Entrepreneurship Education Strategy in Realizing the Independence of Islamic Boarding Schools (Multi case study in Sirojuth Tholibin Sutojayan Blitar and Jawaahirul Hikmah Islamic Boarding School Besuki Tulungagung)

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Abstract
This research aimed to investigate and find entrepreneurial education strategies in realizing the independence of Islamic boarding schools. This research used a qualitative approach, a kind of case study with a multisite design. Data collection techniques were employing in-depth interviews, participant observation, and documentation. Data analysis was done by using the procedures proposed by Miles & Huberman covering data reduction, data presentation, and conclusion drawing. The data were analyzed from one site and cross-site data. The trustworthiness of the data was checked through credibility, transferability, dependability, and confirmability. The results showed that the entrepreneurial education strategy used was involving students in every stage of entrepreneurial activity and designing meaningful learning. The formal finding of this research was that entrepreneurship education was based on the development of aspects of entrepreneurial knowledge, entrepreneurial skills, attitudes, and spirituality of individual and environmental.

Keywords: Entrepreneurship Education, Islamic Boarding School

A. Research Context

Competition in various lines of life is getting tougher. There are more and more demands presented by the modern era. No exception is in the field of education. The direct impact of the modern era on education has presented a brand new term, namely the modernization of education that has happened not only in formal education but also in Islamic boarding schools. Given its important role in society, especially regarding to the study of spiritual sciences, *pesantren* which is similar to traditional in terms of its systems is still demanded to be exist with its education.

Pesantren is additionally believed to have produced many national figures whose thoughts have colored the dynamics of Indonesia's journey. The accommodative and tolerant religious character in Indonesia is additionally believed to be a contribution of *pesantren*. This can be a kind of boon considering that Indonesia belongs to a multicultural nation in which an attitude of pluralism is an essential necessity.

In Aceh the term used to address to school-based boarding is *Dayah*, while the Minangkabau people address it as Surau. In Malay countries like Malaysia, Brunei Darussalam, and Southern Thailand it is called Arabic schools or just called *pondok* .[1]

In its development, *pesantrens* are considered as educational institutions that do not keep up with the times. Some *pesantrens* are considered to put aside other skills for students to learn and they only focus on teaching religious knowledge. So, it becomes common that a lot of *pesantren* graduates generally master both religious and moral sciences. Consequently, *pesantren* graduates are fail to survive after they immerse themselves in the society. *Pesantren* does not offer an academic model that is capable to produce competitive graduates within the midst of modernization.

The entrepreneurial education strategy in realizing the independence of Islamic boarding schools will provide an education dealing with a non-religious knowledge as a capital for the *santris* to live in the society. One of them is entrepreneurship education. Entrepreneurship education is believed to be important given to *santris* to facilitate them to understand the practices and ideas of entrepreneurship, to have an entrepreneurial spirit, and to become entrepreneurs.[2]

However, it is not a simple matter to achieve. The main reason is that *pesantren* has been synonymous with traditional educational institutions for a really very long time. That is why, a technique is required, so the entrepreneurship education within the *pesantren* can be runs effectively handled to perform the independence within the *pesantren*.

The entrepreneurial education strategy in realizing the independence of Islamic boarding schools can be produced as long as the institutions are ready to optimize its full potential. Besides being an educational institution that is integrated to society, *pesantren* also has a greater chance to implant values of independence and entrepreneurship because the *santris* within 24 hours live in the pesantren. The fact shows that several Islamic boarding schools have been ready to become private religious institutions that have successfully demonstrated the independence of the institutions, both in terms of implementing teaching and learning activities to self-financing. So besides having a commitment to providing Islamic teachings to students, *pesantren* also has a very important goal in regenerating ulama also as an encouraging the creation of independence, self-reliance and entrepreneurship in society, especially people who live around Islamic boarding schools.[3]

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[1] Zamakhsyari Dhofier. *Tradisi Pesantren*. (Jakarta: LP3ES, 1984).

[2] Budi and Fabianus Fensi. "*Pengaruh Pendidikan Kewirausahaan dalam Menumbuhkan Minat Berwirausaha*". *Jurnal Pengabdian dan Kewirausahaan, 2 (1) 2018*

[3] Habib Thoha, *Kapita Selekta Pendidikan Islam* (Yogyakarta: Pustaka Pelajar, 1996), 52.

