
Building the Entrepreneurial Spirit of Students: The Case of an Islamic Boarding

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Abstract

This research aimed to analyse the entrepreneurial spirit of students in Islamic boarding schools. It used a qualitative approach. This research was conducted in Nurul Iman Islamic boarding school students. The data were obtained through observation and interviews. The data analysis techniques used were data collection, reduction, data presentation, verification, and conclusion. Researchers' findings and analyses led them to the conclusion that the implementation of the program to develop the entrepreneurial spirit of students at the Islamic boarding school applies life skills education ranging from hard skills to foster the independence of students in developing an entrepreneurial spirit.

Keywords

Entrepreneurial spirit, hard skill, Islamic boarding schools, life skill education, soft skill

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Introduction

Pondok Pesantren or Islamic boarding school is Indonesia's first Islamic educational institution and a facilitator for educational progress in Indonesia. The presence is the contribution in the context of teaching the nation's life and giving birth to intellectual cadres who are ready to recognize their scientific potential in the community. It is proven to have made its alumni become leaders of national and international reputation. Therefore, Islamic boarding schools work as a creator for truly patriotic national cadres; cadres who are willing to die for the sake of fighting for the nation can give all their time, property, and even their souls (Anwar, 2017).

Islamic boarding schools effectively read the conditions of the times by giving rise to an entrepreneurial curriculum. It is according to the example of the Prophet Muhammad, as a trader at the beginning of his preaching. Thus, Islamic boarding school incorporates an entrepreneurship curriculum to produce a strong and independent generation under the mandate of the Republic of Indonesia Law No. 20). 2003 concerning the National Education System (*Sisdiknas*), namely education must be able to produce ready-to-use products with good faith, piety, and morals.

Today, many students and alumni have a spirit of independence, such as working in the business or entrepreneurship sector. It has been demonstrated that with the pattern of life that endures and is what it is, he is still able to exist and even grow himself, not only having benefits but also having an impact felt by the surrounding community that most pupils have an entrepreneurial spirit that can be described as successful enough. After graduation, only a few of the students became unemployed. Their belief will earn a living and sustenance from Allah SWT become a power for them to survive with their relatives. These students have an unyielding philosophical foundation from a doctrine in the Islamic boarding school.

According to recent research, it has been found that entrepreneurial spirit and skills can be transmitted and taught systematically. It means, with just a little political will, this social entrepreneurship education can enter the world of Indonesian education. Thus, creating new social entrepreneurs process can be slowly developed to support Indonesia's development progress (Wibowo & Nulhaqim, 2015).

The task of education can be seen from at least three approaches. The three approaches are education as a potential developer, the process of cultural inheritance, as well as the interaction between potential and culture so that as a potential developer, the task of educators is to find and develop the basic abilities possessed by students so that they can be acculturated in everyday life. To achieve the above objectives, in the current era of globalization, society is experiencing rapid changes, which demands the need for effective school entrepreneurship according to the entrepreneurship competence of school principals.

Now, the concept of entrepreneurship is still developing in the world of Islamic boarding schools. Entrepreneurship is an attitude, soul, and ability to create something new that is very valuable and useful for everyone. Entrepreneurship is a mental attitude and mindset that is always active or creative, empowered, creates, works, and is humble and tries to increase income in its business activities. Someone with an entrepreneurial character is

always dissatisfied with what he has achieved. Entrepreneurs are people who are skilled at utilizing opportunities to develop their businesses to improve their lives.

Based on a preliminary study at the Nurul Iman Islamic boarding school, Sebapo District, Muaro Jambi Regency, the students participated in and studied several business units built by the Islamic boarding school as a place for training and developing the entrepreneurial spirit of students as follows carpentry, welding, fashion, catering, fish cultivation, and Islamic boarding school cooperatives. The establishment of this business unit is a place for students to practice, and we also bring the teachers from outside the school to learn how to weld and carpentry. This unit is also an effort to make Islamic boarding schools independent in the economic sector.

