STRATEGY FORMULATION OF STUDENTS EMPOWERMENT IN FORMING ENTREPRENEURSHIP CULTURE AT FATHUL ULUM PUTON ISLAMIC BOARDING SCHOOL,DIWEK JOMBANG INDONESIA

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Abstract

This research is motivated by the phenomenon of entrepreneurship education as part of the pesantren curriculum and the pesantren economic development project through empowering students and efforts to empower students in the field of Islamic boarding school economics. The student empowerment programs that are carried out are identical to the mobilization of students to handle businesses that belong to the pesantren or the manager of the pesantren so that the empowerment and independence achieved is the economic independence of the pesantren, not the economic independence of students in the context of empowering students. This study aims to answer three basic questions: How is the formulation of strategies for empowering students in developing an entrepreneurial culture at the Fathul Ulum Puton Islamic Boarding School Diwek Jombang.

This research uses a qualitative approach with a case study at the Fathul Ulum Puton Islamic Boarding School Diwek Jombang. Sources of informant data from events, locations, and primary and secondary documents. Data collection techniques with participant observation, in-depth interviews and documentation. Data analysis used Huberman's interactive data analysis technique. While checking the validity of the data is done through peer discussion, triangulation of data sources and triangulation of methods.

The results of this study are the formulation of strategies for empowering students in forming an entrepreneurial culture which is the determination of the steps that will be used in empowering the form of entrepreneurial culture in Islamic boarding schools. The results of the study support David's theory of strategic stages. It will clarify the understanding that the effectiveness of empowerment efforts is influenced by age background and the type or field of business targeted for empowerment. Offers a new understanding that empowering students in Islamic boarding schools, which means self-reliant students, is effective as a program to produce reliable human resources (skill-oriented) but less effective in increasing turnover (profit-oriented).

Keywords: Strategy, Student Empowerment, Entrepreneurial Culture.

Research Context

Entrepreneurship education or making entrepreneurship a part of education in the context of national development is an investment step for the government as the person in charge of national education and the private sector as users of educational services. Research conducted by Hansson, Johanson, and Leitner (2024) on some companies in the UK, France, Ireland, the Netherlands, Sweden, and the United States concluded that investment in education and training yields excellent benefits for the company because it affects the performance and productivity of the company. Sanchez & Soriano (2011) found that human resource management and entrepreneurship are integral in their management. Human resources play an essential role in encouraging or hindering entrepreneurship. Referring to the previous research, in a micro context, entrepreneurship education in Islamic boarding schools is an investment for students, families, communities and the state in the da'wah area in terms of success in life in this world and the hereafter.

The solution to the problems of entrepreneurship education and student empowerment above is to make entrepreneurship a pesantren culture. The entrepreneurial culture approach can deliver the values of empowerment and entrepreneurship as an integral part of student's lives, both in terms of idealism and behavior, as well as the results or tangible manifestations of empowerment in entrepreneurship. Through a cultural approach, all members of the pesantren as a community or society will internalize themselves, socialize themselves, and bind themselves as part of the pesantren community with an entrepreneurial culture to be accepted as part of the pesantren community. Students who are not entrepreneurs are not yet considered part of the ideal society that pesantren aspires to.

The Fathul Ulum Islamic Boarding School, located in Puton Village, Diwek District, Jombang Regency, East Java, is one of the pesantren that has succeeded in developing an empowerment-based entrepreneurship education model. This Islamic boarding school, which limits itself to only 300 students, has a policy that since entering the boarding school, students must have non-financing from their families. Students are classified according to grade level to be formed in empowerment and business groups that are engaged in various business fields that can be created, such as fish breeding groups, fish rearing groups, and fish seller groups. All students are engaged in business fields managed in a system that needs each other from production to sales. In this case, Islamic boarding schools (through kopontren) only act as investors with a mudharabah system where profit or loss is a shared risk between students, and pesantren as land providers and investors (Kiai, administrators, or banks).

