

Double-Track Entrepreneurial Education Model to Improve Independence Among Students of Islamic Boarding School in Malang

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history Received August 12, 2021 Revised Dec 16, 2021 Accepted Dec 20, 2021</p> | <p>This research aims to describe an entrepreneurship education model carried out in the boarding school which includes the process of instilling independent values, the management, and the obstacles during the implementation of education model. This research employed qualitative descriptive method with a case study approach. The participants of this research were the entire stakeholders in Bahrul Maghfiroh Islamic Boarding School Malang. The key informants of this research were the leader of the boarding school, teachers, and the students. The data analysis employed 6P simultaneous stages which include approach, discovery, comprehending, conforming, interpreting, and presenting. The research results show that the implementation of entrepreneurship education which applies double-track education model enables students to prepare them entrepreneurship theory in classroom and allows them to acquire actual practices in carrying out business activities in the real-life context. This model, furthermore, allows students to improve their independent thinking and creativity in carrying out business. However, this program has several obstacles to overcome such as a limited movement of students in accessing technology during the study in the boarding school.</p> |
| <p>Keywords Entrepreneurship Education Double Track Islamic Boarding School</p> | |

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I. Introduction

In all sorts of ways, the government is seeking the solution for the unemployment problem in Indonesia, one of which is by instilling education in entrepreneurship. To alleviate poverty and unemployment, entrepreneurship education that is implanted in both the society and schools and Islamic boarding schools may be a solution to open job opportunities. According to the statement (Widodo & Nugroho, 2014), the society has its own approach to address the problems of poverty and unemployment. Supporting this argument, (Anam, 2016) notes that globalization 's demands require education to be able to provide students with competitive skills, and entrepreneurship is a reliable way to meet these demands. Entrepreneurship education has been promoted to different levels of society and is carried out from an early age, not least in Islamic boarding schools, which are religiously oriented educational institutions that also concentrate a lot on providing maximum education for entrepreneurship. Entrepreneurship is a key element for any country aiming to be competitive in the knowledge-based global market since it has been

generally viewed as a method promoting economic growth, creativity, and innovation. This creativity is an important antecedent of entrepreneurial intentions (Hamidi et al., 2008). This view has led to a growing interest in developing educational programs that encourage and enhance entrepreneurship (Boldureanu et al., 2020).

In Islamic boarding schools, entrepreneurship education is not only included as knowledge in entrepreneurial practice, but also as a requirement for them after graduating from boarding school. This kind of school becomes an agent of change in society, so the school is expected to be able to empower the surrounding community in an effort to improve the welfare of the Islamic boarding schools itself but also the surrounding community (Zaki et al., 2020). To be sustainably successful, entrepreneurs need a resilience capacity that enables them to overcome critical situations and even emerge from failures and crises stronger than before (Duchek, 2018). In compliance with the standards of the boarding school, so that after graduating from the boarding school, students can develop independently without upsetting their parents

and be able to open their own businesses. For this objective, according to Winarno, (2009), the cultivation of entrepreneurship education applied in schools is very important to life. If students have the opportunity with entrepreneurial orientation from an early age, they will have ample provisions that will be very useful later if they establish an independent company, and according to (Zou, 2015) A study conducted on college students in China conclude that entrepreneurship education should be included in development plan, personnel training system, and teaching evaluation index system. This is also supported by (Ives, 2011), that many young people have started to grow their interest in becoming leaders in entrepreneurship so that they can influence changes in market places, communities, and society. Someone who has an entrepreneurial spirit are those whose personality has internalized entrepreneurial values, for instance a personality who has creative action as a value, willing to try, is strong in facing challenges, is confident, has self-determination or locus of control, is able to manage risks, sees changes as an opportunity, is able to recognize numerous choices, is able to take an initiative and needs to achieve, is perfectionist, is broad-minded, thinks that time is very valuable and has strong motivation, and all these characters have internalized values that are believed to be true, according to Kuratko (Winarno, 2009). This kind of - so called - entrepreneurs should be named "means" (Sarasvathy, 2003). They know who they are, what they know and whom they know – their own traits, tastes and abilities, the knowledge corridors they are in, and the social networks they are a part of.

