



Islamic Boarding Schools and Community Entrepreneurship: a New Model Of Islamic Education Based on Entrepreneurship In Indonesia

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Abstract :

Keywords:

Education;
Empowerment;
Santri
Entrepreneurship;
Islamic Boarding
School.

This article analyzes and discovers the educational model of Darul Amien Banyuwangi Islamic boarding school based on entrepreneurship. This type of research is field research; the data sources in this study were obtained from clerics, administrators, and students involved in entrepreneurial activities. They collect data using in-depth interview techniques, non-participant observation, and documentation. Testing the validity of the data in this study was conducted by testing its credibility. The results of the study found three models of entrepreneurship-based Islamic boarding school education, namely firstly, instilling a sense of responsibility, independence, and kinship in the togetherness of students, secondly the introduction of business units owned by Islamic boarding schools and empowering student apprentices through on the job training, thirdly coaching through mentoring of field experts. Businessman. Through these three stages, it is hoped that Islamic boarding schools will also give birth to independent entrepreneurship in Indonesia.

Abstrak:

Kata Kunci:

Pendidikan;
Pemberdayaan; *Santri*
Entrepreneurship; Pondok
Pesantren.

Artikel ini menganalisis dan menemukan model pendidikan pondok pesantren Darul Amien Banyuwangi berbasis entrepreneurship. Jenis penelitian ini merupakan penelitian lapangan, sumber data dalam penelitian ini diperoleh dari kyai, pengurus dan santri yang terlibat dalam kegiatan kewirausahaan. Pengumpulan data menggunakan teknik wawancara mendalam, observasi non partisipan, dan dokumentasi. Pengujian keabsahan data dalam penelitian ini dilakukan dengan uji kredibilitas. Hasil penelitian menemukan tiga model pendidikan pondok pesantren berbasis kewirausahaan yaitu pertama menanamkan rasa tanggung jawab, kemandirian, dan kekeluargaan dalam kebersamaan santri, kedua pengenalan unit usaha yang dimiliki pondok pesantren dan pemberdayaan magang santri melalui on the job training, ketiga pembinaan melalui mentoring tenaga ahli bidang wirausaha. Melalui tiga tahapan tersebut, diharapkan pondok pesantren ikut melahirkan santripreneurship yang mandiri di Indonesia.

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1. Introduction

According to numerous studies, pesantrens play an important part in encouraging students' enthusiasm in starting their own businesses. For instance, one of Mun'im's research found¹ that strengthening the cognitive aspects of students about entrepreneurship is the principal capital in fostering business interest independently. In contrast to Ahyadi's² research, he models used to establish entrepreneurial boarding schools are observation, mentoring or soft brainwashing, and workshops. According to Adhim's³ research from, which found that the economic management of Islamic boarding schools is carried out through the use of internal values, human resource management, and support systems, the production process of the most recent pesantren begins with potential analysis, supplier selection, and product differentiation before innovation. Based on research findings, Mukhtar⁴ came to the conclusion that the entrepreneurial education practiced at the Islamic boarding school in Jambi is carried out by action that empowers the students as assets (human resource capital). The research results from Tamalla⁵ also further emphasize the local potential that can be used to develop students' entrepreneurial spirit in the fields of trade, agriculture and animal husbandry.

This study has shown that pesantren are more interested in empowering *santri* by igniting their interest in business rather than just concentrating on Islamic da'wah instructional activities. One of the boarding schools is Darul Amien Banyuwangi, which was fostered by KH R. Mohammad Damanhuri Sirajuddin. This pesantren is a religious educational institution that has significantly advanced Islamic boarding school economic development. As a result, its graduates, capable of starting their businesses, have multiplied.

Santri is in charge of managing the 13 various vegetable varieties that are cultivated on a three-hectare boarding school land. The students work on the farm daily to gain practical experience, including picking vegetables depending on quality. Traditional markets and minimarkets frequently transport 1-2 tons of agricultural goods in Banyuwangi and Jember. The Ministry of Religion, the Agriculture Service, and the Banyuwangi District Livestock Service Office are just

¹ Muhammad Mun'im, Pardiman Pardiman, and Supriyanto Supriyanto, 'Strategi Membangun Kewirausahaan Santri Menggunakan Model Pendidikan Taxonomi Bloom', *BISNIS: Jurnal Bisnis Dan Manajemen Islam*, 9.1 (2021), 107 <<https://doi.org/10.21043/bisnis.v9i1.11422>>.

² Ahyadi. et.al, 'The Education Model of Entrepreneurship in the 4.0 Era on Pesantren Api Tegalrejo Magelang', *Jurnal Penamas Balai Litbang Agama Jakarta*, 34.2 (2021), 287–312.