Several mudharabah-based entrepreneurial institutions that have been successfully developed are BUMP (Islamic boarding school-owned enterprise), Fathul 'Ulum, Kopontren Fathul 'Ulum, Multipurpose Cooperative, Agricultural Business, Cultivation of freshwater fishery (catfish, carp, tilapia, and catfish), Budi animal husbandry (organic egg duck, Peking duck, organic egg chicken, joper chicken, goat, and beef), Al Faradis department store, welding service, aluminum craft and Fathul Ulum Kitchen Catering. The uniqueness of the business activities carried out in this pesantren, Habibul Amin as the caretaker of the pesantren, implements the policy that the manager of the pesantren is not allowed to have a 'company' in the pesantren. The pesantren must own all business units in the pesantren. In practice, the caretaker or manager of the pesantren only takes a position as an investor or a provider of land with a profit-sharing system with students as business managers.

Pesantren education as a national development asset when referring to entrepreneurship as an indicator of a country's progress as conveyed by Kominfo (2018), at least 2% of the total population works as entrepreneurs. Meanwhile, Indonesia's entrepreneurship ratio is already at the level of 3.1% of the total population of Indonesia. However, this level is still far behind Singapore at 7%, Malaysia at 5%, Thailand at 4.5%, Vietnam at 3.3%, and Japan at 10%. So, in 2018, it is projected to reach a 4-5% ratio. This means that pesantren, as one of the pillars of education in Indonesia, is vital to contribute to increasing the entrepreneurship ratio through entrepreneurship education for students.

Islamic boarding schools are one of the forms (models) of Islamic educational institutions in Indonesia with the main objectives of 1) preparing students to explore and master the science of Islam (tafaqquh fi al-din)

with tasks, 2) da'wah to spread Islam and 3) a fortress. People in the field of morals, and 4) seek to improve community development in various sectors of life (MORA RI, 2003). While entrepreneurship education, referring to Presidential Instruction (Inpres) No. 4 of 1995 dated June 30, 1995, concerning the National Movement to Promote and Cultivate Entrepreneurship, is learning the spirit, attitude, behavior, and ability to handle business and activities. that lead to seeking, creating, and implementing new ways of working, technology, and production by increasing efficiency to provide better services and obtain greater profits. (Eman Suherman, 2008). This means that pesantren are not only required to focus on tafaqquh fiddin as the tradition but must also be able to produce students who are steadfast in economic endeavors.

Theoretical Review

1. Strategy concept

   Strategy is defined as an outline of the direction in which to act to achieve predetermined goals (Eman Suherman, 2008). According to Asy'ari (2011), strategy is a tactic or way of doing something to achieve specific goals. Newman and Logan (1992) explain that the basic strategy of any business includes 4 (four) things, namely:

   a. Identifying and determining the specifications and qualifications of the results that must be achieved and making business targets by taking into account the aspirations and tastes of the community;

   b. Consideration and selection of a powerful approach to achieving the target;

   c. Consideration and determination of steps that must be taken in achieving the target;

   d. Consideration and setting standard benchmarks to measure the level of success.

   Related to strategy (Fred R. David, 2010) in the context of management (strategic management). Some experts define strategic management as knowledge in formulating, implementing, and evaluating cross-functional decisions (management, production, marketing, finance, development) that enable an organization to achieve its goals by exploiting and creating new and different future opportunities. A series of managerial decisions and activities determine the company's long-term success, including strategy formulation/planning, implementation/implementation and evaluation. (Thomas L. Wheelen, 2010) a set of decisions and actions that result in formulating and implementing plans -plans designed to achieve company goals; the entire management system contains formulation, implementation and evaluation to achieve realistic and objective results. (Robinson Pearce, 2007), (Hessel Nogi S Tangkilisan, 2003) processes assist organizations in identifying what they want and how they should achieve valuable results. (Michael A. Hitt, R. 2001) consists of the analyses, decisions and actions an organization undertakes to create and sustain competitive advantages" (Gregory G. Dess, G.T., Alan B. Eisner Lumpkin, 2007). Formulate an organization's strategic concept or a larger organization's sub-unit to create and maintain a competitive advantage. A conceptualization stated or applied by the organization's leader concerned in the form of Long-term goals or objectives of the organization, broad constraints and policies. set by the leader himself, or received from the party, his superiors, which limits the scope of the organization's activities concerned, the

group of plans and short-term goals and has been set with the expectation that they will contribute to achieving organizational goals the. (Karhi Nisjar Winardi, 1997)

