

ENTREPRENEURSHIP EDUCATION MANAGEMENT IN DEVELOPING THE SOUL STUDENT INDEPENDENCE (CASE STUDY AT THE MA'HADAL ULUM DINIYAH ISLAMIYAH (MUDI) ISLAMIC BOARDING SCHOOL GRAND MOSQUE SAMALANGA AND THE JAMIAH AL-AZIZIYAH ISLAMIC BOARDING SCHOOL PROVINCE ACEH)

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Abstract

This research is motivated by the low level of independence of Islamic boarding school graduates in facing competition in the era of globalization which is characterized by increasingly advanced technology and information. There are still many Islamic boarding school graduates who do not have the taste of life in the field of entrepreneurship. The specific aim of this research is to describe and analyze the activities carried out in planning, organizing, implementing, assessing, inhibiting and managing solutions for entrepreneurship education in developing the independent spirit of students at the MUDI Mesra Samalanga and Jamiah Al-Aziziyah Islamic boarding schools. This research uses a descriptive method with a qualitative approach through observation techniques, interviews and documentation studies. The theories underlying this research are management theory, entrepreneurship theory and independence theory. The research results show that: (1) Planning has been carried out according to planning theory through curriculum and programs according to the Islamic boarding school model, but has not been supported by Islamic boarding school leadership policies and infrastructure resources. (2) The organization is structured according to school programs and resources but is not yet supported by teacher resources according to their field of expertise. (3) Implementation has been carried out in accordance with implementation theory through socialization, coordination and motivation, but has not optimally increased the independent character of students due to the lack of support from human resource competence. (4) Supervision has been carried out in accordance with supervision theory through direct observation and assessment, but it has not been optimal because it is still focused on the core Islamic boarding school program. (5) Inhibiting factors include a lack of learning facilities, skilled professional staff and a lack of student interest. (6) Efforts to overcome obstacles through approaches, providing sanctions, motivation, expanding cooperation and raising funds. The conclusion from the research results is that the management of entrepreneurship education in developing the independent spirit of santri in the two Islamic boarding schools in Bireuen Regency has followed management principles starting from planning, organizing, implementing and evaluating according to the curriculum and programs developed by each Islamic boarding school, but has not optimally increased the self-reliance of santri because is still hampered by the policies of Islamic boarding school leaders and resource support and there is still a lack of interest from students.

Keywords: Management, Entrepreneurship Education and Student Independence.

INTRODUCTION

Islamic boarding school education and student independence in an effort to develop creative and independent students are two things that cannot be separated. Islamic boarding schools continue to develop according to the times, Islamic boarding schools are always required to be able to turn students into independent and creative human beings as mandated in Law No. 20 of 2003 concerning the National Education System Article 3, states that:

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Based on the statement above, student independence is one of the goals to be achieved in the educational process. National education not only aims to develop the potential of students to become human beings who believe and are devoted to Allah SWT, have noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens, but also aims to form students who are independent in social life (Sanusi, 2012: 124).

Meanwhile, in the current era, the government really hopes that educational institutions will not only educate about science but also that students will also have a spirit of independence. Among the educational institutions developing in Indonesia, starting from secondary schools, universities and Islamic boarding schools, they have strong characteristics in the context of forming independent students (santri).

The fact that currently there are still Islamic boarding schools, generally they only equip students to study the Koran and deepen their religious knowledge. It is very clear that in the past, Islamic boarding schools focused more on teaching Islamic religious knowledge and even worldly matters were considered taboo. In this era of revolution, Islamic boarding schools should produce graduates who not only master knowledge in the field of religion but also master the knowledge of entrepreneurship. Likewise, Islamic boarding school graduates are not only able to teach religious knowledge to the community but are also able to guide the community in the world of entrepreneurship.

