

## **Entrepreneurship Based Education Management in Pesantren Jawaahirul Hikmah Tumpuk Besuki Tulungagung**

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### **ARTICLE INFO**

#### **Article History:**

Received: 27-12-2021

Revised: 13-06-2023


Accepted: 30-06-2023

#### **Keyword:**

Education Management;  
Entrepreneurship;  
Pesantren.

### **ABSTRACT**

The purpose of this study was to describe and analyze the strategy, implementation, and implications of entrepreneurial-based Islamic boarding school management in Pesantren Jawaahirul Hikmah Tumpuk, Besuki, Tulungagung. A qualitative study was conducted. The data were collected by interviewing 7 informants and observations. Data analysis was done logically and systematically following some steps including data reduction, data display, and conclusions. The results of the study showed that: First, the entrepreneurship education strategy used is students' engagement in each stage of activity of entrepreneurship and designing meaningful learning. Second, the implementation of entrepreneurship education carried out by the Jawaahirul Hikmah Islamic boarding school in realizing institutional independence began with the implementation of the vision, mission and entrepreneurship education program as a guide for student creativity. Third, the implications of entrepreneurship education the pesantren were realized by subsidizing half of the students' fee from the business profit.

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### **How to Cite:**

Saerozi, I., Junaris, I., Nurcholis, A., & Hidayatullah, S. (2023). Entrepreneurship Based Education Management in Pesantren Jawaahirul Hikmah Tumpuk Besuki Tulungagung. *Ta`dib: Jurnal Pendidikan Islam*, 28(1), 1-12

 <https://doi.org/10.19109/td.v28i1.10798>

### **INTRODUCTION**

The implementation of education in Islamic boarding schools still prioritizes religious and moral materials, there is less entrepreneurship material for both hard and soft skills (Siswanto, 2018). As a result, many graduates are often challenged when they return to society. They find it difficult to find suitable jobs. Most of them become non-professional workers such as ordinary traders in traditional markets. Even many alumni are unemployed, even though the costs and time they require to seek knowledge in pesantren are sometimes very high and long, up to a dozen years or almost the same as students who take formal

education until they graduate from college. In fact, as alumni, they will also face the same complex challenges in this global competition era (Fauzi, 2017).

As an institution, Islamic boarding school must be able to show its quality in carrying out the duties as stated in the goal of national education: to educate the nation's life. This noble goal will run optimally if it is supported by good quality education (Suwanto, 2018). Nowadays, many ways have been done by the community, especially the managers of educational institutions to improve the quality of education. These various methods are none other than to produce human resources (HR) having character, competence in all fields, and to advance society and the nation (Saifudin, 2019).

Along the way, efforts to improve the quality of education will find many inhibiting factors that hinder the achievement of educational goals. The most frequent problem seen is the financial aspect (Sunardi & Sohib, 2020). Although there is already a special budget of 20% of APBN funds for educational purposes, sometimes it cannot meet various needs in the ongoing educational process that is packaged in a learning system inside or outside educational institutions (Mubarak, 2018).

This review illustrates that when educational institutions have experienced a financial crisis due to limited budgets and the like, then efforts to improve the quality of education will not be fulfilled. Shortly, it will be difficult to achieve the goals (Shodiq et al., 2021). By looking at such conditions, the government as the policymaker must be careful and sensitive in rolling out several policies regarding education (Fatchurrohman & Ruwandi, 2018). One of the policies that have been implemented in the education system is the decentralization of education. With this policy, schools or educational institutions are given the flexibility to manage their institution based on the conditions and competencies possessed by the schools (Dermawan et al., 2021).

This decentralization has its impact on educational institutions in various aspects, such as in curriculum management, facilities and infrastructure, financing, and so on (Muljawan, 2019). This concept is often called School-Based Management (MBS). This management model provides a new paradigm of how education management which was originally centralized has turned into a decentralized one (Sanjaya et al., 2021).

However, even so, this MBS is only oriented towards the management of educational institutions in general (Tasiman et al., 2020). So that it gives the impression that education in its management has appeared independently. This independence can only represent the task of the central government to manage its educational institutions (Mustofa, 2015). To become independent from the government's budget, a new concept emerged as a result of decentralization which was then known as Entrepreneurship-based Education Management (MPBE), it is the process of managing educational institutions by implementing entrepreneurship services (Ahwarumi & Sawarjuwono, 2017).

