

THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION AS AN EFFORT TO FOSTER SANTRIPRENEURS IN PADANGSIDIMPUAN

Vebri Sugiharto¹, Rahmat Linur², Muhammad Ari Saputra³, Faisal Affandi⁴

^{1,2,3,4}Sekolah Tinggi Agama Islam Negeri Mandailing Natal

email: vebrisugiharto@stain-madina.ac.id, email: rahmatlinur@stain-madina.ac.id
email: muhammadarisaputra@stain-madina.ac.id, email: faisalaffandi@stain-madina.ac.id

ABSTRACT

The demands of the digital era require Islamic boarding schools (pesantren) to produce graduates who are experts in religious studies as well as proficient in various competencies. One of these competencies is entrepreneurship, as religious scholars (kyai, ustad/ustazah) do not typically pursue income-oriented professions. One curriculum that equips male and female students (santri and santriwati) in Padangsidimpuan's Islamic boarding schools after graduation is entrepreneurship education. Currently, entrepreneurship education in Padangsidimpuan is predominantly implemented through extracurricular activities. Therefore, there is a need to optimize entrepreneurship education within the Islamic boarding schools in Padangsidimpuan. The objective is to optimize entrepreneurship education in these boarding schools to cultivate competitive and independent Santripreneurs.

Keywords: *Entrepreneurship Education, Islamic Boarding School, Padangsidimpuan, Santripreneur*

INTRODUCTION

One sector that consistently plays a crucial role in producing skilled, high-quality, and competitive workforce is education. Education must be capable of responding to the current needs to ensure that each generation can sustain and find its respective place and position in life without being overshadowed by time (Barnawi, 2012:13). The current generation is facing a complex era commonly known as the millennial era. This era demands that its generation possess self-confidence, social skills, openness to change, and creativity. Generations lacking these skills will gradually isolate themselves. To prepare a capable and quality generation, it is crucial to align the learning process with the specific requirements of positions or jobs. In short, education should serve as a means for millennials to acquire these

skills. The education sector has a significant task of reorienting graduates to focus more on job creation. In today's era, it is urgent to change the societal mindset from "finding jobs" to "creating job opportunities". Alongside this, it is also a priority to instill in the society or younger generations the belief that success can be achieved at a young age and does not have to wait until old age. Success should be achieved as early as possible. Instilling an entrepreneurial spirit can be achieved through entrepreneurship education. Entrepreneurship education can serve as a solution to nurture and develop the teaching and learning environment closely related to shaping the character of male and female students (santri/santriwati). Through entrepreneurship education, values such as leadership, responsibility, work ethic, creativity, and innovation can be instilled (Bisnis Indonesia, 2010).

Mass entrepreneurship development represents a strategic step in resolving national economic challenges. Increased successful entrepreneurship leads to greater employment, thereby boosting national productivity and economy. Entrepreneurship arises from factors such as talent, environment, lineage, circumstances, or the transfer of leadership responsibility in business. It's crucial to note that entrepreneurship can also be nurtured through education or training (Suryana, 2006).

Currently, entrepreneurship education is predominantly theoretical, lacking practical application. This gap undermines its effectiveness in schools. Direct involvement of male and female students in entrepreneurial practices is crucial to bridge this divide. Hands-on experience enhances entrepreneurial character development, including self-confidence, perseverance, honesty, creativity, and innovation, efficiently and effectively. Furthermore, direct practice enhances the life skills of male and female students. The Ministry of Education and Culture of the Republic of Indonesia categorizes life skills into personal skills, social skills, academic skills, and professional skills. Personal skills encompass self-awareness and social skills, which generate general life skills. Academic and professional skills lead to specific life skills (Anwar, 2004:28).

Entrepreneurship education implementation must prioritize life skills. This aspect is critical, as equipped with life skills, students can confidently navigate the business and industrial worlds. With these skills, students manage themselves well and interact effectively with their environment (Rahmad, 2012:3). Given the pressing need for resilient, determined, confident, responsible, creative, and innovative millennial generations, instilling an

entrepreneurial spirit and character from an early age is imperative. In this context, scientific research into "The Implementation of Entrepreneurship Education in Fostering Santripreneurs in Padangsidimpuan" is warranted.

RESEARCH METHODS

This research is a field study utilizing a qualitative design with a descriptive-reflective approach, conducted naturally and objectively to reflect the conditions in the field and obtain in-depth data on the implementation of entrepreneurship education in Islamic Boarding School institutions across Padangsidimpuan city. Due to its generalizable nature, it aims to represent Islamic Boarding School institutions as a whole. Data collection techniques include observation, interviews, and documentation (video recordings, photos, and other supporting documents). The instruments used in data collection are observation guidelines, interview guidelines, and document study guidelines.

The gathered data will be analyzed qualitatively using the techniques outlined by Miles, Huberman, and Saldana (2014), which consist of three stages: (1) data reduction (data condensation), (2) data display (data display), and (3) drawing conclusions or verification (conclusion drawing and verification). The research subjects include informants such as Islamic Boarding School leaders (mudir), caretakers, kyai, teachers/ustadz, students (santri), and staff. These informants are selected to provide detailed and objective information regarding the implementation of entrepreneurship education in Islamic Boarding School.

