

Evaluating the Effectiveness of the Santripreneur Program in Islamic Boarding School: A CIPP-Based Qualitative Assessment of Screenprinting Training

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ABSTRACT. *Pesantren* (Islamic boarding schools) are not only centers for the transmission of religious education but also social institutions oriented towards community development. Globalization and the creative economy encourage Islamic boarding schools to develop entrepreneurship training as a relevant skill to equip their students. Several studies have shown that such training enhances creativity and character development, reduces the risk of unemployment, and provides social and economic value to the community. However, the majority of research continues to prioritize the implementation and impact of entrepreneurship training programs in pesantren. Empirical evaluation of these programs, particularly utilizing systematic evaluation models, remains underdeveloped. This study presents a comprehensive evaluation of a screenprinting training program within the Santripreneur program. These findings were obtained from a qualitative field study using the CIPP model to assess the screen printing training program at Almujaahidin Marabahan. Data were collected through interviews, non-participant observation, and document analysis, and then analyzed descriptively using qualitative methods and source and method triangulation. These findings indicate that institutional alignment, openness to change, supportive resources, and practice-based training processes influence the successful and effective implementation of programs. In addition to producing tangible products, this program fosters entrepreneurial skills, positive attitudes, and entrepreneurial orientation among students. Empirically, this study demonstrates how the CIPP evaluation model can be used to understand and assess the integration of entrepreneurship training in the context of pesantren, thus expanding the literature on entrepreneurship education or training programs in religious educational institutions. Furthermore, this study provides practical recommendations for administrators and policymakers on designing programs that are needs-based, adequately resourced, and practice-based.

Keywords: *CIPP Model, Entrepreneurship Training, Santripreneur, Islamic Boarding School*

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INTRODUCTION

Islamic boarding schools, an integral component of Indonesia's educational infrastructure, have played a significant role in producing a considerable number of students who have exerted a notable influence on society, particularly within the domain of religion (Enes et al., 2024; Harisah, 2020; Putri et al., 2025; Rohmadi et al., 2024). In its development, Islamic boarding schools have proven not only to be centers for the transmission of Islamic knowledge, but also as social institutions that have an impact on community development (Ferdiansyah et al., 2025; Hepni et al.,

2025; Murdianto, 2025; Prasojo et al., 2025; Purnomo et al., 2024; Saiin et al., 2020). In the face of globalisation and the creative economy, Islamic boarding schools must focus not only on religious education, but also on equipping students with life skills relevant to current developments. To this end, Islamic boarding schools have implemented various adaptations, including different types of training programs (Anggadwita et al., 2021; Harahap, 2024; Kim & Park, 2020; Listyaningrum et al., 2024; Mariyono, 2025), and one way to tackle this issue is to put social entrepreneurship into practice in Islamic boarding schools. A number of studies have demonstrated that entrepreneurship training and implementation programs in Islamic boarding schools have a significant impact on the enhancement of creativity and innovation (Mariyono et al., 2025), character building and moral values for student (Abubakar et al., 2025; Mariyono, 2025), and influence the reduction of unemployment potential (Taufik & Ernawati, 2021). The impact of student and pesantren extends beyond personal benefits, offering significant social and economic value to the community (Arif et al., 2024; Fatah et al., 2025; Satori et al., 2021).

Numerous studies have examined entrepreneurship training programs and their implementation in Islamic boarding schools (*pesantren*). However, these studies primarily focus on the implementation and impact of the training, rather than systematically evaluating the programs' effectiveness using a comprehensive evaluation framework. Furthermore, evaluations of these programs using established models, particularly those for entrepreneurship programs in Islamic boarding schools, are scarce. Evaluative studies on entrepreneurship training programs are particularly scarce. Most evaluations are limited to general training and do not focus specifically on training geared toward creative industries, such as Quran memorization programs (Junaedy et al., 2023; Najah, 2024; Naryo, 2025), language learning (Minarti et al., 2023; Putri et al., 2025), and E-Learning (Asy'Ari et al., 2025; Kamilia et al., 2023). To address this gap, this study applies the CIPP model to evaluate santripreneur programs within the framework of Islamic boarding schools. It is crucial to bridge this gap so that entrepreneurship training programs in Islamic boarding schools can be based on empirical evidence and comprehensive evaluation.

