

Entrepreneurship Education Strategy in Realizing the Independence of Islamic Boarding Schools

by Cek Turnitin

Submission date: 11-Aug-2021 08:05PM (UTC+0700)

Submission ID: 1630266250

File name: Realizing_the_Independence_of_Islamic_Boarding_Schools_CEK.docx (34.13K)

Word count: 4976

Character count: 29022

**Entrepreneurship Education Strategy in Realizing the Independence of Islamic
Boarding Schools**
(Multi case study in Sirojuth Tholibin Sutojayan Blitar and Jawaahirul Hikmah
Islamic boarding school Besuki Tulungagung)

Abstract

This research aimed to investigate and find entrepreneurial education strategies in realizing the independence of Islamic boarding schools. This research used a qualitative approach, a kind of case study with a multisite design. Data collection techniques using in-depth interviews, participant observation, and documentation. Data analysis used the Myles Huberman model of data reduction, data presentation, verification, and conclusion drawing. Data were analyzed from one site and cross-site data. Test data validity through credibility, transferability, dependability, and confirmability.

The results showed that the entrepreneurial education strategy used was the involvement of students in every stage of entrepreneurial activity additionally as designing meaningful learning. The formal finding of this research is that entrepreneurship education is predicated on the event of aspects of entrepreneurial knowledge, entrepreneurial skills, attitudes, and individual and environmental spirituality.

Keywords: Entrepreneurship Education, Islamic Boarding School

A. Research Context

Competition in various lines of life is getting tougher. There are more and more demands presented by the modern era. No exception in the field of education. The direct impact of the modern era on education itself has presented a brand new term, namely the modernization of education. Not only formal education, but education in Islamic boarding schools even have an instantaneous effect from modernization. Given its important role in society, especially regarding the study of spiritual sciences, *pesantren* which are similar to traditional in terms of systems, also receive demands to still exist with education

Pesantren is additionally believed to have produced many national figures whose thoughts have colored the dynamics of Indonesia's journey. The accommodative and tolerant religious character in Indonesia is additionally believed to be a contribution of

pesantren. This can be after all a present, considering that Indonesia could be a multicultural nation, where an attitude of pluralism is an essential necessity.

In Aceh, the term accustomed to boarding-based schools is *Dayah*, while the Minangkabau people know Islamic boarding schools as *surau*. Malay countries like Malaysia, Brunei Darussalam, and Southern Thailand are called Arabic schools or just called *pondok*.¹

In its development, *pesantren* are considered as educational institutions that do not keep up with the times. Some *pesantren* are considered to set aside other skills for students to learn and only focus on teaching religious knowledge. So it becomes very natural that a lot of *pesantren* graduates ultimately don't master other fields besides religious and moral sciences. The consequence is that *pesantren* graduates fail to survive after they return to society. *Pesantren* doesn't offer an academic model capable of manufacturing competitive graduates within the midst of modernization and progress.

The entrepreneurial education strategy in realizing the independence of Islamic boarding schools will provide education apart from religious knowledge to the santri to supply them with society. One of them is entrepreneurship education. Entrepreneurship education is taken into account to run to Islamic boarding school students in order that students understand the practices and ideas of entrepreneurship, have an entrepreneurial spirit, and become entrepreneurs.²

However, achieving this can be never an easy matter. Because *pesantren* has been synonymous with traditional educational institutions for a really very long time. For

¹ Zamakhsyari Dhofier. *Tradisi Pesantren*. (Jakarta: LP3ES, 1984).

² Budi and Fabianus Fensi. "Pengaruh Pendidikan Kewirausahaan dalam Menumbuhkan Minat Berwirausaha". *Jurnal Pengabdian dan Kewirausahaan*, 2 (1) 2018

this reason, a technique is required so entrepreneurship education within the *pesantren* runs effectively and is ready to comprehend independence within the *pesantren*.