Literature Review

The entrepreneurship and history

The term entrepreneurship was first introduced in the early 18th century by the French economist Richard Cantillon. According to him, an entrepreneur is "*an agent who buys means of production at certain prices in order to combine them*" (Murphy, 1986). The etymological meaning of entrepreneurship/entrepreneur comes from Sanskrit, consisting of three syllables: "*nira*", "*swa*", and "*sta*". *Wira* means superior human, exemplary, tough, virtuous, big-hearted, brave, hero, pioneer, warrior/warrior of progress, and has a great character. *Swa* means alone, and *Sta* means standing (Ministry of Education and Culture, MoEC, 2013).

The term entrepreneurship comes from the translation of entrepreneur, which in English is known as *between taker* or *go between*. In the middle ages, the term entrepreneur was used to describe an actor who led a production project. The complete concept of entrepreneurship was put forward by Josep Schumpeter, namely as a person who breaks the existing economic system by introducing new goods and services, creating new organizational forms, or processing new raw materials. That person carries out their activities through new or existing business organizations (Ministry of Education and Culture, MoEC, 2013).

In addition, the definition of entrepreneurship according to the Presidential Instruction of the Republic of Indonesia (INPRES) No. 4 of 1995 concerning the National Movement to Communicate and Cultivate Entrepreneurship is the spirit, attitude, behavior, and ability of a person to handle businesses or activities that lead to efforts to create, implement new ways of working, technology and products by increasing efficiency to provide better service and earn greater profits (Ministry of Education and Culture, MoEC, 2013).

Entrepreneurship is a process of applying creativity and innovation in solving problems and finding opportunities to improve life (business and work). Entrepreneurship is a function that includes the exploitation of opportunities that arise in the market or the world of work. The exploitation is related to the direction and combination of productive inputs. An entrepreneur is always required to face risks or opportunities that arise and are often associated with creative and innovative actions (Sandiasa, 2009).

Entrepreneurship first appeared at the beginning 18th century with new inventions such as the steam engine, spinning machine, and others. Their primary goal is the growth and expansion of the organization through innovation and creativity. Profit and wealth is not the primary goal. In simple terms, the meaning of entrepreneur is a person who dares to take risks to open a business in various opportunities and dares to take risks, which means being mentally independent and dare to start a business without being overwhelmed by fear or anxiety, even in uncertain conditions (Kasmir, 2007).

Entrepreneurship is a skill that is essential in the 21st century given the limited support of natural resources for the well-being of the world's population, which is expanding and increasingly competitive. The spirit and spirit of entrepreneurship that is established and refined well since adolescence will be able to produce innovative human resources that can free the nation and country from dependence on natural resources. Of course, what is needed is entrepreneurship which has a high impact on growing economic production in supporting the nation's welfare through original works creation (Ministry of Education and Culture, MoEC, 2014).

Entrepreneurship in the world of education

The notion that educational institutions only seek knowledge, then look for work, must be altered to seeking knowledge and implementing it in the field. Thus, national education must be able to bring educated generations to produce jobs. Entrepreneurship education that is taught from the start can modify the sort of national education that has already become a poor bureaucracy since it is just focused on developing a new generation that simply fills offices. With the fact that the educated unemployment rate is increasing from year to year, currently, this form of bureaucratic schooling does not deserve to be allowed if it is continued.

Increasing the pool of available labor can be achieved through enhancing educational standards. However, according to Sukristin (2016), the level of education in Indonesia is still very low compared to surrounding nations such as Malaysia, Singapore, and Brunei Darussalam. Hence, the quality of Indonesia's human resources is still low. Therefore, Indonesia is now facing two problems in human resources, namely challenges from within and abroad. Indonesia's economic condition is getting worse day by day, so there are many unemployed everywhere. It is because many junior high school graduates do not continue to high school, as well as those from high school who do not continue to university, while their skill set is very lack. Meanwhile, from abroad, the challenges are very complex, including the agreement between AFTA (Asean Free Trade Area) and ALFA (Asean Free Labor Area). The consequence is that Indonesian workers must have good human resources and be able to compete with workers from outside, especially in ASEAN countries.