There are many Islamic boarding schools that have implemented entrepreneurship education as one of the subjects for their students. One of them is Pondok Pesantren Bahrul Maghfiroh Tlogomas Lowokwaru Malang, East Java. This pesantren manages seven business units which also serve as a place for students to practice entrepreneurial values, including minimarket, canteen, organic hydroponic vegetables business, quail cultivation, catfish cultivation, mushroom cultivation, and cheese processing. Students starting from junior high and high school are invited to practice directly in the business unit provided by the boarding school. Especially high school students, the school offers a program called double-track. Double-track program allows students to be given knowledge about entrepreneurship in the classroom, and then students carry out direct practice in existing business units according to their choice. According to Zamroni, (2000) double-track program is an educational model that teaches students both theory and actual practice in the school. This kind of program is interchangeable with the professional placement model in Vocational High School but was developed for high school students for entrepreneurship course. However, the framework is

not intense as the vocational high school student received. Students are given the opportunity to carry out actual activities that are supervised by experts in their respective business units. The boarding school also have the right to acquire entrepreneurship knowledge so that they can compete with other formal school graduates. Consequently, the development of entrepreneurship courses in the formal education such as senior high school as well as boarding school, and in the context of higher education can reduce the number of unemployment rates and poverty in Indonesia. In Malaysia, Universitas Kebangsaan Malaysia contributes to the development of entrepreneurship in Malaysia, including contribution to small and medium enterprises. In Malaysia, these enterprises are facing obstacles in the international market: economic recession, problems related to global economic productivity, lack of government support, lack of cooperation between small and medium enterprises and multinational corporations, intellectual property and bankruptcy issues, lack of legal knowledge, information, and communication technology (ICT) issues, and insufficient consideration for product branding (Muhammad et al., 2010). The background of the implementation of entrepreneurship education in the boarding school environment is the fact that the current boarding school not only teaches religious knowledge, but has also taught the practical science, for instance developing business through entrepreneurship education. Entrepreneurship education which is implemented in Islamic boarding schools can help foster an entrepreneurial value in the students. Entrepreneurship education through teaching contents and practice aims to enhance students' entrepreneurial capability and promote inspiration of entrepreneurial learning through teaching content and practice (Wang et al., 2021). It is expected that after graduating from the boarding school students can apply this knowledge by opening their own business. In addition, this is very good for reducing the community's poverty and unemployment. Furthermore, the internalization of human entrepreneurial values will impact the human personality itself and become a reference for growth, organization, and integration processes in the personality system (Akbar, 2007). Bahrul Maghfiroh Islamic Boarding School also implements good entrepreneurial values hence it promotes and fosters an entrepreneurial value in students. This entrepreneurial value is represented by the attitude of students who can carry out activities related to entrepreneurship when managing business in the business units of the boarding school within the double-track program.

In each implementation, the integration of values carried out at the Bahrul Maghfiroh Islamic Boarding School has supporting and inhibiting factors. Mentoring is carried out by the supervisor in each unit, who is tasked with providing knowledge to students who

practice there, conducting assessments and evaluation activities, so that the implementation of entrepreneurship education carried out by students in the business unit can be carried out well. For institutions to face obstacles, what is very important is to conduct assessment and program development so that double-track entrepreneurship can be developed, and challenges can be overcome. Starting from this explanation, this study aims to identify the characteristic of education programs for entrepreneurship, the process of planting values, management, and the barriers faced are identified.

II. Method

This research used a qualitative descriptive approach and employed a case study design. The data were obtained through non-participatory observation, in-depth interviews, and documentation. The dimensions studied related to entrepreneurship education were related to planning, internalization processes both in the existing formal education environment and in the teaching process at the boarding school, evaluation models and their impact on the development of the entrepreneurial values of the students. The key informants included the board director of the boarding school, school principal, teachers, and students. Data were analyzed using the 6P simultaneous stage model (Winarno & Robfi'ah, 2020) which includes the stages of approach, discovery, comprehending, conforming, interpreting, and presenting.

