Article

Entrepreneurship Education Management Model in Realizing Student Independence at Al-Ittifaq Islamic Boarding School, Bandung Regency

Cici Handritin[1] , Badrudin[2] , Hasan Basri[3] , Mursidin[4]

1 Universitas Islam Negeri Sunan Gunung Djati Bandung; e-mail : cicihandritinenha@gmail.com
2 Universitas Islam Negeri Sunan Gunung Djati Bandung; e-mail : dr.badrudin@uinsgd.ac.id
3 Universitas Islam Negeri Sunan Gunung Djati Bandung; e-mail : hasanbasri@uinsgd.ac.id
4 Universitas Islam Negeri Sunan Gunung Djati Bandung;e-mail : mursidin@uinsgd.ac.id

* Corresponding Author : Cici Handritin

Abstract: . Entrepreneurship education in Islamic boarding schools to realize the independence of students with the support of various Islamic boarding school economic development programs as a support system. The purpose of this study is to identify the management of entrepreneurship education in realizing the independence of students at the Al-Ittifaq Islamic Boarding School in Bandung, including; 1) Planning, 2) Organization, 3) implementation, 4) evaluation, 5) advantages and disadvantages, 6) Analysis of the Design of an Effective Entrepreneurship Education Management Model. This study uses a qualitative approach using the Ethnography method. Data collection techniques are carried out through interviews, observations and documentation analysis. The data analysis techniques use techniques; data reduction, data presentation and conclusion drawing. While the validity test is carried out using data triangulation and source triangulation techniques. The results of the study found that; First, planning with a deep learning curriculum. Second, the organization has an organized structure according to its duties and functions and the accompanying ustadz according to his entrepreneurial competency. Third, the implementation of entrepreneurship education is carried out with practical mentoring where the ustadz becomes a role model to be followed. Fourth, the evaluation is conducted by providing challenges to students to measure their entrepreneurial abilities practically. Fifth, the advantages are supported by the availability of continuously developed teaching staff, while the disadvantages are obstacles from the mismatch between the desires of students and parents in the educational process. Sixth, an effective Entrepreneurship Education model through entrepreneurship education in Islamic boarding schools and schools, namely the Al Ittifaq Agricultural Vocational School. Seventh, the findings of the SAPUJAGAT Entrepreneurship Education Management model (Santri, Entrepreneur, Soulful, Enthusiastic and Dignified).

Keywords: Islamic boarding school, entrepreneurship education, Santri independence.

1. Introduction

Islamic boarding school economic programs such as; Program One Islamic Boarding School One Product (OPOP) which is an Islamic boarding school economic empowerment program which aims to improve the welfare of Islamic boarding schools. This program aims to develop independent business units in each Islamic boarding school so that it can create economic independence and improve the welfare of students and the community around the Islamic boarding school (Alipah, 2023).

Based on West Java Governor Regulation 24 Number 2019 concerning Implementation One Islamic Boarding School One Product (OPOP) in articles 2 and 3 that the aims and objectives of implementing the OPOP program in the province are intended to increase the independence of Islamic boarding schools through the growth and development of Islamic boarding school businesses in driving the regional economy in order to realize community welfare. The implementation of the OPOP program aims to: 1) Create an Islamic boarding school that has an independent, long-term sustainable business, generating economic benefits for the Islamic boarding school and the community environment, 2) Developing entrepreneurship in the Islamic boarding school environment; and 3) Develop collaboration through partnerships between Islamic boarding school businesses and between Islamic boarding school businesses and other business entities.

In this learning method about entrepreneurship in the Islamic boarding school educational environment, it is divided into two types, namely: formal education and informal education (salafiyah). What is meant by formal education is the type of education where the students range from Elementary School (SD) to Madrasah Aliyah (MA) level where the learning system follows the government system. Learning about entrepreneurship is only local content. Meanwhile, informal education is a type of education whose learning system is not bound by the system implemented by the government. In terms of this type of informal education, students are not limited by age, must live in an Islamic boarding school (boarding school) environment, learning about entrepreneurship is provided in full as well as learning about religious knowledge, and the time and criteria for Al-Ittifaq Islamic Boarding School, Bandung Regency, organizes activities related to entrepreneurial independence. This activity is carried out with production and marketing activities which start between 08.00 to 16.00 WIB. In this activity, the students are divided into two, there are those who carry out production activities and there are also students who carry out marketing activities. This activity is an effort carried out by the Islamic Boarding School. Graduation is determined entirely by the Islamic boarding school. So the most dominant ones who become entrepreneurs are students in the informal type of education compared to the formal type of education.

