The Implementation of Graduate Competency Standards in Entrepreneurship of Islamic Boarding School

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Article Info	Abstract
 The purpose of this study is to analyze the implementation of planning, organizing, commanding, coordinating, and controlling Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus by involving all teams in achieving the vision and mission of PSKQ Modern Kudus. This case study research uses a qualitative approach. The research subjects were the leaders of the PSKQ Modern Kudus, the chairman of the PSKQ Modern Kudus foundation, the teaching staff (ustadz/ustadzah), and students. Collecting data using interview, observation, and document study methods. The research data were analyzed using the interactive model approach of Miles and Huberman (2015). Researchers tested the credibility of the data through triangulation of sources and methods. The results showed that the implementation of planning, organizing, commanding, coordinating, and controlling Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus is currently well implemented. Planning is carried out based on the guidelines used at the international level accompanied by modifications according to the circumstances in the PSKQ Modern Kudus. Organizations have been formed and implemented according to their respective roles. Commanding is carried out by the leadership to each member involved in the existing program by providing explanations and motivation. Coordination is carried out by leaders, teaching ustadz and students in learning and projects that are being carried out either directly or indirectly. While the control is by conducting a test and depositing the work of students regarding the calligraphy that has been done and studied. |

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INTRODUCTION

Islamic boarding school is an Islamic educational institution that has long been established and developed in Indonesia. According to Ansori (2016), Islamic boarding school is an institution and vehicle for religious education as well as a community of students who learn Islamic religious knowledge. Islamic boarding school is the oldest education system today compared to educational institutions that have ever emerged in Indonesia and has long been considered a product of Indonesian culture with a different character (Sari, 2017). The constitutional basis for Islamic boarding school education is Article 26 paragraph 1 and paragraph 4 of Law Number 20 of 2003 concerning the National Education System. Article 1 states that non-formal education is held for community members who need educational services that function as substitutes, additions, and/or complements to formal education in order to support lifelong education. Furthermore, Article 2 states, The formal education unit consists of course institutions, training institutions, study groups, community learning centers, and taklim assemblies, as well as similar educational units.

According to the Law of the Republic of Indonesia Number 18 of 2019 concerning Islamic Boarding Schools, it is stated that Islamic Boarding School Education is education organized by Islamic Boarding Schools and located within the Islamic Boarding School environment by developing a curriculum in accordance with the uniqueness of Islamic Boarding Schools based on the yellow book or considered Islamic with the pattern of Muslim education. The yellow book is a book of Islamic religious knowledge used in Islamic boarding schools. Some islamic boarding schools still use the yellow book as their entire curriculum, while others incorporate other curricula into their overall curriculum (Rasyid, 2012). This means that education in Islamic boarding schools is actually about religious knowledge. The education in Islamic Boarding School, which generally prioritizes religious knowledge, results in a lack of hard skills and soft skills from the students. As a result, many graduates from Islamic boarding schools find it difficult when they enter the community and hard to find work.

Facing this situation, Islamic boarding schools have changed from religious schools to become part of the education system in Indonesia along with the times and technology (Wekke & Hamid, 2013). Among the tasks of pesantren is to provide teaching about Islam and noble values in society (Rahayani, 2017). In addition, one of the tasks of Islamic boarding schools is the development of life skills education and affirming Islamic principles in the context of real-life (Umam, 2017). This is in accordance with the statement of Noor (2015) that the purpose of education which in essence must strive to create a learning atmosphere and learning process that can provide provisions for students with various life skills (life skills). Life skills education is an aspect that needs to be taken seriously at all levels of formal and non-formal education, including from Islamic boarding schools (Fatkhuronji et al., 2015). Various skills were also able to emerge and thrive in the Islamic boarding schools. Therefore, it is not surprising that currently there are many programs that are intended for students, both in terms of short-term training, scholarships, providing business capital, and others (Koswara, 2014).

