

Management of Islamic Boarding Schools in Preparing Entrepreneurs at Sheikh Abdurrahman Shiddiq II Islamic Boarding School, Tembilahan, Riau, Indonesia

Indra Wahyuni Firli Fangestu^{1*}, Siti Marpuah²

¹ *Syarif Hidayatullah State Islamic University Jakarta, INDONESIA*

² *Universiti Tun Hussein Onn Malaysia, MALAYSIA*

*Corresponding Author: indra_wahyuni23@mhs.uinjkt.ac.id

DOI: <https://doi.org/10.30880/jstard.2024.06.01.003>

Article Info

Received: 11 December 2023

Accepted: 15 April 2024

Available online: 30 June 2024

Keywords

Management, islamic boarding school, entrepreneur

Abstract

Entrepreneurship is all activities to create something that can be added value from an economic point of view. In Indonesia, there is a relatively small number of entrepreneurs compared to other nations. For this reason, the younger generation must develop the entrepreneurial sector to contributing to the nation's economic progress. So as students, they need to be prepared to confront the challenges of the era, by instilling entrepreneurial spirits in them so that they can become capital in adapting to the era of disruption. This research focuses on islamic boarding school management in preparing entrepreneurs, as well as the supporting and inhibiting factors at the Sheikh Abdurrahman Shiddiq II Islamic Boarding School on Pelajar Street Tembilahan Riau Indonesia. The purpose of this research is to determine islamic boarding school management practices in preparing entrepreneurs and determine the supporting and inhibiting factors. Data was gathered through observations, interviews, and documentation methods and was presented in a qualitative descriptive. Based on the research results, the following results were obtained: The management of preparing entrepreneurs at Sheikh Abdurrahman Shiddiq II Islamic Boarding School which includes planning, organizing, actuating, and controlling has been effective, but there are specific aspects requiring attention during the evaluation stage. There are four supporting factors include: 1) extensive land, 2) sufficient facilities and infrastructure, 3) enthusiasm from students, 4) and the presence of entrepreneurial role models in the islamic boarding school. There are three inhibiting factors are: 1) budget constraints, 2) lack of transparency of the local government, 3) lack of harmony between the duties and responsibilities within the Islamic Boarding School Economic Business Division.

1. Introduction

Islamic boarding schools serve as both educational institutions for religious studies and communal spaces for "study spiritual", fostering Islamic knowledge among students. These schools not only embody Islamic values but also carry the essence of Indonesian authenticity (Nurcholish Madjid, 1997, p. 3). Since the colonial period, pesantren have had a very limited role. Islamic boarding schools only studies classical Islamic sciences with nuances of simplicity, even often identified with rural atmosphere. However, during the colonial period, it was

undeniable the role of pesantren, especially in Indonesia, Islamic boarding schools were directly involved in helping to fight the colonialists. Islamic boarding schools with the label of religious education, is expected to make an important contribution in improving the "spiritual poverty" of the community. Along with the development of educational scientific studies, Islamic boarding schools began to be excavated from the other side. For example, the scope of ideology owned by Islamic boarding schools, governance systems based on modern sciences, or even important economic values of Islamic boarding schools. This study aims to highlight additional facts regarding the advantages of Islamic boarding schools in fostering independence.

Globalization has demanded the entire society to be competitive in global competition. The more developed a country is, the more educated people and many people are unemployed, the more important the entrepreneurial world is felt (Buchari Alma, 2017, p. 1), certain economists argue that for a country to sustain growth and progress, there is a necessity to elevate its level of investment (V. H. Manek Kirpalani & Mika Gabriellsson, 2008, p. 103). Sudarwan in Norasmah Othman Educational institutions, be it schools or madrasahs, are urged to acquire extensive knowledge about entrepreneurship, given its status as a critical issue both domestically and internationally. (Norasmah Othman and D. Ayub, 2013, p. 69). Recognizing the significance of entrepreneurship, it holds a prominent position on the political agenda, given its substantial contributions to both cultural transformation and economic growth (Ida Lindh & Sara Thorgren, 2016, p. 1). The relatively low number of entrepreneurs in Indonesia compared to other countries hinders economic growth. To address this, there's a need to foster entrepreneurship among the younger generation, encouraging them to become entrepreneurs. This increase in entrepreneurs is crucial for supporting the nation's economy and advancing towards greater economic independence. The Indonesian government is actively focusing on boosting the number of entrepreneurs to contribute to the country's future economic development (Andi Mursidi, et al, 2020, p. 3). Indeed, the dissemination of entrepreneurship understanding is not limited to Indonesia; it is a strategy employed in various developing countries. This approach aims to mitigate future unemployment among graduates by equipping them with entrepreneurial skills and mindset (Moses Kisame Kisubi, et al, 2021, p. 2). An effective alternative for fostering an entrepreneurial spirit involves implementing entrepreneurship education, encompassing both direct and indirect educational approaches. Notably, in Iran, entrepreneurship education courses have been integrated into school curricula, contributing to increased awareness among the youth about the significance of entrepreneurship (Mohammad Azizi & Roya Mahmoudi, 2018, p. 2).