The entrepreneurial education strategy in realizing the independence of Islamic boarding schools actually has great potential to achieve the institution if it's ready to optimize its full potential. excluding being an educational institution that's integral to society, *pesantren* also has the chance to instill greater values of independence and entrepreneurship because they need longer time along with students, namely 24 hours. This can be evident from several Islamic boarding schools that are ready to become one in every of the private religious institutions that have successfully demonstrated the independence of the institution, both in terms of implementing teaching and learning activities to self-financing or the funding process. So additionally to having a commitment to providing Islamic teachings to students, *pesantren* also has a very important goal in regenerating ulama also as encouraging the creation of independence, self-reliance and entrepreneurship in society, especially people who live around Islamic boarding schools. in order that it's not only keen about people.³

In reference to entrepreneurship, Islamic boarding schools do indeed have a big share in developing every line of the community's economy. Since entering the *pesantren*, the students not only gain religious understanding or spiritual values, but also the spirit to be independent and have an entrepreneurial spirit from an early age.

Apart from being a center for religious development, Islamic boarding schools are an area for entrepreneurship development and support for religious knowledge, namely the science of entrepreneurship, religious studies in Islamic schools are still preferred while general science or entrepreneurship science as a support and at last combines

³ Habib Thoah, *Kapita Selekta Pendidikan Islam* (Yogyakarta: Pustaka Pelajar, 1996), 52.

religious knowledge and general science as an example of nuanced entrepreneurship religion.

For this reason, Islamic boarding schools must have innovations in developing curricula to resolve problems that occur in society, as an example activating management-based Islamic boarding schools to enhance the standard of spiritual competence and entrepreneurship science, changing Islamic boarding schools in response to dynamics in society ⁷ that the weakness of Islamic boarding schools is that the lack of cognition applied within the Santri environment. in addition, the *pesantren* aims to ease the burden on the guardian of Santri and also makes it easier for institutions to enhance the standard of education thanks to funding problems

In addition, Islamic boarding schools also help the government develop *pesantren-based* small and medium enterprises to participate in building Islamic boarding schools and residents round the *pesantren*, economic development in Islamic boarding schools features a significant share in entrepreneurial development, and this is often important because students are educated to be self-employed and work independently. Independent and not keen about others.

Of all the *pesantren* that exist today, there are a minimum of two Islamic boarding schools that have attracted the attention of the author to conduct research. The two Islamic boarding schools, in line with the author, are ready to maintain their existence within the midst of the times. The two Islamic boarding schools are the Sirojuth Tholibin Sutojayan Blitar Islamic boarding school and also the Jawaahirul Hikmah Besuki Islamic boarding school in Tulungagung.

One of the features of the Sirojuth Tholibin Islamic boarding school in Blitar is that almost all of the students are formerly littered with “social illnesses.” Some santri here accustomed to be thugs, street children, recidivists, and a few were even convicted

prisoners from several correctional institutions. The Sirojuth Tholibin Islamic boarding school in Blitar makes entrepreneurial activities one in every of the “therapies” for these students. This Islamic boarding school has several entrepreneurial activities administered by santri and has succeeded in supporting the requirements of the students also as for the operation of the Sirojuth Tholibin Blitar Institute and Islamic boarding school also as a partner of the government, during this case, the police, and also the micro, small, and medium enterprise or MSME service, within which there's cooperation in alleviating ex-convicts and as small business operators within the fields of fisheries, agriculture, and farming.⁴

Meanwhile, *Pondok Pesantren Jawaahirul Hikmah* which is found in Tumpang, Besuki district, Tulungagung Regency isn't any less interesting. This Islamic boarding school, which is about 25 km from the center of Tulungagung City, is additionally arguably an independent boarding school . Besides being successful with various achievements in various fields of extracurricular activities for college students, such as the marching band which won various national events, this *pesantren* also has various entrepreneurial units. The requirements of the santri associated with “primary needs” are mostly covered by the business units owned by the *pesantren*. Just like the bottled drinking water business unit, catering, to convection, and also the Jawaahirul Hikmah Islamic boarding school , it's also hosted a national youth camp held by the Indonesian Institute of Sciences or LIPI.⁵

