

Entrepreneurial Education Strategy at Islamic Boarding School in Empowering Students with Entrepreneurship Skills

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Abstract

Life is very competitive, and the difficulties of getting work in the formal and industrial sectors in this globalized era is a very difficult life obstacle that we have to face. The imbalance of the workforce that continues to increase every year with employment or industrial growth is a very serious problem in Indonesia. Facing this phenomenon, of course, it is necessary to prepare a generation that is reliable, competitive, and independent and has an entrepreneurial spirit. This effort can be realized through educational institutions, namely by implementing entrepreneurship education. Islamic boarding school with its character and independence is an educational institution that is quite ideal for implementing character education in it. The purpose of this paper is to explain the strategy of Entrepreneurship Education at Islamic Boarding Schools in Empowering Student with entrepreneurial skills. The method used to obtain data in writing this journal is an exploratory literature study. Data obtained from internet media, and relevant books. The results of this article can explain the nature, conditions, problems and obstacles, strategies and benefits of implementing entrepreneurship education in Islamic boarding schools.

Keywords

Strategy; education, entrepreneurship; Islamic boarding school; entrepreneurship



I. Introduction

The concept of human resource development is an attempt to improve technical, theoretical, conceptual, and education and training. The types of development are grouped into informal development and formal development: 1) Informal development, namely employees on their own desires and efforts train and develop themselves by studying literature books that have to do with their work or position. Informal development shows that the employee is eager to advance by improving his work ability. 2) Formal development, where employees are assigned by the company to take part in education and training, both those conducted by the company and those carried out by educational and training institutions. (Setiawan, D and Marfistasari, A. 2021)

Entrepreneurship education is an effective alternative in dealing with the demands of changing times that are so fast in the era of globalization. However, graduates (output) from almost all educational institutions do not seem ready to enter the world of work (industry) this is due to the knowledge and skills possessed by the workforce as graduates from educational institutions do not meet the criteria required by the business world. On the other hand, the number of the workforce continues to increase every year while the growth of industry or employment is lower than the number of the workforce.

The imbalance between the number of additions to the workforce each year when compared to the availability of employment opportunities results in very competitive situation in getting a job and fulfilling the necessities of life. As a result, many workers are not employed and as a result they become unemployed. This condition was exacerbated by the feudal paradigm inherited by the Dutch. The phenomenal reality of this feudal paradigm can be seen from the community paradigm that being an employee in a government such as being a civil servant, Indonesian national army (TNI), Police and other business employees is a prestigious job and a life choice. Therefore, it seems as if the essential purpose of education is only to get a job in government agencies and the business world, even though there are many other life choices.

In line with the demands of life in the era of globalization and the difficulty of getting a job, alternative education is needed to deal with this. Entrepreneurship education is an alternative education that can answer this challenge. Through entrepreneurship education, values, attitudes, and entrepreneurial spirit can be instilled and developed. Entrepreneurship, according to Suryana (2013:2), is a field that analyzes a person's values, abilities, and conduct in addressing life's obstacles and how to get opportunities while dealing with numerous dangers. Furthermore, entrepreneurship is stated to be a distinct discipline with a methodical procedure that may be applied in the form of creativity and invention. In education, entrepreneurship attempts to form people as a whole (holistic), as people with entrepreneurial character, understanding, and skills (Isrososiawan, 2013:27). Furthermore, according to Isrososiawan (2013), entrepreneurship education can be incorporated with instructional activities in schools.

Based on this statement, Islamic boarding schools as independent educational institutions rooted in independence in various aspects and management activities are educational institutions that are very suitable for implementing entrepreneurship education. Another factor that supports entrepreneurship education in Islamic boarding schools is the classical tradition of values that have taken as a foundation in Islamic boarding schools. This tradition is in the form of patience, sincerity, belief, discipline, honesty, independence, toughness, trustworthiness, tolerance, and obedience in worship, love for God, nation and state and reverence for kiai, ustadz and both parents.

