

Management in Developing Students' Entrepreneurship at Al-Hidayah Islamic Boarding School Jambi

Mardalina¹, Ahmad Syukri Saleh¹, Minna El Widdah¹

¹Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia

Corresponding author e-mail: lena74marlina@gmail.com

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Abstract: The objective of this research is to gather data on: 1) the communication management in developing students' entrepreneurship; 2) the development of students' entrepreneurship; 3) the supporting and inhibiting factors of communication management in developing students' entrepreneurship; and 4) the communication management model for developing students' entrepreneurship at Al Hidayah Islamic Boarding School in Jambi Province. The research approach used is descriptive-analytical research, a problem-solving procedure conducted by describing or illustrating the condition of the research object based on observable facts or as they are. Data collection instruments include observation, interviews, and documentation. Data analysis involves the process of Data Reduction, Data Presentation, and Drawing Conclusions. The technique for ensuring data validity is Data Triangulation. The research results show that the leadership successfully implemented communication management to develop students' entrepreneurship through stages of planning, organizing, implementation, and evaluation using persuasive communication. The entrepreneurship development has progressed significantly, as seen in the growth of several business units. The supporting factors for communication management in developing students' entrepreneurship include the credibility, authority, and charisma of the Islamic boarding school's leadership. The communication management model for developing students' entrepreneurship is a persuasive communication model based on the Symbolic Model.

Keywords: Communication, Management, Students' Entrepreneurship

A. Introduction

Based on the grand tour conducted by the researcher at Islamic boarding schools in Jambi Province, specifically at Al Hidayah Islamic Boarding School in Jambi, many advantages were observed from the results of the researcher's observations and interviews, as follows: Al Hidayah Islamic Boarding School is located on Marsda Surya Dharma Street, Kenali Asam Bawah Subdistrict, Kota Baru District, Jambi City, Jambi Province. This Islamic boarding school was established on December 30, 1992, under the supervision of the Ministry of Religious Affairs. From the initial observations conducted by the researcher, it was evident that Al Hidayah Islamic

Boarding School in Jambi Province is also an entrepreneurship-based boarding school. According to an interview with Ustaz Hasbullah, entrepreneurship at Al Hidayah Islamic Boarding School prioritizes the creativity of its students, such as managing a cooperative. Additionally, the school operates a laundry business unit involving women from the surrounding area of Al Hidayah Islamic Boarding School in Jambi Province (Hasbullah, 2023).

In addition to the efforts implemented above, this approach is indeed highly effective in improving the economy of the Islamic boarding school and the surrounding community. Moreover, what is prioritized even further is the quality of education in every institution, as it is a crucial factor in increasing students' interest. One of the key aspects of its educational quality is its foundation in religion or religious learning methods (Aimah, 2021; Fathony et al., 2021; Syafe'i, 2017).

Religion or religious learning methods are essential in preparing children for their future. Parents believe that shaping their children's character by prioritizing religious knowledge is best achieved through Islamic boarding schools. The character education attained by students in boarding school (pesantren) is a process, method, or activity aimed at shaping an individual's personality (in this case, the students) by guiding, providing religious instruction, and educating them to become individuals with good morals toward Allah, their teachers or kyai, themselves, and in their relationships with others or peers.

The task of pesantren supervisors is to shape the students' character (Fauzi & Said, 2023). Therefore, supervisors must employ specific strategies to address these issues. The failure in character formation leads to a moral and ethical crisis among students in pesantren (Mundiri & Bariroh, 2018). This motivates and drives the researcher to study the communication management employed by pesantren mentors in shaping the personality of students in pesantren. With the advancement of time and technology in this modern era, the presence of Islamic boarding schools continues to exist and develop, particularly from the perspective of development management (Bakhri, 2023; Kutsiyah, 2020; Rahman, 2017).

According to Zamahsyari Dhofier, an observer of the development of Islamic boarding schools in Indonesia (Takdir, 2018), since their initial emergence until now, the independent management of pesantren has stemmed from the persistence of kyai and strong community involvement. However, one of the two management models that continue to be developed by pesantren administrators in Indonesia is independence-based management (Andrian, 2017; Pohl, 2006). This has been demonstrated by several renowned Islamic boarding schools in Indonesia, such as Pondok Pesantren Gontor and Pondok Pesantren Daarut Tauhid. These two pesantren are well-known for their entrepreneurial management, which has become a flagship program to improve their quality and quantity. Similarly, in

Jambi Province, pesantren are well-known, have been established for a long time, and have produced many religious figures.

