

Management Of Entrepreneurship Education In Realization Entrepreneurial Students (Multisite Study At The LPI Al Azhaar Islamic Boarding School, Tulungagung And The Modern Islamic Boarding School Sumberdaya At Taqwa (Pomosda) Nganjuk)

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Abstract

Islamic boarding schools have an important opportunity to solve society's economic problems, especially in overcoming the problem of unemployment which has been a polemic. One way that Islamic boarding schools can develop entrepreneurial intelligence is by integrating entrepreneurship education into the boarding school system. This research uses a phenomenological approach with a multisite study design. Phenomenological research aims to describe, describe, and report a situation, object, or event without drawing general conclusions. This research found that in integrating entrepreneurship education into Islamic boarding school education, it is necessary to plan it every year to determine the road map for the entrepreneurship education program. They are combining the government or formal school curriculum with entrepreneurship education. Carry out activity programs in accordance with the vision, mission, and work program. Carry out synergy and collaboration with stakeholders related to entrepreneurship education, both government institutions and private institutions. Supervision is carried out by checking the results of entrepreneurship education in Islamic boarding schools. Corrective action is taken if the process and work results have not been achieved as specified, but if the process and work results are appropriate then what must be done is an improvement.

Keywords: *Entrepreneurship Education Management and Santri Entrepreneurs.*

I. INTRODUCTION

Entrepreneurship education aims to improve the quality of human resources (HR) by introducing personal potential and entrepreneurial character so that there is no unemployment. As Machbub explained in detail, entrepreneurship education aims to develop the physical quotient (PQ), intelligence quotient (IQ), and emotional spiritual quotient (ESQ) as a whole, form a spirit of independence, reduce the number of unemployed, and change thinking patterns. So that human resources formed from entrepreneurship education can have a job or income. One of the ways that Islamic boarding schools use is to develop intelligence (Rofiq 2017). entrepreneurship, namely by integrating entrepreneurship education in the boarding school system. In it, students are guided to become skilled in entrepreneurship. In this way, students will be better prepared to live their lives. Because they no longer wonder about what job they will do after graduating from school because they already have entrepreneurial skills (Saroni 2012). Drucker stated that Entrepreneurship is neither a science nor an art. This is practice. Entrepreneurs shift economic resources from areas of lower productivity to areas of higher productivity and greater output. In economics, entrepreneurship combined with land, labor, natural resources, and capital can generate profits (Wahyudi and Kurniasih 2021). An entrepreneur is a person who mobilizes resources for more profit by lowering costs.

The Global Entrepreneurship Monitor (GEM) report determines the National Entrepreneurship Context Index (NECI) in 2022. NECI was created to determine the quality of a country's entrepreneurial environment. From this data, there are several countries recorded as having quite high scores. The score is loaded on a scale of 1-10, the higher the number, the better the entrepreneurial environment. The first place is occupied by the United Arab Emirates (UAE) with a score of 7.2 points. Second, Saudi Arabia with a score of 6.3 points. Third, Taiwan with 6.2 points. Fourth is India with a score of 6.1 points. The Netherlands followed in fifth position with a score of 5.9 points. Meanwhile, in sixth place is Lithuania with a score of

5.8. Indonesia has the same score as Lithuania, 5.8 points, and is in seventh position. The formulation of the entrepreneurship curriculum at the Al Azhaar Islamic Boarding School is designed to regulate and maintain the continuity of independent life so that the Islamic boarding school can develop well through its potential. To form students who have an entrepreneurial spirit, pay attention to the basic pattern of entrepreneurship which consists of a strong mental attitude, a leadership spirit, an executive spirit, and talent and skills. Skills improvement programs aimed at Islamic boarding school students are a way for the Modern Islamic Boarding School Sumberdaya at Taqwa (POMOSDA) to empower its Islamic boarding school students. The students are empowered by providing various kinds of skills and expertise. On the other hand, the POMOSDA cottage has a large area of land which is very supportive for carrying out empowerment programs.