Creating an entrepreneurial spirit in Islamic boarding schools is the key to forming a person who is tenacious, tough, disciplined, intelligent, independent, and responsible. A small number of Islamic boarding schools in Indonesia have actually given their own color in the context of this entrepreneurship development. However, it has not been institutionally coordinated or programmed specifically through the educational curriculum at Islamic boarding schools. Practically, many Islamic boarding schools have spontaneously developed entrepreneurial activities. According to Rusyana (2016) as an overview, the results of research on the success of salafi and kholafi Islamic boarding schools in the application and development of entrepreneurship education include: 1) Lirboyo Islamic Boarding School, has productive agricultural land, Mini Market, gas station and Baitul Mal Wattamwil Cooperative, 2) Al-Fath Islamic Boarding School; has a cooperative that has succeeded in conducting trade cooperation with Unilever and batik companies, 3) Al-Muhajirin Islamic Boarding School; has Prudential Syari'ah that involves the community (Savings for Sacrifice, Umrah, Protection, and Student Savings), as well as collaboration with the Aqua Golden Misissifi factory, distributor of bottled water, 4) Al-Bayan Islamic Boarding School; has productive agricultural land (vegetables) in cooperation with MNC-Graup in marketing. The success of some of these Islamic boarding schools should be used as examples and motivations to be followed by educational institutions or other communities.

In fact, entrepreneurship education in all educational institutions in Indonesia is still experiencing problems. This problem is also experienced by almost all Islamic boarding school (pesantren). According to The Ministry of National Education (2010: 984) "States that the quality of entrepreneurship is one of the important dimensions of human quality, but entrepreneurship as a career opportunity has received less attention and even feels sidelined in our education system". Therefore, the weak entrepreneurship of the younger generation is understandable, because it does not have a place in the national education policy. Whereas, entrepreneurship teaches creative, innovative, positive ways of thinking and moves conscience to be more proactive, pro-change, encourages curiosity, is tenacious, persistent, dares to take risks, and teaches about the importance of initiative (moral courage) to do new things that has never been done, but will bring added value and greater profits. This condition is also experienced by Islamic boarding school education. Among them are the absence of a conceptual boarding school curriculum on entrepreneurship education, which is only in the form of habituation activities of the prevailing classical values, coaching from relevant agencies and training. Guidance from relevant agencies and education and training does not reflect entrepreneurship education because it is situational and temporary. Finally, Islamic boarding school (pesantren) graduates do not have knowledge and skills in entrepreneurship, so they do not have the provisions to live independently or become entrepreneurs.

It "is vital to make an effort through education to overcome this condition. Every educational institution, especially Islamic boarding schools, can make efforts to improve education and entrepreneurship development with a strategy and commitment from all existing management elements. The concept provided in this case is to internalize entrepreneurship education into learning activities that are integrated with the curriculum and school activities. According to Isrososiawan (2013:14), entrepreneurship education can be included into educational activities in schools. Entrepreneurship education is implemented collaboratively by school principals, instructors, education personnel (counselors), and students. In a contrasting manner than Isrososiawan, Hadi argues in his book Management of entrepreneurship in Islamic boarding schools (Anwarudin, 2018) that the pattern of entrepreneurship education in Islamic boarding schools is carried out by providing capital to students, reforming curriculum and learning strategies, training, forming and fostering business groups, and constructing necessary facilities and infrastructure. Meanwhile, according to the Ministry of National Education (2010: 985) entrepreneurship education can be done through self-introspection about the entrepreneurial value that has been owned, and learning through various media and learning resources. So, entrepreneurship is a scientific discipline that can be studied at all educational institutions through various learning activities and other activities programmed by educational institutions."

Based on the above background, this article will explore and explain: what is the essence of entrepreneurship education?, how is entrepreneurship education in Islamic boarding schools?, what are the problems and barriers to entrepreneurship education in Islamic boarding school (pesantren)?, what are the strategies for entrepreneurship education in Islamic boarding school (pesantren)?

II. Review of Literature

2.1. Strategy Definition

Strategy is a) war tactics knowledge; b) war tactics; c) the language of reason talk (deceit) to achieve a certain purpose or goal (Moeliono in (Syaiful, 2020: 238)). Strategy is synonymous with technique, war tactics. To put it another way, strategy is defined as an outline of a plan of action to be followed in order to attain set goals.

