to attend lectures, and they found it very difficult in relation to their main ability to become a social studies teacher.

**Table 2. Contribution of Internship Programs to Personal Skill Development**

Statement	Positive response (%)	Help a certain limit (%)	Negative response (%)
Communication skills	80	20	0
Ethics	90	10	0
Taking initiative	90	10	0
Interpersonal skills	90	10	0
Respect others	100	0	0



**Figure 1. Graph of survey results on the contribution of internship programs to personal skill development**

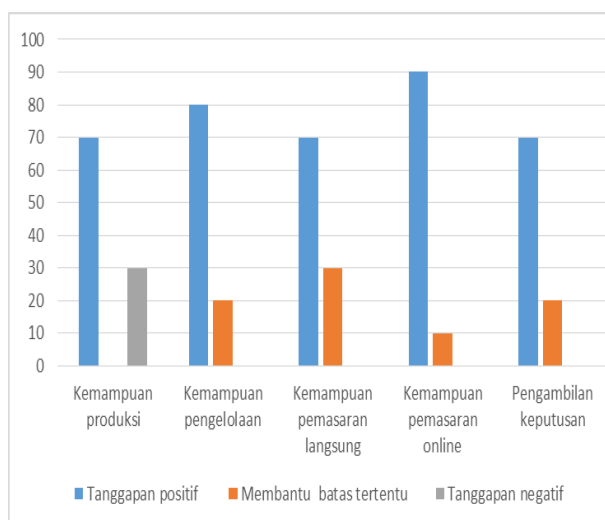
The survey results in Table 2 show that internships help students improve their personal and professional skills. Internship activities make them capable enough to get job opportunities easily in their career. In terms of the internship program's contribution to developing personal skills, not a single student responded negatively. All above 80% view it positively as developing personal skills (80% communication, 90% ethics, 90% initiative, 100% interpersonal, 100% respect for others).

During internship activities, students interact most of the time with the Al-Fatimah Islamic boarding school community, numbering approximately 1500 students. The cottage environment is certainly different from the campus environment. There are rules on how to eat, how to talk, how to behave, how to communicate, and other rules that apply in the cottage environment. For this reason, student interns must be able to adapt and adjust their attitudes and behavior to the culture of the Islamic boarding school. It is these positive cultures from Islamic boarding schools that have received a positive

response from students participating in internships for developing personal skills. This personal skill for a social studies teacher really helps with social and personality competencies.

**Table 3. Contribution of Internship Programs to the Development of Entrepreneurial Skills**

Statement	Positive response (%)	Help a certain limit (%)	Negative response (%)
Production capability	70	0	20
Management capabilities	80	20	0
Direct marketing capabilities	70	30	0
Online marketing capabilities	90	10	0
Decision-making	70	20	10



**Figure 2. Graph of survey results on the contribution of internship programs to the development of entrepreneurial skills**

The survey results in Table 3 show that students are able to improve their entrepreneurial skills through internships, which help them apply practical knowledge in their workplace. Overall, more than 70% view internship programs positively on developing entrepreneurial skills. In this program, students directly practice

producing, managing, and marketing (directly to consumers and shops and online via marketplaces such as Instagram and Facebook), as well as being able to make decisions in the context of optimizing entrepreneurship. The problem is in the production section, namely 30% of production capacity is limited because most household products such as dish soap, liquid detergent, clothes freshener, shampoo, and so on are a mixture of chemicals, so the composition must be right so that the results can be maximized. , while undergraduate students in social sciences education do not have knowledge and experience regarding chemicals. To overcome the limited knowledge of these chemicals, the MF 2023 program held a workshop on optimizing PKRT production both in terms of quality and quantity, which presented the Bojonegoro Regency industrial service as a provision to increase knowledge for students and micro-enterprise managers of the Bojonegoro Al-Fatimah Islamic Boarding School.

## 2. Discussion

The survey results show that after students undertake internship activities, they are able to improve their practical skills and knowledge regarding entrepreneurship and can support their careers in the future. According to San Tan & Ng (2006), the success of undergraduate internship programs is strongly correlated with career success, and this helps graduating students get initial jobs. Internships not only provide opportunities for students to gain managerial and business skills through practical learning sessions but also open windows of entrepreneurship for students (Galloway & Brown, 2014).

Survey results based on internship activities at micro businesses at the Al-Fatimah Islamic Boarding School, Bojonegoro, show that internship activities

have a positive influence in providing direct experience, forming personal skills, and entrepreneurial skills.

These findings strengthen the opinion of Dzikrulloh et al. (2023), who are of the view that entrepreneurial internships in Islamic boarding schools can be effective in developing entrepreneurial skills, such as small business management, financial management, marketing, and interpersonal skills needed for trading; Internships can have a positive impact on the local economy around Islamic boarding schools through creating new jobs, increasing community income, and microeconomic development at the community level (Badawi, 2021).

Several studies also note the challenges in implementing entrepreneurial internships in Islamic boarding schools. The findings of Adinugraha et al. (2023) reveal that several limitations in managing Islamic boarding school businesses include a lack of adequate infrastructure, limited access to capital, and limited extensive business networks.

