

**PRACTICE OF ENTREPRENEURSHIP EDUCATION IN ASSALAAM  
MODERN ISLAMIC BOARDING SCHOOL, PABELAN,  
SUKOHARJO OF 2017/2018**



**Presented as a part of requirements to complete of Strata 1  
Islamic Religious Education Program of Islamic Religious Faculty**

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**APPROVAL**

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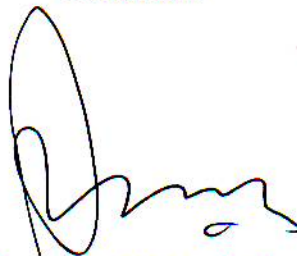
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**PRACTICE OF ENTREPRENEURSHIP EDUCATION IN ASSALAAM**  
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**PRACTICE OF ENTREPRENEURSHIP EDUCATION IN ASSALAAM  
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SUKOHARJO OF 2017/2018**

**Abstract**

Islamic boarding school has strong characteristics in shaping independence students. The student independence was seen in the life of the boarding school. In their development and to respond to challenge of globalization era, some Islamic boarding schools implemented reformation in their curriculum and daily life. Some Islamic boarding schools tried to provide entrepreneurship education that was manifested in practice of entrepreneurship. Assalaam Modern Islamic Boarding School that is located in Pabelan, Kartasura, Sukoharjo is one of Islamic boarding schools teaching entrepreneurship education and practice according to Islamic teachings. The Modern Islamic Boarding School often held activities related to entrepreneurship in order to train independence of its students in doing entrepreneurial activity. Assalaam Modern Islamic Boarding School owned several business units and students were not involved in managing them. However, students were involved in entrepreneurship activity. The entrepreneurship activity very trained the students to be independent in entrepreneurial business. The research was a field research in which researcher visited directly to location of the research in attempts of seeking information about entrepreneurship education among students and business units in Assalaam Modern Islamic Boarding School. Data analysis of the research used descriptive method, namely to describe data as it is through observation, interview and documentation. Conclusion can be drawn based findings of the research, namely students of Assalaam Modern Islamic Boarding School were trained to be independent in entrepreneurship. It can be seen from idea that was coming from students themselves, and they did marketing and management of their business. Students were involved in managing entrepreneurship, not in business units but they did activity related to entrepreneurship. So that, many graduates of the Modern Islamic Boarding School were young entrepreneurs.

*Key words: Practice, entrepreneurship education, student*

**Abstrak**

Latar belakang penelitian ini adalah pondok pesantren memiliki karakteristik yang kuat dalam pembentukan peserta didik (santri) yang mandiri. Kemandirian santri terlihat dalam kehidupan di pondok pesantren. Dalam perkembangannya, untuk merespon tantangan era globalisasi sebagian pesantren melakukan pembaharuan dalam kurikulum dan aktivitas kesehariannya. Sebagian pesantren mencoba memberikan pendidikan *entrepreneurship* yang diwujudkan dalam praktik kewirausahaan. Masalah yang akan dibahas dalam penelitian ini adalah praktik pendidikan *enterpreneurship* di pondok pesantren modern Islam assalaam tahun 2017/2018. Tujuan penelitian ini untuk mengetahui pembelajaran pendidikan

