

IMPLEMENTATION OF INDEPENDENCE OF ISLAMIC BOARDING SCHOOLS THROUGH ENTREPRENEURSHIP EDUCATION AT AL ISTIQOMAH PETANAHAN ISLAMIC BOARDING SCHOOLS

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Abstract. Islamic boarding schools are educational institutions that have a major contribution to character formation in Indonesia. Apart from providing students with religious knowledge, Islamic boarding schools in the current era also equip students with various skills, such as sewing, planting, entrepreneurship and so on. The addition of these skills is to prepare students to live independently and be ready when they enter society. These skills are known as entrepreneurship education. Apart from teaching students to live independently in society, it will also have an impact on the independence of Islamic boarding schools in maintaining the existence of Islamic boarding schools. This research aims to explore how entrepreneurship education in Islamic boarding schools can be used as a strategy in creating independence for Islamic boarding schools, especially in facing economic and resource challenges in Indonesia. This research uses qualitative research, where researchers carry out data mining using interviews, observation and documentation. The data obtained is then processed and presented in descriptive narrative form. That the presentation of the data tells the experience or views of the informant. The results of this research illustrate that entrepreneurship education in Islamic boarding schools provides positive impacts to students and Islamic boarding schools, namely 1) creating independence in the economic field, 2) improving students' skills, 3) independence and empowerment of the surrounding community.

Key words: implementation, independence, entrepreneurship education

INTRODUCTION

Islamic boarding schools as educational institutions that focus on religious teaching and character formation, play an important role in creating an independent and competitive society. The independence of Islamic boarding schools is not only reflected in the spiritual and religious education aspects, but also in the economic field (Astuti & Sukataman, 2023). One increasingly relevant way to achieve this is through the development of entrepreneurship as a path to financial independence. By developing entrepreneurship, Islamic boarding schools can create job opportunities, increase the creativity of students, and manage existing resources more optimally. This entrepreneurship does not only teach economic theory, but also provides practical skills that are useful in everyday life. In this way, students not only master religious knowledge, but also have the ability to create economic opportunities, which in the end can support the sustainability of the Islamic boarding school itself.

Through entrepreneurship, Islamic boarding schools can reduce dependence on external assistance, build an independent economy, and provide direct benefits to the surrounding community. This will

strengthen Islamic boarding schools as institutions that give birth to a generation that is not only superior in the spiritual aspect, but also in the economic field. Entrepreneurial success can open up new job opportunities, reduce unemployment rates, and provide opportunities for other people to earn income. By establishing new businesses, entrepreneurs provide job opportunities that contribute to improving the economy. By entrepreneurship, individuals can empower themselves and others around them. This can improve people's skills and abilities, as well as open up greater economic opportunities, ultimately improving their quality of life. Economic improvement refers to the process of improvement and growth in various aspects of the economy, which can result in increased social welfare. In this way, entrepreneurship in Islamic boarding schools will provide and improve students when they graduate from Islamic boarding schools, without realizing it, it will also improve the country's economy.

Why are students obliged to become entrepreneurs? The underlying reason is because in some cases, in general, students who have graduated only focus on the field of religion. In fact, if you look at the Islamic boarding school law, one of the functions of Islamic boarding schools is empowerment. The empowerment referred to above means that Islamic boarding schools are able to have a positive impact on management and change mindsets and change the economy of society for the better. Many students who graduate from Islamic boarding schools have a deep understanding of religion, but lack the technical or professional skills needed in the modern world of work. This can make it difficult for them to obtain work that meets their expectations and provides adequate income. In addition, limited access to skills training or further education makes it difficult for them to compete in the job market. This is what triggers and is the background for the need to realize entrepreneurship in Islamic boarding schools.

RESEARCH METHOD

This research uses qualitative research methods. This qualitative method is a method that focuses on in-depth observation. Therefore, the use of qualitative methods in research can produce a more comprehensive study of a phenomenon in entrepreneurship in Islamic boarding schools (Suparno P, 2007). This research pays attention to humanism or individual humans and human behavior which is the answer to the running of student programs related to entrepreneurship. Data mining was carried out through interviews, observation and documentation. Then the data obtained is processed and described.

