Entrepreneurship Education Strategy at Salaf Islamic Boarding School: Case Study at Pesantren Darul Muttaqien Kendal

Abstract: This study aims to execute the entrepreneurship education strategy implemented by Salaf Islamic boarding schools. This qualitative research collects data through interviews, observation, and documentation studies. Data were analyzed using the Miles and Huberman models. This research shows that the alleged educational pattern of the Salaf Islamic boarding schools which ignores worldly problems, in fact has a very systematic pattern of entrepreneurship education. The results of this study provide a clear explanation of how the entrepreneurship education system in Islamic boarding schools is very well coordinated. Santri who are at the age of children are given educational provisions in the character of honesty, leadership, understanding opportunities, and cooperation so that they are able to become entrepreneurs who bring benefits to all people. Interestingly, this kind of character education is delivered in Islamic ways, namely using the study of arba‘in hadiths. Considering that entrepreneurship character education alone is not enough to produce talented entrepreneurs, students who are in their teens are also given training to be able to choose good raw materials, understand how and what objects must be produced, and even learn to market their products within the pesantren. Apart from that, the pesantren also provides facilities for adult students to master marketing techniques, with the aim that the products produced can be in demand and known by the wider community. The implication of this research can be used as a guideline for Islamic boarding schools to formulate policies so that entrepreneurship education programs can be implemented optimally in Islamic boarding schools.

Abstrak: Penelitian ini bertujuan untuk mengesekskusi strategi pendidikan kewirausahaan yang di implementasikan oleh pesantren salaf. Penelitian kualitatif ini mengumpulkan data melalui wawancara, observasi, dan studi dokumentasi. Data di analisis dengan menggunakan model Miles dan Huberman. Penelitian ini memperlihatkan bahwa ternyata, tujuan pola pendidikan pesantren salaf yang mengesampingkan permasalahan keduniaan, nyatanya memiliki pola pendidikan kewirausahaan yang sangat sistematis. Hasil penelitian ini memberikan penjelasan secara gamblang bagaimana sistem pendidikan kewirausahaan di pesantren salaf sangat

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terkoordinir dengan baik. Santri yang berada pada usia anak-anak diberikan bekal pendidikan karakter kejujuran, kepemimpinan, memahami peluang, dan kerjasama agar mampu menjadi pengusaha yang membawa maslahah bagi semua umat. Menariknya, pendidikan karakter semacam ini disampaikan dengan cara-cara Islami, yakni menggunakan kajian hadis-hadis arba`in. Menganggap bahwa pendidikan karakter kewirausahaan saja tidak cukup untuk mencetak usahawanan berbakat, santri yang berada pada usia remaja pun diberikan bekal pelatihan untuk mampu memilih bahan baku yang baik, memahami bagaimana dan apa benda yang harus diproduksi, bahkan belajar untuk memasarkan hasil produksinya di intenal pesantren. Selain itu, pesantren juga memberikan fasilitas bagi santri dewasa untuk menguasai teknik marketing, bertujuan agar produk yang diproduksi bisa diminati dan dikenal masyarakat luas. Kontribusi penelitian ini dapat dijadikan pedoman bagi lembaga pendidikan pesantren untuk merumuskan kebijakan agar program pendidikan kewirausahaan dapat dilaksanakan secara maksimal di pesantren salaf.

Keywords: Education Strategy, Entrepreneurship, Salaf Islamic Boarding School.

INTRODUCTION

The educational pattern of salaf pesantren is identified with a religious strategy that is oriented towards the afterlife (Manshur, 1999), even putting aside worldly problems including economic development which has implications for the emergence of disparities in various regions (Dewi, 2021). Among the causes is a decrease in the quality and quantity of the santri work group as the main actor determining prosperity and economic development (Mutakin, Jejen Jenal, Ahmad Sarbini, 2019). This cliche has an impact on global economic development, as reported by the Global Entrepreneurship Monitor, from 2013 to 2014 most developing countries experienced a decline in the growth of entrepreneurial intentions (Bosma, N., Schøtt, T., Terjesen, S. A., & Kew, n.d.). The Indonesian government has responded to this phenomenon by encouraging the public to become entrepreneurs, none other than to catch up with the quantity lag, where there are not yet 14% of the total population of Indonesia who are currently entrepreneurship (Statistik, 2020). Among the policies that have not been touched is increasing the entrepreneurial skills of students, even though the quantity of community interest in sending their children to Islamic boarding schools continues to increase every year (Sinta, 2022). This policy is important to direct students to accelerate economic development by creating jobs, accelerating change, making effective ways of empowering resources, and encouraging social and economic peace in society (Ningsih Rita, 2017).