II. METHODS

This research uses a phenomenological approach with a multisite study design. Phenomenological research aims to describe, describe, and report a situation, object, or event without drawing general conclusions (Kartono 1990). The research approach that will be used by researchers in this study is qualitative. This is because this research tries to explain the existing reality without requiring data in the form of numbers (quantitative) and tries to describe a situation and all its aspects to provide as clear information as possible to researchers (Tanzeh 2009). Data collection was carried out through in-depth interviews, participant observation, and documentation studies. In this research, primary data sources were obtained directly from informants at the LPI Al Azhaar Tulungagung Islamic Boarding School and the Modern Islamic Boarding School Sumberdaya at Taqwa (Pomosda) Nganjuk, such as Kiai, Management, students, and other related parties. Meanwhile, secondary data sources come from supporting books and observational data that are relevant to the research focus. Researchers began by conducting initial participatory observations through descriptive observations that described the general conditions of the two institutions. The next stage is focused observation to highlight things related to the research focus. Finally, selective observations are carried out to identify differences between the things studied based on the research focus. The researcher then continued by conducting in-depth interviews. This interview is a form of conversation carried out by two parties with a specific purpose (Lexy J. Moleong 2005).

III. RESULTS AND DISCUSSION

Islamic boarding schools have an important opportunity to solve society's economic problems, especially in overcoming the problem of unemployment which has been a polemic in society by providing entrepreneurship education to each of its students. A person who has entrepreneurial talent can develop his talents through education. Those who become entrepreneurs are people who recognize their potential and learn to develop it to seize opportunities and organize businesses to create successful entrepreneurs. Having talent alone is not enough, you must know all aspects of the business you will pursue (Suryana 2013). From *International Labour Office (ILO)*, in his book entitled *Generate Your Business* explained "A successful business starts with a good business idea. If a business idea is not planned well, the business will fail even if you spend a lot of money. Many business ideas develop from opportunities that exist nearby, which help meet other people's needs or solve their problems (Office 2015). Referring to Richard L. Daft's opinion, planning means identifying various goals for future organizational performance and deciding on the tasks and use of resources needed to achieve them. Planning is an action taken to determine company goals (Daft 2010). In the Business Model Canvas Training Module, a business model is like a blueprint for a strategy that is implemented through organizational structures, processes, and systems. The business model is *defined "business model" as the logic by which an enterprise sustains itself financially. Put simply, it's the logic by which an enterprise earns its livelihood.*

Over time, business models have also changed. Many indicators cause changes in the business itself, starting from technology, the Internet, the behavior of customers, distribution systems, market trends, and many more. Companies and business people cannot change the conditions of existing indicators. So they have to adapt and adapt to existing conditions. Therefore, defining a business model for our business is very

necessary (Massepe 2017). Islamic education is an effort to develop humans to have good behavior for society and also to be good for themselves, this is by human duties as caliphs on earth (Irsad 2016). Many researchers claim that the only way to make people more entrepreneurial is to adopt a learn-by-doing approach. Entrepreneurship education positively influences an individual's self and entrepreneurial spirit (Gundry, Ofstein, and Kickul 2014). Studying entrepreneurship separately is wrong because entrepreneurship does not solely occur from entrepreneurs. Entrepreneurship is about the changes and learning experienced by entrepreneurs by interacting with the environment as well as changes and value creation caused by the activities carried out by entrepreneurs (Bacigalupo, M., Kampylis, P., Punie, Y., and Van den Brande 2016). The entrepreneurship education taught to students at both Islamic boarding schools aims to equip students for the business world. Al Azhaar Islamic Boarding School students are taught to manage consumer cooperatives or shops and produce bottled drinking water, while POMOSDA Modern Boarding School students are taught how to farm using an organic system from sowing seeds to harvesting and marketing agricultural products.