Therefore, this article empirically contributes to the screen printing training program in Islamic boarding schools by using the CIPP (Context, Input, Process, Product) evaluation approach. The CIPP model offers an appropriate framework for comprehensively evaluating a training program in Islamic boarding schools (Stufflebeam et al., 2002). This model will evaluate aspects of background, relevance, and program needs (context), availability of resources, trainer competence, and facilities (input), methods, implementation, and participant involvement (process), as well as training or program outcomes, changes in participant/student attitudes, and post-training business opportunities (product) (Burke & Hennessy, 2021; Kamilia et al., 2023; Mustikamah et al., 2025).

This article provides an overview of the implications and academic contributions of enriching the literature on evaluating creative programs in Islamic boarding schools. It also offers practical recommendations for Islamic boarding school managers designing impactful entrepreneurship training programs.

METHOD

This article is the result of research based on field research using a qualitative approach in the form of evaluative research with a CIPP (context, input, process, and product) evaluation framework. This research holistically examines and provides a detailed overview of CIPP-based evaluation in the screen printing training program at the Almujaahidin Marabahan Islamic boarding school. This model was chosen because it enables a systematic evaluation of the program's relevance, resources, implementation, and outcomes. Therefore, it is well-suited for evaluating a training program implemented in a religious educational institution, where the processes and outcomes require empirical study.

Throughout the research process, ethical considerations were given attention. Prior to participation, all subjects were informed of the objectives of the study, and all provided written consent. The participants' identities were anonymized using initials, and the data obtained were used only for the purposes of this research. The participants in this study were selected using purposive sampling based on their direct involvement and knowledge related to santripreneur training. The sample consisted of five students who participated in the training, one school principal, two teachers, one academic who initiated the program, and one training instructor. The selection criteria included: (1) active participation in the training, (2) willingness to participate in interviews, (3) ability to provide information relevant to the CIPP evaluation components.

The researcher acted as a non-participant observer during the evaluation research process, meaning that there was no intervention or direct involvement during the training process. The researcher's role was limited to observing, documenting, and analyzing the implementation and results of the training objectively. This research lasted for 5 months (August – December 2024). Data was collected through personal interviews, direct observation, and document analysis. Interviews were conducted to explore participants' understanding, experiences, and perceptions of the training program. The interviews were semi-structured and based on the four components of CIPP. Observations were conducted before, during, and after the training to record the dynamics of implementation and participant interactions. Meanwhile, document analysis was conducted to review documents related to evaluation components such as training materials, trainer competency documents, and visual documentation to complement the secondary data.

The data was then analyzed using qualitative descriptive analysis facilitated by NVivo version 12 to help systematically manage, code, and categorize the qualitative data obtained from interviews, observations, and documents. The analysis process consisted of the stages of data collection, data reduction, data presentation, and conclusion drawing and verification. To ensure the credibility of the findings, data source and method triangulation was carried out in this study to compare information from interviews, observations, and documents.

RESULT AND DISCUSSION

Result

Based on data collection regarding the implementation of the santripreneur program through screen printing training at the Almujaahidin Islamic boarding school, obtained in the field through interviews, observation, and documentation, there are several findings that can be described in this article. In general, the findings in this study will be described in 4 points in accordance with the CIPP evaluation model (context, input, process, and product) as follows:

Evaluation of Context Aspects of Santri Skill Development Through the Santripreneur Program at Al-Mujahidin Islamic Boarding School in Marabahan

This section presents the results of interviews, observations, and documents related to the context of the santripreneur program. Based on the documents obtained, Pondok Pesantren Al Mujaahidin Marabahan is one of the modern Islamic boarding schools that has been established since 1981 in Marabahan, Barito Kuala Regency, South Kalimantan Province. Based on interviews, this pesantren has a training program for student called the santripreneur program. Among these is a screen printing training program. This training consists of an introduction to the types of screen printing, screen printing tools, and the process of screen printing on T-shirts (SI, Principal).

This santripreneur program began with a screen printing training course that was held and started in 2024. It was initiated and conceived jointly by the Islamic boarding school and lecturers from UIN Antasari Banjarmasin. The program began as a community service activity carried out by UIN Antasari Banjarmasin lecturers at this boarding school and has now become a regular program. As explained by Ham:

“.....this program originated from a community service program conducted by lecturers at UIN Antasari. In 2021, we held sewing training, but it was discontinued. Then, in 2024, the community service program was reintroduced, but with a different type of training, screen printing. Alhamdulillah, it can still run until now and is done routinely (Ham, Teacher).”

