

The Santri Canteen Project Helps Develop "Santripreneurs" by Teaching Them the Skills and Attitudes Needed for Entrepreneurship

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ABSTRACT

The objective of this service program is to implement a long-term "santripreneur" initiative grounded in entrepreneurial marketing competencies and mindset. Entrepreneurial education must encompass a tangible, practical component, complementing theoretical knowledge. This "Business Incubator" framework, designed specifically for student engagement, is developed for innovative learning environments, such as the "Start Up Business" model, with the flexibility to accommodate other subjects within the "learning by doing" paradigm. The project-based student experience framework model "Santri Canteen " is particularly pertinent to enhancing the quality of entrepreneurship programs, especially among the millennial generation, particularly santri. The aspiration to actualize the concept of "Santripreneur" or "Santri Entrepreneur" is a long-term aspiration in many pesantren-based high school educational institutions.

INTRODUCTION

Education is a system of structured learning designed to impart knowledge and skills to learners, equipping them with the necessary tools to navigate challenges in life and future careers. A significant component of education is the implementation of project-based curricula, which are designed to foster the development of students' competencies. However, the curriculum design process is not always executed with a clear focus or based on a specific educational philosophy. Consequently, there is a necessity for curriculum reform to enhance the human resources of learners. A substantial body of research has been conducted on entrepreneurship curricula, and the findings reveal that these curricula may not be as effective as anticipated. For instance, entrepreneurship curricula have been found to prioritize business-oriented courses, which have been deemed inadequate by students and academics (Milwood & Hartman-Caverly, 2022; Purwati, Hamzah, & Hamzah, 2023; Seo, Van Orman, Beattie, Paxson, & Murray, 2023). Consequently, there is a necessity for the development and enhancement of curriculum to improve the quality of entrepreneurship education focused on projects. In the context of entrepreneurship education, students assume a pivotal role, serving as the primary catalyst for the evolution of a society that is characterized by innovation in the future (Yu, Yan, & Zhang, 2024). The experiences students accumulate during their education significantly influence their future career decisions.

The education system in developing countries, including India, Indonesia, and several other nations, necessitates reform to ensure that students acquire the competencies required to effectively navigate the challenges of the contemporary market. The reform process should prioritize the cultivation of entrepreneurial skills and fundamental competencies. Integration of global academic standards with the education system is paramount, alongside the introduction of higher-order thinking skills such as metacognition to students from an early age (Menon et al., 2023; Montes-Martínez & Ramírez-Montoya, 2023; Montes et al., 2023). The integration of advanced technology is also imperative to enhance the quality of the education system and augment students' creative capacities. Entrepreneurship is recognized as a pivotal factor in the sustainable development agenda and the Indonesia Emas 2045 Program, with the objective of enhancing the well-being and inclusivity of individuals within the nation.

Design thinking is a contemporary approach to problem solving that has been employed in various fields, including education (Awad & Salaimeh, 2023; Mehraj et al., 2023; Vecchiarini & Somià, 2023). The entrepreneurship learning curriculum in Islamic boarding schools aims to cultivate an ethos of piety, integrity, and fairness among its students, preparing them to pursue careers as ethical entrepreneurs (Almuin et.al 2017; Baidi dan Suyatno 2018). Islamic boarding schools represent a pivotal component of the educational infrastructure in Indonesia. These institutions have historically and consistently produced national leaders, underscoring their significance in the educational landscape.

The success of an entrepreneur is contingent upon the development of innovative approaches to the products or services they offer. The success of an

entrepreneur is largely determined by their ability to meet current needs (Al Issa et al., 2024; Alkaabi & Senghore, 2024; Blankestijn et al., 2024). Consequently, pedagogical methodologies that encourage creative learning are imperative in cultivating young individuals (santri) who possess the capacity to think innovatively. It is imperative to prioritize creativity in the business education of the younger generation. One potential solution is the implementation of a design thinking approach within the educational system. The entrepreneurship class can function as a laboratory that allows students to learn by doing. This pedagogical paradigm enables students to cultivate a multifaceted comprehension of the social, environmental, and economic dimensions of entrepreneurship (Menon et al., 2023).

