

Entrepreneurship management of islamic boarding schools

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ABSTRACT

The impact of globalization complicates the situation and emphasizes the importance of the economic aspect in the world of work. The high unemployment rate indicates that graduates of educational institutions are often less competitive due to weak human resources. Human resources are greatly influenced by the quality of education, to provide quality education in addition to human resources as teaching staff must also be supported by adequate facilities and infrastructure, to create a quality educational atmosphere is inseparable from the relatively expensive budget. The cost of education is certainly relatively expensive if all of it is charged to the parents of students, to overcome this educational institution must process to be independent in terms of economy, including by presenting entrepreneurship in educational institutions. To achieve a prosperous life, both providers and recipients of education need to understand the concept of entrepreneurship. The presence of entrepreneurs provides support for the achievement of educational goals. Islamic boarding schools, as Islamic educational institutions, design a curriculum that combines aspects of religion and world knowledge in one unit. A dynamic and intensive educational approach influences the formation of the character of students, including an independent attitude. The potential for student independence is the basis for Islamic boarding schools in developing economic aspects. The principles that need to be considered in developing business units in Islamic boarding schools include: (1) ownership of the business unit by the institution itself, where the leadership does not have the authority to make unilateral decisions regarding financial management; (2) implementing good governance to maintain trust, including reporting and holding regular consultations between leaders regarding the development of the business unit; (3) recruiting workers who are experts in their fields and come from within the institution to ensure effective communication; (4) paying attention to the legal aspects of the business entity to optimize available opportunities; and (5) forming a team of experts, at least involving senior staff, to oversee the development of the business unit.

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Introduction

Several national education figures such as Ki Hajar Dewantara, dr. Sutomo, and Sutopo Adiseputro actively fought for pesantren with their own system. They rejected the ideas of intellectualism, self-focus, greed, and emphasis on material or wealth. In addition, they proposed that the pesantren model be made part of the national education system. This idea is based on the view that pesantren, from a historical perspective, are the oldest educational institutions in Indonesia that have unique characteristics as part of Indonesian culture, and have great potential in promoting values such as sincerity, simplicity, and independence. According to the data, the number of pesantren continues to increase every year. According to the official report of the Ministry of Religion, in 2007, there were 14,647 pesantren with a total of 3,289,141 students. In the following year, 2008, the number of pesantren increased by 50% to 21,500. Then, in the next three years, in mid-2011, the number of Islamic boarding schools increased again to 25,000, with the number of students reaching around 3.6 million people.

Islamic boarding schools face similar challenges to other educational institutions, such as schools and madrasahs. Based on research conducted by the Ministry of National Education (DEPDIKNAS) in 2008, the main cause of problems in our education system is the lack of standards that are met in terms of the quality of teaching staff, facilities, funding, management, processes, and student achievement. The results of the study showed that only 54% of teaching staff met the new standards, 73.56% of schools had adequate facilities, and the management of education administration and implementation had still not reached the expected standards (Depdiknas, 2008).

Veitzhal explains in detail several issues in the national education system, including the distribution of education, management and efficiency, educational autonomy, and curriculum relevance. (Veitzhal and Murni 2009) Aries highlighted several problems faced by Islamic boarding schools, including the non-cooperative attitude of Islamic boarding school managers, the inattention of Islamic boarding school administrators towards conservative government policies, and the ineffectiveness of Islamic boarding school management (Aries, 2012). Nucholish Madjid also stated that in order to develop, Islamic boarding schools must overcome the causes of their weaknesses, such as unclear visions and goals and the inability of Islamic boarding schools to respond to changes in the times (Madjid 1997)

The inability of Islamic boarding schools to respond to changes in the times is related to the fact that many Islamic boarding schools have to stop operating due to limited funds. Several other Islamic boarding schools can continue to operate with low standards in terms of educational services or inadequate facilities, which ultimately leads to a decline in the quality of Islamic boarding school graduates.

Observing the diverse conditions in educational institutions today gives rise to the impression that establishing an organization, whether for profit or non-profit, has become

easier today. However, in practice, an organization seems to have to survive and adapt to its environmental conditions in order to survive.

if an organization can adapt to its environment, then it is likely that the organization will continue to exist, but if not, in the end it will only be a name. Of course, in general terms, answering this question seems quite easy. Another obstacle is the lack of funding sources, which is often the main obstacle to an organization's goals. Therefore, preventive measures need to be taken to overcome financial problems, such as forming a business unit that aims to provide the organization with financial independence through the implementation of strategies that generate profit.