In reference to entrepreneurship, Islamic boarding schools have a big contribution in developing the community's economy. Since entering the *pesantren*, the students not only gain religious understanding or spiritual values, but also the spirit to be independent and have an entrepreneurial spirit from an early age.

For this reason, Islamic boarding schools must have innovations in developing curricula to resolve problems that occur in society, as an example activating management-based Islamic boarding schools to enhance the standard of spiritual competence and entrepreneurship science, changing Islamic boarding schools in response to dynamics in society that the weakness of Islamic boarding schools is that the lack of cognition applied within the Santri environment. In addition, the *pesantren* aims to ease the burden on the guardian of *Santri* and also makes it easier for institutions to enhance the standard of education.

In addition, Islamic boarding schools also help the government develop *pesantren-based* small and medium enterprises to participate in building Islamic boarding schools and residents round the *pesantren*. The economic development in Islamic boarding schools offers significant contribution in entrepreneurial development, and it is often important because students are educated to be self-employed and work independently.

Of all the *pesantrens* that have existed today, there are a minimum of two Islamic boarding schools that have attracted the attention of the author to conduct a research. The two Islamic boarding schools are ready to maintain their existence. Those two Islamic boarding schools are the Sirojuth Tholibin Sutojayan Blitar Islamic Boarding School and also the Jawaahirul Hikmah Besuki Islamic Boarding School in Tulungagung City.

One of the features of the Sirojuth Tholibin Islamic boarding school in Blitar is that almost all of the students are formerly littered with "social illnesses." Some *santris* were accustomed to be thugs, street children, recidivists, and a few were even convicted prisoners from several correctional institutions. The Sirojuth Tholibin Islamic boarding school in Blitar makes entrepreneurial activities as one of the "therapies" for these students. This Islamic boarding school has several entrepreneurial activities administered by santri and has succeeded in supporting the requirements of the students. Besides the activities are also beneficial to fulfil the operation of the Sirojuth Tholibin Blitar Institute. Moreover, the Islamic boarding school is also as a partner of the government, in this this case the police and also the micro, small, and medium enterprise within which there is a cooperation in alleviating ex-convicts and as small business operators within the fields of fisheries, agriculture, and farming.[4]

Meanwhile, *Pondok Pesantren* Jawaahirul Hikmah which is found in Tumpang, Besuki district, Tulungagung Regency is also interesting object to study. This Islamic boarding school, which is about 25 km from the center of Tulungagung City, is arguably an independent boarding school. Besides being successful with various achievements in various fields of extracurricular activities for college students, such as the marching band which won various national events, this *pesantren* also has various entrepreneurial units. The requirements of the santri associated with "primary needs" are mostly covered by the business units owned by the *pesantren,* such as bottled drinking water business unit, catering, and also convection[5].

Although both implement entrepreneurship education and have transformed into an independent Islamic boarding school concerning management, there are differences within the characteristics of entrepreneurship education at the Sirojuth Tholibin Islamic Boarding School in Blitar and Jawaahirul Hikmah Tulungagung in terms of management. For this reason, the researchers feel necessity to conduct a

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[4] Direct interview with Miftahul Ma'adi, board of the Sirojuth Tholibin Islamic Boarding School at 02 March 2019, 08.45-11.27 AM

[5] Direct interview with ustad Faruq, as the board of the Jawaahirul Hikmah Islamic Boarding School, at 12 April 2019, 08.17-10.24 AM

research associated with entrepreneurship education management to extend the independence of the institution.

According to Cope research with the theme of entrepreneurship education that has been done up to now has not revealed the dominant theoretical paradigm. It is not surprising that understanding of entrepreneurship education remains out of reach. Research on entrepreneurship education to this point has focused more on business activities, and not on entrepreneurship education itself. [6]

B. Literature review

1. Entrepreneurship Education Management

Based on etymology, the word management is originated from the Latin word *manus* which implies to prepare, lead, guide, or handle. Husaini Usman also revealed that management which comes from Latin has been translated into English to manage and if it is translated into Indonesian means management.[7] Management could be a process consisting of designing, organizing, mobilizing, and monitoring actions, which are applied to see and achieve the goals set by the utilization of human resources and other resources.[8]