Although both implement entrepreneurship education and have transformed into an independent Islamic boarding school concerning management, there are differences within the characteristics of entrepreneurship education at the Sirojuth Tholibin Islamic

⁴ Direct interview with Miftahul Ma'adi, board of the Sirojuth Tholibin Islamic Boarding School at 02 March 2019, 08.45-11.27 AM

⁵ Direct interview with ustad Faruq, as the board of the Jawaahirul Hikmah Islamic Boarding School, at 12 April 2019, 08.17-10.24 AM

boarding school in Blitar and Jawaahirul Hikmah Tulungagung in terms of management. For this reason, researchers feel the necessity to conduct, research associated with entrepreneurship education management to extend the independence of the institution.

According to Cope, research with the theme of entrepreneurship education that has been done up to now has not revealed the dominant theoretical paradigm. it's not surprising. Then, the understanding of entrepreneurship education remains out of reach. Research on entrepreneurship education to this point has focused more on business activities, and not on entrepreneurship education itself.⁶

B. Literature review

1. Entrepreneurship Education Management

Based on etymology, the word management originates from the Latin word *manus* which implies to prepare, lead, guide, or handle. Husaini Usman also revealed that management which comes from Latin has been translated into English to manage which when translated into Indonesian means management.⁷ Management could be a process consisting of designing , organizing, mobilizing, and monitoring actions, which are applied to see and achieve the goals set by the utilization of human resources and other resources.⁸

According to J. Panlaykim and Hazil Tanzil in Management; An introduction, as quoted by Abudin Nata in Education Management, is functionally equated with a series of stages ranging from planning, the existence of organizing or an organizing system which also contains staffing or filling positions in each organizational structure. there is. Then proceed with actuating (implementation of planning), and at

⁶ Cope J. (2005), *Toward a Dynamic Learning Perspective of Entrepreneurship, Entrepreneurship Theory and Practice*, 29 (4) : 373-397

⁷ Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan*, (Jakarta: Bumi Aksara, 2013), 20.

⁸ George R. Terry translated by DR. Winardi. *Asas-Asas Manajemen*, (Bandung : PT Alumni, 2012), 4

last controlling or some reasonably action accustomed supervise the work of all parties within the scope of the organization. During this case, there's also an extra type of evaluation or job evaluation within the kind of assessments of the results that are administered since the start of the design . If there are mistakes and shortcomings in these activities, then repair or supervision are going to be held.⁹

Entrepreneurship is usually juxtaposed with the word entrepreneur in English. Since the 17th century, this word has become known, especially where it originated, namely France. In his linguistic communication, entrepreneur, or what became called an entrepreneur means trying, running, or doing, juxtaposed with to line about and to try which implies to start out and take a look at. In Indonesian, this word is parallel to entrepreneurship, which may be a combination of the word wira which suggests brave, brave, or mighty, and business which suggests business. From these terms, entrepreneur or entrepreneurship will be understood as a kind of business pass by someone who has courage.¹⁰

2. Management of Entrepreneurship Education Strategy in Realizing the Independence of Islamic Boarding Schools

Judging from the origin of the word, strategy is a combination of two words Strato which means troops and agenis which means leader. From the combination of these two words, strategy is something related to war troops.¹¹ History does record that initially this word arose from a strategy designed to defeat the enemy at the time of the military war. However, for now, the term strategy has been used for many things, such as in terms of society, religion and culture, to politics and economics.

⁹ Abudin Nata, *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam di Indonesia* (Jakarta: Kencana Prenada Media Grup, 2012), 359.

¹⁰ Arman Hakim Nasution, *Entrepreneurship, Membangun Spirit Teknopreneurship*, (Yogyakarta: Andi Offset, 2007), 2

¹¹ Ali Moertopo, *Strategi dan Kebudayaan*, (Jakarta: CSIS, 1971), 24.