One step to improve quality is to improve the financial aspects of Islamic boarding schools by improving the quality of educational services and infrastructure. In order for Islamic boarding schools to achieve financial stability, an independent approach is needed in the economic field by developing entrepreneurship education.

Najih Anwar conducted research on Islamic boarding school management in preparing prospective entrepreneurs. The results of the study at the Sunan Drajat Lamongan Islamic boarding school stated that, first, the main focus of Islamic boarding schools is to form graduates who have an entrepreneurial spirit based on the teachings of Sunan Drajat, which emphasizes the importance of giving rather than receiving, so that individuals must have sufficient economic means to give. Second, to achieve financial success, dedication and an entrepreneurial spirit are needed. (Anwar, 2008).

Other studies related to the development of Islamic boarding schools include research conducted by Mardiyah which focuses on improving Islamic boarding school educational institutions (Mardiyah, 2010). Anis Wahyu also conducted research that focused on educational funding management for Islamic boarding school development (Wahyu, 2008). Furthermore, Siti Mardiyatul focused her attention on improving the quality of education and developing institutions. (Mardiyatul, 2008).

Administrators of educational institutions who work must have innovative and productive abilities to recognize opportunities that can be taken to make decisions and steps that encourage the creation of independence in educational financing. Currently, leadership in Islamic boarding schools that has an entrepreneurial spirit is very important, considering that there are still many Islamic boarding schools that depend on the government and have not been able to create economic independence and are not free to determine attitudes and directions for achievement.

Metode

The research method is a scientific approach used to collect data with specific goals and benefits. This method can be grouped based on the research objectives and the level of naturalness of the process. Based on its purpose, research methods consist of basic

research, applied research, and research and development (R&D) (Sugiyono, 2022). This research uses the research and development method, which is often referred to as R&D research. According to Sugiyono (2022), R&D research is a method designed to develop certain products and evaluate their effectiveness. Meanwhile, Sukmadinata (2011) defines R&D as a series of steps to develop new products or improve existing products, while ensuring that the product can be accounted for. In the context of education, development research is a relatively new approach. Borg and Gall (2003) explain that "Educational research and development (R&D) is the process used to develop and validate educational products." Setyosari (2013) added that the steps in R&D research according to Borg and Gall include studying research findings related to the product to be developed, developing the product based on these findings, field trials according to the context of product use, and revisions based on the results of field trials.

Result and Discussion

Entrepreneurship is defined as the ability to identify business opportunities, optimize, and take advantage of existing opportunities (Lupiyoadi, 2017). Ciputra, as explained by Rambat Lupiyoadi, stated three main characteristics of an entrepreneur. First, the ability to have a vision in creating something new that motivates him to act. Second, an individual who is active in innovating. Third, someone who dares to take risks, both financially and mentally.

According to Astamoen, an entrepreneur has characteristics such as having a vision, Thinking creatively and innovatively, having the ability to find opportunities, and prioritizing customer satisfaction, daring to take risks, having a competitive spirit, being thorough, and caring about society (Moko 2005).

Instilling Entrepreneurship Education in Santri

Islam teaches its people to work hard to meet their own needs. Likewise, organizations are expected to ensure that their operational needs are met independently, one of which is through entrepreneurial activities.

Regarding Education in forming entrepreneurs, it has been stipulated in Government Regulation Number 19 of 2005, article 38 is regarding leadership and entrepreneurial skills. However, the implementation of these principles has not been fully implemented due to limited financial support from the government for education as a whole, both in state and private educational institutions. (Suhardang, 2012)

Entrepreneurship involves several important components that are closely related, collaborative, and inseparable from each other, namely: (1) Thinking skills (2) Practical skills, (3) Mental attitude and (4) Observation and responsiveness.