Not without attention, contemporary research on student entrepreneurship education has several times provided many benefits. Afrizal et al. for example, he explained that the entrepreneurship education method at the Al Murozza Modern Islamic Boarding School was carried out by increasing the entrepreneurial integrity of students through practicum activities at the Cooperative which were supported by the Al Murozza entrepreneurship education curriculum (Afrizal, I. D., Farkhatin, N., & Ramliyana, 2023). Another study was also conducted by Ainur Rahman, whose execution provided an explanation that the strategy used at the Al Madinah Islamic Boarding School in Semarang City was in the form of a business to refill drinking water, basic food stalls, and making snacks (Rahman et al., 2020). Rahman said this strategy was an effective way because
the profits earned were used to improve the quality of education at the Al-Madinah Islamic Boarding School. Recent research also looks at the entrepreneurship education strategy at the Gontor Islamic Boarding School which is structured through waqf management bodies, koppontren fields, and business implementing units. All economic activities are in a synergistic and integrated system to realize the vision and mission of Pondok values (Cahyono, 2017). Of the three trends, studies on entrepreneurship education generally only pay attention to the realm of modern pesantren. This is reasonable because the salaf pesantren are more familiar with the richness of the study of the yellow book and language (Zuhriy, 2011), so that the values of entrepreneurship education tend to be ignored.

Seeing the importance of entrepreneurship education in Islamic boarding schools, several researchers argue that entrepreneurship takes a significant portion of supporting the country's economy because of its role in creating new jobs and alleviating poverty (Yaqutunnafis, Lale, 2021). In response to this, this study aims to analyze Islamic values-based entrepreneurship education strategies in Islamic boarding schools. This study chose the Darul Muttaqien Salaf Islamic Boarding School, Kalengnggang Telogo Payung, Kendal Regency as the research locus for the reason that it is located on the slopes of the Dieng mountains, a village area with a traditional feel that is thick with salaf values. For this reason, this research will focus on answering questions about the strategy for empowering students’ entrepreneurship at the Salaf Darul Muttaqien Kalengnggang Telogo Payung Islamic Boarding School. This research is important to find out the role and contribution of Islamic boarding schools in instilling the entrepreneurial spirit of students so they are able to open new jobs and alleviate poverty in Indonesia. This study can also contribute pedagogically to provide an overview of the pesantren education development model that can be adopted for other pesantren. Besides, it can be used as a basis for preparing education policies for the ministry of religion in developing Islamic boarding schools.

METHOD

This present interpretive case study aims to find the meaning of phenomena adopted from traditions and research theories (Supinganto, dkk 2021). Data collection was carried out through a process of in-depth interviews, observation, and documentation studies (Dewey, 1986). Interviews were conducted with kyai, ustadz, and students of the Salaf Darul Muttaqien Islamic Boarding School in Kalenggang, Telogo Payung. All informants live in pesantren and come from four different sub-districts in Kendal district (Plantungan, Weleri, Sukorejo, and Kabunan).

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The selection of this data source is based on the assumption of their involvement in activities at the pesantren. The secondary data sources are documents or written materials or library materials, namely books, articles, scientific journals, and newspapers that discuss issues relevant to this research (Miles, M. B., & Huberman, 1994). Documentation study in the form of curriculum documents used by Islamic boarding schools to support the vision of
entrepreneurship education. Observations were carried out by visiting research locations directly by observing the implementation of entrepreneurship education policies being held. The data collected was then analyzed using descriptive techniques through three stages recommended by Miles and Huberman (2002), including: 1) data reduction, 2) data presentation, and 3) drawing conclusions. The analysis is continued by testing the validity of the data based on Lincoln and Guba's theory on four criteria, namely credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSION

Based on the results of interviews with caretakers and administrators of the Salaf Darul Muttaqien Kalenggang Islamic boarding school, Telogo Payung, Kendal Regency, this study shows that the entrepreneurship education model is divided into three clusters including, 1) the children's age cluster, 2) the youth cluster, 3) the youth cluster mature age. These three clusters have different characteristics so that they are addressed with different treatments and policies as revealed by informant P1.

“There are three types of entrepreneurship education in our pesantren, all three of which have different characters. The age of children is certainly different from the character of teenagers, especially those who are adults, must be very different from children and adolescents. All three have their own uniqueness that must be developed, supported, and encouraged in their own way.”