Treogeo and Zimmerman define strategy as “the framework which guides those choices that determine those nature and direction of organization”, which is a framework that helps a person make choices in order to achieve organizational direction and goals.¹² Meanwhile, according to Sedarmayanti, strategy is a structured plan made for the long term and its implementation is followed by actions generally with the aim of winning.¹³

In another sense, it's stated that what's called a technique could be a plan or policy that focuses on achieving goals, both individual goals or corporate and institutional goals.¹⁴ Strategy can even be understood as a result of careful reaching to get the foremost main and specific goals.¹⁵ Normally, an understanding of strategy is often described as an overview of the direction by which something is completed , with a careful effort to realize the required result or goal.¹⁶

Mintezberg defines the term strategy within the 5Ps, namely perspective, position, planning, activity patterns, and fraud. The strategy is alleged to be a perspective because the mission that's formed always describes the angle that's owned by the individual or group that made the mission. Meanwhile, it's said to be a grip because in an exceedingly strategy there's always a component of searching for options to be compared. The strategy is planning because a technique is additionally made with certain goals as planned. The strategy could be a pattern of activity because within the strategy there are patterns within the form of adjustments and feedback. Meanwhile, it's said to be a fraud because the strategy contains tons of tricks to trick your opponent.¹⁷

¹² Treogeo, Zimmerman. *Strategi Manajemen*. (Jakarta : Erlangga, 1988), 17

¹³ Sedarmayanti, *Manajemen Strategi*, (Bandung: Refika Aditama, 2014), 2.

¹⁴ Dwi Sunar Prasetyo, *Terobosan Strategis Menggali Sumber-sumber Kekayaan dalam Bisnis*, (Yogyakarta: DIVA Press, 2005), 180.

¹⁵ G.R. Terry dan L.W. Rue, *Dasar-dasar Manajemen*, (Jakarta: Bumi Aksara, 1982), 82.

¹⁶ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta, 1997), 5.

¹⁷ Martinis Yamin, *Strategi dan Metode dalam Model Pembelajaran*, (Jakarta: Referensi, 2013), 2-3.

Akdon had quoted Jauch and Glueck opinion on strategy, which stated that a technique may be a plan that mixes organizational excellence with challenges that arise from the environment in order that it can predict the achievements that the organization can do.¹⁸

Meanwhile, Newman and Logan in Yamin underline the strategy in four ways, namely:¹⁹

- a. Defining and giving specific definitions. Qualification of the results must even be clear so it will be seen which may be achieved and which may be targets or targets. The strategy must even be ready to take people's aspirations into consideration.
- b. In strategy, you need to be ready to choose basic ways or the most and handiest ways to quickly reach your goals.
- c. The use of strategy must also first consider the standards or measures or standards used in order that the amount of success is often predicted from the beginning
- d. In making a technique , one must pay careful consideration to every step.

In sharpening this idea by stating that control is indispensable internal control could be a system that is implemented to confirm that human resources behave evidently by the organization.²⁰ Because through control (in which there are direction and performance measurement) will make sure the organizational strategies are often achieved.²¹

¹⁸ Akdon, *Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan)*, (Bandung: Alfabeta, 2006), 13.

¹⁹ Martinis Yamis, *Strategi dan Metode...* 3.

²⁰ Merchant, Stedec. 2007. *Management Control Systems: Performance Measurement, Evaluation, and Incentives*. 2nd edition. Prentice Hall

²¹ Birnberg, J.G. 1998. Some Reflections on The Evolution of Organizational Control. *Behavioral Research in Accounting*, suppl, pp. 27-46.

From a number of these definitions, the author states that what's called the Islamic boarding school entrepreneurship education strategy is that the means and efforts in providing entrepreneurship education administered by the boarding school so as to get the objectives that are decided. The goal of entrepreneurship education is the creation of independent Islamic boarding schools, independent in terms of processing and independent in terms of funding.