This training activity was conducted directly at the Al Mujahidin Islamic Boarding School. Based on Ham's explanation, all stages of this activity were attended by the students, who completed the tasks assigned by the trainers and asked several questions and participated actively in the discussion and training practice sessions. According to him, the training method used by the trainers was practice-based (Ham, Teacher).

In addition, based on interviews, it was revealed that the reason behind the implementation of the santripreneur program through screen printing training was based on the pesantren's desire to provide additional skills to student, not only religious education, as a skill set after graduating from the pesantren. The following are the results of the interviews:

“.....Our goal in designing this training program is to recognize that students are one of the greatest assets of Islamic boarding schools, and therefore, they need to be optimally guided and educated. Therefore, we recognize that Islamic boarding schools need to provide new skills that are not only oriented towards religious-based abilities, but also general ones. We recognize that students and alumni cannot simply master religious knowledge, especially given the increasingly rapid challenges of the times. We also hope that students will acquire other skills to develop life skills and future skills. (SI, Principal).”

In an interview, the principal explained that the program was implemented based on the vision and mission of the pesantren and the policies of the Ministry of Religious Affairs. The pesantren stated that the aim of teaching these skills to the student was to support the economic independence of the pesantren. As stated by SI, the training aimed to explore the potential of the student and provide them with skills so that they would be able to become entrepreneurs after graduation. This training also serves as a form of empowerment so that they can become human resources who can contribute to the economic independence of the Islamic boarding school. (SI, Principal).

Based on interviews with academics and training initiators, prior to implementation, academics and Islamic boarding schools first conducted a needs analysis. This needs analysis aimed to determine the appropriate type of training to be held, which party would provide the training, and consider who would participate in the training. The interviews revealed that entrepreneurship training through screen printing was chosen because there had been no similar training before and this training was considered a skill that was fairly easy to learn. This was confirmed by the results of the interview with NF, as follows:

“This santripreneur program began with initial data findings that none of the santri had ever been involved in entrepreneurship training or programs. There had been no previous programs related to the development of entrepreneurial skills. In addition, we found that almost all of the santri studying at this Islamic boarding school, in fact more than 95%, came from families with low to middle incomes (NF, Academician).”

Before and during the training process, based on observations and interviews, the pesantren environment and human resources were involved in the implementation of this program. These activities were carried out through collaboration between school leaders (pesantren leaders, school principals), the teachers' council, santri (student), academics, and trainers/instructors.

Table 1 Context Evaluation

Context	Indicator	Result
	Background and Objectives of the Program	<ol style="list-style-type: none"> Empowering santri and improving their skills/potential (community empowerment) Strengthening the economy of Islamic boarding schools (empowered Islamic boarding schools) and strengthening the economy of the Muslim community
	Program Foundation	<ol style="list-style-type: none"> Vision and Mission of Almujaahidin Islamic Boarding School

Needs Analysis	<ol style="list-style-type: none"> 2. Strategic Plan of the Ministry of Religious Affairs and Priority Programs of the Minister of Religious Affairs
Support	<ol style="list-style-type: none"> 1. Lecturers and boarding school administrators conduct training needs analysis through a community service methodology. 2. Participants are selected based on their interest and desire to learn. 1. Pesantren Leaders and Parties (Leaders and Principals, Teachers, and Students) 2. Academics and Instructors/Trainers

Note: All data was obtained from interviews, observations, and documents.

Evaluation of Input Aspects in the Development of Santri Skills through the Santripreneur Program at the Al-Mujahidin Marabahan Islamic Boarding School

This second section presents the results of interviews, observations, and documents related to input on the santripreneur program at the Al-mujahidin Islamic boarding school. As presented in the context section, this santripreneur program was jointly designed by the Islamic boarding school and academics conducting the community service program. Based on interviews with NF, the community service methodology used in this program is ABCD (Asset Based Community Development), which aims to explore the potential and opportunities of the assisted community (NF, Academician).

