

Entrepreneurship Education and Independence of Students of Ulfiyah Progressive Islamic Boarding School, Segeran Kidul Juntinyuat Indramayu, Indonesia



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ABSTRACT: Entrepreneurship education in Islamic boarding schools plays a crucial role in shaping the independence of students, especially in the era of globalization that demands adaptation and innovation. Ulfiyah Progressive Islamic Boarding School in Segeran Kidul, Juntinyuat, Indramayu, Indonesia has implemented an entrepreneurship education program with the hope of producing students who not only master religious knowledge but also have the ability to become entrepreneurs. However, despite the ideal framework that is expected, the reality in the field shows significant challenges, including limited funding sources, lack of quality mentors, and resistance to change among students. This study aims to explore more deeply the concept and implementation of entrepreneurship education and the challenges faced, students' responses to the program, and the impact of the education on the economic independence of alumni. Using a descriptive qualitative research method, the research subjects included the head of the foundation, the head of the boarding school, the person in charge of the program, teachers, students, alumni, and parents of students. The results of the study show that although entrepreneurship education in Islamic boarding schools faces various challenges, there are positive steps taken to overcome these problems. With the right approach and adequate support, entrepreneurship education can have a significant impact on the economic independence of students, thus supporting the vision of Islamic boarding schools to create an independent and competitive generation.

KEYWORDS: Entrepreneurship Education, Student Independence, Islamic Boarding Schools

I. INTRODUCTION

Islamic boarding schools in Indonesia have become one of the oldest educational institutions that not only act as centers for teaching religious knowledge, but also as centers for developing life skills for their students (Rochmat et al., 2022). Along with the development of the times, Islamic boarding schools are faced with the challenge of continuing to be relevant in the modern era, especially in preparing students to face the competitive world of work (Wahid et al., 2023). One way to achieve this goal is through entrepreneurship education combined with strengthening religious values (Djubaedi et al., 2023). Entrepreneurship education in Islamic boarding schools is expected to produce students who are economically independent, able to adapt to the dynamics of the global economy, and remain steadfast to the religious values taught in Islamic boarding schools (Yusuf, 2016).

Progressive Islamic Boarding School Ulfiyah, Segeran Kidul, Juntinyuat, Indramayu, Indonesia is one of the Islamic boarding schools that seeks to integrate religious education with entrepreneurship education. This Islamic boarding school sees the importance of entrepreneurial skills as one of the important assets for students to survive in a world full of economic uncertainty. Therefore, education at this Islamic boarding school does not only focus on religious knowledge, but also practical skills such as making shoes and sandals, offset printing, mushroom cultivation, fish cultivation, and agriculture (Mustofa, 2020). With this education, students are expected to be able to manage their own businesses after graduating, without having to rely on other parties.

Entrepreneurship education in this Islamic boarding school does not only teach technical skills, but also forms the mental attitude needed to become a strong entrepreneur. According to modern entrepreneurship theory, an entrepreneur is not only required to have technical skills, but must also have the ability to innovate, take risks, and manage uncertainty (Schumpeter, 1934). At the Ulfiyah Progressive Islamic Boarding School, these values are taught through various entrepreneurial projects managed by the students themselves under the guidance of ustadz and mentors who are experienced in their fields.

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However, the implementation of entrepreneurship education in this Islamic boarding school is not free from various challenges. One of the obstacles often faced is limited resources, both in terms of finance and human resources. Limited funds hinder business development, so that Islamic boarding schools have difficulty expanding the scale of their existing businesses. On the other hand, the lack of teaching staff or mentors who have high competence in the field of entrepreneurship is also a challenge in itself (Saputra, 2018). Nevertheless, Islamic boarding schools continue to strive to overcome this problem by collaborating with external parties and providing additional training for teachers.

Another challenge is resistance to change from some parties within the Islamic boarding school. Some students and teachers have shown doubts about the entrepreneurship program, especially because of concerns about its impact on the main focus of the Islamic boarding school, namely religious education. Students often have difficulty balancing the obligation to study religion with entrepreneurial activities. This condition is exacerbated by the lack of motivation from some students, who feel overwhelmed by busy schedules and little rest time (Nashrullah, 2019). This shows that the implementation of entrepreneurship programs in Islamic boarding schools requires a more comprehensive approach and is supported by a strong system.

