

Entrepreneurship Education Management To Overcome The Intellectual Unemployment At Dzikir Al-Fath Sukabumi Islamic Boarding School

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ABSTRACT

This research was motivated by two facts in the field, namely: a) the data of job seekers who made the Kartu Kuning (Job Seeker Card) to Sukabumi City and Regional Office of Manpower and Transmigration reached 3,000 to 5,000 people; b) Unemployment rate in 2017 based on data from the Central Statistics Agency (BPS) in Sukabumi Regency reached 7.66% and Sukabumi City 8.00%. The purpose of this study is to describe the implementation of entrepreneurship education management and to uncover the success of the Al-Fath Sukabumi Islamic Boarding School in educating students to become entrepreneurs who have a vision of Islamic economics. Research procedures include pre-field activities, fieldwork, and data analysis. Data collection techniques consist of interviews, observation, and documentation study. The results of this study found that the application of entrepreneurship education management implemented in an integrated and comprehensive manner through the Lecture, Santri program, while Continuing Work Outsourcing (KSB2Osc). Based on these results, the conclusion of this study is that the Dzikir Al-Fath Sukabumi Islamic boarding school has succeeded in producing entrepreneurs who have a vision of Islamic economics. The success of the Dzikir Al-Fath Sukabumi Islamic Boarding School had an impact on the making the welfare of the people to be better. In accordance with the results of the study, the recommendations of this study are, first, other boarding schools can implement entrepreneurship education management so that more and more entrepreneurs have a vision of Islamic economics. Second, in relation with the development of E-Commerce, the Dzikir Al-Fath Islamic Boarding School has not reached development up to that point. This means that, in the future, E-Commerce must be part of the curriculum.

Keywords: Entrepreneurship, Education Management.

INTRODUCTION

Background of the Study

Among the various forms of economic activity, one of which is through entrepreneurship. Entrepreneurship is a form of independent economic activity through the process of creating a product or service by providing additional economic value to the product or service. In other words, entrepreneurship means creating your own employment rather than working for someone else. Certain types of businesses that are built independently will certainly be able to provide great benefits for themselves and the wider community. For the community, the business will open new jobs and provide new means of livelihood for the time they have the ability to do entrepreneurship yet. Therefore, entrepreneurial motivation is in accordance with the Hadith of the Prophet Muhammad ﷺ which is narrated by Ath Thabrani that "The best of human beings is the most beneficial for others."

Given the enormous contribution of entrepreneurs to the wider community, then everyone should be encouraged to get intensive education and training to become entrepreneurs. Education must start early, because being an entrepreneur is not a simple and easy thing that it requires the maximum intention, energy, cost, courage, and effort. It means that enthusiasm must be fostered from the start, how to foster a strong mentality and dare to start creating your own business field.

Starting a new business must be preceded by careful business planning. Business planning includes many things, one of which is the idea of making high-selling products that are needed by many people. This idea emerged preceded by an analysis on the needs and demand of the market for certain goods / services. Thus, a young entrepreneur who is able to read market opportunities tends to be more successful. It is because the results of the analysis, can create brilliant ideas, creative, and innovative in making the products or services needed.

Business opportunities sometimes do not always have to make new products, but rather the ability to read business opportunities. Although the product already exists, if there is a creative and innovative touch from the hands of entrepreneurs, the product will be able to produce promising benefits. On the other hand, for people who lack the ability of creativity and innovation in a product does not mean the opportunity to become entrepreneurs is smaller. With perseverance, there might be other competencies that become their expertise such as business management expertise. In the field, it is not uncommon for many successful entrepreneurs to have this ability. for example, a tempeh entrepreneur (tempeh or *tempe* is a traditional Indonesian soy product, that is made from fermented soybeans) succeeds in becoming a successful entrepreneur simply because he is able to empower people who are adept at making tempeh. The success he achieved did not come from his own creative touch in making high quality tempeh, but through his intelligence in empowering people who are adept at making tempeh.

The current fact is that the unemployment rate in the area is still quite high. Even more unemployment was contributed by vocational school graduates and even universities. This image of education becomes the challenge of the Dzikir Al-Fath Sukabumi Islamic Boarding School in the future, where future Al-Fath students must be able to study, *Santri*, while working, sustainable and outsourcing. For the wider community, Dzikir Al-Fath Sukabumi Islamic Boarding School opens its doors as wide as possible for anyone who will continue education. Formal education facilities are

quite complete starting from PAUD (early childhood education program), elementary school, junior high school, vocational school/*Madrasah Aliyah* (MA), until universities are available. Other facilities for schooling in Al-Fath are where parents do not need to think about the problem of education funding. All of the facilities can be free of funds as long as they want to be entrepreneur and work (especially students in working age).