*entrepreneurship* serta praktiknya di pondok pesantren modern Islam assalaam. Hal ini menjadi penting karena persoalan-persoalan yang dihadapi santri dalam praktik *entrepreneurship* (kewirausahaan) kurang adanya pelatihan khusus dalam kewirausahaan, sehingga dalam proses praktik *entrepreneurship* memerlukan pembelajaran khusus. Penelitian ini merupakan penelitian lapangan, yakni kegiatan penelitian yang dilakukan di lingkungan pondok tersebut. Metode yang digunakan dalam penelitian ini adalah observasi, dokumentasi, dan wawancara mendalam. Sedangkan metode analisis data dilakukan dengan cara deskriptif, yaitu pengungkapan keadaan sebagaimana adanya. Dari hasil penelitian dapat disimpulkan bahwa Pondok Pesantren Modern Islam Assalaam Pabelan-Kartasura, Sukoharjo ialah salah satu pondok pesantren yang mengajarkan pendidikan dan praktik *entrepreneurship* sesuai ajaran Islam. PPMI Assalaam sering mengadakan kegiatan yang berkaitan dengan *entrepreneurship* (kewirausahaan) untuk melatih kemandirian santri dalam berwirausaha. PPMI Assalaam memiliki beberapa unit usaha, santri tidak terlibat dalam pengelolaan. Akan tetapi, santri dilibatkan dalam acara besar pondok, yang mana acara tersebut berkaitan dengan *entrepreneurship*. Praktik *entrepreneurship* pada santri di Pondok Pesantren Modern Islam Assalaam, santri sudah terlatih mandiri dalam berwirausaha. Karena semua ide, pemasaran serta pengelolaan dari santri semua. Santri terlibat dalam pengelolaan *entrepreneurship* bukan pada unit usaha, tetapi pada kegiatan yang berkaitan dengan kewirausahaan. Sehingga sebagian lulusan PPMI Assalaam banyak yang menjadi wirausaha muda.

**Kata Kunci:** *Praktik, Pendidikan Entrepreneurship*

## 1. INTRODUCTION

*Pondok Pesantren* (Islamic boarding school) is one of Islamic educational institutions in Indonesia, its existence and role in educating the nation has been recognized by society. In its development, Islamic boarding school has been serving as a center of guidance and teaching of Islamic religious sciences and it had generated many Islamic scholars, community leaders and *mubaligh*. Substantially, *pesantren* is a religious institution that cannot be separated from communities, especially in rural regions. The institution grows and evolves from and for communities positioning itself as a society in a transformative sense. In the context, education in Islamic boarding school is essentially one that is laden with nuances of social transformation. Islamic boarding school made efforts with a vision and action in framework of social devotion that was originally emphasized to formation of religious morality and then, it developed to more systematic and integrated

development pioneer works.<sup>1</sup> According to perspective of national education, the Islamic boarding school or *pesantren* is an educational subsystem with special characteristics. Legally, the existence of *pesantren* is recognized by the spirit of Indonesian law no.20 of 2003 on National Education System. One of characteristics of the Islamic boarding school life is independence or self-reliance of *santri* (students) as a subject who is deepening religious knowledge in Islamic boarding school. The independence is related to national education. Indonesian Law No. 20 of 2003 on National Education System mentioned in Article 3 that: “*Function of National Education is to develop capability and to form character and civilization of a dignified nation in order to educate life of the nation, it aims to develop potencies of learners to become human beings who are believing in and fear God the One, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.*”<sup>2</sup>

Based on statement above, independence is one of goals to achieve in the educational process. National Education is not only aimed at development of learners’ potencies to become human beings who are believing in and obeying Allah, having good morality, healthy, knowledgeable, capable, creative and democratic and responsible citizens, but also to form independent learners.

Goal of education above is a formulation of quality of Indonesian human beings that must be developed by each unit of education. Therefore, if it is seen from character education, formulation of national education goal will be a basis for development of cultural and character education of the nation.<sup>3</sup>

Among some growing educational institutions, Islamic boarding school has strong characteristics in the context of formation of independent

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<sup>1</sup>Udin Saefudin, *Inovasi Pendidikan*, (Bandung: Alfabeta, 2008), p. 2

<sup>2</sup>Anonymous, *Undang Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, (Jakarta: Grafika : 2008), p. 4.

<sup>3</sup>Badan Penelitian dan Pengembangan Pusat Kurikulum, *Pengembangan Pendidikan Budaya dan Karakter Bangsa (Bahan Pelatihan: Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa)*, (Jakarta, Kemendiknas, 2010), p. 2

students. This had been proven empirically in some Islamic boarding schools, especially in traditional ones.

In order to keep up with challenges of fast growing era, Islamic boarding school needs managerial and entrepreneurial touches so that all plans that have been made can be accomplished and achieved as required in communities.

In their development, in order to respond to challenges of globalization era, some Islamic boarding schools are reforming their curriculum and daily activities. Some Islamic boarding schools are trying to provide entrepreneurship education realized in certain business fields. With the reformation, it is expected that graduates of Islamic boarding schools can survive and practice their religious knowledge in an increasingly complex life challenge. It can be ascertained that in such entrepreneurship-based Islamic boarding school, curriculum reformation occurs.