According to researchers, the success of several students in becoming entrepreneurs is strongly influenced by educational environmental factors in addition to other factors. Because theoretically, there are many factors that can encourage someone to become an entrepreneur. Several theories are put forward, such as: the theory put forward by William D. Bygrave, this theory states that the critical factors that play a role in opening a new business or becoming an entrepreneur are: (1) Personal, this factor is related to aspects of a person's personality. (2) Sociological, this factor concerns family relationships. (3) Environmental, namely factors involving relationships with the environment (Williams, 2013: 599-611). As well as the theory put forward by Suryana, which says that a person's desire to become an entrepreneur is influenced by two factors, namely: (1) personal factors, (2) environmental factors (Suryana, 2006). and According to Suhardi (2009), factors that can encourage someone's interest in becoming an entrepreneur are: (1) factors that arise from within oneself, (2) environmental factors, (3) educational factors.

From several theories put forward above, it confirms that environmental factors do have a role as factors that can encourage someone to have an interest in becoming an entrepreneur. So based on this theory, if the environment provides encouragement to become an entrepreneur, a person will have a high interest in entrepreneurship. Considering that the educational environment of the Al-Ittifaq Islamic boarding school, apart from teaching about religious knowledge, has also provided learning that encourages its students to become entrepreneurs, then of course all students who are taught about entrepreneurship will have a high interest in entrepreneurship and are likely to be successful in becoming entrepreneurs. However, in fact there are some students who are not successful and do not even have an interest in becoming an entrepreneur. So with this problem, according to researchers, there are other factors that can influence a person's (students') interest in becoming an entrepreneur. It is tentatively suspected that another factor is the entrepreneurial character (heridity) of the individual (student) themselves.

Based on the background study above, research into the need for an education management model is urgent entrepreneurship in Islamic boarding schools to realize the independence of students. So that the potential of human resources and the Islamic boarding

school economic ecosystem, which has quite a lot of Islamic boarding schools, can run optimally with this entrepreneurship education model so that it can realize the independence of students which has an impact on a sustainable productive economy.

2. Literatur Review

Previous research results that are considered relevant to this research include:

a.   Yanto Nurhamzah. 2024. Construction of an Entrepreneurship Learning Curriculum for the Independence of Santri at the Pelalawan Regency Islamic Boarding School. Postgraduate Dissertation, Sultan Syarif Kasim State Islamic University, Riau. The results of this research state that the construction of an entrepreneurship learning curriculum towards the independence of students at the Pelelawan Regency Islamic Boarding School is to carry out a series of constructions in the curriculum, namely using an approach with correlated curriculum, in the form of independent, Al-Qur'an and creative concepts. This approach was chosen because it will connect Al-Qur'an material. The entrepreneurial learning plan for the independence of students at the Pelelawan Regency Islamic Boarding School includes: a) design; b) goals; c) material; d) method; and e) evaluation (Nurhamzah, 2024).

The similarity between this research and this research is that they both conducted research on the independence of students. As for the differences, research conducted by Yanto Nurhamzah emphasized the construction of an entrepreneurship learning curriculum. Meanwhile, researchers conducted research that focused on creating educational management models entrepreneurship.

b.   Luluk Indarti. 2021. Management of Entrepreneurship Education in Realizing the Independence of Islamic Boarding Schools (Multi-Site Study at the Sirajut Thalibin Sutojayan Blitar Islamic Boarding School and the Jawahirul Hikmah Besuki Islamic Boarding School, Tulungagung). State Islamic University Dissertation Sayyid Ali Rahmatullah Tulungagung. The results of this research state that the entrepreneurship education strategy used is the involvement of santri (student involvement) in every stage of entrepreneurial activity, as well as designing meaningful learning (meaningful learning). Implementation of entrepreneurship education strategies in Islamic boarding schools uses methods friend's tutorial, try try, and students as entrepreneurship education mentors also use a prophetic approach, namely not basing entrepreneurial activities solely on obtaining financial profits, but also on motives spirituality. The implication of entrepreneurship education in Islamic boarding schools is to increase economic independence and institutional management, as well as increase the independence of students. The formal finding of this research is that entrepreneurship education is based on developing aspects of entrepreneurial knowledge (knowledge), entrepreneurial ability (skill), attitude (attitude), as well as individual and environmental spirituality (spirituality) (Indarti, 2021).