RESULT AND ANALYSIS

1.1. Definition of Islamic Boarding School

Islamic boarding schools are Islamic educational institutions that have existed in Indonesia for centuries. As an important part of the Islamic education system, Islamic boarding schools play a role in forming character, increasing understanding of religion, and providing skills to santri (students) to face life's challenges. Although initially known as a place to study religion, Islamic boarding schools are now increasingly paying attention to technical and professional skills education to prepare students for the world of work. The word "pondok" means a temporary residence, while "Islamic boarding school" refers to a place of religious study (Rofifah & Sukataman, 2023). Islamic boarding schools were first established by ulama to spread Islamic teachings in Indonesia. The students live with the kyai (Islamic boarding school leader) who is also their main teacher. Learning at Islamic boarding schools focuses more on understanding and implementing Islamic teachings in everyday life. The philosophy of Islamic boarding schools is to produce individuals who have a strong understanding of religion and good morals. Islamic boarding schools also aim to instill the

values of responsibility, discipline and simplicity. Santri are taught to live independently and practice Islamic values in all aspects of their lives.

Life in Islamic boarding schools is famous for its dormitory system where students live together during the study period. This life teaches students to live simply, independently, and maintain good social relations with fellow students (Ramayulis, 2012). They follow a regular daily routine, maintain cleanliness, and participate in religious activities such as congregational prayers and recitation of the Koran. In Islamic boarding schools, students are taught to develop good morals, such as mutual respect, discipline and responsibility. Apart from being intelligent in religious knowledge, they are also trained to be wise in acting and interacting in social life.

Islamic boarding schools have a very important role in Indonesian society. As an educational institution based on religious values, Islamic boarding schools contribute to maintaining social and moral stability in society. Islamic boarding school graduates often become respected religious figures and role models for society (Widodo, 2011). Islamic boarding schools also act as a link between the rural world and modern education. Even though many Islamic boarding schools are located in remote areas, they can still produce a generation of people who are qualified in religious knowledge and skills. Many Islamic boarding schools are now teaching skills to help students contribute to economic and social development in society.

Even though Islamic boarding schools have a large role in religious and social education, the challenges faced in modern times are quite significant. One of the main problems is limited access to education and training that is relevant to the needs of the world of work. Many Islamic boarding schools still rely on traditional religious curricula without providing opportunities for students to develop other skills. Therefore, Islamic boarding schools need to continue to adapt to current developments without abandoning the religious values they uphold. Support from the government and community is urgently needed to improve the quality of education and facilities in Islamic boarding schools, so that students are better prepared to compete in the world of work and face increasingly complex life challenges.

1.2. History of the Al Istiqomah Petanahan Islamic Boarding School

Al-Istiqomah Islamic Boarding School is in Tanjungsari Village, Petanahan District, Kebumen Regency, Central Java. The founder of this lodge, KH. Abdullah Mukti, started the Islamic boarding school after studying religion in Makkah between 1912 and 1936. In Makkah, he studied directly with Sheikh Abdurrohman. After returning to his hometown in 1936, he founded the ta'lim assembly and developed the Qodiriyah Naqsabandiyah tarekat in the village. This Tarekat grew rapidly, and many congregations from around the village came to join, perform suluk, and pay allegiance directly to KH. Abdullah Mukti at the Al-Istiqomah mosque. After 24 years of serving the community, KH. Abdullah Mukti died in 1958. The leadership of the lodge was then continued by K.H. Bajuri, but during his leadership, tarekat activities experienced a decline, and finally many congregations moved to Jetis, Kutosari and Karanganyar to join the tarekat led by K.H. Mahfud Khasbullah and K.H. Umar Nasir. Al-Istiqomah Islamic Boarding School began to develop again in 1975, when K.H. Amin Rosyid, eldest son of K.H. Bajuri, returned to his hometown and re-initiated the activities started by his grandfather. He founded a weekly ta'lim assembly and taught children at the Al-Istiqomah mosque. In 1982, K.H. Amin Rosyid founded the Al-Istiqomah Al-Qur'an Education Park (TPA), which later developed into the Al-Istiqomah Islamic Boarding School. Apart from that, this Islamic boarding school also established Madrasah Diniyah which consists of awwaliyah, wustha, and 'ulya levels.