RESULT AND DISCUSSION

Data sourced from the Ministry of Religious Affairs (Kemenag) indicates that there are approximately 26,975 pesantren (Islamic boarding schools) across the Republic of Indonesia as of January 2022. The province with the highest number of Islamic Boarding School is West Java, totaling 8,343 Islamic Boarding School, which accounts for approximately 30.92% of the national total. Following closely is Banten Province with approximately 4,579 Islamic Boarding School, and East Java

Province with around 4,452 Islamic Boarding School, ranking second and third respectively. In North Sumatra Province, there are 331 Islamic Boarding School, accommodating 105,902 students (santri) and managed by 4,016 teachers (guru). Specifically, in Padang Sidimpuan city, there are 6 Islamic Boarding School overseen by 133 teachers, with a total of 1,406 male and female students (santri and santriwati).

Here is a detailed breakdown of the Islamic Boarding School located in Padangsidimpuan city:

No	Name of Islamic Boarding School	Address
1	Darul Ikhlas	Jl. T. Rizal Nurdin Km. 10 (Desa Goti) Padangsidimpuan
2	Al-Anshor	Jl. H. T. Rizal Nurdin, Km.8, No.3 (Padangsidimpuan)
3	Darul Istiqomah	Jalan Abror/Pulo Bauk Padangsidimpuan Tenggara
4	Al - Shoulatiyah	Desa Bargottopong kec. Padangsidimpuan Batunadua Kota Padangsidimpuan
5	An Nur	Jl. Sutan Parlaungan Harahap, Kelurahan Panyanggar, Kecamatan Padangsidimpuan Utara, Kota Padangsidimpuan.
6	Al Wadi	Batang Bahal, Kecamatan Padangsidimpuan Batunadua, Kota padangsidimpuan

1. Darul Ikhlas Islamic Boarding School

Darul Ikhlas Islamic Boarding School is located at Jl. T. Rizal Nurdin Km.10, precisely in Desa Goti, Padangsidimpuan Tenggara district, North Sumatra Province, postal code 22733. The Islamic Boarding School is situated at an elevation of 304 meters above sea level. It has an NPSN (National Education Standard Number) of 10264614 and an NSS (School Serial Number) of

121212770012, with an accreditation rating of A. The institution boasts 46 Kyai/Ustadz and 3 support staff members, serving a total of 300 male and female students. Facilities include 9 classrooms for teaching activities. The curriculum comprises 177 subjects, covering Akidah Akhlak, Arabic language, Mathematics, Fiqh, History of Islamic Culture, English, Natural Sciences, Social Sciences, and Arts, among others. Additionally, Darul Ikhlas offers 11 extracurricular activities

such as scouting, mathematics, biology, and physics Olympiads, as well as sports and cultural arts."

2. Al-Anshor Islamic Boarding School

Al-Anshor Islamic Boarding School was initiated by an intellectual from North Sumatra known as H. Sahdi Ahmad Lubis. The first Al-Anshor Islamic Boarding School was established on April 4th, 1994, at Jalan Ade Irma Suryani in Padangsidimpuan city. This Islamic Boarding School is an Islamic educational institution (Tafaquh Fiddin) aimed at educating and preparing scholars, preachers, propagators, and teachers needed by the community of Padangsidimpuan and South Tapanuli.

In its inaugural year, the Islamic Boarding School rented a facility in Padangsidimpuan, and in the following year, it relocated to Manunggang Julu Village, Southeast Padangsidimpuan Subdistrict. Initially, it started with 6 students, comprising 5 males and 1 female. Over its 24-year history, the number of students has grown to over 1000. As of 2023, there were 1560 students guided by 130 male and female instructors.

A distinctive feature of Al-Anshor Islamic Boarding School is its focus on the study of Islamic religious sciences based on classical Arabic texts commonly known as "Kitab Kuning" from the medieval period. However, due to advancements in knowledge and changing times, the usage of Kitab Kuning has declined, leading to a situation where many graduates are not fully proficient in the foundational Islamic sciences. To address this, the leadership of Al-Anshor Islamic Boarding School strives to reignite students' passion for studying Kitab Kuning as the primary curriculum. Vision: To prepare devout scholars who can contribute to societal development. Mission: To assist the government in

enriching the nation through religious and community education. Goals: To enhance educational quality with high-quality graduates.

Geographically situated in Manunggang Julu Village, Southeast Padangsidimpuan Subdistrict, the environment around Al-Anshor Islamic Boarding School includes rubber plantations and farmland. The local population engages in various occupations such as civil servants, private sector employees, entrepreneurs, traders, and farmers, with most falling within the middle to lower economic strata. The entire population around the Islamic Boarding School is Muslim. Facilities include two mosques and one prayer room (musholla).