Currently, Islamic boarding schools are developing more core and basic characters, namely characters based on the Al-Qur'an, hadith, yellow book and the traditions of pious scholars (salafus shalih), namely: faith, worship, tolerance, piety, noble morals, honest, tolerant, disciplined, independent and hard working (Sauri, 2020). Based on the results of the economic survey conducted by BPS in 2003, the independent spirit, as the main character of the students, is quite worrying. The higher the level of education, the lower the independence in life and entrepreneurial spirit.

From the research results of Anwarrosid and Muhammad Fakhtual (2020), research on "Efforts to Develop Santri Entrepreneurship through Business Units at the Wali Songo Ngabar Ponorogo Islamic Boarding School" provides the conclusion that these students have diverse

talents and skills. And the Wali Songo Ngabar Islamic Boarding School has provided a place to develop the students' talents. However, the development of students' entrepreneurial talents has not been implemented ideally at the Wali Songo Ngabar Islamic Boarding School. There are no conceptual learning methods and entrepreneurial practices that are accepted by students efficiently. In fact, there are many business units owned by Islamic boarding schools that can be used as a medium for student entrepreneurship learning, so that students who have entrepreneurial talent can be mentally trained. However, in reality, this business unit does not yet have management that leads to student entrepreneurship training.

From the results of research conducted by Uci Sanusi (2012) regarding "Self-Reliance Education in Islamic Boarding Schools (Study Regarding the Reality of Santri Independence in Al-Istiklal and Bahrul Ulum Islamic Boarding Schools Tasikmalaya", *Journal of Islamic Religious Education-Ta'lim*, Vol. 10 No. 2 In 2012, it was concluded that: (1) The independence of students in Islamic boarding schools was found to still be based on simple life management behavior, for example eating, washing, etc. (2) Self-management for clean living is not all carried out by students. (3) The students' creativity as an indicator of independence is not found in the learning or recitation process. Creativity appears in activities outside of recitation, such as making calligraphy for wall decorations and public lecture recitation stages.

The phenomenon of forming the value of independence for students through entrepreneurial education management at the Ma'hadal Ulum Diniyyah Islamiyyah (MUDI) Islamic boarding school, Mesjid Raya Samalanga and the Jamiah Al-Aziziyah Islamic Boarding School in Aceh Province, namely

1. The curriculum and learning of Islamic boarding school education is more about book study programs than the students' independent practices.
2. The entrepreneurship education schedule is still lacking.
3. The role of leaders dominates in making educational policies rather than implementing educational management which can guide the implementation of activities.
4. Lack of management to foster student independence in the daily lives of students in Islamic boarding schools.
5. The Islamic boarding school's vision and mission prioritizes less the entrepreneurial aspect, but more the knowledge and understanding aspect.

The uniqueness of entrepreneurial management research in developing the independent spirit of santri is examined, because this research uses a holistic approach in developing the independent spirit of santri through skills education and Islamic boarding school entrepreneurship units. This approach involves the integration of religious values, character education, entrepreneurial skills, and the overall development of a spirit of independence. Through this approach, Islamic boarding schools can create an environment that supports the holistic development of the students' independent spirit. According to Munifah (2016) holistic education is a comprehensive perspective on all existing realities. This means that educational institutions are able to integrate all aspects of education, including aspects of religion, science,

culture, economics and politics or aspects of life such as cognitive, affective, psychomotor, emotional, spiritual and intellectual.

Of the many Islamic boarding schools in Bireuen Regency, the author chose the MUDI Mesra Samalanga and Jamiah Al-Aziziyah Islamic boarding schools because these two Islamic boarding schools have provided entrepreneurship education through skills education and Islamic boarding school entrepreneurship units in developing the independent spirit of students. Apart from that, the graduates of these two Islamic boarding schools are still lacking in the independent spirit of students.

In connection with the above, this dissertation research examines entrepreneurial management because this is very interesting to study in more depth considering the importance of Islamic boarding schools in developing the independent spirit of students today with the theme "Entrepreneurial Education Management in Developing the Independent Spirit of Santri (Case Study at Islamic Boarding School) 'hadal Ulum Diniyyah Islamiyyah (MUDI) Samalanga Grand Mosque and Jamiah Al-Aziziyah Islamic Boarding School, Aceh Province)".