Almost every village in Indonesia has an Islamic school, either Salafiyah Islamic school, Khalafiyah Islamic school or a mix (Busyairi, 2017). Islamic boarding schools not only grow and develop in rural areas but also in urban areas. Its existence until now is growing in accordance with the times. Islamic boarding school education has developed according to the challenges of its era. Therefore, Islamic boarding school education must adapt to existing conditions so that it can play a role in solving community problems (Indra, 2016). Development efforts are carried out so that Islamic boarding schools continue to exist which will strengthen the social character and the national education system which helps to give birth to Indonesian human

resources who have reliable mastery of knowledge and technological skills that are always imbued with noble religious values. In the end, the human resources born from this Islamic boarding school education can ideally and practically play a role in every social process towards the realization of a complete national life order (Ahmadi, 2014).

The development of Islamic boarding schools is marked by the concept of Islamic boarding school education which is open to things beyond its consistency in the religious field. In addition to being competent in the field of religion, it is hoped that the alumni of the students will gain additional experience that is beneficial for individuals and society. The training and skills programs in each pesantren are different, according to the importance of implementing the program towards institutional goals and the goals and mission of Islamic boarding schools. Each Islamic Boarding School develops its own learning management and establishes its own educational institutions to respond to external challenges (Maharani & Arifin, 2018). In addition, current technology is also very much needed in the management process, according to Mtebe (2015) showing that the benefits of a management system will not be achieved if institutions cannot find strategies that can increase the use of educational technology in their institutions.

In contrast to Islamic boarding schools in general, in presenting religious knowledge and vocational activities, in accordance with the vision of the Modern Kudus Calligraphy and Al-Qur'an Art Islamic Boarding School (PSKQ), which is to become the center for Islamic art education and the best Al-Qur'an calligraphy in the world and to answer the challenges of globalization, this Islamic boarding schools provides education focused on fine art and calligraphy. In its development, PSKQ Modern Kudus not only provides education in the field of calligraphy but also includes visual education.

In the implementation of education in an Islamic boarding school, it is also necessary to have a standard that is used as a basic reference for determining the quality of an educational institution. National education standards are the minimum criteria regarding the education system that need to be achieved by an educational institution to determine the quality of education from that institution. Based on PP No. 19 of 2005 concerning National Education Standards, Article 2 has explained that the Indonesian National Education Standards include graduate competency standards, content standards, process standards, educators and education personnel standards, facilities and infrastructure standards, management standards, education financing standards and assessment standards education.

Graduate Competency Standards (SKL) is one of the standards used as the basis for determining curriculum and learning in an educational institution. In the Graduate Competency Standards, there are three competencies that must be measured, namely competencies in the dimensions of knowledge, attitudes, and skills. Each competency has its own assessment indicators, where the assessment indicators contained in the competency dimensions of skills are part of entrepreneurial competencies. Ability to be the basis in the preparation of graduate competency standards (Asrivi et al., 2017). Entrepreneurial skills are considered important to support the lives of students when they graduate from Islamic boarding schools. Therefore, in its development, one of the advantages of PSKQ Modern Kudus is that it does not only provide education in the field of calligraphy, but also includes entrepreneurship education. The existence of this concept also demands Islamic boarding schools to develop local economic businesses (Puspitasari, 2013).

PSKQ Modern Kudus is a boarding school that provides calligraphy art education and instills an entrepreneurial spirit in its students. Instilling an entrepreneurial spirit is important as a provision for students in the future, considering the number of graduates who are less competent and have low skills. Based on the National Education System Law No. 20 of 2003 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of

educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. By familiarizing entrepreneurship education, the potential of students as mandated in the National Education System Law will be realized.

Entrepreneurship is a way of thinking and acting creatively and innovatively by always seeing opportunities, managed by a balanced visionary leadership approach. Entrepreneurship is not only born but also made, meaning that entrepreneurship is not only an innate talent from birth or a matter of field experience, but can also be learned and taught. According to Meredith in Indriatmi and Arifin (2002) that someone who has an entrepreneurial character has the following characteristics: (1) confidence, (2) orientation to the final task, (3) taking risks, (4) leadership, (5) originality, and (6) forward-looking. Entrepreneurship education is education that teaches people to be able to create their own business activities (Daryanto, 2013).