III. Results and Discussion

A. *Forms of Entrepreneurship Education*

This research found that the Islamic boarding school does not focus on the religious knowledge and education, but also, they prepare the students to be able to acquire actual knowledge regarding entrepreneurship values. Entrepreneurship education is not only given when there is learning in the classroom but also outside the classroom such as when the learning process is taking place and extracurricular practices and when it is loose. The design education mostly focuses on design skills, originality and creativity, in brief, an idea or viable concept that can be produce or distribute to market (Gunes, 2012). Since 2017, business units have also been pioneered as learning vehicles for students. In the boarding school, the entrepreneurship education is not only given to the students during the lesson process in the classroom, but also is provided in the outside classroom through extracurricular activities. All students are involved in activities with a specialization subject that is carried out at the beginning of entering school. Students are invited to make decisions based on their desired interests. This decision-making skill is the distinctive characteristics

of an entrepreneur. According to Mitchell et al. (1999); Munandir, (1996) it is shown that in making decisions about a career or work can be done using Krumboltz theory, which is a theory that considers personal and environmental importance as factors that determine decisions about one's career or work. This Specialization subject known as double-track program trains students so that they can make decisions that will affect them in the future.

The term used in learning at this school is double-track program as it is also termed by Zamroni, (2000) where the activities are identical with the Vocational High School program called professional placement. This program allows students in the boarding school to acquire both the theory and the actual practice of the theory. According to Hakim, (2010) entrepreneurship programs have been included in the school curriculum, especially in Vocational High Schools (SMK). Furthermore, this program will prepare students the practical skill of entrepreneurship along with the actual practice which are beneficial for them after graduating later. This is in line with the thought Akbar, (2007) which states that the cultivation of entrepreneurial values for many people is expected to be able to foster a value of creativity to do business or entrepreneurship on their own and not depend on the job availability that are increasingly narrow due to a large competitor. Cultivating an entrepreneurial spirit in Islamic boarding schools can be seen, apart from being an alternative to solving problems faced by boarding school alumnae in relation to work, as one of the bases for developing the strong values of competitiveness. Entrepreneurship courses influence entrepreneurial intention; now, we better understand why this is the case (Mueller, 2011).

Various business units which are managed in the boarding school such as BM Mart, BM Kitchen, Hydroponic cultivation, Catfish Farming, Quail Farming, Mushroom Cultivation, and Cheese Processing Production, involve the students to acquire actual practices in entrepreneurship. The students may choose the business units that they interested to. It is expected that the direct and actual practice allows students to understand more and improve their skills. It is inevitable that lesson in the classroom will offer them strong foundation of knowledge. Yet, through double-track program which offers them the actual practice improve further their skill in the real-life context. In line with Anwar's statement (Winarno, 2009) entrepreneurship-based education is education that applies principles and methodologies towards the internalization of values in students through a curriculum that is integrated with developments that occur both in the school environment and in the community as well as in the use of learning models and strategies that are relevant to the learning objectives themselves. This is also in line with Winarno, (2016) which states that

entrepreneurship education must be able to shape entrepreneurship by increasing knowledge about business and developing psychological attributes such as self-confidence, self-esteem, and self-excellence. This study confirms that the development of entrepreneurship education has also penetrated in Islamic boarding schools. The Islamic boarding school as a place to study for students has also facilitated entrepreneurship education to develop themselves in the world of entrepreneurship through the practice of these attributes that can be achieved. This is also called a pattern of psychology and behavior according to (Hong et al., 2002), because the characteristic of it is innovation.

B. Teaching/Educating the Values of Entrepreneurship Education

This study confirms that Bahrul Maghfiroh Boarding School has offered the students a comprehensive education and practice about the entrepreneurial values through the double-track program. In particular, the double-track program allows students to be independent, creative, responsible, committed to the choice and task they obtained. This is in line with Kuratno (Winarno, 2009) who states that someone who has an entrepreneurial spirit are those who have internalized entrepreneurial values in their personality which includes a personality who has creative action as a value, willing to try, is strong in facing challenges, is confident, has self-determination or locus of control, is able to manage risks, sees changes as an opportunity, is able to recognize numerous choices, is able to take an initiative and needs to achieve, is perfectionist, is broad-minded, thinks that time is very valuable and has strong motivation, and all these characters have internalized values that are believed to be true.

