



Islamic Boarding School Management In Cultivating The Entrepreneurial Spirit Of Students

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Abstract: This study aims to describe the planning, implementation and evaluation in fostering the entrepreneurial spirit of students at the Al-Urwatul Wutsqo Islamic Boarding School in Jombang. This study uses a qualitative approach with a case study type. Data collection techniques are carried out through observation, interviews, and documentation. Data analysis techniques consist of data reduction, data display, and conclusion drawing. The validity of the data was tested using source, time, and technique triangulation. The results show that: (1) Entrepreneurial planning is carried out by preparing productive business units such as agriculture, longan plantations, cattle farming, fish cultivation, furniture making, and barbershop services; (2) Implementation involves both theoretical entrepreneurship education and direct practice by the students; (3) Evaluation is conducted to measure the achievement of each unit's program implementation. These business units contribute to student self-reliance, skill improvement, and pesantren financial support. Therefore, pesantren management plays an essential role in developing entrepreneurial spirit as a provision for students to live independently in modern society.

Keywords: Islamic Boarding School, Entrepreneurship, Management, Students

INTRODUCTION

The era of globalization marked by advances in technology and information has brought significant changes in various aspects of life, including in the world of education. Modernization of education is a logical consequence of the demands of the times that require every educational institution to adapt and transform. In this context, Islamic boarding school education as a traditional Islamic educational institution continues to show its existence amidst modern dynamics, by maintaining distinctive spiritual values and Islamic character. Islamic boarding schools are not only places for religious learning, but also a miniature of the social life of society that shapes the independence, discipline, and simplicity of students. The students, who consciously choose to live far from the comfort of home and family in order to pursue knowledge, show character as individuals who dare to take risks and have an adventurous spirit. These characteristics implicitly



reflect the basic capital of an entrepreneur, namely brave, independent, adaptive, and solution-oriented. (Sholeh, 2024)

Reality shows that many graduates of Islamic boarding schools face challenges in the world of work due to limited practical skills and orientation towards career development which is still predominantly theoretical. According to data from the Central Statistics Agency (2024), although the unemployment rate has decreased, there are still groups of people including alumni of Islamic boarding schools who are vulnerable to unemployment due to the lack of provision of entrepreneurial skills. Education in Islamic boarding schools, which has so far focused on Islamic sciences such as interpretation, fiqh, ushul fiqh, and morals, needs to be integrated with an entrepreneurship curriculum as part of a strategy for developing the quality of human resources for students as a whole. Previous studies have highlighted the importance of curriculum innovation in Islamic boarding schools to adapt to the demands of the times. Several studies emphasize the need for Islamic boarding schools to modernize management and integrate formal curricula. (Nasir, 2022; Fadli & Huda, 2023)

But not many have studied in depth the managerial strategies of Islamic boarding schools in forming the entrepreneurial spirit of students systematically and structured. In fact, entrepreneurial skills are not only a solution to the lack of formal employment opportunities, but also the key to creating a generation of students who are economically independent and able to actively contribute to social development.

This research is important to answer two fundamental questions. First, how can Islamic boarding school management effectively foster an entrepreneurial spirit among students as a provision to face life in society. Second, to what extent can the management of business units in Islamic boarding schools become a means of applicable and contextual skills education. By making the Al-Urwatul Wutsqo Islamic Boarding School in Jombang as the research location, this study seeks to provide a new contribution to the development of Islamic education management science based on entrepreneurship.

The Al-Urwatul Wutsqo Islamic Boarding School in Jombang was chosen because it has implemented a practical approach in entrepreneurship education by building business units in the fields of agriculture, animal husbandry, services, and traditional medicine. This makes the Islamic



boarding school not only a center for spiritual and religious education, but also a socio-economic laboratory that produces students into productive and independent individuals. This study will analyze the managerial strategies applied by Islamic boarding schools in designing and implementing entrepreneurship programs, and assess their impact on the development of character and independence of students.

With a qualitative approach, this study is expected to enrich the study of the dynamics of Islamic boarding schools in facing the challenges of the times through entrepreneurship education. The main contribution of this research is to provide a conceptual model and managerial practices that can be replicated by other Islamic boarding schools in an effort to produce students who are not only spiritually pious, but also economically strong and adaptive to social change.

METHOD

This study uses a qualitative approach with a case study type of research. This approach was chosen because it aims to deeply understand the meaning, patterns, and dynamics that occur in the managerial activities of Islamic boarding schools in fostering the entrepreneurial spirit of students at the Al-Urwatul Wutsqo Islamic Boarding School in Jombang. Case studies were chosen because they allow researchers to comprehensively and contextually explore the phenomena studied in one particular location or unit. (Moleong, 2019)

The subjects of this study were the caretakers of the Islamic boarding school, managers of Islamic boarding school business units, and students who were actively involved in the entrepreneurship program. The Al-Urwatul Wutsqo Islamic Boarding School, located in Bulurejo Village, Diwek District, Jombang Regency, East Java, was chosen as the research location because it is one of the Islamic boarding schools that has developed an integrated entrepreneurship program with religious education. This Islamic boarding school not only emphasizes mastery of yellow books and the formation of spiritual character, but also provides various skills programs such as agriculture, animal husbandry, processing of traditional medicines, and services.