The similarity between this research and this research is that they both conducted research on entrepreneurship education management and independence. As for the differences, the research conducted by Luluk Indarti emphasized discussing the management of entrepreneurship education and the independence of Islamic boarding schools. Meanwhile, researchers focus on creating educational management models entrepreneurship in realizing student independence.

c.   Nurhattati, Rihlah Nur Aulia, Faisal M. Jasin, Santi Anugrahsari. 2021. Empowering Santri through E-Farming Islamic Boarding Schools Based on the Internet of Think: Case Study at Eco Pesantren Ittifaq Bandung, Hayula: Indonesian Journal of Multidisciplinary Islamist Studies, 5(2), 197-208. The results of this research state that the empowerment of E-Farming Santri is based on Internet Thinking (IoT) is carried out through student training programs, collaboration, groups, which are carried out by the Al-Ittifaq Islamic Boarding School, namely First, using models Precision farming which is an agricultural concept with accuracy according to field conditions. This form of application uses 20 sensors (including soil, weather and water discharge sensors) connected to the internet. Second, use Unmanned Aerial Vehicles (UAV) or hum. System hum functions for mapping agricultural conditions (irrigation, crop conditions, animal tracking) and as a pesticide and fertilizer sprayer. Use hum can increase the precision of spraying and mapping and save time, because farmers don't need to go straight to the field. Third, smart green house. The purpose of plants grown in a greenhouse is to be isolated from the outside environment, so that the plants can grow well.   The

application of this sensor can help protect the environment greenhouse supports plant growth. Environmental sensors (temperature, room and soil humidity, light intensity) connected to the internet can provide data real time, so that it will facilitate treatment (Nurhattati et al, 2021).

The similarity between this research and this research is that they both conducted research on the economic independence of students. As for the differences, research conducted by Nurhattati et al emphasized empowering Islamic boarding school students through E-Farming Islamic boarding schools based on the Internet of Think (IoT). Meanwhile, researchers conducted research that focused on educational management models entrepreneurship in realizing student independence.

3. Method

The approach used in this research is a qualitative approach with ethnographic methods. According to Creswell (2019: 18), ethnographic methods are used by researchers to describe and interpret patterns of values, behavior, beliefs and language that are shared and studied together in a cultural group. Therefore, ethnographic research generally involves participant observation of a group. There are four characteristics of ethnographic research according to Atkinson and Hammersley, including: First, explores social phenomena that exist in society and is researched in depth. Second, the data obtained is unstructured because the data measured through public opinion is uncertain so the data results will differ from the perception of a person and also social groups in society. Third, has few cases and samples. This research is based on something specific being general. Fourth, carry out data analysis regarding community social actions. Something interesting about ethnographic research is that it can draw conclusions based on social behavior and also the nature of the community facing other communities (Kamarusdiana, 2019).

Based on the theoretical study analysis above, this type of ethnographic research method is appropriate to use in entrepreneurship education management research in realizing the independence of students with several indications including;

a.   There is a phenomenon of developing the economic independence of Islamic boarding schools which involves.

b.   Islamic boarding schools have their own characteristics in providing entrepreneurship education to students.

c.   Potential to find the construction of an entrepreneurship education management model based on natural and cultural findings that occur in Islamic boarding schools to realize student independence.

The type of data collected is in accordance with the focus of the research carried out using qualitative data, which is presented in verbal form (words) including qualitative data (Maleong, 2018). Data descriptions obtained through interviews, observation and documentation related to entrepreneurship education management data include; planning, programs, implementation, evaluation, analysis of strengths and weaknesses as well as an Entrepreneurship Education Management model that is effective in realizing student independence.

Data sources discussed in this research include primary data and secondary data. Primary data in this research was obtained through data collection using interview and observation techniques at the research locus and secondary data was obtained through information collected by other parties including; documentation of education in Islamic boarding schools, scientific works, books, articles and journals relevant to the management of multicultural Islamic education at the Al Ittifaq Islamic Boarding School in Bandung.

The data collection techniques used in this research are: observation, interviews, and documentation analysis. The data analysis technique is carried out in three stages, namely: data reduction, drawing conclusions, checking the validity of the research data.

4. Results and Discussion

a.   Entrepreneurship Education Planning in Realizing the Independence of Santri at Al-Ittifaq Bandung

Planning entrepreneurship education with a curriculum deep learning based on the big vision of the Islamic boarding school baldatun toyyibatun wa Rabbun Ghafur. Entrepreneurship education is designed with the aim of fostering the entrepreneurial spirit of independence

in santri by being formulated to form and strengthen the independent spirit of santri using local wisdom formulas with the principle of prohibiting three "uri" namely: 1) no piece of inconsequential rubbish; 2) there should not be an inch of land sleeping, 3) there should not be a second of idle time. And built with framework of thinking the strong one; strong brain, strong in seeing opportunities and physically strong, with the ability to network with the community, equipped with the principles of social life, giving in does not mean losing, avoiding conflict and catching up.