According to the observational data collected in the field, the implementation of the Santripreneur Program, specifically the screen printing training, required support from the pesantren, including the student, trainers, academics, and teachers. The participants in the training were santri or students at the Al Mujahidin pesantren itself. Based on the documents we obtained, the santri who participated were students in grades 10 or 11, totaling 5 people. In addition to the documents, this data was confirmed as explained by one of the teachers: *The number and class levels were determined based on their interests and desire to learn. Students in grades 10 and 11 were selected because this was the first time the program was held, with the hope that they could later become mentors or assistants for future training participants (AS, Teacher).*

The trainers for this screen printing training program are four screen printing practitioners who are already involved in the screen printing business. They are from CV Abang Management Group, which owns several businesses, including Abang Sablon. Abang Sablon is an independent business founded by a former Islamic boarding school student. Two of the four training instructors have screen printing training certificates. This training program is called Manual/Plastisol Screen Printing Training, which was conducted in 2022 by Borneo Screen Printing. This information was obtained from interviews, as stated: *“Two of these four coaches already have screen printing training certificates obtained in 2022” (Akbar, Coach).*

Regarding funding, according to the Principal, this initial training was funded by the university. This included the cost of renting training equipment, training materials, and training fees. However, for subsequent training, the Islamic boarding school will create its own training budget. In this training, students are not charged any fees.

Table 2 Input Evaluation

Input	Indicator	Result
Participants		1. Participants are male students of the Al Mujahidin Marabahan Islamic boarding school
		2. The students are in grades 10 and 11 (1 and 2 Aliyah/SMA) and there are 5 of them
Instructor/Trainer		1. The instructor/trainer is a screen printing business owner under the name CV Abang Management Group.
		2. Participating in screen printing training.
		3. The instructor/trainer has a screen printing training certificate.

Cost/Fee	<ol style="list-style-type: none"> 1. The training costs were covered by UIN Antasari Banjarmasin and funds from the Almujaahidin Islamic boarding school. 2. Participants were not charged any fees for this training. 3. Participants received training facilities.
Facilities & Infrastructure	<ol style="list-style-type: none"> 1. Facilities, including screen printing equipment, T-shirts, bags, and other items, support the implementation of the program. 2. In terms of quality and quantity, the facilities and infrastructure already support this program.

Note: All data was obtained from interviews, observations, and documents.

Evaluation of Process Aspects in the Development of Santri Skills through the Santripreneur Program at the Al-Mujahidin Marabahan Islamic Boarding School

The next section presents the results of interviews, observations, and documents related to the santripreneur program at the Almujaahidin Islamic boarding school. Based on observations, the santripreneur program was implemented over a period of one day, lasting eight hours, and was held at the Islamic boarding school itself. The program was divided into four parts: introduction to screen printing tools and their functions, presentation of screen printing theory and practice, discussion and assignments, and feedback. This activity was conducted directly with theoretical and practical sessions. The methods and strategies used in instructor training employed lectures and demonstrations in the training program, maximizing the available facilities and infrastructure. Meanwhile, the media used to support the training were quite extensive, such as screens, plastisol white, rubber white, hot guns, harter, and others.

In this training, the instructor or coach teaches two types of screen printing. As stated by Akbar:

“There are two types of screen printing explained to the children, namely how to make rubber and plastisol screen printing. The process of making rubber is basically simpler. This is different from plastisol, which requires more tools for its manufacture or production.” (Akbar, Instructor).

Based on observations, this training was conducted using various combinations and stages, beginning with an explanatory session, examples or demonstrations from the instructor, hands-on practice by the students, discussions, assignments, and feedback from the trainers. In addition, during the implementation of this program, monitoring and evaluation were carried out periodically by a team of lecturers from UIN Antasari, trainers, and representatives from the Islamic boarding school. The team of lecturers and the boarding school observed the process directly. Formally, monitoring and evaluation or Money was carried out using the Money technique in the ABCD (Asset-Based Community Development) approach, which uses Most Significant Change (MSC), namely a description of the changes felt, why the changes are important, how the changes occurred, and how to continue the changes.

Based on the observation results, the students participated in the program until its completion. During the training and explanation process, the participants or students listened to the theory and practiced the screen printing steps according to the trainer's instructions. As stated by AR: *“I also like the screen printing training, it's easy to understand and practice.”* (AR, Student)

However, there are also technical obstacles such as limited training facilities and a lack of adequate equipment. According to the US: *“This activity is currently conducted in classrooms, and the equipment is not provided by the trainers”* (AS, teachers).

