



Agribusiness and Agro-Industry Pesantren Efforts to Develop Entrepreneurship and Industry Towards Independence of Pesantrens

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ABSTRACT

The research objective that the writer wants to achieve is to determine the agribusiness and agroindustry sectors developed by Pesantren Rodlotul Mubtadiinn Balekambang Jepara. To find out the empowerment of Agribusiness and agroindustry developed at the Balekambang Islamic Boarding School and to determine their effect on the resilience and independence of the Balekambang Jepara Islamic Boarding School. This research is a field research (Fieldresearch). The approach used is descriptive qualitative with a case study strategy. The research location is in the Roudlotul Mubtadiin Islamic Boarding School, Balekambang nalumsari, Jepara. The location of this study used the purposive area method, namely the research location was determined by purposive technique while the data collection used was observation, interviews, FGD (Forum Group Discussion) and documentation. The data analysis technique used is descriptive qualitative. Interviews were carried out with parties related to entrepreneurial empowerment activities in the Balekambang Islamic boarding school from caregivers, students who manage business units. The business units owned by the Balekambang Islamic boarding school include the Greenhouse (B-Farm), Business center (B-Mart), catering business unit (Pelangi), convection, coffee shop. The goal of entrepreneurship is to make the pesantren independent and able to become the foundation of the sector. The results show that the Balekambang Islamic Boarding School has run agro-industry as well as small-scale agribusiness, prioritizing meeting the needs of the pesantren, so that it has not become an agroindustry in the pesantren. This is due to the lack of interest in students and understanding of the benefits of learning entrepreneurship in Islamic boarding schools, both in agribusiness and agro-industry. The management has not been maximized.

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1. Introduction

Pesantren as an educational institution is indeed no stranger, especially in Indonesia in general, it often only focuses on moral and religious education as its main priorities. Lizard Pesantren is one of the scientific centers that contribute to the development of science in Indonesia which includes many things such as defending the State, economics, business, socio-culture and especially religion do not escape the learning of skills. The pesantren consists of traditional Islamic boarding schools (pesantren), modern Islamic boarding schools (Khalaf), and comprehensive Islamic boarding schools (a combination of salaf and khalaf). So far, pesantren are often identified with the conservative, village, rural, dirty, not developed, have no prospects, unclear future and so on. This negative stigma makes students sometimes feel inferior when they have to face the environment outside their community.

Pesantren maybe in our minds is just an activity of reciting the Koran and studying the yellow book which is done in a langgar or surau or small mosque. The slum portrait becomes a general description of the condition of the pesantren, as if it is commonplace for most of our society, the management of the institution which tends to be traditional and its students are only equipped with religious knowledge which is still characteristic of those who study at the pesantren.

With the development of the times, the paradigm which directs that pesantren is only a place to live for religious people seems to have begun to grow into a new hope, now many Islamic boarding schools have emerged that offer a variety of uniqueness and uniqueness apart from just studying religion. Islamic boarding schools have improved a lot in terms of governance and other learning systems. This is based on the needs and answers to the challenges of the times. Even the students are equipped with various skills to support life after leaving the pesantren. And now the independence of the pesantren has begun to be developed and the pesantren has transformed into a small country within the pesantren environment, most of the managers have their own economic system, their own income and financial management, one of which is the formation of business units both engaged in agribusiness and agri-industry of the pesantren.

Along with the times, pesantren have experienced changes and paradigm shifts in pesantren. Several Islamic boarding schools have made changes from an institution that was based only on one religious education to an institution that was more developed not only in religion but also in other fields whose aim was to produce generations as reliable human resources both soft and hard skills. Even now all citizens do not only in Indonesia, but ten corners of the world admit that pesantren have produced many important figures in the world.