RESEARCH METHODS

The research carried out by the author was field research using descriptive qualitative research methods. This research uses a case study method. According to Creswell (2007), case studies are an approach in qualitative studies in which researchers explore one or several bounded systems over time, through detailed and in-depth data collection involving many sources of information.

In this research, the author explains the management of Islamic boarding school entrepreneurship education in developing the independent spirit of students carried out at the Ma'hadal Ulum Diniyyah Islamiyyah (MUDI) Islamic boarding school, Mesjid Raya Samalanga and Jamiah Al-Aziziyah, Bireuen Regency, Aceh Province.

The approach in this research is an empirical approach with primary data sources obtained from interviews, field observations and documentation. Meanwhile, the secondary data used are books, scientific journals and articles that are relevant to the research. Data collection techniques were carried out using interviews, observation and documentation. The data analysis technique used is an interactive analysis model which uses three main components in data analysis, namely data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

In learning entrepreneurship education for students at the Islamic boarding school in Bireuen Regency, it is based on existing policies as guidelines for implementing entrepreneurship education learning for students. This is a consideration in planning the implementation of entrepreneurship education learning for students in Islamic boarding schools. This is in line with Syaefudin & Makmun, (2011:2-4) defining:

Planning is a series of process activities to prepare decisions regarding what is expected to happen (events, circumstances, atmosphere, and so on) and what to do (intensification, revision, renovation, substance, and so on). Planning in learning entrepreneurship education in improving the attitude of independence for students in Islamic boarding schools in Bireuen Regency is carried out in order to optimize efforts to achieve the learning objectives of entrepreneurship education for students. This is the basis for organizing entrepreneurship education learning for students in 2 Islamic boarding schools.

Community participation can also be shown in support in providing facilities and infrastructure, funds, personnel, ideas, and so on. The next parameter to measure the level of progress of an Islamic boarding school is the benefits to society. This contribution can be in the form of increasing knowledge of community members, increasing skills, improving behavior, increasing income, creating jobs, creating harmony and so on.

Planning for entrepreneurship education learning for students is related to the teacher's readiness in implementing it, including activities to formulate the goals to be achieved in a learning activity, the methods used to assess the achievement of these goals, the materials to be presented, how to deliver them, preparation of the tools or media used. This planning aims to produce a good learning process in accordance with conditions in the work field. This is in line with Wibowo (2011:31) "entrepreneurship education is an effort to internalize the spirit and mentality of entrepreneurship both through educational institutions and other institutions such as training institutions, coaching and so on". Meanwhile, according to Kasmir (2006:20), "entrepreneurship education is an attitude, spirit and ability to create something new, valuable and useful for oneself and others. Entrepreneurship can also be interpreted as creative thinking and innovative behavior which is used as a basis, resource and process in facing life's challenges."

In the Islamic boarding school education studied, the role of Islamic boarding school leaders and life skills learning teachers in directing students to become entrepreneurs is very large. This is reflected in the activities, attitudes and behavior of the students in developing their business. Most of the activities carried out by the students are funded by the educational institutions concerned. Mi Islamic boarding school is a place where entrepreneurial education is cultivated. The students learn to be able to enter the real world, especially carrying out entrepreneurship. The businesses developed by the students are always based on religious (Islamic) values to be applied in business.

The students at both Islamic boarding schools were given examples of managing entrepreneurship in fostering a spirit of independence in students according to the methods implemented by the Prophet Muhammad. So students in carrying out entrepreneurship must have goals that are in accordance with Islamic law as taught by the prophet.

The attitude of independence and skills trained at the Islamic boarding school to the students are in the form of knowledge, activity discipline, as well as mapping the potential of each student, especially direct field practice such as: managing plantations, agriculture, animal husbandry, packaging, marketing, mineral water refills, Islamic boarding school cooperatives ,

and fisheries cultivation. Apart from that, the students are familiar with several businesses and services, and then the students are expected to be creative in determining their respective interests and talents.

