
THE IMPLEMENTATION OF
ENTREPRENEURSHIP EDUCATION TO
IMPROVE STUDENTS' LIFE-SKILLS IN
AN ISLAMIC BOARDING SCHOOL

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Abstract

This study aims to: (1) analyze the entrepreneurship education plan in fostering the life skills of students at the Walindo Manba'ul Falah Islamic Boarding School, Pekalongan Regency; (2) Analyzing the implementation of entrepreneurship education in fostering the life skills of students at the Walindo Manba'ul Falah Islamic Boarding School, Pekalongan Regency; and (3) to analyze the evaluation of entrepreneurship education in fostering the life skills of students at the Walindo Manba'ul Falah Islamic Boarding School, Pekalongan Regency. By using a qualitative approach, data collection was done through observation, interviews, and documentation. In-depth interviews were conducted with several related parties, namely boarding school caregivers, Islamic boarding school leaders, coordinators of pesantren business units, and business unit managers. Data analysis techniques by reducing data, displaying data, and drawing conclusions. Examination of the validity of the data by means of triangulation of sources and techniques and combined with theory. The results of the study show that: first, planning for entrepreneurship education at the Walindo Manba'ul Falah Islamic boarding school in Pekalongan Regency is carried out in two forms, namely practice-based planning and planning through hidden curriculum. Second, in practice, entrepreneurship education at the Walindo Manba'ul Falah Islamic boarding school, Pekalongan Regency applies a "learning by doing" education system (learning while working) for its students, by involving and entrusting them in managing the business units of the pesantren. Third, the evaluation of entrepreneurship education at the Walindo Manba'ul Falah Islamic boarding school in Pekalongan Regency consists of evaluating input, process and output (product).

Keywords: *Entrepreneurship education, life-skills, Islamic boarding school*

Introduction

In this global era, students will face very tight competition. Facing the current situation, entrepreneurship education is one of the important steps to develop the ability of pesantren. The support of pesantren in entrepreneurship-based non-formal training is a form of reinforcing in limiting the unemployment

rate for graduates of the santri generation who have completed their education in Islamic boarding schools. The alumni of the Islamic boarding school will be capitalized with special skills in preparation for carrying out future activities. Islamic boarding schools can provide entrepreneurship education in the form of business training such as modern agricultural skills, plantations, carpentry, animal husbandry, fisheries, information technology in preparing alumni as creative and innovative human resources in pursuing work after completing their education at Islamic boarding schools.¹

The added value of entrepreneurship education in a boarding school climate is that in addition to getting entrepreneurial knowledge, they also get Islamic values and good examples that are obtained during their time as students at the pesantren. This can be an asset for santri to become business visionaries because pesantren is an educational organization to create religious and independent individuals. The example of life while at the boarding school makes the students have an independent, sincere, and simple personality. This example can foster the spirit of hopeful students in business².

One of several Islamic boarding schools that implement entrepreneurship education is the Walindo Manba'ul Falah Islamic Boarding School, Pekalongan Regency. The Walindo Islamic Boarding School provides its students with entrepreneurship education. In this pesantren, entrepreneurship education is provided with the aim that students who become alumni are ready to compete and be able to face competition in the archipelago's economic world. The implementation of entrepreneurship education is carried out through direct practice in several business units in the Walindo Islamic Boarding School. The involvement of santri in managing pesantren business units has a positive impact on them, namely they learn patience, perseverance and honesty which are important values for achieving success. This system has succeeded in giving birth to new entrepreneurs, as evidenced by several alumni who have successfully run various businesses. Thus, the Walindo Manba'ul Falah Islamic Boarding School in Pekalongan Regency has a big role in creating independent young entrepreneurs without forgetting the religious side of the pesantren. They still maintain religious knowledge materials as a characteristic of Islamic boarding schools.

