



ISLAMIC BOARDING SCHOOL MANAGEMENT IN DEVELOPING ENTREPRENEURSHIP IN ACEH

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ABSTRACT

As time goes by, Islamic boarding schools in Aceh no longer focus their students' attention on continuing to focus on studying religion, but many Islamic boarding schools in Aceh teach or provide provisions to their students on how to have the potential and skills within themselves so that they can be useful for their future lives. In the future, the skills that must be provided by Islamic boarding schools are entrepreneurial skills, therefore researchers conducted research related to Islamic boarding school management in fostering the entrepreneurial spirit of students. The methodology used in this research is a qualitative descriptive approach that uses data collection techniques through observation, interviews and documentation. The results of this research found that: Islamic boarding school management in developing entrepreneurship in Aceh is: 1) Encouraging and supporting entrepreneurial students to pursue their entrepreneurial efforts by giving them motivation to do so, 2) Efforts that need to be made to develop an entrepreneurial spirit are by teaching students and then provide assistance. them in creating a business plan that allows them to have independent and creative skills that benefit them. 3) Steps for developing Santri entrepreneurial skills are as if they were carried out through business units supervised by the Islamic Boarding School. These include cooperatives, vegetable plantations and animal husbandry

Keywords: Management; Islamic boarding school; Student Entrepreneurship.

1. INTRODUCTION

Islamic boarding schools are still currently an alternative form of education for the general public, especially in Indonesia (Salmon, et al. 2024). Even though Islamic boarding schools are classified as traditional organizations, (Taufik, et al. 2024) but in fact is able to become a bridge for developing awareness of Muslims and the general public. Sending Muslims to send their children to Islamic boarding schools to take part in the religious learning process at Islamic boarding schools with joy without coercion, which creates Islamic boarding schools. So that in 2021 the number of santri in Aceh from 23 districts/cities in 2021 will reach 204,370 people (<https://data.acehprov.go.id>)

In general, there are three types of Islamic boarding schools: traditional Islamic boarding schools (salaf), which are types of Islamic boarding schools whose activities are based on classical educational methods, or more generally, on traditional teaching methods, and have not been integrated with modern educational methods. (Nihwan, M., & Paisun, P. 2019; Anwar & Julia. 2021) Modern Islamic boarding schools (khalaf) refer to Islamic boarding schools whose main focus is teaching core Islamic boarding school subjects, but also include modern subjects which are taught according to the classical system and include general knowledge contained in the curriculum, (Prabowo, Get.al. 2024). In contrast, mixed Islamic boarding schools (comprehensive) refer to Islamic boarding schools that utilize a mixture of traditional and modern education systems. On the surface, each Islamic boarding school is highly respected for its religious education, which emphasizes learning about religion and how to be a good citizen, with integrity, and morals every day. Periodically, supervision of Islamic boarding schools is carried out.

Currently, Islamic boarding schools not only educate their students by studying religion but also educate students by skill (Sucipto, S. 2024; Julia, et al. 2022). However, there are many Islamic boarding schools that teach students how to develop their potential so that it is useful for the future life they will live. Because students always have to face a constantly changing environment, Islamic boarding school provisions and instructions teach students



how to face a constantly changing environment. The most important skill or advice that a teacher/Ustad must give to his students is how to become an entrepreneur (Tapaningsih, 2024).

Entrepreneurship, also known as self-employment, refers to people recognizing their potential and learning how to develop it to maximize their opportunities and organize their businesses to meet their living needs. An entrepreneur or entrepreneur must be able to think creatively, innovatively and empathetically. Al Falah, *et al.* (2024). They must also be able to see opportunities and be open to opportunities for positive change that can help them continue to grow and succeed. (Wiwi, Y. N., & Giatman, M. 2024).

2. METHODS

This research was conducted in Aceh, a province in Indonesia, with Banda Aceh as the capital. . Aceh is the only province in Indonesia designated as a special region. Aceh's uniqueness lies in several aspects, including the important role of ulama in enforcing regional policies, administering religious life, administering customs, and administering education as well as being the only province in Indonesia that enforces Islamic sharia law. Acehese society is heterogeneous, consisting of people from various regions and tribes throughout Indonesia.

This research is qualitative case study research with an ethnographic approach to explore Islamic boarding school management in developing entrepreneurship in Aceh. Several cases are presented to provide a logical basis for the findings. The data used in this paper consists of social practice data and reasoning, with a focus on Islamic boarding school management in developing entrepreneurship in its students, how to encourage students to carry out entrepreneurship, and the efforts made by Islamic boarding schools to foster students' interest in entrepreneurship and the steps taken. by Islamic boarding schools in developing entrepreneurship.