Based on the interview above, the administrators of the pesantren explained that children, youth and students have different characters. Adolescence is one of the transitional stages from children to adults (Pollock, 1997). The adolescent phase is one of the crucial periods that must be accompanied and guided by adults. The adolescent period itself is grouped into three stages, namely early adolescence, middle adolescence, and late adolescence. While the adult phase is a continuation of adolescent development (Graham, K. E., Schellinger, A. R., & Vaughn, 2015). All three require an in-depth understanding of psychology so that policies must support developments at each stage (Liefbroer, 2006). Basically children are able to think as a whole as human beings, but children have not learned many things. Even so, this matter is no different from adults. When an adult is sick, he cannot use his body normally. Even adults cannot understand everything that has been studied. A lawyer may not necessarily understand the quantum world, and vice versa. Then, youth is one of the phases of human self-development. It can be assumed that all normal infants, toddlers, children, adolescents and adults have abilities like humans in general. These differences trigger the importance of clustering given by Islamic boarding schools to students at various age levels. In this section, we will present an analysis of the types of entrepreneurship education in each cluster.

1. Entrepreneurship education for child-aged students

The results of the study show that the emergence of entrepreneurship education clusters for young students is motivated by erroneous public perceptions. Among them assume that entrepreneurship education can only be realized by creating a new curriculum (Pittaway, L., & Cope, 2007). In fact, according to informant P1, entrepreneurship education is not an autonomous form, but integrated, enriches and sharpens the existing curriculum. In addition, the community
considers that teaching entrepreneurship education is the same as teaching students to trade (Kuratko, 2005). This assumption is too narrow and clearly wrong. Entrepreneurship education is broader in scope, while trading is only a small part of entrepreneurship education. Entrepreneurship education does not just shape a person to become an entrepreneur, but equips that person with an entrepreneurial mentality that is broader and more complex in scope (Vesper, K. H., & Gartner, 1997). Society also thinks that entrepreneurship education can only be given after college (Henry, C., Hill, F., & Leitch, 2005). Yet according to him, entrepreneurship education starts from childhood, so that entrepreneurship is ingrained into a character that is built on Islamic values. As expressed by P1,

"In society, a wrong paradigm has been instilled regarding entrepreneurship education. What I observe are three perspectives, 1) assuming that if you want to include entrepreneurship education, you have to create a new curriculum. This assumption is clearly wrong. This is because entrepreneurship education is not a form of its own, but instead is integrated, enriches and sharpens the existing curriculum; 2) the assumption that teaching entrepreneurship education is the same as teaching students to trade. This assumption is too narrow and clearly wrong. Entrepreneurship education is broader in scope, while trading is only a small part of entrepreneurship education. Entrepreneurship education does not just shape a person to become an entrepreneur, but equips that person with an entrepreneurial mentality that is broader and more complex in scope; 3) the assumption that studying entrepreneurship education is after college. This assumption is wrong. Entrepreneurship education should have started since childhood, so that entrepreneurship is ingrained and becomes a character”

Informant P2 explained that students who are members of the children's cluster are those aged 5-11 years. This choice was taken in response to the bullying phenomenon that has occurred in the past.

"We separate students who are children, those who are more or less in the age range of 5-11 years. In the past, it was actually mixed, but our observations show that sometimes children are bullied and tricked by adults, so we just split up. In addition, this treatment is given to equalize the perception of world differences. That is, children have their own world, are at a stage of their development, of course it is very different from the perceptions of teenage santri in looking at life”

In addition to anticipating bullying, informant P2 explained that there was a separation between children and young students and adults based on the awareness that age differences affect their differences in viewing the world. This means that each stage of human development has its own characteristics (Hetherington, E. M., Parke, R. D., & Locke, 1999), which must be supported with an appropriate environment (Lamb, 2004). Among the peculiarities of children are their hobby of nagging, looking for excuses if guilty, and relying on others in many ways (Gable, S., Belsky, J., & Crnic, 1992), this attitude certainly disturbs adults and adolescents so the separation of the bedroom becomes a sensible choice. However, P3 explained that the separation of rooms had no impact on children being able to interact with adults.