b. **Organizing Entrepreneurship Education in Realizing the Independence of Students at Al-Ittifaq Islamic Boarding School Bandung**

Organizing entrepreneurship education demonstrated by having an organized structure according to their respective duties and functions and accompanying chaplains according to their entrepreneurial competence. Santri activities are divided into two, namely general activities and agribusiness activities. Building collaboration with relevant stakeholders is also important. Be it industry, government, universities or the local business community. This collaboration will enrich the knowledge and skills of students and provide opportunities for them to build a wide network.

c. **Implementation of Entrepreneurship Education in Realizing the Independence of Students at Al-Ittifaq Islamic Boarding School Bandung**

The implementation of student entrepreneurship education at Al-Ittifaq Islamic Boarding School is carried out in accordance with the specific objectives of entrepreneurship education at Al-Ittifaq Islamic Boarding School which has an important role in directing student entrepreneurial education and practice in the agribusiness sector. In an effort to produce entrepreneurs who are competent and have good morals, the Al-Ittifaq Bandung Islamic boarding school has formulated special goals that are in-depth and integrated. Each specific goal, in greater detail, outlines the concrete steps taken by the Islamic boarding school to achieve these goals, as well as understanding the positive impact expected from achieving the goals (Nurdin, 2024).

The implementation of entrepreneurship education to realize the independence of students at the Al-Ittifaq Islamic Boarding School in Bandung obtained the following information:

1. The implementation of entrepreneurship education is carried out with direct practical assistance together with the ustadz, not by providing examples but by becoming role model which followed.
2. The concept of entrepreneur education is carried out using a system learn by doing, Where students are trained to have a disciplined work ethic and adapt to technology.
3. The contextual entrepreneurship learning model for students is carried out using three models, namely; Santri Farming Study, Field School (SL) and Farming Business Learning Forum.
4. One method for creating someone who has an entrepreneurial spirit and is not dependent is done by empowering students so that they have their own income so that they do not depend on what their parents give them.

d. **Evaluation of Entrepreneurship Education in Realizing the Independence of Students at the Al-Ittifaq Islamic Boarding School**

Evaluation of entrepreneurship education to realize student independence obtained information that; Evaluation of entrepreneurship education is carried out by evaluating three aspects, namely; evaluation of internal aspects, evaluation of internal aspects and evaluation of the entrepreneurship education evaluation program is carried out by providing challenge students so that they measure their entrepreneurial abilities practically.

e. **Disadvantages and Advantages of Entrepreneurship Education Management in Realizing the Independence of Students at Al-Ittifaq Islamic Boarding School Bandung**

The advantages and disadvantages of entrepreneurship education to realize student independence were obtained by information that; the drawback is, the lack of an entrepreneurial

mindset among students, the existence of obstacles from the incompatibility of the wishes of students and their parents in the education process, low motivation to develop more rapidly in the development of entrepreneurial education. The advantages at the Al-Ittifaq Islamic Boarding School are supported by the availability of sufficient human resources and they continue to be developed.

f. Design of an Effective Entrepreneurship Education Management Model in Realizing the Independence of Students at the Al-Ittifaq Bandung Islamic Boarding School

An Effective Entrepreneurship Education Management Model in Realizing the Independence of Students at the Al-Ittifaq Islamic Boarding School in Bandung. Information was obtained on an effective entrepreneurial education model through entrepreneurial education in Islamic boarding schools and entrepreneurial education in schools, namely with the Al Ittifaq Agricultural Vocational School. The independent achievements of students can be seen from the alumni of the Al-Ittifaq Islamic Boarding School who have become entrepreneurs, categorized into several indications, namely; 1) Al-Ittifaq Islamic Boarding School alumni founded an entrepreneurship Islamic boarding school by starting from scratch, 2) Al-Ittifaq Islamic Boarding School alumni have owned an Islamic boarding school and reduced the entrepreneurship education system at their Islamic boarding school, 3) Al-Ittifaq Islamic Boarding School has produced at least 645 alumni as entrepreneurs.

5. Discussion

a. Entrepreneurship Education Planning in Realizing the Independence of Santri at Al-Ittifaq Bandung

The Al-Ittifaq Bandung Islamic boarding school has an entrepreneurship education plan in realizing the independence of students, with a planning basis in accordance with the big vision of the Islamic boarding school and has a unique planning form based on the characteristics of the Al-Ittifaq Bandung Islamic boarding school.

As for planning entrepreneurship education in realizing the independence of students at the Al-Ittifaq Islamic boarding school in Bandung, the following planning construction was found:

1. There is a curriculum deep learning based on the big vision of the Islamic boarding school baldatun toyyibatun wa Rabbun Ghafur.