The word strategy when combined with the word learning will have a more special meaning. Learning strategies are understood as strategies to teach students and teachers who teach them by utilizing everything to facilitate the learning process of students. In general, according to Kozma as quoted by Syaiful (2010: 238) argues that a Learning strategies are any activities that are chosen by students and can help them reach certain learning goals.

All components of learning materials and procedures or stages of learning activities that are/or used by teachers to help students accomplish specified learning objectives are included in the learning strategy. From this general concept, learning strategies can be understood in a specific context. In particular, learning strategies are understood as a way or set of methods or techniques that are carried out and taken by teachers or students in making efforts to make changes in behavior or attitudes.

2.2. Definition of Education

Education is a transfer of knowledge, transfer of value and transfer of culture and transfer of religion which hopefully is directed at efforts to humanize humans. The essence of this educational process is an effort to change the behavior of individuals or groups so that they have agreed values based on religion, philosophy, ideological, political, economic, social, cultural and defense security. According to Paula Freire's view (in (Abdillah, 2017)), education is a cadre process with the essence of the goal being liberation. The essence of education is the ability to educate oneself. In the context of Islamic teachings, the essence of education is to restore divine values to humans (fitrah) with the guidance of the Qur'an and Sunnah (Hadith) so that they become human beings with good morals (insan kamil) itself. So the essence of education can be formulated as follows: 1. Education is a process of human interaction marked by a balance between the sovereignty of the subject of students and the authority of the educator; 2. Education is an effort to prepare students to face an increasingly rapidly changing environment; 3. Education improves the quality of personal and community life; 4. Education lasts a lifetime; Education is a tip in applying the principles of science motivation and purpose of education itself (Sunarti & Hasan, 2019).

2.3. Educational Goals

The "purpose of education is a set of targets to which education is directed (Dirto Hadisusanto, Suryati Sudartha and Dwi Siswoyo (in (Isrososiawan, 2013: 37)). The targets achieved through education have the same scope as the function of education. Educational objectives might take the shape of knowledge, skills, values, or attitudes. As a result, the objective of education can be viewed as an agreed-upon value system, the truth and importance of which is reached through numerous activities, both within and outside of the school education path. The output of education can be achieved maximally if the objectives of education are determined correctly and correctly. Several formulations of the goals of national education for the Indonesian nation have been proposed; however, the ones we will discuss here are those found in the Preamble of the 1945 Constitution and those found in Law Number 20 of 2003 concerning the National Education System."

2.4. Definition of Entrepreneurship

Although until now there is no exact terminology, entrepreneurship generally has almost the same essence, which refers to the nature, character, and characteristics inherent in someone who has a strong will to realize innovative ideas into the business world. Real and can develop it tough (Peter F. Drucker in (Suryana, 2011:14)). According to Drucker, entrepreneurship is the ability to create something new and different. Even simple

entrepreneurship is often said to be the principle or ability of entrepreneurship (Ibnu Soejono, 1993; Meredith, 1996; Marzuki, Usman, 1997 in Suryana 2011:14).

Entrepreneurship "is derived from the translation of entrepreneurship, which can be defined as the backbone of the economy, namely the central nervous system of the economy, namely regulating a nation's economy (Wirakusumo, 1997:1). Meanwhile, entrepreneurship is the value required to start a business or the practice of accomplishing something new and distinctive. According to Thomas W. Zimmer (1996:51), entrepreneurship is the application of creativity and innovation to solve problems and take advantage of opportunities that are faced every day. Entrepreneurship is a combination of creativity, innovation and courage to face risks which is done by working hard to form and maintain new businesses. Creativity by Zimmer as quoted by Suryana (2011:14) is the ability to develop new ideas and to discover new ways of looking at problems and opportunities, while innovation is the ability to apply creativity in solving problems to improve and enrich people's lives. According to Harvard's Theodore Levitt quoted by Zimmer (1996:5), creativity is thinking about something new. Entrepreneurs will succeed if they think and do something new or something old is done in a new way. According to Zimmer as quoted by Suryana (2011: 14) creative ideas will arise when entrepreneurs see something old and think of something new or different."