³ Fauzan Adhim, 'Pesantrenpreneur Ecosystem Based On Local Potential Development', *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 19.2 (2021), 127–40.

⁴ Mukhtar, Hidayat, and Ulfah Siti Mariah, 'The Chairman Management Of Pesantren Associates Analysis Of The Development Of Entrepreneurship Santri', *International Journal of South East Asia*, 1.December (2020), 1–12 <<https://jurnal.literasikitaindonesia.com/index.php/journijsa/article/view/155>>.

⁵ Alyya Noor Tamalla, 'Entrepreneurial Independence Strategy of Students from the Perspective of Islamic Business Ethics Alyya', *Jurnal At-Tamwil: Kajian Ekonomi Syariah*, 3.2 (2021), 185–98.

a few government agencies with which the Banyuwangi Darul Amien Islamic Boarding School has worked.⁶

Due to the inability to employ digital marketing, there are still specific challenges in the endeavor to grow the business of pesantren and the students at Darul Amien Islamic Boarding School in Banyuwangi. In order to continue promoting entrepreneurship in the nation through the Entrepreneur Program, Darul Amien Islamic Boarding School in Banyuwangi has received financing from the Ministry of Tourism and Creative Economy (KEMENPAREKRAF) starting in 2020.⁷ This program aims to help new entrepreneurs grow in Islamic boarding schools by empowering small and medium-sized businesses (UMKM)⁸.

Students in the Santripreneur program must advance their knowledge of religion and business acumen. According to data from the Central Statistical Organization (BPS), there will be 29.7 million non-agricultural business owners in 2021, an increase of roughly 17.6 percent or about 4 million persons from the SE 2020 findings of 22.7 million business owners.⁹

With the support of the student entrepreneur program, we intend to help the country's economy recover. The Ministry of Tourism and Creative Economy has assisted in funding 11,128 students in seven provinces. In Indonesia, there are now 38,085 pesantren.¹⁰ If we add up the number of students who go home to Islamic boarding schools and vice versa.¹¹ The number of students in Indonesia is projected to reach eighteen million by the year 2020.¹²

Entrepreneurship education cannot be discussed without mentioning the phrase "santripreneur". According to Marchand, entrepreneurship education is "the transmission of entrepreneurial knowledge and skills to students to help them exploit a business opportunity."¹³ Students who receive instruction in entrepreneurial knowledge and abilities may be better able to take advantage of available business possibilities. Unfortunately, there is no agreed-upon definition for this word because you cannot discover its definition despite searching in numerous dictionaries written in both Indonesian and other languages. Thus, "santripreneur" refers to *santri* (students in Islamic boarding schools) who operate their businesses and pupils who dare to launch independent, beneficial ventures.

In entrepreneurship education, one possible strategy is to instruct students about the various aspects of starting and running a business. In this method, students are viewed as ignorant and inexperienced. The approach encourages

⁶ Field observation. *Darul Amien Islamic Boarding School in Banyuwangi, East Java*. Januari 2022

⁷ Kementerian Pariwisata dan Ekonomi Kreatif RI, 'Ekonomi Kreatif: Kekuatan Baru Menuju 2025', *Www.Kemenpar.Go.Id*, 1.69 (2014), 5–24.

⁸ Elpa Hermawan, 'Strategi Public Relations Kementerian Pariwisata Dan Ekonomi Kreatif Dalam Membangun Media Relations', *JMK (Jurnal Manajemen Dan Kewirausahaan)*, 5.2 (2020), 140 <<https://doi.org/10.32503/jmk.v5i2.1028>>.

⁹ Rangga Wisna Prayoga, 'Determinan Berwirausaha Di Indonesia', 2021, 1–11.

¹⁰ Muhammad Idris Usman, 'PESANTREN SEBAGAI LEMBAGA PENDIDIKAN ISLAM (Sejarah Lahir, Sistem Pendidikan, Dan Perkembangannya)', *Al Hikmah*, XIV.1 (2013), 101–19.

¹¹ Muhammad Usman and others, 'Undang-Undang Pesantren: Meneropong Arah Kebijakan Pendidikan Pesantren Di Indonesia', 8.1 (2021), 57–70.

¹² Ahmad Zarkasyi, 'Reality, Expectations And Policy Of Madrasah Management In The Era Of Regional Autonomy', *Southeast Asian Journal of Islamic Education Management*, 2.2 (2021), 229–42 <<https://doi.org/10.21154/sajiem.v2i2.61>>.