The issue of concern in the current education process, becomes a serious problem to be overcome by concrete and complex steps by the Al-Fath boarding school. This is so that students can be given knowledge relevant to the business world or the working environment. As entrepreneurs, they must have the courage to start a business and the desire to be willing to work hard. This is one of the values instilled in students.

Seeing so many business units of the boarding school, it allows students to have more choices in learning about the business unit that suits their interests. In addition, the diversity of business units as centers of study and training, can be a source of education that is strong enough to encourage effectiveness in producing entrepreneurs.

THEORETICAL FRAMEWORK

Literature Review

It is explained in various literature that since the beginning of the emergence of "management" as a practice in managing a community that implements a system of trial and error, until the discovery of scientific management in 1886 by an engineer named Frederick W. Taylor (Ivanevich et al., 2006, p. 9). In its development, management succeeded in changing the face of the British state as a developed country marked by the success of the industrial revolution in the periods of 1700 and 1785. Britain succeeded in transforming rural communities into industrial-trade societies. In the United States, a new industrial era is also developing with many developing manufacturing industries such as the construction of railroads and others in line with the expansion of the civil war.

The success of management brought many changes to an organization or country, felt a very large role so that from then on there were many further studies on management as did Joseph Warton at the University of Pennsylvania, United States. He examines topics such as strike, business law, the nature of stocks and bonds, and the principle of cooperation in work.

In line with various successes in the economic field and with many further studies through research by management experts, in the end the concepts and theories of management are also applied to manage the field of education. Education as an organization, based on theory of management, is certainly very relevant and suitable to apply. This is proven by the success of certain institutions, agencies and even countries that have succeeded in achieving success in the development of human resources through quality education supported by the application of management science. This concept of thinking is in accordance with one of the functions of management according to Henri Fayol, in which according to him "management is a separate knowledge that can be applied in various types of organizations" (Ivanevich et.al, 2006, p. 10).

The aspects managed in the education system according to Hikmat as (cited by Pananrangi) includes:

- a. Performance of employees of educational institutions;
- b. Administration of educational activities;
- c. Activities of educators, which are their duties and obligations;
- d. Curriculum as an educational concept and purpose;
- e. Learning systems and teaching and learning methods;
- f. Monitoring and supervision of education;
- g. Education Evaluation; and Funding the implementation of education in terms of educational facilities, equipment, facilities and infrastructure (Hikmat as cited in Pananrangi, 2017, p. 6)

The eight aspects above, are activities and fields that are managed based on the application of management science. In this sense, the success of education management will be largely determined by the application of management science in it. Another expert who stated the urgency of the management function in managing educational institutions is Handoko (1999) who stated that "the success of educational institutions related to management applied, as a universal meaning of art and science in carrying out the functions of planning, controlling, controlling, personnel, and professionalism" (Handoko as cited in Pananrangi, 2017, p. 6).

The application of management functions to education is seen as the key to the success of achieving educational goals. Because with the science of management is related to the management of education itself. Pananrangi (2017: 9) provides some insights about education management. First, education management is defined as the management of all the needs of educational institutions that are carried out effectively and efficiently. Secondly, education management is also defined as the overall activities undertaken to achieve educational goals. Third, education management is seen as the whole process of implementing cooperation between two or more people in utilizing a source, both personal and material, effectively, efficiently, and rationally in order to support the achievement of educational goals.

Management education as a science, has its own style and peculiarities when compared with other fields. The difference lies in the operational principles alone, not in general principles. Thus, understanding general management issues may not necessarily be applied in education management (Pananrangi, 2017, p. 7).

One area of great concern for national education is the field of entrepreneurship. In accordance with the direction of national development which is translated in the form of the National Long Term Education Development Plan (RPPNJP) 2005-2025 which is adjusted to the National Long Term Development Plan (RPJPN) as outlined in Law Number 17 Year 2007, Indonesia has a big agenda to develop human resources with international competitiveness. The big agenda in question is the four themes of education development since 2005-2025 in the RPPNJP. In the 2005-2009 period, the development of education was themed "Capacity Building and Modernization"; the period 2010-2014 with the theme "Strengthening of Services"; the theme "Regional Competitiveness" for the period 2015-2019; and the theme for the 2020-2024 period is "International Competitiveness".

In the Strategic Plan (Renstra) of National Education for 2010-2014, Vocational High Schools (SMK) as one of the formal education institutions are required to provide entrepreneurial development

guidance services (Kemendikbud, 2014, p. 1). Likewise, in the Strategic Plan (Renstra) of the Ministry of Education and Culture in 2015-2020, entrepreneurship is one of the four government policies in order to utilize the Indonesian demographic bonus. It was clearly stated that in order to mitigate the use of demographic bonuses, the government "promotes youth entrepreneurship and character education" (Kemendikbud, 2015, p. 56).