According to J. Panlaykim and Hazil Tanzil in Management; An Introduction, as quoted by Abudin Nata in Education Management, is functionally equated with a series of stages ranging from planning, the existence of organizing or an organizing system which also contains staffing or filling positions in each organizational structure. Then it is proceeded with actuating (implementation of planning), and at last controlling or some reasonably actions to supervise the work of all parties within the scope of the organization. During this case, there is also an extra type of evaluation or job evaluation within the kind of assessments of the results that are administered since the start of the design. If there are mistakes and shortcomings in these activities, then repair or supervision are going to be held.[9]

Entrepreneurship is usually juxtaposed with the word entrepreneur in English. Since the 17th century, this word has become known, especially where it is originated, namely France. In his linguistic communication, entrepreneur, or what became called an entrepreneur means trying, running, or doing, juxtaposed with *to set about* dan *to attempt* which implies to start and to try. In Indonesian, this word is parallel to entrepreneurship, which may be a combination of the word *wira* which suggests brave, brave, or mighty, and business which suggests business. From these terms, entrepreneur or entrepreneurship will be understood as a kind of business pass by someone who has courage.[10]

2. Management of Entrepreneurship Education Strategy in Realizing the Independence of Islamic Boarding Schools

Viewed from the origin of the word, strategy is a combination of two words *Strato* which means troops and *agenis* which means leader. From the combination of these two words, strategy is something related to war troops.[11] History does record that initially this word arose from a strategy designed to defeat the enemy at the time of the military war. However, for now, the term strategy has been used for many things, such as in terms of society, religion and culture, to politics and economics.

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[6] Cope J. (2005), *Toward a Dynamic Learning Perspective of Entrepreneurship*, *Entrepreneurship Theory and Practice*, 29 (4) : 373-397

[7] Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan,* (Jakarta: Bumi Aksara, 2013), 20.

[8] George R. Terry translated by DR. Winardi. A*sas-Asas Manajemen,* (Bandung : PT Alumni, 2012), 4

[9] Abudin Nata, *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam di Indonesia* (Jakarta: Kencana Prenada Media Grup, 2012), 359.

[10] Arman Hakim Nasution, *Entrepreneurship, Membangun Spirit Teknopreneurship,* (Yogyakarta: Andi Offset, 2007), 2

[11] Ali Moertopo, *Strategi dan Kebudayaan*, (Jakarta: CSIS, 1971), 24.

Treogeo and Zimmerman define strategy as "the framework which guides those choices that determine those nature and direction of organization", which is a framework that helps a person make choices in order to achieve organizational direction and goals.[12] Meanwhile, according to Sedamaryanti, strategy is a structured plan made for the long term and its implementation is followed by actions generally with the aim of winning.[13]

In another sense, it is stated that what is called a technique could be a plan or policy that focuses on achieving goals, both individual goals or corporate and institutional goals.[14] Strategy can even be understood as a result of careful reaching to get the foremost main and specific goals.[15] Normally, an understanding of strategy is often described as an overview of the direction by which something is completed , with a careful effort to realize the required result or goal.[16]

Mintezberg defines the term strategy within the 5Ps, namely perspective, position, planning, activity patterns, and fraud. The strategy is alleged to be a perspective because the mission that's formed always describes the angle that's owned by the individual or group that made the mission. Meanwhile, it's said to be a grip because in an exceedingly strategy there's always a component of searching for options to be compared. The strategy is planning because a technique is additionally made with certain goals as planned. The strategy could be a pattern of activity because within the strategy there are patterns within the form of adjustments and feedback. Meanwhile, it's said to be a fraud because the strategy contains tons of tricks to trick your opponent.[17]

Akdon had quoted Jauch and Glueck opinion on strategy, which stated that a technique may be a plan that mixes organizational excellence with challenges that arise from the environment in order that it can predict the achievements that the organization can do.[18]

Meanwhile, Newman and Logan in Yamin underline the strategy in four ways, namely:[19]

    a. Defining and giving specific definitions. Qualification of the results must even be clear so it will be seen which may be achieved and which may be targets or targets. The strategy must even be ready to take people's aspirations into consideration.

    b. In strategy, you need to be ready to choose basic ways or the most and handiest ways to quickly reach your goals.

    c. The use of strategy must also first consider the standards or measures or standards used in order that the amount of success is often predicted from the beginning

    d. In making a technique, one must pay careful consideration to every step.

