

Efforts to Foster Students' Attitude of Independence Through Islamic Entrepreneurship Activities at Al-Aziz Islamic Boarding School

¹Bunga Anisa Hikayat, ²Agus Fakhruddin, ³Ganjar Eka Subakti

^{1,2,3}Universitas Pendidikan Indonesia

¹bungaanis31@upi.edu, ²agusfakhruddin@upi.edu, ³ganjarekasubakti@upi.edu

Abstract

The goals of Islamic Religious Education (PAI) are in principle in line with the character values developed by the government, one of which is the value of independence. Therefore, PAI has a role as a means for the realization of these character values. Regarding the increase in the number of unemployed based on education levels that are not in accordance with ideal conditions, it is a phenomenon that is quite concerning. Based on data from the Central Statistics Agency (BPS), shows that until February 2024, the unemployment rate at the vocational and high school levels is still the largest contributor to unemployment compared to graduates from other education levels. Therefore, the attitude of student independence needs to be maximized. Just as the Prophet (saw) became an entrepreneur for ± 25 years and became an exemplary example for his people to form an attitude of independence from a young age. This research generally aims to describe efforts to foster independence attitudes through Islamic entrepreneurship at Al-Aziz Islamic Boarding School High School. This research is important to be carried out as a reference for efforts to reduce the unemployment rate and improve the quality of students so that they become useful human beings and have a strong survival of life. This research uses a qualitative approach and a case study method with data collection techniques, namely observation, interview, and documentation. The results of the study show that the Islamic entrepreneurship program at Al-Aziz IBS High School has succeeded in shaping students' attitudes of independence in accordance with six indicators of independence in a person.

Keywords: Entrepreneurship, Independence, Islamic Religious Education

Abstrak

Tujuan Pendidikan Agama Islam (PAI) pada prinsipnya selaras dengan nilai karakter yang dikembangkan oleh pemerintah, salah satunya adalah nilai kemandirian. Maka dari itu, PAI memiliki peran sebagai sarana untuk terwujudnya nilai karakter tersebut. Berkaitan dengan bertambahnya jumlah pengangguran berdasarkan jenjang pendidikan yang tidak sesuai dengan kondisi ideal menjadi suatu fenomena yang cukup memprihatinkan. Berdasarkan data Badan Pusat Statistik (BPS) menunjukkan bahwa hingga pada bulan Februari 2024 tingkat pengangguran jenjang SMK dan SMA masih menjadi penyumbang pengangguran terbanyak dibandingkan lulusan jenjang pendidikan lain. Oleh karena itu, sikap kemandirian siswa perlu diupayakan secara maksimal. Sebagaimana Rasulullah saw menjadi entrepreneur selama ± 25 tahun dan menjadi contoh teladan bagi umatnya untuk membentuk sikap kemandirian sejak muda. Penelitian ini secara umum bertujuan untuk mendeskripsikan upaya pembinaan sikap kemandirian melalui kewirausahaan Islam di SMA Al-Aziz Islamic Boarding School. Penelitian ini penting dilakukan sebagai sebuah referensi untuk ikhtiar mengurangi tingkat pengangguran dan meningkatkan kualitas siswa agar menjadi manusia yang bermanfaat serta memiliki survive the life yang kuat. Penelitian ini menggunakan pendekatan kualitatif dan metode studi kasus dengan teknik pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa program kewirausahaan Islam di SMA Al-Aziz IBS berhasil

membentuk sikap kemandirian siswa sesuai dengan enam indikator kemandirian pada diri seseorang.

Kata Kunci: *Kewirausahaan, Kemandirian, Pendidikan Agama Isla*

Introduction

The subject of Islamic Religious Education (PAI) in schools is basically aiming For to form spiritual values in self students. However, Islamic Religious Education lessons are not only present as a conceptual framework (Jaelani, 2022), but also have an important role in shaping students' religious attitudes and character so that they become more multicultural individuals and uphold the noble values of the Indonesian nation (Ratnasari, 2021). The objectives of Islamic Religious Education are in principle in line with the character education program developed by the government, namely that there are five main character values that are interrelated, including: (1) religious; (2) nationalist; (3) independent; (4) mutual cooperation; and (5) integrity. In order for these five character values to develop, facilities are needed, one of which is through education by optimizing the learning of Islamic Religious Education values which have strategic potential as a special means of realizing the five character values of students (Sulfemi & Fajartriani, 2020).

One of the character values formulated above is the value of independence. Instilling independent values through education will provide perspective new in undergo life, where education play a role as *way of life* (Kusuma, 2018). The values of independence cover various aspects, including being independent in facing life with work skills after completing education. One of the phenomena in Indonesia as a developing country is the problem of unemployment rates. Moreover, the number of unemployed based on educational levels that do not match ideal conditions is a phenomenon that is quite concerning. Of the many graduate of education that will entering the world of work, only few succeed to obtain jobs. Most of them other enter in category unemployment educated (Bairizki, 2020).

Unemployment has a negative effect on a person's welfare level (Suharlina, 2020). Based on data from the Central Statistics Agency (BPS) in March 2024, Indonesia reached a percentage of 9.03% or 25.22 million poor people (Central Statistics Agency, 2024). Meanwhile, BPS data for February 2024 was 4.82% or 7.20 million people of the total population of Indonesia were unemployed (Central Statistics Agency, 2024). Based on BPS data, it also shows that until February 2023, the unemployment rate for vocational high school and high school graduates was still the largest contributor to unemployment compared to graduates of other levels of education, which was 8.41% (Widiyaastuti, Khairinal, & Syuhad, 2022). As of February 2024, the unemployment rate for vocational high school graduates reached 8.62% and high school graduates 6.73% (Nola, 2024). Therefore, one way that can be done to reduce the unemployment rate is to instill motivation to create their own jobs or become entrepreneurs (Widiyaastuti et al., 2022).

