



## KEBON JAMBU AL ISLAMY ISLAMIC BOARDING SCHOOL SANTRIPRENEURSHIP DEVELOPMENT STRATEGY THROUGH SOAR ANALYSIS

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### **Abstract:**

Today's Islamic boarding schools not only teach classical books as a generational guide but also equip the generation with hard and soft skills to respond to the development of Industry 4.0. The entrepreneur program is a program that creates a generation that has the entrepreneurial character of Islamic boarding school students. This research will present novelty regarding SOAR analysis in evaluating the entrepreneur program at the Kebon Jambu Al Islamy Babakan Ciwaringin Cirebon Islamic Boarding School. This research uses a qualitative method with a Kebon Jambu Al Islamy Islamic Boarding School case study. The data comes from primary data that the researcher took from the Islamic boarding school and secondary data that the researcher took from supporting documents related to the research. From the research results, the Jambu Al Islamy Islamic Boarding School is proliferating, various activities are held in the boarding school environment, and students are given space to work. There is an entrepreneurial contribution in the form of BUMS cooperatives (Islamic boarding school-owned enterprises). Cooperative for basic food and student needs, banking financial institutions, sewing, hydroponic gardens, Jambu Café, LPK Multi-Media. The Kebon Jambu Al Islamy Islamic Boarding School Santripreneur development program shows a very productive and constructive SOAR for Islamic boarding schools, both economically and for Islamic boarding school alums who have soft skills and complex skill competencies.

**Keywords:** *Islamic Boarding School, Santripreneur, SOAR Analysis*

### **INTRODUCTION**

The transformation of Islamic education in Islamic boarding schools is a form of Islamic boarding school's contribution to building the nation's generation in accordance with educational goals. The development of Islamic boarding schools today is far from the early days of Islamic boarding schools which only focused on studying the Yellow Book. Nowadays, Islamic boarding schools have carried out many transformations in learning methods, materials taught and even Islamic boarding school programs prepared in response to Industry 4.0. The santripreneur program in Islamic boarding schools contributes to fostering the entrepreneurial spirit of santri, fostering entrepreneurial character and training the entrepreneurial spirit of santri (Sulaiman, 2021).

The Kebon Jambu Al Islami Babakan Ciwaringin Cirebon Islamic boarding school has implemented a santripreneur program to respond to current developments and prepare a generation that is able to compete in the Industrial Era 4.0. Islamic boarding school education today is no longer colonial education which created students to become employees, but current education encourages students who study at Islamic boarding schools (santri) to have their own businesses. Although basically the aim of education in Islamic boarding schools is also in accordance with the aim of national education, namely to make the life of the nation intelligent (Suyanto and Astuti, 2020).

Islamic boarding schools are the oldest educational institutions in Indonesia that continue to exist in forming generations according to the times. Islamic boarding schools today not only teach classical books as a generational guide, but also equip the generation with hard skills and soft skills to respond to the development of Industry 4.0 (Ridho, Harindiarsyah, and Setyawan 2021). The existence of Islamic boarding schools in responding to increasingly rapid developments, of course has a commitment to continuing to provide an educational pattern that is capable of producing reliable human resources (HR), brain power (thinking), heart (faith), and skills, which are the main capital for forming student personality who is able to keep up with the times (Ani Rindiani, Ahmad Nurwadjah, Andewi Suhartini, 2022)

The development of Industry 4.0 indirectly already exists in Indonesia and we just have to develop it. The contribution of the Industry 4.0 Era to education in Indonesia is providing educational innovation with technological developments in building an innovative generation that excels in the industrial and social fields (Teknowijoyo, 2022). The public's mindset when they hear about entrepreneurship tends towards macro entrepreneurship, entrepreneurship is an activity to improve the welfare of society through a person's ability to do and produce new things that are beneficial to themselves and others in terms of quality of life, attitudes, and actions or abilities. it is better to make something unique and useful for others and yourself (Warsah, 2020). The form of entrepreneurship can be micro or macro. A literature review shows that micro businesses have been able to have a positive impact on the Indonesian economy (Haratua and Chandra Wijaya, 2020).