This paradigm shift requires Islamic boarding schools with all their abilities to lead to economic development, pesantren starting to create formal pesantren schools that not only focus on religious education (Tafaquh Fiddin) but also begin to develop the economy (tafaquh fittijarah), even Islamic boarding schools teach and educate students to become entrepreneurs (entrepreneurs).), Entrepreneurship is a development potential, both in quantity and in quality. So in order to face the era of free trade, it is hoped that pesantren will emerge with a pesantren typology. Islamic boarding schools with very



diverse human resources can be developed into Islamic boarding schools that have both business and industrial sectors. The main goal is to make the pesantren not only study religious knowledge, but to equip students with other knowledge as provisions for later when the students have returned to their respective environments. Those who are not only reliable and ready to work but also able to prepare, expand and open new jobs. In an effort to open new jobs, entrepreneurship training is needed for several components of society. Given that human abilities are limited (physical, knowledge and time and training) while their needs are unlimited (Manfred, 1986)

Several pesantren have attempted to reposition in addressing various social problems in society such as economy, social and religious culture. Islamic boarding schools have an urgent role in the social development process, both education and community potential development. The implementation of santri entrepreneurship is very different from other components of society. Because it makes religion the basis for work. In this way, santri entrepreneurs will have characteristics that encourage honest, trustworthy, creative, innovative personalities in running their business. Seeing the urgency of the spirit of entrepreneurship among students, it is time for the santri to be provided with independence by being directly involved in the pesantren business unit. In fact, it is not impossible that pesantren will be able to produce a large economy

The Roudlotul Mubtadiin Islamic boarding school in Balekambang Jepara as the oldest Islamic boarding school in Jepara, with a history at first only teaching pure religious knowledge, then as the development of an increasingly advanced and modern world began to develop into a modern Islamic boarding school by integrating formal Islamic boarding schools, including MTs and SMK educational institutions and also MA. Then the Balekambang Islamic boarding school has now transformed entrepreneurial values to students. The form of entrepreneurship in Islamic boarding schools includes integrating subjects in formal institutions, especially in vocational-based education, the creation of a Bmart business center as a means of running the pesantren business, the third Technoprak, which is the center for the exhibition of santri products at the fashion design pesantren, the four culinary centers serving as the results center products of santri that take culinary delights are developed into a type of business in the pesantren environment.

The development in the Balekambang Islamic boarding school has increased. Currently, the Balekambang Islamic Boarding School has a green house which is a center for entrepreneurship in hydroponic plants managed by students. Apart from being consumed for themselves to meet the needs of the students, plants in greenhouses are also sold. Another Unitushaa is starting to develop the manufacture of electric cars, by SMK students and Polytechnic students starting to develop several applications and digital technology that can be used by the public. The various business units in the Balekambang Islamic boarding school are able to bring Polibang into a boarding school with a comprehensive model because it combines the sahaf and modern pesantren systems by developing entrepreneurship, so that it becomes an agro-business and agro-industry-based pesantren. So that the pesantren still exists to become an entrepreneurship oriented pesantren towards the independence of the pesantren. All of these business units were formed to develop awareness for students. So all students have the character of modern entrepreneurship based on reliable santri, hard workers, assertive, brave to face risks, able to take opportunities and decisions, so that later students become honest, exemplary, trustworthy entrepreneurs.

Entrepreneurship education at Islamic boarding schools

Entrepreneurship Education According to Saban Echdar (2013: 19) entrepreneurship is an effort to create value through the introduction of business opportunities, appropriate risk-taking management, and through communication and management skills to mobilize people, money and raw materials or other resources needed to produce projects to carry out well. Entrepreneurship (entrepreneurship) is also said to be an attitude, soul and ability to create something new, which is very valuable and useful both for himself and for others. Entrepreneurship is a mental attitude and spirit that is always active or creative, empowered, creator, creative, modest and tries to increase income for business activities (Dedi, Agus, 2017, 24).