Seeing these conditions, the world of education must be able to play an active role in preparing human resources who can face various life challenges locally, regionally, nationally, and internationally. They are not only sufficient to master the theories but are also willing and able to apply them in social life and can solve various problems faced in everyday life.

Education that can overcome the above is the most appropriate education that is oriented toward the entrepreneurial spirit, namely a brave soul and able to face the problems of life and life naturally, a creative soul to find solutions and overcome these problems, and an independent spirit and not dependent on other people. One of the entrepreneurial spirits that need to be developed through early childhood education is life skills.

Entrepreneurship competence

Entrepreneurship-minded education is an education that applies principles and methodologies toward the formation of life skills for students through a curriculum developed in Islamic boarding schools. The framework for developing entrepreneurship among educators is felt to be essential because educators are "Agents of Change" who are expected to be able to instill characteristics, traits, and character as well as an entrepreneurial spirit in their students. In addition, the entrepreneurial spirit is also very necessary for an educator because, through this spirit, educators will have a work orientation that is more efficient, creative, innovative, productive, and independent (Kompri, 2015).

By having some of the basic skills above, a person will have the ability (competence) in entrepreneurship. Ten competencies must be owned by entrepreneurs, namely: (Dan & Bradstreet Business Credit Service).

- Knowing your business, which must know what kind of business, will be done. An entrepreneur must know everything that has to do with the business or business that he will do. For example, a person who will do a hotel business must know about hospitality. For a computer marketing business, he must know how to market computers.
- Knowing basic business management, namely knowing the basics of business management, for example, how to design a business, organize and control a company, including being able to calculate, predict, administer, and record business activities. Knowing business management means understanding the tips, ways, and processes and managing all resources effectively and efficiently.
- Having the proper attitude, namely having the right attitude toward the business he does. He must act as a trader, industrialist, a real businessman, and not half-hearted.
- Having adequate capital is having sufficient capital. Capital is not only in the form of material but also moral. Trust and determination are the primary capital in a business. Therefore, there must be enough time, enough money, energy, space, and mentality.
- Managing finances effectively, namely having the ability to manage/manage finances effectively and efficiently, find sources of funds and use them appropriately, and control them accurately.
- Managing time efficiently, namely the ability to manage time as efficiently as possible. Organize, calculate, and keep the time according to the needs.
- Managing people, namely the ability to plan, organize, direct, move (motivate), and control people in running the company.
- Satisfying customers by providing a high-quality product is to give satisfaction to customers by providing quality, useful, and satisfying goods and services.

- Knowing how to compete, namely knowing the strategy/how to compete. Entrepreneurs must be able to uncover strengths, weaknesses, opportunities, and threats from the start and competitors. He must use a SWOT analysis both against his early and against competitors.

- Copying with regulations and paperwork, namely making clear rules/guidelines (expressed, not implied) (Ruswandi, 2012).

Some characteristics that are most needed to support the emergence of an entrepreneur with the opportunity to be successful, namely:

- The power of motion (drive), such as initiative, enthusiasm, responsibility, perseverance, and health.

- Thinking abilities, such as original, creative, critical, and analytical ideas.

- Ability to build relationships (competence in human relations), such as easy to get along (sociability), having a stable emotional level (high EQ), friendly, helpful (cheerfulness), cooperative, considerate, and wise (tactfulness).

- Able to convey ideas (communication skills), such as being open and able to convey messages orally (speaking) or in writing (memo).

- Special skills (technical knowledge), such as mastering the production process or service in their field, and knowing where to get the information needed (Irianto, 2015).

In addition to skills and abilities, entrepreneurs must also have a balanced experience. There are 4 (four) primary abilities needed to achieve a balanced experience for successful entrepreneurship, namely:

- *Technical competence*, namely having competence in design (know-how) under the form of business to be chosen. For example, the ability in production engineering and product design. He must know how goods and services are produced and presented.

- *Marketing competence*, namely having competence in finding suitable markets, identifying customers, and maintaining company viability. He must know how to find specific market opportunities, such as customers and special prices that competitors have not managed.

- *Financial competence*, namely having competence in finance, managing purchases, sales, bookkeeping, and profit/loss calculations. He must know how to get funds and use them.