An entrepreneur shows several characteristics, including: (1) proactive, showing readiness to follow developments in information and seek relevant news to make the right decisions; (2) productive, emphasizing the results produced rather than consumption, and making careful calculations before making decisions; (3) empowering, having an

understanding of management and wise division of tasks and empowering others to achieve common goals; (4) liking to share, as taught by the Prophet Muhammad SAW. who emphasized the importance of giving rather than receiving; (5) humble, realizing the importance of cooperation with others and always being grateful and humble; (6) creative, having the ability to find and create new business opportunities that can be managed, so that they never run out of ideas; (7) innovative, has the spirit to achieve progress in business through new ideas. (Abdullah, 2014)

Preparation of Islamic Boarding School Entrepreneurship

1. Seriousness in making decisions

As an initial step before forming a business unit, support is needed in the form of policies from the foundation or institutional leadership. This model, as conveyed by Inu Kencana, refers to an institutional approach that includes policy making especially in the context of the institution (Kencana, 2014).

The expectation for Islamic boarding school leaders is to move from a transaction-oriented leadership style to one that is oriented towards transformation. In the current context, there is a development of an entrepreneurial leadership style which is an evolution of transformational leadership. According to Robert Dubin, transformational leadership is defined as the implementation of power and decision making. Some also consider it as an effort to produce consistent patterns in dealing with common problems. On the other hand, George Terry states that leadership is an activity to influence people in achieving organizational goals (Thoha, 2007).

As described by Muhaimin regarding the entrepreneurial skills needed by leaders in Islamic educational institutions: (1) the ability to produce innovations that can advance the institution; (2) dedication in achieving the progress of the institution as an effective learning organization; (3) have high motivation to succeed in carrying out their duties and responsibilities as leaders; (4) determination and enthusiasm to continue to find solutions in overcoming challenges faced by the institution, and have an entrepreneurial instinct in managing production or service activities as a source of learning for students (Muhaimin, 2010).

According to Covey, the role of leadership includes: (1) exploring direction (pathfinding), namely establishing a clear vision and mission; (2) coordinating (aligning), which involves ensuring that operational structures, systems, and processes support the achievement of the vision and mission; (3) empowering (empowering), which involves arousing the spirit and creativity of individuals to work in accordance with agreed principles

2. Preparing human resources

Facing limited funds is a difficult challenge for an institution. Even recruiting qualified personnel is difficult due to limited operational funds. One alternative that can be adopted is to maximize the use of Human Resources (HR) that are already available through the

principle of capacity development. Some experts view capacity development as increasing or strengthening existing capacity, while others interpret it as a creative step in building new capacity that has not been revealed.

Teachers who are considered competent must be trusted to act as managers in business units. The role of students can be utilized as assistant teachers. Usually, in Islamic boarding schools there is a student organization, where those who are trusted can be given a dual role as future cadres. Overall, leadership is likened to a company owner, teachers as managers, and students as employees.

Part of the internal community members of the organization, who have a deep understanding of the environment and work mechanisms in particular, collaboration between leaders, teachers, and students can accelerate the progress of business units. On the other hand, if workers are recruited from outside the organization, they may not have the same understanding of the environment, and often demand higher wages, which can be a burden for developing institutions.

A number of actions taken to strengthen human resources include: a) The planning stage begins with the planning, implementation, and supervision stages; b) The approach applied is an open management model used in the planning process, compiling activities, and allocating the necessary budget; c) Funds are obtained from various sources such as government funds (World Bank), community donations (Islamic boarding school students), income from telephone business units, cooperatives, canteens, and the furniture industry; d) The strategies implemented are strategic planning and thinking; e) The impact of efficient management of financial resources on the development of Islamic boarding schools includes: 1) Increasing the number of Islamic educational institutions managed; 2) Good involvement both internally and externally is a supporting factor; and 3) Alternative solutions to the challenges faced including increasing the professionalism of existing educational staff and recruiting qualified professional staff.

3. Establishing a pesantren business unit

Realizing that students are the main consumers, institutions should take advantage of this opportunity by establishing a business unit. Studies have indicated that developing Islamic educational institutions have supporting business units. Types of business units that can be run include: (a) student cooperatives; (b) student canteens; (c) public kitchen services (if available at the pesantren); (d) and various other business units that are in accordance with the potential of the land, location, and local customs.

The principles that must be followed by institutions in developing business units are: (1) the business unit is owned by the institution, not by individuals, so that leaders do not have unilateral decisions regarding financial management; (2) the importance of running an efficient administration to maintain trust, including regular reporting and deliberation with leaders regarding the development of the business unit; (3) recruiting skilled workers from within the institution to ensure smooth communication; (4) paying attention to the legal aspects of the business entity to maximize existing opportunities; (5) forming a team of experts, including senior staff to oversee the development of the business unit.