C. Research methods

Research on Entrepreneurship Education Management in Achieving the Independence of Islamic Boarding Schools uses a qualitative approach. This approach is used to reveal the meaning behind the information that researchers need from informant sources about what they are doing, feel, and knowledge and are directly associated with research studies. Qualitative research, namely making a data analysis process which contains facts that are summarized systematically about the state of the object.²² This kind of qualitative research sees the object of research as something ⁴dynamic, the results of thought construction and interpretation of the observed symptoms, and is holistic because every aspect of the object has an inseparable unity.²³

The type of research used may be a multi-site study design. A multi-site research design could be a qualitative research design that has multiple research locations and topics. it's believed that research topics have identical characteristics. As Bogdan and Biklen note, a multi-site study could be a qualitative research model and may be accustomed to generate a theory that originates from constant research location and might ultimately be applied to any or all lines more perfectly.²⁴

²² S. Anwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 1999), 6.

²³ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta, 2008), 17

²⁴ Nurul Ulfatin, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Malang : Media Nusa Creative, 2015), hal

D. Research Results and Discussion

In general, *pesantren* are places to review religion and morals. These two aspects aren't only a priority for education within the *pesantren* but also sometimes make the *pesantren* put aside other skills to be studied. So it becomes very natural that a lot of *pesantren* graduates ultimately don't master other fields besides religion and morals. The consequence is that *pesantren* graduates fail to survive once they return to society.

During its development, several *pesantren* began to understand the importance of providing education apart from religious knowledge to the students for their provision in society. one among them is entrepreneurship education. Entrepreneurship education is taken into account to tend to Islamic boarding school students in order that students understand the practices and ideas of entrepreneurship, have entrepreneurship and become entrepreneurs.²⁵

It's just that a technique is required in order that entrepreneurship education within the *pesantren* runs effectively and is in a position to realize independence within the *pesantren*. a technique is required in order that an idea can run effectively and efficiently in order that goals are often realized. Without good planning, entrepreneurship education won't run well.²⁶ Therefore, some entrepreneurial education strategies are going to be explained in realizing the independence of Islamic boarding schools in Sirojuth Tholibin Blitar and Jawaahirul Hikmah Tulungagung Islamic boarding schools as follows:

The results of the research that have been presented in the previous chapter show that there are several strategies carried out by the two Islamic boarding schools in realizing institutional independence through entrepreneurship education. These strategies are:

²⁵ Budi dan Fabianus Fensi. "Pengaruh Pendidikan Kewirausahaan dalam Menumbuhkan Minat Berwirausaha". Jurnal Pengabdian dan Kewirausahaan, 2 (1) 2018

²⁶ Manfred Ziemek, *Pesantren dalam Perubahan Sosial*, (Jakarta: P3M. 1986).

1. Optimizing the potential and resources of *pesantren* in realizing the independence of Islamic boarding schools.

Pesantren realized that institutional independence can only be realized by mobilizing all the resources it already has. Therefore, the chosen entrepreneurial education strategy is to optimize all the potential that's owned. The results showed that the potential possessed by the two institutions is extremely possible to understand institutional independence through entrepreneurship education. The info within the field shows that the world potential within the two Islamic boarding schools is very fertile and extensive. in addition, the existence of a boarding school business unit that has developed, the heterogeneous ability of the santri makes the business unit more advanced and developing, the regeneration of recent students, full support from the *pesantren*, both founders, caregivers and *asatidz*, and involvement the congregation and native residents are active in assisting the management and development of the Islamic boarding school business unit.

Talking about entrepreneurial problems ¹ as an external or internal factor of the organization in three situations; (i) when an organization enters a brand new business; (ii) when a personal or team in an organization designs a new product; and (iii) when a shift within the entrepreneurial paradigm permeates the whole outlook and operations of the organization.²⁷ ¹ Entrepreneurship also involves searching for and discovering new opportunities like new products and processes, designing new organizational structures, and winning new markets. This implies regular revisions to the structure and strategy; innovation, business creation, and strategic marketing.²⁸

²⁷ Covin, G.J., Miles, P. M. Corporate Entrepreneurship And The Pursuit Of Competitive Advantage, *Entrepreneurship Theory And Practice*, 1999. Vol.23, No.3, p.48.