In the mid-1990s, the Al-Istiqomah Islamic Boarding School began to reorganize its educational structure and established the Al-Istiqomah Karya Guna Education Foundation (YAPIKA), which houses the YAPIKA Aliyah Madrasah, founded in 1999, as well as the Diniyah Madrasah which

has existed since 1982. This Islamic boarding school continues to develop with various facilities and increasingly complete educational programs, such as Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), and Raudhotul Atfal Terpadu (RAT). Until 2020, Al-Istiqomah Islamic Boarding School facilities include dormitories for male and female students, mosque, library, student cooperative, hall, Madrasah Aliyah and Diniyah buildings, computer laboratory, and sports facilities. Apart from that, various extracurricular activities are also available, such as khitobah, hadrah, Arabic and English language courses, calligraphy art, Al-Qur'an reading art, computer courses, and workshops.

Al-Istiqomah Islamic Boarding School aims to produce a young generation who are devout, highly knowledgeable and have good morals. The main aim of education at this Islamic boarding school is to develop a generation of Muslims who are strong, independent and have noble morals, as well as empowering human resources in the fields of religion, education, culture and science and technology (IPTEK). This Islamic boarding school also upholds Islamic teachings by following the Ahlusunnah wal Jamaah school of thought, which can be seen from the students' attitudes in daily life and the application of Islamic teachings in society (Fuad Aminudin, 2023).

1.3. Understanding Entrepreneurship

According to several experts, entrepreneurship has various meanings, but in general it is related to activities to create, develop and manage new businesses with the aim of making a profit. Entrepreneurship is now taught as a subject at middle school, high school, college and even Islamic boarding school levels. This is done because entrepreneurship is considered an important aspect that will determine the future of the nation's next generation. According to information obtained from the official website of ISI (Indonesian Arts Institute) Surakarta, the concept of entrepreneurship was first introduced by Richard Cantillon in 1755. Abroad, entrepreneurship has been known since the 16th century, while in Indonesia, entrepreneurship only began to develop at the end of 20th century. Entrepreneurship can be interpreted as a form of business or profession itself. According to Richard Cantillon, entrepreneurship is related to uncertain risks. For example, someone can buy an item at a certain price and then sell it in the future at a price that cannot be predicted in advance (Veeraraghavan, 2009).

1.4. Islamic Boarding School Entrepreneurship

The main characteristic of Islamic boarding schools is teaching independence to all students. This independence is also the initial basis for entrepreneurship education in Islamic boarding schools. This is important as capital for students to develop the economy of people who are still lagging behind. The backwardness of Muslims in the economic sector should be an encouragement for Islamic boarding schools to direct their students to become entrepreneurs. Entrepreneurship education in Islamic boarding schools must be expanded by emulating the business spirit of the Prophet Muhammad SAW. Islamic boarding school institutions need to show the world that their alumni are able to make significant contributions to the progress of the nation and state. Apart from teaching religious and general knowledge, Islamic boarding schools also need to provide entrepreneurship education as a step to form students who are economically independent and have an entrepreneurial mentality. Santri must be trained with values such as honesty, independence, discipline and work ethic which were exemplified by the Prophet Muhammad SAW. With these values, it is hoped that students will be born who are creative, innovative and economically independent, and able to have a positive impact on the surrounding environment. The spread of the entrepreneurial spirit can be seen with the establishment of Kopontren (Islamic Boarding School Cooperative), which functions to meet the needs of Islamic boarding schools and the surrounding community. The ultimate goal is to create an economically independent Islamic boarding school without depending on external funding (Adiningrat et al., 2024).