In addition to causing significant positive impacts, there are also negative impacts that can disrupt the stability of organizational performance if not anticipated, such as: a) It takes a lot of time, especially in the early stages of establishment; b) The burden of responsibility can pile up on certain individuals; c) Profit margins tend to be small, especially in the early stages of business development, because the capital used is limited, usually only from limited personal funds, so that profits are also limited.

In the context of financing education in Islamic boarding schools, the focus is not only on evaluating resources, but also on optimal use of funds. The more efficient the education system, the less funds are needed to achieve organizational goals, so that the achievement of these goals is more visible with the expenditures that have been allocated (Supriyadi, 2007)

Before reaching the step of developing further programs and activities, it is important to evaluate the strength of the institution, including an assessment of the available human resources and economic resources owned by the Islamic boarding school. The economic sources of Islamic boarding schools can vary, including recurring payments such as food and tuition fees, annual payments such as re-registration fees and development funds, as well as irregular operational assistance from local government agencies or other sources.

Table 1: Sources of funding for Islamic boarding schools

Source	Time	Remarks
Student meal fee	Monthly	Institutional policy
Tuition fee	Monthly	Institutional policy
Development fee	Monthly	Institutional policy
Re-registration fee	Monthly	Institutional policy
Ministry of Religious Affairs assistance	Uncertain	Determined
Youth and Sports Ministry assistance	Uncertain	Determined
Other assistance	Uncertain	Determined

Source: Observation Results

The management of Islamic boarding school finances should be carried out ethically and independently, with a strategy for developing Islamic boarding school business units. This management must separate ownership between individuals and Islamic boarding schools, prioritizing the Principle of autonomy and simplicity, and carried out with the principles of responsible contemporary management.

In addition to understanding the theoretical and practical aspects, it is also important to have an understanding of philosophical values. One of the values that can be taken from the philosophy of struggle in Islamic boarding schools is that "Islamic boarding schools must be an inclusive place for all groups, with a spirit of mutual assistance in thought and action, even to the point of sacrificing life." This shows the importance of leading and supporting Islamic boarding schools as a whole, with full dedication in time, thought, and soul.

In addition, in the concept of a modern Islamic boarding school that looks to the future, one important aspect is khazanatullah, which describes efforts to obtain internal resources so that Islamic boarding schools can be financially independent without depending on other parties. Islamic boarding schools have various business opportunities that can be pursued, such as animal husbandry, plantations, food cooperatives, student cooperatives, canteens, clothing production, and other business fields, which are adjusted to the potential in the Islamic boarding school.

Islamic boarding school entrepreneurship management

In an organizational entity, there are two different functions. First, there is a leadership function that emphasizes doing the right things, which is related to direction and vision. Second, there is a management function that emphasizes doing things right, or execution. In managing a business unit, there are four main management functions that include leadership, organizing, implementing, and evaluating.

1. Planning

Economic growth involves the process of change in the attitudes of economic actors, institutions, and economic structures towards a more positive direction or towards maturity. In principle, the process of economic development will result in economic growth which can then be enjoyed fairly by all members of society.

In the planning process, the steps that need to be taken are divided into three important stages. First, the initial step is to determine the programs and activities to be implemented, where this involves identifying the needs and goals to be achieved. Second, the next step is to prepare a detailed work plan, which includes scheduling activities, allocating resources, and determining the responsibilities and follow-up actions needed. Finally, the third stage is to set the budget needed to support the implementation of the program and activities, thus ensuring efficient and effective use of resources. In the planning stage, risk recognition also occurs, which involves understanding the current situation, future projections, and potential risks involved. These risks cover various aspects, including strategic, financial, operational, compliance, and reputation. (Asy'ari & Shholeh, 2020)

Table 3. Recognizing the Risks

Remarks	Indicator	Description
Current situation	The economic situation is still unstable	
Future condition	The institution's economic condition is expected to improve.	
Risk	Strategic	The vision and mission of the institution must be updated, including setting goals and new programs for the next four years.
Funding	Alternative sources of funding need to be explored.	
Expenditure	The capability of business unit managers and their deputies, as	

	well as facilities and infrastructure, must be improved.
Fulfillment	The planning, strategic development, and evaluation of business unit implementation must align with the desired objectives.
Reputation	The institution's prestige is expected to increase.