The santripreneur program is a program to create a generation that has an entrepreneurial character. The Indonesian government supports this program by providing student entrepreneurship programs in Islamic boarding schools. One form of program that supports the entrepreneurial character of Islamic boarding schools is OPOP (one Islamic boarding school, one product). OPOP is an activity program established by the Governor of West Java for the 2019-2023 period. Apart from that, this program aims to improve the sharia-based Islamic boarding school economy. OPOP is a forum for creating new innovations for superior Islamic boarding school products through the creativity of students. OPOP also equips Islamic boarding schools with marketing knowledge in this digital era (Rizma, 2022).

Through this discourse, it becomes very interesting if Islamic boarding schools have a santripreuner program for students or as part of the Islamic boarding school's activity program. The santripreneur program has the influence of Islamic values which influence it both directly and through the inspiration and motivation of santri entrepreneurship. The santripreneur program can increase entrepreneurship through education at Islamic boarding schools. On the other hand, Islamic values are an important contextual factor in implementing Islamic boarding school students' entrepreneurship (Wibowo et al. 2022).

One of the Islamic boarding schools that introduces entrepreneurial activities for its students is the Jambu Al Islamy Islamic Boarding School which is located in Babakan Village, Ciwaringin District, Cirebon Regency, people usually call it the Kebon Jambu Al Islamy Islamic Boarding School. The number of students at the Kebon Jambu Al Islamy Islamic Boarding School is 1,700 students. Under transformational leadership, the Jambu Al Islamy Islamic Boarding School developed rapidly, various activities were held in the boarding school environment, students were given space to

work. The existence of entrepreneurial contributions in the form of BUMP cooperatives (Islamic Boarding School-Owned Business Entities) which use manual systems, is not an obstacle, from this the students' responsible character is formed, there is independence for the students so they are not dependent on other people (Anwar and Azis, 2019).

Through this background, this research will present novelty in terms of SOAR analysis in evaluating the santripreneur program at the Kebon Jambu Al Islamy Babakan Ciwaringin Cirebon Islamic Boarding School. An analysis of opportunities and challenges in achieving success in the Santripreneur program at the Kebon Jambu Al Islamy Islamic Boarding School. It is hoped that this research will provide inspiration for Islamic boarding schools in developing the character of students in entrepreneurship education. So that santri alumni are not only identified with reciting the Koran and being teachers or "tahlil" leaders, but can play a role in all aspects of society's social life.

## **RESEARCH METHODS**

This research uses qualitative methods with a case study carried out at the Kebon Jambu Al Islamy Babakan Ciwaringin Islamic Boarding School, Cirebon. The data comes from primary data that researchers took from the Islamic boarding school which has a number of students above 1,000 students. The researcher took the research object randomly because there are many Islamic boarding schools in Babakan Ciwaringin. The researcher took secondary data from supporting documents related to the research.

The data that has been collected is then analyzed to discuss strengths, opportunities, aspirations and results which are presented in the form of a SOAR table (Muhardi et al. 2020; Rashidi et al. 2017). SOAR is an analysis tool that is often used to analyze situations in order to develop strategies that will be used now and in the future (Hati, et al. 2020; Mahsun, et al. 2022) as in this research it can produce references for the procurement of santripreneur or continuous programs improving the strategy for the santripreneur program at the Kebon Jambu Al Islamy Islamic Boarding School.

## **RESULTS AND DISCUSSION**

### **1.Result**

#### **a. Transformation of Islamic Education in Islamic Boarding Schools**

The transformation of Islamic boarding school education continues to change to keep pace with developments in the world of education. The location of the Islamic boarding school was initially simple, such as taking the name of the Islamic boarding school, which according to Arabic is funduk, now there are many developments using buildings, this is also the government's concern for Islamic boarding schools (Budhy Munawar Rachman 2019; Wan Hassan et al. 2017). Islamic boarding school management, which is known for being rigid and giving the impression of a dynastic leadership system in each educational unit, now involves people outside the Islamic boarding school who match the required competencies. The current Islamic boarding school curriculum has also undergone many changes, initially only studying classical books (usually called the yellow book), now the curriculum is integrated with the formal curriculum as a learning medium and intracurricular activities (Wan Hassan et al. 2017).