¹³ Julien Marchand, Antoine Hermens, and Suresh Sood, 'Student Entrepreneurship: A Research Agenda', *International Journal of Organizational Innovation (Online)*, 8.4 (2016), 27–42.

student participation to create a more interactive and instructive learning environment. In this method, students are given real-world coaching experiences through an immersive approach, often called "authentic learning," due to the importance placed on first-hand knowledge and participation.¹⁴

In the context of education, several things can be done in the entrepreneurship learning model for students, including;¹⁵ 1) integrating the curriculum with entrepreneurship materials; 2) increasing the role of the entire education community in preparing entrepreneurial skills and abilities; 3) organizational conditioning of the learning process; 4) capacity building for teachers.

Entrepreneurship education programs can be categorized as successful if;¹⁶ 1) students have a high entrepreneurial spirit and behaviour, 2) a school environment that can familiarize students' behaviour under entrepreneurial values that are internalized in learning, and 3) the school life environment as a learning environment entrepreneurial spirit.

Meanwhile, self-confidence, willingness to take risks, a sense of leadership, original ideas that are innovative, creative, flexible, have many sources, are versatile, and a wealth of knowledge are all hallmarks of an entrepreneur, as outlined by Ridley.¹⁷ So, too, is a vision of the future; an entrepreneur will always be looking ahead to what is next.

According to Leitch,¹⁸ several steps are involved in empowering the business community. First, empowerment must be guided so it is under their preferences and respects their abilities and requirements. The initiative aims to help local business owners plan, carry out, oversee, and account for their and the local economy's growth. The members of the community being empowered are actively involved in the planning and execution of this method.

Researchers at Darul Amien Islamic Boarding School in Banyuwangi, East Java, found a research gap that had yet to be filled before the strategy of empowering students' entrepreneurship based on internal and external potential. This was based on theoretical descriptions and previous research studies, some of which still reveal within the scope of the study of entrepreneurship motivation, curriculum, and forms of learning applied by *santri* entrepreneurship boarding schools.

¹⁴ Arian Agung Prasetyawan, 'Pemberdayaan Perempuan Berbasis Pesantren Dan Social Entrepreneurship', *Muwazah: Jurnal Kajian Gender*, 11.2 (2019), 163–80 <<https://doi.org/10.28918/muwazah.v11i2.2281>>.

¹⁵ Sarfraz Ali Kiyani, 'Role of Entrepreneurship Education on Student Attitudes', *Abasyn University Journal of Social Sciences*, 10.2 (2017), 270–93.

¹⁶ Marchand, Hermens, and Sood.

¹⁷ Dennis Ridley and Bobby Davis, 'Entrepreneurship Curriculum at SBI', *WMSCI 2009 - The 13th World Multi-Conference on Systemics, Cybernetics and Informatics, Jointly with the 15th International Conference on Information Systems Analysis and Synthesis, ISAS 2009 - Proc.*, 2 (2009), 101–5.

¹⁸ Claire Leitch, Shirley Anne Hazlett, and Luke Pittaway, 'Entrepreneurship Education and Context', *Entrepreneurship and Regional Development*, 24.9–10 (2012), 733–40 <<https://doi.org/10.1080/08985626.2012.733613>>.

2. Methods

The methodology of this research is qualitative and descriptive, as presented in this article.¹⁹ This suggests that the researcher characterizes the phenomenon as a whole based on the environmental conditions of Darul Amien Islamic Boarding School in Banyuwangi, East Java and individual pupils' behavior in supporting entrepreneurship. This is indicated by the researcher's characterizing the phenomenon as a whole. In contrast, the approach in this research is qualitative, namely, research that does not apply calculations and makes the researcher an instrument to produce information²⁰ from Darul Amien Islamic Boarding School. Sources of data used are primary data obtained from field observations, while secondary data is obtained through literature review²¹. In addition, sources of data in the study are subjects where data can be obtained, such as kyai, administrators and students who are involved in entrepreneurial activities.

In this study, researchers used themselves as research instruments, which lasted for three months (January to Maret 2022). Interviews with Kyai, teachers, and heads of entrepreneurship were performed anywhere from three to four times, with each meeting lasting an average of one hour each time. The interviews were recorded, and then a word-for-word transcription was done of the results. The physical condition of Islamic boarding schools, the apprenticeship process, the atmosphere of the entrepreneurship training process, the interaction and communication of teachers and students, and entrepreneurial activities were relevant to the research focus. These things can be observed and used to generate primary data. In the meantime, the materials, such as Islamic boarding school entrepreneurship curricula, teaching modules, activity reports, and official documents on the research subject, were analyzed for their data.²²