Concerning the management of Islamic boarding schools in connection with the entrepreneurship program, Asep and Budi Mustopo in Abdul Rahmat's work argue that in the entrepreneurship development initiative by the Ministry of Cooperatives, Small and Medium Enterprises, as well as parties who are ready to assist Islamic boarding schools in preparing entrepreneurship through trainings at Islamic boarding schools. Seeing these conditions, educational institutions need to actively engage in preparing educated human resources capable of confronting life's diverse challenges. Educational institutions should prioritize entrepreneurship orientation aiming to cultivate a mindset of courage and adaptability in facing life. This includes fostering a creative spirit to devise solutions independently and promoting self-reliance rather than dependency on others (Abdul Rahmat, 2011, p. 1). Successful entrepreneurs recommend that educational institutions play an active role in shaping the environment to foster entrepreneurial careers, emphasizing the importance of their involvement in creating a conducive entrepreneurial careers (Russell M. Knight, 2015, p. 23).

In the hadith narrated by Miqdam (r.a) narrated by Bukhari, Abu Daud, Nasa'i, and other narrators of the hadith tell us to strive which means; "*No one eats better food than the work of his own hands, and indeed the Prophet David (as) ate of his own handiwork*" (Bukhari:2072) (Mohammad Baharun, 2012, p. 527). Like the Prophet Muhammad who served as a model for entrepreneurial pursuits through his trade activities, demonstrating proficiency and integrity as a merchant (Nurmahmudi Ismail, 2023, p. 163).

And in the Qur'an Surah Al-Jumu'ah Allah instructs believers to engage in productive work with the command "When the prayer has been performed, then scatter you on the earth; seek the grace of God and remember God much so that you may be fortunate." (QS. Al-Jumu'ah 62:10). Because in fact, entrepreneurship transcends specific demographics and is not confined to any particular group of individuals, but can be done by anyone who has the mindset and motivation to develop entrepreneurship (Robert D. Hisrich and Veland Ramadani, 2017, p. 2). For this reason, preparations to face the challenges of the times in developing entrepreneurship must start early and from various lines, one of which is educational institutions, in this case Islamic boarding schools certainly participate in preparing the entrepreneurial spirit of students. Researchers are interested in researching Islamic boarding schools that have developed several entrepreneurship programs, namely the Syekh Abdurrahman Shiddiq II Islamic Boarding School Tembilahan Riau Indonesia. Researchers want to examine the Management of Islamic Boarding Schools in Preparing Entrepreneurs. Although basically the task of educational institutions is not necessarily to produce entrepreneurs (Maija Korhonen, et al, 2014, p. 10), this Islamic boarding school takes initiative by identifying and nurturing the potential of students with entrepreneurial inclinations. In essence, the school provides a conducive environment for students to learn in alignment with their talents and potential.

2. Research Methods

This research is a qualitative descriptive research approach, conducting field research to provide an in depth understanding of the subject under investigation. Data, ideas and opinions are described in the form of elaboration of words. The participants in this research include leader, manager, and a coordinator from the Islamic boarding school student, ensuring a comprehensive overview of perspectives. The research utilizes various data collection techniques, encompassing on site observations, structured and unstructured interviews with informants, and document studies, which involving examining, recording, and photographing relevant documents. The data analysis in this research follows Miles and Huberman's interactive model, incorporating three key elements: Data Reduction, Data Display, and Verification or Conclusion Drawing (Miles, et al, 2018, p. 10). And for the validity of the data, researchers triangulate sumber.