- *Human relations competence*, namely competence in developing personal relationships, such as the ability to relate and build relationships of inter-company partnerships. He must know healthy interpersonal relationships (Irianto, 2015).

Fostering the entrepreneurship spirit of students at Islamic boarding schools

Islamic boarding schools have tried to develop the spirit of entrepreneurship in students as expected by the challenges of the times. Lupriyono and Wacik stated that the entrepreneurship strategy includes developing a vision, encouraging innovation, and structuring the entrepreneurial climate (Irianto, 2015).

- Vision/Mission Development. The first step in entrepreneurship of educational institutions is to formulate a vision/mission. Vision or mission is a picture of the ideals or wishes of the school to be realized in the future. The school's vision must be formulated clearly, and concisely and contains real support for realizing entrepreneurial change or innovation (Irianto, 2015).
- Innovation. Concerning the school's entrepreneurial spirit, this strategy means cultivating and developing original and innovative ideas. Therefore, every school principal in entrepreneurship is required to have an innovation agenda. This innovation agenda becomes a specific and primary tool in a school's entrepreneurship strategy. The innovation agenda that is owned naturally refers to the quality set or quality criteria that reflect the needs and expectations about education in schools from all interested parties. As an alternative, two primary elements can be considered for the innovation agenda. The first is the internal element of the school institution, and the second is the external element of the school. The internal elements of school institutions that can be studied include a) Learning experienced by students, b) Development of curriculum/education programs, c) Professional competence of teachers and development of teaching systems, d) Infrastructure and development of educational facilities/facilities, e) Education funding, f) School culture development and g) Management behavior itself. Meanwhile, external elements of the school institution that can be studied include a) the attention and participation of parents/community and b) Natural conditions and the sociocultural environment of the community. The innovation agenda is an example of a program that reveals the entrepreneurship of the two elements of the school (Irianto, 2015).
- Intrapreneurial Climate Structural. This strategic step is a process of forming elements and an atmosphere that supports the implementation of the innovation agenda. In this case, the commitment of the principal's management and leadership and the professionalism of the staff/teachers are very much needed. The pressure of structuring the entrepreneurial climate is on improving efforts for the implementation of innovation projects. It means that this strategy emphasizes the organization's internal processes, namely the efforts made by the school to strengthen its management system. It cannot be separated from the demands for changes in entrepreneurship in the management pattern itself. The ability to describe educational policies that apply in the area, transformational and visionary leadership, ability to manage change, make decisions, and develop profitable networks are several demands that must be met by school principals in developing the intended strategy. This strategy is a corporate venture, which is an internal organizational process that is essential for developing products, processes, and technology. They are all institutionalized for long-term prosperity (Irianto, 2015).

▪ Entrepreneurial Spirit Motivating. Motivation is the process of generating, directing, and strengthening behavior toward a goal. Motivation is the background of individuals to act to achieve definite goals. Motivation is the willingness of individuals to expend various efforts in meeting their needs. Motivation can be observed from the tension experienced by individuals. The greater the tension, the higher the level of effort shown by the individual in achieving his goals. In entrepreneurship, the motivation role, especially the motivation to succeed, is essential because several motives that will be the drive (stimulus) for achieving success (Kompri, 2015).

One of the most significant attributes of entrepreneurs is their ability to innovate. Without innovation, the company will not be able to endure long. It is the result of customers' shifting desires and expectations. Customers will not constantly consume the same goods. Customers will turn to other brands if they cannot find what they look for here. As a result, the company will have to keep coming up with new ideas if it wants to stay in business (Ministry of Education and Culture, MoEC, 2010). In addition to innovation, marketing also needs to be done. Marketing is an organizational function and a set of processes for creating, communicating and delivering value to customers and managing customer relationships in ways that benefit the organization and its shareholders (Kotler & Keller, 2009).