The development of Islamic boarding schools in Jambi Province includes several pesantren that implement entrepreneurship activities as a form of independence in meeting the needs of their students and providing benefits both within the pesantren and the surrounding community. The As'ad Islamic Boarding School in Jambi, located in Jambi Seberang, has developed remarkably well and is considered a self-reliant pesantren. It implements entrepreneurship activities that enhance the pesantren's economy and benefit the surrounding community. The development of the As'ad Islamic Boarding School is closely tied to the presence of the *Langgar Putih*, which significantly influences the pesantren's existence. The *Langgar Putih* is located in Ulu Gedong Subdistrict and was established in 1868 by Asy Syeh Khotib Mas'ud. In addition to serving as a place of worship for the people of Ulu Gedong and Jambi Seberang, the *Langgar Putih* also functions as a center for Islamic education. The Jambi Seberang Islamic Boarding School accommodates a large number of students and actively engages in economic activities to support the pesantren's economic growth.

Al Munawaroh Islamic Boarding School located in Bangko Al Munawaroh Islamic Boarding School is a Tahfidz Alquran wal Hadith Islamic Boarding School founded by Mr. H. Rotani Yutaka, SH (Regent of Merangin for the 1998-2008 Period) in June 2001 in June 2001 the chairman of the Hj. Maznah Rotani Foundation, Al Munawaroh Tahfidz Alquran wal Hadith Islamic Boarding School is located in the center of Bangko City, about 1 km from the city center. Al Munawaroh Islamic Boarding School is an Islamic educational institution that carries out activities to instill religious values, provide national education, and cultivate discipline, noble values, and good morals among the teachers (*ustadz* and *ustadzah*) and students at the pesantren. Al Munawaroh Islamic Boarding School also engages in entrepreneurship activities around its premises, including operating a cooperative, a convenience store, a laundry service, and other business units that foster the creative ideas of its students. The pesantren has greatly inspired the surrounding community and provided benefits in the fields of Islamic religious education as well as independent economic development.

Nurul Iman Islamic Boarding School, located in Sebapo, Muara Jambi, was named Nurul Iman in honor of a great scholar from Melani, Yogyakarta, known as Mbah Kyai Nur Iman. The pesantren was founded in 1995 by Kyai Haji Sohob and Kyai Haji Raden Ayu Siti Bachtiar. Nurul Iman Islamic Boarding School is situated on Tempino Street, Muara Sebapo Village, Mestong District, Muara Jambi Regency, Jambi Province. If we visit the school, we will see that Nurul Iman pesantren has a large number of students and various entrepreneurship activities carried out by them. These include a cafeteria, a bakery, a laundry service, and more. As a result, Nurul Iman Islamic Boarding School is economically self-reliant, providing

significant support to the teachers (*ustadz* and *ustadzah*) and students, while also benefiting the surrounding community.

Nurul Iman Islamic Boarding School has several business units, including the pesantren cooperative (*kopontren*). The cooperative was established to meet the needs of students within the pesantren. By providing necessities within the pesantren environment, students no longer need to shop outside the pesantren, but instead can shop within the premises. This helps improve the pesantren's economy and supports the students. Additionally, the pesantren runs a convenience store, a clothing boutique, and various other entrepreneurial activities, making Nurul Iman Islamic Boarding School an exemplary model of economic independence.

Sheikh Maulana Qori Islamic Boarding School currently has a large number of students and is one of the largest pesantren in Merangin Regency. The students who pursue knowledge there come from various regions, not only from Merangin Regency but also from areas outside the regency. Sheikh Maulana Qori Islamic Boarding School oversees three educational institutions: the pesantren itself, a *Madrasah Tsanawiyah* (junior Islamic high school), and a *Madrasah Aliyah* (senior Islamic high school), which have continued to develop to this day. Entrepreneurial activities at the pesantren include operating a cooperative, a convenience store, and other entrepreneurial development initiatives for the teachers (*ustadz* and *ustadzah*) and students at the pesantren.