²⁸ Martinez, A.; Rodriuez, Z., Vazquez, E. Exploring corporate entrepreneurship in privatized firms. *Journal of World Business* 2010. 45, p.3.

According to Olivier Toutain and Janice Byrne within the Academy of Management Conference stated that so as to be an entrepreneur who is critical and adaptive to the changing times, deep knowledge is required regarding entrepreneurial activities. The more knowledge and better skills a person has, the more careful that individual is going to be in considering various complex business elements, like situations, thoughts, feelings, knowledge, and desired goals.²⁹

It will be seen from the research findings, that the Sirojuth Tholibin and Jawaahirul Hikmah Islamic Boarding Schools involve students from the design to post-production stages. The involvement of the santri in entrepreneurship education isn't limited to the "keeper" of the shop as is commonly the case, but quite that the students have the chance to manage and develop their own business unit which is their concern. This full involvement provides a comprehensive experience for the students, including the experience of failing within the implementation of entrepreneurial activities.

Still, consistent with Olivier Toutain and Janice Byrne, a step like this is often considered appropriate because it will enrich the purpose of view of a brand new student or entrepreneur, they become more responsive to the complexity of entrepreneurship and also the importance of connecting new things they encounter with their previous insights. as an example, understanding the role of emotional management in entrepreneurship. Emotions include consideration of what decisions an entrepreneur will make.³⁰

In detail, the Sirojuth Tholibin Islamic boarding school has developed various fields of entrepreneurship education that are managed by students. The sector of entrepreneurship education that has been developed includes agriculture, animal

²⁹ Oliver Toutain & Janice Byrne, "*Learning Theories In Entrepreneurship: New Perspectives*". *Academy of Management Conference*, 2012, 28

³⁰ Oliver Toutain & Janice Byrne, "*Learning....*" 29

husbandry or fisheries, waste banking, and swallow farming. Meanwhile, *Pondok Pesantren Jawaahirul Hikmah* developed entrepreneurship education within the field of bottled drinking water, sengon tree plantations, tilapia fish cultivation, catering, grooming, and making banana chips.

The many opportunities that may be accustomed to develop entrepreneurship within the *pesantren*, of course, are going to be very profitable if the boarding school carries out proper management in order that it can become an independent economic business unit. As for this type of activity, the *pesantren* can begin to develop in several steps, namely starting with planning or getting down to develop ideas or ideas, followed by setting several goals, seeking the information also as data, formulating several business activities that are relevant to achieving goals, the alias must be adjusted to the potential and therefore the opportunities that exist, also as being deliberated.

In determining the kind and type of business, things that ought to not be absent are considered, namely the realm of the *pesantren's* land, the human resources within the *pesantren*, whether the facilities, infrastructure, and raw materials within the *pesantren* are complete, also as marketing preparations until the probabilities that occur.

HR planning is additionally needed in entrepreneurship education. This HR planning includes the readiness to hitch , capabilities, mapping of every individual, and compensation to tend to individuals. The Islamic boarding school which consists of the many santri and boarding school administrators features a great opportunity within the process of optimizing existing human resources, but that doesn't mean that the human resources for entrepreneurship education at the boarding school do not bear the steps in its provision. In line with Syahril Yusuf, there are four steps taken to supply human

resources for entrepreneurial education organizations or companies. These steps are recruitment, selection, training, and assessment.³¹

2. Identifying the environment in an attempt to understand the independence of Islamic boarding schools.

The first strategy undertaken by the two institutions is to spot the environment that's owned by both the interior and external environment. The information found within the field proves that the two Islamic boarding schools have a really supportive environment. This is often evidenced by the finding that the boarding school environment is very conducive and has the potential to understand institutional independence through entrepreneurship.