Among the causes of laziness and lack of interest in entrepreneurship are a sense of prestige, lack of self-confidence, lack of capital, and lack of ability to think quickly and fear of failure (Hude & Mansah, 2022). In addition, there are internal factors, namely an attitude of independence. The teachings of independence are universal and can be rooted in religious teachings. Islam is a religion with amount a very large following, especially in Indonesia.

(Tamalla & Fauzi, 2021), of course teaches its people to foster an attitude of independence as a form of character or morality that is recommended. Islam encourages its people to live independently by working or becoming entrepreneurs in the right way. As in QS al-Jumuah verse 9 which suggests to humans to try and not be lazy in seeking the grace of Allah SWT. and do not beg from humans (Maulana, 2019).

One of the role models for Muslims is the Prophet Muhammad SAW who worked as a trader for ± 25 years, before becoming a Prophet for ± 23 years (Bastoni, 2012). History shows that the Prophet SAW started his successful journey from a starting point without any inheritance or gifts. Even at the age of 17, the Prophet SAW was already included in the category of a big *entrepreneur* with cross-country trade routes playing export-import (Syamsyuddin, Arfan, & Abubakar, 2021). In addition, the Prophet SAW also provided motivation so that humans were able to work hard and live independently (Zamzami, 2021). Furthermore, in QS al-Mukminun: 62 it is explained implicitly that in Islam there is an independent character that needs to be formed (Naskah, 2018). In this case, it is clear that the attitude of independence and Islam are interrelated. Therefore, independence education in Islamic education is urgent *to* be implemented in Indonesia (Munawaroh & Ifadah, 2020).

In relation to the development of Islamic education in Indonesia, Islamic educational institutions have now received equal recognition as part of the National education subsystem. This recognition is marked by the existence of a Joint Decree (SKB) between the Minister of Religion, the Minister of Home Affairs and the Minister of Education and Culture in 1975 (Choiri & Fitriani, 2011). With the presence of this SKB, it is increasingly clear that Islamic education has become an integral part that cannot be separated from national education (Huda, 2020). This SKB also strengthens the National Education System Law Number 20 of 2003 (UU SISDIKNAS NO. 20 YEAR 2003) (Nursikin, 2018). The existence of these policies can be considered as a positive initial step to improve the quality of madrasahs (Islamic schools) both in terms of status, diploma grades, and curriculum (Arif, 2013).

One of type institution Islamic education at the moment This developing in Indonesia is *boarding school*. Educational patterns in institutions This similar with Islamic boarding school, where the students required For stay in the dormitory for 24 hours. *Boarding schools* can be said to be a form of development of the modern Islamic boarding school type (Handayani, 2019) and students will be formed as someone who is tough both in the world with science and technology, and in the afterlife with their faith and good deeds (Syafe'i, 2017). Therefore, *boarding schools* are also part of the responsibility of Islamic educational institutions.

Related to the unemployment phenomenon in Indonesia which is marked by the low independence attitude of students who are not trained since they were in school, whereas the attitude of independence is an integral part of the PAI realm which is held in Islamic educational institutions. One of the schools that can be an example of a solution to this problem is SMA Al-Aziz Islamic Boarding School (IBS). School This implementing educational models based on Islamic boarding school that combines values from nash (Al-Qur'an and Hadith) with knowledge knowledge in field *leadership* and *entrepreneurship*. Al-Aziz IBS High School has the motto "*School of Leader and Entrepreneur*". Al-Aziz IBS High School has been specifically designed to produce a generation based on Qur'anic values who have a deep understanding of Sharia science, as well as mastering Arabic and English, science, and technology. They are also

equipped with fighting power, physical endurance, the spirit of preaching, community service, and a strong entrepreneurial spirit and skills (Ahmad, 2018).

Related to the focus of fostering students' independent attitudes through Islamic entrepreneurship. Research (Hidayat & Gunawan, 2024) focuses on the impact of the Market Day program at SMA El-Fitra, Bandung City on the development of students' entrepreneurial spirit. The results of the study showed that the program succeeded in actively involving students and improving students' entrepreneurial spirit and skills as indicated by a positive attitude. Then research (Ajeng & Putera, 2024) focused on the business education strategy at the Minhajuth Thullab Islamic Boarding School. The results of the study showed that this strategy could train students to be able to become independent and cognitively and emotionally mature individuals. Meanwhile, research (Widodo, Harsono, & Saprudin, 2024) focused on counseling activities for students at SMA Terpadu Baitul Hikmah regarding entrepreneurship. The results of the study showed that students were motivated to improve their entrepreneurial spirit.

Different from previous studies, this study focuses on analyzing specifically the attitudes developed, namely the attitude of independence by referring to several indicators. The purpose of the study is to describe the efforts made in forming an attitude of independence through Islamic-based entrepreneurship programs at SMA Al-Aziz IBS. Efforts to foster an attitude of independence are planned, structured, and integrated into learning and are a characteristic of the school's excellence. This is important to provide insight into educational *efforts* to reduce unemployment rates in Indonesia, especially for high school/vocational high school graduates. Thus, this study is something new to create a generation with a religious, independent, and entrepreneurial character.

Research Methods

This study uses a qualitative approach and a case study method. This article attempts to answer three questions that are the focus of the discussion, namely the Islamic entrepreneurship program, the process of fostering students' independence attitudes, and the results of fostering students' independence attitudes through the Islamic entrepreneurship program. The data source in this study is the entrepreneurship development program implemented by Al-Aziz Islamic Boarding School (IBS) located at Jl. Kampung, Jl. Gandrung, RT.05/RW.10, Jambudipa, Kec. Cisarua, West Bandung Regency, West Java 40551. To obtain extensive data, the researcher involved the Principal, 1 Religious Affairs Teacher, 2 Entrepreneurship and Islamic Economics Teachers, 1 *Leadership Teacher*, and 52 students.