The current transformation of Islamic education in Islamic boarding schools is a level of education that has been approved by the government, this can be seen from government regulations regarding equality in Islamic boarding school education (K. Amin 2018). Islamic boarding schools which previously only taught Islamic sharia knowledge (salaf), now there are many Islamic boarding schools that already provide formal education. Starting from the Madrasah Tsanawiyah level, Madrasah Aliyah, some even up to the tertiary level. The transformation of Islamic education carried out by Islamic boarding schools still does not eliminate the unique characteristics of Islamic boarding schools.

Islamic education in Islamic boarding schools, which initially seemed not to follow technological developments, is currently used in managing Islamic boarding

schools, technology is even used as a medium for preaching by Islamic boarding schools to deal with the many issues of radicalism and the development of religious moderation (Azizah 2021; Rosyidah 2021; Syahputra 2020) . Islamic education in Islamic boarding schools is currently supported by a character development program for students in facing the world of Industry Era 4.0 through the santripreneur program, where students are accustomed to having an entrepreneurial spirit as exemplified by the Prophet SAW in trading. If this continues to be maintained and developed, it will have a positive impact on Islamic boarding schools and the community's economy (Ali 2022).

#### b. Islamic Boarding School Santripreneur

The word entrepreneurship was originally often translated as entrepreneurism. Entrepreneur comes from the French word *entreprendre*, which means starting or carrying out. Discussing the problem of santripreneurs is actually inseparable from the term entrepreneur itself because santripreneur is an abbreviation of the words *santri* and *entrepreneur*. Santripreneur has the meaning of a *santri* (a person who studies at an Islamic boarding school) who has his own business, a *santri* who dares to open independent productive activities, it can also be interpreted as a *santri* who dares to take risks to run his own business, by taking advantage of opportunities to create new businesses. or with an innovative approach so that the managed business grows large and independent (Hilyatin, 2015).

Santripreneur teaches everyone to develop talent as entrepreneurs who adhere to the teachings of *santri*, namely always maintaining personal piety by adhering to the teachings of Islamic law. Santripreneur teaches students and the younger generation to be able to read the signs of changing times so that they are not only skilled in mastering religious knowledge, but are ready to build the nation through an entrepreneurial spirit (Asandimitra et al., 2022). The Santripreneur program is carried out to produce entrepreneurs who are born from Islamic boarding school environments and are believed to be better able to understand sharia entrepreneurship (Fauzia 2018). Through this program, students will be provided with knowledge, motivation to build an entrepreneurial spirit, as well as training ranging from production, distribution, to marketing (Ali 2022).

Director General of IKMA, Gati Wibawaningsih, believes that the younger generation of students will be able to become agents of change who can be relied upon to build the Indonesian nation and economy in the future (Gati Wibawaningsih, 2020). With the Santripreneur Program, students will be motivated and equipped with entrepreneurial knowledge, and will be trained seriously by experienced mentors. The existence of the santripreneur program should receive positive appreciation from Islamic boarding school caregivers. Santripreneurs are a group of young people who are studying at Islamic boarding schools and are eager to learn and start a business. It is hoped that this santripreneur program will create a superior entrepreneurial spirit among *santri* who are able to compete with the outside world.

#### c. Kebon Jambu Al Islamy Islamic Boarding School Entrepreneurship Program

Entrepreneurship at the Kebon Jambu Al Islamy Babakan Ciwaringin Cirebon Islamic Boarding School has developed well. However, the Islamic boarding school is not satisfied with that, the Islamic boarding school continues to expand its entrepreneurial wings by forming various business units. This business unit is still a start-up which in the future will continue to be developed seriously so that it can improve the welfare of the students and the Islamic boarding school. The business units are as follows;

##### 1) Basic Food Cooperatives and Santri Needs

Kebon Jambu Al Islamy Islamic Boarding School Cooperative which provides basic necessities or basic materials that students need daily. This cooperative also provides services to Islamic boarding school visitors and the community around the Kebon Jambu Al Islamy Islamic Boarding School.