Al-Anshor Islamic Boarding School is led by a Mudir (Director) and supported by a team comprising administrative, financial, curriculum, student affairs heads, and heads of the junior and senior high school sections. As a combination of Salafiyah and Modern Islamic Boarding School, its educational approach emphasizes traditional Salafiyah learning methods, focusing on comprehensive understanding of classical texts (Kitab Kuning) and mastery of linguistic tools such as Arabic grammar, morphology, logic, rhetoric, among others. Students are also required to understand Islamic jurisprudence, principles of jurisprudence, and legal maxims, and are encouraged to learn Arabic and English.

The Islamic Boarding School's dress code includes sarongs for male students and "baju kurung" for female students, reflecting its distinctive identity. All students are required to reside in the dormitory (muqim) to foster a sense of identity and adherence to the Islamic Boarding School's values. The leadership continues to strive to differentiate Al-Anshor Islamic Boarding School and

enhance its educational reputation, aiming to compete effectively in advancing Islamic education.

In addition to its program of Islamic Boarding School, Al-Anshor Islamic Boarding School currently offers secondary and senior high school education (Madrasah Tsanawiyah and Madrasah Aliyah). Beyond formal education, the Islamic Boarding School organizes extracurricular activities such as daily Arabic and English language sessions, communal prayers, Qur'an recitation sessions, night prayers, and propagation of Islamic teachings. Special programs include Qur'an memorization (Tahfiz) and entrepreneurship training (computer skills, sewing, farming, etc.). All formal teaching processes and extracurricular activities are integrated to develop skills and competencies among students and the entire Islamic Boarding School community.

3. Darul Istiqomah Islamic Boarding School

The location of Darul Istiqomah Islamic Boarding School is in a farming area approximately 10 km from the center of Padangsidimpuan city, on the outskirts at Jl. Pulo Bauk / Jl. Abror Km 10, in Huta Padang village – Pijorkoling district, Southeast Padangsidimpuan city, North Sumatra Province. Currently, the land area is around 2 hectares, which can still be further developed as it is adjacent to vacant land and rice fields. This location is very ideal and strategic for educational purposes, being far from crowded areas, making it suitable for male and female

students and conducive for teaching and learning processes. Darul Istiqomah Islamic Boarding School located with 1. West: Huta Lombang Village, 2. East: Manunggang Jae Village, 3. South: Rice fields, 4. North: Batang Angkola River.

At Darul Istiqomah Islamic Boarding School, every morning male and female students gather for a morning assembly led by the Head of the Foundation and also the head of junior Islamic high school Darul Istiqomah around 07:30. During the assembly, students receive guidance and direction from the foundation's head. As educators, teachers must fulfill their rights and responsibilities. Their duties include conducting teaching activities, supervising and controlling student activities, and providing guidance and advice to any student who violates rules, especially those in their class, to ensure that the teaching and learning process proceeds as expected.

The physical conditions of Darul Istiqomah Islamic Boarding School in Huta Padang are very simple, with 6 classrooms and an accommodation for female students consisting of 4 rooms. Basic facilities such as bathing and laundry areas (MCK - Mandi Cuci Kaktus), as well as study facilities like desks and chairs, are available. Worship activities are conducted in the mosque, including congregational prayers, religious studies (pengajian), sermons (tausiah), and other religious activities.

Facilities and Infrastructure at Darul Istiqomah Islamic Boarding School include:

No	Facilities	Total	Condition
1	Classroom	8	Good
2	Office Room	1	Good
3	Administration Room	1	Good
4	Male Dormitory	5	Good
5	Female Dormitory	6	Good
6	Mosque	1	Good
7	Hall	1	Good
8	Cooperative organization	1	Good
9	Library	1	Good
10	Bathroom	2	Good
11	Sport field	1	Good

Darul Istiqomah Islamic Boarding School has human resources with competencies including 40 Kyai/ustazah. In addition to the Kyai and ustazah, Darul Istiqomah Islamic Boarding School has 5 staff members who assist in teaching activities. The Islamic Boarding School accommodates 500 male and female students. As for facilities, Pondok Islamic Boarding School Darul Istiqomah has 8 classrooms for conducting teaching and learning activities.

4. Al-Shoulatiyah Islamic Boarding School

Al-Shoulatiyah Islamic Boarding School is located in Bargottopong Village, Batunadua District, Padangsidimpuan, North Sumatra Province, with a postal code. It sits at an elevation of 304 meters above sea level. The vision of Al-Shoulatiyah Islamic Boarding School is to nurture Islamic generations who are faithful, devout, knowledgeable in science and technology, and possess noble character in accordance with the teachings of Ahlu Sunnah wal Jama'ah. The mission of Al-Shoulatiyah

Islamic Boarding School includes: 1. Instilling love, gratitude, sincerity, and reliance upon Allah SWT. 2. Educating future scholars who are knowledgeable in religion, proficient in Arabic language, and adept in mastering "Kitab Kuning" (classical Islamic texts). 3. Fostering strong brotherhood between Allah and humanity. Al-Shoulatiyah Islamic Boarding School has a human resource capacity consisting of 33 Kyai/ustazah who possess competency in Islamic education. In addition to the Kyai and ustazah, the Islamic Boarding School employs 2 staff members to assist in teaching activities. Currently, Al-Shoulatiyah Islamic Boarding School educates 160 male and female students. The Islamic Boarding School is equipped with 10 classrooms to facilitate teaching and learning activities.