One of Islamic boarding schools found in Sukoharjo Regency is Assalaam Modern Islamic Boarding School located in Pabelan, Sukoharjo. It has been a part of the pattern of entrepreneurship education. The Islamic boarding school is not only carrying out the main model of *pasantren* religious education, but it also provides entrepreneurship training to its students with activities as cooperatives and introduction to the business world. Islamic boarding school can be a component in supporting the economy. Households around an Islamic boarding school will be able to increase their income with the presence of the school in the area. It affects directly two things: participation in building religious awareness and economic potential to support the existence of the Islamic boarding school. Islamic boarding school comes in the form of economic formation, no longer just a religious institution.

From the background explained above, researcher is interested to examine further the Assalam Modern Islamic Boarding School, Pabelan, Sukoharjo. The researcher took a research in the form of a minithesis entitled "PRACTICE OF ENTREPRENEURSHIP EDUCATION IN ASSALAAM MODERN ISLAMIC SCHOOL OF SUKOHARJO."



Based on the background, researcher established a problem statement that will be discussed in this research as follows: How does entrepreneurship learning in the Assalaam Modern Islamic boarding school? What are entrepreneurship practices conducted in the Modern Islamic Boarding School?

## **2. METHOD**

The research is qualitative one (a field research. It uses descriptive-qualitative approach, namely it tries to express pictures and phenomenon that are found at the time of research with explanations leading to a description of entrepreneurship education practice in the modern Islamic boarding school.<sup>4</sup> Researcher took object of research in one of institutions of modern Islamic boarding school located in Sukoharjo, namely in Assalaam Modern Islamic Boarding School. Data of the research was collected by using observation, namely to observe directly and indirectly object of research. Interview is a way of collecting data through a conversation or question and answer in order to obtain information as deep as possible. The methods were applied because a qualitative research is intended to dig information thoroughly and clearly. Documentation is a procedure of collecting information from written sources or photographs. The procedure can be said as a complementary to the use of observation and interview methods. Data analysis of the research used a descriptive method, namely method of analysis by describing, explaining, and depicting the existing data through systematically arranged words or sentences and describing and explaining data obtained from interview as it is, and also it is equipped with result of observation.

## **3. RESULT AND DISCUSSION**

### **3.1 Practice of Entrepreneurship Education in Assalaam Modern Islamic Boarding School of Sukoharjo**

In activity of entrepreneurship education, Assalaam Modern Islamic Boarding School taught entrepreneurship to students by using informal

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<sup>4</sup> Sanapiah Faisal, *Metodologi Penelitian Pendidikan*, (Surabaya: Usaha Nasional, 1982), p.

schools, as was explained by ustadz Erwin as an entrepreneurship teacher:

"Basically, Assalaam modern Islamic boarding school teaches entrepreneurship to students by using formal and informal methods. Well, in the formal method, students are taught about theories of entrepreneurship. Then, students practice entrepreneurship by using informal method in the form of selling food or handicrafts goods. So far, students have been selling food, because they are easier to make by the students."<sup>5</sup>

Entrepreneurship in Assalaam Modern Islamic Boarding School consisted of entrepreneurship learning and practice. Entrepreneurship education was delivered during formal schooling. Practice of entrepreneurship was implemented and conducted directly by students during non-school hours with supervision by *ustadz* (male teacher) and *ustadzah* (female teacher). It is supported by statements of ustadzah Faizah Istiqomah as teacher counselor of the boarding school:

"Entrepreneurship practice in Assalaam Modern Islamic Boarding School was conducted by 5<sup>th</sup> grade students that is equivalent to class XI students as Organisasi Pelajar Pondok Pesantren Modern Islam Assalaam (OPPPMIA) and coordinator of Boy Scout Program. Well, from this we can know that goal of entrepreneurship in Assalaam Modern Islamic School is to build self-reliance among students, spirit of hardworking, and to inculcate entrepreneurial spirit after graduation. In addition, business unit of the Islamic boarding school is not managed by students. However, to train independence or self-reliance among students, entrepreneurial practice in the boarding school has been implemented by practicing activities related to entrepreneurship. All ideas of the activities were coming from students themselves, and ustadz/ustadzah were only facilitating."<sup>6</sup>

Furthermore, counselor of the boarding school provided a view that source of entrepreneurial funding for each unit came from budget of the boarding school collected from income of the business unit, as conveyed by ustadzah Faiza Istiqomah as the counselor of the boarding school:

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<sup>5</sup>Result of Interview with Ustadz Erwin Rohmad Hidayat, A.Md as Entrepreneurship Teacher on 18 April 2018.