In sharpening this idea by stating that control is indispensable internal control could be a system that is implemented to confirm that human resources behave evidently by the organization.[20]

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[12] Treogeo, Zimmerman. *Strategi Manajemen*. (Jakarta : Erlangga, 1988), 17

[13] Sedarmayanti, *Manajemen Strategi,* (Bandung: Refika Aditama, 2014), 2.

[14] Dwi Sunar Prasetyo, *Terobosan Strategis Menggali Sumber-sumber Kekayaan dalam Bisnis,* (Yogyakarta: DIVA Press, 2005), 180.

[15] G.R. Terry dan L.W. Rue, *Dasar-dasar Manajemen,* (Jakarta: Bumi Aksara, 1982), 82.

[16] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar,* (Jakarta: PT. Rineka Cipta, 1997), 5.

[17] Martinis Yamin, *Strategi dan Metode dalam Model Pembelajaran,* (Jakarta: Referensi, 2013), 2-3.

[18] Akdon, *Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan,* (Bandung: Alfabeta, 2006), 13.

[19] Martinis Yamis, *Strategi dan Metode…* 3.

[20] Merchant, Stedee. 2007. Management Control Systems:Performance Measurement, Evaluation, and Incen-tives. 2nd edition. Prentice Hall

Because through control (in which there are direction and performance measurement) will make sure the organizational strategies are often achieved.[21]

From a number of these definitions, the author states that what's called the Islamic boarding school entrepreneurship education strategy is that the means and efforts in providing entrepreneurship education administered by the boarding school so as to get the objectives that are decided. The goal of entrepreneurship education is the creation of independent Islamic boarding schools, independent in terms of processing and independent in terms of funding.

B. Research methods

Research on Entrepreneurship Education Management in Achieving the Independence of Islamic Boarding Schools used a qualitative approach. This approach was used to reveal the meaning behind the information that researchers need from informants about what they were doing, felt, and experienced associated with the research. Qualitative research, namely making a data analysis process which contains facts that are summarized systematically about the state of the object.[22] This kind of qualitative research sees the object of research as something dynamic, the results of thought construction and interpretation of the observed symptoms, and is holistic because every aspect of the object has an inseparable unity.[23]

The type of research used was a multi-site study design. A multi-site research design could be a qualitative research design that has multiple research locations and topics. In this study, each of the site had identical characteristics. As Bogdan and Biklen note, a multi-site study could be a qualitative research model and may be accustomed to generate a theory that originates from constant research location and might ultimately be applied to any or all lines more perfectly.[24] As mentioned in the previous part, the study was directed to investigate how the two sites; the Sirojuth Tholibin Islamic Boarding School in Blitar and Jawaahirul Hikmah Tulungagung implemented entrepreneurship education strategy to achieve their interdependence institutions.

C. Research Results and Discussion

In general, *pesantren* are places to review religion and morals. These two aspects are not only a priority for education within the *pesantren* but also sometimes make the *pesantren* put aside other skills to be studied. So it becomes very natural that a lot of *pesantren* graduates ultimately do not master other fields besides religion and morals. The consequence is that *pesantren* graduates fail to survive when they return to society.

During its development, several *pesantren* began to understand the importance of providing education apart from religious knowledge to the students for their provision in society. One among them is entrepreneurship education. Entrepreneurship education is important to be taught to Islamic boarding school students in order that they understand the practices and ideas of entrepreneurship, have entrepreneurship and become entrepreneurs.[25]

It is widely understood that a technique is required in order that entrepreneurship education within the *pesantren* runs effectively and is in a position to realize independence within the *pesantren*. a technique is

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[21] Birnberg, J.G. 1998. Some Reflections on The Evolution ofOrganizational Control. Behavioral Research in Ac-counting, suppl, pp. 27-46.

[22] S. Anwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 1999), 6.