2. Entrepreneurship education is designed with the aim of fostering the entrepreneurial spirit of independence in santri by being formulated to form and strengthen the independent spirit of santri using local wisdom formulas.

3. The principles that form the basis of student entrepreneurship education are; three "uri" are forbidden, namely: 1) no piece of inconsequential rubbish; 2) there should not be an inch of land sleeping, 3) there should not be a second of idle time. And built with framework of thinking the strong one; strong brain, strong in seeing opportunities and physically strong, with the ability to network with the community, equipped with the principles of social life, giving in does not mean losing, avoiding conflict and catching up.

b. Organizing Entrepreneurship Education in Realizing the Independence of Santri at Al-Ittifaq Bandung

The Al-Ittifaq Bandung Islamic boarding school has implemented a governance and organizational system in managing entrepreneurship education to realize the independence of students, through the management of the learning experience that will be provided, the duties and authority for developing entrepreneurship education as well as the Management of Teaching Staff at the Al-Ittifaq Bandung Islamic boarding school.

As for the organization of entrepreneurship education in realizing the independence of students at the Al-Ittifaq Islamic boarding school in Bandung, the planning construction was found as follows:

1. Have an organized structure according to their respective duties and functions and accompanying ustadz according to their entrepreneurial competence.

2.   Santri activities are divided into two, namely general activities and agribusiness activities.

3.   Building collaboration with relevant stakeholders is also important. Be it industry, government, universities or the local business community. This collaboration will enrich the knowledge and skills of students and provide opportunities for them to build a wide network.

c.   Implementation of Entrepreneurship Education in Realizing the Independence of Santri at Al-Ittifaq Bandung

Al-Ittifaq Bandung Islamic boarding school, the implementation of entrepreneurship education in realizing the independence of students is carried out in the form of an Islamic boarding school entrepreneurship education structure, implementation of governance for entrepreneurship education, implementation of governance for the development of entrepreneurship education, coordination and division of tasks for implementing entrepreneurship education at Al-Ittifaq Bandung Islamic boarding school.

As for the implementation of entrepreneurship education in realizing the independence of students at the Al-Ittifaq Islamic boarding school in Bandung, the implementation structure is found as follows:

1.   The implementation of entrepreneurship education is carried out with direct practical assistance together with the ustadz, not by providing examples but by becoming role model which followed.

2.   The concept of entrepreneur education is carried out using a system learn by doing, Where students are trained to have a disciplined work ethic and adapt to technology.

3.   The contextual entrepreneurship learning model for students is carried out using three models, namely; Santri Farming Study, Field School (SL) and Farming Business Learning Forum.

4.   One method for creating someone who has an entrepreneurial spirit and is not dependent is done by empowering students so that they have their own income so that they do not depend on what their parents give them.

d.   Evaluation of Entrepreneurship Education in Realizing the Independence of Santri at Al-Ittifaq Bandung

The Al-Ittifaq Bandung Islamic boarding school evaluates entrepreneurship education in realizing student independence, carried out in the form of an analysis of the suitability of the implementation of entrepreneurship education with the objectives of entrepreneurship education, methods for evaluating entrepreneurship education, the objectives of evaluating entrepreneurship education and measuring the achievement of entrepreneurship education at the Al-Ittifaq Bandung Islamic boarding school.

Based on the research findings, the researcher concluded that in evaluating entrepreneurship education to realize student independence, information was obtained that;

1.   Evaluation of entrepreneurship education is carried out by evaluating three aspects, namely;

2.   Evaluation of internal aspects, evaluation of internal aspects and evaluation of entrepreneurship education evaluation programs is carried out by providing challenge students so that they measure their entrepreneurial abilities practically.

e.   Disadvantages and Advantages of Entrepreneurship Education Management in Realizing the Independence of Students at Al-Ittifaq Islamic Boarding School Bandung

Aspects of the advantages and disadvantages of entrepreneurship education management in realizing the independence of students at the Al-Ittifaq Islamic boarding school in Bandung. The shortcomings are in the input aspect, namely the competency of interest and entrepreneurial mindset of the students and the balance of motivation between the institution's desire to develop quickly and the relatively low motivation of the students.

Based on the research findings, the researchers concluded that:

1. The disadvantage is, The lack of an entrepreneurial mindset among students, the existence of obstacles from the incompatibility of the wishes of students and their parents in the education process.