Entrepreneurship is a creative and innovative ability that is used as a basis, tips and resources to find opportunities for success. The point is the ability to create something new and different through creative thinking and not being innovative to find opportunities in facing life's challenges. Successful entrepreneurs in general is someone who has competence in the field he is engaged in, namely someone who has knowledge, skills, individual qualities which include attitudes, motivation, values and behavior needed to carry out work / activities (Basrowi, 2014: 32).

Leonardus Saiman (2014: 44-45) formulates the benefits of entrepreneurship as follows:

1. Gives the opportunity and freedom to control one's own destiny. Having their own business will provide freedom and opportunities for business people to achieve their life goals.
2. Provide opportunities for change. More and more business people are starting their businesses because they can seize opportunities to make various changes that they think are very important.
3. Provide opportunities to reach their full potential. Many people find that working in a company is often boring, less challenging and unattractive.
4. Have the opportunity to achieve maximum profit as possible. Although in the early stages money is not the main attraction for entrepreneurs, entrepreneurial benefits are an important motivating factor for setting up their own business.
5. Have the opportunity to play an active role in society and get recognition for their efforts. Small entrepreneurs or small company owners are often the most respected and trusted members of society. Business deals based on trust and mutual respect are the hallmarks of small entrepreneurs.
6. Have the opportunity to do something you like and and foster a sense of pleasure in doing it. What is felt by small entrepreneurs or small company owners is that their business activity is not really work.

Entrepreneurship education is an effort to internalize the soul and spirit

Entrepreneurship education is an effort to internalize the spirit and spirit of entrepreneurship both through educational institutions and other institutions such as training institutions, training and so on. Or in other words entrepreneurship education is a planned and applicable effort to increase the knowledge, intention or intention and competence of students to develop their potential by manifesting themselves in creative, innovative and risk management behavior (Dedi, Agus, 2017: 27-28).

In general, it can be described that educational institutions that have been successful in developing entrepreneurs and managing various business units are Islamic boarding schools. This is a real effort from the leaders of the pesantren in applying entrepreneurial values in managing their educational institutions such as the ability to see opportunities, be



courageous and be responsible for the efforts made, as well as take advantage of the potential that the pesantren has or strives for into economic activities so as to generate profits that can be made. used to support the existence of the pesantren. This is the meaning of entrepreneurship management in educational institutions. Some of the economic development models for Islamic boarding schools include; economic efforts centered on kiai, pesantren economic efforts to strengthen pesantren operational costs, economic efforts for students by providing skills and abilities for students so that these skills can be utilized after leaving the pesantren, and economic efforts for pesantren alumni. Development of teaching and learning activities in carrying out entrepreneurial empowerment in an effort to foster an entrepreneurial spirit, students should balance the provision of theory and practice proportionally. The practice of developing skills learning through real work in units at the Islamic boarding school is expected to pay more attention to the interests of students, so that students are more ready to live independently with the provision of entrepreneurship they have. The efforts of the boarding school to equip students with science and technology as well as various practical skills are expected to be the right solution to prepare them to become independent people with good skills. activity. Entrepreneurs can carefully see in taking advantage of opportunities that are not seen or ignored by other business executives (Winardi, 2003: 71-72).

Agribusiness and agri industry of Islamic boarding schools

Pesantren is a social institution in which there is a description of the small community. The development of pesantren has increased its function not only as a da'wah institution, religious education, but since 1980am pesantren has had an additional function as community empowerment. And then along with the development of the times the strategic role of the terraced pesantren to become the center of populist economic development. Broadly speaking, the role of pesantren is scientific development and socialization of Islamic economics to the community and secondly has the role of realizing the real practice laboratory of sharia economic theory in economic activity.

Agribusiness is the choice most often carried out by pesantren communities. Because most pesantren have empty land in the form of plantations or agriculture. Islamic boarding school agribusiness is very promising because apart from meeting the needs and food security, pesantren can also be developed into a marketable economic sector. Agribusiness is an activity that is complete and cannot be separated from one activity to another, starting from the production process, processing of products, marketing and other activities related to agriculture. Agribusiness is a unit of business activity that includes one or the entire chain of production, processing and marketing of products.