The centrality of the entrepreneurship field in the development of national education make it becomes the material planned and arranged in the national education curriculum in formal educational institutions, particularly in Vocational High Schools (hereinafter referred to as SMK). Entrepreneurship is included as a compulsory subject in the education unit. It also cannot be separated from the concept of SMK itself as an educational institution that gives birth to graduates who are capable of Working, Continuing, and Entrepreneurship (or more popularly called BMW).

Not only to the curriculum, entrepreneurship education must also be supported by other education subsystems, especially in managerial issues. Therefore, the principal as a top leader / top manager in the education unit, must also have entrepreneurial competence in order to truly have ideas, creativity, and innovation in realizing graduates who have competence for entrepreneurship.

In the Regulation of Ministry of Education and Culture (Permendikbud) Article 15 Number 6 of 2018 concerning the Assignment of Teachers as Principals, the task includes three things: the main managerial tasks, entrepreneurship development, and supervision of teachers and education personnel (paragraph 1). The three main tasks are aimed at developing schools refer to the eight national education standards (paragraph 2). Another task, the principal is instructed to provide guidance and carry out learning tasks if the education unit where he is in charge experiences teacher shortages.

Related Studies

Some relevant previous research results include the following:

1. Thesis, Nur Khamidah "Entrepreneurship Education to Improve *Santris'* Life Skills at the Modern Orphan Islamic Boarding School Foundation and Dhuafa Madania Yogyakarta", students of the Postgraduate Program, Faculty of Islamic Studies, Islamic University of Indonesia, Yogyakarta in 2018. Her research resulted in several things, which are, first, several business units in the Modern Yatim and Dhuafa Islamic Boarding Schools Foundation as entrepreneurship education include: catering, animal husbandry, fisheries, plantation, handicraft, and automotive. Second, internal factors of Islamic boarding schools that encourage forward and smooth entrepreneurship education. Third, some of the implications of entrepreneurship education to improve the life skills of students at the Yatim Modern Islamic Boarding School Foundation and Dhuafa Madania Yogyakarta, namely: have Islamic values contained among others: honest and trustful, creative, dynamic, professional, cooperation, responsibility, hard work, and persevering and resilient; the concept of a life skill program that is developed development is a vocational skill that is carried out freely (<https://dspace.uui.ac.id>, accessed at 19:00 WIB on March 25, 2019).
2. Journal, Chusnul Chotimah "Entrepreneurship Education in Sidogiri Islamic Boarding School in Pasuruan", Tulung Agung Islamic High School, 2014. Findings of the research results are, first, entrepreneurial values internalized in Sidogiri Islamic boarding school are entrepreneurial values based on worship. Second, entrepreneurship education is carried out

by training students to manage economic institutions in Islamic boarding schools under the supervision and guidance of the kyai and boarding school administrators (<https://www.researchgate.net>, accessed at 19.00 WIB on March 25, 2019).

METHODOLOGY

This research uses a qualitative naturalistic approach. The method used is a qualitative method. Through this method, natural data is revealed at the research location from primary and secondary informants with the help of data collection techniques. Some techniques used in this study, namely interviews, observation, and documentation study.

Applications of the data collection techniques above, then compiled several research instruments, namely: Interview Guidelines (PW), Observation Guidelines (PO), and Documentation Study Guidelines. This instrument is then arranged into a matrix containing data sources, a list of questions, answers from data sources, and meanings.

This research was conducted at the Dzikir Al-Fath Islamic Boarding School located in Gunung Puyuh Subdistrict, Sukabumi City, West Java Province. Data sources or informants from this study consisted of 3 ustadz (religious teachers/mentors/leaders; 3 alumni of Al-Fath Sukabumi Islamic Boarding School Dzikir who have become successful entrepreneurs; and 8 students who were studying at the Islamic boarding school.

Data collected and extracted through the aid of research instruments, then analyzed. The process of data analysis is carried out in three stages, namely: data reduction, data display, and data conclusion drawing / verification.

FINDINGS

The education process at the Dzikir Al-Fath Islamic Boarding School is carried out in an integrated and comprehensive manner and in line with the application of management functions through entrepreneurship education programs. The integrative education process is realized in two ways. First, integrating the entrepreneurship education curriculum that exists in formal and non-formal educational institutions. Second, integrating religious values with entrepreneurial competence.

The formal educational institution that carries out entrepreneurship education is the College of Management and Computer Science (STMIK) Information and Management System Development (PASIM), while non-formal education is carried out by the Dzikir Al-Fath Islamic Boarding School, Sukabumi. The entrepreneurship education curriculum consists of 70% practice and 30% theory. The practice curriculum is implemented by the Dzikir Al-Fath Islamic Boarding School through direct practical entrepreneurship activities in a number of business units developed. While the theoretical curriculum is implemented by STMIK PASIM through special lectures on entrepreneurship education. Theories about entrepreneurship are packed in basic and development courses such as Entrepreneurship and marketing management courses.