Table 3 Process Evaluation

Process	Indicator	Result
Training Schedule		<ol style="list-style-type: none"> 1. Training duration is 8 hours 2. Training is not scheduled regularly
Participant Activities		<ol style="list-style-type: none"> 1. Students listen attentively to the instructor's explanations during

	both theory and discussion sessions.
Instructor Activities/Tasks	<ol style="list-style-type: none"> 2. Students participate in practical activities and assignments. 1. Explain the tools needed in the screen printing process and their functions. 2. Convey the stages and theory of the screen printing process and practice screen printing techniques. 3. Hold discussions with participants/students and assign tasks. 4. Supervise and assist students in the training and assignment process.
Lecturer & Boarding School Activities	<ol style="list-style-type: none"> 1. Monitoring the training implementation process 2. Evaluating each stage of training implementation
Training Strategy	<ol style="list-style-type: none"> 1. Instructors use lectures and demonstrations in the training program 2. Maximize available facilities and infrastructure
Obstacles/Barriers	<ol style="list-style-type: none"> 1. Lack of available equipment, but this can be anticipated by providing it from the trainer.

Note: All data was obtained from interviews, observations, and documents.

Evaluation of Product Aspects in the Development of Santri Skills through the Santripreneur Program at the Al-Mujahidin Marabahan Islamic Boarding School

This final section presents the results of interviews, observations, and documents related to the products of the Santripreneur Program at the Al Mujahidin Islamic Boarding School. As previously mentioned, the Santripreneur Training Program is a new initiative implemented at the Al Mujahidin Islamic Boarding School. The training has several fundamental objectives. NF conveyed these objectives in an interview. *“The first objective of this training is to raise awareness among students of their potential, and to encourage them to take an interest in the creative industries or entrepreneurship. Second, students are expected to acquire skills in screen printing.”* (NF, Lecturer).

Based on interviews with NF, the organizers assessed the screen printing results of the participants at the end of the training to measure the achievement of the planned objectives.

Additionally, one of the students stated that the screen printing training provided him with a new skill and added to his experience (AR, Student). The monitoring and evaluation results also revealed several student statements about their subjective experiences, views of themselves, and awareness of their potential before and after participating in the training, as stated by ARF: *“This training taught me patience, diligence, and how to correct my mistakes. It also trained my mind to accept criticism and feedback* (ARF, Student).”

Furthermore, several participants expressed their hopes and desires to become involved in entrepreneurship in the future. This is as expressed by MAQ: *“My desire and hope is to eventually acquire screen printing skills and continue to learn and hone them little by little. I also hope to one day own a screen printing business.”* (MAQ, Student).

Furthermore, MI, one of the participants, shared her subjective experience of gaining self-confidence and happiness from acquiring new skills in the following interview: *“.....Although it's not neat and I need more practice, I'm proud to be able to screen print, and this training has made me confident* (MI, Student).”

However, based on the interview, the instructor stated that this training did not have a curriculum and lacked instruments or measuring tools to assess the quality of the students' work.

Table 4 Product Evaluation

Product	Indicator	Result
	Program Result	<ol style="list-style-type: none"> 1. Participants successfully created T-shirt and bag screen prints. 2. Participants became skilled at screen printing. 3. Increased self-confidence and a growing desire to continue developing.
	Graduation	<ol style="list-style-type: none"> 1. There is no written curriculum or indicators regarding graduation requirements. 2. Five participants/students can complete the final assignment.

Note: All data was obtained from interviews, observations, and documents.

Discussion

Understanding the Context of the Santripreneur Initiative

According to this contextual study, this Islamic boarding school has effectively responded to the challenges of globalisation by providing relevant entrepreneurship training. This reflects an open and responsible institutional response that prepares the institution and its students to face the challenges caused by globalisation and transformation. These findings are important because they show the shift and openness of Islamic boarding schools in conceptualising their role as religious-based educational institutions that not only focus on the transmission of religious education but also contribute to the context of economic strengthening (Fuady et al., 2024).

Instead of positioning training as an add-on program, Islamic boarding schools strive to integrate entrepreneurship programs as part of their long-term educational orientation, as evident from their routine implementation. Previous studies also reinforce the findings of Islamic boarding schools' openness and awareness of the role of economics and entrepreneurship (Anggadwita et al., 2021; Fathullah et al., 2023; Listyaningrum et al., 2024; Mariyono, 2025) and studies highlighting normative changes are also widely discussed (Fatah et al., 2025; Happyana et al., 2025; Haryanto et al., 2024; Marzuki et al., 2021; Nurohman et al., 2024), however, evaluation studies using the CIPP approach, which empirically capture how this openness and awareness are then translated into concrete entrepreneurship programs, are still very limited.