Methodology

This research uses a qualitative approach. A qualitative approach is a research approach that requires a deep and thorough understanding of the object under research to answer the problem, obtain data, and then analyze it and obtain research conclusions in definite situations and conditions. Qualitative research has various definitions, but Creswell (2015) defined it as an attempt to interpret the existing reality with several scientific interpretations (Creswell, 2015). Furthermore, Taylor et al. (2015), defined qualitative as a research procedure that produces descriptive data in the form of written words or verbal from people and observed behavior. This approach is directed at the background and the individual holistically (whole) (Taylor, 2015). The data were obtained through observation and interviews. The data analysis techniques used were data collection, reduction, data presentation, verification, and conclusion.

This research was carried out at Nurul Iman Islamic boarding school. In 1994, the Nurul Iman Islamic boarding school was a group of recitations organized by Mr. Kiyai Sochieb and Mrs. Nyai Hj. Siti Bachriyah then as long as the growing number of students expanded to several areas such as Penerokan, Bahar River, Batanghari River, Tanjung Jabung, Bangko, Musi Banyuasin, to extend to the provinces next to Riau and Palembang. Seeing the community's enthusiasm for studying religion, KH Sochieb and Nyai Hj. Siti Bakhriyah established the dormitories as lodging places for students whose domicile was far from the boarding school.

Over time, thanks to the grace of Allah SWT, the students of the Nurul Iman Islamic boarding school experienced rapid development. Seeing the dynamics of the development of Islamic boarding schools and the needs of the community, several educational institutions have now been developed such as Madrasatul Khuffadz, Madrasah Salafiyah I, II, III, and IV, as well as Majlis Ta'lim. To respond to the challenges of an increasingly complex era, the

Nurul Iman Islamic boarding school has developed a public education institution. In 2001, on waqf land, Al-Arief Islamic Middle School and High School were established under the auspices of the Nurul Iman Islamic boarding school. The existence of this public education cannot be separated from the Nurul Iman Islamic boarding school.

Findings

The notion that the boarding school only seeks knowledge and then looks for work must be changed to seek knowledge and apply it in the field. Thus, national education must be able to bring educated generations to create jobs. Entrepreneurship education taught from the start can modify the sort of national education that has already become a poor bureaucracy since it is just focused on developing a new generation that only fills offices. With the fact that the educated unemployment rate is increasing from year to year, this type of bureaucratic schooling does not deserve to be allowed to continue.

Opening a new business unit is not an easy thing, of course, there are many hurdles, both in terms of lack of funds, execution that is not in line with the plan, loss of results, and so on, so that entrepreneurship education training activities do not go well and do not improve. The business units of the Nurul Iman Islamic boarding school have all gone through a meticulous planning process so that till now they are still running well and even enjoying development, in the sense of rising assets and turnover in each business unit. Some of the business units of the Nurul Iman Islamic boarding school Muaro Jambi are as follows:

- Carpentry
- Welding
- Fish cultivation
- Culinary art
- Fashion
- Islamic boarding school cooperative

The results of the interview with the leadership of the boarding school said that: "In opening these business units, of course, it is not just open, but based on careful planning with definite considerations, by looking at the capabilities possessed by Islamic boarding schools.

Based on research observation data in the field, the entrepreneurship training strategy for students at Nurul Iman Boarding School is good. It is based on the fact that every day the officers must leave and return at the stated time, the presence of the chief executive as the person in control in the field, and the obligations or responsibilities of each business unit officer in line with his position and tasks.

One of the entrepreneurial activities in this boarding school is carpentry. This increase in the entrepreneurial spirit of students in the carpentry field is based on the high level of current development, it is of course, an opportunity for graduates to be independent, to realize students who are proficient in carpentry, *Kyai* provides facilities and infrastructure to recruit teaching staff, based on the results of interviews with TF carpentry teachers are permanent employees who are authorized by the *Kyai* in making tables, chairs, cabinets and so on, and teach carpentry students. From the data above, the carpentry teachers are

permanent and have expertise in the carpentry field, assigned by the *Kyai* to provide guidance and direction for the students.