2. Research Methods

This research uses descriptive qualitative research. The location of the research is the Pondok Pesantren Roudlotul Mubatdiin Balekambang Nalumsari Jepara or commonly known as the Balekambang Islamic Boarding School one of the oldest Islamic boarding schools and Islamic boarding schools which have transferred entrepreneurial values to students by involving students in each business unit of the pesantren.

This research is field research. Field research is one with an intensive, detailed and in-depth approach, this research makes an object as a case in a community or agency environment. The approach used by researchers is a descriptive qualitative approach with case study strategy. A case study is a research strategy in which the researcher carefully investigates a program, event, activity, process, or group of individuals. The data required is qualitative data.

- a. Method of collecting data
- b. In-depth interview

In this study, researchers conducted in-depth interviews with boarding school administrators and 3 santri who were involved in the business unit at the pesantren and also with the pesantren caretakers. The purpose of this interview is to find out the direction and purpose of implementing several types of business in the pesantren, and also to find out to what extent the pesantren has economic independence by involving students directly. From the results of this interview, it will be seen the objectives, vision and mission of the pesantren as well as the understanding of the students by the formation of various business units within the pesantren which are managed professionally with a santri culture.

2.1 Stages in the interview

1. The initial stage (preparation)

At this initial stage, the researcher prepares what will be asked and also arranges time with the informants.

2. The direct interview stage

At this stage, after making an appointment with the informant, the researcher conveyed the topic to be asked, and conducted in-depth interviews with santri representatives and also with the pesantren business unit manager.

Table 1
Profile of the in-depth interview informant

No	Informant's Name	Position
1	KH.Miftahudin	Pesantren Caregivers
2	Miftakhusssalam	Balekambang Greenhouse Manager
3	M.Ali subkhan	Ponpes Management & Business Unit Manager
4	M. Hasanudin	Bmart Manager
5	Aulia	Business unit manager

2.2 Focus Group Discussion (FGD)

In addition to in-depth interviews, this research also uses Focus Group Discussions, FGD is a process of collecting data and information systematically on a specific problem that is very specific through group discussion activities (Irwanto; 2006). FGD can be simply defined as a discussion on a particular issue or problem. Even though it looks simple, organizing an FGD requires skills and expertise. There are certain procedures and standards that must be followed so that the results are correct and in accordance with the objectives to be achieved.

Researchers use FGD because this method will produce a variety of meanings of a discussion in the group. The FGD in



this study was aimed at representatives of santri, pesantren caregivers, and santri and religious teachers who helped manage the pesantren business unit. In particular, this FGD was used to determine the real contribution of a business unit in the Balekambang Islamic boarding school to carry out its role in shaping the independence of the pesantren and cultivating entrepreneurship for Students.

Determination of the number of samples (informants) in this research is a representative of students from a number of business units owned by the pesantren ranging from caretakers, greenhouse managers, Bmart managers.

2.3 Analysis Technique

The analysis technique in this study uses:

1. Recording. Researchers record the entire contents of the conversation between the researcher and the informant
2. The recordings are transcribed using the verbatim technique which aims to write down one by one the words spoken in each recorded conversation. There are two verbatim used in this research:
 - a. Verbatim quotation
 - b. Verbatim transcription
 - c. Categorization
3. Discuss and analyze each quotation related to the content of the research discussion with the help of attachments to the transcript results.

2.4 Triangulation

This study uses triangulation of sources. The sources obtained were the results of in-depth interviews (in-depth interviews) and group discussions (FGD) at the Roudlotul Islamic boarding school, Balekambang Jepara. The informants consisted of representatives of the board who manage the business units at the pesantren, including the pesantren caretakers.