The Miles and Huberman methodology was utilized for the theoretical data analysis. This methodology included three concurrent activity flows, which were as follows: data condensation, data presentation, and conclusion drawing (verification). During the stage of data condensing, researchers were responsible for coding field notes according to the emphasis of their investigation. In addition, the data will be presented in the form of narrative text, matrices, or charts, all of which will make it simpler for the researchers to construct linkages between the many current texts. The researcher's ultimate goal, which will be accomplished by drawing and verifying conclusions, will be to determine the overarching significance of the myriad of prepositions discovered concerning the research emphasis.²³

¹⁹ Charles Teddlie and Fen yu, 'Mixed Methods Sampling: A Typology With Examples', *Journal of Mixed Methods Research*, 1.1 (2007), 77–100 <<https://doi.org/10.1177/2345678906292430>>.

²⁰ Robert R. Sherman, *Qualitative Research in Education: Focus and Methods*, Library of Congress, IX (New York, NY 10001: Falmer Press RoutledgeFalmer, 2006).

²¹ Robert C Calfee, 'SOCIAL METHODOLOGY : SCIEIYCE QUO VADIS Reviewed', 5.2 (2000), 307–18.

²² Hilman Djafar and others, 'Qualitative and Quantitative Paradigm Constellation In Educational Research Methodology', *International Journal of Educational Research & Social Sciences*, 2.2 (2021), 339–45 <<https://doi.org/10.51601/ijersc.v2i2.70>>.

²³ Alison B. Hamilton and Erin P. Finley, 'Reprint of: Qualitative Methods in Implementation Research: An Introduction', *Psychiatry Research*, 283. August 2019 (2020), 112629 <<https://doi.org/10.1016/j.psychres.2019.112629>>.

Testing the validity of the data in qualitative research is done by testing the credibility. In this study, the credibility test was carried out by increasing persistence, and triangulation, using reference materials and member checks²⁴.

3. Result and Discussion

3.1 Result

Empowerment through the activities carried out in this study cannot be separated from aspects of the economic concept of pesantren, including worship, independence, and welfare. Therefore, entrepreneurship empowerment education as a provider of skills for students is essential to children from an early age. Armed with skills, students can apply them in everyday life. This will have an impact on increasing the number of job seekers. In practice, Darul Amien Islamic Boarding School in Banyuwangi constantly improves the ability of all its students so that they not only conceptually understand and master it but can practice and apply it. Personal financial management skills, understanding of how to plant and supply agricultural products, as well as the ability to build relationships in developing businesses that they will later start on their own so that they can build the entrepreneurial spirit of students and become promoters of social life in good society in the future.

Based on the data collection results regarding the strategy of empowering students' entrepreneurship based on internal and external potential at Darul Amien Islamic Boarding School in Banyuwangi, East Java.

3.1.1 Responsible learning and adaptation of cohesion among students.

Based on the outcomes of an interview with Ustadz Mohammad Taufiq, the head of management of Darul Amien Islamic Boarding School in Banyuwangi, the pupils at this Islamic boarding school begin receiving this mental training when they enroll in the first grade, said that the students were only allowed to be given an allowance of Rp. 900,000 per month. The parents of the *santri* handed over the money to the boarding school administrator, and then they were given the responsibility to allocate their money with a voucher system limited by the boarding school administrator to around Rp. 25,000 - to 30,000 - so the students will not have a desire that exceeds their needs because the money is sought to have leftovers to save.²⁵ The process begins by instilling an entrepreneurial mindset in students.

Darul Amien Islamic Boarding School in Banyuwangi's instructors are now fostering entrepreneurial values in students who have the potential to become business owners. This stage is often called entrepreneurial responsiveness. The development of entrepreneurial interest through personal financial management is appropriately taught, while students can carry Islamic boarding schools properly. The process starts with instilling a sense of responsibility by allocating financial resources that are owned according to what is needed. One of the characteristics of entrepreneurs is managing finances appropriately and accountably in running and developing their business.

Students at Darul Amien Islamic Boarding School in Banyuwangi are developing an entrepreneurial spirit by learning how to live simply and working together with other students to manage their personal resources. According to

²⁴ Carole L. Kimberlin and Almut G. Winterstein, 'Validity and Reliability of Measurement Instruments Used in Research', *American Journal of Health-System Pharmacy*, 65.23 (2008), 2276–84 <<https://doi.org/10.2146/ajhp070364>>.