Al-Shoulatiyah Islamic Boarding School offers a curriculum comprising 176 subjects that are taught to male and female students. Examples of these subjects include Aqidah Akhlak (Faith and Morality), Arabic Language,

Mathematics, Fiqh (Islamic Jurisprudence), Islamic Cultural History, English, Natural Sciences, Social Sciences, and Cultural Arts, among others. Furthermore, the Islamic Boarding School provides 14 extracurricular activities, such as sermons/speeches, communal obligations, religious discussions and vocabulary, Quranic recitation/memorization and commemoration of its verses, memorization of short sentences, Islamic prayers of condolence, martial arts, archery, karate, and sewing.

5. An Nur Islamic Boarding School

An Nur Islamic Boarding School is located at Jl. Sutan Parlaungan Harahap, Payanggar Village, North Padangsidimpuan District, North Sumatra Province. The Islamic Boarding School is situated at an elevation of 304 meters above sea level. Its National School Identification Number (NPSN) is 69881595, and it holds the accreditation grade B. An Nur Islamic Boarding School has 13 Kyai/ustazah who are competent in Islamic education. In addition to them, there is 1 staff member assisting in teaching activities. The Islamic Boarding School accommodates 250 male and female students. For facilities, An Nur Islamic Boarding School has 6 classrooms to conduct teaching and learning activities.

The curriculum at An Nur Islamic Boarding School includes 180 subjects that will be taught to its students. Examples of these subjects are Quranic Hadith, Faith and Morality, Arabic Language, Mathematics, Fiqh (Islamic Jurisprudence), Islamic Cultural History, English, Natural Sciences, Social Sciences, and Cultural Arts, among others. Additionally, An Nur Islamic Boarding School offers 3 extracurricular activities, such as Computer Training, Sewing, Quranic Recitation Art, and Iqra.

6. Al Wadi Islamic Boarding School

Al Wadi Islamic Boarding School is located in Batang Bahal, Batunadua District, Padangsidimpuan City, North Sumatra Province. It is situated at an elevation of 304 meters above sea level. The NSM (School Registration Number) for Al Wadi Islamic Boarding School is 131212770010. As of now, Al Wadi Islamic Boarding School does not yet have accreditation. It was established on September 23, 2019. Al Wadi Islamic Boarding School employs 15 Kyai/ustazah who are competent in Islamic education. In addition to them, there is 1 staff member assisting in teaching activities. The educates of Islamic Boarding School 100 male and female students. For facilities, Al Wadi Islamic Boarding School has 10 classrooms to facilitate teaching and learning activities.

The curriculum at Al Wadi Islamic Boarding School includes 177 subjects that will be taught to its students. Examples of these subjects include Quranic Hadith, Faith and Morality, Arabic Language, Mathematics, Fiqh (Islamic Jurisprudence), Islamic Cultural History, English, Natural Sciences, Social Sciences, and Cultural Arts, among others. Furthermore, Al Wadi Islamic Boarding School offers 4 extracurricular activities, such as Karate, Basketball, Futsal, and Study Groups.

Implementing Entrepreneurship Education in Islamic Boarding Schools in Padangsidimpuan City

To enhance the quality of education continuously, the educational process and its outcomes must be improved. The quality of the educational process is achieved when learning occurs effectively, enabling students to internalize and engage meaningfully with their studies. The quality of educational outcomes is attained when students

demonstrate high mastery levels of their learning tasks that align with their needs in life and the demands of the workforce. Therefore, to achieve these capabilities, it is necessary to develop an entrepreneurship education model in primary, secondary education, and Islamic boarding schools (pesantren) that fosters entrepreneurial character and behavior among students and santri (Islamic boarding school students).

Ramayulis (2012:380) outlines the functions of Islamic Boarding School as follows: (1) an educational institution that transforms knowledge and instills

Islamic values, (2) a religious institution that influences society, and (3) a religious institution that creates social engineering. These three functions broadly emphasize Islamic proselytization (dakwah), the dissemination of Islamic knowledge, and contributing to the social life of surrounding communities.

According to Haidar Putra Yahya (in Ramayulis, 2012:377-383), Islamic Boarding School can be viewed from two aspects: physical infrastructure and curriculum. In terms of curriculum, Islamic Boarding School are divided into five patterns.

Islamic Boarding School Models Based on Curriculum

Model	Characteristic
I	Students (santri) are assessed based on the classical texts they study.
II	The students (santri) are grouped into levels: Ibtidaiyah (elementary), sanawiyah (junior high), and Aliyah (senior high). There are activities to strengthen skills, organizational abilities, and general knowledge.
III	General subjects are already equal in number to religious subjects. There are activities such as scouting, sports, arts, organization, and skills development.
IV	Skills are balanced with religious subjects. Skills focus on mastery in agriculture, carpentry, and farm.
V	Using a balanced curriculum of religious and modern education.