PSKQ Modern Kudus is the only art boarding school and the first time in Indonesia and even in Southeast Asia that combines and instills an entrepreneurial spirit through fine arts and calligraphy as learning models in its curriculum. So that in the learning process, students can receive subject matter more systematically, effectively, and efficiently. The complex of a pesantren is intended as a dormitory for the students as well as a place for training to develop their independence skills so that they are ready to live independently in society after graduating from the pesantren.

PSKQ Modern Kudus is different from other calligraphy of Islamic boarding schools in Indonesia. PSKQ Modern Kudus has educational packages and learning programs that can be adapted to the conditions of students, as well as guidance from expert teaching staff in the field of fine arts and calligraphers at national and even international levels. PSKQ Modern Kudus provides facilities for teaching and learning activities in the form of field experiences to students by directly practicing on various media and it can be anywhere or with any media. The Field Practice Program (PPL) is carried out by applying every knowledge and skill of students, for example in making calligraphy for large mosques. Then the students were given provisions and entrepreneurial experience which was applied directly at the PSKQ Modern Kudus restaurant in the form of Arjuna Resto and Assiry Gallery. Assiry Gallery is a place to accommodate students' artworks offered to the public which has been established in 2007 by Muhammad Assiry, the founder of PSKQ Modern Kudus. The proceeds from the sale of these works are used to continue the calligraphy art activities of Islamic boarding schools as well as social activities for the surrounding community such as donations for orphans, iftar activities and so on. The students are more assured of their success and success, as evidenced by the many students/alumni of PSKQ Modern Kudus who have succeeded in various competitions at the provincial, national, ASEAN and international levels, as well as their careers in calligraphy. This is what makes the Kudus Modern PSKQ a learning vehicle that is in demand by art and calligraphy enthusiasts in the country.

Based on this background, the implementation of the Graduate Competency Standards for Entrepreneurship at PSKQ Modern Kudus, Central Java is an interesting thing to study. The results of this study are expected to be a new motivation and discourse in developing entrepreneurship education for students in Islamic boarding schools.

METHOD

This research is research with a qualitative approach using a case study research design. The topic studied in this research is the implementation of the Graduates Competency Standards of Islamic Boarding Schools. The setting of the research took place at the Calligraphy and Al-Qur'an Art Islamic Boarding School (PSKQ) Modern Kudus.

The data used in this research are primary data and secondary data. Primary data comes from the results of interviews with 7 resources consisting of the leadership of PSKQ Modern Kudus, the head of the PSKQ Modern Kudus foundation, Bussiness staff management, 2 teachers (ustadz/ustadzah), and 2 students. While secondary data is sourced from documents and photographs that can be used as a complement to primary data.

This research data collection technique uses observation, interviews, and documentation. The research data were analyzed using the Miles and Huberman (2015) interactive model approach. The applied data analysis techniques of this qualitative research, as proposed by Sugiyono (2015), were data collection, *data reduction, data display, and data conclusion/verification.*

The validity of the data was tested using the credibility test. A credibility test of the research data is done through extending observation, improving the researcher's diligence, triangulation, peer discussion, analysis of negative cases, and member check (Sugiyono, 2015). In this research, the researchers applied the peer checking method, persistent observation, and data triangulation. The triangulation in credibility test is defined as a data crosscheck from various sources by any means and from any time range.

RESULT AND DISCUSSION

Quoting Griffin's opinion, management is a process of planning, managing, implementing, and evaluating activities or activities that exist within the organization (Husaeni Usman, 2009). According to Henry Fayol in Daniel A. Wren (2009) proposes that all managers carry out at least five management functions, namely planning, organizing, commanding, coordinating, and controlling.

The results showed that the implementation of planning, organizing, commanding, coordinating, and controlling the Competency Standards of Graduates in entrepreneurship education at PSKQ Modern Kudus is currently well implemented.

Implementation of planning Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus

Henry Fayol in Daniel A. Wren (2009) places planning as the first management function because this function is considered to have a significant role. Planning is needed to organize and evaluate the next course of action.