3. Results and Discussion

3.1 Result

Observations and interviews in this study were conducted at the of Sheikh Abdurrahman Shiddiq II Islamic boarding school Tembilahan Riau Indonesia, and by looking at the activities of the students in entrepreneurship, as well as data from the Islamic boarding school. From the observations and interviews conducted, it shows that the Management of the Islamic Boarding School in Preparing Entrepreneurs at the Islamic Boarding School Sheikh Abdurrahman Shiddiq II in its implementation includes planning, organizing, actuating, controlling, evaluation activities or often abbreviated as a POACE, with the following results:

A. Planning

- 1) Planning to become an entrepreneurship at the Islamic Boarding School of Sheikh Abdurrahman Shiddiq II Tembilahan Riau Indonesia

Based on the observation results, the planning for the entrepreneurial program at the of Sheikh Abdurrahman Shiddiq II Islamic boarding school initiates from the foundation head's own initiative. Considerations encompass human resources readiness, budget, and infrastructure. The decision involves establishing an initial form of entrepreneurship the Islamic boarding school cooperatives. Interview findings reveal that planning entrepreneurship programs involves steps such as risk identification, SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), and formulating the entrepreneurship's structure, leading to the implementation phase.

B. Organizing

- 1) Stages of entrepreneurship

Based on the observed findings, the preparation for entrepreneurship at the Islamic boarding school has been systematically undertaken, beginning with establishing a cottage cooperative, progressing to fostering additional entrepreneurs, and culminating in the recent initiative known as PSR (Puce Rejuvenation). The interview results reveal that the Islamic boarding school has traversed multiple stages in the entrepreneurial preparation process, encompassing the planning and establishment of cottage cooperatives, as well as the development of fisheries, ranch, and agribusiness.

- 2) Human resource mapping (students)

Based on the observation findings, the Islamic boarding school maps human resources by examining the current division of labor, considering students' potential, and aligning them with available entrepreneurial fields. Students with specific potential are then assigned to corresponding fields. Meanwhile, interview results indicate that in mapping human resources, the organization aligns with students' talents, potentials, and preferences, tailoring placements accordingly.

- 3) Division of labor in entrepreneurs

Based on observation findings, the division of labor in entrepreneurship involves assigning tasks and responsibilities to students. Responsibilities include guarding the cooperative, managing aquaculture, overseeing animal husbandry, and handling agribusiness. Meanwhile, interview results affirm that the Islamic boarding school organizes the division of labor for entrepreneurial activities by assigning specific tasks and responsibilities to students.

C. Actuating

- 1) Leadership initiatives to instill entrepreneurial spirit

Based on the observations, leadership efforts to instill entrepreneurial spirit involve delegating authority to the Islamic boarding school manager for direct teaching of the entrepreneurial process to students. From interview results, the Islamic boarding school or managers instill entrepreneurial spirit by directly teaching students and inviting specialized trainers in entrepreneurship to conduct sessions at the school.

D. Controlling

- 1) Supervision system of entrepreneurial activity

Based on the observation findings, there seems to be a lack of involvement by Islamic boarding school managers in supervising student entrepreneurship activities. It is evident that students primarily handle entrepreneurial activities in the Islamic boarding school. Interview results indicate that the control system within the Islamic boarding school has not been fully optimized, as the school is not extensively engaged in addressing and supervising student entrepreneurship activities.

E. Evaluation

1) The evaluation of student's performance in entrepreneurship

Based on the observations, the evaluation process occurs annually, checking student performance over a twelve-month period. The interview results confirm that Islamic boarding school conduct yearly evaluations, assessing students' entrepreneurship performance at the end of each twelve-month cycle.

F. Supporting Factors

- 1) Extensive land;
- 2) Sufficient facilities and infrastructure;
- 3) Enthusiasm from students;
- 4) And the presence of entrepreneurial role models in the Islamic boarding school

G. Inhibiting Factors

- 1) Budget constraints;
- 2) Lack of transparency of the local government;
- 3) Lack of harmony between the duties and responsibilities within the Islamic Boarding School Economic Business Division (Results of Field Observations and Interviews with Three Informers).

3.2 Discussion

Islamic boarding schools, in preparing entrepreneurs, should incorporate the application of planning, organizing, actuating, controlling, and evaluation (POACE) in both theoretical understanding and practical implementation of entrepreneurship. Effective and efficient operation of any business, irrespective of its nature, is facilitated by thorough planning. Well-structured planning directs and organizes all activities, enabling the selection of appropriate actions based on the prevailing situations and conditions (Aceng Abdul Aziz, 2020, p. 243). Islamic boarding schools, as educational institutions rooted in Islamic principles, comprise kyai, ustadz, and studying students. These institutions focus on the study, understanding, internalization, and practical application of Islamic teachings. Emphasizing the significance of religious morals, they guide daily behavior. The core function of Islamic boarding schools is to shape and enhance Muslim personalities individuals devoted to God, possessing noble morals, serving the community, and embodying the exemplary traits of Prophet Muhammad. The ideal aim of personality development is to foster muhsin personalities, transcending mere adherence to Islam.