Both Islamic boarding schools are mature in planning entrepreneurship education, every year holding planning meetings to determine the road map for the entrepreneurship education program. Nowadays, Islamic boarding schools have experienced a lot of development, especially in terms of lesson substance, which initially only taught religious subjects through classical books. Then, in the following period, Islamic boarding schools experienced institutional development where formal schools and universities were also established in Islamic boarding schools. Currently, to develop the skills of Islamic boarding school students, they are making breakthroughs with entrepreneurship training programs. It is no longer about studying theory, students are guided to practice directly in the field. Alexander Osterwalder in his book "Business Model Generation (2014)" Alexander created a *framework* for a simple and easy-to-understand way to describe a business, namely *Business Model Canvas*. The Canvas Business Model is a business model that is expressed in visual images and is divided into 9 Business Aspects which include: (1) *Customer segments*, (2) *Value proposition*, (3) *Channel*, (4) *Customer relationship*, and (5) *Revenue stream*. (6) *Key resources*, (7) *Key activities*, (8) *Key partners*, (9) *Cost structure*. Osterwalder also explains that a business model is like a blueprint for a strategy that is implemented through organizational structure, processes, and systems (Massepe 2017). The curriculum that applies at the Al Azhaar Islamic boarding school is different from the formal school curriculum. The combination of formal and Islamic boarding school curricula plus entrepreneurship is put together to support the sustainability of the programs at which Islamic boarding schools excel.

At the Al Azhaar Islamic boarding school, the curriculum is created by itself, although it does not depart from the government curriculum, but is integrated with needs and adapted to the superior programs. Not much different from the curriculum that applies in POMOSDA Modern Boarding School, it is an integration of three types of curriculum, including the boarding school curriculum, regular curriculum, and vocational curriculum. Three curricula are combined to be implemented together at one time. Kiai leadership with a model *legal-formal leadership* In organizing entrepreneurship education, the work mechanism of Kiai leadership uses institutional functions, in this case, each element plays a role according to its field, and as a whole works to support the integrity of the institution (Haryanto 2012). To support learning, in addition to providing adequate infrastructure, POMOSDA Modern Boarding School brings in agricultural experts from both outside and within who are members of the POMOSDA jatayu farmer group. At the Al Azhaar Islamic Boarding School every year, several meetings are scheduled to present experts. With the hope of improving the quality of teachers and students. Kiai leadership with a leadership model *religion-paternalistic* also influences the implementation of entrepreneurship education where there is a style of interaction between kyai and students or subordinates based on religious values that are based on the leadership style of the Prophet Muhammad SAW (Haryanto 2012). The implementation of entrepreneurship activities in both Islamic boarding schools is carried out in a planned, programmed manner by teams formed by caregivers.

The team was formed by involving various elements, namely Ustadz, Management, senior students, and the surrounding community. The involvement of various elements is based on the awareness that the existence of an institution cannot be separated from the participation of all elements. Entrepreneurship is

described as the ability and willingness to develop, organize, and manage a business to gain profit (Noersasongko 2018). Starting a business certainly has many obstacles and risks that may occur, therefore mental attitude, being brave enough to take risks, thinking creatively, and having courage are the main capital in carrying out entrepreneurial activities. Implementation of Entrepreneurship Education at POMOSDA Modern Boarding School, students are educated and trained in various skills, namely managing agriculture from sowing seeds, planting, caring for, harvesting, and packing to marketing. In terms of entrepreneurship, for example, direct practice in the field and no less important, entrepreneurship requires education from anyone who has insight in this field. For example: directing, guiding, and supervising caregivers and administrators of entrepreneurship education. The implementation of entrepreneurship was carried out by the administrators of the Al Azhaar Islamic boarding school, at the beginning of the students a training program was held, from product making, and packaging to how to display a product. After that, the students are taught how to manage buying and selling, branding, and marketing. After understanding and being able to imagine how the map should be executed when building a business. Then the students enter the training stage in the form of a bazaar.

