

## Development of Entrepreneurial Independence Attitudes for Santri (Case Study at Adh Dhuhaa Islamic Boarding School in Baki District, Sukoharjo Regency)

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### Abstract

The attitude of independence for students in Islamic boarding schools is a value manifested in behavior (attitude) that is formed through entrepreneurial practice activities. One aspect that encourages the success of students in developing an attitude of independence is called entrepreneurship education. This research approach was qualitative with descriptive analysis method, one of them with a case study. The objective of the research are 1) to describe and analyze the curriculum design of boarding school. 2) to describe and analyze learning methods in Islamic Boarding School. 3) to describe and analyze the development of entrepreneurial independence attitudes for students. The result of the study are: 1) there is no entrepreneurship curriculum at Islamic boarding school, but the students directly go to the field to doing practice; 2) entrepreneurship learning methods are delivered directly by teachers to the students; 3) the development of students independence attitude includes discipline, honesty, responsibility, action-oriented.

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## INTRODUCTION

Entrepreneurship education in Indonesia still lacks sufficient concern, both in education and society. In the current curriculum, it is included in the adaptive category, there are several theories that students must learn, this proves that entrepreneurship education tends to be theoretical in class. In addition, people assume that being an employee is much more comfortable than being an entrepreneur (entrepreneurship).

One of the facilities and infrastructures for entrepreneurship-based learning that can provide a real experience to the students in Islamic boarding schools is by developing entrepreneurial independence. Entrepreneurship education is one aspect that can encourage the success of students. Entrepreneurship education is able to play a role in generating strong, innovative, creative entrepreneurs and a strength of a nation. The development of independence with entrepreneurship education is important because it responds to the challenges of globalization today, that the importance of an institution, especially Islamic boarding school, needs to design as early as possible the learning system to respond to increasingly complex challenges. Thus, one of the efforts taken is to strengthen identity with an independent character and various skills in it.

Learning the values of entrepreneurship in fostering the independence of students is one of the ways by the santri mukim program. This program is perfect for people who want to improve morals and develop natural entrepreneurial behavior. The purpose of the program is to build the character of students to have the spirit of entrepreneurship (Saepudin, 2005). Therefore, there needs to be a practice orientation in the field to conduct entrepreneurship education with the aim of developing students' independence attitude. One of the efforts that must be done to develop independence in the Islamic boarding school is by optimizing the practice of entrepreneurship by managing a product.

The importance of entrepreneurship education in developing students' independence attitudes is supported by the results of Priyanto's (2012) research which states that entrepreneurship education requires direct experience (real practice

in the field). The results of this study are also supported by Charney (2000) who states that entrepreneurship education contributes to fostering entrepreneurial attitudes. The same thing is also expressed by Hakim (2010) that the entrepreneurship development model in schools in order to support students' independence is carried out by involving the improvement of the quality of learning by teachers, the ability of schools in developing entrepreneurship development strategies, the existence of cooperation with industry, government policies to support cooperation with industry so that the creation of business units in schools as a means of student internship.

The success of an Islamic boarding school as a means of learning entrepreneurship for students can be seen in the process of education and the control of its management. This is supported by the opinion of Adcroff (2004) which states that the key to the success of an organization universally in any condition, both globally and nationally can be seen from the management of the organization.

Adh Dhuhaa Islamic Boarding School in Baki District, Sukoharjo Regency is one of the Islamic boarding school based entrepreneurial skills in Sukoharjo. The development of this Islamic boarding school must be seriously supported by an integrated government in the national education system because the development of human resources is not only the responsibility of the government but all components of society including the world of Islamic boarding school. Therefore, the Islamic boarding school should have historical value in fostering and developing human resources and their quality is encouraged and developed.

Adh Dhuhaa Islamic Boarding School is one of the Islamic boarding schools which is entrepreneurially packaged in Sukoharjo with several advantages, they are 1) skill-based Islamic boarding school with various fields in it; 2) Islamic boarding school that is specifically for orphans, and poor people; 3) having superior products, they are soy milk and mung beans with sales turnover reaching approximately IDR. 6,500,000 in one month. However, the enthusiasm of the santri for the superiority of the Islamic boarding school is not completely proportional, it can be seen based

on the involvement of santri in one of the entrepreneurial practices that are the management of superior products of soybean and mung bean milk starting from planning, management, packaging, and distribution. there are still many students who lack an attitude of independence.