2.5. The Nature, Essence, and Secrets of Entrepreneurship

Entrepreneurship "is a creative and innovative aptitude that is utilized as a foundation, tips, and resources to generate opportunities for company or life success (Suryana, 2017:15). Furthermore, according to Drucker (2017:15), the essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative behaviors to create chances. Entrepreneurship is all about creativity and innovation (Suryana, 2017:17). Creativity is the ability to come up with new ideas and approaches to problems and possibilities. Meanwhile, the capacity to use imagination to solve problems and create possibilities is known as innovation."

2.6. Characteristics and Characteristics of Entrepreneurship

Vernon A. Musselman, Wasty Sumanto and Geoffrey Meredith, briefly describe the characteristics of entrepreneurship as follows: 1. Strong desire to stand alone. 2. Willingness to take risks. 3. Ability to learn from experience 4. Motivating our self 5. Passion to compete 6. Orientation to hard work 7. Believe in our self 8. Drive for achievement 9. High energy level 10. Assertive 11. Believe in own abilities. 12. Do not depend on government assistance 13. Do not depend on nature and try not to give up on nature. 14. Leadership 15. Originality 16. Future-oriented and full of idea (Isrososiawan, 2013)

2.7. The Essential Values of Entrepreneurship

Sujuti in Wahyuni (2017) divides entrepreneurial values into two dimensions, namely: a. Pair of material and non material oriented entrepreneurial value systems. b. Progress-oriented and habitual values. The application of each value depends on the focus and goals of each entrepreneur. Meanwhile, four values with their respective orientations and characteristics, with the following: a. Entrepreneurs who are progress-oriented to obtain material, are risk-taking characteristics, are open to technology and prioritize material. b. Entrepreneurs who are oriented towards progress, but not to pursue material things. This entrepreneur only wants to realize a sense of responsibility, service, positive attitude and creativity. c. Entrepreneurs who are materially oriented by relying on existing habits, for example: business calculations with approximately, often facing a certain direction (feng shui) in order to succeed. d. Entrepreneurs who are non-material oriented, work based on

habits and usually depend on experience, count using mysticism, understand ethnocentrism and obey ancestral ordinances.

2.8. Entrepreneurial Attitude and Personality

Every entrepreneurship includes openness, freedom, broad view, future-oriented, planning, believing, being aware of and respecting other people and the opinions of others. According to Harsojo (in (Isrososiawan, 2013)), modernization is an attitude that describes: a. An attitude of openness to renewal and change. b. Ability to form opinions democratically c. Oriented to the present d. Confidence in own abilities e. Confidence in the ability of science and technology. f. Assuming that the reward is the result of achievement. According to Dusselman (in (Isrososiawan, 2013)), someone who has an entrepreneurial spirit is characterized by the following patterns and behaviors: a. Innovation b. Courage to face risks c. Courage to face risks d. Managerial ability.

III. Result and Disussion

3.1 Entrepreneurship Education Internalization Strategy (entrepreneurship)

Entrepreneurship "education strives to develop people as a whole (holistic) as persons with entrepreneurial character, understanding, and skills. In general, entrepreneurial education can be integrated into instructional activities in schools. School principals, instructors, education personnel (counselors), and students work together as an educational community to promote entrepreneurial education. Entrepreneurship education is integrated into the curriculum by recognizing the types of activities that may be implemented in schools and implemented by students in their daily lives. In this instance, numerous components of entrepreneurial education programs in schools can be internalized.

3.2. Integrated Entrepreneurship Education in All Subject

The "internalization of entrepreneurial values into learning so that the results are obtained awareness of the importance of value, the formation of entrepreneurial characters, and the habituation of entrepreneurial values into the behavior of students every day through the learning process both inside and outside the classroom in all subjects is the subject of integrated entrepreneurial education in the learning process. Essentially, learning activities are developed and carried out to help students discover, realize/care for, and internalize entrepreneurial ideals, as well as put them into behavior, in addition to mastering the targeted competences (content). This step is carried out by integrating entrepreneurial values into learning in all subjects in school. This integration step can be done at the time of delivering the material, through learning methods or through an assessment system. In integrating entrepreneurial values, there are many values that can be instilled in students. However, if all these entrepreneurial values must be instilled with the same intensity in all subjects, then the cultivation of these values becomes very difficult to obtain. Therefore, the cultivation of entrepreneurial values is done gradually by choosing a number of basic values as a base for the cultivation of other values. Furthermore, these basic values are integrated in all subjects. Thus each subject focuses on planting certain core values that are closest to the characteristics of the subjects concerned (Isrososiawan, 2013)."