Entrepreneurship education is a conscious effort made by educational institutions to instill knowledge, values, spirit and entrepreneurial attitude to students, both formal and informal. informally continuously and sustainably in

¹ KhotibulUmam, *Pendidikan Kewirausahaan di Pesantren Sebagai Upaya Dalam Membangun Semangat Para Santri Untuk Berwirausaha*, EKSYAR: Jurnal Ekonomi Syari'ah, Vol. 03, No. 01, Juni 2016, hlm. 54.

² Hasbi Indra, *PesantrendanTransformasi Sosial: Studi atas Pemikiran KH. Abdullah Syaff'i dalam Bidang Pendidikan Islam*, (Jakarta:Permadani,2005), hlm. 77.

order to nurture the mindset, attitudes and skills of a person or society in order to become a professional and independent entrepreneur.³

Entrepreneurship education aims to provide students with the ability to know (to know), do (to do), and become (to be) someone who has the passion to do and give the best for themselves, their families and the nation. With the integration of these three elements, it is expected to improve the life skills of students.⁴

By definition Life Skills are skills possessed by a person in order to be able to face the challenges of life in the future, namely the provision of practical skills, used, related to the needs of the labor market, business opportunities and economic or industrial potential in the community. These life skills have a broad scope, interacting with knowledge which is believed to be an important element for living more independently. Life skills refer to the various abilities a person needs to lead a successful, happy and dignified life in society. Life skills are the ability to communicate effectively, the ability to develop cooperation, carry out the role as a responsible citizen, have the readiness and skills to work, and have the character and ethics to enter the world of work.⁵

The development of life skills in this study focuses on students who are an important element in an Islamic boarding school. Santri are students who live in Islamic boarding schools, in order to surrender as an absolute requirement to enable themselves to become students of kyai in the fullest sense. While the Islamic boarding school is an Islamic educational institution that educates, teaches, develops and disseminates Islamic religious knowledge.⁶ Then further explained by K.H Imam Zarkasyi that Islamic boarding schools are Islamic educational institutions using a dormitory system, where the kyai acts as the central figure, and the mosque is the central point that animates it.⁷

The development of life skills in Islamic boarding schools must be adapted to the needs and interests of students' talents, namely providing opportunities for students to develop and express themselves according to their respective needs, potentials, interests, and talents.

Research methods

This research is a qualitative research with the location in Pondok Pesantren Walindo Manba'ul Falah, Pekalongan Regency. By using a qualitative approach, data

³ J. Winardi, *Entrepreneur dan Entrepreneurship*, (Jakarta: Kencana Prenada Media Group, 2008), hlm. 71.

⁴ Depag, *Pedoman Integrasi Life Skill Terhadap pembelajaran*, (Jakarta: Dirjend Kelembagaan Agama Islam, 2005), hlm. 10.

⁵ Anwar, *Pendidikan Kecakapan Hidup*, (Bandung: Alfabeta, 2012), hlm. 20-21.

⁶ Ridlwan Nasir, *Mencari Tipologi Format pendidikan Ideal Pondok Pesantren Di Tengah Area Perubahan*, (Yogyakarta: Pustaka Pelajar, 2010), hlm. 80.

⁷ *Serba-serbi Pondok Modern Gontor Pekan Perkenalan Tingkat II*, diterbitkan oleh Staf Sekertaris Pondok Modern Darussalam Gontor Ponorogo, (Ponorogo: Darussalam, 1997), hlm. 2.

collection was done through observation, interviews, and documentation. In-depth interviews were conducted with several related parties, namely boarding school caregivers, Islamic boarding school leaders, coordinators of pesantren business units, and business unit managers. Data analysis techniques by reducing data, displaying data, and drawing conclusions. Checking the validity of the data by means of triangulation of sources and techniques and combined with theory.

Results and Discussion

Entrepreneurship Education Planning in Fostering the Life Skills of Santri at the Walindo Manba'ul Falah Islamic Boarding School, Pekalongan Regency

In general, educational institutions need to carry out the planning stage. Planning is the selection of short-term and long-term goals and planning tactics and strategies to achieve goals. A good planning system will affect the success of the learning process.