Several Islamic boarding schools in Jambi Province implement entrepreneurial activities to improve the economy within the pesantren and the surrounding community. These include Mambaul Ulum Islamic Boarding School in Jambi, An-Nur Islamic Boarding School in Tangkid, and Dzulhijjah Islamic Boarding School, led by Kyai Luhur Hasibuan. Additionally, Darul Arifin Islamic Boarding School, which has a large number of students, conducts entrepreneurial activities to foster the pesantren's independence. These activities include running a cooperative, a convenience store, and various creative entrepreneurship programs developed by the *ustadz*, *ustadzah*, and students at the pesantren. Moreover, the Sa'at Darah Jambi Islamic Boarding School, one of the oldest pesantren in Jambi Province with a rich historical legacy, has preserved its unique learning process and continues to thrive. This resilience is due to its entrepreneurship and self-reliance initiatives, which have contributed to improving the welfare of the *ustadz* and *ustadzah* within the pesantren (Researcher, 2024).

Based on the results of a field grand tour regarding several Islamic boarding schools (*ponpes*) in Jambi Province, a unique phenomenon was observed, where these pesantren are beginning to encourage the independence of their students. This is achieved by motivating the students to become entrepreneurs. The teachers' council implements this approach persuasively, engaging the students at the pesantren. (Researcher, 2023).

Based on the issues outlined above, the author believes that this topic is highly significant and should be addressed seriously in a scientific work. Specifically, how the communication management of Islamic boarding schools successfully develops entrepreneurship among students at pesantren in Jambi Province. Referring to the explanation above, the researcher is interested in conducting a study titled "Management in Developing Students' Entrepreneurship at Al-Hidayah Islamic Boarding School Jambi".

B. Methods

The research approach used is descriptive-analytical research, which is a problem-solving procedure investigated by describing or illustrating the condition of the research object based on observable facts or as they are (Ratna, 2010). The data sources for this research are as follows (Arikunto, 2010): 1) Human sources: These include the pesantren leader, madrasah principal, teachers, administrative staff, and student representatives from Al Hidayah Islamic Boarding School, Jambi Province; 2) Situational sources: These refer to the atmosphere of communication management in developing entrepreneurship among students at Al Hidayah Islamic Boarding School, Jambi Province; and 3) Documentary sources: These include official documents such as the pesantren's profile, organizational structure, and reports on student entrepreneurship activities at Al Hidayah Islamic Boarding School, Jambi Province. The data collection instruments used include observation (Bogdan & Biklen, 2004; John W. Creswell, 2012; Nawawi, 2007; Taylor & Bogdan, 2000), interviews (Ary et al., 2010; Satori, 2014), and documentation (Mukhtar, 2013; Sugiyono, 2019). Data analysis follows the processes of Data Reduction, Data Presentation, and Drawing Conclusions (Creswell, 2018; Moleong, 2019). The data validation technique employs data triangulation: 1) Source triangulation; 2) Method triangulation; and 3) Theoretical triangulation (Lincoln & Guba, 1996).

C. Results and Discussion

Communication Management of Al Hidayah Islamic Boarding School in Jambi Province in Developing Student Entrepreneurship

Planning

Planning in communication for developing entrepreneurship involves activities carried out by entrepreneurs or work practices as a profession. Entrepreneurial activities include planning, starting a business, the process of growth, and the development of innovative businesses that form the philosophy and foundation of entrepreneurship. Innovation is the ability of individuals to think creatively and discover new things. Entrepreneurs must possess creativity and ingenuity to find new ideas. These new ideas serve as the foundation for creating new products to be processed and introduced to the market.

The communication management implemented by the leadership of Al Hidayah plays a crucial role in fostering good relationships to advance the Islamic boarding school. The importance of communication lies in creating a shared understanding among all members of the pesantren to achieve its goals. Moreover, the communication persuasively established by the leadership extends not only to the administrators of the pesantren but also to all members of the pesantren community and the surrounding society.

Each individual possesses unique characteristics and traits that differ from one another. Various factors, both intrinsic and extrinsic, significantly influence individual behavior (Inglehart, 2004). A substantial influence from within the individual includes aspects such as their abilities and needs in various areas of life. Another crucial factor within an individual is their belief in certain values, whether derived from religion, culture, experience, or aspirations they wish to achieve (Schwartz, 2009). These characteristics are carried by individuals when interacting with others in an organization or their environment, ultimately affecting organizational behavior. The behavior of individuals within an organization significantly impacts the efforts to achieve organizational goals. This is because the diverse behaviors of individuals must be integrated cohesively in alignment with the organization's objectives (S. Schwartz, 2012).