After the students have mastered the overall governance of the cooperative, the students then practice by helping with the production process, packing, product display, branding, and marketing in the Islamic boarding school cooperative. In implementing entrepreneurship, creativity is very important to achieve success, entrepreneurship is a process called *creative destruction* to produce added value (*add value*) to produce higher value. For that entrepreneurial skills (*entrepreneurial skills*) have creativity at its core, therefore it is said that *The core of entrepreneurial skill is creativity* (Dharmawati 2016). According to Amabile, success in Munandar is a crossroads (*intersection*) between children's skills in certain areas (*domain skills*), creative thinking and working skills, and intrinsic motivation. This intersection of creativity is called the intersection of creativity theory (*creativity intersection*) (Fadillah et al. 2024). The benchmark for success is that students are said to have mastered the science of entrepreneurship when students can carry out each stage of entrepreneurship and understand how to find solutions when problems occur. These entrepreneurial values are manifested in the daily behavior of students. Islamic boarding school independence is a condition experienced by Islamic boarding schools which is characterized by the ability to think, decide, and do something that is deemed appropriate in solving the problems faced based on the abilities they have. Islamic boarding schools that develop entrepreneurship produce students who have an entrepreneurial spirit, namely someone who can create certain products and have great benefits in society.

In implementing entrepreneurship education, both Islamic boarding schools run according to a good management system. All educational trips refer to plans that have been prepared and agreed upon at the beginning. Like at the Al Azhaar Islamic Boarding School, before starting practice in the cooperative, all students are shown the procedures for managing a consumer cooperative or shop, from the product display process to calculating profit and loss, then also at the POMOSDA Modern Boarding School before the students collaborate directly with farmers, starting with an introduction to plant types. And how to treat it until you understand. The implementation of supervision is very dependent on the type of evaluation used. The type of evaluation used will influence an evaluator in determining procedures, methods, instruments, implementation time, data sources, and so on. To make decisions which is the final goal of the evaluation process, accurate data, and valid and reliable techniques are needed. And the instruments needed. Daniel C. Kambey explained that "by carrying out supervision, it will be known whether each individual has carried out their duties by their main duties and responsibilities or not, whether everything is according to plan or whether there are deficiencies, and so on." (Kambey 2006). Supervision can monitor all activities in a targeted manner to achieve the set goals (Hardjoeno 2021). Supervision is the discovery and application of methods and equipment to ensure that plans are implemented according to what has been determined. This can be positive or negative. Positive monitoring tries to find out whether organizational goals are achieved efficiently and effectively.

Negative supervision tries to ensure that unwanted or needed activities do not occur or occur again (Sucahyowati 2017). Supervision of entrepreneurship education at the Al Azhar Islamic Boarding School is carried out periodically and continuously. To detect the extent of success of students in learning

entrepreneurship and detect deficiencies in the current program. By recording and documenting activities, then at the end of the year, the notes and documentation are used as material for evaluation and improvement. Meanwhile, the form of supervision of entrepreneurship education at the POMOSDA Modern Boarding School cottage is carried out at any time it is scheduled, but if it is felt that sudden supervision is needed then they immediately go into the field. The direct supervision process is carried out in conjunction with entrepreneurship education activities. Implementing supervision includes the person in charge of entrepreneurship and the management. What is monitored is both human resources and natural resources. The performance of students is the main factor in supervision because students are still in the learning stage of getting used to the world of work. Apart from that, quality control of products is the main point in supervision to maintain the quality of products to be marketed. Supervision is a function of management which is essentially an activity of observing or observing to obtain various accurate data. Supervision assists all management in completing the analysis, assessment, recommendations, and submitting reports regarding the activities being inspected (Idrus 2019). The supervision stage at both Islamic boarding schools applies direct supervision by engaging in viewing, recording, and documenting. These three points aim to determine the level of success of the entrepreneurship education program and to detect errors that occur. The existing data will later be used as material for evaluation and improvement.

IV. CONCLUSION

Based on the presentation of research results on Entrepreneurship Education Management in Creating Entrepreneurial Students, the results of this research can be concluded, that the Entrepreneurship Education Model was created by adapting to the conditions of the students and the available resources. Make an entrepreneurship education plan every year to determine the road map for the entrepreneurship education program. The curriculum implemented in both Islamic boarding schools is a combination of the government or formal school curriculum combined with entrepreneurship education. Carry out activity programs by the vision, mission, and work program. Carry out synergy and collaboration with stakeholders related to entrepreneurship education, both government institutions and private institutions. Supervision through performance evaluation is carried out by checking the results of entrepreneurship education in Islamic boarding schools. Corrective action is taken if the process and work results have not been achieved as specified, but if the process and work results are appropriate then what must be done is an improvement.

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