In an effort to foster the life skills of students in the field of entrepreneurship, Walindo Islamic Boarding School emphasizes entrepreneurship education planning based on practice and hidden curriculum.

a. Practice Based Planning

The Walindo Islamic Boarding School emphasizes direct practice of students as a medium to maximize students' understanding, because students become subjects (direct actors) in the learning process.⁸ The practical materials applied are as follows:

- 1) Marketing (Product Marketing)
- 2) Service Excellence (Excellent Service)
- 3) Appearance and Confidence
- 4) KPK (Culinary Training Commission)
- 5) Marketing Through Media (MLM)

According to Kyai Ibadullah, this practice-based planning is a priority in entrepreneurship learning activities at the Walindo Islamic Boarding School.

"Practice is immediately our top priority. Considering the practical side, it is the most basic and becomes the foundation for the students when they enter the community in the future." Kyai Ibadullah's answer when asked about the urgency of practice-based planning.

b. Planning through Hidden Curriculum

⁸ "IB" (Kepala Pondok Pesantren WalindoManba'ul Falah Kabupaten Pekalongan), *Wawancara*, tanggal 18 April 2021.

- 1) Honest and Trustworthy
- 2) Responsibility
- 3) Professional
- 4) Cooperation
- 5) Hard work
- 6) Perseverance and Tenacity

The existence of this hidden curriculum according to Kyai Ibadullah is very influential on changing the mindset and attitudes of the students. This can be seen from the changes between before and after the students participated in this activity.

"For us, the existence of a hidden curriculum with the inculcation of the value of independence and moral values is very useful. This can be seen from the alumni, they are not only successful in material terms, but also the spirit of generosity and simplicity typical of the pesantren makes them very acceptable and even needed by their respective communities".⁹

Implementation of Entrepreneurship Education in Fostering the Life Skills of Santri at the Walindo Manba'ul Falah Islamic Boarding School, Pekalongan Regency

In implementing entrepreneurship, Walindo Islamic Boarding School implements a "learning by doing" education system for its students, by choosing one of the available business fields. Entrepreneurship education at Walindo Islamic Boarding School is carried out by involving and entrusting students in managing their business units. Entrepreneurship education is given to students who have passed the Ulya class by being placed in various business units in the pesantren. With a period of studying entrepreneurship for one year.

Each business unit is managed by Ulya students. Every month the manager must report the results of his business to the coordinator of the business unit which is then reported to Mrs. Nyai. For students who are actively managing a business, they get a basic salary. Alumni receive a salary whose amount is determined by management. This management is effective in fostering the entrepreneurial spirit of students as well as learning management and accounting independently.¹⁰

The business units run by the Walindo Islamic Boarding School can be described as follows:

a. Santriqua

⁹ "IB" (Kepala Pondok Pesantren WalindoManba'ul Falah Kabupaten Pekalongan), *Wawancara*, tanggal 18 April 2021.

¹⁰ "SS" (Koordinator Unit Usaha Pondok Pesantren WalindoManba'ul Falah Kabupaten Pekalongan), *Wawancara*, tanggal 18 April 2021.

Mineral water business 'Santriqua' produces Hexagonal RO mineral water. The product for mineral water treatment is produced by the pesantren itself, namely "Santriqua Berbaur". Santriqua products are available in various sizes: small glasses, medium glasses, small bottles and medium bottles. This bottled mineral water has received official permission from the health department so it is safe for consumption.