Entrepreneurship "has six (six) basic values that are integrated into all courses in the first stage, namely independence, creativity, risk taking, leadership, action orientation, and hard work. Entrepreneurship education is integrated into disciplines beginning with the planning, execution, and assessment stages of learning in all subjects. The curriculum and lesson plans are created at the planning stage so that the content and learning activities assist

the integration of entrepreneurial values. Adapting an existing syllabus by adding a column to suit the entrepreneurial values to be incorporated is one way to arrange a syllabus that is integrated with entrepreneurial values. Adapting an existing lesson plan (RPP) by integrating material elements, learning phases, or evaluations with entrepreneurial values is one technique to arrange a lesson plan (RPP) linked with the value of entrepreneurship. Students must recognize and accept entrepreneurial values as their own, and they are responsible for the decisions they make through the stages of recognizing choices, assessing choices, determining attitudes, and finally determining a value based on self-confidence, according to the learning principles used in the development of entrepreneurship education. Students learn through the process of thinking, behaving, and doing, according to this idea. These three steps are designed to help students improve their ability to carry out activities that promote entrepreneurial ideals."

The integration of entrepreneurial values into the syllabus and lesson plans can be done through the following steps: 1. Reviewing SK and KD to determine whether entrepreneurial values are included. 2. Include entrepreneurial values that have been listed in the SK and KD into the syllabus. 3. Develop active student learning steps that allow students to have the opportunity to integrate values and show them in behavior. 4. Incorporate active learning steps that integrate entrepreneurial values into the lesson plans (lesson plan (RPP)).

3.3. Integrated Entrepreneurship Education in Extra-Curricular Activities

Extra-Curricular Activities (ECAs) "are educational activities outside of subjects and counseling services that assist learners in developing according to their needs, potential, talents, and interests through activities organized by capable and authorized educators and/or educational staff in schools/madrasahs. Extracurricular activities are envisioned to maximize students' potential, talents, and interests, as well as to foster their independence and satisfaction as individuals who are beneficial to themselves, their families, and society."

Furthermore, "the extra-curricular mission is (1) to provide a number of activities that students can choose according to their needs, potential, talents, and interests; (2) organize activities that provide opportunities for students to express themselves freely through independent and or group activities (Isrososiawan, 2013)."

3.4. Entrepreneurship Education through Self-Development

Self-development "is a component of the school/madrasah curriculum that takes place outside of the classroom. Self-development activities are efforts to develop character, especially entrepreneurial characters and student personalities, through counseling services, instructional activities, and career development, as well as extra-curricular activities. In the daily lives of students, self-development takes the form of competency and habit-building activities."

Self-development "attempts to offer students with opportunity to grow and express themselves in accordance with their needs, capabilities, talents, interests, circumstances, and development, while also taking into account the school/environment madrasah's Personal development is designed to assist students in developing their talents, interests, creativity, competence, and life habits, as well as religious life skills, social skills, learning capacities, career insight and planning, problem-solving ability, and independence. Self-development activities encompass both scheduled and unscheduled activities. Programmed activities are specifically planned and followed by students according to their personal needs and conditions. Non-programmed activities are carried out directly by educators and education staff in schools/madrasahs which are attended by all students. In self-development programs, planning and implementing entrepreneurship education can be done through integration into daily school activities such as 'business day' bazaars, student work, etc (Isrososiawan, 2013)."

3.5. Changes in the Implementation of Entrepreneurship Learning from Theory to Practice

Thus, "entrepreneurship education is geared at the acquisition of three competencies: cultivating entrepreneurial character, comprehending concepts, and developing skills, with a larger emphasis on developing mental and skill competencies than on comprehending concepts. Economic education is structured in such a way that numerous fundamental abilities are directly related to the development of entrepreneurial education. These subjects are subjects that directly (explicitly) introduce entrepreneurial values, and to a certain extent make students care and internalize these values. One example of an entrepreneurial learning model that is able to grow entrepreneurial character and behavior can be done by establishing an honesty canteen (kantin kejujuran), etc.