From the results of the observations, the teacher starts his practical activities by asking about the ability of students who follow the practice of carpentry, starting from the introduction of tools to make work materials such as cabinets, tables, chairs, etc. In its implementation outside of school hours which are included in extra-curricular activities, namely, Saturdays starting at 15 to 16.30 WIB while Sundays starting at 7.30 to 10.00 WIB. It is not required for students, yet for anyone with a carpentry spirit, the number of students who routinely follow this carpentry practice is 15 students. The results of the interviews and observations above show the efforts of Islamic boarding school leaders to develop the entrepreneurial spirit of students.

Welding is one of the forms of entrepreneurial knowledge that was developed by the Nurul Iman Islamic boarding school. In its implementation, the *Kyai* looks for a student mentor with skills in welding. The results of interviews with teachers who are authorized by the *Kyai* to become a teacher in welding say, *“I have a certificate expertise from the welding field obtained from the work training center (BLK), armed with this knowledge, I guide students on how to weld and what tools are used.”*

Apart from working in carpentry and welding, another entrepreneurial activity at the Nurul Iman Islamic boarding school carried out by the students is raising fish. The Nurul Iman Islamic boarding school provides supporting facilities to carry out these activities, namely a fish pond in the Islamic boarding school area. For this fishery sector, *Kyai* appointed *Ustadz* Gunarso as the field coordinator because he already had experience in catfish breeding before staying at the Nurul Iman Islamic boarding school. Entrepreneurs in the fisheries sector consist of male and female students, chaired by Ahmad Fadil who is in the 3rd grade of Vocational High School. They are both responsible for teaching their group members how to cultivate catfish and tilapia. Four fishponds are used for fish cultivation, each size 5x20 meters. The number of ponds used for catfish is two, and for tilapia is two.

Catering is an extracurricular entrepreneurial education that aims to equip students with the competence to cook and sell their food to other parties. The delegation of *Kyai* to culinary teachers with a culinary background education experience is very supportive of the efforts of the Islamic boarding school leadership in developing the students' entrepreneurial spirit.

In increasing the empowerment of teachers in teaching the culinary field, the Islamic boarding school has provided facilities and infrastructure for this. Although it is still very simple, it does not slack the enthusiasm of the *Ustadz* and students in learning to cook. Based on the observations, there is a catering laboratory which is a former class for learning, not a special laboratory provided for culinary practice.

In an interview with NY, a teacher who teaches culinary arts said: “Culinary lessons provide an allocation of 6 hours face-to-face, it is held every Friday at the end of school hours and continues on Sundays, it is the policy of the Islamic boarding school leadership as an effort to overcome limited facilities and infrastructure, seeing the enthusiasm of the students in learning these culinary arts, the boarding school will conduct building developments or in a special place in learning about culinary.”

In the learning process, the teacher prepares the material that has been prepared at the beginning of the semester to be taught in the learning process, then distributes recipes ranging from simple things to a stage that is difficult to practice, with limited facilities and infrastructure the teacher can create a conducive learning environment, the teacher divides the students into several groups to complete a recipe that has been distributed.

The results from the production of cakes, both pastries, and cakes made in the learning process, are used for own consumption and sold to students and in the Islamic boarding school environment, seeing from this very productive culinary development, the school plans to build a bakery where the production will be sold in the Islamic boarding school environment and the community around the Islamic boarding school. The efforts to awaken the entrepreneurial spirit of students are the primary priority of the Islamic boarding school leadership for the independence of students after completing their education at the Islamic boarding school.