2. Strategy formulation

Strategy formulation is the development of long-term mission and goals, identification of external opportunities and threats as well as strengths and weaknesses of educational institutions, development of strategic alternatives and determination of appropriate strategies to be adopted. Educational institutions, environmental assessment, setting directions and targets and determining strategies. Akdon. (2006). Still, according to Akdon, three actions must be considered in formulating strategies, namely:

a) Determine the vision, mission, goals, and objectives to be achieved appropriately so they can be used as an operational reference for organizational activities, especially in achieving the organization's final goals.

b) Recognize the environment in which the organization is located.

c) Perform helpful analysis of the organization's positioning to maintain its existence and achieve its objectives. Akdon. (2006).

Referring to the concept of strategy, empowerment, entrepreneurship and culture above, three basic principles can be formulated, namely, first, a strategy has three main stages: strategy formulation, implementation and evaluation. Second, an empowerment effort requires three primary stages, namely; a) awareness, b) capacity, and c) power supply. Sabirin, (2012) Third, the framework of entrepreneurial culture consists of; a) value systems and ideas; b) c) action system or activity pattern; and c) material system consisting of various kinds of facilities such as place, equipment, technology and others. Koentjaraningrat, Koentjaraningrat. (2009) Referring to these principles, the concept of student empowerment strategies in shaping an entrepreneurial culture can be illustrated as follows;

3. Formulation of strategies for empowering students in shaping an entrepreneurial culture.

The stages of formulating strategies for empowering students in forming an entrepreneurial culture are stages; a) determining the vision, mission, and goals to be achieved from empowering students and establishing an entrepreneurial culture; b) internal and external analysis related to strengths, weaknesses, opportunities and obstacles in empowering students and forming an entrepreneurial culture. Koentjaraningrat, Koentjaraningrat. (2009). The results of the two stages become a reference in determining the types of entrepreneurs that will be used as entrepreneurial culture in Islamic boarding schools. The formulation of the types of entrepreneurship consists of values/ideas, activity patterns and the form of actual work then becomes a reference for the process of awareness, capacity and empowerment of students. This pattern can be described as follows;
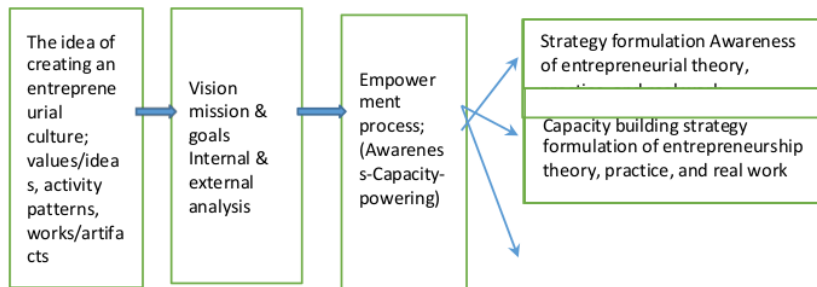
Formulation of strategies to empower theory, practice, and real work of entrepreneurship

Figure Pattern formulation (formulation) of student entrepreneurial culture

Research methods

This study uses a qualitative approach, a research method that seeks to describe and interpret objects as they are. Sukardi (2005) The qualitative approach was chosen because the qualitative approach can describe and understand the underlying meaning of participant behaviour, describe complex settings and interactions, explore to identify types of information and describe phenomena. (Sanapiah Faisal, 1990)

Data in this study means information or facts obtained through observations or research in the field that can be analyzed to understand a phenomenon or support a theory. Jack.C. Richards, (1999). To obtain data holistically and integratively, data collection in this study used three techniques, namely as follows. In-depth interviews, participant observation and documentation. To obtain valid or correct data, the efforts made by researchers are as follows. Extended attendance, Persistence/consistency of observation. Triangulation is the most common method used in guaranteeing the validity of data in qualitative research, Member Check. This research consists of stages: pre-field, fieldwork, data analysis, and reporting (Sugiyono, 2007

Discussion

1. Formulation of strategies for empowering students in shaping an entrepreneurial culture at the Fathul Ulum Puton Islamic Boarding School, Diwek Jombang