Despite the various obstacles faced, the entrepreneurship program at the Ulfiyah Progressive Islamic Boarding School has shown a positive impact, especially for alumni. Many alumni have succeeded in starting their own businesses with the skills they acquired while at the Islamic boarding school. This shows that entrepreneurship education implemented in Islamic boarding schools can be an important capital in forming economic independence for students. Furthermore, this program also helps reduce unemployment among Islamic boarding school alumni, as well as providing them with the opportunity to contribute to local economic development (Widodo, 2021).

Therefore, this study aims to explore more deeply how the concept and implementation of entrepreneurship education at the Ulfiyah Progressive Islamic Boarding School, as well as the challenges faced in the process. In addition, this study will also evaluate the impact of entrepreneurship education on the economic independence of alumni of the Islamic boarding school, as well as how students respond to the implementation of this program. This study is expected to provide new insights into the role of entrepreneurship education in Islamic boarding schools as an effort to increase the economic independence of students in the future.

II. THEORETICAL BASIS

A. Entrepreneurship Education

Entrepreneurship education refers to a learning process that aims to develop the skills, attitudes, and knowledge needed in the business world. This education is not only limited to the technical aspects of entrepreneurship, but also includes innovative and managerial skills that are important for running a business effectively. According to Gorman et al. (1997), entrepreneurship education is very important in building individual capacity for entrepreneurship. Fayolle (2006) stated that entrepreneurship can also increase a person's economic independence, as well as contribute to job creation.

In Islamic boarding schools, entrepreneurship education has a broader dimension, namely the integration of spiritual values and practical skills. Mukhlis & Suherman (2018) emphasized that in Islamic boarding schools, entrepreneurship education is based on religious teachings, so that every step of the students' business is guided by Islamic moral and ethical values. Suyitno (2020) added that this approach makes students more responsible in making business decisions that are not only profitable but also moral.

The curriculum of entrepreneurship education in Islamic boarding schools is usually oriented towards real practices, including small entrepreneurial projects guided by ustadz and mentors from various business fields. Ahmad & Ramayah (2012) highlighted the importance of entrepreneurial practices in educational environments to teach students about real business processes. Schaltegger & Wagner (2011) also stated that entrepreneurship in educational institutions can strengthen problem-solving and decision-making skills.

In Indonesia, entrepreneurship education is increasingly relevant because it can play a role in overcoming unemployment problems. Purwanto (2020) stated that many Islamic boarding schools have utilized entrepreneurship education to produce alumni who are economically independent. Wijayanti (2019) stated that even so, there are still obstacles in developing this program evenly in Islamic boarding schools in Indonesia.

Entrepreneurship education also contributes to the development of the character of students. Suyitno (2020) stated that this program helps increase students' self-confidence and critical thinking skills. According to Rahman et al. (2020), Islamic boarding schools that are successful in implementing entrepreneurship education usually have support from various parties, including the government and the private sector, which provide access to capital and markets for students' business products.

B. Student Independence

Independence is one of the main goals of education in Islamic boarding schools. According to Suyanto (2007), independence is not only limited to the ability to meet the needs of life, but also a strong mental attitude and the ability to make their own decisions (Abdurakhman et al., 2022). The economic independence of students is an important part of the Islamic boarding school

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curriculum which aims to prepare graduates who are able to become independent entrepreneurs after graduating. Suryadi (2016) emphasized that developing student independence through entrepreneurship in Islamic boarding schools is very important amidst the current limited formal job opportunities.

In Islamic teachings, individual independence is a highly valued value. Al-Ghazali (2004) stated that every Muslim is expected to have independence in his life, both in spiritual and economic terms. Meanwhile, Ibn Khaldun (2012) emphasized that an independent society will be better able to adapt to changes in the times, including in the economic sector.

Entrepreneurship education in Islamic boarding schools aims to support this economic independence. Yunus (2018) stated that entrepreneurship programs provide students with skills that can be used to develop their own businesses after graduation. Hidayatullah (2019) added that Islamic boarding schools that successfully implement entrepreneurship education are able to create students who are not only economically independent but also have innovative skills.

However, achieving student independence is not easy. Some students still have a high dependence on family or other parties in terms of economy. Hakim (2015) stated that this is a major challenge in education in Islamic boarding schools. Sarbini (2020) emphasized that students need to be encouraged to be more active in participating in programs that aim to increase their independence.