3. Results and Discussion

Entrepreneurship activities at the Balekambang Islamic boarding school have a specific objective, namely to instill entrepreneurial values. Through several business centers managed by Islamic boarding schools, and all types of businesses involve students in their management. The results of the analysis in this study will describe the models and concepts of entrepreneurship management in the Balekambang Islamic boarding school, with its ability to implement business and industrial units in the pesantren. For this researcher, this is unique to a saaf Islamic boarding school.

3.1 Ponpes profile

Ponpes Roudlotul mubtadiin or known as ponpes balekambang is the oldest Islamic boarding school in Jepara, which is located on the border of Jepara City and Kota Suci, it is indeed far from urban areas, tucked into a row of rice fields, rural areas, lined with nalumsari, the caretaker is KH. Ma'mun Abadullah Hadziq. This pesantren is not only concerned with the development of religious knowledge but is also oriented towards the development of non-religious knowledge with the aim of producing students who have religious knowledge, as well as general knowledge, as well as equipping santri with entrepreneurial spirit to become santri-spirited entrepreneurs. The production units managed are the Balekambang greenhouse in the management of hydroponic vegetables, retail business units in the form of Bmart (Balekambang Minimarket), Catering "rainbow", Tour and travel, Coffee shop, convection, network and application production houses, PeBeJe group, and still there. several other business units initiated include the waste processing industry, fisheries, animal husbandry and others. The business unit was developed with the aim of forming agro-business and agro-industry in the Balekambang Islamic boarding school towards the economic independence of the pesantren.

Balekambang Green House Business Unit

The beginning of the establishment of the Balekambang agribusiness began with the existence of empty land that could be used by students in the Balekambang Islamic Boarding School. This idea originated from the potential human resources owned by the Balekambang Islamic boarding school in the field of agricultural technology or in the cool language Urban Farming. The human resource is a permanent teacher at the Balekambang Islamic Boarding School who has served from 2008 to 2021 named Mr. Miftakhussalam, M. who has expertise and competence in the field of Agriculture. The knowledge that was owned was then applied for the first time at MA Rodulotul Mubtadiin Balekambang in 2018 together with the community which was then named Masco Farm.

Choosing the cultivation of hydroponic vegetables because one of the media used is water without soil. Meaning without land means the method that is done is not like conventional farmers who have to go to the fields then use soil, hoe, water all the time, and pesticides. Because in the pesantren, the land used is empty land around the pesantren. Some of what is being developed is vegetables. What is interesting and safe for this cultivation is without watering the vegetables and without being given chemical drugs to be sprayed on the plants so that the vegetables produced are healthy, safe, and free from pesticides. That is the advantage of using a hydroponic system.

Seeing the existing potential, the cottage gave the opportunity to Masco Farm to develop hydroponic cultivation in the cottage, so a Green House was made for vegetables with a size of 10 x 30 meters with a total of 5000 planting points using NFT techniques and floating rafts. For vegetables that are still the same as before, mustard greens, pakcoy, kale, spinach, the system that used to use the DFT system is now an NFT system using Guly Hydroponics specifically for hydroponics as well as the water reservoir system using a reservoir capacity of up to 1000 meters² with a special machine.

The purpose of this B-Farm Balekambang Agribusiness is to foster the spirit of Santri entrepreneurs so that they can compete in today's global world and also the B-Farm Balekambang agribusiness for food security at Balekambang Islamic Boarding School. The vegetables produced by B-Farm Balekambang can be consumed for all residents in the Balekambang Islamic boarding school environment. In addition, the existence of Agribusiness B-Farm Balekambang opens the door of



knowledge to anyone who wants to cultivate vegetables and fruits so that food security can be achieved and can also save expenses because the vegetables produced are not only cared for by their owners but also as daily necessities by consuming them. vegetables are safe, healthy and free from pesticides as well as for the aesthetics of the house if this hydroponic installation is placed in front of the house according to predetermined standards.