    The concept of empowering students in entrepreneurship requires that there are three primary stages, namely the stage of raising students' awareness of entrepreneurship, capacitating students for entrepreneurship, and empowering students in entrepreneurship. Furthermore, to form an entrepreneurial culture in Islamic boarding schools, the basic concept that must be considered is culture. Culture is the whole of life, material, intellectual, and spiritual. William, R, (1975) customs and abilities acquired by humans as part of society. Integration through learning behaviour refers to culture as a configuration of learned behaviour and behavioural outcomes whose elements are used and transmitted (shared and transmitted) with community members. William A. Haviland, (1985). In developing an entrepreneurial culture in Islamic boarding schools, three forms of culture must be realized: entrepreneurial cultural values, the complexity of entrepreneurial culture and the form of actual work of entrepreneurial culture. Thus, a formulation of a strategy for empowering students in forming an entrepreneurial culture in Islamic boarding schools is a strategy formulation for awareness, capacity and empowerment in the form of entrepreneurial values, a form of entrepreneurial complexity and a form of actual work of entrepreneurship as an entrepreneurial culture in Islamic boarding schools.

2. Formulation of strategies for students' awareness of the form of entrepreneurial cultural values in Islamic boarding schools

The idea of empowering students in entrepreneurship, especially making entrepreneurship a pesantren culture, is a challenge for pesantren managers and students. Entrepreneurial motivation must be related to the motivation of tafaqquh fi al-din, Islamic da'wah, and fortifying morals.[1] Pesantren managers, as the main drivers of entrepreneurial culture, can change the mindset of students and guardians of students about the extent to which religious studies are willing to accept the presence of entrepreneurial culture in Islamic boarding schools.

Research findings on students' awareness strategies for the form of entrepreneurial cultural values at the Fathul Ulum Puton Islamic Boarding School in Diwek Jombang found that the values to be realized were economic independence while in boarding schools, economic independence in the community. They were free from transactional da'wah, the balance of trust and effort, proselytizing the welfare economy; all fields could be cultivated as an entrepreneur and take advantage of the time.

a. Economic independence while in boarding school.

Economic independence by not depending on parents while in boarding school is formulated by the caregivers of the Fathul Ulum Islamic Boarding School as an excellent value that can motivate students to be aware of entrepreneurship. The emergence of this value formulation could be due to the caregiver's experience as a student, where after junior high school, he continued to various Islamic boarding schools with the pattern of students living while working for the surrounding community.

b. Economic independence in the community so that it is free from transactional da'wah

The value of economic independence when living in a society that does not carry out transactional preaching is a form of teaching students to carry out their religious activities when they graduate and live with the community. So, with economic stability through entrepreneurship, students can be sincere in preaching without material orientation as taught by salaf scholars. This value is ideal as a learning goal for entrepreneurship in Islamic boarding schools. However, its effectiveness as an entrepreneurship awareness process depends on the age background and psychology of the students.

c. The balance of trust and effort.

This value is discoursed to discuss between blind trust and endeavor. So, students should not face life without doing work activities by only relying on reasons of surrendering to God. In the context of efforts to raise awareness and develop an entrepreneurial culture, this discourse is also faced with the mental challenges of students who are still dominant in adolescent students.

d. Welfare economics.

The preaching of the welfare economy in this value by the caregivers of the Fathul Ulum Islamic Boarding School is interpreted as; 1) halalan, namely doing cultivation according to sharia so that the

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[1] DEPAG RI, Pola Pengembangan Pondok Pesantren, (Jakarta: 2003), 2

results of cultivation are guaranteed to be halal; and 2) thoyibah, to cultivate animal husbandry, fishery and agriculture organically (free from chemicals) so that it is healthy. The preaching of the welfare economy is further interpreted as freeing the people from food that is not clear about its halal and health.

e.   All fields can be cultivated as an entrepreneur

This value teaches students to know that all fields can be cultivated as a prosperous economic resource so that students do not need to be confused to find work. Also, there is no need to be afraid or doubt that we cannot do it as long as there is a will to learn.

f.   Take advantage of time.