[23] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta, 2008), 17

[24] Nurul Ulfatin, *Metode Penelitian Kualitatif di BIdang Pendidikan*, (Malang : Media Nusa Creative, 2015), hal 69

[25] Budi dan Fabianus Fensi. *"Pengaruh Pendidikan Kewirausahaan dalam Menumbuhkan Minat Berwirausaha"*. Jurnal Pengabdian dan Kewirausahaan, *2 (1) 2018*

required in order that an idea can run effectively and efficiently in order that goals are often realized. Without good planning, entrepreneurship education will not run well.[26] The followings are presented some entrepreneurial education strategies in realizing the independence of Islamic boarding schools at Sirojuth Tholibin Blitar and Jawaahirul Hikmah Tulungagung Islamic boarding schools:

The results of the research show that there are several strategies carried out by the two Islamic boarding schools in realizing the institutional independence through entrepreneurship education. The employed strategies are:

1. Optimizing the potential and resources of *pesantren* in realizing the independence of Islamic boarding schools.

Pesantrens realized that institutional independence could only be realized by mobilizing all the possessed resources. Therefore, the chosen entrepreneurial education strategy is to optimize all the owned potentials. The results showed that the potential possessed by the two institutions are extremely possible to understand institutional independence through entrepreneurship education. The data in the field showed that the potential within the two Islamic boarding schools were very fertile and extensive. In addition, the existence of a boarding school business unit that has developed, the heterogeneous ability of the santri made the business unit was more advanced and getting develop, the practice of regeneration of new students, full support from the pesantren, both founders, caregivers and *asatidz*, and the involvement of the congregation and native residents.

Talking about entrepreneurial problems as an external or internal factor of the organization in three situations; (i) when an organization enters a brand new business; (ii) when a personal or team in an organization designs a new product; and (iii) when a shift within the entrepreneurial paradigm permeates the whole outlook and operations of the organization.[27] Entrepreneurship also involves searching for and discovering new opportunities like new products and processes, designing new organizational structures, and winning new markets. This implies regular revisions to the structure and strategy; innovation, business creation, and strategic marketing.[28]

Olivier Toutain and Janice Byrne within the *Academy of Management Conference* stated that to be an entrepreneur who is critical and adaptive to the changing of times, it needs deep knowledge regarding to entrepreneurial activities. The more knowledge and better skills a person has, the more careful that individual is going to be in considering various complex business elements, like situations, thoughts, feelings, knowledge, and desired goals.[29]

It could be seen from the research findings that the Sirojuth Tholibin and Jawaahirul Hikmah Islamic Boarding Schools involved students from the design to post-production stages. The involvement of the santri in entrepreneurship education was not limited to the "keeper" of the shop as it is commonly the case, but the students had more chances to manage and develop their own business unit as their concern. This full involvement provides a comprehensive experience for the students, including the experience of being fail within the implementation of entrepreneurial activities.

Moreover, Olivier Toutain and Janice Byrne mentioned that this step is often considered appropriate because it will enrich their horizon about entrepreneur, they become more responsive to the complexity of

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[26] Manfred Ziemek, *Pesantren dalam Perubahan Sosial*, (Jakarta: P3M. 1986).

[27] Covin, G.J., Miles, P. M. Corporate Entrepreneurship And The Pursuit Of Competitive Advantage, *Entrepreneurship Theory And Practice*, 1999. Vol.23, No.3, p.48.

[28] Martinez, A.; Rodriuez, Z., Vazquez, E. Exploring corporate entrepreneurship in privatized firms. *Journal of World Business* 2010. 45, p.3.

[29] Oliver Toutain & Janice Byrne*, "Learning Theories In Entrepreneurship*: New Perspectives*". Academy of Management Conference,* 2012, 28

entrepreneurship and also the importance of connecting new things they encounter with their previous insights. For example, understanding the role of emotional management in entrepreneurship. Emotions include consideration of what decisions an entrepreneur will make.[30]

In details, the Sirojuth Tholibin Islamic boarding school has developed various fields of entrepreneurship education managed by students. The sector of entrepreneurship education that has been developed includes agriculture, animal husbandry or fisheries, waste banking, and swallow farming. Meanwhile, *Pondok Pesantren* Jawaahirul Hikmah have developed entrepreneurship education within the field of bottled drinking water, sengon tree plantations, tilapia fish cultivation, catering, grooming, and making banana chips.