In the context of vocational education, experiential learning is imperative for ensuring that graduates possess the professional competencies aligned with their respective fields of expertise. The assessment of learners' educational progress can be indicative of their ability to engage in experiential learning. The successful completion of experiential learning by students is indicative of their readiness to enter the workforce, a hallmark of proven expertise (Coleman et al. 2017; Zheng 2018). A similar rationale underlies entrepreneurship education, which, as indicated by numerous scholars, must entail a process of real practice in addition to theoretical learning (see, e.g., Coleman et al. 2017; Zheng 2018). The "Business Incubator" framework, developed for innovative learning environments such as the "Start Up Business" model, can be extended to other topics within the "learning by doing" paradigm (McCarthy, 2016; Kardoyo et al 2019; Andriyani et al 2018; Minna et al 2018; Udoewa 2018).

The objective of this service program is to investigate the impact of entrepreneurship education on entrepreneurial decisions made by high school students. The program utilizes the Entrepreneurship Education Framework and the Entrepreneurship Project Model to assess the efficacy of educational components in shaping students' attitudes, subjective norms, and perceptions regarding entrepreneurial feasibility and aspiration. The program also underscores a dearth of knowledge concerning the precise mechanisms through which educational content, pedagogical approaches, and institutional support influence students' entrepreneurial intentions in high school. In addressing this knowledge gap, the community service program investigates the role of comprehensive educational content, interactive teaching methods, and a supportive educational environment in shaping entrepreneurial intentions among university students. By examining the impact of entrepreneurship education on students' entrepreneurial intentions, the service program offers insights into how to enhance the implementation of entrepreneurship education in high schools (Abbes, 2024; Alarifi & Song, 2024).

Another model that has shown some effectiveness in promoting entrepreneurial identity development is the learning-by-doing model. It is suggested that entrepreneurship education include the development of entrepreneurial identity, the acquisition of relevant skills, and the expansion of knowledge in this domain, with the facilitation of these three elements relying on

the learning-by-doing process. The learning-by-doing method offers students the opportunity to gain hands-on knowledge through the incorporation of experiential learning. We humbly propose a conceptual model as a means to develop entrepreneurial identity through learning by doing, illustrated by an in-depth case study. The model shows that the interrelationship between entrepreneurial tasks and interpersonal conflicts within the team influence the formation of team members' entrepreneurial identity (Menon et al., 2023).

The partner of this service program is SMA Unggulan Nurul Islami, located in Wonolopo Mijen, Semarang City, Central Java. The management of Nurul Islami High School is carried out by Yayasan Nurul Islami Semarang, a foundation engaged in education. This foundation is called to participate in efforts to improve human resources through formal education channels that embody the principles of *uswatun khasanah* and *berakhlaqul karimah*. SMA Unggulan Nurul Islami envisions an educational paradigm that prioritizes the development of science and technology, grounded in faith and piety. The mission of this institution is to become a leading educational institution that excels in the fields of science and technology and IMTAQ, with international standards. SMA Unggulan Nurul Islami Mijen Semarang, including the current generation Z, is exploring ways to nurture an entrepreneurial spirit and produce highly capable and qualified graduates. This service program has identified potential areas for improvement in the curriculum and extracurricular content. It appears there may be a slight discrepancy between the curriculum's emphasis on creativity and *santri* theory and the practical application of these concepts at Nurul Islami Unggulan High School. The Community Service Team of the Business Administration Department of Politeknik Negeri Semarang (Polines) may be able to collaborate with SMA Unggulan Nurul Islami Mijen Semarang to address this discrepancy. The following is an attempt to identify the problem that the service program is intended to address.