##### 2) Banking financial institutions

Financial institutions in this case collaborate with banks with different objectives, including:

(a) Bank Jabar Banten Syariah (BJBS)

- 1) Collaboration between BJBS and the Kebon Jambu Al Islamy Islamic Boarding School in financial management and investment in the form of sharia deposits and hajj savings.
- 2) Sharia deposits with the name iB Maslahah are deposits with mudharabah mutlaqah contracts or contracts that use the profit sharing principle where withdrawals are adjusted according to the agreement, these funds are managed productively where the results are adjusted based on the agreement with a profit sharing agreement according to each portion.
- 3) Collaboration between BJBS and Kebon Jambu Al Islamy Islamic Boarding School since 2020.

(b) Bank Rakyat Indonesia (BRILink)

- 1) BRI collaborates with the Kebon Jambu Al Islamy Islamic Boarding School in the form of a student payment system for Islamic boarding schools and payment for Islamic boarding school students in the Islamic boarding school environment with a payment system via BRILink
- 2) BRILink as a service from BRI which collaborates between BRI and BRI customers (as agents) using real time online services using the EDC (Electronic Data Capture) feature, which is a non-cash financial transaction; BRI mini ATM with facilities almost the same as the ones we usually use, such as mobile banking registration, internet banking registration, account information, transfers, payments, top up credit and sure deposits; fee sharing concept where the agent will get a fee from every transaction made.

3) Sewing

Another business unit of the Kebon Jambu Al Islamy Islamic Boarding School is sewing, where this business unit has received entrepreneurial assistance from Bank Indonesia since 2020. In fact, this sewing business unit has been established since 2019, but only in 2020, after guidance from Bank Indonesia, it began to be commercialized; making student uniforms.

4) Hydroponic garden

This business unit is relatively new, namely in 2020, it established a hydroponic garden with vegetable products such as kale, mustard greens, red spinach, green spinach, lettuce, bok choy. The management involves senior students who have been studying for 9-10 years.

5) Cafe Guava

The name of this cafe is Cafee Jambu because it is a development of a business unit at the Kebon Jambu Al Islamy Islamic Boarding School, just like the hydroponic garden, this cafe only started operating in 2020 and produces various kinds of products such as drinks, food and snacks which are produced by themselves. The management is carried out by senior students who have been studying for 9-10 years.

6) LPK Multimedia

The Kebon Jambu Al Islamy Islamic Boarding School is working together with the Employment Service to build a Multi Media LPK which is intended to improve the abilities of its students in the field of multi media. This collaboration was only formed at the beginning of 2021 in the form of establishing a building for multimedia training which was established in the Islamic boarding school environment

b. Discussion

SOAR analysis of Islamic boarding school preneurship

The Kebon Jambu Al-Islamy Islamic Boarding School business unit has excellent potential for development. At the start of its development, it already had an extraordinarily large net income and was able to contribute to the Islamic boarding school's economy. In fact, it not only contributes to the Islamic boarding school economy, but also acts as a laboratory for students to develop students' entrepreneurial talents. The following is a presentation of the results of SOAR research and analysis of the transformation of Islamic education as a response to the development of the Industry 4.0 Era which was carried out at the Kebon Jambu Al-Islamy Islamic Boarding School. The results of SOAR research and analysis show that Islamic boarding schools have many opportunities in building a generation of Islamic entrepreneurs/santripreneurs, this can be seen from the table below:

Strength (Strength)	Opportunities
<ol style="list-style-type: none"> <li>1. Have a leader who is trusted by the wider community</li> <li>2. Has legality that is trusted by the government and society</li> <li>3. Has an adequate educational location</li> <li>4. Have educational staff who are Islamic competent in their respective fields</li> <li>5. Has a wide variety of extracurriculars</li> <li>6. Have extensive relationships</li> <li>7. Students learn without time limits</li> </ol>	<ol style="list-style-type: none"> <li>1. The community wants an educational location that is comfortable and protected from moral damage</li> <li>2. Society wants their children to have Islamic character</li> <li>3. The community wants educational staff who are competent in the Islamic field</li> <li>4. The majority of society wants their children to have religious knowledge, soft skills and hard skills</li> <li>5. Islamic boarding schools are Islamic educational institutions that give birth to a generation with entrepreneurial character</li> <li>6. Islamic boarding schools become independent Islamic education</li> </ol>
<i>(Aspiration)</i>	<i>(Result)</i>
<ol style="list-style-type: none"> <li>1. Islamic boarding schools have comfortable educational facilities and complete facilities</li> <li>2. Islamic boarding schools have programs to increase teacher competency</li> <li>3. Islamic boarding schools expand networking with entrepreneur development companies</li> <li>4. Islamic boarding schools provide competency development rewards for high achieving students</li> <li>5. Islamic boarding schools develop entrepreneurs owned by students</li> </ol>	<ol style="list-style-type: none"> <li>1. Islamic boarding schools improve the quality of services and quality of Islamic boarding schools</li> <li>2. Islamic boarding schools have generations of educational staff who are Islamically competent in their respective fields</li> <li>3. Islamic boarding schools expand networking to develop the entrepreneurial character of santri</li> <li>4. Islamic boarding schools can be independent in carrying out educational activities</li> <li>5. Increased public interest and the number of students studying at Islamic boarding schools</li> <li>6. Islamic boarding schools have independent entrepreneurial businesses</li> <li>7. Islamic boarding schools create a generation of Islamic entrepreneurial characters</li> </ol>

The table above shows that the Kebon Jambu Al Islamy Islamic Boarding School is able to build a generation of entrepreneurs with an Islamic character with its advantages. As research findings show, the Kebon Jambu Al Islamy Islamic Boarding School is a non-formal Islamic educational institution that has very good quality students, both in terms of independence, character and Islam. This is shown by the public's recognition of the head of the Islamic Boarding School, Mrs. Nyai Hj Masriah Amva. Not only locally, but even nationally, namely as a female cleric who is on the board of A'wan PBNU.

The teaching staff at the Kebon Jambu Al Islamy Islamic Boarding School, who are usually called ustadz for men and ustadzah for women, have no doubt about their knowledge of Islamic law because they have been equipped with the study of classical and modern books. The opportunity for the Kebon Jambu Al Islamy Islamic Boarding School to build a generation that is ready to face the Industry 4.0 Era is very large if seen from the strengths that the Islamic boarding school has and is supported by the aspirations presented by the Islamic boarding school's stakeholders. Islamic boarding schools are a place for Islamic education that is able to be independent in forming the nation's next generation in facing global challenges armed with established Islamic studies and supported by formal education and extracurricular activities in developing talent interests as santripreneurs.

## **CONCLUSION**

The results of the research show that the transformation of Islamic education at the Kebon Jambu Al Islamy Babakan Ciwaringin Cirebon Islamic boarding school has developed rapidly from what was originally a conventional model to now modernizing the Islamic boarding school. The modernization of Islamic boarding schools here is not only in the buildings but in the systems and curriculum management systems in Islamic boarding schools, but this modernization is developed without losing the dignity of Islamic boarding schools.

The Kebon Jambu Al Islamy Islamic Boarding School has the same strengths but does not take advantage of opportunities supported by the aspirations of stakeholders to create and implement a santripreneur program as a form of response to the transformation of Islamic education in creating the nation's next generation in the Industry 4.0 Era. Through the santripreneur program, the Kebon Jambu Al Islamy Islamic Boarding School is a place for students' creativity in designing products and entrepreneurship as per the Islamic principles taught at the Islamic boarding school. The Kebon Jambu Al Islamy Islamic Boarding School santripreneur program is able to encourage students' soft skills with open, productive and innovative thinking and the ability to adapt in the world of Industry 4.0. Meanwhile, students' hard skills are encouraged in the form of analytical skills, use of social media, and the ability to market products in the Industry 4.0 Era.

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