The management of Islamic boarding schools, in preparing entrepreneurs, fundamentally involves enhancing professionalism in the economic domain. This aims to promote greater independence and implement learning strategies that actively engage the younger generation in relevant work-life experiences (Stevenson, et al, 2017, p. 17). In the rapidly advancing era we live in, today's younger generations must adapt and learn to respond to the progress of the times in a distinctive manner (Teece, David J, 2016, p. 2). Enhancing the capability of the pesantren community is achieved through student involvement in various development programs within the pesantren. For instance, entrusting students with the full management of business units, when executed effectively, provides valuable experiential learning. Management serves as the foundational principle in the development of institutions in Indonesia and is pivotal for the effectiveness and efficiency of activities, businesses, and the empowerment of the pesantren community. Efforts to advance Islamic boarding schools in the economic sector contribute to the overall progress of the institution. There are five stages of management concepts that Islamic boarding schools can adopt as part of their efforts in preparing entrepreneurs:

A. Planning

Islamic boarding school demonstrate a thorough and clear planning process for entrepreneurial activities. The planning is meticulous, involving stages where current and future risks are identified, and a comprehensive analysis is conducted on the strengths, weaknesses, opportunities, and challenges associated with the entrepreneurial program. Recognizing the significance of planning aligns with Newman's perspective that planning is essentially making decisions in advance about what needs to be done (William H. Newman, 1959, p. 12). This is in line with Muhammad Anggung's theory which states that in the planning stage it is necessary to identify risks, which include a picture of current and future conditions. By planning through stages, it will certainly make it easier to see the opportunities and challenges of the plan that has been set, so that it will minimize the risks that will occur (Muhammad Anggung Manumanoso Prasetyo, 2017, p. 29).

B. Organizing

a. Stages of entrepreneurship

The stepwise progression through levels in forming entrepreneurs within Islamic boarding schools facilitates a structured approach, making it more manageable for aspiring entrepreneurs within the school to prepare and develop the skills needed for entrepreneurial management. This sequential process contributes to a more systematic and effective entrepreneurial education within the Islamic boarding school context.

b. Human resource mapping (students)

The human resource mapping conducted by Islamic boarding school, where students are selected in advance for entrepreneurship implementation, aligns with Alex's organizational theory. This theory emphasizes that organizing involves grouping people into units that can be coordinated according to a formulated plan, placing emphasis on unity in all actions. This proactive approach in selecting students ensures strategic placement of business actors, minimizing errors in the execution of entrepreneurial activities (Alex Gunur, 2010, p. 23).

c. Division of labor in entrepreneurs

The division of labor within Islamic boarding school entrepreneurship involves assigning duties and responsibilities to students, aiming to prepare them for the upcoming implementation process. The organizing stage carried out by the Islamic boarding school is deemed optimal, aligning with the stages of entrepreneurship, human resource mapping, and the division of labor. This alignment reflects the theory presented by Muhammad Iqbal Fasa, emphasizing that organizing includes dividing tasks, determining individuals for task execution, aligning efforts, and fostering cooperation in implementation (Muhammad Iqbal Fasa, 2014, p. 26). Indeed, the alignment of Islamic boarding schools' organizational practices with clear and systematic planning reflects a common principle applicable in everyday life. When everything is organized and classified clearly, goals become more achievable. The systematic arrangement and organization contribute to optimal outcomes and effective implementation in various aspects of life, including entrepreneurial activities within the context of Islamic boarding school.

C. Actuating

a. Leadership initiatives to instill entrepreneurial spirit

Islamic boarding schools employ two alternatives to instill an entrepreneurial spirit in students. Firstly, direct involvement, where the school actively teaches students the entrepreneurial process. This hands-on approach emphasizes leadership, efficiency principles, effective communication, and addresses crucial questions such as responsibility, program justification, problem-solving strategies, completion timelines, and program locations during the actualization stage (Lale Yaqutunnafisa and Nurmiati, 2021, p. 147). *Second*, the Islamic boarding school actively enhances entrepreneurship training by bringing in external trainers. This approach sparks enthusiasm among students, motivating them to actively participate in learning entrepreneurship. The overarching goal is to instill insights and understanding so that individuals, in the future, may not be constrained to formal employment but rather have the capacity to pursue independent entrepreneurship, thereby contributing to the creation of job opportunities (Lemayon L. Melyoki & Michael M. Gielnik, 2020, p. 1). This heightened enthusiasm facilitates a smoother instillation of an entrepreneurial spirit. The ongoing implementation of management strategies at the of Sheikh Abdurrahman Shiddiq II Islamic boarding school signifies the reality of the actualization process. This stage involves executing plans established from the beginning, aiming to achieve the optimal goals set by the Islamic boarding school management.