In addition to the potential environment, students even have a high sense of belonging in order that they will be trusted to manage and develop entrepreneurs in Islamic boarding schools. This is often certainly an enormous capital within the process of managing the business units ⁶ owned by Islamic boarding schools. Moreover, including the existence of excellent cooperation with other agencies, both government and boarding agencies, also because the support from parents of students and native residents within the development of the *pesantren*

The description of the research results above illustrates that globally, the boarding school environment supports the belief of institutional independence through entrepreneurship education. Sagala emphasized that the process of identifying the environment is what actually completes the teaching and learning process supporting two components, namely internal and external, internal aspects associated with the institution's organization, and external aspects that are directly associated with policies that affect organizational institutions.

³¹ Yusuf, *Entrepreneurship*..., 242-245.

Meanwhile, Akdon stated that studying the inner aspects includes: the flexibility of an organization or institution's household to get strategic benefits in achieving its vision and mission; Internal weaknesses (weaknesses) are situations and external factors of the organization that are negative and forestall the organization from achieving or exceeding its vision and mission.³²

While Akdon's study of the external environment includes: Opportunities are positive external situations and factors that help organizations achieve or exceed the achievement of their vision and mission; Challenges are negative external organizational factors and may cause the organization to not achieve its vision and mission.³³

The explanation above concludes that identifying the environment is the right step taken by the two Islamic boarding schools in realizing institutional independence through entrepreneurship education.

3. Formulating indicators of success in entrepreneurship education in realizing the independence of Islamic boarding schools.

The indicators of the success of entrepreneurial education that's expected by the two Islamic boarding schools are entrepreneurial activities administered by the students must provide benefits to the students in order to possess the entrepreneurial mentality and enthusiasm after graduating from the *pesantren*, Entrepreneurship education is predicted to be ready to provide routine and positive activities in developing the creativity of the students. What students produce from entrepreneurial activities is ready to be accepted by the overall public, ready to realize the independence of the

³² Akdon, *Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan)*, (Bandung: Alfabeta, 2006), 111

³³ *Ibid.*, 112

institution economically, ready to improve the welfare of the asatidz and caretakers of the boarding school also as employees within the Islamic boarding school business unit.

Purwana and Wibowo explained that what's the goal of entrepreneurship education is that students become equipped competently within the field of science, plus skills and attitudes that are built as an entrepreneur. it's hoped that this entrepreneurship education can bring out learning outcomes within the type of economic empowerment by young entrepreneurs, who can read opportunities and are ready to seek epic breakthroughs to encourage added value within the economic field, both for themselves and also for the communities around where they live.³⁴

In line with the objectives of entrepreneurship education, it is very appropriate that entrepreneurship education is additionally applied within the Islamic boarding schools, considering that not all graduates from the Islamic boarding schools will later return to their respective hometowns as Kyai. Entrepreneurship education at this Islamic boarding school at a similar time equips students not only proficient in studying religious books and sciences but also competent and skilled in certain fields in line with their expertise. With the entrepreneurship education that is implemented in Islamic boarding schools when arriving at the santri's house, it is hoped that they're going to not become unemployed but instead will provide benefits in their environment by creating jobs.

4. Select, schedule, and perform activities to attain the short and future goals of the boarding school.

The results of the research conducted to supply information that entrepreneurship education is administered with several strategies, namely that entrepreneurship material is delivered supported "learning by doing", students are given the liberty to decide on

³⁴ Dedi Purwana dan Agus Wibowo, *Pendidikan Kewirausahaan...* 28.

the kind of business they require to understand or control and are in the middle of mentors both from senior santri and congregation or local residents, Islamic boarding schools position themselves as facilitators within the development of *pesantren* business units. There are variations in methods and mentors are always applied within the process of entrepreneurship education in Islamic boarding schools.