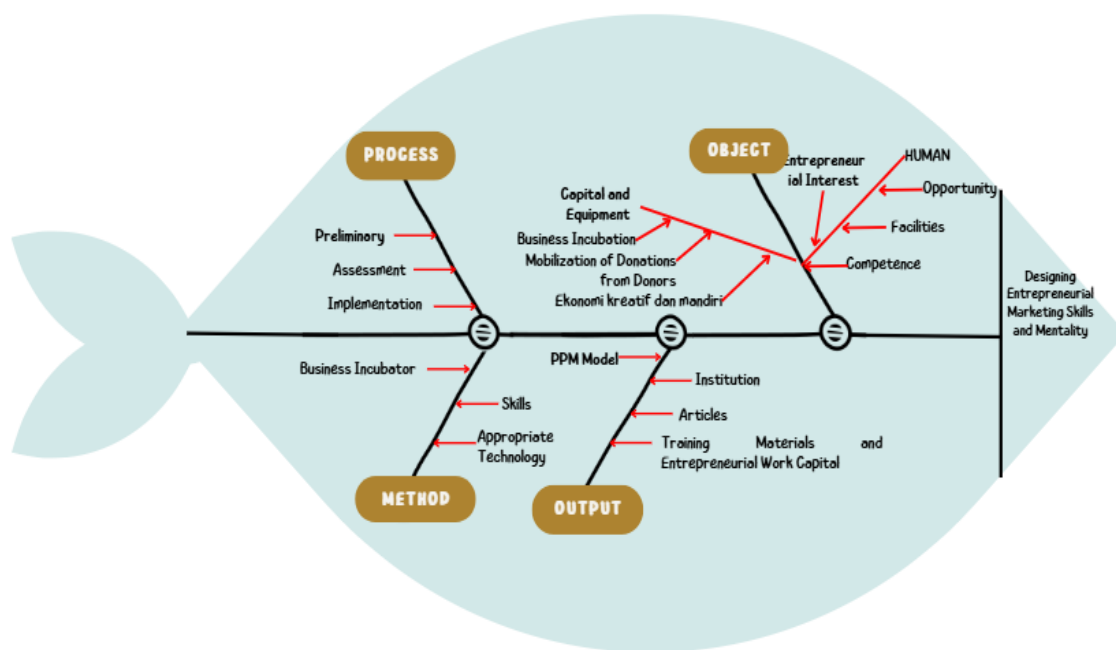


Figure 1. Identification of Service Program Object Problems

IMPLEMENTATION AND METHODS

The Santri Canteen Project of Nurul Islami Semarang Unggulan High School, an initiative aimed at fostering young entrepreneurs, encompasses a multifaceted array of activities. These activities are outlined below: First, the establishment of the Santri Canteen Project; second, the provision of entrepreneurship materials and training; third, the provision of culinary materials and training; and finally, the provision of tools (simple technology) and working capital for the culinary business field. The duration of the service program is three months, encompassing several stages. The initial stage is the program preparation stage, during which the service team conducts a survey at Nurul Islami Semarang Unggulan High School. The results obtained from this survey are indicative of the needs of SMA Unggulan Nurul Islami Semarang for mental development and entrepreneurial competence, as part of the process of forming a golden generation of independent entrepreneurs. The subsequent stage is business incubation, which is facilitated by the devotion team through discussions with Nurul Islami Semarang Unggulan High School.

The Service Team has been entrusted with the responsibility of designing and implementing the program's activities. The subsequent stage entails the selection of a suitable timeframe for implementation and the preparation of materials, in addition to the procurement of production materials and equipment. The activities in this stage include the preparation of training materials in the domains of entrepreneurial management and canteen management. These materials are developed by service team members who have been designated by the Marketing Management Study Program Service Program Coordinator from the Department of Business Administration at Semarang State Polytechnic. The training materials for entrepreneurship and canteen management are meticulously designed to align with the educational level and

practical benefits for Santri SMA Unggulan Nurul Islami Semarang. In addition to the aforementioned materials, the community service team has meticulously delineated the establishment and operational requirements of the Santri Canteen. The provision of these tools and materials is tailored to align with the environmental conditions of SMA Unggulan Nurul Islami Semarang.

The third stage is the implementation stage, during which 30 prospective young entrepreneurs are selected by the SMA Unggulan Nurul Islami Semarang management to participate in all stages of the program for a period of four months. The objectives of this training program are as follows: first, it is expected to establish a community of santri who are not only proficient in the field of religion, but also skilled in conducting business or business according to business ethics and proper management science. Secondly, the objective of this program is to transfer knowledge in the field of entrepreneurship and appropriate business management from the results of service and development of higher education personnel to santri. It is anticipated that this initiative will foster students' skills and responsiveness, enabling them to address funding needs with creativity and independence. Consequently, Nurul Islami Semarang Unggulan High School will enhance its effectiveness and efficiency in cultivating students who possess multi-competencies and maintain a noble character. The third objective of this service program is that this service activity has benefits in providing added value to students in the application of entrepreneurial skills in the culinary field, which are expected to be useful and can be a business that has economic value for SMA Unggulan Nurul Islami Semarang.