This business unit provides training to students on how to clean gallons, fill gallons using machines, how to pack products, and product marketing. The marketing system relies more on consumer orders.¹¹

b. Santrimart

Santrimart is a pesantren business unit that provides various daily needs for students, such as: basic necessities, food, drinks, stationery, mineral water, clothing, household appliances, toiletries, and various accessories.¹²

In this business unit, students receive training on how to use accounting applications in relation to making monthly reports, arranging goods according to type, surveying prices of goods to wholesalers/factories.¹³

c. Hijab Santri

In general, the word "Hijab" is synonymous with clothing for Muslim women. However, the goods sold in this business unit consist of various products, such as: Muslim clothes (men and women), uniforms, sarongs, veils, hats, bedding, frames, and other accessories. Some products such as sarongs, Muslim clothes (men and women), headscarves, hats, are purchased at wholesale shops/markets and factories. In addition to buying products from shops and markets, there are also local people who leave their clothing products at Santri Hijab.¹⁴

In this business unit, students are taught how to make monthly reports through accounting applications, organize goods according to type, survey prices of goods to wholesalers/factories. In addition, they are also taught the process of making mattresses, pillows, bolsters, and accessories.

d. Blend Cell

Berbaur Cell is a business unit provided by Islamic boarding schools to facilitate students who want to communicate with their relatives and families. This business is not a business of buying and selling pulses as in general, but providing services for students who want to communicate using the pesantren's mobile phone. Blend Cell provides a variety of carriers so that they can choose a carrier

¹¹ "QA" (Pengelola Unit Usaha Santriqua), *Wawancara*, tanggal 25 April 2021.

¹² Observasi Unit Usaha Santrimart pada tanggal 25 April 2021.

¹³ "QA" (Pengelola Unit Usaha Santriqua), *Wawancara*, tanggal 25 April 2021.

¹⁴ Observasi Unit Usaha Santrimart pada tanggal 25 April 2021.

based on the destination number. They have to pay for this service according to the amount of credit they have used.¹⁵

e. Calendar

The calendar is one of the indirect promotional tools owned by Walindo, because it displays the profile of the pesantren as well as its activities and achievements. Many students are familiar with the Walindo pesantren from purchasing the previous calendar. Calendars can be categorized as a seasonal business because the process of designing and printing is based solely on the year that it will run. Once produced, the calendar is distributed by the students to the Pekalongan area and its surroundings. This promotion uses a dropping system for each region.¹⁶

f. Cow Trading

This business is a seasonal business because it is carried out only during Eid al-Adha. This business can be said to be an unintentional business formed because this business is the result of a wide network and public trust that tends to buy sacrificial animals through Islamic boarding schools. People trust Pesantren because they are considered to be the party who knows better about the qualifications of the sacrificial animal. On the basis of this belief, every Eid al-Adha this business is carried out. Livestock sold specifically for cows. The Islamic boarding school takes cows belonging to several partners out of town and resells them according to the buyer's orders. Every transaction has been paid off.¹⁷

g. Catfish cultivation

Cultivation of catfish is one type of business developed at the Walindo Islamic Boarding School. Cultivating catfish at the Walindo Islamic Boarding School is an entrepreneurial education related to the life skills of students by direct practice in aquaculture ponds with intensive guidance directly by Ustadz. Santri play a very important role in managing catfish cultivation. The practice is immediately evaluated starting from the method of breeding, feeding, transferring fish, cleaning ponds, and harvesting catfish. This training is a separate refresher for the students to relieve fatigue. This fishery business is very potential but requires patience and patience in its management.¹⁸

h. Student Canteen

The santri canteen was established to meet the daily consumption needs (food, drinks and snacks) of the students. This boarding school provides a canteen

¹⁵ Observasi Unit Usaha Berbaur Cell pada tanggal 25 april 2021.

¹⁶ "SS" (Koordinator Unit Usaha Pondok Pesantren WalindoManba'ul Falah Kabupaten Pekalongan), *Wawancara*, tanggal 18 April 2021.

¹⁷ "YS" (Pengelola Usaha Sapi), *Wawancara*, tanggal 2 Mei 2021.