Islamic Boarding school is part of the national education system in Indonesia with its own indigenous characteristics and authenticity. In Islamic Boarding School, education is conducted in a balanced manner where religious education instills spiritual values that cultivate entrepreneurial character in accordance with Islamic teachings and laws. Entrepreneurship education in Islamic Boarding School can foster the

growth of new entrepreneurial character within the community. The ability to undertake entrepreneurship provides essential skills needed for navigating real-life challenges by current and future of students.

Based on surveys, visits, and interviews conducted, the implementation of entrepreneurship education in Islamic Boarding School in Padangsidimpuan can be seen in the following table:

No	List Of Islamic Boarding School	Entrepreneurship Education
1	Darul Ikhlas	Entrepreneurship education is integrated into extracurricular activities such as sewing, making hijab brooches, electronics, and catfish farming.
2	Al- Anshor	Entrepreneurship education is incorporated into extracurricular activities such as sewing, computer skills, fish farming, cattle farming, chili farming, running a minimarket, managing oil palm plantations, and cultivating coffee plantations.
3	Darul Istiqomah	Entrepreneurship education is integrated into extracurricular activities such as automotive workshop training and computer skills.
4	Al - Shoulatiyah	Entrepreneurship education is integrated into extracurricular activities such as sewing, which will be newly implemented this year.
5	An Nur	Entrepreneurship education is integrated into extracurricular activities such as sewing, computer skills, and soap making for bathing and laundry purposes.
6	Al Wadi	Entrepreneurship education has not been implemented yet.

"In general, entrepreneurship education implemented in Islamic Boarding School in Padangsidimpuan is included in extracurricular activities. Extracurricular activities conducted include sewing, making hijab brooches, computer skills, catfish farming, motorcycle workshops, making laundry soap, and making bathing soap. Not all students participate in these extracurricular activities; rather, students choose activities based on their hobbies and interests. This means that entrepreneurship education included in the extracurricular program is not accessible to all students.

Based on the results of surveys and interviews conducted, entrepreneurship education included in the extracurricular program by Islamic

Boarding School in Padangsidimpuan does not run smoothly. There are many obstacles and factors causing entrepreneurship education included in the extracurricular program to not proceed effectively. These factors include: 1. The dense schedule of student learning activities, leaving limited time to implement the edupreneurship program for students. 2. Limited human resources competent in entrepreneurship. 3. Inadequate facilities and infrastructure to support entrepreneurship programs. 4. Insufficient socialization from relevant parties.

Among the six of Islamic Boarding Schools in Padangsidimpuan, some have not optimally implemented entrepreneurship education yet. From the survey and interviews, we can see that

Darul Ikhlas Islamic Boarding School includes entrepreneurship programs in extracurricular activities such as sewing, making hijab brooches, and catfish farming. Many female students have learned to sew clothes, prayer garments, and hijabs through sewing activities. Regarding catfish farming, the Islamic Boarding School has added an entrepreneurship program called Agrowisata in 2023, which involves fruit orchards and livestock tours."

Al Anshor Islamic Boarding School has extracurricular activities aimed at entrepreneurship education, namely sewing and computer skills. The sewing activities usually take place on Sundays and were conducted from 2012 to 2017 until the instructor resigned. Computer activities continue to the present day, focusing on basic skills like Word and Excel, but not yet extending to digital business applications such as online store applications, Corel Draw, and other business-related software.

In the field of animal husbandry, Al Anshor Islamic Boarding School has fish farming and cattle farming. The Islamic Boarding School provides 6 large ponds containing tilapia and carp with a monthly harvest capacity of approximately 1.5 tons. The cattle farming is supported by a large cowshed and extensive elephant grass fields, currently housing 30 head of cattle managed through fattening and breeding systems. Besides livestock, Al Anshor Islamic Boarding School also engages in gardening through oil palm and coffee plantations. Students interested in gardening manage and maintain these plantations, with a 10-hectare oil palm plantation yielding about 20 tons per month and a 3-hectare coffee plantation. Additionally, there is a one-hectare plot for growing young plants like chili peppers and other crops.

Istiqomah Islamic Boarding School offers extracurricular activities focused on entrepreneurship, specifically in computers and motorcycle workshop training. The motorcycle workshop training emphasizes skills in motorcycle repair, exclusively available to selected students who pass the Islamic Boarding School's selection process. This training is conducted 2-3 times annually, with each session attended by 16 participants per period, comprising 60% Islamic Boarding School students and 40% general public participants. The training duration is 240 hours per period, guided by 3 instructors collaborating with the Padangsidimpuan Manpower Office. Funding for this training is sourced from local and central government aid.