Utilizing free time with entrepreneurship is based on the religious philosophy that students should not waste their time. Judging from the level of effectiveness in the awareness process for developing an entrepreneurial culture in Islamic boarding schools. This value is quite adequate, mainly because in its implementation, as practised at the Fathul Ulum Islamic Boarding School, entrepreneurial activities are only 1 hour in the morning and 1 hour in the afternoon.

Referring to the previous discussion, it can be concluded that the form of entrepreneurial cultural values instilled in students in the entrepreneurship awareness process is not optimal because they are faced with the main obstacle, namely the mentality of students who are still entirely dependent on their parents. In this case, students cannot be positioned as parties who cannot be made aware because they are not psychologically and physically fit to work (underage). These values are more ideal if placed as a philosophy or goal of entrepreneurship education in Islamic boarding schools. Thus, the change in the orientation of entrepreneurship development from the goal of students' independence with entrepreneurship to the goal of producing quality student human resources in entrepreneurship that is discoursed by the caregivers of the Fathul Ulum Islamic Boarding School becomes more logical and on target.

Furthermore, the steps formulated in the awareness process are advice, symbolizing entrepreneurial activities, independence policies, training, and seminars.

3.   Strategy formulation for students' awareness of the forms of entrepreneurial cultural activities

Referring to the research findings, the manifestation of the complexity of entrepreneurial cultural activities aimed at instilling in students' awareness. Every business requires a set of skills that must be mastered; technical, all students can master entrepreneurial skills, and an entrepreneur's success requires a learning process and practical learning.

The steps formulated in this awareness are training, involving students with the entrepreneurial unit of Islamic boarding schools, introducing students to entrepreneurial activities from successful entrepreneurs, and accidental direction (from time to time) related to entrepreneurial activities in Islamic boarding schools..

a.   Training.

b.   Involvement of students with Islamic boarding school entrepreneurial units

   c.   Introducing students to entrepreneurial activities from successful entrepreneurs

   d.   Accidental guidance (at any time) related to entrepreneurial activities in Islamic boarding schools

        The accidental direction step in this study is intended as caregivers who supervise by calling one or several students to carry out an activity related to business units in the pesantren. This method is effective enough to make students aware of entrepreneurial activity. However, making students aware of entrepreneurial activities becomes less practical because of their piecemeal nature.

4.   Formulation of student awareness of the real form of entrepreneurial culture

        Referring to the research findings, awareness of the natural form of entrepreneurial culture at the Fathul Ulum Islamic Boarding School Diwek Jombang instills awareness in students.

   a.   Having own entrepreneurship is a prerequisite for independence and prosperity.

   b.   Every student can have entrepreneurship (entrepreneurship).

   c.   Knowledge (theory) and abilities (skills) must be realized in real work (al science bil amali)

   d.   An entrepreneur can be done in stages (collectively towards independent)

   e.   The technical problems of entrepreneurship (capital, production and marketing) can be handled together.

        The main components of an entrepreneur are capital, production and marketing processes. Entrepreneurship knowledge and skills can be transmitted through training programs or seminars, but in their implementation, they will face fundamental problems, namely capital, production processes, and marketing. With the value of collectivity in previous entrepreneurship, students can also collectively deal with capital, production and marketing. In this case, the Fathul Ulum Islamic Boarding School positions itself as a provider of capital, land and mentoring services so that what is needed is only the awareness and willingness of students to have entrepreneurship.

5.   The formulation of student capacity strategies in forming an entrepreneurial culture at the Fathul Ulum Puton Islamic Boarding School Diwek Jombang

   a.   Formulation of student capacity strategies for the form of entrepreneurial cultural values

        Referring to the research findings, the student capacity strategy for the form of entrepreneurial cultural values is aimed at forming students who have the capacity for theoretical knowledge of the business field to be involved in; practical entrepreneurial skills; entrepreneurial technical learning from successful entrepreneurs.