¹⁸ "MH" (Pengelola Budidaya Lele), *Wawancara*, tanggal 2 Mei 2021.

located inside the boarding school to make it easier for students to eat. There are food and side dishes (fried and others) that are cooked and sold in this canteen. Pesantren also provide opportunities for the surrounding community to leave their snacks in the canteen with a profit-sharing system. However, Walindo applies rules regarding snacks that are deposited. Snacks must be hygienic, halal and healthy.

Every day the students on duty have the responsibility of cooking, starting from cooking rice, cooking various kinds of side dishes, vegetables, crackers, making snacks: *resoles*, *bakwan*, fried *pistate*.¹⁹

i. Laundry Business

Laundry business is provided with the aim of serving students who do not want to wash their own clothes. This effort is proposed to avoid the occurrence of changing students' clothes when they forget to lift them from the clothesline. The cost of this laundry is Rp. 4500 per kilogram. The fee is only a sum of money to pay for soap and electricity. Laundry capacity is approximately 25 kg/day. This is due to the limited space for clotheslines and the lack of ironing power. In this business unit, students are taught how to use washing machines, steam irons, techniques for ironing clothes according to the type of material, and how to fold clothes neatly.²⁰

Entrepreneurship education (Entrepreneurship) applied at Walindo Islamic Boarding School puts forward several factors including:

j. Religious education

Religious knowledge is given to students as a spiritual mental foundation that will be able to become a filter or filter against unproductive cultures and actually plunge the younger generation. This entrepreneurship education (Entrepreneurship) puts forward the basis of religion combined with formal education in accordance with the mission of equipping the younger generation to become the successor of preaching *amar ma'ruf nahi munkar* with wisdom and *mau'idhotul hasanah*. They are not taught enough about *tahlil* and *wirid* then they come home with *crackle* (blessing). It's not enough but you have to have skills and life skills.

k. Life skills

Islamic boarding schools as Islamic educational institutions, in addition to continuing to carry out their functions as centers of education and deepening of religious knowledge, must also provide their students with life skills education for their students. The spirit of independence that has grown in the pesantren environment is the basic capital that must be continuously developed for the students. The students themselves as elements of the younger generation also really need to prepare themselves to face and realize a bright future, so that in the

¹⁹ "NL" (Pengelola Unit Usaha Kantin Santri), *Wawancara*, tanggal 25 April 2021.

²⁰ "IM" (Pengelola Unit Usaha Laundry), *Wawancara*, tanggal 25 April 2021.

future, apart from being able to preach well, they are also able to become successful entrepreneurs. The characters formed in this entrepreneurship education are independence and benefit for others.

I. AbilityChild

Entrepreneurship education (Entrepreneurship) developed in this Islamic boarding school is based on the abilities and talents of students. Entrepreneurship education (Entrepreneurship) is directed at the achievement of three competencies which include cultivating entrepreneurial character, understanding concepts, and life skills. Competency development of Islamic boarding schools is very important because Islamic boarding schools themselves are an independent education system that can produce competent students, besides that Islamic boarding schools have a considerable influence on the surrounding environment. If the boarding school can develop the ability of students in the field of entrepreneurship, the community around the boarding school can cooperate in terms of providing business goods.²¹

Evaluation of Entrepreneurship Education in Fostering the Life Skills of Santri at the Walindo Manba'ul Falah Islamic Boarding School, Pekalongan Regency

Entrepreneurship education evaluation activities at the Walindo Islamic Boarding School aim to measure the success of the achievements resulting from the implementation of a curriculum that is oriented to cognitive, affective and psychomotor development. The evaluation is used as feedback from stakeholders in the entrepreneurship learning process at the educational institution, especially to see the development of competency achievement of students (santri). The evaluation of message entrepreneurship education This ntren consists of evaluation of inputs, processes and outputs (products) which can be explained as follows:

a. Input Evaluation

This evaluation aspect emphasizes the assessment of the existence of resources (media, materials, and modules) and the use of strategies (learning strategies, learning experiences, and learning environments). Evaluation of input is important, because input is a material that will be matured and formed, therefore the input evaluation here describes students who will be included in the entrepreneurship education process by providing various religious and entrepreneurial learning experiences, so that with this it requires an evaluation of suitable media, materials and modules to develop the abilities of the students. strategies to support learning strategies and learning experiences in the pesantren environment by instilling entrepreneurship education in the pesantren environment. Input evaluation can provide good and bad conclusions that are seen as good if entrepreneurship education contributes to the formation of good resources and strategies used to achieve entrepreneurship education goals and vice versa.