Al-Shoulatiyah Islamic Boarding School recently introduced entrepreneurship education into its extracurricular program in the academic year 2023. The extracurricular activities include sewing and cooking. At An Nur Islamic Boarding School, entrepreneurship education involves computer programming, sewing, and soap making. The computer program focuses on hardware skills, installation, and content management. Sewing activities started in 2019 but were interrupted this year due to COVID-19. Soap making for bathing and laundry at An Nur Islamic Boarding School is conducted by instructors from Bandung Institute of Technology. As of now, Al Wadi Islamic Boarding School has not implemented any entrepreneurship education activities.

Optimizing education plays a crucial role in developing outstanding human resources in terms of knowledge, skills, and character. This aligns with the national educational objectives outlined in Indonesian Law No. 20 of 2003, aiming to foster students to become pious, morally upright, healthy, knowledgeable, creative, independent, democratic

individuals with skills necessary for personal, societal, national, and global development.

The optimization of entrepreneurship education in Islamic Boarding Schools in Padangsidimpuan is crucial and urgent. Currently, entrepreneurship education in these Islamic Boarding Schools is limited to extracurricular activities. Enhancing entrepreneurship education in Islamic Boarding Schools is vital as it cultivates entrepreneurial mindset among the students. Apart from fostering entrepreneurial resilience, it also has positive impacts on individuals themselves and contributes positively to others. For instance, a student starts a business that thrives and requires employees, thereby creating job opportunities, reducing unemployment, and stimulating national economic growth. This underscores the pivotal role of Islamic Boarding School institutions in implementing entrepreneurship education (eduentrepreneurship) to nurture students into future job creators rather than job seekers.

Anita (2012) proposes seven ways to integrate/optimize entrepreneurship education in schools/Islamic Boarding Schools:

- 1) Integrated across all subjects
- 2) Integrated through extracurricular activities
- 3) Self-development programs
- 4) Theory learned then practiced
- 5) Integrated into teaching materials
- 6) Through the culture of pesantrens/schools
- 7) Integration through local content

These approaches aim to enhance entrepreneurship education by embedding it comprehensively into the educational framework, ensuring practical application, and fostering a supportive cultural environment within the institution. In the context of entrepreneurship education

(edupreneurship) in Islamic Boarding Schools, these seven approaches can be outlined as follows: the first, Integrated across all subjects: This means entrepreneurial values or entrepreneurship are consistently embedded in all subjects. These entrepreneurial values include responsibility, independence, honesty, perseverance, sportsmanship, creativity, innovation, and achievement orientation. The second, Integrated into extracurricular activities: Implemented through additional Islamic Boarding School activities such as sewing, making hijab brooches, computer skills, catfish farming, motorcycle workshops, soap making (laundry and bathing), and others. The third, Self-development programs: This involves instilling traits such as risk-taking, decisiveness, responsiveness, responsibility, and a resilient mindset that does not give up. The fourth, Theory into practice: This approach involves direct application of learned theories. Students can be tasked with processing local materials into finished products within their surroundings.

The fifth, Integrated into teaching materials: Implemented through the design of teaching materials that stimulate students' creativity in creating artworks or products. The sixth, Through pesantren/school culture Initiated by Islamic Boarding School leaders (kyai), teachers/ustadz, educational staff (administrative, security, and other personnel), and students to cultivate an entrepreneurial culture within the Islamic Boarding School environment. The seventh, Integration through local content: Implemented by leveraging the local potentials within the Islamic Boarding School, incorporating business elements to establish the Islamic Boarding School as a local icon. These strategies aim to enhance entrepreneurship education in Islamic Boarding Schools, fostering entrepreneurial mindsets among students

and promoting positive impacts on both individual and collective levels within the Islamic Boarding School community.

As stated in Article 4 of Law No. 18 of 2019 concerning Islamic Boarding School, Islamic Boarding Schools have three main functions: educational, proselytizing (dakwah), and community empowerment. Traditionally, Islamic Boarding Schools have been predominantly focused on their educational function, as they are institutions aimed at deepening the understanding of Islamic teachings. However, with their legal status recognized under the laws of the Republic of Indonesia, Islamic Boarding Schools now also fulfill the additional functions of dakwah and community empowerment.

The economic development of Islamic Boarding Schools falls under the function of community empowerment, which is oriented towards enhancing the welfare of both the Islamic Boarding School and the surrounding community. Islamic Boarding Schools are mandated to prepare self-reliant human resources with skills that enable them to actively participate in development (Article 44 of Law No. 18 of 2019 concerning Islamic Boarding School). One of the ways Islamic Boarding Schools prepare self-reliant human resources with skills is by optimizing entrepreneurship education.

The benefits of entrepreneurship education for Islamic Boarding Schools include enhancing the economic status of the Islamic Boarding School itself, improving the local community's economy, and contributing to the national economy. This, in turn, promotes the growth and development of the Islamic economy. Essentially, every Islamic Boarding School can contribute to advancing human resource development by encouraging students (santri) to acquire entrepreneurial skills. Islamic Boarding Schools also have the potential

to elevate the Islamic economy towards greater self-sufficiency, thereby helping to alleviate poverty and contribute to Indonesia's development efforts.