<sup>6</sup>Result of Interview with Ustadzah Faiza Istiqomah as Teacher Counselor of the Assalaam Modern Islamic Boarding School on 18 April 2018.

"I think management of entrepreneurial income earned by a business unit will be back to products as well. However, for activities related to entrepreneurship, funds are sourced from subsidy granted by the boarding school, donors and sponsorship. This activity has been scheduled by means of students operate charity bazaar during a big event of the boarding school in collaboration with sponsors. Companies participate in the bazaar by selling their products and taking profit from sales".<sup>7</sup>

Pattern of entrepreneurship education in Assalaam Modern Islamic Boarding School follows the existing learning of the boarding school.<sup>8</sup> Entrepreneurship teaching in the Islamic boarding school was conducted by teaching theories of entrepreneurship. While, practice of entrepreneurship was taught to students by making products and mostly, the products were food ones.

Based on interviews and observations, it was found that Assalaam Modern Islamic Boarding School taught students, in formal and informal ways, about entrepreneurship. In formal method, the students were taught about entrepreneurship theories. While in informal method, the students practiced entrepreneurship by selling food or handicraft goods they made.

### **3.2 Practice of Entrepreneurship in Assalaam Modern Islamic Boarding School**

Some forms of entrepreneurship activities had been implemented in Assalaam Modern Islamic Boarding School. Practices of entrepreneurship by students that were not included in business units of the boarding school were implemented by creating activities related to entrepreneurship. For example, students made food products and sold them in internal environment of the boarding school.

The food products were made by students themselves guided by entrepreneurial teacher. Fund for business was raised by students themselves, from personal contributions and some cash of their class. Income of the sale

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<sup>7</sup> Result of Interview with Ustadzah Faiza Istiqomah as Teacher Counselor of the Assalaam Modern Islamic Boarding School on 18 April 2018.

<sup>8</sup> Result of observation on 25-31 March 2018.

will be back to the students collectively and not individually.

"Actually, practice of entrepreneurship conducted by students is not included in business units of the boarding school, they do activities related to entrepreneurship such as making food products. Well, these food products are made by students themselves with guidance of entrepreneurial teachers. While, source of fund come from students themselves, personal contributions and some cash of their class. Earnings of the sale will be back to students collectively and not individually. Business units of the boarding school are not managed by students. However, in practice and implementation, students engage in activities related to entrepreneurship. In this boarding school, students are educated and trained to be independent in entrepreneurship, to learn to organize and to develop students' soft skills."<sup>9</sup>

In addition, students of Assalaam Modern Islamic Boarding School were not only taught about entrepreneurship practice, but also responsibility to help management of boarding for 5<sup>th</sup> grade students and some of them as coordinators in boy scout activity. OPPPMIA had responsibility to establish a group of student caretakers of the boarding school. OPPPMIA management consisted of a chairman, secretary, treasurer, security, language, art skill, and so forth. There was no section on entrepreneurship, but in every field of OPPPMIA and coordinator works, students engaged in activities related to entrepreneurship.<sup>10</sup>

"Management of OPPPMIA once had an entrepreneurship division, but it had been eliminated since past two years. The division was abolished because students who were trusted in the division had abused the trust. For example, money from sales was used for personal interests when the students got permission to go out the boarding school complex. So, staff of student affairs along with ustadz/ustadzah and boarding school counselor took decision to disable the division. However, it does not mean that entrepreneurship in the boarding school is not found. Entrepreneurship is still found, but there is no official division to manage the entrepreneurship activity."<sup>11</sup>

Based on findings of interviews and observations stated above that entrepreneurship practices conducted by students was not included in business

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<sup>9</sup> Result of Interview with Ustadz Erwin Rohmad Hidayat, A.Md as Entrepreneurship Teacher on 18 April 2018

<sup>10</sup> Result of observation on 18 April 2018

<sup>11</sup> Result of Interview with Amalia Hikmatun Khasanah as Chairman of OPPPMIA on 18 April 2018

units of the boarding school. The practices related to entrepreneurship were implemented by producing food products. Fund was raised by students themselves from personal contributions and some cash of their class. Income of the business will be back to students collectively and not individually.