"Yes, what we separate is only the bed, but we don't limit children from interacting with adults, this is important so that they learn to be individuals who can think concretely, although sometimes there are some adults who like to make fun of children. , we always urge
adults and youth not to do that”

With the difference in the character of the students who are at the age of children, adolescents and adults, the P4 informant as deputy head of the curriculum admitted that he gave a different point of emphasis in terms of entrepreneurship education. As for P4, it is stated as follows:

"With the unique character of children in their childish nature, we provide a different pressure point to instill entrepreneurship education. Children are more focused on mastering entrepreneurial traits shown by Rasulullah, his emphasis is on the side of character education. This is important, character education from an early age can shape and strengthen one's own personality, help improve and train students to have strong mentality and morals to prevent the madness of people with bad morals."

Informant P4 explained, the focus of entrepreneurship education on children is to strengthen character education. This study is very important because character education can strengthen the personality of students, help improve and train them to have strong mentality and morals in order to be able to distinguish between good and bad (Berkowitz, M. W., & Schwartz, 2006). emphasis is placed on the area of children's education so that they develop into entrepreneurial personalities such as honesty, leadership, having a strong spirit and soul, being competitive, creative, innovative, and good at finding opportunities. This is in line with Birhan's research, (2021) which shows that the choice of character education is an important capital for forming mature entrepreneurs who do not harm other people. As stated by P5.

“Obviously, at the age of our children we teach them to become big entrepreneurs. Of course, we have to build this effort through honesty character education as taught by the Prophet. This honesty is very important so that later the students become entrepreneurs who bring benefits to the people, the world and the hereafter. We also encourage them to have a strong spirit and soul, be competitive, creative, innovative, and good at finding opportunities. This effort is important, because without this character, it is unlikely that a child will develop into a great person.”

The explanation above emphasizes the importance of character education for young students. He explained that the character of honesty is the main key to achieve succession in the afterlife. The indicator is when the santri will be able to provide benefits for all human beings. As for the entrepreneurial character education strategy given to young students delivered in a creative way, informant P6 gave the following explanation,

"We have used several methods to shape students into honest individuals in their endeavors. First, we provide treatment in the form of studying the hadiths in the Arbain book which are packaged into stories, for example the 48th hadith narrated by Bukhori and Muslim, explaining the four criteria of a hypocrite. We develop the contents of this hadith with various passages in the Qur'an related to honesty, which we package into a fun story. Apart from that, we teach leadership education through habituation of room cleaning pickets. We give this treatment to young students so that they learn to be responsible for their duties and obligations. We also give appreciation to child students who get good grades in exams, either in the form of verbal praise or prizes such as books so that they have a competitive spirit in learning. At the end of each semester, we hold a "model entrepreneur" competition, where representatives of the children in each room will present their goals. Of the existing sections, it is often found that young students have business plans that they will develop in the future. This is really amazing for me, an
elementary school age child already has the dream of becoming a big entrepreneur”

The data obtained from P6’s explanation confirms that entrepreneurial character education efforts that were built from an early age have been successfully delivered in various ways. Children's students have been taught to emulate the honesty of Rasulullah through studying the book of Arbain, the efforts made also seem unique by creating it into a fun story, in line with efforts made by Falah, (2020). In addition, Islamic boarding schools also provide a forum for leadership training through cleaning pickets, teaching children to become leaders who have social responsibility and discipline. Efforts to hone creativity and the ability to see opportunities are also taught through "entrepreneur model" activities. Accompanied by strengthening the competitive spirit through giving gifts to children's students who managed to get high test scores. In line with Sarah's research (2022), which explains that character education has a positive impact on changing children's behavior (Sarah, 2022). This policy really supports students to become individuals who have an entrepreneurial spirit. Rachmadayanti explains, instilling honesty education is a determinant of character and development of children in socializing (Rachmadyanti, Putri, 2016).

Honest children tend to be liked by their friends so they have many social networks that are very useful for entrepreneurs (Rohmawati, O., & Watini, 2022). On the other hand, Khulafa was able to identify that honesty must be accompanied by the ability to lead, because according to him honesty without leadership cannot provide greater benefits for an entrepreneur (Khulafa, Faris Nur, Fahry Zatul Umami, 2017). Leadership will encourage an entrepreneur to be creative in seeing opportunities (Wahyuni, Arisna, 2020) so that he is able to compete with entrepreneurs in the future (Maulana, 2019). This previous research appears to be in line with the efforts made by the Kalengnggang Islamic Boarding School, Kendal in forming an entrepreneurial spirit from an early age as described in the roadmap in Figure 1 below.

**Figure 1:** Road map for the implementation of entrepreneurship education for young learner at Darul Muttaqien Islamic Boarding School, Kendal.

