

BUILDING THE ENTREPRENEURIAL SPIRIT OF SANTRI THROUGH ENTREPRENEURSHIP CLASSES AT HIDAYATUL MUBTADIEN ISLAMIC BOARDING SCHOOL SANTRI, RIAU PROVINCE

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Abstract

This study focuses on cultivating the entrepreneurial spirit among santri (students) through dedicated entrepreneurship classes at Hidayatul Mubtadien Islamic Boarding School in Riau Province. The research aims to assess the effectiveness of integrating entrepreneurship education into the curriculum to empower santri with essential entrepreneurial skills. The methodology involves a comprehensive analysis of the entrepreneurship classes' impact on the mindset, knowledge, and practical abilities of the santri. Through surveys, interviews, and performance evaluations, the study aims to provide insights into the effectiveness of the entrepreneurship program in fostering an entrepreneurial mindset and preparing santri for real-world business challenges.

Keywords: : Santri, Entrepreneurial Spirit, Entrepreneurship Education, Islamic Boarding School, Riau Province.

Abstrak

Penelitian ini fokus pada penanaman jiwa kewirausahaan di kalangan santri melalui kelas khusus kewirausahaan di Pondok Pesantren Hidayatul Mubtadien Provinsi Riau. Penelitian ini bertujuan untuk menilai efektivitas integrasi pendidikan kewirausahaan ke dalam kurikulum untuk memberdayakan santri dengan keterampilan kewirausahaan yang penting. Metodologinya meliputi analisis komprehensif mengenai dampak kelas kewirausahaan terhadap pola pikir, pengetahuan, dan kemampuan praktis para santri. Melalui survei, wawancara, dan evaluasi kinerja, penelitian ini bertujuan untuk memberikan wawasan mengenai efektivitas program kewirausahaan dalam menumbuhkan pola pikir kewirausahaan dan mempersiapkan santri menghadapi tantangan bisnis dunia nyata.

Kata Kunci: Santri, Jiwa Wirausaha, Pendidikan Kewirausahaan, Pondok Pesantren Provinsi Riau.

INTRODUCTION

Islamic boarding schools are a unique form of community environment and have positive life values (Muali et al., 2020; Wicaksono et al., 2021). Islamic boarding schools are traditional Islamic educational institutions where the santri (students) live together and study under the guidance of teachers who are better known as kiai, ustaz-ustazah and have dormitories for the students to stay, as well as carrying out activities together to study, understand, deepen, appreciate and practice. Islamic teachings by emphasizing the importance of religious morals as a guide to daily behavior. Nowadays, people view Islamic boarding schools as the right place to serve as educational role models (Kartika, 2019; Muhajir & Dawwas, 2022; Rahman et al., 2022).

Islamic boarding schools, which are synonymous with the spirit of Islamic education, are also synonymous with the study of Islamic laws, have now developed following contemporary trends in empowering their students (K. Firmansyah et al., 2020; Karnawijaya & Aini, 2020; Noviyanti, 2017). The researcher raised the title of this service based on an interest in understanding the importance of entrepreneurship since attending school. Basically, students already have entrepreneurial qualities, namely being independent and brave enough to take risks. However, due to the lack of creativity and skills of the students, a lot of free time is wasted, even though from now on students have to be subjects, no longer objects. One of them is by instilling a strong entrepreneurial spirit in students, providing entrepreneurial space so that they can develop new creativity and innovation in

accordance with the current needs of society.

The Hidayatul Mubtadien Islamic Boarding School, located in Kampar Regency, is one of them Islamic boarding school that is open to entrepreneurial development, where every student is instilled with an entrepreneurial spirit. The Hidayatul Mubtadien Islamic Boarding School, which consists of a boys' boarding school and a girls' boarding school, was founded by KH. Kholid Junaidi, MA is a Kyai who throughout his life was persistent in preaching and cared deeply about the world of education. This Islamic boarding school was founded on 06-14-2017, with the noble aim of turning its students into pious and pious sons and daughters, independent and ready to become leaders.

Regarding one of the goals of establishing Islamic boarding schools, which is to make students become independent figures, so far Islamic boarding schools have facilitated several extracurricular activities to develop students' entrepreneurial interests, such as web/computer design, hydroponic gardens, screen printing and sewing. Apart from business development activities, Islamic boarding schools also have Islamic Boarding School Cooperatives which are managed by senior students, as a means to train students' creativity in entrepreneurship and as an effort to empower the economic potential of Islamic boarding schools in particular and the surrounding community in general.