²⁵ Interview. Ustadz Mohammad Taufiq as the head of the management Darul Amien Islamic Boarding School in Banyuwangi. 3 Februari 2022

Ustadz Mohammad Syafi'ul Anam, a teacher at Darul Amien Islamic Boarding School in Banyuwangi, social cohesion is the *santri* at the institution that stands out the most. Since practically everything in life at the Islamic boarding school is done together, here is where the *santri*'s social cohesion is established. As a result, there is unquestionably a difference between kids who have just started attending the Islamic boarding school and those who have been there for a while. Those who first remain individualistic will eventually.²⁶

The observation corroborates this information that many other behaviours of the students reflect the strength of social cohesion in everyday life. For example, the students help each other when cleaning services around the boarding school environment. When doing anything together, caring for fellow friends is evident; for example, when a roommate is sick, other friends help so that his friend recovers quickly. At this Islamic boarding school, the students are forged with character education through community service activities; consciously or unconsciously, the students will have stronger social cohesion, namely mutual help, cooperation, tolerance, respect and respect for others and have a sense of concern or solidarity with others.²⁷

KH. Mohammad Damanhuri Sirajuddin explains the reasons for strengthening solidarity and openness to build relationships. KH. Mohammad Damanhuri Sirajuddin, the Caretaker of Darul Amien Islamic Boarding School in Banyuwangi, states that an entrepreneur must have solidarity and a sense of togetherness in entrepreneurship.²⁸

According to research, principal empowerment begins when students enter Islamic boarding schools; *pesantren* limit their daily financial spending to between Rp. 25,000 and Rp. 30,000; it forms to understand his needs; This mental empowerment model is very effective in instilling the simple life habits of the students. Therefore, it can be explained that Darul Amien Islamic Boarding School students are equipped with solid religious knowledge and manage their lifestyles by paying attention to financial intelligence.

3.1.2 Empowerment of students in the Islamic Boarding School Business Unit

Based on observations, Darul Amien Islamic Boarding School in Banyuwangi has developed an agricultural sector that includes food crops like rice, corn, soybeans, cucumbers, long beans, tomatoes, chillies, and cassava as well as fruit crops like guava, longan, and oranges. Plantation crops like sugar cane, sengon, and teak have also been developed. Additionally, the choice of plants grown in the cottage has been decided after careful deliberation. One such plant is rice, which is an excellent choice because it can be produced on a large scale in Islamic boarding schools due to the high food demand at the Banyuwangi Regency level²⁹.

The various forms of agriculture and animal husbandry owned by the *pesantren* are then introduced to the students and given space to manage agricultural cultivation, cooperative sales, and other enterprises while conducting field research and speaking with company executives at Darul Amien Islamic

²⁶ Interview. Ustadz Mohamad Syafi'ul Anam (teacher of Darul Amien Islamic Boarding School in Banyuwangi). 5 Februari 2022

²⁷ Field observation. Darul Amien Islamic Boarding School in Banyuwangi, East Java. 2022

²⁸ Interview. KH. Mohammad Damanhuri Sirajuddin (as a leader or caregiver of Darul Amien Islamic Boarding School in Banyuwangi). 6 Februari 2022

²⁹ Field observation. Darul Amien Islamic Boarding School in Banyuwangi, East Java. 2022

Boarding School in Banyuwangi. Even researchers were invited to help the students run the cooperatives and agriculture in the pesantren. According to Ustadz Imam Basuni, the head of the pesantren, in an interview, students need to be aware of the many business units that make up the pesantren so that they can manage them from the start. When they return from the cottage later, they can decide from this point whether one is best for themselves and the community. Around the lodge, business operations including marketplaces, crops, and fisheries were demonstrated.³⁰

The other enterprises while conducting field research and speaking with company executives at Darul Amien Islamic Boarding School in Banyuwangi. Even researchers were invited to help the students run the cooperatives and agriculture in the pesantren. According to Ustadz Imam Basuni, the head of the pesantren, in an interview, students need to be aware of the many business units that make up the pesantren so that they can manage them from the start. When they return from the cottage later, they can decide from this point whether one is best for themselves and the community. Around the lodge, business operations including marketplaces, crops, and fisheries were demonstrated. However, based on the observations, the researchers saw a significant enough opportunity to learn to recognize and be involved in the planting to harvest period, which collided with the dense formal education activities of students in Islamic boarding schools. Hence, the implementation was only for a short time.³¹

Various forms of activities to foster interest in entrepreneurship raises a concern. Concerns came from the guardians of the students and the caretakers of the Islamic boarding school, which included concerns that the running of this entrepreneurial activity could affect the students' learning time in reciting and studying. However, the worry itself gradually faded away.