Qualitative data was collected by distributing questionnaires to fifty informants who were Islamic boarding school teachers/Ustads in Aceh. based on the understanding that they will provide the insight needed in this research, considering the role of their Islamic boarding school's stove/Ustad as an educator. In-depth interviews were conducted to obtain detailed information regarding encouragement and support for Islamic boarding schools in entrepreneurship, efforts that need to be made to develop an entrepreneurial spirit and steps for developing Santri entrepreneurial skills by Islamic boarding schools.

After the data was collected, analysis was carried out using the Miles and Huberman analysis technique which includes data reduction, presentation and verification steps (Miles & Huberman, 2014). Data is processed by classifying it according to themes and research objectives. To present the data, pictures and interviews were used. Data verification was carried out by connecting one data set with another data set to identify internal coherence in the data and compare it with the Islamic boarding school management context regarding motivation, efforts and steps taken to develop Santri entrepreneurial skills.

3. RESULTS & DISCUSSION

Encourage and motivate students to become entrepreneurs. To grow the entrepreneurial spirit of students, one way is to provide motivation to students on how they should have an entrepreneurial spirit or become an entrepreneur, apart from that, it also opens students' insight regarding the importance of becoming an entrepreneur and apart from being a religious teacher and ustadzah, students must also be able to become an entrepreneur or person who has their own business, because by providing motivation and opening the students' horizons, it is the same as encouraging the students to continue learning and trying so that they can have an entrepreneurial spirit within themselves and they will also continue to learn to gain knowledge and experience in entrepreneurship.

In accordance with what Islamic boarding schools in Aceh do to help students develop an entrepreneurial spirit among students, the first thing to do is provide motivation to the students, where the teacher/teacher, ustadzah, and supervisor, always provide motivation to the students. students about the importance of having an entrepreneurial spirit or entrepreneurial motivation. Islamic boarding school teachers always comment that apart from being successful business owners, they can also be successful and valuable contributors to their own lives. This was also expressed by the Ns1 furnace: "The first thing we did was express our gratitude and provide inspiration to the students that life is not as simple as we think, there are many obstacles that stand in our way. We also believe that after we settle down, we will be able to develop our own work. The insight of the santri is opened so that they have businesses, so that later they will not expect something like looking for a job but they



will already have their own business. This can foster an entrepreneurial spirit while they are here. However, if he does have a job the next day, he can also earn money by starting another business.”

Ustazah Ns2 “Dayah Modern Darul Ulum Gp. Kec. Kuta Alam, Banda Aceh City, Dayah business units, such as screen printing, printing, photocopying, making acrylic works, and hair barbering services. Apart from having business units that operate under the dayah, Dayah Darul Ulum also has business units that are managed by teachers or guided by the Dayah. Then a profit-sharing system is implemented.”

Providing encouragement to students in the form of encouraging, strengthening and increasing self-confidence so that students have the confidence to pursue their dreams. Apart from that, encouraging students can help them develop tenacity, hard work and perseverance. It can also give them a strong sense of self-worth and give them the confidence to pursue their entrepreneurial dreams and become successful business owners.

Based on the explanation above relating to providing motivation to students in line with the theory put forward by (Damayanti, D. P. 2024)., then motivation can be understood as a driving force within an individual to take action in order to achieve a certain goal. so it can be understood as encouragement or driving force (Nurhaedah, A., & Kadir, S. 2024). According to Robbin, motivation theory is the desire to work towards a certain goal, based on the belief or assumption that each individual will participate in this effort because each person's potential will be influenced by the inspiration provided. Wisnuwardhana, I. A. 2024). Running a business with integrity to develop an entrepreneurial spirit, as well as providing motivation to students

Another opinion was also expressed by Ustazah Ns3 "Islamic boarding schools also guide their students to make handicrafts or creativity, which trains students to make something creative that can be produced. Then, they sell the handicrafts to parents and the community. "Such as handicrafts that are taught or made by students, including making flowers, hijab brooches, foot prints and wall decorations."

Based on the explanation above regarding crafts, students will be encouraged to make handicrafts. If these handicrafts are created, the students will be encouraged to be creative and at the same time learn about self-reliance and develop their creativity and innovation in creating things. This is related to the theory of entrepreneurial characteristics, which generally focuses on the process of recruiting new students for entrepreneurship, with an emphasis on developing new products.