Institutionally, Islamic boarding schools have provided role models, real examples by actualizing the spirit of independence and teaching the values of independence to students through education and Islamic boarding school independent economic business units. This is in line with Nawawi (2022) who said, "Islamic boarding schools instill the values of independence through a spirit of courage, positive thinking, professionalism, honesty, hard work and never giving up. Independence can be achieved with an independent mindset and behavior."

The planning for entrepreneurship education in developing the independent spirit of students in Islamic boarding schools in Bireuen Regency has been prepared through programs and resources but is not yet optimal because each boarding school leader has their own policies in managing it, especially in the area of skills, and resource support is still minimal. The curriculum and programs developed by Islamic boarding schools have differences, depending on the Islamic boarding school management model. Even though there are differences, they still maintain Salafi education, namely the study of classical books. The core program is the main program of Islamic boarding schools, namely Islamic boarding schools, which contain Salafi curriculum and teaching subjects according to each level to form the independence of students through the study of religious knowledge and culture, daily morals of students, discipline of students, including taking care of their own needs.

The extra programs are additional programs carried out outside the core program time/days to form students' independence in the fields of skills in the form of sewing training, computer training and language as well as in the field of Islamic boarding school entrepreneurship units such as agriculture, carpentry, managing cooperatives and canteens as provisions for the students. developed in society. However, this planning has not been optimally supported by learning infrastructure resources. If we look at the planning, there is still a lack of programs and time for entrepreneurship development activities for students, and a lack of planning for extra activities, especially managing computer training activities and carpentry. This is because Islamic boarding school leaders have their own policies, some Islamic boarding schools are still focused on core programs and forming students' independence in managing their study time and taking care of themselves (Self-Reliance).

The organization of learning in Islamic boarding schools in Bireuen Regency means that in the organizing stage, the leadership of the Islamic boarding school and the teacher council first hold a meeting to create indicators and then collaborate with teachers either in one field of work or between fields of work. The things contained in the organizing stage include the following: (1) division of teaching tasks for educators and education staff, (2) provision of facilities and infrastructure, (3) control of student activities.

In organizing educational staff, namely extra learning teachers in developing the independent spirit of students coming from Islamic boarding schools and alumni. The organizing process carried out at the Bireuen Regency Islamic boarding school to support learning in developing the independent spirit of students has been going well, namely that it has been arranged by the employment/mutual cooperation sections and in coordination with the boarding school leadership to seek extra activities that can develop the independent spirit for students, p. This is in line with management principles. Terry (2009:297) explains that organizing is building effective behavioral relationships between all people, so that they can work together efficiently and achieve personal satisfaction in the context of environmental influences to achieve goals and objectives.

In organizing Islamic boarding school education in Bireuen Regency, cooperation both within work fields and between work fields has been well established. This can be seen from the regularity of the institution in running the wheels of education. For example, recipients of new students coordinate with the education and dormitory departments regarding the number of students who will be accepted. These two sections will collect data on available facilities first, then confirm this with the new student admissions section, and include it on the agenda for the formation meeting to be decided together. In other fields, Islamic boarding schools in Bireuen Regency also do similar things, so that cooperation in educational organizations can run well.

In determining the management of each field, Islamic boarding schools in Bireuen Regency use two methods, namely nomination in elections, and being appointed directly by Islamic boarding school officials. The choice of method is adjusted to the field of work. For example, in the financial department, Islamic boarding schools have more confidence in people who can record and maintain trust well, so that the Islamic boarding school treasurer is appointed directly to the person who has earned that trust. Meanwhile, administrators in other fields are generally elected at meetings.

Implementing entrepreneurship education in Islamic boarding schools in Bireuen Regency is mandatory, almost every Islamic boarding school has the same goal, namely so that its students can be independent when they graduate from the Islamic boarding school. This must be supported by Islamic boarding school programs that support this. One of them is by increasing the competency of students in the field of skills so that after graduating they will have the ability in certain fields of skills to be able to become entrepreneurs. Directly in the learning process there is interaction between: (a) educators with their competencies and learning methods, (b) students with their potential, characteristics, interests and motivation, (c) subject matter with their competency standards which are planned, implemented, evaluated and assessed, (d) educational facilities with completeness and quality of function, and (e) infrastructure with comfort so that a conducive teaching and learning process is carried out.