"A *santri* must be competent perform in all fields without disregarding other fields," KH. Mohammad Damanhuri Sirajuddin, the caretaker of Darul Amien Islamic Boarding School in Banyuwangi, said. In this case, students have self-confidence and independent nature. In addition to pursuing their fields of study and reciting, students must also be able to divide their time to carry out these entrepreneurial activities. Because, according to students, this has become his decision to serve.

Students at Darul Amien Banyuwangi Islamic Boarding School were exposed to and given opportunities to handle a variety of business ventures, including agriculture, plantations, and animal husbandry, as indicated by the above description. To properly organize the pesantren from the get-go, *Santri* must determine how many individual enterprises it consists of. After finishing school and reentering society, they can evaluate several business opportunities and choose the one that best suits them.

3.1.3 Empowerment of students through the apprenticeship system

The "on the job: training approach" under trainer supervision is used at Darul Amien Islamic Boarding School in Banyuwangi as a strategy for encouraging and empowering business (Senior Teacher). According to Ustadz Imam Basuni, the head of the Islamic boarding school, this apprenticeship program aims to teach the Darul Amin pupils in Banyuwangi about working in business units in the pesantren while they are doing it. Meanwhile, the mentor

³⁰ Field observation. Darul Amien Islamic Boarding School in Banyuwangi, East Java. 2022

³¹ Interview. Ustadz Imam Basuni, (as the head of the business management of Darul Amien Islamic Boarding School in Banyuwangi) 11 Februari 2022

goes into the field while providing guidance and slowly practising how to do the job correctly. Then to make the students even more enthusiastic about engaging in the business world, the pesantren has tried to create a challenge, namely when students get the most income, they will get rewards given to their students. So this is one of the students' strategies to make students more comfortable in the entrepreneurial world.

The next phase in Darul Amien Islamic Boarding School in Banyuwangi's various empowerment initiatives to foster the students' entrepreneurial spirit is to offer apprenticeships or have them work directly for company units. They were granted internships in one of the various *Santri* business groups, close to the boarding school. After receiving mental and physical training and being deemed worthy of participating in the internship, many students are hired by Islamic boarding schools' businesses. The students will undoubtedly be assigned to sections with subject-matter experts. The purpose of offering internships is to provide students a more in-depth understanding of what it's like to be an entrepreneur through hands-on experience.³²

Apprenticeship is a form of on-the-job training that involves working directly under the direction and supervision of instructors or other employees who have greater experience in the company's processes for producing goods and services in order to master certain skills or expertise. An apprenticeship is a form of on-the-job training that involves working directly under the direction and supervision of instructors or other employees with greater experience in the company's processes for producing goods and services to master certain skills or expertise.

According to the description of the research findings, the next stage of empowerment to foster the entrepreneurial spirit of Darul Amien Banyuwangi Islamic Boarding School students is to offer internships or work directly with company units. These opportunities aim to give students a deeper understanding of what it is like to be an entrepreneur through direct experience under the direction and supervision of instructors or other employees who are more experienced in the field.

3.1.4. Coaching through mentoring experts in the field of entrepreneurship

In entrepreneurship activities, students are educated for entrepreneurship with several forging programs to deepen their abilities in entrepreneurship. This is where the mentoring activity at Darul Amien Islamic Boarding School in Banyuwangi is intended to educate queuing to understand the technical problems of mentoring to start a new business. Likewise, consulting activities or business sharing and post-entrepreneurship education assistance.³³

According to Ustadz Imam Basuni, our mentoring aims to support and encourage students to manage their learning to maximize their potential, develop their skills, improve their performance and become the person they want to be. In addition to providing knowledge and support, mentors can also help us expand our professional network because good mentors usually have a wide network. This means that we are more likely to connect with relevant contacts or meet new partners, which can help our business grow.³⁴

³² Interview. KH. Mohammad Damanhuri Sirajuddin (as a leader or caregiver of Darul Amien Islamic Boarding School in Banyuwangi). 6 Februari 2022

³³ Field observation. Darul Amien Islamic Boarding School in Banyuwangi, East Java. 2022

³⁴ Interview. Ustadz Imam Basuni, (as the head of the business management of Darul Amien Islamic Boarding School in Banyuwangi) 11 Februari 2022

Based on information from the Head of Darul Amien Islamic Boarding School in Banyuwangi that one of our unique concerns to students is to bring in experts in the field of entrepreneurship, as conveyed by the management of Darul Amien Islamic Boarding School in Banyuwangi, explained that the steps taken by the caregivers of Darul Amien Islamic Boarding School in Banyuwangi are: the right strategy to do. To help improve students in building entrepreneurship education.

Mentoring is carried out by experts from the agriculture and trade offices and accompanied by pesantren administrators starting with training to hands-on practice, intensive interaction and communication between students and caregivers; it is expected to be a synergistic relationship between students and caregivers. If there are problems with students, discussions are held to find solutions³⁵.