The final objective of the Service Team is to ensure that the output of this activity is utilized by the Santri of Nurul Islami Semarang Unggulan High School to enhance the quality of human resources. This will ensure that the Santri not only develops strong moral values but also acquires the skills necessary for entrepreneurship. The success of this program will serve as a model for the development of "Santri Preneur" in other pesantren to emulate. Furthermore, the service program provides assistance to the mother of SMA Unggulan Nurul Islami Semarang. The handover of canteen operational materials and equipment is a critical component of the program. The fourth stage of the program involves a three-month period of mentoring, during which the service team periodically monitors and evaluates the implementation of the "Santri Canteen" Project at Nurul Islami Semarang Unggulan High School. The training and scientific and technological assistance offered by the program are valuable resources, allowing students to gain practical experience and knowledge from the Santri Canteen Project. The following figure illustrates the flow chart developed in this service activity:

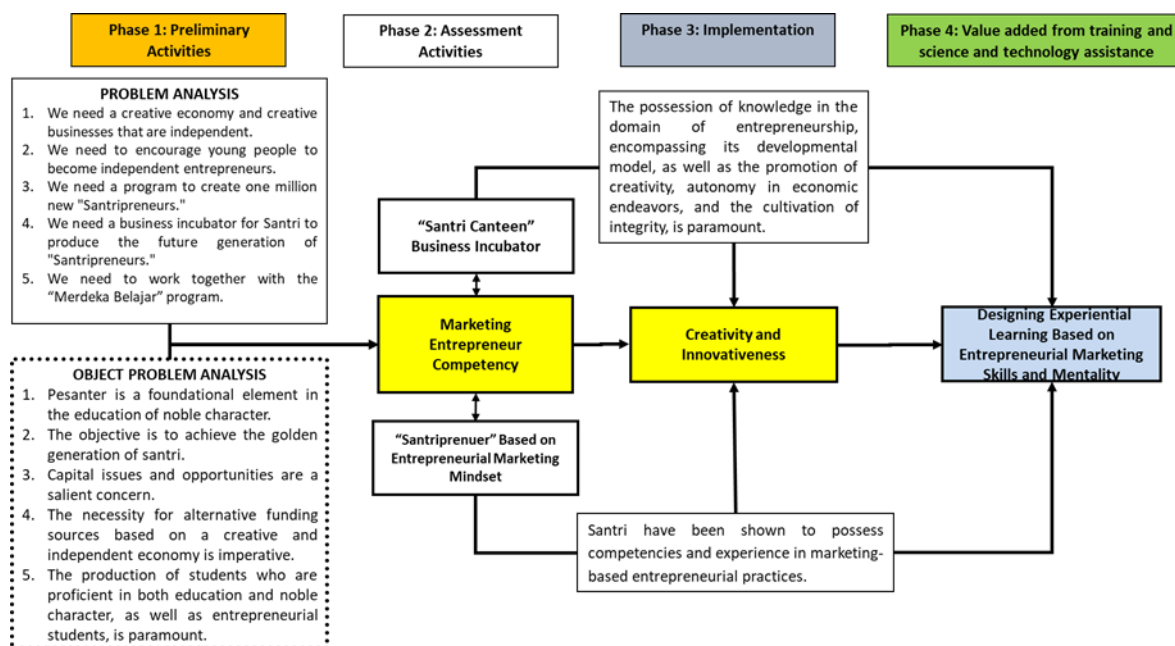


Figure 2. Flow of the Project Service Program "Santri Canteen"

RESULTS AND DISCUSSION

The assessment of the program's success is predicated on the measurement of specific indicators, including the development and enhancement of entrepreneurial marketing skills and mindset among the Santripreneur program participants. This assessment is primarily focused on the development and strengthening of the role of Santri SMA Unggulan Nurul Islami Semarang in the establishment of a Santri canteen business. The program's implementation entailed the engagement of 30 Santri SMA Unggulan Nurul Islami Semarang, who were provided with knowledge material pertaining to entrepreneurial management and canteen management. This material was imparted through seminar discussions and practical approaches. The delivery of this material was structured into lectures, commencing with an introduction to entrepreneurial management. The content of these lectures encompassed guidance on various aspects of entrepreneurship, including definition, mindset, attitude, and marketing strategies. Additionally, mentoring is provided to the students of the superior Nurul Islami high school in Semarang. This method is interspersed with questions and answers from the participants.