The superiority of Adh Dhuhaa and the lack of independence in the entrepreneurial learning process organized by Islamic boarding school is a gap phenomenon that needs to be carried out in-depth research to find out how far the role of entrepreneurship education is in developing students' independence. To be able to know this, it can be seen from the management concept carried out by Adh Dhuhaa Islamic boarding school.

The management of entrepreneurship programs is inseparable from curriculum design, learning methods conducted in Islamic boarding schools and then the results of the practice of entrepreneurship for students, it is the development of independence attitudes.

Attitude is a readiness or tendency to react to an object in certain ways (Azwar, 2000). Independence is an attitude to do something, able to overcome obstacles or problems and have confidence without the help of others (Ismail, 2016: 68). For the development of entrepreneurial independence attitudes, it needs to be integrated entrepreneurial values in entrepreneurial activities. According to entrepreneurial experts, there are many entrepreneurial values that should be owned by the students, but in the development of this thesis, some entrepreneurial values are considered the most basic and according to the level of development of the students at the Islamic boarding school. Some entrepreneurial values that will be integrated through entrepreneurial education include independent, creative, risk-taking, action-oriented, leadership, hard work, honest, disciplined, innovative, responsible, cooperative, abstinence, commitment, realistic, high curiosity, communicative, and strong motivation for success (Ministry of National Education 2011: 10-11). The value of entrepreneurship in the main focus in this study is the attitude of independence.

Entrepreneurship is a value in creative, dynamic and innovative behavior and brave to face all the challenges that cannot be predicted and

predicted beforehand, through their creativity and strength (the willpower) to achieve success (Frances 2010). Entrepreneurship is a creative and innovative ability to create something new that is used as a basis, resources, driving force, goals, strategies, tips, processes, and struggles in facing life's challenges (Suryana, 2013: 17). Characteristics of an entrepreneur according to (Frances, 2016), they are creative, innovative, risk-taking, willing to make changes, deft, process efficiently, effectively and productively, quickly and accurately in making decisions and taking actions, and the ability to calculate quickly and accurately. Some entrepreneurial characteristics illustrate that the importance of the quality of an entrepreneur, this quality provides a clear enough picture that an entrepreneur is different than non-entrepreneurs.

The success of entrepreneurial education programs according to Endang Mulyani (2011: 2) can be known through the achievement of criteria by students, teachers, and principals, including 1) students have high entrepreneurial character and behavior; 2) a classroom situation that is able to develop the habits and behavior of students in accordance with entrepreneurship values, and 3) the school environment as a learning environment with entrepreneurial nuances. In line with these objectives, the school must provide students with entrepreneurial learning competencies. This is in accordance with the Adh Dhuhaa Islamic Boarding School where students are provided with entrepreneurial competencies every day. This is very important because it forms humans as human beings who have the character, understanding, and skills of entrepreneurship so that a culture of self-reliance is developed.

The attitude structure consists of three components, namely (1) the cognitive component that contains beliefs about something that is seen; (2) affective components namely components related to feelings towards an object; (3) the conative component which is a component related to a person's behavior or actions (Azwar, 2011).

Independence is influenced by several factors including genes or descents of parents, parenting, the education system in schools and community (Ali and Asrori, 2008). Independence is divided into aspects namely emotional

autonomy, behavior autonomy, and value autonomy. The independence of behavior in entrepreneurship, namely independence in free behavior to act. Behavioral independence refers to someone's ability to carry out activities (Steinberg in Ginolak 2009). The same thing is expressed by that the factors that influence the personality of students are the family environment, school environment, and peer interaction (Sukardi, 2013).

With a number of factors regarding the independent attitude, the process of developing independence in the Islamic boarding school can be done through entrepreneurial practices carried out in a planned manner so that students have a mindset to become entrepreneurs not only as job seekers but job creators. Based on the explanation above, in the process of developing entrepreneurial independence attitudes is an effort that is carried out consciously, planned and responsibly to maintain, train and guide, directing in enhancing values related to creative and innovative abilities (create new and different) that are used as tips basis, resources, processes and struggles to create added value for an item.