a. Integrating Entrepreneurship Education into Teaching Materials/Books

Materials/textbooks "are the learning components that have the biggest influence on what happens during the learning process. Many teachers just follow the order of presentation and learning activities (tasks) set by textbook authors, with no substantial modifications. As a result, entrepreneurial values can be internalized into instructional materials through the presentation of materials, tasks, and evaluations."

b. Integrating Entrepreneurship Education through School Culture

School "culture refers to the atmosphere in which students engage with one another, teachers with one another, counselors with counselors, administrative staff with administrative staff, and members of school community groups. When communicating with students and using school facilities, principals, teachers, counselors, and administrative staff engage in activities that promote values such as honesty, responsibility, discipline, commitment, and a culture of entrepreneurship in the school environment (all school members engage in entrepreneurial activities in the school environment) (Isrososiawan, 2013)."

c. Integrating Entrepreneurship Education through Local Content

This course allows students to hone skills that are deemed necessary by the region in question. As a consequence, local content subjects must include local cultural traits, skills, and noble ideals of local culture, as well as highlight social and environmental issues, in order to provide students with basic abilities (life skills) that will enable them to establish jobs. Children in coastal areas, for example, must be able to recognize local potential as a chance to transform it into products with added value, which they will then be expected to sell in order to earn money. Integration of entrepreneurship education in a local subject (Mulok), which is nearly identical to the integration of integrated entrepreneurship education in topics, is carried out in all subjects beginning with the planning, implementation, and evaluation stages of learning. The lesson plans are prepared at this stage so that local subject (Mulok) content and learning activities assist the incorporation of entrepreneurial values.

Adapting an existing local subject lesson plan (RPP) by adding resources, learning steps, or evaluations with entrepreneurial values is how to construct an integrated local subject lesson plan (RPP) with entrepreneurial values. Students must recognize and accept entrepreneurial values as their own, and they are responsible for the decisions they make through the stages of recognizing choices, assessing choices, determining attitudes, and finally determining a value based on self-confidence, according to the learning principles used in the development of entrepreneurship education. Students learn through the process of thinking, acting, and doing, according to this idea. These three steps are designed to help students improve their ability to carry out activities that promote entrepreneurial ideals.

3.6. Strategies and Forms of Entrepreneurship Education Activities at Islamic Boarding Schools

a. Strategy for implementing Islamic boarding school version of entrepreneurship education

Implementing an Islamic boarding school version of entrepreneurship education is the goal of this strategy, the strategy including:

- a) Identify the environment that will be entered by the company in the future and determine the company's mission to achieve the aspired vision
- b) Conduct internal and external environmental analysis to measure the strengths and weaknesses as well as opportunities and threats that will be faced by the company.
- c) Formulate the key success factors of the designed strategies based on the previous analysis.
- d) Determine measurable goals and targets, evaluate various alternative strategies by considering the available resources and external conditions faced.
- e) Choose the most appropriate strategy to achieve short-term and long-term goals. The strategy has four levels called Master Strategy, namely: Enterprise strategy, corporate strategy, Business strategy and Functional strategy.

b. Forms of Entrepreneurship in Islamic Boarding Schools

According to Hadi (in (Anwarudin, 2018)) in his book Entrepreneurship Management in Islamic Boarding Schools, several stages can be carried out, namely;

- a) All students are given capital, namely, the cultivation of strong aqidah values, as a source of inspiration and motivation that entrepreneurship is part of worship to Allah SWT, as well as to benefit themselves, their families and society in general in the future, so that they become a new strength.
- b) Carry out a pattern of reform in the curriculum, managerial, and learning strategies, with the principle of "Continuing the Good Old Tradition and Taking Something New"
- c) Provide education and training skills in both management and business analysis in collaboration with local governments and Islamic banking companies.
- d) Determine the group of students according to the type and business activities (team work) guided by teachers and consultants from the company.
- e) Taking steps, namely developing a downward wing, to various regions by sending teachers (Mubaligh) to promote the company in the Islamic boarding school concerned.
- f) Build the required facilities and infrastructure in stages despite internal difficulties.