²¹ "IB" (Kepala Pondok Pesantren WalindoManba'ul Falah Kabupaten Pekalongan), *Wawancara*, tanggal 18 April 2021.

b. Process Evaluation

This evaluation aspect emphasizes the assessment of the pesantren entrepreneurship education process through the implementation of the curriculum from start to finish. This evaluation consists of an evaluation of the learning environment, learning strategies and methods. The quality of entrepreneurship learning can be seen from the quality of the implementation of learning and the satisfaction of students in the learning experience at Islamic boarding schools.

c. Output (Product) Evaluation

Product evaluation is understood as an evaluation activity with an emphasis on the impact of entrepreneurship education in Islamic boarding schools on the acceptance of alumni in the community. In other words, the assessment criteria for product evaluation are related to the impact of entrepreneurship education in Islamic boarding schools on the behavior and performance of graduates in society and the world of work²².

The evaluation of educational outcomes is carried out in 2 ways, namely directly (during the learning process) and post-learning. Direct evaluation is carried out by educators by providing assistance to students during the learning process and appreciating students who have an attitude of performance and creativity. This assessment is carried out as an effort by pesantren in building the independent character of students. In addition to using evaluation in the form of mentoring, monitoring is also used to obtain appropriate results because this is a practical aspect. Furthermore, institutionally, pesantren is responsible for seeking the success of santri in entrepreneurship, the mentoring assessment method is used through post-education monitoring by building a network (networking) between santri and pesantren through various ways through social media groups such as Whatsapp, Facebook, Instagram, or through pesantren activities such as nariyahan, yasinan, manaqiban.

Conclusion

Based on the data from the research and discussion that have been described above, the following conclusions can be drawn:

1. Entrepreneurship education planning in fostering the life skills of students at the Walindo Manba'ul Falah Islamic boarding school, Pekalongan Regency is carried out in two forms, namely:

a. Practice-Based Planning

The practical materials applied are as follows:

1) Product Marketing

²² "IB" (Kepala Pondok Pesantren Walindo Manba'ul Falah Kabupaten Pekalongan), *Wawancara*, tanggal 18 April 2021.

2) Service Excellence (Excellent Service)

3) Appearance and Confidence

4) KPK (Culinary Training Commission)

5) MLM (Marketing Through Media)

b. Planning through Hidden Curriculum

The values taught through the hidden curriculum are as follows:

1) Honest and trustworthy

2) Responsibility

3) Professional

4) Cooperation

5) Hard work

6) Diligent and tenacious

2. Implementation of entrepreneurship education in fostering the life skills of students at the Walindo Manba'ul Falah Islamic boarding school, Pekalongan Regency, applies a "learning by doing" education system (learning while working) for its students, by involving and entrusting them in managing the business units of the pesantren. Entrepreneurship education is given to students who have passed the Ulya class by being placed in various business units in the pesantren. With a period of studying entrepreneurship for one year.

3. Evaluation of entrepreneurship education in fostering the life skills of students at the Walindo Manba'ul Falah Islamic boarding school, Pekalongan Regency, emphasizes the practical side, starting from how to market products, provide excellent service, ethical appearance and self-confidence, culinary training, and the use of internet applications. While the evaluation of learning through the hidden curriculum is more of a long-term evaluation. This is done because the hidden effect of the curriculum can often not be measured in data, because it is inner to the students. So usually only the ustadz board comes from internal p Islamic boarding school that examines and discusses the progress of the students from this aspect.

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