Entrepreneurship education in developing the independent spirit of students at Islamic boarding schools in Bireuen Regency has been implemented, but entrepreneurial activities have not had enough time for activities, preparing programs, providing resources, socializing programs, coordinating and motivating, but the implementation process has not been optimal due to a lack of educational support. competent and less than optimal management, especially extra skills

programs and Islamic boarding school business units. The Islamic boarding school program is socialized to all students, the board of teachers and also to external parties at the Islamic boarding school. Outreach to students and teacher councils regarding activity times or schedules, teachers, and program achievement standards, including funding issues.

The indicator for the success of a rapid school in cultivating the independent spirit of students is based on the students' abilities. In the management of teachers who teach entrepreneurship education for students in Islamic boarding schools, it is determined based on competency in the field that the teacher teaches or is skilled at. The implementation of learning in Islamic boarding schools must take into account various things, specifically the needs of the students. This is in line with Terry in Eko Mardiyanto (2016: 154) who stated that "Implementation is an action to ensure that all group members try wholeheartedly to achieve targets in accordance with managerial planning and organizational efforts."

The implementation of entrepreneurship education in developing the independent spirit of santri in Islamic boarding schools in Bireuen Regency has not been optimal. In the implementation of entrepreneurship, maximum time has not been given for santri to develop and issue entrepreneurial ideas. Some of the Bireuen Regency Islamic boarding schools still focus on the core Islamic boarding school education programs. The implementation of entrepreneurship education at the fast-track school is through extra-skills programs, especially computer training, hadrah, singing, learning foreign languages and additional programs such as carpentry, agriculture and trade.

Meanwhile, skills training is still not optimal, apart from a lack of management, there is also a lack of professional educators who focus on these activities. Supervision of character education in increasing the independence of students in Bireuen Regency Islamic boarding schools is in principle carried out by all Islamic boarding school students by supervising and motivating each other, but most importantly it is carried out by managers and teachers to carry out observations and assessments as well as enforcing sanctions. This is in line with Supervision (controlling) according to Terry (2009: 232), namely "evaluating work implementation and improving what is being done to ensure the achievement of planned results." The relationship between these management functions is interrelated. These functions are synergistic without being separated and cannot be carried out in a certain order, but are carried out according to their needs.

Supervision through direct observation is carried out by Islamic boarding school leaders, teachers who are assisted by several students who have been trusted to be managers in controlling the program. Islamic boarding school leaders generally carry out monitoring, although they do not specifically monitor the daily activities of students in Islamic boarding schools because as leaders of course they cover the entire management of Islamic boarding schools, while supervision and control of daily, weekly, monthly and annual program activities are more controlled by direct administrators who are assisted by other teachers and Students. Control of core program achievements is specifically carried out by teachers both through observation and in the form of assessments as reporting language for evaluation.

The control over student violations is in the form of sanctions which are controlled by the direct management. Comprehensive supervision carried out by Islamic boarding schools can produce references for future improvements in the entrepreneurship education learning process for students to equip students. This is in line with Kompri (2015:3) that "a good learning process is carried out using the learning by doing method". This is done in order to achieve the educational and learning goals that have been set. To achieve these goals requires an education and learning system that develops positive active thinking and adequate skills. Supervision of entrepreneurship education in developing the spirit of independence of students in Bireuen Regency Islamic boarding schools is carried out through direct observation, through coaching and assessment, as well as through sanctions carried out by Islamic boarding school leaders, administrators, teachers and adult students.

Direct supervision through observing students' daily activities, coaching, assessing sanctions carried out by administrators and teachers regarding students' learning and violations. However, supervision has not been optimal in controlling all the implementation of core programs and extra programs according to the expected program standards due to differences in student backgrounds, lack of support from competent human resources, and less than optimal management of extra programs.