Researchers are key instruments in the study. Data collection techniques are carried out by triangulation through observation, interviews, and document studies. Observations are carried out by observing the process of fostering students' independent attitudes in carrying out entrepreneurship program activities. Interviews are conducted with the Principal to obtain information about the Islamic entrepreneurship program being developed. Religious Teachers to obtain information about the relevance of PAI values taught with the Islamic entrepreneurship program. Islamic Entrepreneurship and Economics Teachers to obtain information about ethical habits in the entrepreneurship process and techniques for instilling an entrepreneurial spirit. *Leadership Teachers* to explore the fostering of independent attitudes in

students. Document studies are conducted by reviewing documents in the form of school files and documentation during observations and interviews.

The collected data is then processed and analyzed using three steps of Miles and Huberman's analysis, namely data reduction, data display, and verification/drawing conclusions. Data reduction is carried out by reviewing all data that has been collected from various sources and then summarized in field notes. The data is then read, checked, analyzed, and filtered. The results of the data reduction are then displayed narratively in the form of descriptions. To obtain valid conclusions on the research data, researchers carry out data validity by testing the credibility of the data or trust in the research results using triangulation techniques and conducting verification during the research (Ikhsandi & Ramadan, 2021).

Research Results and Discussion

A. Islamic Entrepreneurship Program at Al-Aziz Islamic Boarding School

According to the Big Indonesian Dictionary (KBBI), independence is a state of being able to stand alone without relying on others (Sudiyono, 2015). According to Monks in Astuti, S., & Sukardi, T., people who have an independent attitude are also able to accept reality and adapt to the environment around them. From the description of the definition of independence above, it can be concluded that independence is a person's attitude in overcoming a problem by prioritizing their own abilities, but still considering the opinions of others and being able to develop individual self-confidence (Hadiyati & Fatkhurahman, 2021).

In line with the understanding of independence, there is a theory of independence developed by Steinberg (1995) which states that independence comes from the word "*autonomy*" which means a condition in which a person does not depend on others in determining his decisions and has an attitude of self-confidence. Steinberg conceptualizes independence as a *self-governing person* (the ability to control oneself). Psychosocially, independence is divided into three main dimensions, namely emotional independence (*emotional autonomy*), *behavioral autonomy*, and value autonomy (Noor, 2015).

In general, someone who has an independent attitude can be seen from six indicators, namely (1) independence from others, (2) having self-confidence, (3) behaving in a disciplined manner, (4) having a sense of responsibility, (5) having an initiative attitude, and (6) being able to control oneself (Saefullah, Siahaan, & Sari, 2013). Based on these six indicators, according to Tri Putra and Nevi Yarni in Arden N. Frandsen, independence refers to a person's ability to have the drive to explore, develop, achieve well-being, and obtain support from their environment. This means that each individual actually has a tendency to manage themselves, but what makes the difference is the demands of the social environment that influence (Suhandi & Lestari, 2021).

Therefore, independence is influenced by at least two factors, namely parenting patterns in the family environment and education at school. In this case, it can be stated that it is important to provide independence education from an early age, because a person's independence is not formed just like that, but through an educational process in which a series of habits, insight, and independence training will be given (Sudiyono, 2015).

Peter Drucker stated that entrepreneurship is an activity carried out by individuals or groups with the aim of creating something new, changing something that already exists, or finding a more efficient way to do it (Yasmita & Nawawi, 2022). While That, Robbin & Coulter

describe entrepreneurship as a process in which individuals or group utilise effort organized and opportunities For create capable value fulfil need as well as desire through innovation (Rahim & Basir, 2019). Thus, it can be concluded that entrepreneurship refers to the nature and character of a person who has a strong will to realize new and innovative ideas into the business world so that they can develop (Sanawiri & Iqbal, 2018).

In relation to entrepreneurship, in this modern era, the development of the business world and the transaction processes that occur have begun to shift their values and visions. The emergence of understand capitalism has reduce concern to attitude each other help, ignore mark honesty, and more put aside practice halal business (Bahri, 2018), it is a challenge for Muslim entrepreneurs not to follow this. There are research results by Mohd Zulkifli & Che Omar Ana Siti Saripuddin which state that the concept of business ethics has been regulated in Islam, so that an entrepreneur who is firm in upholding Islamic law will certainly always develop his business based on the Qur'an and Sunnah and uphold high ethical values (Anindya, 2017). In addition, someone who is obedient in carrying out religious teachings will make religion a foundation for entrepreneurship, thus encouraging themselves to become honest, trustworthy, creative, innovative, and independent entrepreneurs (Umiyah & Kusuma, 2023).

Entrepreneurship in Islam can also be called Islamic entrepreneurship. Islamic entrepreneurship is a concept that includes aspect life and classified as in affairs muamalah. Problem transactions related close with horizontal interaction, namely connection between individuals who will later will accountable on the day end and includes worship that will be rewarded if carried out correctly according to Islamic law (Kamaludin, 2019). There are differences in views between the West and Islam regarding entrepreneurship, namely if Western entrepreneurs believe that success is judged by financial gain, but in terms of religion it implies that success is not only judged from personal finances, but the extent to which religious goals can be achieved and can bring rewards in the hereafter by paying attention to halal and good business practices and not bringing down others (El Ashfahany et al., 2023). Therefore, it is important to do business with an understanding according to Islamic teachings in order to become a successful entrepreneur not only in the world but also safe in the hereafter.