2. Low motivation to grow more rapidly in the development of entrepreneurial education.

3. The advantages at the Al-Ittifaq Islamic Boarding School are supported by the availability of human resources.

f. **Design of an Effective Entrepreneurship Education Management Model in Realizing the Independence of Students at the Al-Ittifaq Bandung Islamic Boarding School**

Based on an analysis of the design of an effective entrepreneurship education management model in realizing the independence of students at the Al-Ittifaq Islamic boarding school in Bandung, an effective form of entrepreneurship education management is found in the combination of entrepreneurship education in Islamic boarding schools and in formal institutions, namely Agricultural Vocational Schools. The description of the students' independence achievements is classified as successful in making their students become entrepreneurs even though the total ratio is still not optimal.

Based on the research findings, the researcher concluded that the entrepreneurship education management model that is effective in realizing student independence is obtained by information that;

1. An effective entrepreneurial education model through entrepreneurship education in Islamic boarding schools and entrepreneurship education in schools is the Al Ittifaq Agricultural Vocational School.

2. The students' independent achievements can be seen from the alumni of the Al-Ittifaq Islamic Boarding School who have become entrepreneurs who are categorized into several indications, namely; a) Al-Ittifaq Islamic Boarding School alumni founded an entrepreneurship Islamic boarding school by starting from scratch, b) Al-Ittifaq Islamic Boarding School alumni have owned an Islamic boarding school and reduced the entrepreneurship education system at their Islamic boarding school, c) Al-Ittifaq Islamic Boarding School has produced at least 645 alumni as entrepreneurs.

Based on the results of research and discussion in research on the Entrepreneurship Education Management Model in Realizing the Independence of Santri at Islamic boarding schools which was carried out using ethnographic research methods, the researchers offered ideas based on the findings of social actions and behavior at the locus. The ideas offered by researchers are "SAPUJAGAT Entrepreneurship Education Management Model (Students, Entrepreneurs, Spirited, Enthusiastic and Dignified)".

The SAPUJAGAT Entrepreneurship Education Management Model (Students, Entrepreneurs, Spirited, Passionate and Dignified) is a structured and sustainable entrepreneurial education concept design to create students who have competence and an entrepreneurial spirit based on the principles of becoming useful human beings in the world and safe in the afterlife.
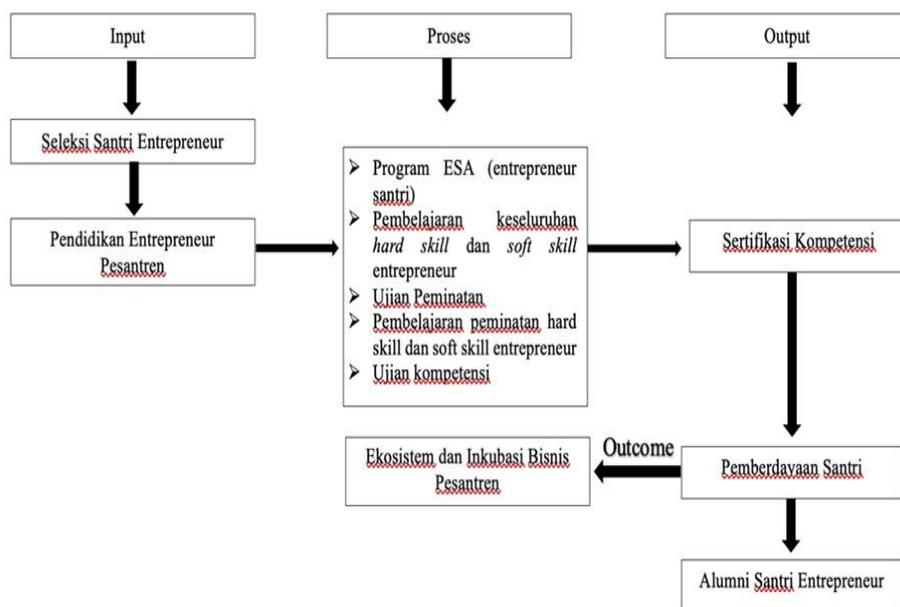
Figure 1. SAPUJAGAT (Entrepreneurship Education Model)

6. Conclusion

Based on research findings and discussion on the management of Entrepreneurship Education in Realizing the Independence of Students at the Al-Ittifaq Islamic Boarding School, Bandung which has been described in CHAPTER IV, the researcher draws the following conclusions:

a.   Planning entrepreneurship education with a curriculum deep learning based on the big vision of the Islamic boarding school baldatun toyyibatun wa Rabbun Ghafur. Entrepreneurship education is designed with the aim of fostering the spirit of independent entrepreneurship in students by formulating it to form and strengthen the spirit of independence of students using local wisdom formulas with the principle of prohibiting the Three "uri" namely: 1) there must be no piece of inconsequential rubbish; 2) there should not be an inch of land sleeping, 3) there should not be a second of idle time.