2. Entrepreneurship education for young students

Informant P2 explained that students who are members of the youth cluster are those aged 12-18 years. This choice was taken because of the violence committed by teenagers against young santri when they were still mixed. According to her, grouping those who are in their teens will support growth and development because of the similarity in the frequency of thoughts and psychological conditions (Fatmawaty, 2017). He emphasized the importance of providing social skills to develop and shape the characteristics of strong and competent young entrepreneurs (Hastuti,
2021). Moreover, the majority of young students here come from villages which are classified as limited in terms of entrepreneurship training, and some have never received assistance from competent parties in the field of entrepreneurship. Informant P2 stated as follows:

"We separate students who are teenagers, those who are more or less in the age range of 12-18 years. In the past, it was actually mixed, but the past experience was poor for those who were children, sometimes they became victims of violence by teenage santri, both verbally and physically. Maybe because they are still more, are in the phase of searching for identity, want to show their existence as teenagers. Even though this opportunity should be an opportunity because they have great enthusiasm, very high creativity and innovation, supported by the energy they have. Teenage Santri must be equipped with skills to develop and shape the characteristics of strong, competent young entrepreneurs. Moreover, the majority of young students here come from villages which are classified as limited in terms of entrepreneurship training, and some have never received assistance from competent parties in the field of entrepreneurship. In fact, when viewed from their age, they are teenagers who should be productive, they have the potential to develop in creative entrepreneurial activities according to their youth."

According to the P3 informant, the efforts of Islamic boarding schools in addressing the limited ability of entrepreneurship is to set what business targets and goals will be made. Islamic boarding schools also encourage teenage students to have expertise in promotion and marketing. Among the efforts made to solve the problems faced is by fostering entrepreneurial skills among adolescents through training in food processing skills based on cassava, bananas, water, as well as regional potential with an abundant amount of raw materials around the pesantren. In addition, the management of the pesantren revealed that this food has many consumers, is easy to make, and the capital required is not too large. As revealed by the P3 informant as follows:

"We are aware that the entrepreneurship character education curriculum provided at the children's level is not enough to equip students to become great entrepreneurs. For this reason, in addressing the limited entrepreneurial abilities possessed by students, we set what business targets and goals will be made. We will encourage young students to have expertise in promotion and marketing. Among the efforts made to solve the problems faced is by fostering entrepreneurial skills among adolescents through training in food processing skills based on cassava, bananas, water, as well as regional potential with an abundant amount of raw materials around the pesantren. We consider this type of snack to have a lot of consumers with easy preparation and not too much capital."

According to informants P4, the target to be achieved at the youth level is for students to have the ability to work, be entrepreneurs and become active citizens. The target is all students aged between 12-18 years regardless of gender, social or economic background with the skills and competencies needed to build an entrepreneurial mindset and capacity (Chotimah, 2014). To support this, Islamic boarding schools claim to provide additional capabilities by increasing numeracy skills and the ability to read new businesses, for example in the formation of small and medium enterprises and social enterprises. As informant P4 revealed,

“Of course, we have different targets for this youth level, not the same for children. We target the students to have the ability to work, be entrepreneurs and become active citizens. The target is all students aged between 12-18 years
regardless of gender, social or economic background with the skills and competencies needed to build an entrepreneurial mindset and capacity. To support this, we also provide additional capabilities by increasing numeracy skills and the ability to read new businesses, for example in the formation of small and medium enterprises and social enterprises. We provide this provision so that students can predict the business needs in their village when they are ready to face Islamic boarding school education.”

To achieve this target, several competency development strategies have been carried out by the pesantren. Santri will be trained on three important aspects of entrepreneurship, including choosing the type of goods produced, obtaining raw materials, and efforts to market production goods to the pesantren community. This method is in line with the flow of entrepreneurship education adopted by Kuratko (2005) As stated by P5.