## **METHODS**

This research approach used descriptive qualitative methods, one of them with a case study. A qualitative approach was an approach that intended to understand the phenomena that were experienced by research subjects (Moleong, 2012: 6). Descriptive analysis method was carried out because it made it easy for researcher to record events, see, and follow the process of activities at the Adh Dhuhaa Islamic Boarding School in developing entrepreneurial independence attitudes for students within a certain period of time and the results of the research are put into documents and interpreted to answer research questions.

Data collection techniques were carried out in three ways, they were observation, interviews, and document study (Moleong, 2012). The reason for using this method was in order to make the data obtained can be known in detail. The implementation of inspection techniques is based on a number of certain criteria. There were four criteria used, they were, credibility (trust) test, source and technique triangulation, transferability,

dependability, and certainty (confirmability) tests. Data analysis techniques used were Interactive Model data analysis Miles and Huberman (Sugiyono, 2014) with data analysis procedures used namely data collection, data reduction, data presentation, verification and the final part of conclusions.

## **RESULT AND DISCUSSION**

The development of students' entrepreneurial independence attitudes at the Adh Dhuhaa boarding school is carried out by providing knowledge both theoretically and practically to the students, but in reality the theory is not too important, but the students practice entrepreneurship directly which is managing several products such as soy milk, mung beans, and chocolate brownies. The entrepreneurship education is expected to be able to provide a life experience for students, in the boarding school, they are not only taught general knowledge, religious knowledge but also taught material about entrepreneurship as exemplified by the Prophet Muhammad as a trader before.

Entrepreneurial practice activities cannot be separated from the role of the boarding school curriculum. In accordance with the curriculum standard of high schools in general, the Adh Dhuhaa Islamic boarding school adheres to the School-based curriculum, while the existing entrepreneurship curriculum is an additional knowledge and provision for students. The entrepreneurial curriculum design in the Adh Dhuhaa boarding school is generally implied, it means that the meaning or writing is not explicitly conveyed but hidden (hidden plan), it can only be understood by truly understanding the whole method of learning delivered orally by the teachers when giving training, motivation, and entrepreneurial practices. In the entrepreneurial curriculum document, there is no existing boarding school, but a hidden plan. Hidden planning can only be felt by the students when they actually directly practice entrepreneurship.

Learning methods that are delivered by the teacher include several steps: (1) debriefing entrepreneurship knowledge by way of entrepreneurial workshops; (2) introduction of

products and production processes; (3) direct production practices by santri and (4) marketing or sales. The more complete learning method can be seen in Figure 1 below:



**Figure 1.** Steps of learning methods in developing students' independence attitudes at the Adh Dhuhaa Islamic Boarding School

Based on Figure 1, it can be explained that the entrepreneurial learning method at Islamic boarding schools begins with the first step of introducing entrepreneurial knowledge by bringing entrepreneurial figures with the aim of providing knowledge and training to students. The second step is the introduction of superior products in Islamic boarding school, namely soy milk and mung beans. Furthermore, in the third step, the students directly practice entrepreneurship by processing the ingredients of soybeans and mung beans into soy milk and green bean. After the third step is complete, the last step is to do the sales or marketing process. All of these steps are carried out by all students. The implementation of learning in formal schools in general according to Rachmawati and Daryanto (2013) focuses on teachers. While the entrepreneurial practice process at the Adh Dhuhaa Islamic boarding school runs without involving the teachers. All goes with the support of the Islamic Boarding School Students Organization.

The sales process is carried out in the afternoon, after completing the Ashar prayer until the end of sunset. Sales are carried out from door to door, village, housing around the Islamic

boarding school because in boarding school does not provide shops to sell. The purpose is to make the students be able to interact with the surrounding community and train students mentally. After the students sell, they have to deposit the proceeds of the sale to the economy minister. The advantage of one packet of soy or mung bean milk is IDR. 200. In addition, they get benefit from the sale of Islamic boarding schools, it also provides a kind of reward or sales bonus. Sales bonus of IDR. 1,000 if they successfully sell 10 packs of milk. This is done with the aim of increasing the enthusiasm of the students to sell.