Factors affecting the lack of optimal management of entrepreneurship education in developing the independent spirit of students in Islamic boarding schools in Bireuen Regency from the manager's perspective are: (1) policy factors. The differences in Islamic boarding school education management models are of course due to differences in the policies of each Islamic boarding school leader. Some of the policies of Islamic boarding school leaders in Bireuen Regency are still focused on forming students' independence in their attitudes and actions or are more inclined towards forming morals and living a life of simplicity, but not yet.

The solutions that have been implemented regarding the lack of competent teaching staff in the field of entrepreneurship are by establishing collaborations with other institutions and also with alumni, (a) Islamic boarding schools can provide training and further education to existing teaching staff or recruit additional teaching staff who have qualifications and experience in the field of entrepreneurship. This development program can include courses, workshops or in-depth practical training. (b) Islamic boarding schools can collaborate with universities or other educational institutions that have study programs or teaching staff who are specialists in the field of entrepreneurship. This collaboration can involve the exchange of knowledge, teaching staff, or even joint programs.

The solution given to the obstacle of a lack of time for santri entrepreneurship practice is that it requires adequate allocation for santri entrepreneurship activities or Islamic boarding schools can consider integrating entrepreneurship lessons directly into the santri education curriculum. In this way, time scheduled for religious and general education can be directed to entrepreneurial learning, allowing students to gain entrepreneurial knowledge and skills without sacrificing religious study time. By taking these steps, Islamic boarding schools can overcome the obstacle of students' lack of time to practice entrepreneurship and provide greater opportunities for them to develop a spirit of independence through entrepreneurial activities.

Furthermore, solutions are being implemented regarding the obstacles to students' lack of interest in entrepreneurship by: (a) Providing individual assistance and guidance to students who show an interest in entrepreneurship can help them develop their ideas and business plans. Personal mentoring can provide the direction and support needed. (b) Designing an entrepreneurship program that is interesting and in line with students' interests can increase their participation. This can include creative and innovative aspects that are relevant to the daily lives of students, (c) Giving awards and recognition to students who are successful in entrepreneurial activities can be additional motivation, (d) always providing advice and motivation and also setting an example - examples of alumni who have been successful in the business units they have developed.