The findings of the contextual evaluation describe the contextual suitability between the institutional framework program and broader policies. This shows the alignment between the vision and mission of the Almujaahidin Islamic Boarding School and the Strategic Plan and Priority Programs of the Ministry of Religious Affairs (MORA). This shows that the program is implemented in an integrated and unified manner within the institutional framework of the boarding school.

This alignment is significant from an evaluative perspective because CIPP emphasizes the importance of contextual relevance as a prerequisite for a program's effectiveness (Stufflebeam et al., 2002). This study reinforces the argument, Fuady et al 2024 and Sarwenda (2024) that Islamic boarding schools can be one of the educational institutions that play an important role in solving economic problems and issues and as a driver of community empowerment. However, in addition to this, the study not only provides an understanding of normative arguments, but also focuses on empirical arguments regarding how the alignment of policies and the vision of religious educational institutions such as Islamic boarding schools can form a contextual foundation for the implementation of sustainable entrepreneurship programs. Therefore, the results of this evaluation also confirm that the success of a program is strongly related to the relevance between policies (Islamic boarding schools and policies).

The needs analysis conducted by Islamic boarding school is a step in understanding the types of programs and training that participants need. This reinforces the contextual nature of the program. By conducting an identification first, training programs can be tailored to provide

maximum results and benefits for individuals and institutions. These findings are consistent with several studies that reveal that training programs based on needs analysis can yield positive results (Ilahi et al., 2024; Khoironi, 2020; Mendrofa et al., 2023). By using this method, training participants feel more involved because it suits their needs. In addition, this approach also creates a positive atmosphere and makes it easier for them to absorb and implement the new skills they have acquired. However, this study contributes to explaining that needs analysis is not only a stage in technical program planning, but also a way and mechanism for Islamic boarding schools to adapt to the social and economic changes faced by the schools and their students.

This study also emphasizes the importance of environmental support and human resources as contextual factors for the success of an entrepreneurship program in educational institutions (Albert et al., 2025; Subiyantoro et al., 2026). Without an adequate environment and supportive human resources, a program cannot be implemented optimally to achieve its objectives (Chaman & Siddiqui, 2023; Yuliana et al., 2025). From an evaluative perspective, this study emphasizes the urgency of designing programs that are sensitive to the needs of participants in the context of implementing entrepreneurship programs in Islamic boarding schools, rather than simply adopting programs from other institutions. These results also indicate that the environment and resources involved in the program are also crucial to the success of a program's implementation.

Mobilizing Inputs and Supportive Resources

The main purpose of input evaluation is to assess and highlight whether the alignment and quality of human and institutional resources support the achievement of planned program objectives. This is because, within the CIPP framework, input evaluation plays an important role in assessing whether resources are adequate to realize objectives (Barella, 2024; Stufflebeam et al., 2002). The findings of this study show that Islamic boarding schools are capable of mobilizing human resources and institutional support to ensure that these training programs are implemented properly and effectively. These findings reinforce the findings of previous studies, which prove that human resources, institutional support, and collaboration have a positive impact on training programs (De Faoite et al., 2004).

One important finding in this input evaluation was that participants' interest and enthusiasm for the type and format of training had a significant impact on the achievement of training objectives. This study shows that the interest of santri (Islamic boarding school students) was not coincidental, but was deliberately taken into consideration in order to involve them in the program. This is important because motivation, such as intrinsic and extrinsic motivation, can affect participants' interest (Rivero & Ubierna, 2021).

In contrast to the conventional approach of mandatory training, the selection process in this study was based on participants' expressed interest, a strategy that has been demonstrated to enhance engagement and promote more focused attention. These findings are consistent with the conclusions of numerous studies that posit motivation as a significant factor in the propensity of participants to dedicate their full attention to the various stages of the learning process. Furthermore, these findings suggest that motivation plays a crucial role in prompting participants to embark on concrete and pragmatic actions, such as the initiation of a business venture (Liu, 2023; Machado et al., 2022). Moreover, in addition to individual motivation, the social environment of Islamic boarding schools, including feedback evaluation findings, is a critical factor in achieving program objectives and creating a conducive learning climate for students (Kasmalinda et al., 2025). The social environment of Islamic boarding schools, in conjunction with the support provided by teachers, boarding school leaders, and families, plays a pivotal role in the academic and personal development of students. The prevailing wisdom among scholars in this field is that these components play a very important role in influencing participants' interest in building entrepreneurial motivation.