As a boarding school, of course Dzikir Al-Fath Islamic Boarding School underpins the process of entrepreneurship education by internalizing religious / spiritual / spiritual values. As the identity of the Islamic boarding school, the method of dhikr or *dzikrullah* is one of the distinctive methods inherent and characteristic of the Al-Fath Islamic Boarding School.

The method of *Dzikrullah* serves to fill the soul / heart so that it will always remember Allah ﷻ in every daily activity. No time passes without heart remembering Allah, lips do not say His name unless with solemnity and surrender to Him. This method is implemented not only for *mahasantri*, but also for all pilgrims of KH. Fajar Laksana in the boarding school.

The method of dhikr applied, eventually became one of the characteristics of the boarding school. The application is applied to all initial activities of other activity programs. It can be said, this method is based in every activity and daily activities of male and female students.

Furthermore, the entrepreneurship education process at the Dzikir Al-Fath Islamic Boarding School was also carried out comprehensively. Comprehensive learning is continuous learning from basic to high school level. This comprehensive education especially related to the process of internalizing religious/spiritual/*ilahiyah* (divine) values. The goal is that the entrepreneurs who graduated from Al-Fath have noble character in being entrepreneur.

The process of internalizing *ilahiyah* (divine) values that is instilled every time through dhikr, recitation of the Qur'an, *tahfidzul* Qur'an, and *khatmil* Qur'an is an initial activity carried out before other activities. Likewise, with the entrepreneurial activities required by the Kyai, the students must go through several initial stages of the process of internalizing these divine values.

In an effort to realize an integrated and comprehensive entrepreneurship education, the Dzikir Al-Fath Islamic Boarding School design a special program called Study, *Santri*, while Working-Sustainable-Outsourcing (KSB2Osc). This program is one of the special programs for senior high school/vocational high school/Madrasah Aliyah (MA) / equivalent graduates who wish to continue their study at STMIK PASIM. The advantage of this program lies in the 100% free tuition and daily necessities of living in boarding schools. This means that students graduating from secondary education, especially those who lack sufficient funds to continue their studies, can participate in the KSB2Osc program.

The application of management functions to the KSB2Osc program is explained in the Table 1.

Table 1: Application of Management Functions to the KSB2Osc Program

Management Function	Implemented Processes
Planning	Establish program objectives which is "producing a generation that has 5 skills (spiritual skills, technical skills, conceptual skills, human skills, and life skills)"; Establish program implementers, time and place, namely: STMIK Al-Fath as the executor at the beginning of each new academic year in a number of Islamic boarding school business units; Establish guidelines for program implementation.
Organizing	Determine activities to be carried out, namely by providing theoretical and practical education; Determine the duties and authority of implementation. Theoretical education under the responsibility of STMIK Al-Fath and practice under the guidance of the leadership of Islamic boarding school business units.
Actuating	Implement the program according to plan and based on applicable guidelines; Carry out programs in line with the process of instilling spiritual values and serve students well.
Controlling	Evaluate activities according to program implementation guidelines. Report all the results achieved and use as consideration in the next planning.

DISCUSSION

The application of entrepreneurship education management at the Dzikir Al-Fath Islamic Boarding School is in accordance with the characteristics of the Management by Objective (MBO) theory of Peter Drucker (1995). Some of the suitability can be seen from several characteristics of its application, which are: a) Determine the prospects of graduates as the final result to be achieved by boarding schools; b) Analyzing the compatibility between the final results with the objectives of the boarding school; c) Carry out discussions in setting goals; d) Establish activities that are suitable for achieving the objectives; e) Arrange tasks to facilitate the achievement of objectives; and f) Carry out monitoring and reporting.

Efforts to realize Al-Fath students and *mahasantri* who have a set of competencies and skills in various fields, seen from the governance, shows that the Dzikir Al-Fath Islamic boarding school is compatible with the use of the theory of Quality Management Education (MMT) or also known as Total Quality Management (TQM). This is shown by some of its characteristics, which are: a) Focus on customer satisfaction; b) Make continuous improvements in inputs, processes and outputs; and c) Involve all human resources in improving quality

CONCLUSION

Conclusion

Based on these results, the conclusion of this study is that the Dzikir Al-Fath Sukabumi Islamic boarding school has succeeded in producing entrepreneurs who have a vision of Islamic economics.

Implication

The success of the Al-Fath Sukabumi Dzikir Islamic Boarding School had an impact on the welfare of the people who were getting better.

Recommendation

In accordance with the results of the study, the recommendations of this study are, first, other boarding schools can implement entrepreneurship education management so that more and more entrepreneurs have a vision of Islamic economics. Second, in line with the development of E-Commerce, while the Dzikir Al-Fath Islamic Boarding School has not yet developed it, then E-Commerce must be part of the curriculum.

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