Observing the above, learning by doing emphasizes that one among the processes that an individual can learn throughout his life is entrepreneurship education. this is often because entrepreneurship education may be a real effort to be ready to foster an entrepreneurial spirit in a person both formally and in non-formal institutions. Efforts like planning and implementation, which are carried out in entrepreneurship education, can directly or indirectly improve knowledge, become a space to develop all individual potential, and provide courage for every actor to seek new innovations and manage risks.³⁵

Meanwhile, regarding policies in implementing programs associated with entrepreneurship education, both within the short and future , there are two things that require consideration. 1) Entrepreneurship is used together with the themes at the primary , middle to college level. 2) Entrepreneurship is employed as a measure of experience Although there are differences within the naming of subjects, courses, and activities in entrepreneurship education, they basically have an equivalent meaning. an equivalent goal is to equip students / santri / members to be creative, innovative, have skills consistent with their talents and interests as provisions in social life.

Entrepreneurship education must be planned and designed in such a way to obtain maximum results. Planning for entrepreneurship education is adjusted to the potential

³⁵ Purwana dan Wibowo, *Pendidikan Kewirausahaan...* 27-28

of the Islamic boarding school, seeing the social conditions and environment of the boarding school, also adjusted to the talents possessed by students or students.

One of the findings in research on entrepreneurship education management in Islamic boarding schools Sirojuth Tholibin Blitar and Jawaahirul Hikmah Tulungagung is that the sort of business unit developed in line with the conditions of the students. Even with an entrepreneurial education strategy that has educational materials and models, it is always designed to be relevant to the conditions of society. This finding is certainly something that is encouraging, considering that research conducted by Nurul Indarti and Rokhima Rostiana reveals that there is a really clear difference between the content of entrepreneurship teaching and therefore the facts within the field that are needed by prospective entrepreneurs. Therefore, adjustments are needed in order that entrepreneurship education has relevance to the requirements of students.³⁶

5

1. Conclusion

Based on the main target , questions, data exposure, and research findings on entrepreneurship education management in realizing the independence of Islamic boarding schools, the results of this study are often concluded as follows:

First, the entrepreneurial education strategy in realizing the independence of the Sirojuth Tholibin Blitar Islamic boarding school and the Jawaahirul Hikmah Tulungagung Islamic boarding school by being pursued through (a) Entrepreneurship education is meant to be meaningful learning, namely the material and educational models delivered are adjusted to the conditions of the students. (b) The materials, models, learning strategies in entrepreneurship education are adjusted to the conditions of the students (c) the pesantren positions themselves as facilitators, they facilitate and support the event and management ideas that come from the students (d) the students are

³⁶ Nurul Indarti dan Rokhima Rostiana, “Intensi Kewirausahaan Mahasiswa: Studi Perbandingan Antara Indonesia, Jepang dan Norwegia”, *Jurnal Ekonomi dan Bisnis Indonesia* Vol. 23, No. 4, 2008, 369 – 384

involved (student engagement) in every aspect of entrepreneurship education management, which has the stages of designing , organizing, implementing and evaluating.

Entrepreneurship Education Strategy in Realizing the Independence of Islamic Boarding Schools

ORIGINALITY REPORT

4%

SIMILARITY INDEX

3%

INTERNET SOURCES

2%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1

hajarian.com

Internet Source

1%

2

etheses.uin-malang.ac.id

Internet Source

1%

3

Lilis Rohmayanti. "Strategic Management of Increasing Competency of Students Through Strengthening Character Education (PPK) and School Literation Movement (GLS) at Muhammadiyah Junior High School Margasari", International Conference of Moslem Society, 2019

Publication

1%

4

ejournal.utp.ac.id

Internet Source

1%

5

ijern.com

Internet Source

<1%

6

Ibnu Habibi, Triyo Supriatno. "Charity Punishment in Islamic Boarding School to

<1%

Improving Santri Discipline", Nazhruna: Jurnal Pendidikan Islam, 2020

Publication

7

H. Muntholib, Maisah, Maryani S.Ag,.
"MANAGEMENT OF PESANTREN IN
DEVELOPMENT OF ISLAMIC RELIGION
EDUCATION IN JAMBI PROVINCE",
International Journal of Research -
GRANTHAALAYAH, 2018

Publication

<1 %

8

www.strategic-human-resource.com

Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On