Data collection techniques were carried out through three main methods, namely observation, in-depth interviews, and documentation. Observations were conducted to directly observe the daily activities of the students in entrepreneurial activities. In-depth interviews were



conducted with key informants such as the caretakers of the boarding school, entrepreneurship mentors, and several students participating in the program. Documentation was carried out through the collection of written data, activity archives, photos, and other supporting records. (Sugiyono, 2021)

To ensure data validity, triangulation techniques are used, namely a combination of various data collection techniques and various data sources. This is done so that the information obtained can be tested for validity through comparison between sources. (Sugiyono, 2021)

The data analysis procedure is carried out using interactive analysis methods that include three main stages: (1) data reduction, namely the process of selecting, focusing, simplifying, and transforming raw data; (2) data presentation, in the form of organizing information systematically so that it is easy to understand and interpret; and (3) drawing conclusions and verification, which are carried out repeatedly until a deep and comprehensive understanding is obtained. (Miles and Huberman, 1994)

RESULT AND DISCUSSION

Based on literature review from various academic sources, there are several important findings regarding Islamic Boarding School Management in Cultivating the Entrepreneurial Spirit of Santri. These findings include aspects of planning, implementation, and evaluation in Cultivating the Entrepreneurial Spirit of Santri.

Planning in Cultivating the Entrepreneurial Spirit of Santri.

Based on the results of research conducted at the Al-Urwatul Wutsqo Islamic Boarding School in Jombang, it is known that the planning process has a strategic role in fostering the entrepreneurial spirit of students. Planning in Fostering the Entrepreneurial Spirit of Students is carried out by holding entrepreneurial fields that can be beneficial for the islamic boarding school, students and the environment. and by considering the potential of the boarding school as a whole, both in terms of human resources, facilities, and local economic potential that can be developed.

This is in line with the theory of boarding school management put forward by Imam Saerozi (2023) that planning is the process of determining what to achieve, how to achieve it, and who will be involved, and is carried out before the action is taken. Furthermore, Husaini Utsman (2012)



added that planning includes scheduling activities, determining target results, and content related to the time of implementation in the future. These two theories underline the importance of long-term projections in education-based management. (Saerozi, 2023; Usman, 2012)

Al-Urwatul Wutsqo Islamic Boarding School applies this principle by designing a student entrepreneurship program as part of the boarding school learning system. This program is not only seen as an additional activity, but as an integral part of the curriculum based on Islamic skills and values. The existence of this planning program makes the management of Islamic boarding school business units more focused, efficient, and measurable, both in terms of resources and expected results.

This finding strengthens a number of previous studies that emphasize the importance of managing Islamic boarding schools based on economic independence as a means of character education and independence. Research by Saerozi (2018) shows that Islamic boarding schools that have good entrepreneurial planning tend to be more adaptive to the challenges of the times and are able to produce alumni who are competitive in society. Likewise, a study by Syaiful and Misbah (2020) emphasized that entrepreneurship development in Islamic boarding schools is effective in improving the life skills of students. (Saerozi, 2018; Syaiful & Misbah, 2020)

Thus, it can be concluded that mature and value-based planning, such as that carried out by the Al-Urwatul Wutsqo Islamic Boarding School, is a determining factor in the success of Islamic boarding school entrepreneurship programs. This finding is also an important contribution to the development of Islamic boarding school management theory that not only focuses on spiritual and moral aspects, but also on social transformation and economic empowerment of the community.

Implementation in Cultivating the Entrepreneurial Spirit of Santri

Implementation is a crucial stage in the management cycle because it functions as a concrete manifestation of previously prepared planning. Imam Saerozi (2023) stated that implementation is nothing more than an effort to realize planning through concrete actions, with leadership as a determining factor for its success. In this case, leaders have a primary role in providing direction and building humane motivation to all elements involved so that organizational goals can be achieved effectively and efficiently. (Saerozi, 2023)



Research findings at the Al-Urwatul Wutsqo Islamic Boarding School in Jombang show that the implementation of the entrepreneurship program at this Islamic boarding school has been carried out systematically and in line with these management principles. Based on observations and interviews, the implementation of the program is carried out through clear communicative steps. The caretaker of the Islamic boarding school acts as the main director who sets the goals and objectives of each business unit, as well as assigning competent mentors in their fields to assist the students. The placement of mentors is carried out based on their respective expertise backgrounds, so that coaching can take place optimally and on target.

This strategic step is in accordance with the opinion of Astuti and Sukatman (2019), which states that implementation is an effort to mobilize members to work together to achieve goals that have been determined collectively. In this context, Islamic boarding schools have formed an implementing structure in the form of an entrepreneurship unit coordinator. These coordinators not only serve as technical managers, but also as mentors, teachers, and companions in the direct practice of students' entrepreneurial activities. (Astuti & Sukatman, 2019)

At the Al-Urwatul Wutsqo Jombnag Islamic Boarding School, the implementation of fostering the entrepreneurial spirit of students is not only limited to providing instructions, but also involves direct learning in the field such as in agricultural units, animal husbandry, to herbal product processing. The students are not only introduced to entrepreneurial theory, but are also involved in business management practices so that there is a process of internalizing entrepreneurial values contextually. This shows that the implementation is not normative, but has been integrated with the boarding school-based education system. So that students gain broader experience and scientific insight.