Organizations have visions, missions, and goals that are expected to be achieved through the interaction and cooperation of all members (Roueché et al., 2014). As members of an organization, individuals are required to adapt to the guidelines and objectives established by the organization (Harrison et al., 2013). Each person within the organization has tasks, responsibilities, and authority according to their role or position within the organization (Committee, 2025; Shen et al., 2025). Furthermore, the rewards provided by the organization to its members also influence individual behavior within the organization (Davis et al., 2025). All of these elements are referred to as organizational characteristics.

Organizing

The organization of all planned activities within the Islamic boarding school, encompassing various components, is carried out to ensure that every individual or component of the pesantren contributes to achieving its goals. To support the smooth execution of all activities, particularly those related to business development, the pesantren collaborates with various parties, including the Department of Industry and Trade, the Department of Agriculture, the Council of Senior Students (*Majelis Maha Santri*), and all student cooperatives, including male student cooperatives. The Department of Animal Husbandry, especially in the training and care of dairy cows, also provides support in advancing the development of the pesantren's business units. The collaboration established

between the pesantren's business units and other institutions includes advisory support, training, and guidance.

At Al Hidayah Islamic Boarding School in Jambi Province, all programs are planned annually, focusing on determining appropriate future actions for the pesantren through a sequence of choices while considering available resources to achieve a high-quality pesantren. Quality planning can encourage the pesantren's resources to work optimally and in accordance with established standards.

In the context of entrepreneurship, organizing plays a significant role in the success of developing entrepreneurial spirit among students (Roueche et al., 2014). By grouping programs or activities, the development of students' entrepreneurial skills becomes more structured (Alkrdem, 2025). Business fields such as carpentry, farming, sewing, managing cooperatives, baking, and livestock farming need to be well-managed. Before implementing these programs or activities, a pesantren leader or school principal must first categorize the activities to be carried out. For example, in carpentry training, the grouping of activities ensures that carpentry, farming, and sewing training programs can run effectively. Without proper planning and grouping of programs and activities, the students' independence development will not proceed smoothly.

Actuating

The implementation of communication plans in developing student entrepreneurship is one of the key factors behind the progress of Al Hidayah. This is achieved through effective persuasive communication management carried out by the pesantren's leadership and members. Everyone, regardless of who they are, communicates effectively. This phenomenon of communication can be observed within the pesantren, at home, in the workplace, at the village hall, or in other settings, whether consciously or unconsciously. Communication exists and is always present in every aspect of human life, particularly in the pesantren environment. All members of the pesantren need to maintain proper and truthful communication, avoiding dishonest or improper communication. According to research conducted by communication experts, approximately 70% of a person's waking time is spent on communication. The order of communication behaviors includes listening, speaking, reading, and writing. On average, humans engage in verbal communication for about 10–11 hours each day (Backlund et al., 2025; Soemirat et al., 2004).

Evaluating

Supervision is the final step that managers must take in an organization. Supervision is a process where supervisors perform tasks to ensure that the organization's goals are achieved. Supervision is a systematic activity conducted by

leaders to compare, verify, and ensure that the goals, objectives, and tasks of the organization have been or will be carried out properly by established standards, plans, policies, instructions, and regulations. It also involves taking corrective actions as needed to ensure the effective and efficient use of resources in achieving organizational goals.

The forms of supervision that can be implemented in the field of education include the following: 1) Production supervision, which ensures that production outcomes meet customer demands in terms of quantity, price, timing, and service; 2) Inventory supervision, which ensures the availability of materials in the correct quantity, at the right price, and at the appropriate time, so that the production process is not disrupted; 3) Quality supervision, which guarantees that the quality of production outputs, materials, and processes meets predetermined standards; and 4) Cost supervision, which ensures that production is carried out at a minimum cost by established standards. This approach is also applied in educational institutions, where every form of supervision must have clear standards to achieve the organization's objectives effectively.