The importance of support from the external environment, such as family and society, is also highlighted in the process of building student independence. Setiawan (2017) stated that family support is very important to ensure the success of the entrepreneurship program followed by students. Purwanto (2020) added that Islamic boarding schools also need to collaborate with various external parties to ensure the success of this program.

C. Challenges in Implementing Entrepreneurship Education in Islamic Boarding Schools

The implementation of entrepreneurship education in Islamic boarding schools is inseparable from various challenges. One of the main challenges is limited resources, both in terms of funding and the availability of competent teaching staff. Sari (2017) stated that many Islamic boarding schools do not have sufficient resources to support entrepreneurship programs. Fauzi (2019) added that limited funds often limit the development of facilities and programs to support entrepreneurship in Islamic boarding schools.

In addition, resistance to change is also one of the challenges faced by Islamic boarding schools. Suyitno (2018) stated that not all parties in Islamic boarding schools are ready to accept the concept of entrepreneurship education, especially those who feel that entrepreneurship is not in line with the main objectives of Islamic boarding schools as religious educational institutions. Nawawi (2020) stated that this resistance can hinder the implementation of programs that aim to increase the independence of students.

The lack of motivation of students is also another obstacle to the success of entrepreneurship programs in Islamic boarding schools. Fathoni (2018) stated that some students are more interested in continuing their formal education than entering the business world. Zahra (2021) added that Islamic boarding schools need to create programs that can motivate students to be more interested in the world of entrepreneurship.

Support from external parties is also an important factor in the success of entrepreneurship programs in Islamic boarding schools. Wijaya (2016) stated that support from external parties, such as the government and the private sector, can help accelerate the development of entrepreneurship programs in Islamic boarding schools. Hamid (2020) emphasized that this support can be in the form of financial assistance, training, and access to markets for products produced by students.

Islamic Boarding School Progressive Ulfiyah Segeran Kidul, despite facing various challenges, managed to overcome most of these obstacles through innovation and collaboration with external parties. Rahman (2018) stated that this Islamic boarding school has established partnerships with various institutions to provide additional training for teaching staff and capital support for students who want to start a business. Wahyuni (2020) added that the success of this Islamic boarding school is an example for other educational institutions that want to implement entrepreneurship programs effectively.

III. RESEARCH METHOD

This study uses a descriptive qualitative method that aims to understand and describe in depth the concept, implementation, and challenges of entrepreneurship education and the independence of students at the Progressive Islamic Boarding School Ulfiyah Segeran Kidul Juntinyuat Indramayu. The qualitative method was chosen because it allows researchers to explore complex and dynamic phenomena in the context of Islamic boarding school education, where social, cultural, and religious factors also influence the implementation of entrepreneurship programs (Creswell, 2014). This study also focuses on efforts to understand how the entrepreneurship education process impacts the economic independence of students after graduation (Miles & Huberman, 1994).

Data collection was carried out through several techniques, including in-depth interviews, participant observation, and document studies (Rizqi et al., 2022). Interviews were conducted with various sources including foundation leaders, boarding school leaders, those in charge of entrepreneurship programs, teachers or ustadz, students, alumni, and parents of students and alumni. Participant observation was conducted to directly observe the entrepreneurship education process taking place in the

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Islamic boarding school, including activities in shoe and sandal factories, offset printing, agriculture, mushroom cultivation, freshwater fish cultivation, and grocery stores. Additional documentation, such as the annual report of the Islamic boarding school and records of entrepreneurial activities, were also analyzed as supporting data sources (Sugiyono, 2015). The data collected were then analyzed using thematic analysis techniques, where patterns and themes related to independence and challenges in entrepreneurship programs were identified and understood in depth (Braun & Clarke, 2006). The validity of the data in this study was maintained by applying triangulation of sources and methods, where data obtained from interviews, observations, and documents were compared with each other to ensure consistency and accuracy of findings (Denzin, 1978). In addition, member checking was carried out by involving several sources to confirm the findings that had been produced from interviews and observations, to ensure that the researcher's interpretation was in accordance with the experiences and views of the respondents (Lincoln & Guba, 1985). This approach ensures that the research results have credibility and can be scientifically accounted for.