### **3.3 Entrepreneurship Activity by Involving Students In Entrepreneurship Learning of Assalaam Modern Islamic Boarding School**

Entrepreneurship education taught in Assalaam Modern Islamic Boarding School consisted of formal and non-formal educations. Formal education was entrepreneurial learning in classroom during process of teaching and learning activity. Non-formal education was one teaching students to be independent in entrepreneurial activity during non-class hours. It was supported by statement of Amara as a coordinator of Boy Scouts.

"In fact, entrepreneurship education in Assalaam boarding school is formal and non-formal education programs. Formal education was taught students to create handicraft goods to sell to their friends. It is one of training for independence in entrepreneurship. Furthermore, non-formal education taught students to learn being independent in entrepreneurship."<sup>12</sup>

Students practiced entrepreneurship by holding entrepreneurial activities in big events of the boarding school. Committee of big event consisted of sponsorship section and moneyhunter section, collaboration of both sections. Sponsorship was in charge of raising funds by seeking and inviting companies to cooperate in selling their products in internal area of the boarding school. While, task of moneyhunter was to sell the products as well as to sell food products made by students themselves.

Activities implemented were ranged from committee of ARTFEST (Art Festival) big event of the boarding school. The event has been routinely held in the boarding school cottage. Assalaam Festival Committee of Moneyhunter section made work program to sell products every week. Products sold were mostly food ones, because it was very easy to sell. The

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<sup>12</sup> Result of Interview with Amara Arsyisyah Faradhita as Member of Boy Scout Coordinator on 4 April 2018

food products were usually procured from outside vendor and then, students resold them during the event. Profit gained from the sale went into committee money for ARTFEST (Art Festival).<sup>13</sup>

Furthermore, there were also students who managed business units of Students Organization, namely Entrepreneurship of Students Organization that sold school supplies. It is located next to the student office. Management of entrepreneurship of Students Organization was students themselves who run management under guidance of *ustadzah* (female teacher). Students operated a stall and other students bought their needs by visiting the Entrepreneurship of Students Organization. Fund was raised from capital granted for the Students Organization, earning of sales to pay initial capital and the rest was put into cash of the Students Organization. The business unit was open during break time in order to avoid any disturbances of classroom teaching and learning activity. When the stall was open, not all members of Entrepreneurship section operated it. They arranged schedule for students who were operating the stall. Administrators of the Students Organization were taken from class XI, but not all students. Only some of them that were chosen for every section. It was stated by Shafanisa as the head of the Students Organization.<sup>14</sup>

"Business unit of the Students Organization also had that is an entrepreneurship work program by running a honesty canteen in each class. Shelves were placed in corners of classrooms in order to not disturb classroom learning. However, the program only run for a week due to less maximal management and tight schedule of school learning. However, activities that had been run was a honesty canteen and to sell food products at events of the Students Organization."<sup>15</sup>

Business Unit of Assalaam Modern Islamic Boarding School managed by students was a part of the Students Organization. Because business units of the boarding school were mostly managed by employees of the boarding school under supervision of the boarding school board. Student involvement in entrepreneurial activities was not in management of the boarding school's

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<sup>13</sup> Results of observation on 25-31 March 2018

<sup>14</sup> Results of observation on 18 April 2018

<sup>15</sup> Result of Interview with Shafanisa Alifia Azzahra as a Chairman of High School Students Organization of the Assalaam Modern Islamic Boarding School on 16 April 2018

business units, but students involved in carrying out activities related to entrepreneurship. Such activity can be operation of a stall during big event in the boarding school.