Darul Amien Islamic Boarding School in Banyuwangi has put in place effective empowerment strategies to increase students' capacity for becoming entrepreneurs and have a good effect on the progress of the pesantren as it stands right now. The change in question is the rise in public interest in attending Darul Amien Islamic Boarding School in Banyuwangi, where students' accomplishments rise when they engage with the local community. As a result of this achievement, Darul Amien Islamic Boarding School in Banyuwangi got attention and a favorable response from the general public regarding the aptitude of students there in entrepreneurship.

3.2 Discussion

The main empowerment, according to the research, starts as soon as students enter the pesantren; the pesantren limits their daily financial expenditure to between Rp. 25,000 and Rp. 30.000; this prevents the *santri* from having wants that outweigh their needs; this mental empowerment model aims to instill the habit of leading a simple life. This process aims to instil an entrepreneurial mindset (entrepreneurial mindset) in students³⁶.

Students need exceptional learning; students learn with depth in religion. However, in general, students must also be able to manage life skills, including financial skills. This is inseparable from the learning he has obtained from the family environment and the boarding school environment as a place for students to study. Therefore, it can be explained that the students are equipped with solid religious knowledge, but to maintain and organize their lifestyle, they must also pay attention to financial intelligence.

The results of this study indicate that understanding financial management in Islamic boarding schools is also essential to entrepreneurship learning. When the students live in the Islamic boarding school environment, they already know that the arrangement of pocket money from parents is not only to meet their own needs but also a learning model that is given, namely simplicity and sharing, among others.

This finding strengthens Ridley's empowerment model³⁷, an empowerment theory that combines cognitivism and behaviorism. According to Ridley, learning

³⁵ Interview. Ustadz Mohammad Taufiq as the head of the management of Darul Amien Islamic Boarding School in Banyuwangi. 3 Februari 2022

³⁶ Emmanuel Lubem Asenge, Hembadon Sarah Diaka, and Alexander Terna Soom, 'Entrepreneurial Mindset and Performance of Small and Medium Scale Enterprises in Makurdi Metropolis, Benue State-Nigeria', *International Journal of Innovation*, 6.2 (2018), 124–46 <<https://doi.org/10.5585/iji.v6i2.223>>.

³⁷ Ridley and Davis.

happens spontaneously but only under specific circumstances. Specifically, internal conditions—student preparation and knowledge—followed by external conditions—learning settings that teachers consciously create to speed up the learning process.

Additionally, students at Darul Amien Islamic Boarding School in Banyuwangi acquire a strong sense of brotherhood and solidarity with other students as well as with Kyai. The santri's social system is fostered by the social cohesion that grows within the santri; in the pesantren, students learn how to function in society, plan, lead, and be led; they are also required to obey and emulate the Kyai; and they must also be willing to complete any task assigned by the Kyai.³⁸ This is possible because they live and live in one complex.

The value of social cohesion that inspires the behaviour of the pesantren community in business development is in line with the theory put forward by Claire: 1) Familiarity, which makes all human resources involved as a big family that supports each other, shares skills and competes healthily. 2) Gotong royong, namely the positive behaviour of the business community that always carries out constructive cooperation. 3) Independence, namely proportional enthusiasm or optimism, always thinks he can carry out his duties and mandates. It was prioritizing the principle of serving rather than asking to be served³⁹.

The process of entrepreneurship education at Darul Amien Islamic Boarding School always teaches that students always live not to depend on others; on the contrary, life must be helpful for others. This is where students are educated to be independent with all their abilities to find economic income to meet their needs.

In this context, the model of human resource development (*santri*) applied by Darul Amien Islamic Boarding School in Banyuwangi, is in line with Guest's theory that the human resource development strategy or known as strategic human resources management (SHRM), is based on three dimensions, namely Competencies, Motivation and effort. Moreover, Opportunities to contribute.⁴⁰

Furthermore, based on research findings, the Banyuwangi-based Darul Amin Islamic Boarding School's agricultural sector, which includes fisheries, plantation crops, and food crop cultivation. The pupils are then given the opportunity to handle agricultural production, cooperative sales, and other companies using the many kinds of business controlled by the pesantren. *Santri* can now recognize it, understand how to handle it, and start doing it right away. When the kids return from the cottage later, they can choose which option is best for themselves and the community.