MPBE is one of the concrete solutions to empower Islamic boarding schools. Beside the spirit of independence that characterizes them, it is also important to teach various kinds of skills and an entrepreneurial spirit to the students so they can live by working professionally (Kristiawan & Sari, 2020). Therefore, Islamic boarding schools not only teach religious sciences, but students are also equipped with various hard and soft skills, the spirit of entrepreneurship, and expected to master information technology needed for the life of modern society (Indarti, 2021).

Pesantren Jawaahirul Hikmah Tumpuk Besuki Tulungagung is a boarding school which is still needed by the public. According to Azra, the dynamics of innovation and renewal in Islamic boarding schools, in part or all aspects, have made Islamic boarding schools and similar institutions able to survive. In this case, entrepreneurship education in pesantren is one of the innovations for the survival of the pesantren itself during the current wave of modernity (Syukri et al., 2020).

Other previous studies emphasized that pesantren-based entrepreneurship development must be equipped with different characteristics of strategy (Siswanto, 2018), while the other one was focused on what entrepreneurship model can be applied in the pesantren (Fatchurrohman & Ruwandi, 2018). This research is unique because it shows a deeper understanding of the distinctive, in-depth, and rich toward what has been done by this pesantren in encouraging students to have good entrepreneurship skills. Therefore, the present article would investigate about the strategy, implementation, and management implications on the Pesantren in carrying out entrepreneurship education for students.

## LITERATURE REVIEW

Management comes from the word to manage which means to organize, implement, manage, and treat (John, 2015). Terminologically, it is the process of coordinating work or activities so they can be completed efficiently and effectively with and through other people. Another understanding of management is the ability or skill to obtain a result to achieve goals through the activities of others (Coulter, 2017). So, according to the researchers, management is a process to utilize all existing human resources effectively, efficiently, and productively for a common goal. Management, in this case, is an activity in regulating the organization of institutions both human and non-human to reach the goals effectively and efficiently.

Starting from this formulation, several elements are inherent in management, including the process element, which means that a manager organizes, manages, and organizes, the implementation element means that it is carried out professionally, the competency element which is based on professional competence and quality, and the elements of goals which refer to the targets being achieved.

The term boarding school comes from the words “pondok” and “pesantren”. The term *pondok* comes from Arabic “*funduq*” which means hotel, dormitory, house, and simple residence, while the term pesantren is etymologically derived from the word “*santri*” which means learner of the Qur’an. According to Zamakhsyari (2012), the word *santri* comes from the Indian language which means people who know sacred religious books, or in general, it can be interpreted as sacred books, religious books, or books about religious science. Another definition explains that Islamic boarding schools or pesantren are derived from the word *santri*, which means people who worship seriously or people who study Islamic science and religion in faraway places (Sindu, 2015). Of these opinions, according to the researchers, it can be understood that Islamic boarding school is a place for teaching-learning and seeking religious knowledge as well as formal educational institutions that examine the most fundamental teachings of Islam and then practice it for themselves and others in everyday life. Islamic boarding schools, then it is called Pesantren as formal educational institutions also have characteristics as other educational institutions. There are five characteristics of a

pesantren included pondok, kyai, mosque, recitation of classical/'yellow' Islamic books, and *santri* (Zamakhsyari, 2012).

Managing pesantren cannot be separated from several important functions including planning, organizing, supervising, and controlling with the following description:

1. Planning. The formulation of planning is as follows: Planning is deciding in advance what is to be done. This decision also promulgates actions effectively, efficiently, including inputs and outputs. Planning is the activity of managing the business and providing everything useful for the running of materials, tools, capital, and energy (Zamakhsyari, 2012). Atmosudirjo (2011) stated that the formulation of planning is to determine and formulate everything that is required by the situation and conditions of the business institutions or organizational unit lead.
2. Organizing. In Arabic, the term organizing is called "*At Tanziem*". The formulation of organizing is as follows: Organizing is a grouping and arranging people to be able to be moved as a unit following the plans that have been formulated, towards achieving the goals set (Gunur, 2010). The manifestation of organizing in its implementation must be seen as a unified, cohesiveness, solidarity, and the creation of healthy condition, so the activities are smooth, stable, and easy to achieve goals. The organizing process emphasizes the importance of creating unity in all actions.
3. Actuating. It is a part of a group or organizational process that cannot be separated. The terms that can be grouped into this actuating function are directing (*tahai'atul afrad*), commanding (*isdaarul layir*), leading (*at taujih*), and coordinating (*at tansieq*). The actuating process is giving orders, instructions, guidelines, and advice as well as communication skills. The essence of management is all activities to achieve results, while the core of actuating is leadership which must consider the principles of efficiency, good communication, and the principle of answering questions such as who, why, how, when, and where.
4. Controlling. The process of supervision (*Ar-Riqobah*) is something that must exist and be implemented. This activity examines and checks whether the implementation of the works is accomplished well. This is also to find out whether there are irregularities, abuses, leaks, deficiencies, as well as to find out the weaknesses.