CONCLUSION

The demands of the digital era require Islamic Boarding Schools to produce graduates who are not only experts in religious studies but also competent in various skills. One of these competencies is entrepreneurship, as Kyai (Islamic scholars), ustad/ustazah (religious teachers) do not typically focus on income generation as a profession. One of the curricula that equips students (santri) in Islamic Boarding Schools in Padangsidimpuan City after graduation is entrepreneurship education. Currently, entrepreneurship education in Padangsidimpuan City is predominantly applied through extracurricular activities. Therefore, there is a need to optimize entrepreneurship education in Islamic Boarding Schools in Padangsidimpuan City. The goal of optimizing entrepreneurship education in Islamic Boarding Schools in Padangsidimpuan City is to cultivate competitive and independent "Santripreneurs" (entrepreneurial santri).

BIBLIOGRAPHY

- A. Halim, Suhartini, eds, *Manajemen Pesantren*, Yogyakarta, Pustaka Pesantren, 2005, hal: 222.
- Abdul Ghofur, dkk, pesantren berbasis wirausaha (pemberdaya entrepreneurship santri di beberapa pesantren kaliwungu kendal), *Jurnal DIMAS*, Vol. 15: No. 02 November 2015, hal: 23.
- Arman Hakim Nasution, dkk, *Entrepreneurship membangun Spirit Teknopreneurship*, Yogyakarta, Andi, 2007, hal: 2.

Astuti, R. Y., & Suyanto. (2020). Analisis Perilaku Santri Terhadap Minat Kewirausahaan (Studi pada Pondok Modern Darussalam Gontor). *Al Tijarah*, 06(01), 30–39.

Bambang Murdaka Eka Jati, Tri Kuntoro Priyambodo, *Kewirausahaan Technopreneurship untuk Mahasiswa ilmu-ilmu Eksakta*, Andi, Yogyakarta, 2015, hal: 1-2. ⁶⁹ *Ibid*, hal: 8.

Cyntia Vanessa Djodjobo, Hendra N. Tawas, Pengaruh Orientasi Kewirausahaan, Inovasi Produk, Dan Keunggulan Bersaing Terhadap Kinerja Pemasaran Usaha Nasi Kucing Di Kota Manado, *Jurnal EMBA* Vol.2 No.3 September 2014, Hal: 1216.

Dawam Rahardjo (ed), *Pesantren dan Pembaharuan*, (Jakarta: LP3S, 1985), hal. 2

Dedi P., dan Agus W. 2017. *Pendidikan Kewirausahaan di perguruan tinggi*. Yogyakarta: Pustaka Pelajar.

DEPAG RI, Pondok Pesantren dan Madrasah Diniyah, Pertumbuhan dan Perkembangannya. (Jakarta, Dirjen Kelembagaan Islam Indonesia: 2003), hal 33-35 Echdar, S. 2013. *Manajemen Enterpreneurship*. Yogyakarta: CV Andi Offset.

Eka Febri Anita. 2012. *Applikasi Pendidikan Kewirausahaan Dalam Dunia Pendidikan*, diperoleh dari <http://assetanita.blogspot.com/> diakses pada 6 Agustus 2022 pukul 14.00 wib

Ernani Hadiyati, *Kreatifitas dan Inovasi Berpengaruh Terhadap Kewirausahaan Usaha Kecil*, *Jurnal Manajemen Dan Kewirausahaan*, Vol. 13, No.1,Maret 2011, hal: 10.

Eva fitriani, Implementasi Kurikulum EESC (Entertainmen, Entrepreneur, Conceptualizer And Spirituality) Dalam pengembangan kecerdasan interpersonal Siswa, Safina, Volume 2 / Nomor 1 / 2017 hal: 36-37.

Fathurrohman, S.Ag, M.Pd Dr. & Ruwandi, S.Pd., M.A. 2017. Model Pendidikan Entreprenuship di Pesantren (Studi Kasus di Pondok Pesantren Salaf Al Ittihad Poncol dan Pondok Pesantren Modern Bina Insani Susukan Kabupaten Semarang. Laporan Penelitian Lembaga Penelitian dan Pengabdian Pada Masyarakat Institut Agama Islam Negeri Salatiga tahun2017.

Hamzah, M., Kurniawati, A. D., & Khotimah, H. (2021). Home Industry, Kaderisasi dan Santripreneur. *Jurnal Trilogi: Ilmu Teknologi, Kesehatan, Dan Humaniora*, 02(02), 137–147.