b.   The organization of entrepreneurship education is demonstrated by having an organized structure according to the duties and functions of each and accompanying ustadz according to their entrepreneurial competence. Santri activities are divided into two, namely general activities and agribusiness activities.   Building collaboration with relevant stakeholders is also important. Be it industry, government, universities or the local business community. This collaboration will enrich the knowledge and skills of students and provide opportunities for them to build a wide network.

c.   The implementation of entrepreneurship education is carried out with direct practical assistance, the ustadz becomes the role model to be followed. The concept of entrepreneur education is carried out using a system learn by doing, Where students are trained to have a work ethic, discipline and adapt to technology. The contextual entrepreneurship learning model for students is carried out using three models, namely; Santri Farming Study, Field School (SL) and Farming Business Learning Forum. One method for creating someone who

has an entrepreneurial spirit and is not dependent is done by empowering students so that they have their own income so that they do not depend on what their parents give them.

d.   Evaluation of entrepreneurship education to realize student independence obtained information that; Evaluation of entrepreneurial education is carried out by evaluating three aspects, namely; Evaluation of internal aspects, evaluation of internal aspects and evaluation of the entrepreneurship education evaluation program is carried out by giving challenges to students so as to measure practical entrepreneurial abilities.

b.   And.   The advantages and disadvantages of entrepreneurship education to realize student independence were obtained by information that; The shortcomings are, the lack of an entrepreneurial mindset among students, the existence of obstacles from the incompatibility of the wishes of students and their parents in the education process, low motivation to develop more rapidly in the development of entrepreneurial education. The advantages at the Al-Ittifaq Islamic Boarding School are supported by the availability of sufficient human resources and they continue to be developed.

a.   An Effective Entrepreneurship Education Management Model in Realizing the Independence of Students at the Al-Ittifaq Bandung Islamic Boarding School, information was obtained on an effective entrepreneurial education model through entrepreneurial education in Islamic boarding schools and entrepreneurial education in schools, namely with the Al Ittifaq Agricultural Vocational School. The independent achievements of the students can be seen from the alumni of the Al-Ittifaq Islamic Boarding School who have become entrepreneurs, categorized into several indications, namely; 1) Al-Ittifaq Islamic Boarding School alumni founded an entrepreneurship Islamic boarding school by starting from scratch, 2) Al-Ittifaq Islamic Boarding School alumni have owned an Islamic boarding school and reduced the entrepreneurship education system to their Islamic boarding school, 3) Al-Ittifaq Islamic Boarding School has produced at least 645 alumni as entrepreneurs.

7. Limitations

This study has several limitations that need to be considered to understand the context and results obtained. These limitations may affect the generalizability of the findings and recommendations provided. The following are some of the limitations identified in the research, including:

a.   There are limitations in research time, energy and researcher abilities.

b.   There is a lack of ability of respondents to understand the statements in the questionnaire and also honesty in filling out the questionnaire so there is a possibility that the results will be less accurate.

References

[1] Ali, Jeihan Azhar, Galuh Tri Pambekti, Hilmy Baroroh, Egha Ezhar Junaeka Putra Hassany, and Defi Insani Saibil. "BOARDING ECONOMIC RESILENCE THROUGH HEBITREN BUSINESS HOLDINGS: THE APPLICATION OF ASSET-BASED COMMUNITY DEVELOPMENT." DEVOTION 5, no. 2 (6 September 2024): 130–51. https://doi.org/10.33558/devosi.v5i2.9416.

[2] Alipah, Wahyu Hidayat Nurul. (2023). "Implementation of the One Islamic Boarding School One Product (Opop) Program as an Effort to Increase the Economic Empowerment of Islamic Boarding Schools," Ikhtibar Nusantara Journal 2, no. 2.

[3] Azizah, U. "Entrepreneurship Education in Islamic Boarding Schools in Increasing Santri Entrepreneurial Competence." Syntax Ideas 2, no. 4 (2020): 148–57.

[4] Hendro Widodo, Etyk Nurhayati. School, Madrasah and Islamic Boarding School Education Management. Bandung: PT Teen Rosdakarya, 2020.

[5] Indarti, N., & Rostiani, R. "Students' Entrepreneurial Intentions: A Comparative Study Between Indonesia, Japan and Norway." Indonesian Journal of Economics and Business 23, no. 4 (2008): 1–27.

[6] John W. Creswell, Research Design: Qualitative and Quantitative Approaches, California: SAGE Publications, 1994.