3.7. Ways to Develop Entrepreneurship

According to the Ministry of National Education (2010), the following stages are involved in the development of entrepreneurship: First, a self-evaluation of the level/level of entrepreneurial ownership can be done by filling out a list of entrepreneurial attributes or answering a series of really and honestly asked questions regarding entrepreneurship (Slamet, 2011) Second, it is put through numerous efforts called "Learning" based on the outcomes of self-evaluation (self-profile of entrepreneurial spirit). Third, entrepreneurship may be learned through a variety of methods, including self-thinking (our brains are wired to think), reading (books, journals, websites, internships, short courses, and learning from successful entrepreneurs.

3.8. Main Obstacle.

According to Azzumardi Azra (in (Anwarudin, 2018)) broadly speaking, the main obstacles in the application of entrepreneurship in Islamic boarding schools include:

- a) Psychological barriers, meaning that there is still a sense of concern about falling into material orientation and forgetting religious education, there is a fear of being deceived by third parties and shifting power.
- b) There is no conceptual boarding school curriculum on entrepreneurship education in Islamic boarding schools, only coaching and training from the relevant agencies.
- c) The investment climate in Islamic boarding schools is not conducive, investors are too strict and seem hesitant in investing their business capital, this is due to the condition of Kiayi, teachers and students who are not convinced that they can carry out business.

3.9. Benefits of Entrepreneurship Education in Islamic Boarding Schools

The benefits of implementing entrepreneurship education in Islamic boarding schools are broadly as follows:

- a) Benefits to the institution: The institution has an income from valuable business results to improve the quality of Islamic boarding school educational institutions.
- b) Benefits to teachers: Islamic boarding school teachers have a real monthly income
- c) Benefits to students: Student (santri) have special skills as an experience that will benefit themselves and their families in the future, and get incentives for daily supplies.

IV. Conclusion

Entrepreneurship is a systematic process to translate innovative, creative, productive, and highly responsive ideas into policies, rules, and methods to achieve the expected goals in a good and perfect manner. Entrepreneurship in education can simply facilitate the understanding of a systematic process in translating creative and innovative ideas into the educational process in an ongoing manner, productive and able to respond to every change that occurs. The purpose of education (at least) we can divide into three areas, namely the purpose of education that is cognitive, affective, and psychomotor. The whole systematic process in education must lead to a goal that is the purpose of education mentioned earlier. As an educator who has a strong entrepreneurial character, he will do the learning process perfectly in order to have a high allure and be able to meet the demands of changing times.

Entrepreneurial education in Islamic boarding school is still not implemented evenly and only a small percentage have carried it out. The implementation of entrepreneurial education in Islamic boarding school is limited to the traditional culture of Islamic boarding school which is implemented through habituation activities of daily behavior and does not yet have an entrepreneurial curriculum conceptually and programmatically.

The application of entrepreneurship education in almost all Islamic boarding schools is still experiencing problems and obstacles both internally and externally. Internally, policy makers or the main figures of Islamic boarding schools have not given space and time specifically to implement entrepreneurial practices only. Externally, the policy makers in Islamic boarding schools do not see any consistency in the application of Islamic teachings in a kaffah manner in Islamic boarding schools that have undergone changes or reforms towards modernity. While the barriers to the application of entrepreneurial education in pesantren there are several obstacles including the existence of obstacles that are psychological, meaning there is still a sense of worry plunged into material orientation and forgotten religious education. Then, there is no pesantren curriculum conceptually about

entrepreneurial education in pesantren, which is just coaching and training from related agencies and there is no trust from third parties to invest.

Entrepreneurship education strategies can be internalized into formal learning activities by integrating them into the school/boarding school curriculum and direct entrepreneurship practice activities. The form of implementation of entrepreneurship education strategies in schools/Islamic boarding schools can be done through: a. integrated entrepreneurship education in all subjects, b. integrated entrepreneurship education into extracurricular activities, c. entrepreneurship education through self-development, d. entrepreneurship education and training, visits to places of successful entrepreneurs, internships, and learning entrepreneurship from various relevant media, and e. providing capital, fostered business management practices.

Implementing entrepreneurial education in Islamic boarding schools can benefit the Islamic boarding school institution, teachers, employees, and students. The benefits of entrepreneurial education in Islamic boarding schools to institutions include valuable income, which improves the quality of Islamic boarding school educational institutions. While benefits for teachers include additional monthly money, benefits for students include knowledge and skills for business.

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