"Basically, student involvement in entrepreneurial activities is not in management of business units owned by Assalaam Modern Islamic Boarding School. The students involved in entrepreneurial activities by means of running a stall selling T-shirt held on 8-11 October 2017 during event of POSA (Pekan Olahraga Santri) and running a stall selling *hijabs* by working with ROBBANI, one of hijab producers in Indonesia."<sup>16</sup>

OPPPMIA of Assalaam Modern Islamic Boarding School. Students was not fully involved in managing business unit of the boarding school. However, in order to train independence of students, they practiced entrepreneurship form their own ideas. In addition, students organized activities related to entrepreneurship to support activities during a big event in the boarding school, and profit earned was used to help funding a big event of the boarding school.

"Involvement of OPPPMIA chairman in entrepreneurship activity is very important, because I am trusted as a chairman of the organization. Why is the role very important? Because OPPPMIA takes care all students of the boarding school and OPPPMIA is under auspice of Students Section. Chairman involvement is not only on one part of OPPPMIA, but all parts of OPPPMIA."<sup>17</sup>

Assalaam Modern Islamic Boarding School. Chairman of OSIS is not a part of entrepreneurship section. However, he helped in marketing product sold by students of the students Organization. He applied entrepreneurial lessons by practicing entrepreneurship. Practice that had been completed was to sell food product. In addition to practice the food products selling, he was also involved in moneyhunters (a section that is coordinating sale of product and profit was used for committee of a major event). His position was as a part of sponsorship at ARTFEST (Art Festival) event held on 25-31 March 2018 such as students provided stand in the bazaar. One of bazaar stands also sold

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<sup>16</sup> Results of observation on 8-11 April 2018

<sup>17</sup> Result of Interview with Amalia Hikmatun Khasanah as a Chairman of OPPPMIA on 18 April 2018

products made by students, namely food products. They made food products for sale in internal environment of the boarding school. Profit derived from the sale was used as cash for committee in events that will be held by students who need more funds, so students made an idea to do sale activity in entrepreneurial practice.

### **3.4 Role of Students in Entrepreneurship**

Role of entrepreneurship in promoting independence of students is to train students to be independent, responsible, and hard worker persons. Thus, after graduating from Assalaam Modern Islamic Boarding School, they can apply science of entrepreneurship to community. As stated in an interview with *ustadz* Erwin as an entrepreneurship teacher.

"Role of entrepreneurship in promoting independence of students is very minimal, because enthusiasts in the Assalaam boarding school are mostly in sciences. However, in entrepreneurship practice, most of them are trained to be independent. Entrepreneurship is practiced when organizing major events and students have idea to carry out activities related to entrepreneurship. They were very active in marketing products to consumers. Because of their enthusiasm in marketing, so they got maximum profits."<sup>18</sup>

Role of students in advancing economy in Assalaam Modern Islamic Boarding School was very good, because they were trained to be independent by holding activities related to entrepreneurship. They used profit of their business for cash and the cash will be used to fund a major event in the boarding school.

## **4. CLOSING**

### **4.1 Conclusion**

After completing the data analysis, conclusion can be drawn as follows:

Implementation of entrepreneurship education in Assalaam Modern Islamic Boarding School was conducted by teaching students about

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<sup>18</sup>Result of Interview with Ustadz Erwin Rohmad Hidayat, A.Md as Entrepreneurship Teacher on 18 April 2018



entrepreneurship by means of formal education and involving interaction between teachers and students in programmed learning activities. Stages of entrepreneurship learning in Assalaam Modern Islamic Boarding School consisted of planning, organizing, directing and controlling the business. After implementation of the learning, students became more creative, innovative and independent in entrepreneurship.

Practice of entrepreneurship was conducted directly and informally after *ustadz/ustadzah* taught theories in classroom. The entrepreneurship practice in the Modern Islamic Boarding School was based on ideas of students, conducted by students and for students themselves and under guidance of *ustadz/ustadzah* and counselor of the Modern Islamic Boarding School.

#### **4.2 Suggestion**

Modern Islamic Boarding School Assalaam more enhanced entrepreneurship training by holding *santri* exchange between boarding school or comparative study, so that *santri* more add to entrepreneurship activity that already exist and potential or talent of *santri* can be channeled.

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