One of the critical factors that must be analyzed in running and starting a production business is⁴¹; 1) the level of community need for goods and services to be produced (Need Assessment). 2) The affordability of basic materials for production, starting with the location, cost and capacity. 3) Availability of human resources who will run and control the business. 4) The business opportunities

³⁸ Mahdum Kholit Al-Asror, 'The Role Of Islamic Boarding School Cooperatives In Building Students ' Entrepreneurship Mentality (A Study at the Darul Qur ' an Islamic Boarding School Cooperatives , Braja HARjosari Village , Bjaras Sebah District , East Lampung)', *Journal of Islamic Business and Economic Review*, 4.1 (2021), 22–27 <<https://journal.stebilampung.ac.id/index.php/jiber/article/viewFile/180/115>>.

³⁹ Leitch, Hazlett, and Pittaway.

⁴⁰ Marchand, Hermens, and Sood.

⁴¹ Yushun Su and others, 'Factors Influencing Entrepreneurial Intention of University Students in China: Integrating the Perceived University Support and Theory of Plannhu, Zeren Chen, Jingwen Jin, Yuanqing Wang, Ting Lin, Chien Liang Xu, Danyinged Behavior', *Sustainability (Switzerland)*, 13.8 (2021).

that may be obtained and the business risks that may be faced, and 5) Competitor analysis is to ensure the position of the goods and services to be produced.

The urgency of developing local potential in starting a business is a necessity. According to Ahyadi's⁴² and Adhim's⁴³, the local potential is an ability, a strength at a particular locus. This potential can be physical and non-physical. Physical potential includes geographical conditions, human resources and other facilities. At the same time, non-physical potential can be in the form of culture, information, cultural dynamics and others. So let our opinion is in line with Churiyah's opinion, where he explains that local resources or local potential include: natural resources, human resources, culture and technology.

Students who are judged deserving will participate in an internship after receiving mental and physical supervision. The offering of internships is designed to give students a more in-depth understanding of the subject of entrepreneurship and a direct experience of what it's like to be an entrepreneur. The students are placed in sections that have competence in these industries. so that students are strong at the level of direct entrepreneurial activity in addition to understanding the concept. Since meeting one's own requirements and ensuring that one's family is independent of others is the real goal of entrepreneurship development activities for kids, they can even benefit those around them.

The internship is a methodical technique to spread information.. According to Alex S. Nitisemito, the advantages and disadvantages of apprenticeship activities include low costs, simple management, more maturity, and loyalty. In a good empowerment strategy, according to the coordination of the work team, the theme is identifying supporting factors that follow the principles of rational implementation of ideas, efficiency in funding and tactics to achieve goals effectively. Based on the research findings, the model for empowering students in entrepreneurship is to use a participatory and experiential approach, where ustadz, community and students are involved in learning situations together in various business units owned by Darul Amien Islamic Boarding School in Banyuwangi.

The essence of the quality of human resources is related to; 1) Soft Skill, which is an ability and personal allure, starting from commitment, motivation and values that he adheres to. 2) Hard Skills include the ability to carry out and initiate a job and assigned tasks, such as managerial and technical abilities⁴⁴.

This study's results align with Mun'im⁴⁵ and Tamalla's⁴⁶ Islamic boarding schools use research to understand how to foster students' entrepreneurship by offering an entrepreneurial model, field experience, assignments in the education business unit, and motivation.

⁴² Ahyadi. et.al.

⁴³ Adhim.

⁴⁴ Maryam Fozia, Ayesha Rehman, and Ayesha Farooq, 'Entrepreneurship and Leadership: An Islamic Perspective', *International Journal of Economics, Management and Accounting*, 24.1 (2016), 15–47.

⁴⁵ Mun'im, Pardiman, and Supriyanto.

⁴⁶ Tamalla.

4. Conclusion

Based on the research problems, topics, theories and discussions that have been described by the researchers, the model for developing the human resources (HRD) of santripreneur at Darul Amien Islamic Boarding School in Banyuwangi is implemented with three components, namely instilling a sense of responsibility, independence, kinship or social cohesion in the community. The second stage of empowerment is that students are introduced to various pesantren business units and are given internship opportunities to learn to manage business units owned by pesantren so that they can be a reference for graduates of Darul Amien Islamic Boarding School in Banyuwangi to open a business. Finally, the goal of mentoring interns is to help and motivate students in taking charge of their own education so they can reach their full potential, develop their abilities, enhance their performance, and transform into the people they want to be.

According to the study's findings, Islamic boarding schools can generate workers who are independent and skilled in business. Therefore, the following actions are suggested for implementation by this research's recommendations to stakeholders: Make a significant effort to genuinely and sustainably grow the economy of Islamic boarding schools. By constructing a training and educational facility in response to genuine demands, one can assist in the development of talented human resources.

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