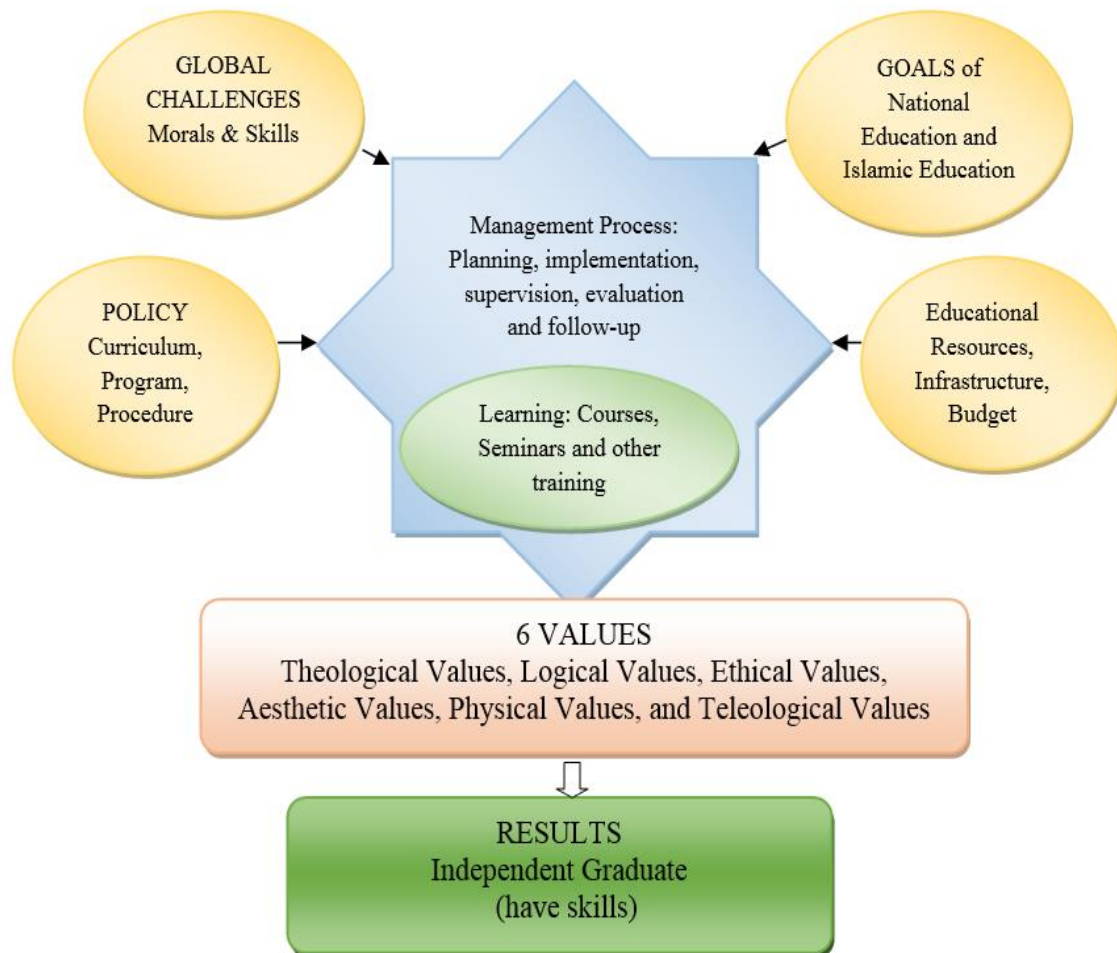
Research Products

Researchers related to entrepreneurship education in developing the independent spirit of students in Islamic boarding schools so that they have religious knowledge and expertise in the fields of skills and entrepreneurship that are valuable in society. This model design is the result of theoretical studies in accordance with scientific facts about entrepreneurship education management in developing the independent spirit of students in Islamic boarding schools.

Management education, entrepreneurial education management in the spirit of independence for students, what is needed now and in the future is independence based on soft skills and hard skills because it has become a demand of the times and a need in the era of globalization in line with the need for science and technology in various sectors. To increase the independence of students who are moral and skilled in certain fields, this is carried out based on 6 value systems (theological, ethical, aesthetic, logical, physiological and teleological).

It is hoped that this value system-based strategy can improve the entrepreneurship education process in developing the independent spirit of students with the aim of obtaining the expected results from the education implementation process. With the hope that the entrepreneurship education of the two Islamic boarding schools will improve compared to before. This value-based strategy can provide a new breakthrough to achieve optimal teaching and learning processes, especially entrepreneurship education.

The management of entrepreneurial education in developing the independent spirit of santri in Islamic boarding schools is not yet optimal, according to the theory that in developing the independent spirit of santri, concepts and guidance are needed by examining the values in 6 value systems so that by implementing this model it is hoped that the formation of santri who have noble character and skills valuable as well as being the successor of the ulama. The following is a visualization of the mortgage model developed by researchers:



CONCLUSION

The management of entrepreneurial education in developing the independent spirit of students at the MUDI Mesra Samalanga Islamic boarding school and the Jamiah Al-Aziziyah Islamic boarding school has followed management principles from planning, organizing, implementation and evaluation, but has not had an optimal impact on students' independence because they are still constrained by a small schedule. Activities allocated to entrepreneurial activities, Islamic boarding school leadership policies, lack of resource support and the lack of interest among students.

Entrepreneurship education in developing the independent spirit of students in both Islamic boarding schools has been running according to procedures established by the Islamic boarding schools, this can be seen through the teacher's activity schedule and program, but there are still obstacles due to the lack of time to practice entrepreneurial activities, the lack of facilities and infrastructure. and there is still a lack of experts in the field of entrepreneurship.

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