Theoretically, an entrepreneur is a person who moves the existing economic system by introducing new goods and services, creating new organizational forms, or processing new materials (Bukhari, 2015). The word entrepreneur comes from the French which means a person who dares to take risks by uniting various sources of production, both capital, raw materials, labor, and receiving rewards in the form of profits from the market value of the products they produce (Purwono, 2013). Entrepreneurship does not always give benefits like what is expected. Otherwise, some entrepreneurs are failures while some others succeed. A successful entrepreneur requires perseverance and tenacity for people who live it, related to this, then there are several characteristics an entrepreneur must-have.

Entrepreneurs must have a clear vision and goals, initiative, and always be proactive, target-oriented, achievement-oriented, risk-taking, hardworking, responsible, committed, and developing and maintaining good relationships with various stakeholders (Kasmir, 2007). With these characteristics, it is hoped that entrepreneurship can be carried out following applicable rules without having to doubt each other in running various businesses.

## METHOD

This research was qualitative. In this type of research, the researcher collected, classified, analyzed, and drew a conclusion based on the data analysis without generalizing. The research findings were based on the paradigm, strategy, and implementation of a qualitative model to interpret the entrepreneurship based education management in pesantren Jawaahirul Hikmah Tumpuk Besuki Tulungagung. The researchers used a theoretical orientation or perspective analysis method. It takes a phenomenological approach in which the researchers tried to find the meaning of a reality behind the interactions between subjects and objects. The subject itself functions as an instrument to solve the meaning of reality in a phenomenon that occurs (Moleong, 2005). Whereas in this study, the phenomenon is the reality of entrepreneurship-based education management in pesantren Jawaahirul Hikmah Tumpuk Besuki Tulungagung.

The whole series of the research was done logically, systematically, and regularly by revealing the actual data from the research location that is the Islamic boarding schools management in improving student entrepreneurship at Pesantren Jawaahirul Hikmah Besuki Tulungagung. The presence of the researchers at the location is a key instrument which means that the researchers are everything and become the determinant of all processes in the field. The researchers do not try to influence research subjects but to obtain accurate and convincing data and information concerning the problem of the research (Bogdan & Biklen, 1997).

In qualitative research, informants or humans who are used as sources of information must meet certain criteria so that the focus of the problem being sought can be solved and found. In the process of gathering information or observing by an informant, of course the quality of the data obtained depends on the quality of the informant's personality. Data collection techniques in this research were carried out by observation and interviews. The sources of data were the headmaster, four teachers, one administration staff, and one student. In this study, researchers made direct observations of entrepreneurial activities in the pesantren by paying attention to educators and also students' responses, as well as things required to complete the data from the focus of the problem, with a list of forms to be observed that had been made beforehand to make it easier to clarify the object in summarize data. The researcher used a type of participatory observation by participating directly in entrepreneurial activities at the Pesantren Jawaahirul Hikmah as much as 3 meetings as part of data triangulation.

The researcher used the in-depth interview method to dig up more in-depth information besides the information obtained during direct observation at the pesantren, and the opinions of some students regarding entrepreneurial activities and about themselves by considering several predetermined focus and research questions. The interview procedures and guidelines that the researchers used were: asking permission to conduct interviews, asking informants to give their opinions both positive and negative, explaining that interviews will be recorded using a recorder, and providing guarantees that interview results are only used for research and guaranteed confidentiality. To ensure the trustworthiness the researchers used triangulation. For data analysis, the theory of analysis from Miles and Huberman (2014) was used, which was done interactively through data reduction, data display, and verification.