In an education system organized by each school, of course, it has a characteristic program that is developed to achieve the goals of the school's vision and mission (Rijal, 2017). The characteristic of SMA Al-Aziz IBS is the programs that uphold the spirit of *leadership* and *entrepreneurship*. Based on the results of interviews conducted by researchers with the Principal of SMA Al-Aziz IBS, there are 4 entrepreneurship programs implemented, namely agribusiness, minimart, entrepreneurship and implementation of internship activities in companies. Each program implemented has a purpose and is directly integrated with religious lessons. The 4 entrepreneurship programs are: *First*, the agribusiness program is an activity for students to empower the school's backyard into agriculture and livestock, and act as suppliers of vegetable products. This program is carried out by 10th grade students every day and there is a special day for gardening, namely on Friday with the aim of forming a business mentality and fostering empathy and compassion for fellow creatures. As in the study (Abdullah, Sari, & Sadiran, 2022) explains that a good entrepreneurial mental attitude will improve a person's business performance.

Second, the minimart program is an activity for students to manage the school minimarket. This program is carried out by grade 11 students every day after teaching and learning activities at 12.00 WIB with the aim of honing students' managerial *skills*. By increasing managerial *skills*, a person will be accustomed to being productive, able to lead, and coordinate in a team, and manage a business properly (Budiarti, Afrisca, & Kurniawan, 2023).

Third, the entrepreneurship program is an activity to form independent student business groups and create products that can be sold, both online *and* offline. This program is implemented by 11th grade students with the aim that students are able to practice business planning, buying and selling ethics, transaction rules in Islam, and foster innovation and creativity in creating products that have sales value. The entrepreneurship program for students can help develop businesses to be successful based on religion and encourage students to be independent entrepreneurs since they were in school (Zaironi & Suprayitno, 2023).

Fourth, the internship program in the company is a mandatory activity for students during each semester break. Students are free to determine the internship location according to their interests in the area around their respective residences. So, even though it is a semester break, students can still learn to practice the knowledge they have learned in a new and real atmosphere in the world of work. This program is implemented over a period of 7 to 10 days during the semester break. As in the study (Sudaryono, Elmanda, Purba, Ayu Sanjaya, & Julianingsih, 2022) stated that with the internship program, it has been proven effective for students to gain experience by being directly involved in the world of work and providing opportunities for students to gain knowledge outside the academic environment.

In addition to the 4 entrepreneurship programs developed at Al-Aziz IBS High School, there are also various strengthening programs as a support to achieve the school's vision and mission, namely Fieldtrip activities to companies or factories, Guest Teachers by inviting guest teachers from various fields of science or successful Muslim entrepreneurs who will share their knowledge and experience with students, and guide students to contribute to various competitions and work titles. The purpose of this strengthening program is to teach students that the theories they learn at school will in fact be used in the world of work. It is hoped that with the various student strengthening programs, it will also motivate students and provide a complete picture to students about the world of work.

B. The Process of Fostering Students' Independence Attitudes Through the Islamic Entrepreneurship Program at Al-Aziz Islamic Boarding School

The process of fostering students' independent attitudes at Al-Aziz IBS High School is carried out through an Islamic entrepreneurship program. The results of the researcher's observations of the program are as follows; *First*, the agribusiness program. Based on the results of observations, male students are entrusted to take care of livestock, while female students take care of agriculture. The activity begins with praying together. The researcher saw that there was fostering of independent attitudes carried out by the teacher, namely by directing students to carry out their responsibilities and the rest of the students will carry out their respective roles, but the teacher also has his own role and at the same time supervises the progress of the activity. The pattern of interaction between teachers and students during activities is full of positive things, teachers not only provide direction regarding tasks in agribusiness, but teachers also insert topics of conversation about religious values related to activities. Students' attitudes when

faced with a problem, often respond by finding a solution that is fast, precise, and orderly. This is in line with research (Anshori, 2022) which states that with the ability *to solve problems* in students, it will be able to increase high motivation towards an attitude of independence. Apart from that, the higher the sense of responsibility and the attitude of not being dependent on other people.

In the implementation of agribusiness, it can be seen that all students work together, care for each other, and are able to control themselves to be able to carry out their responsibilities well. This is because students who have an independent attitude are not only able to work individually, but are also skilled in teamwork, and dare to provide ideas or ideas that they have for the success of an activity (Delyana, 2021). Specifically, the agricultural activities carried out by students are cleaning the cages, feeding, collecting chicken eggs to be distributed to minimarts, and repairing several areas of the cages. For agricultural activities, namely cleaning agricultural land from crops that have been harvested, so that they can be replanted with new plants, hoeing the soil, and fertilizing.

Second, the minimart program. Based on the results of observations, 11th grade students act as assistants in guarding the minimart and school canteen. Researchers saw that there was an attitude of independence that was trained, namely students were accustomed to handling buyers so that they were orderly, making budgets, determining the menu of dishes to be sold, inputting various sales stock data, being confident in providing services, and taking the initiative in acting. With the minimart program, students will learn many things, starting from marketing, promotion, bookkeeping, calculating profits or losses, and evaluation. This will slowly train students to be independent and confident in doing their jobs (Yuniasari, Mojokerto, & Hasanah, 2024).

Third, the entrepreneur program. In this program, student independence lies in all aspects, starting from planning, implementation, and evaluation. This program is also an application of the learning model applied at SMA Al-Aziz IBS, namely *Project Based Learning* (PjBL), which is a student-centered learning process and at the end of learning students will produce a real product (Dewi, 2021). Starting from the planning stage, students determine what products to sell and the sales location, for example when there is a *Car Free Day* (CFD). Then, students prepare everything, starting from ingredients, cooking utensils, equipment, menu brochures, *packaging*, business logos, *standing banners*, and others. Including during the implementation stage, students manage their groups to divide their respective responsibilities, such as some preparing their sales, promoting, and becoming cashiers. Likewise during the evaluation stage, students calculate their own profits and losses from the sales results.