[7] Kamarusdiana, . "Ethnographic Studies in the Framework of Society and Culture," Syar-I Social and Cultural Journal 6 (2019): 116.

[8] Lexy J Moleong, Qualitative Research Methodology, Bandung: PT Rosdakarya, 2018.

[9] Martien Herna Susanti. "The Entrepreneurship Education Model In University Grows Young And Innovative Entrepreneurs In The City Of Semarang." FIS; Social Sciences Forum Journal 1, no. 41 (2014).

[10] Moh Rifa'i. "Independent Economic Management Of Islamic Boarding Schools In Realizing Quality Education Services." Profit: Journal of Islamic Economics and Banking Studies 3, no. 1 (2019): 30–44.

[11] Qomari Abu Sama et al. "Actuating in View of the Qur'an and Hadith." Al Himayah Journal 4, no. 1 (2020).

[12] R Lukman Fauroni. "A Model Of Economic Empowerment In The Characteristics Of The Al-Ittifaq Rancabali Islamic Boarding School, Bandung District." INFERENCE 5, no. 1 (2016): 1–17.

[13] R.K Widi, Principles of Research Methodology: An Introduction and Step-by-Step Guide to Conducting Research, Yogyakarta: Graha Ilmu, 2010.

[14] Ramayulis. Islamic Education Science. Jakarta: Kalam Mulia, 2008.

[15] Resya, N. F. S., & Diantoro, F. "National Education System in Islamic Boarding Schools." Al-Ishlah: Journal of Islamic Education 19, no. 2 (2021): 209–30.

[16] Robert Havighurst. Society and Education. Boston: Allyn and Bacon. , 1992.

[17] Robert Johnson, et al. "Operations Management Seventh Edition," n.d. www.myomlab.com.

[18] Saban Echdar. Entrepreneurship Management. Yogyakarta: CV Andi Offset., 2013.

[19] Sagala, S. School and Community Based Management. Jakarta: Nimas Multimas., n.d.

[20] Sukardi. Educational Evaluation: Principles & Operations. Jakarta: Bumi Aksara, 2009.

[21] Surachman, A. I. "Strengthening Community-Based Character Education Through NU Fatayat Women in the Era of Globalization." Tarbawi: Journal of Islamic Education, 16, no. 2 (2019): 17–34.

[22] Suryana. ENTREPRENEURSHIP: A Practical Guide: Tips and Process for Success. Jakarta: Salemba Empat, 2006.

[23] Suyitno, Ade. Entrepreneurship Education, Theory and Practice. Jakarta: Entrepreneurship Edupaper, 2013.

[24] Syafaruddin. Management of Islamic Educational Institutions. Jakarta: Ciputat Press, 2005.

[25] Tejo Nursito. "Entrepreneur Based Education." Yogyakarta State University Accounting Journal VIII, no. 2 (2010).

[26] Terry, George R., Leslie.W.Rue. Management Principles. Jakarta: Bina Literacy, 1973.

[27] Theo Suhardi. ENTREPRENEURSHIP; Growing Micro and Small Enterprises. Bandung: UNPAD Press, 2009.

[28] Trianto. Integrated Learning Model: Concepts, Strategies and Implementation in the Education Unit Level Curriculum (KTSP). . Jakarta: PT Bumi Aksara, 2013. Terry, George R., Leslie.W.Rue. Management Principles. Jakarta: Bina Literacy, 1973.

[29] Usman, Husaini. Management: Theory, Practice, And Educational Research. Jakarta: Aksara, 2011.

[30] Uswatun Hasanah, Nuriana Dewi, and Isnaini Rosyida. "Self-Efficacy of Middle School Students in the 7E Learning Cycle Model (Elicit, Engage, Explore, Explain, Elaborate, Evaluate, and Extend)." In Prisma Proceedings of the National Mathematics Seminar , 2019.

[31] Wahid, A. Pesantren Anthology, Jakarta: Dharma Bhakti, 1999.

[32] Williams, R. "Determinants of a Quality National Higher Education System." Journal of Higher Education Policy and Management 35, no. 6 (2013): 599–611. https://doi.org/10.1080/1360080X.2013.854288.

[33] Winardi. Entrepreneurs and Entrepreneurship. Bogor: Prenada media, 2003.

[34] Winardi. Organizational Behavior Management. Jakarta: Kencana Prenada Media Group., 2004.

[35] Yuliani, Y. "ISLAMIC AND WEST EDUCATION CONCEPTS (Comparative Analysis of the Thoughts of Imam AzZarnuji and John Dewey)." Rausyan Fikr: Journal of Thought and Enlightenment 14, no. 2 (2018): 1–16.