Communication naturally occurs in both formal and non-formal activities, as seen at Al Hidayah Islamic Boarding School. Lectures are a common activity at the pesantren, conducted in both formal and non-formal settings. Students are even taught how to deliver lectures effectively and correctly, which is part of the communication process. This ties back to the essence of communication, which is a process of transmitting symbols from a source to a recipient. These symbols are intentionally created and conveyed in a certain way to suit the characteristics of the recipient. For an organization, communication holds great significance. It is the gateway to the organization's life. The birth of an organization is always preceded by communication among its founders. Furthermore, the organization is built and its performance maintained through communication between its administrators and members. Communication serves as the energy that drives administrators, members, and collaborators to continuously exchange ideas in pursuit of organizational goals (Aw, 2018).

Development of Entrepreneurship Among Students at Al Hidayah Islamic Boarding School in Jambi Province

Al-Hidayah Islamic Boarding School has approximately 1,500 students. Within the pesantren, several entrepreneurial activities are conducted to support the economic independence of the institution. These business activities also involve the students as part of fostering their entrepreneurial spirit and that of the pesantren's community.

There are four cafeterias at Al-Hidayah Islamic Boarding School, located near the classrooms and dormitories. Two cafeterias are designated for female students, and

two for male students. The operation of these cafeterias involves students who voluntarily assist without disrupting their study hours and also employs alumni of the pesantren as permanent staff.

In addition to the cafeterias, Al-Hidayah Islamic Boarding School also provides opportunities for students interested in baking or similar activities. The instructors hired for this program are external to the pesantren. The students are taught everything from dough preparation to bread packaging. The finished bread is sold at the pesantren's cafeterias. On average, 200 to 300 pieces of bread are sold daily. However, the bread produced by the pesantren has not yet been sold or marketed outside the pesantren due to the need to obtain BPOM (Indonesian Food and Drug Authority) certification, which is considered a lengthy and complex process.

The boutique is also located within the pesantren, specifically next to the female students' cafeteria. The boutique sells or provides clothing and school supplies for the students and sandals, t-shirts, and other accessories. There are two Al-Hidayah Marts: one in a building to the right outside the pesantren and another inside the pesantren.

Paddock (Horse Stable) and Archery. The pesantren also provides facilities for students interested in becoming equestrian or archery athletes, as well as those who want to combine horseback riding with archery. The pesantren owns a total of 10 horses. Horse care activities are managed by an external groomer hired by the pesantren, with student involvement in the management process.

The horses are available for rent for events such as pre-wedding photoshoots with an equestrian theme, family gatherings, or photo sessions. Additionally, the pesantren offers horseback riding lessons for people outside the pesantren who are interested in learning.

For archery activities, the pesantren not only trains students to become athletes but also has students who have represented Jambi Province in national archery competitions. Additionally, the archery facilities are open for training to individuals from outside the pesantren who are interested. Laundry: The pesantren also provides laundry services for the students, which are entirely managed by the women in the pesantren.

Entrepreneurship is regulated in Islam, and the religion encourages everyone to work and have a strong work ethic. Islam motivates all Muslims to seek lawful sustenance through their own efforts or by their own hands. Entrepreneurship in Islamic boarding schools refers to the ability and determination of the pesantren to produce a generation that is economically independent.

The indicators include the ability to apply entrepreneurial principles in creating innovations that benefit the development of the school. Do not fear failure. Be enthusiastic, creative, and innovative. Be calculated when taking risks. Be patient, persistent, and resilient. Maintain optimism. Be ambitious and never give up. Be market-sensitive or recognize market opportunities. Conduct business in accordance with ethical standards: independence, honesty, and respect for the environment (Trevino & Nelson, 2021).

Able to think and act creatively and innovatively in carrying out tasks. The potential of the pesantren can be optimally utilized for various productive activities that benefit the school. Entrepreneurship (creative, innovative, and productive) can be encouraged among the school community.

Supporting Factors of Communication Management in Developing Entrepreneurship Among Students at Al Hidayah Islamic Boarding School, Jambi Province

Based on the observations conducted by the researcher at the Islamic boarding school, the supporting and inhibiting factors in the implementation of communication management to develop student entrepreneurship at Al-Hidayah Islamic Boarding School, Jambi Province, include the following: The first supporting factor is the credibility and authority of the pesantren's leadership. The charismatic leadership significantly impacts the members of the pesantren community, particularly in providing guidance, advice, and even directives for advancing the pesantren.