This approach shows the synergy between religious knowledge and practical knowledge, which indirectly forms a pattern of entrepreneurship education based on Islamic values. The long-term goal of this implementation is so that students not only become religious individuals but also economically productive, and able to be independent when they return to society. This combination of spiritual development and entrepreneurial learning strengthens the mission of Islamic boarding schools as educational institutions that are adaptive to changing times.



Evaluation in Cultivating the Entrepreneurial Spirit of Santri

Evaluation or control is one of the main functions in management that aims to ensure that all activities carried out are on track according to the initial plan. The findings of this study indicate that the evaluation principles applied, in accordance with the theory put forward by Imam Saerozi (2023), control includes all activities carried out to ensure that existing results will be consistent with the goals and objectives that have been formulated in the planning stage. Evaluation not only functions as a measuring tool for the success of implementation, but also as a medium for correction and strengthening strategies in the management of educational organizations such as Islamic boarding schools. In line with that, Fandi, Ayler, and Yasminar (2020) emphasized that evaluation is an activity of assessing the process and results of an activity, with the aim of knowing whether the activity has gone well, the results are in accordance with what was planned, and the benefits generated for interested parties. In this context, evaluation not only functions as a tool for assessing results, but also as a driver for improving institutional and individual performance. (Saerozi, 2023; Fandi, Ayler, & Yasminar, 2020)

Systematic evaluation is carried out in order to foster the entrepreneurial spirit of students at the Al-Urwatul Wutsqo Islamic Boarding School, Jombang. Based on the results of observations and interviews, it is known that the evaluation process is carried out through routine meetings held by the entrepreneurship unit coordinators. This evaluation meeting is intended to review the implementation of activities in each unit such as agriculture, animal husbandry, and processing of students' production results. This evaluation includes an analysis of activity achievements, obstacles faced, and necessary follow-up.

The entrepreneurship unit coordinator plays a central role as an evaluation implementer and mentor. They are responsible for observing the development of students' abilities in entrepreneurial practices and providing direct feedback. Evaluation is carried out not only on the aspect of financial performance, but also includes the development of students' knowledge, attitudes, and skills in entrepreneurship. With this approach, Islamic boarding schools not only measure success in terms of economic output, but also in terms of the process of learning entrepreneurship based on Islamic values.



This evaluation has important implications for achieving the goals of entrepreneurship education in Islamic boarding schools. First, the evaluation helps identify the extent to which students are able to internalize and implement the entrepreneurship material that has been taught. Second, the evaluation provides strategic information for the development of a practice-based entrepreneurship curriculum. Third, the evaluation process becomes a medium to increase motivation and quality from both students and business unit coordinators, which in the long term will increase the operational efficiency of the Islamic boarding school. Interestingly, the results of these entrepreneurial activities are not only educationally beneficial, but also economically. Business units managed by students have generated significant income for the Islamic boarding school. This income is used to support the operational costs of the Islamic boarding school, provide basic needs for students, and become revolving capital for the development of subsequent businesses. This shows that the results of the evaluation not only have an impact on improving the quality of education, but also provide a real contribution to the economic independence of the Islamic boarding school.

The evaluation practice applied by the Al-Urwatul Wutsqo Islamic Boarding School can be understood as a form of integration between modern management theory and local Islamic values. Evaluation as a managerial function is practiced not only with an administrative approach, but also through an educational and spiritual approach. Thus, this evaluation model can be a reference in the development of contextual, adaptive, and applicable Islamic boarding school management theory.

CONCLUSION

Based on the results of research on Islamic boarding school management in fostering the entrepreneurial spirit of students at the Al-Urwatul Wutsqo Islamic Boarding School in Jombang, it can be concluded that structured management through the stages of planning, implementation, and evaluation has made a significant contribution in shaping the character of superior, independent students, and having an entrepreneurial insight based on Islamic values. In the planning aspect, the Islamic boarding school systematically designs entrepreneurial activities by forming various business units such as agriculture, animal husbandry, and plantations. The purpose



of this planning is not only to generate income, but also as an educational medium in honing skills and building the character of students who have an entrepreneurial spirit. At the implementation stage, the approach taken is practical and contextual. Students not only receive theory, but are also directly involved in entrepreneurial practices with business unit coordinators. Evaluations are conducted periodically by the coordinators and heads of the boarding school management through business unit evaluation meetings. This evaluation aims to assess the achievement of activity implementation, the development of students' skills, and to detect challenges faced in the entrepreneurial learning process. The evaluation results are used as material for continuous improvement and also as a basis for decision making by the boarding school administrators. This study provides an important contribution to the development of Islamic Education Management, especially in the context of Islamic boarding schools. This management model can be used as a reference in designing an Islamic boarding school-based entrepreneurial empowerment program that is not only oriented towards economic results, but also the formation of Islamic character and the independence of students in facing the challenges of the times.

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