Over time there have been several problems faced by Islamic boarding schools in the consistency of entrepreneurial activities, where there has been a decline in entrepreneurial activities

such as the cessation of management of hydroponic gardens, fish ponds that run in place and the results are only consumed by students and boarding school administrators, etc., due to time constraints, knowledge, skills and the rise and fall of students' interest in entrepreneurship. From the results of the researcher's observations, a touch of enthusiasm and motivation is needed to revive the passion for entrepreneurship, producing more creative and innovative products. Apart from that, skills education is also needed and this must receive more attention from Islamic boarding schools, in order to equip students for life in the future after they get out of the hut and mingle in society.

Community service activities need to be carried out in order to build and develop entrepreneurial skills for Islamic boarding school students, so that they are more passionate and enthusiastic in efforts to improve the Islamic boarding school economy. By carrying out community service at the Manbaul Ulum Islamic boarding school in the form of counseling/providing understanding and motivation for entrepreneurship, discussions and workshops/product making training, it is hoped that students will better understand the importance of entrepreneurship and be more creative and innovative.

METHOD

The type of approach used in this service is the CBR (Community-Based Research) approach, which is a research approach that focuses on direct and active involvement of the community in the entire research process, from planning,

implementation, to dissemination of research results (Safrida, 2022). In this service, the CBR approach can be applied by involving the active participation of students in the entrepreneurship program development process, starting from problem identification, planning, implementation, to program development. By actively involving students in the entire process, it is hoped that the program developed can be more in line with the real needs and conditions in the Islamic boarding school environment. Apart from that, the CBR approach can also help build capacity and empower communities in overcoming problems in their environment. In this service, the service also uses a training approach or method, using models entrepreneurial learning developed by the service team. Apart from that, observations and interviews were also carried out to determine the initial conditions of the students regarding their understanding of entrepreneurship and interest in becoming an entrepreneur. Survey methods are also used to evaluate the results of the training provided.

Service in this program can include several stages as follows: 1) Preliminary Study. A preliminary study was carried out to determine the condition of the Hidayatul Mubtadiien Islamic boarding school in Riau Province, especially in terms of developing entrepreneurship among students. A preliminary study was also carried out to identify factors that could influence the success of the entrepreneurship class program for students; 2) Program Planning. After conducting a preliminary study, the next step is to plan a service program. In this stage, it is necessary to think about the program objectives, program targets,

implementation methods, material to be taught, schedule implementation, and implementation of the program; 3) Program Implementation. After the program is planned, the program is then implemented. In this stage, lecturers and the service team will collaborate with the Islamic boarding school to provide entrepreneurship training to 30 students; 4) Monitoring and Evaluation. The monitoring and evaluation stages are carried out to determine the effectiveness of the program. In this stage, evaluation is carried out regarding the implementation of the program, assessment of the material taught, and assessment of the results achieved by the students after participating in the program; and 5) Distribution of Results. The results of this service program will be disseminated to the public through scientific publications, seminars, workshops and social media. It is hoped that the results of this service can provide benefits and inspiration for other Islamic boarding schools in developing entrepreneurship programs among students.

RESULTS AND DISCUSSION

The level of success of students in implementing entrepreneurship after attending entrepreneurship classes

The results of community service show that there is a significant level of success among students after taking entrepreneurship classes. Most of the students succeeded in implementing the concepts and skills they acquired in entrepreneurial activities in the Islamic boarding school environment. This is evidenced by the increase in the number of small businesses initiated by students, as

well as an increase in income from these businesses. Research by Lackéus (2020), Lv et al (2021) and Ratten & Jones (2021) provides an indication that practical approaches and direct experience in entrepreneurship learning have a positive impact on the success of business practices among students. These findings show that learning methods that involve direct interaction with practical aspects of business, such as simulations, case studies, or entrepreneurial projects, make a significant contribution to improving students' understanding and skills in starting their own businesses.

In this context, practical activities are not only a means of applying entrepreneurial theories, but also provide real experience that can shape students' attitudes, mentality and readiness to be involved in the business world. This approach has the potential to strengthen the theoretical knowledge base with hands-on experience, allowing students to face business challenges more independently and creatively (Fischer et al., 2021; Bauman & Lucy, 2021; Broo et al., 2022). Therefore, it can be concluded that the integration of practical approaches and direct experience in the entrepreneurship curriculum can be an effective strategy in supporting the development of entrepreneurial skills and attitudes among students.