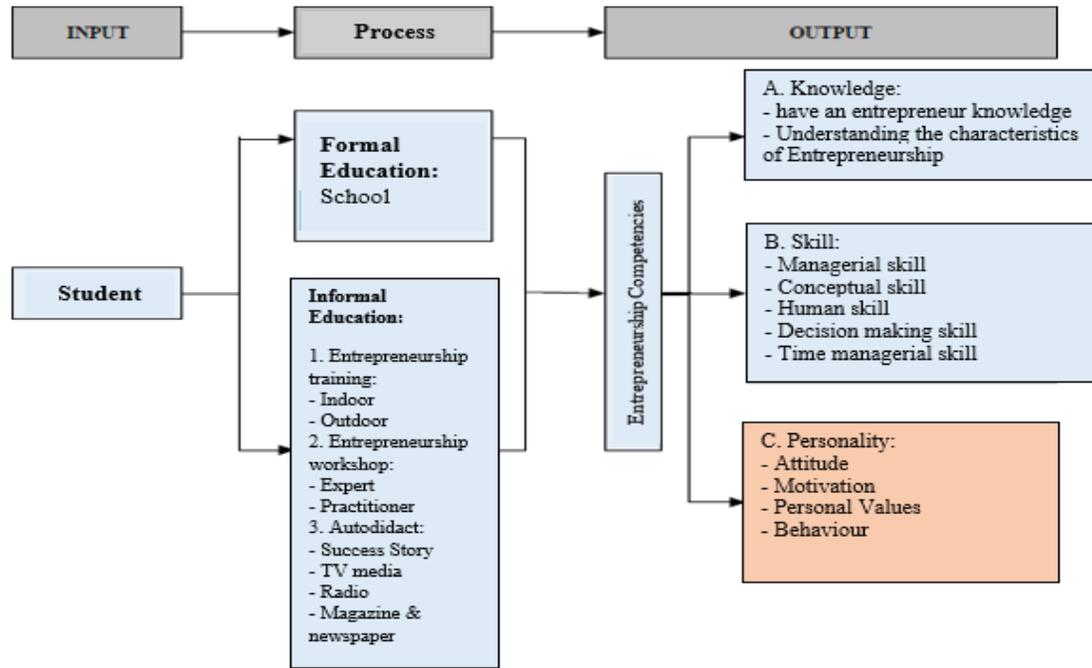
Interviews with cooperative administrators said: cooperatives are boarding school-owned businesses to provide for the daily needs of students and empower students. Implementation of entrepreneurship training at the Nurul Iman Islamic boarding school is the business field of Islamic boarding school cooperatives. In the implementation process, this cooperative is managed entirely by the students of the Islamic boarding school. From the results of observations and interviews at the Nurul Iman Islamic boarding school, the leadership's efforts in developing the entrepreneurial spirit of students have been carried out optimally because this Islamic boarding school is based on a vocational school, running a business is a demand from this Islamic boarding school educational institution.

Discussion

Now is the time for children to be taught from the beginning to recognize various types of entrepreneurship as an alternative to face the future beyond the dream of becoming an office employee. The *priyayi* mentality as the inferior bureaucracy consequence, which has been the current type of national education, must begin to be abolished because the facts show that job vacancies in the office are always limited. On the contrary, work opportunities outside the office are wide open for all generations.

The implementation of entrepreneurship education at the Nurul Iman Islamic boarding school offers several choices of life skills with quite a lot of variants, ranging from general skills such as personal skills, self-potential awareness skills, rational thinking skills, and social skills to specific skills such as academic and social skills or even vocational skills. In this research, the researcher focuses more on specific skills, namely academic skills and vocational skills. The concept of the life skills program developed at the Nurul Iman Islamic boarding school is vocational skills that refer to the vision and mission of equipping foster children with various skills and abilities that can become life experiences in adulthood: including being optimistic about fate, broad-minded, polite and have a noble character, and able to solve the problems of life (becoming human beings). As a result, the following figure will serve as a model for the development of the entrepreneurial spirit:

Figure 1. The Conceptual model of student entrepreneurial spirit formation



In the model above, the entrepreneurial spirit of the student (*Santri*) in Islamic boarding schools is trained through entrepreneurship training and independent learning from many sources, such as the internet and entrepreneurship books.

Conclusion

The implementation of the program to develop the entrepreneurial spirit of students at the Islamic boarding school applies life skills education ranging from hard skills to soft skills that are taught to foster the independence of students in developing an entrepreneurial spirit, hard skills instilling various kinds of entrepreneurial learning and training carried out, such as agriculture, plantations, animal husbandry, fish cultivation, managing cooperative boarding schools, catering, fashion, carpentry, and so on. Meanwhile, the development of the students' entrepreneurial spirit in soft skills was found to be independent behavior of students, doing activities independently, foreign language application in an Islamic boarding school environment, an additional course of language and rhythm of reading the Koran, and so on.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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