"Agribusiness B-Farm Balekambang is currently still harvested internally in the cottage for consumption by Balekambang students. One example is the harvest of spinach vegetables, when the harvest can reach 40 kg at a time, the harvest can directly enter the cottage kitchen with the process. packing and shipping according to standard. Currently the system is like that. Apart from the consumption of the Pondok Balekambang party, there are also requests from the fathers and mothers of Pondok Balekambang teachers for around 200 educators and some of them have a restaurant business or they consume it themselves."

Agribusiness B-Farm Balekambang that has been harvested for self-consumption and for teachers is sufficient, but if the stock in the Grand House is still sufficient to sell outside Balekambang, the vegetables from B-Farm Balekambang are allowed to be sold outside, especially for business. restaurant and also the surrounding community and community. Currently trying to supply to supermarkets and agencies that we can supply hydroponic vegetables that are safe, healthy and free from pesticides according to the slogan of growing hydroponic vegetables.

3.2 Business Center

The Business Center is one of the Balekambang Islamic boarding school business units, where students directly carry out trade / retail activities. The Business Center is a forum to instill entrepreneurial character. The business center, which is named B-Mart (Balekambang Mart), provides all the needs of students, so that students do not have to leave the pesantren to make ends meet. And in this business center, the ones who manage are students with their respective duties and responsibilities. There is a duty as a cashier, a sales assistant in charge of displaying merchandise. And there is also a warehouse / purchasing department in charge of stock items and entering transactions for every purchase of goods, checking incoming goods and adjusting the selling price with the purchase price.

The purpose of establishing B-mart is to meet the needs of students, so that students do not have to leave the pesantren to shop for their needs. However, Pondok Balekambang also strives for this business unit to benefit the community, especially the environment. So this B-mart is opened and serves students as well as the general public, (interview with B-mart manager).

3.3 Catering Business Unit "Pelangi Boga"

Another business unit at the Balekambang Islamic Boarding School is the development and integration of learning at the Balekambang Vocational High School which has a culinary department, so that as an effort to cultivate an entrepreneurial spirit, a catering business unit is created that manages food orders for small, medium to large scale events. Managers in the catering business unit named "Pelangi" are students. Every day vocational students make a menu of snacks from rigan food to heavy meals and then entrust them to the canteen or business center of the pesantren, besides this business unit also accepts orders for snacks and rice packages.

The Roudlotul Muhtadiin Islamic Boarding School Industry is Pelangi Boga, the aim is to produce local-based food ingredients for the Indonesian people in an attractive form. The vision of the Roudlotul Muhtadiin Pelangi Boga Islamic Boarding School is to provide healthy and delicious food and beverage products at affordable prices for students and the Indonesian people . The mission of the Roudlotul Muhtadiin Pelangi Boga Islamic Boarding School Industry is to produce quality products from halal and hygienic ingredients with modern presentations for consumer satisfaction.

Products made in the boarding school industry roudlotul muhtadiin Balekambang Jepara are wedangan syrup, various snacks, various bottled chilies, multipurpose spice flour. Processed products from spices and various local ingredients are packaged in contemporary plastic wrap. The marketing target of this product is children children, adolescents and adults.

Product advantages are the type of food that many people like, cheap production costs and the potential for large profits, processed materials that are easy to get. Packaging packaging in a unique design that presents an instagrammable impression. Selling products at affordable prices but with quality and taste which is riveting.

"The marketing of rainbow food products outside the pesantren is from mouth to mouth; this promotion is the simplest promotion, just tell a story with friends and colleagues to promote products, Internet media; such as Instagram, TikTok, Facebook, WA etc., because most people have used the internet, so that people can find out our products more easily and quickly (Interview with Pelangi Boga managers).