Another supporting factor is the physical and non-physical appeal of the pesantren's leadership, which garners sympathy not only from the pesantren community but also from the surrounding society. The leadership demonstrates intelligence in analyzing situations. This ability enables the pesantren's leader to address problems or challenges effectively by conducting deliberations (*musyawarah*), ensuring the best solutions are found through discussion and smart leadership. Furthermore, the leader of the pesantren is adept at understanding the dynamics of the work environment.

Another supporting factor in implementing communication management to develop entrepreneurship at Al-Hidayah Islamic Boarding School is the ability of the leadership to understand the psychological conditions of the pesantren community. This includes the *ustadz*, *ustadzah*, and the staff working at the pesantren. Understanding the psychological state of the pesantren community is crucial, as economic and social conditions significantly influence their psychological well-being.

If the psychological condition of the pesantren community is good, with hearts that are happy and peaceful, they will work well with sincerity and dedication. This is why it is crucial for the pesantren leadership to maintain the psychological well-being of its community to ensure the pesantren can grow and progress. Furthermore, the pesantren community is a vital element in advancing the pesantren, particularly in entrepreneurial activities. The pesantren community comprises the leadership, administrators, madrasah principals, vice principals, teachers, students, as well as cleaning staff and security personnel (Parker & Raihani, 2011). They all must possess broad knowledge, as this knowledge is essential for the development and advancement of the pesantren.

Communication Management Model for Developing Entrepreneurship Among Students at Al Hidayah Islamic Boarding School, Jambi Province

The forms of communication used to develop student entrepreneurship at Al Hidayah Islamic Boarding School in Jambi Province focus on fostering attitudes voluntarily as a result of the rational processing of persuasive messages. Since the goal of persuasion is attitude formation, understanding persuasion often involves theories of attitude change. The assumption that attitudes can be changed although it may be challenging is largely explained through theories of communication, psychology, and even media effects. Efforts to understand the forms and models of persuasive communication can begin with a simple approach: understanding how the source conveys the message and illustrating the internal flow of the persuasive process.

We learn to be human through communication. A child can cry, kick, or laugh to express their feelings and needs. As we interact with the people around us, what we call individuality gradually emerges. The way a person interprets others' messages and conveys their feelings to others shapes their character. Humans are not shaped by their environment but by how they interpret the messages they receive from it. A mother's gentle expression evokes warmth when the child interprets it as a gesture of love. However, if the child sees a stepmother, robbed of sympathy by their father, trying to win their empathy, the same expression could evoke hatred.

Forms of persuasive communication can change a person's attitude to achieve goals. In this case, Al Hidayah applies persuasive communication to guide the pesantren community in achieving its objectives. Attitude is one of the most important and widely defined concepts in social psychology (Droba, 1933; Schwarz & Bohner, 2001). Some consider attitude to be a type of sociogenic motive acquired through the learning process, while others view it as a neural readiness to respond (Roth & Strüber, 2023; Spolsky, 1988). Attitude is a tendency to act, perceive, think, and feel when faced with an object, idea, situation, or value (Boninger et al., 2014). Attitude is not behavior but rather a tendency to behave in certain ways toward an

attitude object (Hill, 2017). The object of attitude may include things, people, places, ideas, situations, or groups (Jorgensen & Stedman, 2001).

D. Conclusions

The communication management at Al Hidayah Islamic Boarding School in Jambi Province for developing student entrepreneurship is implemented through the stages of planning, organizing, execution, and evaluation using persuasive communication. The development of student entrepreneurship has shown significant progress, as seen from several business units that have flourished. Among these is the Al Hidayah Mart, which provides daily necessities for the pesantren community. Supporting factors for communication management in developing entrepreneurship among students at Al Hidayah Islamic Boarding School include the leadership's high credibility and authority. The charismatic leadership has a profound impact on the pesantren community by offering advice, guidance, and even directives to advance the pesantren. The physical and non-physical appeal of the leadership attracts sympathy not only from the pesantren community but also from the surrounding society. Additionally, the leadership demonstrates intelligence in analyzing conditions and the ability to understand the psychological state of the pesantren community, including the *ustadz*, *ustadzah*, and other workers at the pesantren. The communication management model for developing entrepreneurship among students at Al Hidayah Islamic Boarding School in Jambi Province is a persuasive communication model. Specifically, the model applied is the Symbolic Model of Persuasive Communication to foster entrepreneurship among the pesantren's students.

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