“That target is a commitment that we will follow up on in various strategies. We train our students to have entrepreneurial skills, including selecting the type of goods produced, obtaining raw materials, and efforts to market production goods to the pesantren community. This is very important so that their mindset is not confined to the idea that entrepreneurship is just trading. They could become businessmen in the field of raw materials, and others”

In terms of selecting raw materials, informant P5 considers this to be a very important part because choosing the right one will make production run smoothly. He revealed the following:

“Education regarding the selection of raw materials cannot be considered haphazard. We practice the selection of raw materials on three levels, and we directly involve the students to participate in selecting raw materials for the objects to be produced. First, we always insist that the selected raw materials are of good quality. It is common knowledge that to make good quality products and in accordance with the wishes of consumers, the raw materials must also be good. In addition, good and quality materials can usually be stored for a long time. If students have found something that suits them, the easiest tip to get a more affordable price is to buy it in bulk because producers will usually give a discount. To obtain quality materials, we encourage students to check available sources, carry out inspections when purchased, handling during transportation, handling during storage and so on. With these various efforts, it is hoped that the santri will be able to arrange a business to obtain quality raw materials so that the standard of goods that has been determined can be continued and consumers can always obtain goods of the highest quality. Second, we teach students to choose raw materials that are easy to obtain so that the production process can run smoothly. This aspect is determined by several things such as the availability, quantity and continuity of these raw materials. This means, it is better if the material can be obtained at any time if it is needed in accordance with the desired amount. It is better to avoid raw materials that are seasonal in nature, unless you already have a mature calculation and are ready to take all the risks. Third, we teach students to choose raw materials that are easy to process at affordable prices. Materials that are easy to process are also related to the production process which does not require too much cost to produce. This is because you don't have to bother looking for tools that are hard to find or maybe ask for help from other companies to process these materials. An example is if you need rice flour, it would be better if you looked for it directly in the form of rice flour rather than buying raw materials in the form of rice and processing it yourself to become flour.

Informant P5 explained that teenage students were given training in selecting raw material techniques. They are directly involved in selecting raw materials that are easily available and of good quality. In addition, students are taught to choose
raw materials in things that are easy to process at quite affordable prices. The trick is to encourage students to check available sources, carry out inspections when purchased, handling during transportation, handling during storage and so on (Fayolle, 2018). With these various efforts, students are expected to be able to arrange a business to obtain quality raw materials so that the specified standard of goods can be continued and consumers can always obtain goods of the highest quality (Rese, A., Baier, D., Mißler-Behr, M., & Kaiser, 2010). Second, we teach students to choose raw materials that are easy to obtain so that the production process can run smoothly.

After the educational stage of selecting raw materials, students are taught to determine the objects to be produced. This is unique when the management prioritizes education on the selection of raw materials rather than production. According to informant P6, this treatment was given so that when returning to their respective hometowns, students could analyze what abundance there was in raw materials in their respective hometowns. After being able to analyze it carefully, students are expected to be able to maximize the potential/resources that exist in the village into products that have market value. Informant P6 explained as follows;

"Yes, it's a bit strange, why did we choose to teach the technique of selecting raw materials rather than the production first. This treatment is given so that when they return to their respective hometowns, students can analyze what abundance there is in raw materials in their respective hometowns. After being able to analyze it carefully, students are expected to be able to maximize the potential/resources that exist in the village into products that have market value. So the hope is that the students will be able to awaken the natural potential in their respective places of origin."

At the production stage, students are taught to choose what goods to produce and how they are made. Apart from being taught the theory of entrepreneurship education about the production of goods, students are also taught skills in processing food or non-food ingredients to be sold. For the youth level, the scope of the sales area only includes the internal area of the cottage as explained below by informant P6.

"Of course for us knowledge of production techniques is very important. We teach students to understand process technology. The process technology that we teach requires students to understand, operate, close, analyze and solve industrial process problems. Process technology includes machinery, equipment and devices that contribute to operations processing materials and information and customers to add value. We teach various process technology classifications for industry, namely the application of conversion (chemical, biochemical, physical) of agricultural products into products with higher economic value. However, this effort still faces many obstacles, including incomplete human resources and equipment. So far the skills we have taught are just snack processing such as the production of cassava chips, banana chips and tiwul. Yes, because there are a lot of raw materials here, we have to make use of them. We can only explain the possibility of input and output factors in a production.”

The production mechanism in general is through a production process consisting of input, management and output. Input consists of production factors, namely: raw materials, capital, labor, technology and management (Rohmah, 2017). The management is in the form of preparing dough and cooking until cooked, and the output is in the form of finished food, namely cassava chips and banana chips, until finally the food is ready to be marketed (Cahyani, I. A. C., Pulawan, I. M., & Santini, 2019). Then, the traditional food business in this Islamic boarding school has positive impacts including absorbing labor, increasing family income, and creating benefits (Wekke, 2012) Based on these results, it is hoped that the students will be
able to have a lot of creativity in developing their business, and still maintain taste, consumer networks, health and halal guarantees and unique packaging so that Dumbek continues to exist in the culinary world. Figure 2 below provides an explanation of the road map for implementing entrepreneurship education for teenage students at Darul Muttaqien Islamic Boarding School, Kendal:

![Figure 2: Roadmap for implementing entrepreneurship education for teenage students at the Darul Muttaqien Islamic Boarding School, Kendal.](image)

3. **Entrepreneurship education for adult students**

Informant P2 explained that students who are members of the adult cluster are those aged 19 and over. This choice was taken because the majority of students who are in their teens have mature thinking. According to him, the grouping of those who are in their teens will support new business ideas because the majority of this group have become 'ustadz' (people who are trusted by management to help teach). He emphasized the importance of providing marketing skills to develop and characterize strong and competent young entrepreneurs. Moreover, the majority of students forming an adult age have received entrepreneurial character education material in childhood, and received production skills material. Informant P2 stated as follows.

“Most of the adult students have helped us teach religion at the senior level. Grouping those in their teens will support business ideas. Indeed, the focus is different, we emphasize the importance of providing marketing skills to develop the characteristics and characteristics of strong and competent young entrepreneurs. Moreover, the majority of students forming an adult age have received entrepreneurial character education material in childhood, and received production skills material. So it's a shame if they can produce goods, but don't know how to market it.”

In line with the above, the P3 informant explained that adult students will be guided to start a business according to local potential, where they come from. Santri will be guided to understand how to properly market what they produce. Then students also have to know who the target market is going to be and what their interests are in food. After that, students can match the products made according to the needs of the community. Informant P2 explained:

"At this level, we will guide students to start a product business so they understand how to properly market what they produce. Then students also have to know who the target market is going to be and what their interests are in food. After that, students can match the products made according to the needs of the target market.”

Apart from having to understand a specific target market, there are several other strategies taught by Islamic boarding schools so that students are able to develop businesses they are interested in. Adult students are given training to make good packaging. For this reason, Islamic boarding schools provide graphic design training facilities, including training in corel draw, canva and the like. As revealed by the informant P3.

"Packaging in the marketing strategy of food products plays an important role in attracting potential consumers to want to buy or taste the
products offered by the students. It could be, the products that students sell have a good taste, but because the packaging is not attractive, potential customers are not interested in taking and buying your product. One example is that if the target market is young people, students can make packaging with bright colors and modern designs according to the tastes of today's youth. So, they will feel interested and relevant to the products made by students. For this reason, we provide good design training facilities through corel draw, canva and the like so that adult students can make attractive packaging.

Furthermore, one of the important elements in carrying out a product marketing strategy is to create unique and attractive product photos. With attractive visuals, people will certainly be encouraged to buy the products provided (Mufreni, 2016). Good pictures, attractive taglines, and unique copywriting will definitely arouse the appetite of potential customers to buy them (Kuspriyono, 2017). This has happened a lot around us, where in fact the products are really good, but because they are photographed using a makeshift camera, the results actually look less attractive and not optimal (Suprapto, R., & Azizi, 2020). Realizing this, the management of the pesantren also provides photography training to their students so that they understand shooting techniques with good promotion, as revealed by P4.

"Yes, of course, if you look at today's era, sometimes the packaging designs are just not attractive. You need a way to disseminate the products owned by the students so that they are liked and attracted by many people. Among the ways is by uploading to social media such as Facebook, WA, Instagram, Twitter owned by students. Now this effort is also not just a snap, it requires photography skills so that the uploaded images are worth seeing.”

Following up on photography skills, the board emphasized that the ability to manage websites is no less important for students to have in marketing their products in the digital era. In a business, a website is like a house where we trade and social media is a stand that is used to promote products (Pratiwi, 2013). The website itself is one of the factors that greatly influences consumer trust (Rahadi, 2011). Because, if students have a good website, then people will think their business is professional (Alhasanah, 2014). P5 informants imagine if potential customers ask, what is the name of your business website? However, the students answered that this business did not yet have a website, of course consumers would have more trust in brands or products that had websites. However, informant P5 stated that this effort was still just wishful thinking, had not been realized due to limited human resources and equipment which was all as it was.