        Entrepreneurial capacity as a cultural value is a set of competencies mutually agreed upon as the ideal capacity for entrepreneurship. So, students who want to become entrepreneurs must have the scientific capacity, skills, and learning (pilot) from the practice and experience of people who have been successful before. Therefore, in various empowerment programs launched by the government and community organizations, pilot projects will usually be realized as a pilot before being made into a mass program, Turmudzi I, (2020).

b. Formulation of student capacity strategies for the form of entrepreneurial cultural activities in Islamic boarding schools

Referring to the research findings on student capacity strategies for entrepreneurial cultural activities at the Fathul Ulum Diwek Islamic Boarding School, the forms of activities that are instilled in students are; entrepreurial activities by the basic theory and practice of entrepreneurship.

The caretaker of the Fathul Ulum Islamic Boarding School in the learning program (culture as an idea, an activity that is transmitted) entrepreneurship uses a real by-doing approach (learning while working) or practice-based learning. So, entrepreneurial activities are more dominant in practice than concepts, so students do not need to master entrepreneurial theory in depth before starting a business. Students only need mastery of basic theory to start a business. In the theory of feed, for example, students do not have to master the theory of rations with mineral and nutritional elements in it, the types of feed have been provided by the manufacturer along with instructions for use so that students only need to buy them according to the conditions of their cultivation.

c. Formulation of student capacity strategies for forms of entrepreneurial culture in Islamic boarding schools

The form of artistic works that will be realized in students in the capacity stage students have the capacity; mastery of the basic theory of entrepreneurship to be involved; mastery of entrepreneurial skills to be involved; and understanding if the pesantren provides capital, land and assistance.

Students at this stage are assumed to be able to open their entrepreneurship both independently and collectively because they have mastered the theory and practice of entrepreneurship and get capital, land and assistance facilities.

6. Formulation of strategies for empowering students in forming an entrepreneurial culture at the Fathul Ulum Puton Islamic Boarding School, Diwek Jombang

The strategy of empowering students in the form of cultural values is aimed at instilling in students empowerment or confidence in themselves that they already have internal competence.

1) Determine the type of business to be involved in.

2) Mastery of entrepreneurial theory and practice to be involved.

3) Ensure availability of working capital. So,

4) Guarantee of success.

7. Formulation of strategies for empowering students in the form of entrepreneurial cultural activities in Islamic boarding schools

The strategy for empowering students in the form of entrepreneurial cultural activities in Islamic boarding schools is intended for students that students already have competence in

1. determining the type of business to be involved by the ability of the pesantren to facilitate,

2. conducting entrepreneurship that pesantren can facilitate,

3. business convenience as a sideline for managing pesantren.

    In principle, the three values of this activity have similarities with the form of entrepreneurial values.

    Furthermore, the steps formulated to realize the program are:

1) Familiarization with pesantren entrepreneurship activities.

2) Community service in the pesantren business unit. So, students are given the trust to carry out entrepreneurial activities during community service jointly.

3) Training and seminars. So, students who have attended training programs and seminars are believed to be able to manage business units according to the type of business being trained.

4) Comparative study experience and field practice studies. So, students who have participated in field studies are believed to be able to manage business units and the management of the business unit where the study is carried out.

8. Formulation of strategies for empowering students towards real forms of entrepreneurial culture in Islamic boarding schools

    The strategy of empowering students to form real work of entrepreneurial culture in Islamic boarding schools is aimed at realizing or convincing students that they already have the competence to be entrepreneurs because they already have a) capital facilities and entrepreneurial land; b) facilitation of facilitation; c) easy and healthy entrepreneurial system facilities. The steps formulated to realize this goal are; the provision of capital assistance and business land as well as assistance.

    1) Capital facilities and entrepreneurial land

    2) Mentoring facilities

    3) Easy and healthy entrepreneurial system facilities

    Students get the confidence to choose the field of a business nursery, enlargement, or marketing. Students who choose to work in the nursery sector only focus on the nursery business. The results of the nursery production will be purchased by a group of students engaged in enlargement. The marketing students group will purchase the production results from the enlargement group.

Conclusion

The formulation of student empowerment strategies in forming an entrepreneurial culture in Islamic boarding schools in the formulation of the vision, goals, and steps that will be used in the student empowerment program to form an entrepreneurial culture in Islamic boarding schools. The formulation of the strategy can be done through a three-form approach to culture.