IV. RESULTS AND DISCUSSION

A. Concept and Implementation of Entrepreneurship Education at Ulfiyah Progressive Islamic Boarding School

Entrepreneurship education at Ulfiyah Progressive Islamic Boarding School, Segeran Kidul Juntinyuat Indramayu has a strong foundation in strengthening religious values and independence. The head of the Islamic boarding school emphasized that students are not only taught to memorize books, but are also equipped with practical skills that can be used for entrepreneurship after graduation. This entrepreneurship program is combined with a religious curriculum, so that spiritual values remain the foundation in every student's business activity (Suyitno, 2020). This concept emphasizes the importance of integration between religious knowledge and real-world life skills.

The implementation of this program involves various hands-on practical activities, such as making shoes and sandals, managing offset printing, and cultivating agriculture and fisheries. Students are involved in the entire production process, from the planning stage to product marketing. Each activity is supervised by a *ustadz* or mentor who has experience in their field, so that students can learn not only in theory, but also through real practice. For example, students are taught how to manage raw material stock, monitor production quality, and communicate with customers (Ahmad & Ramayah, 2012).

In addition, Islamic boarding schools also collaborate with several external parties to ensure that students receive quality training. One form of this collaboration is by inviting speakers from the business world to provide seminars and short training on entrepreneurship. This aims to broaden students' insights into the business world outside the Islamic boarding school environment. Several students who show special interests and skills are also given the opportunity to intern at partner companies of the Islamic boarding school (Purwanto, 2020).

However, the implementation of this entrepreneurship education is not without obstacles. One of the challenges faced is time constraints, given the tight schedule of activities at the Islamic boarding school. Students have to divide their time between religious study activities and entrepreneurial activities, so sometimes they feel exhausted. However, the Islamic boarding school tries to balance the two, by arranging activity schedules so that students still have enough rest time (Fathoni, 2018).

B. Challenges in Implementing Entrepreneurship Education

One of the biggest challenges faced by the Ulfiyah Progressive Islamic Boarding School in implementing entrepreneurship education is limited funding sources. Entrepreneurial activities require a lot of capital, especially in terms of purchasing raw materials, equipment, and maintaining facilities. Although the Islamic boarding school has tried to find funding sources from external parties, such as donors and the government, the available funds are often not sufficient to develop entrepreneurship programs optimally (Sari, 2017).

In addition to funding issues, limited competent human resources (HR) are also an obstacle. Not all *ustadz* or teachers at Islamic boarding schools have a background in entrepreneurship. Therefore, Islamic boarding schools need to bring in external mentors who have experience in business to provide training to students. However, bringing in external mentors also requires additional costs that cannot always be met by Islamic boarding schools (Fauzi, 2019). These limitations cause the entrepreneurship program to run less than optimally in certain periods of time.

Resistance to change is also one of the challenges in implementing entrepreneurship education in this Islamic boarding school. Several teachers and students feel that entrepreneurship education is not in line with the main mission of the Islamic boarding school as a religious educational institution. They are concerned that too much focus on the business world can reduce the intensity of religious learning that is the hallmark of Islamic boarding schools. Therefore, Islamic boarding schools must continue to conduct socialization to strengthen the understanding that entrepreneurship education does not conflict with Islamic values (Suyitno, 2018).

The lack of motivation of students is also an obstacle in the development of entrepreneurship programs. Some students are more interested in continuing their education to a higher level than entering the business world. They see entrepreneurship as something that is not relevant to their future, especially for those who aspire to become clerics or religious leaders. Islamic

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boarding schools need to create more interesting and relevant programs so that students can see the great potential of entrepreneurship, both in terms of economy and social (Hakim, 2015).

C. Students' Response to the Entrepreneurship Education Program

In general, the students' response to the entrepreneurship education program at the Ulfiyah Progressive Islamic Boarding School is quite positive. Many students feel that this program provides them with additional skills that they do not get from religious lessons. They also feel that involvement in entrepreneurial activities helps them to be more independent, especially in terms of time management and responsibility. This is in line with the findings of Yunus (2018) who stated that entrepreneurship education can increase self-confidence and individual independence.