Effective strategies for increasing the spirit of entrepreneurship among students at the Hidayatul Mubtadiien Islamic Boarding School, Riau Province

An effective strategy involves a combination of a practical approach, developing an entrepreneurial mindset, and character building. Entrepreneurship

classes are integrated with Islamic principles to provide a strong moral foundation in entrepreneurship. Apart from that, an experience-based approach by inviting successful entrepreneurs as resource persons and involving students in business simulations has proven effective in improving the entrepreneurial spirit.

An effective strategy for building an entrepreneurial spirit in students at the Hidayatul Mubtadiien Islamic Boarding School, Riau Province involves a combination of a practical approach, developing an entrepreneurial mindset, and character building. The integration of entrepreneurship classes with Islamic principles provides a strong moral foundation for entrepreneurship, creating entrepreneurs who are not only business competent but also have moral integrity (Machmud & Hidayat, 2020; Javaid, 2022; Sholeh et al., 2023). Besides that, Experience-based approaches have also proven effective. Involving students in business simulations, inviting successful entrepreneurs as resource persons, and providing direct opportunities to engage in business practices provide valuable experience. In this way, students can apply entrepreneurship theory in real situations, face challenges, and develop entrepreneurial skills and attitudes in a more holistic manner.

Previous research supports this strategy by showing that entrepreneurial learning that involves entrepreneurs as mentors and provides direct experience in business has a positive impact on students' business practice abilities (Fauchald et al., 2022; Alvarado Valenzuela et al., 2023). Therefore, the strategies implemented at the Hidayatul Mubtadiien Islamic Boarding

School can be considered relevant and in accordance with the positive findings in previous studies.

Evaluation results of the implementation of entrepreneurship classes for students at the Hidayatul Mubtadiien Islamic Boarding School, Riau Province

The evaluation states that the implementation of entrepreneurship classes at the Hidayatul Mubtadiien Islamic Boarding School, Riau Province, has had a positive impact. Santri demonstrate increased knowledge and skills in designing and managing small businesses. Evaluation also includes character aspects, such as responsibility, initiative and perseverance, which support success in entrepreneurship. Previous studies support the importance of character aspects in measuring the success of entrepreneurial development among students. The evaluation states that the implementation of entrepreneurship classes at the Hidayatul Mubtadiien Islamic Boarding School, Riau Province, has had a positive impact. Santri experience a significant increase in the knowledge and skills needed to design and manage a small business. Apart from that, the evaluation also includes aspects of character, including responsibility, initiative and perseverance, which are considered to support success in entrepreneurship.

Previous studies also support these findings by emphasizing that character aspects play an important role in measuring the success of entrepreneurial development among students (Vodă & Florea, 2019; Jena, 2020; Saptono et al., 2020). Thus, the implementation of entrepreneurship classes at the Hidayatul

Mubtadiien Islamic Boarding School does not only focus on the technical aspects of business but also pays serious attention to the character development of students as an integral part of their success in the world of entrepreneurship. This finding is in line with the understanding that the entrepreneurial spirit does not only include aspects of technical skills, but also builds a strong character to face challenges and develop a business with good ethics.

CONCLUSION

The conclusion of this service shows that the entrepreneurship class at the Hidayatul Mubtadiien Islamic Boarding School, Riau Province, has succeeded in improving the entrepreneurial spirit of students. The level of success of students in implementing entrepreneurship after attending entrepreneurship classes can be measured by the increase in the number of small businesses initiated by students and the increase in income from these businesses. Strategies that have proven effective involve a combination of a practical approach, developing an entrepreneurial mindset, and character building, with the integration of Islamic values as a strong moral foundation.

The evaluation results of the implementation of entrepreneurship classes show a positive impact on increasing students' knowledge and skills in designing and managing small businesses. Evaluation also includes character aspects, such as responsibility, initiative and perseverance, which support success in entrepreneurship. Previous studies support the finding that aspects of character play a role important in the

successful development of entrepreneurship among students.

Overall, this service makes an important contribution in the context of developing entrepreneurship curricula in educational institutions, especially Islamic boarding schools. Implementing a strategy that integrates aspects of technical skills with character development can be an effective basis for forming a strong entrepreneurial spirit among students and giving birth to the next generation who is committed to good business ethics.

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