Figure 3. Marketing Management Study Program Devotion Team and Participants of the “Santri Canteen” Project Devotion Program

The second session material presentation was the delivery of canteen management material by the service team of the Marketing Management Study Program, Department of Business Administration, Politeknik Negeri Semarang. This second material conveyed the first concept of inventory management, where the Santri of Nurul Islami Semarang Unggulan High School obtained fundamental knowledge about inventory management. The Santri of SMA Unggulan Nurul Islami Semarang received material on human resource management, which encompassed the intricacies of organizational structure and the division of labor. The second session material encompasses marketing management, imparting fundamental principles of the market to the Santri of SMA Unggulan Nurul Islami Semarang. Additionally, they are furnished with information regarding market-oriented product choices. The material on pricing is essential for students managing the canteen business. Similarly, the distribution material provides students with fundamental knowledge regarding cooperation with suppliers. The final module encompasses promotion, wherein students acquire fundamental knowledge of promotional strategies and are instructed on leveraging social media marketing (TikTok, Instagram, and Facebook) for the canteen business. Financial management is also imparted to the students of SMA Unggulan Nurul Islami Semarang to equip them with the competencies to manage finances effectively. As illustrated in Figure 3, the delivery of materials pertaining to entrepreneurial management and canteen management is to be executed.



Figure 4. Submission of Entrepreneurial Management and Canteen Management Materials

The provision of tools to support canteen management activities can be considered a secondary indicator of the success of this program. The service team symbolically transferred the management of the SMA Unggulan Nurul Islami Semarang to the Santri of SMA Unggulan Nurul Islami Semarang.



Figure 5. Providing tools and working capital for the "Santri Canteen" Project Service Program

The participants exhibited a high level of enthusiasm and attentiveness, engaging in productive dialogue with the Service Team. The training event,

which focused on entrepreneurship management and canteen management, culminated in a fruitful exchange of ideas. The Santri of SMA Unggulan Nurul Islami Semarang acquired significant insights into the realm of entrepreneurship. The training also imparted knowledge regarding the mindset, disposition, and principles essential for effective entrepreneurial marketing.



Figure 6. Monitoring and evaluation of the "Santri Canteen" Service Program Project

CONCLUSIONS AND RECOMMENDATIONS

This program has provided a solution to the problem by transferring the experience and knowledge of marketing and the application of creativity and innovation through the Santri canteen business. The problem of Santri SMA Unggulan Nurul Islami Semarang is the low knowledge and awareness of the potential opportunities to become a "santripreneur" and inspiration for the canteen business as their first step. Recommendations for service activities for Santri SMA Unggulan Nurul Islami Semarang will continue to be developed. First, Santri SMA Unggulan Nurul Islami Semarang does not stop building their business creativity, including with the santri canteen business. It is anticipated that they will demonstrate the capacity to independently leverage the program to develop analogous businesses in the future. It is anticipated that they will assume a leadership role in the "Santri Canteen" business creativity. Secondly, the program is poised to be incorporated into the institution's flagship initiative. The long-term results of the implementation of the "Kantin Santri" project are expected to improve the quality of graduates of Nurul Islami Semarang. The graduates of Nurul Islami are expected to possess noble morals and entrepreneurial experience and knowledge.

This program acknowledges the constraints inherent to this service activity, namely the limited number of fostered partners, the restriction of selection to Santri SMA Unggulan Nurul Islami Semarang, and the focus on entrepreneurial management and canteen management. In the subsequent phase, the service team is expected to propose a plan to assist in the next stage of entrepreneurial development, with the objective of enhancing the empowerment of santri, particularly female students, through the cultivation of diverse culinary competencies. Secondly, the development of service materials, such as the creation of social media marketing-based entrepreneurs at Santri SMA Unggulan Nurul Islami Semarang, can be considered.

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