Based on these conditions, through entrepreneurial internships supported by the MF 2023 program, we try to overcome all the business weaknesses of Islamic boarding schools by implementing four main activities, namely: Trademark legalization, production optimization, Islamic boarding school optimization, and strengthening Islamic Boarding School Cooperatives (Kompotren). The four micro-enterprise development activities based on pesantren cottages are named "LOOK."

Survey findings show the impact of more opportunities for students with internship experience, corroborating previously published empirical research. The findings of Gault et al. (2000) show that the high performance of internship students will improve their work abilities in the future. Apart from that, according to Rae's (2017)

findings, internship activities, apart from improving performance, can also be connected to the curriculum at universities so that there is integration or connection between theoretical acquisition on campus and actual business practices in the field.

The internship activities carried out at the Al-Fatimah micro business directly, apart from applying the theory in lectures, also try to adapt to environmental conditions and consumer markets, which continue to shift and change. The shift can be exemplified in the marketing model, which previously still used traditional methods such as shops and selling directly to consumers, now changing towards digital technology based on the internet or social media, which has a marketplace. According to Karns (2015) the ability of various pedagogies to encourage student engagement in learning the knowledge and skills needed for success in marketing may have shifted.

Social studies requires extensive learning resources (Ahmal & Pernantah, 2021). Apart from extensive learning resources, practical experience through internship activities is also very necessary to enrich implementation in the world of education (Karns, 2015). Internships provide students with a way to bridge the gap between career expectations developed in the classroom and the realities of work that exist in the real world (Gault et al., 2000). Internship activities explain the pedagogical benefits as a means of helping prepare students for their future (Chan et al., 2015). Internship activities help students see the alignment between the internship design (learning objectives and learning activities) and the students' own goals for their future (Bauer & Gessler, 2017). From these various findings, it can be analyzed that internship activities can harmonize learning in lectures, which is generally in the form of theory, with conditions in the field, which are generally in



the form of practice, so that there is a link and match between the two. The Kedaireka Matching Fund 2023 activity also seeks to harmonize the innovations owned by universities to be implemented by partners, in this case, the Al-Fatimah Islamic Boarding School micro businesses, so that solutions can be taken to problems in business activities starting from managing trademarks production, marketing and cooperative management.

Internships offer tremendous potential to enhance relations between universities and the business community (Groves et al., 1997); (Khalil, 2017). Internship programs provide real-time opportunities to apply knowledge gained from academic curricula and acquire professional skills to develop employability skills (Nunes et al., 2010). Training and other business partnerships forged between universities and entrepreneurs can serve as a catalyst for garnering new external funding sources (Sahrir et al., 2016). Matching Fund 2023 involves internship activities so that it promotes many of the benefits of internship activities as proven in this research and other research on students at Surabaya State University and the business community (Micro Business Partners of Al-Fatimah Bojonegoro). Internships provide a unique mutually beneficial opportunity between these two important elements.

Apart from providing many benefits for both parties, both from universities (Unesa Social Sciences Education) and partners (Al-Fatimah Islamic Boarding School Micro Business), internship activities for students are considered capable of improving personal skills. In this internship activity, students must be able to adapt to communicate, maintain ethics, take initiative, maintain interpersonal relationships and respect other people in accordance with the rules that apply at the

Islamic boarding school. Increasing personal abilities in internship activities as expressed by Nachammai et al. (2020), that the experience of interns is able to develop various soft skills, including communication skills, personal effectiveness, presentation skills, creative problem solving and influencing skills. According to Chibueze (2023), during internships, students will be able to develop various soft skills, including communication skills, personal effectiveness, presentation skills, creative problem solving and influencing skills. One of the best things about internships is that they provide an opportunity to test out potential careers as they allow students to gather practical skills that can only be acquired through better on-the-job training if structured supervision and guidance is applied.

#### **D. CONCLUSION**

Students who have taken internships from the Bachelor of Social Sciences Education study program at the Al-Fatimah Bojoengoro Islamic Boarding School microenterprise help them improve:

1. Practical knowledge in entrepreneurship starting from managing trademarks, licensing, production, management, promotion, distribution and marketing.
2. Helps improve personal skills such as communication, interpersonal, ethics, and decision-making skills.
3. Helps to improve their practical knowledge and apply it in future entrepreneurial activities. They have practiced directly participating in developing micro-enterprise PKRT entrepreneurship at the Al-Fatimah Bojonegoro Islamic Boarding School.

It is hoped that student satisfaction and internship evaluations based on positive assessments of what has been carried out during the internship can be used as input from this research to design learning with

internships to optimize added value for student learning. Improvements in student satisfaction can be achieved as a byproduct of choosing value-added learning activities rather than simply choosing the easiest or most enjoyable learning activities.

The results of research on entrepreneurial internships in Islamic boarding schools can be input for universities in the MBKM program, the government, or related institutions to support entrepreneurial internship programs in religious educational institutions that have entrepreneurial products. This research recommendation can contribute to the development of a theory or conceptual framework in the field of social studies, especially the dominant field of economics. research on entrepreneurship in Islamic boarding schools can help students develop theories about the integration between social studies education, religion and microeconomic development.

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