Say and mention the Al Istiqomah Islamic Boarding School which provides students with several trainings. Entrepreneurship education in Islamic boarding schools is an effort to encourage students to become entrepreneurs. It is hoped that this education can produce graduates who have skills, knowledge and creativity. The focus of entrepreneurship education must be directed at field practice that suits their interests and the type of business they will undertake after graduating from Islamic boarding school. Even so, some Islamic boarding schools are sometimes unable to provide entrepreneurship education programs that can accommodate all the students' interests in them. But the conscious efforts made should be an example for continuous development, even though there are only three or even one areas that are held in entrepreneurship education at Islamic boarding schools.

1.5. Implementation of Entrepreneurship Education

The entrepreneurship education implementation model is an effective way of providing direct experience to students, allowing them to apply theory in real business situations. Entrepreneurship Management in the Agribusiness Sector shows that entrepreneurship education in Islamic boarding schools is designed by considering local needs and the potential of the students. Even though the planning has not been officially documented, Islamic boarding schools still focus on developing students' skills through comprehensive education, which integrates religious aspects and practical skills. Management with a Curriculum Based on Market Needs also emphasizes that the curriculum implemented at the Al-Istiqomah Islamic Boarding School has integrated the traditional Islamic boarding school curriculum with the national curriculum. This shows a growing adaptation to the demands of the times, with the aim of preparing students to face future challenges, both in the religious field and the business world (Hakim et al., 2019).

The main factors that support entrepreneurial management in Islamic boarding schools include the presence of competent mentors, adequate facilities, and stability of market opportunities. The mentor role of experienced senior students is an important element in facilitating the transfer of knowledge and practical experience. Apart from that, market stability in business fields such as sound systems, steam motorbike and car washing services, and goat farming, provides opportunities for students to be directly involved in sustainable businesses. However, there are several inhibiting factors, such as limited access to technology and capital, as well as intense competition in the local market (Adinugraha, 2022). For example, businesses in the fields of sound systems and electric welding require investment in technology that continues to develop. Students who are still in the learning process often face difficulties in understanding business management and facing competition with established businesses is an additional obstacle that needs to be overcome with innovation and good marketing strategies.

The big impact of implementing management entrepreneurship education can be seen from the students' ability to become independent entrepreneurs after graduating. Entrepreneurship education at this Islamic boarding school has succeeded in producing alumni who are successful in various types of business. A concrete example of this is the success of alumni in running businesses such as sound systems, steam motor cleaning, carpentry, and technology-based businesses such as digital marketing. Santri are also trained to utilize technology, which allows them to reach a wider market. The diversification of business fields that emerges from this education also provides various options for students to develop their potential in various sectors, such as agriculture using polybags and animal husbandry. With a combination of technical skills and an entrepreneurial mentality, students are better prepared to face challenges in the business world.

The model implemented at the Al-Istiqomah Islamic Boarding School has proven successful in creating economic independence through a self-help capital approach, regeneration of human resources (HR), and gradual business development. Gradual management of business capital allows Islamic boarding schools to build stable businesses, while human resource regeneration ensures that

entrepreneurial skills can be passed on from one generation to the next. By involving the Islamic boarding school community, this management model creates an ecosystem that supports the formation of independent and ethical entrepreneurs. A sustainable HR regeneration system also ensures that Islamic boarding schools will continue to produce students who are ready to compete in the business world.

CONCLUSION

Entrepreneurship education at Islamic boarding schools can be concluded as an effective method in preparing students to become independent entrepreneurs after graduating. Through a combination of a curriculum that includes religious knowledge and practical skills, as well as guidance from experienced mentors, students are trained with relevant skills to be applied in the business world. This program also utilizes self-help capital and technology to expand market access. In addition, a sustainable HR regeneration system ensures that entrepreneurial knowledge and skills can be passed on to the next generation, producing entrepreneurs who are ready to compete ethically in the business world. In this way, Islamic boarding schools will become institutions that are able to create independence in the economic sector, are able to improve the skills of students, and are able to develop and increase the independence and empowerment of the surrounding community.

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