1. A strategy to raise students' awareness of the value of entrepreneurial culture, the complexity of entrepreneurial cultural activities, and the work of entrepreneurial culture to be developed in Islamic boarding schools;

2. Student capacity strategies for the form of values, complexity of activities and the work of entrepreneurial culture that will be developed in Islamic boarding schools;

3. Strategies for empowering students include values, the complexity of activities and the work of entrepreneurial culture that will be developed in Islamic boarding schools.

Implications of Research Results

1. Theoretical implications

The results of this study strengthen Fred David's theory of strategic management that a strategy includes three fundamental stages, namely strategy formulation in the form of aligning the steps to be taken with the vision, mission and goals and based on internal and external potentials owned;

The study's results strengthen the opinion of Sobirin and Asy'ari that the empowerment stage includes three primary stages, namely the stage of awareness, capacity building, and empowerment. This empowerment stage is carried out through four coaching components: business training, capital, mentoring, and the formation of business networks. The study results reject Sobirin's opinion that the stage of empowering is awareness or having something and preparing oneself to achieve it. With this definition, the stage of giving power is still ambiguous with the awareness stage. According to the research findings, the empowering stages are the stage of enabling to own and manage business units as programmed (training materials) as the peak accumulation of the awareness and capacity being taught.

The research results partially support the definition of entrepreneurship proposed by Zimmerer that 'entrepreneurship is the ability to create something new and different because, in practice, entrepreneurship is mainly carried out in business fields similar to the variety of businesses that exist in the community, both narrowly and broadly. Researchers define entrepreneurship as the ability to open a business and manage it. The results of the study support Zimmerer's opinion that entrepreneurship aims to improve life (business), with the accompanying financial, psychological, and social risks, as well as receiving financial rewards and personal satisfaction.

Overall, the study's results offer the concept that education and empowerment of students in Islamic boarding schools can be done by creating an entrepreneurial culture in Islamic boarding schools. All pesantren residents become part of the ideas, activities' complexity and entrepreneurial culture work in Islamic boarding schools. With this cultural concept, entrepreneurship education in Islamic boarding schools is not just an educational program but becomes all activities, students at the level of ideas, activities, and work.

2. Practical implications

The research concept according to the dissertation title is a strategic means in realizing the empowerment and independence of students through the creation of an entrepreneurial culture in Islamic boarding schools. Through the concept of entrepreneurial culture, students' independence in entrepreneurship is no longer limited to discourse, theory and practice, but is integrated in awareness, capacity and business ownership (empowerment). Through the concept of entrepreneurial culture, all

students' lives, both new and post-madrasah, in Islamic boarding schools will be colored (habits) of entrepreneurship as life education in pesantren.

Suggestions

1. Kiai at the Fathul Ulum Puton Islamic Boarding School, Diwek Jombang, and pesantren Kiai who consent to develop entrepreneurship in pesantren should continue to develop entrepreneurship development in pesantren based on education, empowerment and professional entrepreneurship. As far as possible, the strategies implemented are not only able to realize the goals of entrepreneurship education, but they can empower students to become independent and contribute positively to the nation's economy. Avoiding students from 'pseudo empowerment', which is only oriented towards utilizing student human resources for entrepreneurial interests belonging to Islamic boarding schools but really as an effort to form students with the awareness, ability, and independence of entrepreneurship (independent). They can erode the negative stigma of exploitation of students in Islamic boarding schools.

2. For pesantren administrators and entrepreneurship companions in Islamic boarding schools, they should continue to enrich the discourse on the entrepreneurship system and types of entrepreneurs in the modern era to formulate the types of businesses that will be taught to students following the psychological development of students in their era. It is necessary to consider that traditional types of businesses are often unsuitable for students' interests, so the education and empowerment programs provided do not receive a response from students.

3. For students, they should open awareness from an early age to accept all entrepreneurship policy programs developed in Islamic boarding schools as a vehicle to train themselves towards independence.

4. For further researchers, this study has limitations in realizing an entrepreneurial culture in Islamic boarding schools. It only refers to the theory of three forms of culture: entrepreneurial culture as an idea, the form of entrepreneurial culture as the complexity of the entrepreneurial activity, and the form of entrepreneurial work. This research has not examined related explicitly to the theory of the civilizing process, namely the process of internalizing values, socialization, and enculturation.

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