## FINDINGS

### **Entrepreneurship Education Strategy in Realizing the Independence of the Pesantren Jawaahirul Hikmah Tulungagung**

Based on observations, one of the many extracurriculars at the Pesantren Jawaahirul Hikmah, which is also arguably the most popular and accomplished, is the marching band. This extracurricular even existed before the establishment of formal junior and senior high schools. The achievements of the Jawaahirul Hikmah marching band have been well known on the national stage. Not surprisingly, they are often invited to attend events from various regions across the country. This condition raised a new problem, namely the need for costumes. Marching band costumes must continue to keep up with the times. For this reason, managers always try to adjust the costumes. This has encouraged the administrators of the pesantren to try to make their own convection business, at least to meet their own needs in terms of making marching band costumes. The origin of the convection business at the Pesantren Jawaahirul Hikmah was stated by the headmaster as follows:

“Once we would have a staged event at a big event. The event was still quite long, so we could still prepare, including finding suitable costumes. Then I looked around the neighborhood. At that time no costume suited to our standard. So an idea came in from a friend, how about making it ourselves. Coincidentally there were some students and marching band personnel who have had long experience working in convection. After that, we tried to talk to Ibu Nyai by considering the materials, negotiating here and there and then agreeing to start a convection business. With the initial goal of meeting our own needs.”

What was conveyed by the headmaster was really interesting, that the convection business owned by the Pesantren Jawaahirul Hikmah did not come from the result of a meeting or formally made, but started from an incident. This was due to the pressure of increasingly high needs, so that by utilizing the potential possessed by the students, the Pesantren began to carefully read business opportunities. The relationship that was built between the students and the pesantren leader, in this case Ibu Nyai, was also very good. Ibu Nyai strongly supported the business initiatives of the students to create business units, one of which was convection.

With the number of students reaching 342 people, the economic activity around the pesantren were automatically lifted. Many of the residents sell various items needed by the students. As well as food and daily necessities. Starting from this, the board of the boarding school thought to meet at least the basic needs of the students so that their intensity when they had to leave the boarding house was not too high. If previously the need for food could be covered by the pesantren, this was not the case with the need for drinking water supply. So after holding meetings and so on, several administrators took the initiative to make their own mineral water treatment, at least to meet the needs of the students and the pesantren environment itself. This was stated by the teacher:

“Not far from here there is a bottled mineral water processing plant. It inspires us. If they can do it we should be able to do the same. It would be better if the students here don't have to buy their drinking water outside the pesantren. Moreover, the need for drinking water for hundreds of students is very big. In a day alone there can be more than 10 gallons. So, we finally found out how to process water from sources to make

high quality mineral water. It turned out that we were able to do so. Although now the drinking water is only to meet our own needs, the quality is good. It is even better than the previously supplied drinking water.”

Mineral water products produced by the Pesantren Jawaahirul Hikmah are currently only fulfilling the local market due to limited tools and water sources. The process is carried out in a modern and high standard manner. In fact, according to the teacher’s statement, water quality tests have been carried out and the quality was higher than other bottled mineral water products circulating in the market widely.

The people in charge of each entrepreneurship unit at the Pesantren Jawaahirul Hikmah Tulungagung are the students. It is not without risks. They are Pesantren students who come with the main intention of studying religion. Therefore, entrepreneurial activities should not interfere with the main activities of the students reciting the Koran. For this reason, a special strategy is needed so that entrepreneurial activities do not interfere with the activities of the students reciting the Koran. This was stated by SZ about time management at the Pesantren Jawaahirul Hikmah:

“Each business unit has a special coordinator. There are one to five people who coordinate. Those who are responsible for each entrepreneurship unit, including trying to ensure that orders are on time while not disrupting the recitation schedule. One strategy is *ro’an*, or working together. For example, once there were hundreds of rice boxes orders and even thousands. We involved many students. Each student should do his or her own part. We also selected the orders when the students did not have concurrent schedules. It does seem unscheduled, but so far the business has run smoothly this way. There have never been any significant problems.”

Based on the statement above, an interesting thing can be obtained that the strategy used is the power of mutual cooperation. The coordinator of each business unit regulates how many students are involved in a production process, with a different division of labor. They take advantage of the large number of students. So, every production activity for a particular business does not take long because it is done together or what is commonly referred to as *ro’an* in pesantren.