Trondike argues that behavior changes are fundamentally influenced by rewards received by someone with achievements in the work they have done. There are two benefits, namely rewards in the form of material (money) and rewards in the form of awards, in the form of praise (Sujanto, 2007: 110).

In line with Trondike's opinion in Sujanto states that the rewards received by someone in relation to the achievements in the work that has been done give a positive impact. With the reward in the form of material (money) for students, because the performance performed in sales and constructive inputs, there are changes in the behavior of the students such as more enthusiasm, confidence to achieve the target.

Entrepreneurial practice activities in Islamic boarding school are out of the school curriculum in Islamic boarding school. In other words, without an entrepreneurial curriculum, the process of entrepreneurial learning can run well. This is very interesting. In the world of education generally, it can not be separated from the theory and practice, but in Adh Dhuhaa Islamic Boarding School, it proves that without an explicit curriculum and theory, the process of developing an independence attitude can work well.

Meanwhile, the way to develop entrepreneurial independence attitudes for students is by introducing superior products of Islamic boarding schools, bringing in important figures to provide training and motivation to students, then continuing to carry out entrepreneurial practices by processing soy milk from the beginning to the distribution stage, and the last, evaluation of each group team. Before the students are processing,

wrapping, and marketing the product, the Adh Dhuhaa Islamic boarding school provides special training which is divided into several groups every day, it is guided directly by the teachers. After the training is completed and the students feel that they are mature in the training process, the next step is to give all students the responsibility to go directly and manage independently without the intervention of the boarding school caretakers.

The development of independence in the Islamic boarding school is carried out through entrepreneurial practices conducted by students, including; (1) responsible, it can be seen from the ability of students in taking goods (soybeans, mung beans on the market), processing the available raw materials. From these activities, indirectly the students are responsible for the tasks that have been given; (2) honest, that is seen when they finish selling, the students give a report in the form of deposit money based on the proceeds that are handed over to the economic ministry, then the economy minister recapitulates the report; (3) action-oriented, which can be seen when students make direct sales and achieve the targets set in the activity; (4) Independent, the attitude is very visible when the students conduct the sales process in the area of the boarding school. Maulida (2017) states that the attitudes that are embedded in students through programs in Vocational High School are confident, action-oriented, and honest. In order to make the existence of entrepreneurial practices run in accordance with the objectives, a good planning is needed so that these practical activities can run according to the purpose, hence, each boarding school caretakers have their respective responsibilities, authorities, and duties.

## CONCLUSIONS

The attitude of independence that is embedded in the students with the program of developing independence in the Adh Dhuhaa boarding school is honest, responsible, action-oriented, disciplined. The developments of entrepreneurial independence attitudes at the Adh Dhuhaa Islamic Boarding School through entrepreneurial practice are bringing practitioners to provide training for students, carrying out real practices such as managing a product ranging from

preparation, management, manufacture, packaging, and distribution.

The curriculum in the Islamic boarding school is the hidden plan. Hidden plan can only be felt when students practice direct practice in the field by entrepreneurship. The role of entrepreneurial education in the development of independent attitudes in the Adh Dhuhaa Islamic Boarding School in Baki District, Sukoharjo Regency is to act as educational, economic and social facilities and infrastructure. The entrepreneurship practice planning is conducted by coordinating each student who has been formed in a daily group that contains elements of planning, results that want to be achieved, the division of tasks, and responsibilities and final evaluation. Learning methods for the implementation of entrepreneurial practice activities at the Adh Dhuhaa Islamic Boarding School in Baki District, Sukoharjo Regency by making a daily practice schedule for the students so that all students get learning opportunities.

The supervision of entrepreneurial practice activities at the Adh Dhuhaa Islamic Boarding School in the Baki District of Sukoharjo Regency was carried out in an orderly and organized with direct reports after completion of marketing. Meanwhile, the way is by depositing the proceeds every day to the minister of economics, besides, there is also an advanced evaluation of the difficulties when selling.

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