This view is reinforced by the findings of previous studies (Kiruthiga & Nithya, 2026; Kriswanto et al., 2024; Rozaki & Izudin, 2025), including the social support network (Galvão et al., 2020). However, this study contributes to the extant literature by demonstrating how the social structure of a religious-based educational institution, such as its leadership hierarchy and communal life that is closely and strongly tied to religious values, can serve as a force for realizing and strengthening training objectives. The evaluation of the input further determined that the qualifications and competencies of the trainers or instructors in this training program were a contributing factor to the success of the program. The incorporation of seasoned and qualified trainers or instructors in the field of screen printing further underscored the significance of hands-on experience during the training process. In this finding, Islamic boarding schools have identified these qualifications and competencies as being of significant importance and given them careful consideration. The qualifications and competencies of trainers are closely related to their knowledge, experience, and insight regarding the material presented to participants.

The correlation between the efficacy of a training program and the participation of certified trainers with practical experience in entrepreneurship has been previously substantiated by various studies (Wisshak & Hochholdinger, 2018). These studies underscore the significance of the trainer's role in accomplishing training objectives. The findings of this study indicate that the incorporation of professional trainers, characterized by their qualifications, competencies, and interpersonal skills, served to effectively bridge the gap between theoretical concepts and practical applications. This integration was observed to enhance participant confidence and facilitate the acquisition of new skills.

However, the results of the input evaluation revealed limitations and shortcomings in the implementation of the program, which require attention from the organizers. Specifically, the absence of standardized guidelines or training modules used in the training was identified as a significant gap. While the instructors' competencies are adequate to support the short-term training and learning process, the absence of a documented curriculum will pose challenges for further learning, including repetition and consolidation after training (Halomoan et al., 2024; Sormin et al., 2025). Consequently, these limitations can potentially diminish the uniformity of the desired outcomes and the long-term ramifications. From an evaluative perspective, these findings demonstrate that the presence of robust resources, such as participants and trainers, is insufficient to ensure knowledge retention among students and the sustainability of educational programs in the absence of a rigorous training mechanism.

How the Training Process Encouraged Entrepreneurial Skills

The primary objective of process evaluation in this study is to assess the implementation of the program, including the manner in which the training process is conducted, the roles involved, and the strategies and obstacles encountered in achieving the program's planned objectives. The CIPP evaluation framework facilitates the assessment of training methodologies and the strategies employed to achieve training objectives (Stufflebeam et al., 2002).

The findings of this process evaluation reveal that the implementation of the entrepreneurship training program uses practice-based or experiential learning, which integrates lectures or theoretical explanations with hands-on practice. This integration enables students to comprehend technical procedures and to directly experience all stages of the production process, the mistakes made, and the improvement process that occurs during the training. This pedagogical approach fosters active and reflective engagement among training participants, thereby optimizing its impact (Georgiou & Sharma, 2015).

The findings of this study reinforce the literature on the effectiveness of learning by experience or learning by doing methods in the learning or training process (Folarin & Njoaguani, 2025; Habib et al., 2021). This study also provides a contextual contribution by showing that this approach or method is highly relevant in the pesantren environment, which is strongly influenced by exemplary values.

This approach helps participants remember and understand concepts better and bridges the gap between theoretical knowledge and its application. In addition, learning by doing increases active engagement in training, as it is more interesting than theory alone. These findings show that this method is strongly related to increased enthusiasm among participants, indicating that this training is effective in fostering participants' independence in learning. However, the evaluation of this process found technical limitations in the implementation of the program, such as limited resources (training tools) and short training time. From this evaluative perspective, the results of this study show that the measure of success of a training process is not only determined by the right method, but also by the support of facilities and the intensity of learning. Without adequate facilities and time, the effectiveness of the learning by experience or learning by doing method will only produce short-term achievements, so this needs to be considered by program organizers.

Product and Learner Transformation

The final aspect of this evaluation is the product aspect, which aims to review the results of training or programs (Burke & Hennessy, 2021; Kamilia et al., 2023). Within the CIPP framework, the evaluation of products is centered on the extent to which the objectives of the program have been accomplished (Stufflebeam et al., 2002).