### **Implementation of Entrepreneurship Education Strategy in Realizing the Independence of the Pesantren Jawaahirul Hikmah Tulungagung**

On various occasions, when he was still alive, KH Mochamad Zaki emphasized that reciting the Quran for the students was the main thing. Everything that is done by the students while at the pesantren must be with the intention of learning. Entrepreneurs are no exception. One of the principles in entrepreneurship instilled by the kiai is to keep learning and innovating. The following was the statement from the teacher about the vision of the Pesantren Jawaahirul Hikmah in carrying out entrepreneurship education:

“To the students, the kiai advised to set the goals. Anything must be intended to learn and also teach. The thing that must be owned by someone in learning entrepreneurship according to Pak Kiai is to keep learning and not be easily satisfied. That is what I convey to the new students who want to study here up to this day.”

The statement above provided an explanation of the vision of entrepreneurship in Jawaahirul Hikmah. Making mistakes and failing in the learning process is something that

is common in business activities. The most important thing is to be willing to learn and to improve from mistakes that have been made previously. From this it can be seen that there is an urge that every santri must have a spirit of innovation. The vision written on the entrance board of the Jawaahirul Hikmah Islamic Boarding School is also understood by all members of society and also the students who live in the Islamic boarding school. This was stated by the teacher, F, regarding the vision and mission of Jawaahirul Hikmah.

“At Pesantren Jawaahirul Hikmah, the vision is very, very simple and not grandiose, namely safety, happiness in the world and the hereafter for oneself, family and offspring. So, whatever can lead us to safety and happiness, we will try to do that. And it must be clear too, for whom is the feeling of safety and happiness? Well, for yourself first. Because if you can feel happiness, you can definitely make your parents, relatives, and future offspring happy.”

This vision is of course also supported by special missions created to be able to fasten the achievement of the vision of the Jawaahirul Hikmah Islamic boarding school. The missions made by Jawaahirul Hikmah are as follows. First, prioritizing honesty in doing everything. Regarding this matter, every Islamic boarding school emphasizes its students to be able to express honesty, which sometimes feels even bitter for good.

Second, advancing formal and early education within the scope of the Jawaahirul Hikmah Foundation. As is well known, in Jawaahirul Hikmah there are indeed formal schools at several levels. It always strives to be able to compete with other formal schools in terms of optimizing education, so that the pesantren can produce graduates who do have competence in each formal subject. Meanwhile, for the diniyah lesson, Jawaahirul Hikmah always balances formal and early education so that the students or santri still receive complete religious education.

Third, develop the pesantren in all aspects. This long-term development was followed by several types of businesses initiated by Jawaahirul Hikmah. Apart from being an independent Islamic boarding school, Jawaahirul Hikmah also opened business units such as convection, freshwater fish farming, catering, and processed bananas in the form of chips, and so on. This development, in addition to increasing the welfare of Islamic boarding schools, is also a means of learning for students to become entrepreneurs.

### **Implications of Entrepreneurship Education in Realizing the Independence of the Pesantren Jawaahirul Hikmah Tulungagung**

As stated in the previous presentation, all business units managed by the santri and the administrators of the Jawaahirul Hikmah Islamic Boarding School are intended as lessons for the santri. If you get profit from the business being run, it will be fully used for the benefit of the pesantren. The following is what LS, head of Islamic boarding school administration, said about the benefits of entrepreneurship program run by Jawaahirul Hikmah:

“There are almost 340 junior high school and high school students here as well as the administrators. 50% of the school fee is taken from cross-subsidize of the business. So, every month, the students should only pay Rp. 400,000 for the boarding school fees including 3x meals and for the school fee of Rp. 100,000.”

The explanation above provides an understanding that the results of the business carried out in Jawaahirul Hikmah are used to provide subsidies to the santri. It is not half-



hearted, the profits from businesses that are run in Jawaahirul Hikmah at least provide subsidies to half or 50% of the students' fee in Jawaahirul Hikmah. This number is relatively huge considering the number of students of Jawaahirul Hikmah reaching 300 people. As stated by MA, one of the senior students at the Jawaahirul Hikmah Islamic Boarding School:

“It is admitted that in the Islamic boarding school financial administration system, the management can still be said to be conventional. But apart from that, all the funds that came in were very transparent, starting from the entrance fee at the boarding school, funds from the sale of products managed by the Islamic boarding school, such as drinking water, chips and so on, were also very transparent.”