Students also welcome the opportunity to learn directly from mentors who are experienced in entrepreneurship. They feel that the practical experience provided through this program provides new insights into the business world. Some students even start small businesses while still studying at the Islamic boarding school, such as selling snacks or opening graphic design services. This shows that the entrepreneurship program has succeeded in fostering an entrepreneurial spirit among students (Wijaya, 2016).

However, not all students responded enthusiastically to this program. Some students feel that the entrepreneurship program is too burdensome for them, especially considering the busy schedule at the Islamic boarding school. They feel exhausted because they have to take part in religious study activities in the morning, followed by entrepreneurial activities in the afternoon. Islamic boarding schools need to find a solution to this problem so that the entrepreneurship program does not add to the psychological burden of students (Fathoni, 2018).

Nevertheless, the Islamic boarding school has tried to provide additional motivation to students so that they are more enthusiastic about taking part in the entrepreneurship program. One way is to give awards to students who have succeeded in managing their businesses well, such as certificates or cash prizes. This award aims to increase student motivation and show that success in entrepreneurship can be achieved through hard work and discipline (Sarhini, 2020).

D. Impact of the Entrepreneurship Program on Alumni Economic Independence

Entrepreneurship education at the Ulfiyah Progressive Islamic Boarding School has had a positive impact on the economic independence of its alumni. Many alumni have succeeded in utilizing the skills they acquired during their time at the Islamic boarding school to open their own businesses after graduating. Several alumni have established businesses in the same fields as those they studied at the Islamic boarding school, such as shoe and sandal production, printing, or mushroom and freshwater fish cultivation. This shows that the entrepreneurship program has made a real contribution to the economic development of alumni (Rahman, 2018).

In addition, alumni who have become entrepreneurs also show improvements in terms of managerial and decision-making skills. They are not only able to run a business, but also manage finances, plan marketing strategies, and innovate in the products they offer. This is in accordance with the findings of Schaltegger & Wagner (2011) which state that entrepreneurship education can improve individual problem-solving and decision-making abilities.

The economic independence of alumni also has a positive impact on their families and the surrounding environment. Many alumni become economic drivers in their communities, creating jobs for others. This is in line with the findings of Purwanto (2020) who stated that entrepreneurship education in Islamic boarding schools can provide a multiplier effect, where alumni are not only economically independent, but also help others to be independent.

However, not all alumni have succeeded in developing their businesses significantly. Some alumni still face obstacles in accessing capital and markets, especially those who live in rural areas far from economic centers. However, alumni still feel the benefits of the entrepreneurship education they receive, because they have skills that can be used to survive in difficult economic situations (Wahyuni, 2020).

V. CONCLUSIONS

Entrepreneurship education at the Progressive Islamic Boarding School Ulfiyah Segeran Kidul Juntinyuat Indramayu has been successfully implemented with an approach that integrates religious values and business practices. This program provides students with practical skills in areas such as shoe and sandal production, offset printing, agricultural cultivation, fisheries, and grocery store management. Although these entrepreneurial activities run concurrently with religious education, the Islamic boarding school has been able to create an environment that supports the development of students to have economic skills without neglecting spiritual education.

However, the implementation of this entrepreneurship education faces several significant challenges. Limited funds and quality human resources are the main obstacles in developing the program further. In addition, resistance to change and lack of motivation from some students also slow down the development of the program. Even so, with support from external parties and efforts to improve internal management, the Islamic boarding school is beginning to find solutions to overcome these obstacles.

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The response of students to the entrepreneurship program is generally positive, with many students realizing the practical benefits of the skills taught. This program helps them to be more independent and ready to face the challenges of the working world after graduation. However, the heavy workload remains a concern, so Islamic boarding schools need to continue to improve the balance between religious education and entrepreneurial activities.

The positive impact of this entrepreneurship education is clearly seen in the alumni, who have succeeded in becoming economically independent by establishing businesses in various fields. Alumni also play a role in creating jobs for their communities, showing that entrepreneurship education not only has an impact on individuals, but also on society. Although some alumni face obstacles in developing their businesses, the majority feel significant benefits from the program.

Overall, entrepreneurship education at the Ulfiyah Progressive Islamic Boarding School has made a real contribution to the development of student independence, both during their education and after they graduate. Although there are still challenges that need to be faced, this Islamic boarding school has shown great potential in producing alumni who are independent and highly competitive in the business world. Further development is expected to expand this positive impact to more students and the wider community.

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