The numbers of opportunities that could be utilized to develop entrepreneurship within the *pesantren*, of course, are going to be very profitable if the boarding school carries out proper management in order that it can become an independent economic business unit. The *pesantren* can begin to develop this type of activity in several steps; planning or getting down to develop ideas or ideas, setting several goals, seeking the information, formulating several business activities that are relevant to achieving goals, and being discussed.

In determining the kind and type of business, there are some important things need to be considered, the are the *pesantren's* land area, the human resources within the *pesantren*, the availability of the facilities, infrastructure, and raw materials within the *pesantren*, and also as marketing preparations to cope with the probabilities that may occur.

Planning on human resources (HR) is additionally needed in entrepreneurship education. This HR planning includes the readiness to hitch, capabilities, mapping of every individual, and compensation to be given to individuals. The Islamic boarding school which consists of many *santris* and boarding school administrators have a great opportunity in the process of optimizing the existing human resources, but it does not mean that the human resources for entrepreneurship education at the boarding school do not follow the steps in its provision. According to Syahrial Yusuf, there are four steps taken to supply human resources for entrepreneurial education organizations or companies. These steps are recruitment, selection, training, and assessment.[31]

2. Identifying the environment in an attempt to understand the independence of Islamic boarding schools.

The second strategy taken by the two institutions was identifying the owned environment both interior and external environment. The information found in the field proved that the two Islamic boarding schools had a really supportive environment. The environment of the two boarding schools' environment was very conducive and they were potential to perform institutions' independence through entrepreneurship.

In addition to the potential environment, it was found that students had a high sense of belonging, so that they would be trusted to manage and develop entrepreneurs of the Islamic boarding schools. This certainly became an enormous capital in the process of managing the business units owned by Islamic boarding schools. Moreover, it was supported by the existence of excellent cooperation with other agencies, both government and boarding agencies, also the support from parents of students and native residents.

The description of the research results above illustrates that globally, the boarding school environment supports the attainment of the Islamic boarding school to be independent institutions through entrepreneurship education. Sagala emphasized that the process of identifying the environment is part of the teaching and learning process supporting the two components, namely internal and external, internal aspects

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[30] Oliver Toutain & Janice Byrne, *"Learning…. 29*
[31] Yusuf, *Enterpreneurship…., 242-245.*

associated with the institution's organization, and external aspects that are directly associated with policies that affect organizational institutions.

Meanwhile, Akdon stated that studying the inner aspects includes: the flexibility of an organization or institution's household to get strategic benefits in achieving its vision and mission; Internal weaknesses (weaknesses) are situations and external factors of the organization that are negative and forestall the organization from achieving or exceeding its vision and mission.[32]

Meanwhile Akdon's study of the external environment includes: Opportunities are positive external situations and factors that help organizations achieve or exceed the achievement of their vision and mission; Challenges are negative external organizational factors and may cause the organization to not achieve its vision and mission.[33]

The explanations above explicitly show that identifying the environment is the right step taken by the two Islamic boarding schools in realizing institutional independence through entrepreneurship education.

3. Formulating indicators of success in entrepreneurship education in realizing the independence of Islamic boarding schools.

The indicators of the success of entrepreneurial education that were expected by the two Islamic boarding schools were entrepreneurial activities administered by the students must provide benefits to the students in order to possess the entrepreneurial mentality and enthusiasm after graduating from the *pesantren*. Entrepreneurship education is predicted to be ready to provide routine and positive activities in developing the creativity of the students. What students produce from entrepreneurial activities is ready to be accepted by the overall public, ready to realize the independence of the institution economically, ready to improve the welfare of the *asatidz* and caretakers of the boarding school also as employees in the Islamic boarding school business unit.

Purwana and Wibowo explained that the goal of entrepreneurship education is that students are equipped with sufficient competence in the field of science, skills and attitudes that are built as an entrepreneur. It is expected that this entrepreneurship education can bring out learning outcomes in term of economic empowerment by young entrepreneurs, who can read opportunities and are ready to seek epic breakthroughs to encourage added value within the economic field, both for themselves and also for the communities around where they live.[34]

In line with the objectives of entrepreneurship education, it is very appropriate that entrepreneurship education is additionally applied within the Islamic boarding schools, considering that not all graduates from the Islamic boarding schools will later return to their respective hometowns as Kyai. Entrepreneurship education at this Islamic boarding school equips students not only proficient in studying religious books and sciences but also competent and skill in certain fields that are suited with their expertise. With the entrepreneurship education that is implemented in Islamic boarding schools when arriving at the santri's house, it is hoped that they are going to not become unemployed but instead they will provide benefits in their environment by creating jobs.