According to MA, transparency really needs to be done so that it can be easily accounted for. Moreover, the sales proceeds from each of these business units are also used for the benefit of the students and the entire community of the Pesantren Jawaahirul Hikmah. So, definitely transparency is guaranteed.

## DISCUSSION

The first strategy carried out by the institution is to identify the environment that belongs to both the internal and external environment. From the data found in the field, it proves that the pesantren has a very supportive environment. Meanwhile, Akdon (2006) stated that studying the internal aspects included the ability of the pesantren organization or institution to obtain strategic benefits in achieving its vision and mission.

The implementation of entrepreneurship education carried out by the Jawaahirul Hikmah Islamic boarding school in realizing institutional independence begins with the implementation of the vision, mission and entrepreneurship education program as a guide for student creativity. Zimmerer cited in Anwar (2014), entrepreneurship is the result of a disciplined and systematic process that uses creativity and innovation to meet market needs and opportunities.

Based on the results of the research that the researchers obtained in the field, it is known that the implementation of facilitation at Islamic boarding schools is carried out in the following ways. First, the idea of developing a business unit from the santri is conveyed to the “kiai” or “nyai”. Second, it gives flexibility to the students to manage and develop their business units. Third, the caretaker of the boarding school acts as a supervisor and manager of the students' entrepreneurial activities. Fourth, senior santri who have expertise in certain fields, are lined up to become tutors in entrepreneurship education. It is hoped that this entrepreneurship education can bring about learning outcomes in the form of economic empowerment by young entrepreneurs, who can read opportunities, and are able to find good breakthroughs to encourage added value in the economic sector, both for themselves and also for the people around them (Ahwarumi & Sawarjuwono, 2017). Entrepreneurship education built by Islamic boarding schools is able to provide significant implications in realizing the independence of Islamic boarding schools. This was evidenced by the results of research conducted at the pesantren.

The first implication is in terms of institutional independence. This institution has succeeded in being independent in terms of financing the operational costs of Islamic boarding schools. Profits obtained from business results are used for the institution's operations, such as paying for electricity, paying the salaries of ustadz and ustadzah as well as the cost of education for students. In addition, pesantren periodically provide assistance

to underprivileged residents around the pesantren and carry out periodic and continuous development, as an implication of the institution's economic independence. This certainly has a positive impact on the development of Islamic boarding schools as a whole. Another impact felt is that the extracurricular activities of Islamic boarding schools continue to grow, both in the form of business units and in the form of other extra-curricular activities (Sanjaya et al., 2021).

The second implication is the growing mentality and entrepreneurial spirit of Islamic boarding school students. This is evidenced by the students being given the freedom to manage and develop entrepreneurial units. Then there were some alumni who have successfully started entrepreneurship after graduation, the high enthusiasm of the students in running the entrepreneurship unit belonging to the Islamic boarding school, the students are careful in reading opportunities and overcoming challenges in entrepreneurial activities. In addition, senior santri who have expertise in certain fields are lined up to become tutors in entrepreneurship education. Meanwhile, the role of the caretaker of the pesantren is as a supervisor and manager of the students' entrepreneurial activities (Dermawan et al., 2021).

The third implication is increasing the quality, competitiveness of institutions and graduates of Islamic boarding schools. This is evidenced by the fact that Islamic boarding schools continue to survive and develop amidst the growth of Islamic boarding schools on the island of Java. In addition, the students not only master religious knowledge but are also capable in the field of entrepreneurship. Then there is a great sense of responsibility and hard work done by the students in managing the Islamic boarding school business unit ((Saifudin, 2019).

## CONCLUSION

Based on the focus, questions, data exposure and research findings on entrepreneurship-based education management at the Pesantren Jawaahirul Hikmah Tulungagung, the results of this study could be summarized as follows: First, the entrepreneurship education strategy used is students' engagement in each stage of activity of entrepreneurship and designing meaningful learning. Second, the implementation of entrepreneurship education carried out by the Jawaahirul Hikmah Islamic boarding school in realizing institutional independence began with the implementation of the vision, mission and entrepreneurship education program as a guide for student creativity. Third, the implications of entrepreneurship education the pesantren were realized by subsidizing half of the students' fee from the business profit and transparent finance. For other researchers interested to conduct similar research, they can investigate students' opinions or perspectives on the entrepreneurship program at similar pesantren. They might also conduct the research quantitatively by giving out questionnaire about the entrepreneurship program at pesantren.

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