Fourth, internship program in the company. This program is one of the interesting programs at SMA Al-Aziz IBS. Based on the results of interviews and observations of several video recaps of students during their internships, it can be seen that there are so many diverse fields where students do internships. Such as in companies in the fields of machinery, industry, taxation, communication and information, *cafes*, notaries, health centers, midwife clinics, pharmacies, and others. Students are trained to be independent in finding internship places and carrying out the job descriptions given. The teacher will monitor the development and performance of students through reports from the company. Then, at the end of the activity, students are directed to make a final video report about their experiences during the internship

and upload it *on* social media with the aim of spreading benefits. With the internship program, students gain work experience and skills according to their interests and talents in society (Primasti, 2021).

To carry out various activities at Al-Aziz IBS High School, of course students need to have independence and discipline that have been fostered by teachers since students were in grade 10. The independence that is fostered is not only in the realm of *leadership* and *entrepreneurship*, but also in the realm of being a servant who obeys Allah SWT. Al-Aziz IBS High School as a pesantren-based school always integrates entrepreneurial activities with the religious subjects taught, namely Aqidah, Tafsir, Fikih, Hadith, Sirah, and Islamic Economics. Entrepreneurship that is instilled and taught at IBS High School is always based on Islam because it is to produce a generation that is pious and successful in the world and the hereafter.

C. Results of Fostering Students' Independence Attitudes Through the Islamic Entrepreneurship Program at Al-Aziz Islamic Boarding School

Based on the results of interviews and observations that have been conducted, researchers found that the results of the Islamic entrepreneurship program at SMA Al-Aziz IBS were able to create an attitude of student independence. This is in accordance with the indicators of success of independence according to (Saefullah et al., 2013), including the following.

First, independence from others. With various programs implemented, it is seen that students have the awareness to be independent in carrying out their responsibilities without relying on others. Such as carrying out the mandate given, being independent in finding an internship, being able to overcome problems in the field with the abilities they have, and preparing all the needs when they are going to sell. Giving students the opportunity to solve the problems they face without depending on teachers will train students' ideas or ideas in thinking and acting in their daily lives (Tabi'in, 2020).

Second, have self-confidence. This is clearly seen from all the programs implemented, students feel more confident in what they do. Such as daring to express opinions or ideas, being confident when dealing with various *customer characteristics*, being skilled in promoting sales, and being proud to show off their work. By having self-confidence, students will believe that they have advantages and make them feel capable of achieving their life goals, so that they can act independently in making every decision (Hadiyati & Fatkhurahman, 2021).

Third, behave in a disciplined manner. Al-Aziz IBS High School highly values student discipline during the 24 hours at school, including when implementing the entrepreneurship program. Based on the interview results, students felt that their discipline was getting higher when implementing the internship program. This is because students learn to manage their time and are disciplined in completing all tasks on time at the company. Students learn directly that a lazy attitude will greatly affect performance and have a negative impact on the company. This proves that through the internship program, students will have high discipline by obeying the rules and values of norms around their environment (Zahra, Muflihah, Astuti, & Rumadas, 2024).

Fourth, have a sense of responsibility. With various stages of coaching in the entrepreneurship program according to the psychology of the student's class level, all are packaged so that students are able to maintain the responsibilities given. Like when in grade 10, students are responsible for taking care of livestock and plantations, then when in grade 11

students are given the responsibility to make a budget, input sales stock data, bookkeeping, profit and loss calculations, and carry out tasks in the company. Instilling a sense of responsibility should indeed be given tasks and mandates that students can do according to their age and self-development, this is because there are differences in both the cognitive and psychological realms of students at each level (Nurmasita & Rofiah, 2018).

Fifth, have an initiative attitude. Students' initiative in dealing with problems when implementing the program can be seen from their quick response to find solutions and act. Through various entrepreneurship programs, students are trained to take the initiative in various things. Related to the sense of responsibility, an initiative attitude will emerge in students because they realize that what they are doing is a project that must be completed properly (Fatah & Zumrotun, 2023). In addition, there is high motivation in students in implementing various entrepreneurship programs, this is an important element for someone to become independent (Nurchayati, 2022).

Sixth, being able to control oneself. This can be seen clearly from the attitude of students when experiencing rejection from customers or facing losses when trading. Students are able to control themselves not to give up easily, stay calm, and find solutions wisely. As explained by (Siagian et al., 2020) that entrepreneurship can train someone to be brave and ready in various situations that they will face without fear by having a strong mentality. There are several indicators of self-control ability that can be seen in students' attitudes, namely, daring to accept failure, daring to be difficult, daring to take risks, and willing to dream. So that students are able to restrain themselves from negative emotions and focus more on improving and evaluating.