Hanun Asrohah, *Pelembagaan Pesantren*, (Jakarta, Depag RI dan INCIS: 2002), hlm. 153 <http://soddis.blogspot.co.id/2014/04/pengertian-ciri-ciri-entrepreneurship.html> (Diakses pada 1 Agustus 2023, Pukul 12.15 WIB)

<https://balitbangdiklat.kemenag.go.id/berita/pemberdayaan-ekonomi-pesantren-wider-mandate> (Diakses pada 1 Agustus 2023, Pukul 12.15 WIB)

[https://kemenag.go.id/read/dari-pemetaan-hingga- profiling-100-pesantren-ekonomi-ggyyk](https://kemenag.go.id/read/dari-pemetaan-hingga-profiling-100-pesantren-ekonomi-ggyyk)
(Diakses Pada 5 Agustus 2023 Pukul 10.00 WIB)

Kemendiknas, Konsep Dasar Kewirausahaan, Jakarta: TP, 2010.

Maksum, T., & Wajdi, M. B. N. (2018). Pengembangan Kemandirian Pesantren Melalui Program Santripreneur. *Jurnal Pengabdian Kepada Masyarakat*, 02(01), 221–232.

Mila Meidawati : “Pengembangan Ekonomi Pondok Pesantren Melalui Integrated Farming (Studi Kasus Pada Pondok Pesantren Al – Masthuriyah Cisaat Sukabumi), UIN Syarif Hidayatullah Jakarta, 2021, Hal.32 – 33

Muhammad Qodri, pengelolaan santri pondok pesantren as”ad olak kemang kecamatan danau teluk kota jambi. 2016, hal: 190.

Muhammad Yafiz, dkk, “Pemetaan Potensi Ekonomi Syariah Berbasis Pesantren di Sumatera Utara”, Laporan Penelitian, Kantor Perwakilan Bank Indonesia Provinsi Sumatera Utara Dan Fakultas Ekonomi Dan Bisnis Islam UIN Sumatera Utara, Medan, 2015, Hal. 33 – 34

Muhammad Zuhirsyan, “Membidik Potensi Ekonomi Syari”ah di Lembaga Pendidikan Pondok Pesantren”, *Economica : Jurnal Ekonomi Islam*, Vol. 9 No.2, 2018, Hal. 343

Nafi”, M. D., dkk. 2007. *Praksis Pembelajaran Pesantren*. Yogyakarta: Institute for Training andDevelopment Amherst MA.

Nurcholish Madjid, *Bilik-bilik Pesantren, Sebuah Potret* *Perjalanan*, (Jakarta: Paramadina, 1977),hal 20.

Pasal 4 Undang – Undang Nomor 18 Tahun 2019Tentang *Pesantren*.

Pasal 44 Undang – Undang Nomor. 18 Tahun 2019 *Tentang Pesantren*

Ramayulis, Prof., Dr. 2012. Sejarah Pendidikan Islam: Napak Tilas Perubahan Konsep, filsafat, dan metodologi Pendidikan Islam dari Era Nabi Muhammad SAW sampai Ulama Nusantara.Jakarta: Kalam Mulia

Saifudin, A. (2019). Pendidikan Kewirausahaan Dalam Perspektif Idealisme Santripreneur. *INTIZAM: Jurnal Manajemen Pendidikan Islam*, 03 (01), 55– 65.

Sholikhah, M. (2020). Pemberdayaan Kewirausahaan Santri (Studi Di Pondok Pesantren Fathul Ulum Jombang). *Orphanet Journal of Rare Diseases*, 21(1), 1–9.

Suharto dan Muhammad Iqbal Fasa, “Model Pengembangan Manajemen Bisnis Pondok Modern Darussalam Gontor Ponorogo, Indonesia”, *Jurnal Studi Ekonomi dan Bisnis Islam* : Vo. 3, No. 2, Desember 2018, Hal. 99

Supeno, Strategi Pemberdayaan Ekonomi Pesantren dan Penguatan Daya Saing Industri Halal dalam Upaya Pertumbuhan Ekonomi Indonesia, *Jurnal Ekonomi Syariah (Eksyar)* : Vol. 06, No. 02, 2019, Hal. 13

Syamsul Ma”arif, Peran Perguruan Tinggi Agama Di Lingkungan Pesantren Dalam Pengembangan SDM Era Global, *Jurnal*, 2014, hal: 2-3.

Wahid, A. H., & Sa’diyah, H. (2020). Pembangunan Santripreneur

Melalui Penguatan Kurikulum Pesantren Berbasis Kearifan Lokal di Era Disruptif.
Risalah: Jurnal Pendidikan Dan Studi Islam, 06(01), 80–99.

Wiranata, R.S. RZ. 2019. Tantangan, Prospek dan Peran Pesantren dalam Pendidikan Karakter di Era Revolusi Industri 4.0. *Jurnal Komunikasi dan Pendidikan Islam*, Volume 8, Nomor 1, Juni 2018.

Yasmadi, *Modernisasi Pesantren*, (Jakarta: Ciputat Press, 2002), hal. 62

Yusuf Al-Qaradhawi, *Konsep Islam Solusi Utama Bagi Umat*, Senayan Abadi, Jakarta, 2004, hal 44.

Zamakhsyari Dhofier, *Tradisi Pesantren, studi Tentang Pandangan Hidup Kyai*, (Jakarta: LP3ES, 1995) hal 44-60.