3.4 Cofee shop "PONDOK KOPI"

A business unit created by Balekambang Polytechnic students, as part of an existing institution in the Balekambang Islamic boarding school. This business unit is located in the Business center. The purpose of its establishment is to train the entrepreneurial spirit of students who are also students. This coffee shop is run by Polytechnic students. Providing everything you need.

Convection of Islamic boarding school industry class)

Another business unit at the Balekambang Islamic boarding school is convection. Which is the result of the entrepreneurial activities of SMK students majoring in fashion. It is hoped that it will become a boarding school industry class or maybe even become an industry within the pesantren, with a santri workforce, the production results include the Balekambang santri uniform, and in part for the exhibition on display at Technopark (the business incubator of the Balekambang Islamic Boarding School).



Roudlotul Muhtadiin Balekambang Vocational High School Clothing Skills Competencies is a learning center for santri in the field of Fashion, various kinds of competencies are taught here, starting from learning design, clothing patterns, sewing and making household linen. students to be ready to enter the industrial world, by directing their students to participate in industrial class activities, one of which is the project of making school uniforms including student council uniforms, batik uniforms, scout uniforms and student field practice clothes (wearpack) from both the Madrasah Ibtidaiyyah (MI) level), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) and Vocational High Schools (SMK).

The activities of this Islamic Boarding School-based industry class are focused on students who have entered the 3rd, 4th and 5th semesters, namely students in class XI and XII each year. Under the guidance of productive Fashion Design teachers, students carry out their duties according to the job descriptions that have been divided accordingly. each field or part, namely the cutting (cutting material), bundling (size coding), shawing (sewing), finishing and packing.

In this Islamic Boarding School-Based Industry Class, students are taught good cooperation with work partners, so that the process of making school uniforms and student field clothes (Wearpack) usually runs smoothly. Every year no less than a thousand pieces of school uniforms and Wearpacks are made in the Production Unit which managed by the Vocational High School Roudlotul Muhtadiin Balekambang Skills Competency. Apart from the main project we described above, students are also equipped with several skills that are able to hone and prepare an entrepreneurial spirit for santri after completing studies at SMK Roudlotul Muhtadiin Balekambang.

3.5 Implementation of Entrepreneurship Education

Implementation of Entrepreneurship Education at Pesantren Roudlotul Muhtadiin Balekambang has entrepreneurial activities in addition to teaching about the applied religion. This Islamic boarding school has an entrepreneur base. The students are educated apart from being people who are experts in religion, santri are also taught, prepared to become experts in the field of entrepreneurship. Entrepreneurship learning is learning that is integrated in nature, where snatri at Balekambang Islamic boarding school carries out formal education then practice from then students can practice it directly. In addition, the material presented is adjusted to the entrepreneurial program owned by the pesantren. Entrepreneurship education provided at the Balekambang Islamic boarding school is included in education. informal, where the curriculum is not determined, but adapted to the needs of education itself so that it is conditional.

Planning defines a job that must be done by the group to achieve the goals outlined. Or it can be said that a process of managing and formulating the learning process in the form of materials, methods, objectives, learning content. Some forms of entrepreneurship in pesantren are part of the application of santri entrepreneur education, namely students can play a direct role, according to the theory in his book Basrowi (2014: 32) that successful entrepreneurs are generally those who have competence, namely someone who has knowledge, skills, individual qualities which include attitudes, motivation, values and behavior needed to carry out work or other activities. Entrepreneurship education evaluation activities can be highlighted from two sides, first from the side of students, in this case students, and secondly from educators (caregivers).