Conclusion

This study states that the Islamic entrepreneurship program at Al-Aziz Islamic Boarding School has succeeded in forming an attitude of student independence that is in line with one of the character values in Islamic Religious Education (PAI) and the goal of national character education, namely the aspect of independence. This attitude of independence is formed through four main programs, namely agribusiness, minimart, entrepreneurship, and internships in companies. These programs not only hone students' skills in the field of entrepreneurship, but also strengthen religious values that are the basis for character development in this Islamic boarding school. This can be seen from the entrepreneurship program at Al-Aziz IBS High School which not only provides technical entrepreneurial skills, but also integrates religious teachings in every stage. Islamic values contained in PAI, such as independence, work ethics, and responsibility, are taught through various practical activities. This helps students to develop skills that are relevant to the world of work while fostering their spiritual awareness. All of these programs contribute to the formation of six indicators of student independence, namely 1) independence from others, 2) having self-confidence, 3) behaving in a disciplined manner, 4) having a sense of responsibility, 5) having an initiative attitude and 6) being able to control oneself. Thus, this entrepreneurship program based on Islamic values plays a significant role in producing a generation that is independent, confident, and ready to contribute to society, in accordance with the goals of Islamic and national education. In addition, this program also functions as an effort to overcome the problem of unemployment which is quite concerning in

Indonesia, especially among school graduates. Through fostering an independent attitude, students are taught not to only rely on job searches after graduation, but are also encouraged to create their own job opportunities with an entrepreneurial spirit. This is a relevant solution to the challenge of educated unemployment in Indonesia, where many graduates are not mentally and skillfully ready to enter the workforce or become entrepreneurs.

Reference

- Abdullah, M., Sari, I. M., & Sadiran, I. (2022). Pengaruh Sikap Mental Berwirausaha dan Motivasi Terhadap Kinerja Bisnis Pedagang Kios Pasar Wameo Kota Baubau. *Jurnal Akuntansi dan Keuangan*, 7(2).
- Ahmad, J. (2018). *Manajemen Sekolah Berbasis Pesantren di SMA Al-Aziz Islamic Boarding School Bandung Barat*. 1–17.
- Ajeng, F. A., & Putera, R. P. (2024). Implementasi Pendidikan Kewirausahaan dalam Kemandirian Santri di Pondok Pesantren. *Journal on Education*, 06(02).
- Akmal, & Naskah. (2018). Peranan Pembelajaran Kewirausahaan Dalam Membentuk Karakter Islami Pada Mahasiswa UIN Suska Riau. *Jurnal Pendidikan Ekonomi dan Kewirausahaan*, 1(1), 32–52.
- Anindya, D. A. (2017). Pengaruh Etika Bisnis Islam Terhadap Keuntungan Usaha Pada Wirausaha di Desa Delituakecamatan Delitua. *Jurnal At-Tawassuth*, 2(2), 389–412.
- Anshori, M. I. (2022). Kemampuan Pemecahan Masalah Ditinjau Dari Kemandirian Belajar Siswa Pada Pembelajaran Problem Solving Berbantuan Schoology. *Jurnal Prasasti Ilmu*, 2(1), 54–59. <https://doi.org/10.24176/jpi.v2i1.6393>
- Anton, & Jaelani, A. (2022). Implementasi Strategi Pembelajaran Luar Jaringan (Luring) Pada Mata Pelajaran PAI Pasca Pandemi Covid-19. *Jurnal Pendidikan Agama Islam*, 1(1). <https://doi.org/10.52434/jpai.v1i1.1666>
- Arif, Moh. (2013). Manajemen Madrasah dalam Upaya Peningkatan Mutu Pendidikan Islam. *Epistémé: Jurnal Pengembangan Ilmu Keislaman*, 8(2), 415–438. <https://doi.org/10.21274/epis.2013.8.2.415-438>
- Arsyad, Sulfemi, W. B., & Fajartriani, T. (2020). Penguatan Motivasi Shalat dan Karakter Peserta Didik Melalui Pendekatan Pembelajaran Kontekstual Pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Kependidikan Islam*, 6(2), 185–204.
- Badan Pusat Statistika. (2024a, Mei 6). Tingkat Pengangguran Terbuka (TPT) sebesar 4,82 persen dan Rata-rata upah buruh sebesar 3,04 juta rupiah per bulan—Badan Pusat Statistik Indonesia. Diambil 4 Oktober 2024, dari <https://www.bps.go.id/id/pressrelease/2024/05/06/2372/tingkat-pengangguran-terbuka--tpt--sebesar-4-82-persen-dan-rata-rata-upah-buruh-sebesar-3-04-juta-rupiah-per-bulan.html>
- Badan Pusat Statistika. (2024b, Juli 1). Persentase Penduduk Miskin Maret 2024 turun menjadi 9,03 persen. - Badan Pusat Statistik Indonesia. Diambil 4 Oktober 2024, dari <https://www.bps.go.id/id/pressrelease/2024/07/01/2370/persentase-penduduk-miskin-maret-2024-turun-menjadi-9-03-persen-.html>