Steps in developing an entrepreneurial spirit. Several business units owned by Islamic boarding schools include vegetable plantations, goat farms, animal husbandry, and cooperatives. This is the method used to develop student entrepreneurship in Islamic boarding schools in Aceh. Some of the business ventures discussed or carried out include the steps that must be taken so that students have an entrepreneurial spirit within themselves:

1. Collaboration, Santri are guided for Islamic boarding school cooperative business units, in a way where Islamic boarding schools manage a business unit, train independence and train students' honesty.
2. Learning about animal husbandry. At the santri unit's goat farm, students will learn how to handle livestock properly, provide animal feed, and handle livestock well.
3. Vegetable plantations. In this vegetable plantation business unit, students will teach how to care for them on a daily basis and how to grow vegetables properly, which is directly led by the ustadz or Islamic boarding school leader.
4. Crafts, handicrafts, sewing, halal food, Muslim women's clothing and so on, which are taught directly by ustadz or leaders of Islamic boarding schools or who have skills regarding these craft businesses, share knowledge with each other



Figure 1: goat farming business in Dayah Nasyrul Ulum Samalanga, Muslim fashion business at Darul Huffaz Islamic Boarding School, Rambah Sayang village, Tanoh Alas sub-district, Central Aceh, Koprasi in Dayah Al Huda Malikussaleh, Reuleut Timu village, Kec. Muara Batu, Kab. North Aceh

Based on information provided by Ustad Ns4, "For example, raising goats and sheep on this farm involves alumni. and students; At this farm, the students will guide how to manage livestock, which involves the students at certain times being brought to experience what it is like to be a farmer as well as the cooperative managed by the students. So that students develop an entrepreneurial spirit."

Based on the results of interviews from the Ns5 furnace at the Dayah Ruhul Fata Islamic boarding school, there are three methods or approaches in carrying out this task, as follows: (1) Developing self-awareness; (2) Develop creative thinking in subjects; and (3) Developing subjects to become more self-aware.

In their journal entry, Mulyantini, et al. (2024); Ula, N., Alham, F., & Saragih, F. H. (2024). explains how to help students to strengthen their own will. Developing the entrepreneurial spirit of students must be done in the following way, or in the following ways: (1) Developing students' self-confidence; (2) Develop enthusiasm and perseverance or the desire to always be active; (3) Developing an introspective attitude while being able to control oneself; (4) Developing accuracy and istiqomah; (5) Developing a creative mindset; (6) Develop problem solving abilities; (7) Seeing or judging something. (Sutihat, A., Budiantini, A., & Jelanti, D. 2024).

About how to manage a business unit and related matters are also intended to develop a healthy entrepreneurial spirit. For this reason, in order to strengthen students, they need to be educated and trained by actively participating in the management of business units in Islamic boarding schools. Based on information provided by Ustad/tungku Ns6 "By involving them in everything produced by the Islamic boarding school, the students must be involved so that they know how to sell, how to offer an item and also train the students' independence and honest attitude because when they have the opportunity "open it and close it again, then like handicrafts we teach them how to make handicrafts and then sell them at what price, then with things like that we can grow the entrepreneurial spirit of the students."

Based on the results of the interview above, an entrepreneurial spirit can be developed by providing training to students, namely by involving students in the operations of a business unit. Sucipto, S. (2024). explained in his journal that utilizing the alumni network in developing Islamic boarding school entrepreneurship which has special products and collaborates with several private and government partners. Entrepreneurship education system, form of business units and products, empowerment of human resources and the environment

4. CONCLUSION

Encouraging and supporting entrepreneurial students, namely by motivating students to become entrepreneurs. The aim of the Islamic Boarding School in fostering entrepreneurship in its students is to inspire and encourage students to become entrepreneurs by providing motivation and teaching the importance of being an entrepreneur.

Diligently foster an entrepreneurial culture. After leaving the Islamic boarding school, students are encouraged to carry out creative activities or businesses that can produce results that are expected to help students become more independent.



The steps involved in developing entrepreneurial skills in Islamic boarding schools are used in managed business units with the aim of providing benefits in the process of managing the business unit. This can also help students to strengthen team spirit and become stronger in building students' businesses through business units run by Islamic boarding schools, including cooperatives, livestock businesses, agriculture and vegetable plantations.

5 ACKNOWLEDGMENTS

The author would like to express his thanks to the Islamic boarding school who were willing to be interviewed and provide information in this research, and the author would also like to express his thanks to his team colleagues who carried out this research until it was completed.

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