The findings indicate that this program successfully develops students' proficiency in fundamental screenprinting techniques, as evidenced by the products they produce during the training. These results indicate that the training meets its short-term objectives and illustrate the fulfillment and achievement of its core objectives, namely equipping students with new skills that form the basis for them to create business opportunities individually or institutionally within the Islamic boarding school. Consequently, these findings substantiate the efficacy of the training program, demonstrating its capacity to yield substantial and quantifiable outcomes within a relatively brief timeframe.

In addition to technical achievements, the evaluation of this product also found that this training triggered qualitative changes in santri, particularly in terms of discipline, learning ethos, and entrepreneurial orientation. These findings show that entrepreneurship training does not only improve entrepreneurial abilities or skills, as found in previous studies (Gielnik et al., 2017). However, this empirical study shows that entrepreneurship training contributes to the formation of attitudes, learning dispositions, and the emergence of interest in entrepreneurship. However, the evaluation results indicated limitations in the implementation, namely the absence of standardized assessment instruments. From an evaluative perspective, the absence of these instruments complicates the consistent and objective measurement of participant quality and the comparison of results between participants. This has the potential to impede the enhancement of quality and the continuity of programs. Consequently, the development of a quantifiable assessment system is a crucial recommendation for the future implementation of programs.

Overall, the evaluation using the CIPP model shows that the santripreneur program has strong contextual relevance, adequate suitability and resource support, effective training and learning processes, and training results in the form of realized products. In terms of context, the implementation of this program shows that the Al-Mujahidin Islamic boarding school is open to responding to the impacts of globalization and is long-term oriented. In terms of input, the santri's interest in training, social support, and trainer competence are key strengths. However, the evaluation of this input also shows the absence of long-term learning guidelines. In terms of process, the use of learning by doing or learning by experience methods has proven to foster student involvement and independence, although this evaluation also found limitations in terms of facilities and time in its implementation. Meanwhile, in terms of products, this program was technically successful in producing tangible products and non-technical impacts (attitude changes), but the absence of standardized assessment instruments in this training affected the quality of the results and had an impact on the development of sustainable programs. Thus, the findings of this study confirm that curriculum guidelines or standardization, adequate facilities and time management,

measurable evaluation, and sustainable planning are key to the success and long-term impact of this program.

CONCLUSION

This study presents findings that have not been sufficiently explored in previous research, particularly regarding the application of the CIPP evaluation model to assess a creative-industry-based santripreneur program within an Islamic boarding school context. Unlike prior studies that predominantly emphasize program implementation or outcome descriptions, this research demonstrates how contextual alignment, input readiness, process dynamics, and product outcomes interact as an integrated evaluative system. Empirically, the findings reveal that entrepreneurship training in pesantren does not merely generate technical skills, such as screen printing competence, but also facilitates attitudinal transformation, entrepreneurial orientation, and self-confidence among santri. This multidimensional impact confirms that santripreneur programs function as both skill-development mechanisms and value-shaping educational processes within religious institutions.

This study contributes theoretically and practically to the field of Islamic education management and entrepreneurship education. From a theoretical perspective, it extends the application of the CIPP evaluation framework to religious-based educational institutions by demonstrating its relevance for assessing creative and vocational training programs in pesantren settings. The study enriches the literature by positioning pesantren as adaptive educational institutions capable of integrating entrepreneurship training without compromising their religious identity. Practically, the findings provide actionable insights for pesantren leaders, policymakers, and program designers regarding the importance of needs-based program planning, participant selection based on motivation, trainer competency, and experiential learning strategies. These insights can inform the design of more sustainable and outcome-oriented santripreneur programs that strengthen both student capacity and institutional economic resilience.

This study has several limitations that should be acknowledged. The research was conducted in a single Islamic boarding school with a limited number of participants, which may restrict the generalizability of the findings. In addition, the absence of standardized assessment instruments limited the ability to quantitatively measure skill mastery and compare learning outcomes across participants. Future research is therefore recommended to involve multiple pesantren with diverse program models, apply mixed-method approaches, and develop standardized evaluation instruments to measure both technical competencies and entrepreneurial attitudes. Further studies may also explore the long-term impact of santripreneur programs on alumni career pathways and institutional sustainability, thereby strengthening the empirical foundation for entrepreneurship education in Islamic boarding schools.

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