- Bahri, B. (2018). Kewirausahaan Islam: Penerapan Konsep Berwirausaha dan Bertransaksi Syariah dengan Metode Dimensi Vertikal (Hablumminallah) dan Dimensi Horizontal (Hablumminannas). *Jurnal Ekonomi Syariah dan Bisnis*, 1(2), 67–87.
- Bairizki, A. (2020). *Manajemen Sumber Daya Manusia (Tinjauan Strategis Berbasis Kompetensi)—Jilid 1*. Surabaya: Pustaka Aksara.
- Bastoni, H. A. (2012). *Beginilah Rasulullah Berbisnis*. Bogor: Pustaka al-Bustan.
- Budiarti, Y., Afrisca, R. N., & Kurniawan, E. D. (2023). Peran Manajer dan Keterampilan Manajerial dalam Novel The Manager Karya Armala Mia Chuz. *Jurnal Sains Student Research*, 1(2).
- Choiri, Moch. M., & Fitriani, A. (2011). Problematika Pendidikan Islam Sebagai Sub Sistem Pendidikan Nasional di Era Global. *Al-Tahrir: Jurnal Pemikiran Islam*, 11(2), 303. <https://doi.org/10.21154/al-tahrir.v1i2.37>
- Delyana, H. (2021). Kemandirian Belajar Siswa Melalui Model Pembelajaran Kooperatif Think Pair Square (TPSq). *Jurnal BSIS*, 3(2).
- Dewi, P. S. (2021). E-Learning: Penerapan Project Based Learning pada Mata Kuliah Media Pembelajaran. *PRISMA*, 10(1), 97. <https://doi.org/10.35194/jp.v10i1.1012>
- El Ashfahany, A., Ma'ruf, A., Saputro, E. P., Nasir, M., Setyowati, E., Rosyadi, I., ... Al Adawiyah, R. A. (2023). *Ekonomi dan Bisnis Islam (Konsep dan Aplikasi Terkini)*. Banten: PT Sada Kurnia Pustaka.
- Fatah, M. A., & Zumrotun, E. (2023). Implementasi Projek P5 Tema Kewirausahaan Terhadap Kemandirian Belajar Di Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), 365–377. <https://doi.org/10.54069/attadrib.v6i2.603>
- Hadiyati, H., & Fatkhurahman, F. (2021). Dampak Kepercayaan Diri Mahasiswa Berwirausaha Melalui Lingkungan Keluarga dan Kemandirian. *INOBIIS: Jurnal Inovasi Bisnis dan Manajemen Indonesia*, 5(1), 77–84. <https://doi.org/10.31842/jurnalinobis.v5i1.213>
- Handayani, T. (2019). Pendidikan Islam (Studi Kajian Pengembangan Profesionalisme Guru dalam Menciptakan Peserta Didik yang Berkualitas dalam Pendidikan Pesantren). *Jurnal Studi Islam*, 14(1), 92–104.
- Hidayat, W., & Gunawan, S. I. (2024). Implementasi Program Market Day dalam Meningkatkan Jiwa Enterpreneur Siswa di SMA El-Fitra Kota Bandung. *Jurnal Manajemen Pendidikan Islam Darussalam (JMPID)*, 6(2).
- Huda, M. (2020). Perkembangan Pendidikan Islam di Indonesia dan Upaya Penguatannya dalam Sistem Pendidikan Nasional. *Journal of Islamic Education Research*, 1(02), 39–53. <https://doi.org/10.35719/jier.v1i02.24>
- Hude, D., & Mansah, A. (2022). Pendidikan Kewirausahaan Berbasis Al-Qur'an. *Taraadin : Jurnal Ekonomi dan Bisnis Islam*, 1(2), 152. <https://doi.org/10.24853/trd.1.2.152-166>
- Ikhsandi, M. R. H., & Ramadan, Z. H. (2021). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1312–1320. <https://doi.org/10.31004/basicedu.v5i3.901>

- Kamaludin, K. (2019). Kewirausahaan Dalam Pandangan Islam. *Proseding Seminar Nasional Kewirausahaan*, 1(1), 302–310.
- Kusuma, R. S. (2018). Peran Sentral Kearifan Lokal dalam Peningkatan Kualitas Pendidikan. *Jurnal Pedagogik*, 05(02).
- Maulana, F. (2019). Pendidikan Kewirausahaan dalam Islam. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*, 2(01), 30–44. <https://doi.org/10.37542/iq.v2i01.23>
- Munawaroh, A., & Ifadah, L. (2020). Konsep Pendidikan Kemandirian Perspektif Pendidikan Agama Islam: Kajian Buku Teacherpreneurship Karya Hamidulloh Ibda. *Citra Ilmu*, 17(32), 37–52.
- Nola, L. F. (2024). *Upaya Mengatasi Tingginya Pengangguran Lulusan SMK*. Badan Keahlian Setjen DPR RI.
- Noor, A. H. (2015). Pendidikan Kecakapan Hidup (Life Skill) di Pondok Pesantren Dalam Meningkatkan Kemandirian Santri. *Jurnal Empowerment*, 3(2252), 1–31.
- Nurchayati, S. (2022). Mewujudkan Peserta Didik Terampil dan Mandiri Melalui Kewirausahaan di Sekolah Satu Atap. *Secondary: Jurnal Inovasi Pendidikan Menengah*, 2(4).
- Nurmasita, N., & Rofiah, N. H. (2018). Peran Orangtua Dalam Penanaman Tanggungjawab Pada Siswa SD Muhammadiyah Ambarketawang 2 Gamping. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 1(1), 74. <https://doi.org/10.12928/fundadikdas.v1i1.72>
- Nursikin, M. (2018). Eksistensi Madrasah dan Sekolah Islam sebagai Lembaga Pendidikan Islam dalam Sistem Pendidikan Nasional (Studi Kasus di MAN Yogyakarta III dan SMA Muhammadiyah 1 Yogyakarta). *Istawa: Jurnal Pendidikan Islam*, 3(1), 27. <https://doi.org/10.24269/ijpi.v3i1.1001>
- Primasti, S. G. (2021). Implementasi Program Education For Sustainable Development di SMA Tumbuh. *Jurnal Spektrum Analisis Kebijakan Pendidikan*, 10(3), 80–100.
- Rahim, A. R., & Basir, B. (2019). Peran Kewirausahaan Dalam Membangun Ketahanan Ekonomi Bangsa. *Jurnal Economic Resource*, 1(2), 130–135. <https://doi.org/10.33096/jer.v1i2.160>
- Ratnasari, V. D. (2021). Internalisasi Pendidikan Multikultural dalam Pendidikan Agama Islam Untuk Meningkatkan Karakter Siswa di Era Merdeka Belajar. *Journal of Islamic Education Policy*, 6(1). <https://doi.org/10.30984/jiep.v6i1.1298>
- Rijal, F. (2017). Kurikulum Sekolah Unggul: Suatu Evaluasi Implementatif. *Pionir: Jurnal Pendidikan*, 6(1).
- Rizka, Syamsyuddin, N., Arfan, F., & Abubakar. (2021). *Membangkitkan Semangat Entrepreneurship Sejak Usia Dini: Kiat Sukses dengan Nilai-Nilai Ke-Acehan*. Yogyakarta: Penerbit K-Media.
- Saefullah, A., Siahaan, P., & Sari, I. M. (2013). Hubungan Antara Sikap Kemandirian Belajar dan Prestasi Belajar Siswa Kelas X Pada Pembelajaran Fisika Berbasis Portofolio. *Jurnal Wahana Pendidikan Fisika*, 1(1), 36–56.