“Website training in this digital era is very important. We agree on a perception that if a business has a good website, then people will think their business is professional. I just imagine if potential customers ask, what is the name of your business website? However, the students answered that this business did not yet have a website, of course consumers would have more trust in brands or products that had websites. But yeah, it’s very rare for students or even administrators who understand this kind of technology. So yes, this policy is still wishful thinking, not yet fully realized”

In addition to the obstacles above, the management also admitted that it was difficult for them to adjust themselves so that the products they made could be connected to the delivery application. Informant P6 admitted that he had listened to the chatter of students from the city. He asked for food that was not available in this hut, then the student asked to be ordered using Grab Food. (Junaedi, 2022; Nasikhin, Ikrom, 2020) He was surprised, then found out what grab food was, it turned out to be an application that allows customers to buy without meeting the seller in person.
Informant P6 hopes that the products made by the students can keep up with developments in this kind of era so that products can be ordered via gadgets. "This is my personal experience, at that time there were student students from the city. He asked for food that was not available in this hut, then the student asked to be ordered using Grab Food. He was surprised, then found out what grab food was, it turned out to be an application that allows customers to buy without meeting the seller in person. Informant P6 hopes that the products made by the students can keep up with developments in this kind of era so that products can be ordered via gadgets. Now I even know that there are grab, gojek, shopi and the like that can support product sales."

Informant P6 added that now there are many types of payment methods provided to make it easier for customers to choose. This also increases customer experience satisfaction. Pondok should have been able to work with banks to provide access to debit or credit cards ((Nasikhin, N., & Raaharjo, 2022), payment gateways, digital wallets, and so on, but informant P6 explained that these efforts had not been successful because the network was still minimal, so his party did not yet have access to that direction.

The situation presented by informant P6 shows that pesantren need access to support to support their curriculum. The business development assistance program as well as technical guidance for incubation guidance provided by the Ministry of Religion for Islamic boarding schools (Ministry of Religion, 2022) has not fully touched Islamic boarding schools in remote areas. In this case, we agree with Khoirot's analysis (2021 that the government through the ministry of religion should provide counseling regarding methods for developing an entrepreneurship curriculum. In addition, it is important for Islamic boarding school PDs in related areas to partner with the work environment agency (BLK) to provide training in Islamic boarding schools. This action is important to improve the skills of students and administrators in order to become a society with an entrepreneurial spirit (Suprapto, R., & Azizi, 2020).

CONCLUSION
This research shows that the alleged educational pattern of the salaf pesantren which is identified with a religious strategy with an afterlife orientation, even putting aside worldly problems including economic development which has implications for the emergence of disparities in various regions, in fact has a very systematic pattern of entrepreneurship education. The results of this study provide a clear explanation of how the entrepreneurship education system in Islamic boarding schools is very well coordinated. Santri who are at the age of children are given educational provisions in the character of honesty, leadership, understanding opportunities, and cooperation so that they are able to become entrepreneurs who bring benefits to all people. Interestingly, this kind of character education is delivered in Islamic ways, namely using the study of arba'in hadiths. Considering that entrepreneurship character education alone is not enough to produce talented entrepreneurs, students who are in their teens are also given training to be able to choose good raw materials, understand how and what objects must be produced, and even learn to market their products within the pesantren. Apart from that, the pesantren also provides facilities for adult students to master marketing techniques, with the aim that the products produced can be in demand and known by the wider community.

This research has contribution for adding to the study of entrepreneurship education in Islamic boarding schools. This contribution can be used as a guideline for Islamic boarding schools to formulate policies so that entrepreneurship education programs can be implemented optimally in Islamic boarding schools which are identified with anti-world
education. This effort will run smoothly if there is cooperation between the management of the pesantren and the students’ parents. The results of this study recommend related parties to cooperate with educational actors to develop curricula, policies and supporting facilities so that the big aspirations of entrepreneurship education can be achieved. In accordance with the arguments previously mentioned, this study proves that entrepreneurship education can be integrated into the curriculum of Islamic boarding schools. This study shows that the concept of entrepreneurship education in practice has been implemented in education and learning programs in Islamic boarding schools. He directly plays a role in shaping students to become human beings with entrepreneurial spirit.

This study has limitations on aspects of data and data analysis. The data used only involved one Islamic boarding school in Kendal Regency as an informant. Data limitations have an impact on the limitations of the analytical techniques applied. Furthermore, the limitations of these two aspects lead to a less comprehensive generalization formulation. For this reason, further research is needed which involves more informants, participants and informan from various schools and various regions using a grounded research approach so that sufficient data can be generated to formulate generalizations that are more comprehensive and approach the actual conditions that occur in the field. In line with that, the results of this follow-up study can be used as a reference for authorities in formulating policies to strengthen entrepreneurship education in facing the challenges of industry 4.0.

REFERENCES