Source: Quoted from Muhaimin's opinion

In recognizing opportunities and challenges from the external environment, Islamic boarding schools need to understand well the complexity and dynamics of changes that occur around them. Kotler divides the function of the external environment into four aspects, including: a) Public environment, which consists of groups or organizations that have an interest in Islamic boarding school activities; b) Competitive environment, which includes other institutions that compete for attention or support from target groups; c) Macro environment, which consists of major forces that form opportunities and threats for Islamic boarding schools; and d) Market environment, which consists of other groups and organizations that collaborate with Islamic boarding schools to achieve the same goals.

2. Organization

Success in achieving organizational goals does not only depend on certain individuals, but also on teamwork. A team is a group formed with the aim of achieving common goals in an organization. The team consists of individuals who have different but complementary skills, and are committed to the same mission, achieve optimal performance, and depend on each other in the work process.

At this stage, the leader evaluates all available resources, including manpower and organizational structure, and considers the potential of land, finances, and existing support. The next step is to formulate the vision and mission of the organization.

3. Implementation

Management in educational institutions must be implemented with professional management techniques, similar to those generally used in business companies. Although the goal of educational institutions is not to seek financial profit, they still require primary funds from parents or business units.

At this stage, the activities carried out are marketing. Its function in the context of educational institutions is to form a positive image and attract interest from a number of prospective students. Drucker suggests steps to achieve competitive advantage through marketing: (a) clearly articulating objectives, including expected results, required processes, and strategies to be implemented; (b) designing marketing plans and marketing efforts for each target group; (c) conducting effective communication both internally and externally, and providing necessary training; (d) identifying the necessary logistical needs.

In the implementation, factors that can attract customer interest are also considered. There are two types of pull variables, namely (1) variables that can be controlled by the organization, and (2) those that cannot be controlled. Variables that can be controlled by the organization include (1) service, (2) service location, (3) communication with customers (students, alumni, guests), or other communities involved in promotional practices. Meanwhile, variables that cannot be controlled include (1) culture, (2) economic conditions, and (3) social tendencies.

According to Alma in Muhaimin, referring to the educational situation in Indonesia, he showed that there are four components in the marketing mix in educational institutions, known as the 4Ps: product, price, place, promotion, and personal trait. Information related to this can be conveyed to consumers through verbal communication between individuals.

4. Control and evaluation

To ensure efficient control, organizations need access to accurate and adequate information. Kotler & Andreasen identify four organizational marketing information systems. These four systems include: (1) Internal recording system, which records comprehensive information about the number of consumers, marketing costs, potential consumer prospects, market segments, and others; (2) Marketing intelligence systems, which obtain information about developments in the social environment relevant to marketing needs, with the aim of improving quality with the support of management; (3) Marketing research systems, which include systematic data collection, analysis, and reporting designs to identify specific problems; and (4) Marketing analysis systems, which consist of marketing modeling and marketing problem solving. After evaluation, management is faced with the decision-making process. Effective decision-making considers seven criteria, including collecting complete information from various alternative courses of action, reviewing all information related to expected outcomes and the values involved, carefully considering negative consequences, and seeking new information relevant to evaluating existing alternatives.

Conclusion

Through the analysis that has been presented, it can be concluded that increasingly tight competition encourages educational institutions to seek additional sources of funding to support their programs. Due to the dynamic activities of Islamic boarding schools, an investment plan is needed through the establishment of a business unit as part of a sustainability strategy. This investment must be accompanied by efforts to boost the economy that acts as a support for the independence of the institution. The importance of adequate sources of funding for Islamic educational institutions emphasizes the need for innovation and improving the quality of education, which must be accompanied by the principles of Islamic ethics. The success of Islamic boarding school business units also depends on sincerity and good intentions. In addition, it is important to pay attention to the principles in establishing a business unit, such as non-private ownership, good administrative philosophy, recruiting experts from within the institution, paying attention to the legality of the business entity, and forming a team of experts to monitor its development. However, there are also negative impacts that need to be watched out for,

such as the need for a large amount of time, the accumulation of responsibility on certain individuals, and limited profit margins in the early stages.

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