The implementation of planning for graduate competency standards in entrepreneurship education at PSKQ is a process that is considered to have a significant role in determining the organizational goals (PSKQ Modern Kudus) to be achieved, determining the strategy that will be used to achieve organizational goals, then a comprehensive planning system that is integrated with each other and coordinated in achieving organizational goals, especially in PSKQ Modern Kudus.

Planning for graduate competency standards in entrepreneurship education applied at PSKQ Modern Kudus uses a separate learning curriculum. The curriculum is an important element in education, this curriculum contains materials, methods, strategies, and evaluation of learning. The curriculum is the raw material for learning in schools, so it is one of the determinants of the quality of output (Ekaningrum et al., 2018). The curriculum used covers 5 semesters, where special material on entrepreneurship is given in semesters 3 and 4 during the course of education. Knowledge about entrepreneurship is given to students in this second year so that students can understand and master calligraphy material which includes 7 khot. The overall understanding of the material about the khot will later be used as a provision in entrepreneurship through applied calligraphy. This is in accordance with what was conveyed by Sari (2016) that educational programs for students are not only carried out in the form of scientific concepts, namely theory, but also practice (implementation) of the concept. According to (Wekke et al., 2017), learning is not only in the classroom.

The preparation of Graduate Competency Standards includes 3 things, namely competency standards for knowledge graduates, competency standards for attitude graduates, and competency standards for skilled graduates. The competency standards of knowledge graduates at PSKQ Modern Kudus focus on international calligraphy standards. There are 7 types of calligraphy verses that are studied by students at the Kudus Modern PSKQ, including Nashki Khot, Tsulust Khot, Diwani Khot, Diwani Jali Khot, Farisi Khot, Riq'ah Khot and Khufy Khot. Each khot has a guide to international calligraphy standards used. The guides for each of the khot are from Turkey.

Then for the competency standards of attitude graduates, use the rules and regulations that apply at PSKQ Modern Kudus. Every student who enters the Kudus Modern PSKQ is required to comply with the applicable rules, including during the selection of new students. Modern PSKQ rules are drawn up by the head of the lodge and the head of the foundation. In addition to these regulations, conditional regulations are also enforced depending on the class and ustadz who teach, this is done to discipline the students in attending the ongoing class.

Meanwhile, competency standards for skill graduates are assessed based on the work that has been made by students. Every day students are given the task of making works, then deposited to the teaching ustadz in the evening. The types of assignments given are in accordance with the material that has been studied by the students on that day. The material of the works made by the students is the same as the competency material that needs to be mastered by the students, which includes 7 Khot, including Nashki Khot, Tsulust Khot, Diwani Khot, Diwani Jali Khot, Farisi Khot, Riq'ah Khot, and Khufy Khot. Work assignments are given sequentially according to the guidelines used.

In addition, a skill assessment is given to ordered work done by students which are usually done in groups. Every time they get an ordered work, the students and the team involved plan the design of the work that will later be shown to the customer. The design is expected to be used as a benchmark in working on and assessing the work for the students.

Implementation of organizing Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus

Organizing is a way of creating an organizational structure that fits the organization's goals, resources, and the surrounding environment. Organizing in the management function seeks to synchronize existing resources within the organization or company to achieve organizational goals. Resources that include natural resources, human resources, capital resources.

The successful achievement of organizational goals must be supported by all members as a collection of people working together. This means that the operational implementation of an organization cannot be carried out only by getting support from one person (Anwar et al., 2016).

Based on the researcher's observations that the PSKQ Modern Kudus currently has an organizational structure chart to implement the organization of graduate competency standards in entrepreneurship education at the PSKQ Modern Kudus, in addition, there are special teams that are formed every time a project enters a business entity at PSKQ Modern Kudus. Implementation of the organization of graduation competency standards in entrepreneurship education at PSKQ Modern Kudus is something that is interconnected and related to each other to help achieve the goals of PSKQ Modern Kudus.

Every human resource in the PSKQ Modern Kudus has a role and responsibility in every activity and activity at PSKQ Modern Kudus. PSKQ Modern Kudus has an organizational structure and a way of managing resources that aim to achieve the goals to be achieved.