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[32] Akdon, *Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan,* (Bandung: Alfabeta, 2006), 111

[33] *Ibid.,* 112

[34] Dedi Purwana dan Agus Wibowo, *Pendidikan Kewirausahaan…* 28.

4. Selecting, scheduling, and performing activities to attain the short and future goals of the boarding school.

The results showed that entrepreneurship education is administered with several strategies, in which the entrepreneurship material was delivered through "learning by doing", students are given freedom to decide the kind of business they require to understand or control and they were under the guidance of mentors both from senior santri and congregation or local residents. The Islamic boarding schools position themselves as facilitators in the development of *pesantren* business units.

Learning by doing emphasizes that one among the processes that an individual can learn throughout his life is entrepreneurship education. In this sense entrepreneurship education may be a real effort to foster an entrepreneurial spirit in a person both formally and in non-formal institutions. Efforts like planning and implementation, which are carried out in entrepreneurship education, can directly or indirectly improve knowledge, become a space to develop all individual potential, and provide courage for every actor to seek new innovations and manage risks.[35]

Meanwhile, regarding to policies in implementing programs associated with entrepreneurship education, both short term and long term, there are two things that should be taken into consideration: 1) Entrepreneurship becomes a subject taught in the primary, middle up to college level. 2) Entrepreneurship is used as a measure of a skill in which its reference can be made based on the standard of competence. Although there are differences terms referring to the name of subjects, courses, and activities in entrepreneurship education, they basically have an equivalent meaning. An equivalent goal is to equip students/*santri*/ members to be creative, innovative, have skills consistent with their talents and interests as provisions in social life.

Entrepreneurship education must be planned and designed in such a way to obtain maximum results. Planning for entrepreneurship education is adjusted to the potential of the Islamic boarding school, seeing the social conditions and environment of the boarding school, also adjusted to the talents possessed by students or students.

One of the findings in research on entrepreneurship education management in Islamic boarding schools Sirojuth Tholibin Blitar and Jawaahirul Hikmah Tulungagung is that the kinds of the developed business unit was based on the conditions of the students. Even the entrepreneurial education strategy dealing with educational materials and models was always designed that was relevant with the conditions of society. This finding was certainly something that was encouraging, considering that researches conducted by Nurul Indarti and Rokhima Rostiana revealed that there was a really clear difference between the content of entrepreneurship teaching and the facts in the field that were needed by prospective entrepreneurs. Therefore, adjustments are needed in order that entrepreneurship education has relevance to the requirements of students.[36]

Conclusion

Based on the focus, research questions, data presentation, and research findings on entrepreneurship education management in realizing the independence of Islamic boarding schools, the results of this study are concluded as follows:

First, the entrepreneurial education strategy in realizing the independence of the Sirojuth Tholibin Blitar Islamic boarding school and the Jawaahirul Hikmah Tulungagung Islamic boarding schools is pursued

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[35] Purwana dan Wibowo, *Pendidikan Kewirausahaan…* 27-28

[36] Nurul Indarti dan Rokhima Rostiana, "*Intensi Kewirausahaan Mahasiswa: Studi Perbandingan Antara Indonesia, Jepang dan Norwegia*", *Jurnal Ekonomi dan Bisnis Indonesia* Vol. 23, No. 4, 2008, 369 – 384

through (a) Entrepreneurship education is conducted to be meaningful learning, namely the material and educational models delivered are adjusted to the conditions of the students. (b) The materials, models, learning strategies in entrepreneurship education are adjusted to the conditions of the students (c) the pesantren positions themselves as facilitators, they facilitate and support the ideas of development and management coming from the students (d) the students are involved (student engagement) in every aspect of entrepreneurship education management through the stages of designing, organizing, implementing and evaluating.

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[1] Abudin Nata, 2012, *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam di Indonesia*, Jakarta: Kencana Prenada Media Grup.

[2] Akdon, 2006, *Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan,* Bandung: Alfabeta.

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