Entrepreneurship Development Strategy at Pesantren Balekambang Jepara is a pesantren that implements entrepreneurship education in Islamic boarding schools. In addition to being equipped with religious knowledge, students are also provided with entrepreneurship knowledge. Some of the strategies used in developing entrepreneurship at the Balekambang Islamic boarding school are as follows: a. Giving an example, it can be interpreted that a caregiver can give an example to all students in order to provide guidance and direction b. The training is carried out in stages, it is carried out to develop the abilities and use of the skills of the students, the Balekambang Islamic boarding school has conducted several trainings to support the creativity of the students, this is so that every student has expertise in every field including entrepreneurship. c. Direct Practice In this case the students have the opportunity to apply their abilities, namely by participating in various activities owned by the pesantren. The strategy applied in development at the Balekambang Islamic boarding school

3.6. Transformation of entrepreneurial values in students

The entrepreneurship program at the Balekambang Islamic boarding school is used as a means of cultivating entrepreneurial values of students. The implementation of entrepreneurial learning is an effort to instill entrepreneurial values.

"Balekambang Islamic boarding school provides provisions to all students, so that they can become anything, anyone, giving colors and tones everywhere, but nowhere, meaning that balekambang students will be present and color all lines and fields but still guided by the principles of pesantrenan. So that they can become versatile, disciplined, creative, courageous, responsible students" (Pondok caregiver)

In building the entrepreneurial spirit of the students, there are several concepts that can be applied, including:

1. Cultivating an entrepreneurial spirit in the students
 - a. Entrepreneurial values can be seen from the character, behavior and spirit.
 - b. The value of pragmatic entrepreneurship can be seen from the elements of working hard, assertiveness, prioritizing achievement, courage, taking risks, productivity, creativity, innovation, commitment and the ability to look for opportunities.
 - c. Moralistic values include self-confidence, respect, trust, cooperation, honesty, exemplary and equality.
 - d. Core values include self-confidence, task and result oriented, courage to take risks, leadership, future-oriented originality.



2. Fostering leadership in students through entrepreneurship programs One way to teach responsibility is to involve students in managing business units in the pesantren, namely managing the pesantren business units.
3. Fostering a creative spirit, innovative and dare to take risks
The formation of a creative spirit in students is carried out by providing capital in the form of land and business facilities to the students, then the students make plans, carry out production activities, to design strategies in marketing their products. The creative and innovative learning process is carried out by means of a mentor giving the students the breadth to produce batik with the design and color they want, in this way the students will be proud and satisfied with their own results or work. not only batik production, the mentors also freed students in each group to choose and determine the type of product to be managed

4. Conclusions

1. Balekambang Islamic boarding school is one of the entrepreneur-based Islamic boarding schools in Central Java. Teaching and integrating classical and modern religious knowledge and teaching entrepreneurship to students. The resulting product is based on agro-business in agriculture and agro-industry
2. Managed business units are B-mart, Farm-Mart (Balekambang green house), Pelangi Boga (catering business unit), Islamic boarding school industry class (convection majoring in fashion), Coffee shop,
3. In the process of entrepreneurial practice in Islamic boarding schools, students are able to implement the principles in management science and apply them professionally.
4. In the entrepreneurial practice that is carried out by the Balekambang santri, it is able to provide real material, morally, the pesantren is not only a place for santri education to gain religious knowledge, but also as a place for santri education in increasing business knowledge, besides that students also gain business experience practice, as a provision after graduating from the pesantren.
5. Materially, it can help finance the operational activities of the pesantren, starting from the construction of buildings, maintenance of pesantren infrastructure, and more importantly according to the initial purpose of establishing a business unit, namely as a boarding school food independence and security as well as towards the independence of the pesantren.
6. Agribusiness and agroindustri are one real step in eliminating the slum, traditional, but shabby mindset of Islamic boarding schools, which have become industry-based Islamic boarding schools. Creating industry within the pesantren.

Practical and Conceptual Implications

Pesantren caregivers can try to add a program of awareness at the pesantren, this research provides new insights in the future development of the pesantren. Islamic boarding schools can also be a function of economic empowerment for students and a place for students to study business and entrepreneurship practically. For future research, the results of this research have weaknesses because they are limited to the Balekambang Islamic boarding school only, so this research can be continued by conducting research by photographing Islamic boarding schools different.

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