In line with the researchers' observations, the atmosphere at PSKQ Modern Kudus is like a family relationship that can be discussed if there are obstacles or problems. The important role of the head of the cottage is to always participate in

supervision and provide solutions to every problem.

Implementation of the commanding of Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus

Commanding is carried out to provide direction to all workers so that they are willing to work together and work effectively in achieving organizational goals. Commanding in the management function is carried out by providing direction to employees through motivation, leadership, and communication so that they can carry out their duties properly and in accordance with the goals set. The directing process can be carried out after planning and human resources as implementers are available.

Implementation of the direction of graduate competency standards in entrepreneurship education at PSKQ Modern Kudus is done by providing direction to students through motivation, leadership, and communication so that they are able to carry out tasks independently, well, and in accordance with the goals that have been set. In addition, the direction is also given when there is an order for applied art that is done in groups to the students. The direction given is adjusted to the role of each student in each of these works.

Implementation of the coordination of Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus

Coordination according to Henry Fayol's view in Daniel A. Wren (2009) is one of the management functions that keeps the organization's activities synergized and working well together. Communication is very necessary in the process of coordination between lines in the organization, both formal and informal communication within the organization. In Islamic boarding schools, the interaction between students and teachers is very attached (Arifin, 2017).

The coordination applied at the Kudus Modern PSKQ is carried out by ustadz and students, especially in learning. Every time there

is an assignment given to the student, later the student is required to make a deposit for the assessment of the work. The time used for submitting works is usually at night, or it can be at other times as long as you have an appointment with the respective ustadz. In addition, coordination is also carried out in the preparation of learning schedules that will be given to students. With field projects inside and outside the city, sometimes it requires senior students or ustadz to go to be assigned to the project location. Therefore, the teaching schedule must also adjust to the presence of the ustadz at that time.

Based on observations made by researchers, in PSKQ Modern between the head of the cottage and the educators have been established like a family relationship. So that the implementation of coordination of Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus is not rigid so that any problems can be directly coordinated both among fellow educators and with the head of the cottage.

Implementation of control of Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus

Control according to Henry Fayol in Daniel A. Wren (2009) is an activity to monitor, prove and ensure that all activities that have gone through the previous management function process run according to targets and continue to run according to standards in achieving goals. Control is very necessary to anticipate events that often appear in every company, namely tasks that have not been completed properly, not in accordance with the time allotted to complete tasks, fund planning that exceeds standards, and various other activities that are not according to plan.

Implementation of controlling competency standards for knowledge graduates in entrepreneurship education at PSKQ Modern Kudus by conducting a test and depositing the work of students regarding calligraphy that has been done and studied.

Implementation of controlling competency standards of attitude graduates in

entrepreneurship education at PSKQ Modern Kudus by providing an assessment of daily behavior in accordance with applicable regulations. If there are students who violate the applicable rules, then there are punishments given to the students. The punishment given for minor violations can be in the form of verbal warnings or written penalties, while the punishment for serious violations is in the form of written warnings given in stages and continuously if there are still further violations.

Based on the results of the researcher's interview with the resource persons above, the implementation of the competency standard control of skilled graduates in entrepreneurship education at PSKQ Modern Kudus has been carried out well. This can be seen in the effort to provide an assessment of the work of an entrepreneurial project type. With the implementation of the control of Graduate Competency standards in entrepreneurship education at PSKQ Modern Kudus, it is expected to be able to produce graduate output in accordance with what is expected by society.

CONCLUSION

Based on the results and discussion of the research, this study concludes that the implementation of planning, organizing, directing, coordinating, and controlling Graduate Competency Standards in entrepreneurship education at PSKQ Modern Kudus is currently well implemented. Planning is carried out based on the guidelines used at the international level accompanied by modifications according to the circumstances in the PSKQ Modern Kudus. Organizations have been formed and implemented according to their respective roles. Commanding is carried out by the leadership to each member involved in the existing program by providing explanations and motivation. Coordination is carried out by leaders, teaching ustadz and students in learning and projects that are being carried out either directly or indirectly. While the control is by conducting a test and depositing the work of students regarding the calligraphy that has been done and studied.

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