- Sanawiri, B., & Iqbal, M. (2018). *Kewirausahaan*. Malang: UB Press.
- Siagian, V., Yuniwati, I., Rahman, A., Lifchatullaillah, E., Inayah, A. N., Hasyim, N., ... Simarmata, J. (2020). *Pengantar Kewirausahaan*. Yayasan Kita Menulis.
- Sudaryono, Elmanda, V., Purba, A. E., Ayu Sanjaya, Y. P., & Julianingsih, D. (2022). Efektivitas Program Magang Siswa SMK di Kota Serang Dengan Menggunakan Metode CIPP di Era Adaptasi New Normal Pandemi Covid-19. *ADI Bisnis Digital Interdisiplin Jurnal*, 3(1), 5–15. <https://doi.org/10.34306/abdi.v3i1.565>
- Sudiyono, L. (2015). Urgensi Pembelajaran Kewirausahaan Untuk Menanamkan Sikap Kemandirian Pada Santri di Panti Asuhan Ibnu Fatah Pengasih Kulon Progo. *Publikasi Ilmiah Universita Muhammadiyah Surakarta*, 36–49.
- Suhandi, A. M., & Lestari, T. (2021). Pengaruh Kebudayaan Menyontek Terhadap Perkembangan Kemandirian Anak: Upaya Pemberantasan Kebiasaan Menyontek di Lingkungan Sekolah. *Academy of Education Journal*, 12(2), 285–293. <https://doi.org/10.47200/aoej.v12i2.743>
- Suharlina, H. (2020). Pengaruh Investasi, Pengangguran, Pendidikan dan Pertumbuhan Ekonomi Terhadap Kemiskinan Serta Hubungannya dengan Kesejahteraan Masyarakat Kabupaten/Kota di Provinsi Kalimantan Barat. Prosiding Seminar Akademik Tahunan Ilmu Ekonomi dan Studi Pembangunan. *Prosiding Seminar Akademik Tahunan Ilmu Ekonomi dan Studi Pembangunan 2020*, 56–72.
- Syafe'i, I. (2017). Pondok Pesantren: Lembaga Pendidikan Pembentukan Karakter. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 61. <https://doi.org/10.24042/atjpi.v8i1.2097>
- Tabi'in, A. (2020). Pola Asuh Demokratis sebagai Upaya Menumbuhkan Kemandirian Anak di Panti Asuhan Dewi Aminah. *Kindergarten: Journal of Islamic Early Childhood Education*, 3(1), 30. <https://doi.org/10.24014/kjiece.v3i1.9581>
- Tamalla, A. N., & Fauzi, A. (2021). Strategi Kemandirian Berwirausaha Santri Perspektif Etika Bisnis Islam. *Jurnal At-Tamwil:Kajian Ekonomi Syariah*, 3(2), 185–198.
- Umiyah, S. Z., & Kusuma, A. M. (2023). Kemandirian dan Pemberdayaan Ekonomi Santri Dalam Menghadapi Tantangan Ekonomi Global (Studi Kasus pada Pondok Pesantren Al-Mawaddah Jekulo Kudus). *JEBISKU: Jurnal Ekonomi dan Bisnis Islam IAIN Kudus*, 1(4).
- Widiyaastuti, K., Khairinal, & Syuhad, S. (2022). Pengaruh Keterampilan Berwirausaha, Pengetahuan Kewirausahaan dan Sikap Mandiri Terhadap Motivasi Berwirausaha Siswa SMKN 2 Jambi. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 3(2), 696–707.
- Widodo, A., Harsono, Y., & Saprudin, U. (2024). Meningkatkan Jiwa Kewirausahaan Siswa SMA Terpadu Baitul Hikmah. *Sepakat: Sesi Pengabdian pada Masyarakat*, 4(1), 1–6. <https://doi.org/10.56371/sepakat.v4i1.263>
- Yasmita, H., & Nawawi, Z. M. (2022). Konsep Kewirausahaan dalam Perspektif Islam. *Jurnal Ilmu Komputer, Ekonomi dan Manajemen (JIKEM)*, 2(2), 3785–3790.
- Yuniasari, F., Mojokerto, S. M., & Hasanah, U. (2024). Optimalisasi Peran Kantin Sekolah dalam Menunjang Ketercapaian Tujuan Pendidikan di SMA Negeri 1 Mojo Kabupaten Kediri. *Jurnal Studi, Sosial, dan Ekonomi*, 5(1).

- Zahra, S. F., Muflihah, S., Astuti, S. W., & Rumadas, A. (2024). Masalah Kedisiplinan Belajar Siswa di SD 06 Sowi Manokwari. *Seminar Pendidikan STKIP Muhammadiyah Manowari*, 2(1).
- Zaironi, M., & Suprayitno, E. (2023). Pendidikan Kewirausahaan Berbasis Keagamaan Untuk Membentuk Kemandirian Siswa. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(1).
- Zamzami, R. A. (2021). *Peran Koperasi Pondok Pesantren Al Anwar Dalam Menumbuhkan Karakter Kewirausahaan Islami Santri Pondok Pesantren Tsamaroturraudlah Tegalsari Kabupaten Banyuwangi*.