Through the double-track program, students also develop their potential and a competency that refers to the knowledge, skills, attitudes, values, and behaviors that people need to successfully perform a particular activity or task (Morris et al., 2013). They can choose a business unit that will be used as a place of practice according to the interests of everyone. The development of the potential is a core program established by the boarding school to build students' capacity before directly engaging in the real-life context. The development of this potential is adjusted to the selected business unit. For instance, BM Mart enables students to acquire management skills in trading, store layout management skills, product, and stock organization skills as well as skills and duties related to cashier. In hydroponics business they will be taught how to water properly, give vitamins to plants, taking care of the plants, seeding, and harvesting hydroponic products. When the students choose quail farming, they will be taught how to feed, take care of quail, harvest eggs and quails. When the students choose cheese processing

production, they will be taught how to process milk into edible cheese. The preparation of practical skills aims at developing students' capacity which is in line with (Chotimah, 2015) which states that developing students' capacity is important because when students enter the community, the students will have the ability to become entrepreneurs or establish their own work business and do not depend on another.

C. The Management of Entrepreneurship Education

Each business unit in the boarding school for double-track program is managed by the professional staff. The professional staffs in the business unit will take a role as a trainer for students' double-track program. The students are given skills and knowledge related to business management in each business unit they choose. It is in line with (Widodo & Nugroho, 2014) where education provided to students in the Islamic boarding school should not only cover religious-based knowledge or any other formal education, but also it is important to develop students' practical skills such as the values and practices of entrepreneurship. Education models are shaping the discourses and practices of education in new ways (DeJaeghere, 2013). Furthermore, by providing students entrepreneurship education during their study, it is expected that they will be able to compete in the real-life business after graduating. Furthermore, these days, the students are required to take an extra effort to compete since the availability of job vacancy is limited. When involving the business units in the boarding school, the students are involved in a technical matter. In addition, the students have acquired a good understanding to do practical work in the business. Thus, after graduating, they can deal with various situations related to business. Not to mention, some of the graduates will be recruited by the boarding school to manage the business units after graduation.

D. Constraints experienced in the implementation of activities

Every business that is carried out must have supporting and inhibiting factors that will affect the entrepreneurial learning process. Hamidah, (2018) also states that the great responsibility and competition values possessed by the principal has in providing entrepreneurial values in schools so that they are realized, certainly has these supporting factors and inhibiting factors. The supporting factor of this activity is that the location of the business unit which is close to the student dormitory makes it easier to carry out activities. The inhibiting factor is in terms of limited time therefore it has not been able to cover the activities of double-track program. Education currently offered in most countries does not promote, as it should, entrepreneurship or endow students with the much-needed "soft skills" such as leadership, responsibility,

communication skills, or proactivity (Asimakopoulos et al., 2019) The constraints found also relate to product marketing. The students have not been involved in the marketing. Meanwhile, marketing is an important aspect needed in entrepreneurial activities. Marketing according to (Keller, 2009) is an organizational function and a set of processes for creating, communicating, and delivering value to customers and managing customer relationships in a way that benefits the organization and its shareholders. Given the importance of product marketing that must be mastered by students, in the future there will be special training in marketing products from the business units in the Islamic boarding school. The business unit owned by the boarding school produces superior products which are temporarily marketed only to internal parties. As for external parties, the products are marketed by the supervisor of each unit. The students have not been able to market outside the boarding school because they are limited by the rules and time set by the boarding school which they are obliged to obey. The ability to value, interpret and apply (external) knowledge (i.e., role model influences) requires a certain level of knowledge and skills. In addition, more highly educated individuals may have more ambitious goals regarding their company and may therefore be in greater need of successful examples or support. More highly educated people are also better able to benefit from information provided by role models (Bosma et al., 2012).

IV. Conclusion

The entrepreneurship education carried out in the Islamic boarding school implements double-track program. This program allows the students at the boarding school to acquire a theoretical understanding about business and entrepreneurship in the classroom through conventional learning process which is referred as the first track. In the second track, the students are involved directly in the business unit of the boarding school to acquire an actual practice of what have been learnt in the classroom. To practice entrepreneurial education, the students involve in the business unit that have been chosen by the students themselves. The activities carried out by students are the part of school assignment as well as the extracurricular activities. The entrepreneurship courses and curricula should also reflect the relevance of cognitive aspects (Sommer & Haug, 2010). This model can improve students' confidence and independence in the aspect of business and management which later will be beneficial after graduation. The students, when carrying out activities in the business units, are directed by the professional staffs. Thus, they are well-directed when carrying out business activities. In addition, the professional staffs also play a role as a mediator between students and the boarding school such as teachers,

facilitators, and the Kiai (the leader of Islamic boarding school).

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