Instilling an entrepreneurial spirit in the younger generation from an early age and introducing them to entrepreneurial culture is crucial. This approach aims to foster ideas and creativity as key elements in generating new knowledge, preparing them for the challenges and opportunities in future life processes. (Lucia Naldi, et al, 2013, p. 7).

D. Controlling

a. Supervision system of entrepreneurial activity

The implemented supervision system for entrepreneurial activities has not been optimal, appearing either too flexible or casual. Striking a balance is crucial, as excessive freedom may lead to errors in entrepreneurship. While freedom of expression is valued, it may not be directly applicable in the entrepreneurial process, where careful attention to capital and business aspects is necessary to

minimize potential issues. For a leader or manager overseeing entrepreneurship programs in an Islamic boarding school, possessing proficient knowledge in economics and business is crucial to ensure effective development and management of such initiatives (Stefan Brauckmann-Sajkiewicz & Petros Pashiardis, 2020, p. 11). The current supervisory or controlling process in the management of Islamic boarding schools might be considered incorrect, as effective supervision aims to measure the alignment between established plans and achieved results. It ensures that the outcomes align with the planned activities, preventing potential misuse of authority or economic resources.

E. Evaluation

a. The evaluation of students performance in entrepreneurship

The evaluation process conducted by the Islamic boarding school is not optimal, as assessing performance for a twelve-month period complicates the comparison of achieved results with the expected outcomes. The current evaluation approach related to entrepreneurship programs needs reconsideration, as researchers suggest that evaluations should occur at least once every three months. This frequent evaluation allows for faster identification of mistakes during the entrepreneurial process and facilitates timely improvements. While an annual evaluation is acceptable, it comes with increased risks and potential drawbacks. As entrepreneurs, it is crucial not to normalize risks under the assumption that every decision or activity inevitably carries risks. It's worth exploring ways to avoid or mitigate risks rather than settling for the status quo.

F. Supporting Factors

The success of Islamic boarding school management relies on key factors such as the availability extensive land, well-equipped facilities and infrastructure to fulfill entrepreneurial goals, students' enthusiasm and interest in learning entrepreneurship, and exemplary figures within the Islamic boarding school community who serve as role models in entrepreneurship. Extensive land, when coupled with adequate facilities, greatly facilitates the implementation of entrepreneurship programs. The intrinsic enthusiasm of students, along with motivation drawn from influential figures within the Islamic boarding school, forms the foundation for continuous entrepreneurial initiatives. These factors are indispensable for achieving the management's goals, particularly in preparing students to embrace an entrepreneurial spirit and become self-reliant individuals ready to navigate the challenges of the times.

G. Inhibiting Factors

The Islamic boarding school currently focuses on obstacles related to funding, transparency of local governments, and the readiness of some students. However, there seems to be a lack of attention to the misalignment of duties and responsibilities within the entrepreneurship program. The observed management structure includes the Economic Business Sector, intended to oversee the entire implementation of entrepreneurial activities. Regrettably, this responsibility is not fully executed, leading to challenges being handled by other sectors. This discrepancy should be a point of evaluation for the Islamic boarding school. While budget constraints are a common challenge, transparency from the local government regarding allocated funds for pesantren is crucial for effective management.

Aligning with Presidential Regulation CHAPTER II article 4 number 82 of 2021, funding for the implementation of Islamic boarding school is indeed sourced from local governments. However, there's a need for evaluation regarding the insufficient participation of students in learning entrepreneurship. Understanding the reasons behind this shortfall whether due to uninteresting practices, boredom, or fatigue is essential. Harmonizing duties and responsibilities within every institution is crucial for effective management. Future upgrades to the management approach can help mitigate obstacles and enhance overall performance.

For more details, related to the management process of Islamic boarding school in preparing entrepreneurs in the of Sheikh Abdurrahman Shiddiq II Islamic boarding school and its supporting and inhibiting factors, it can be seen in the following chart scheme:

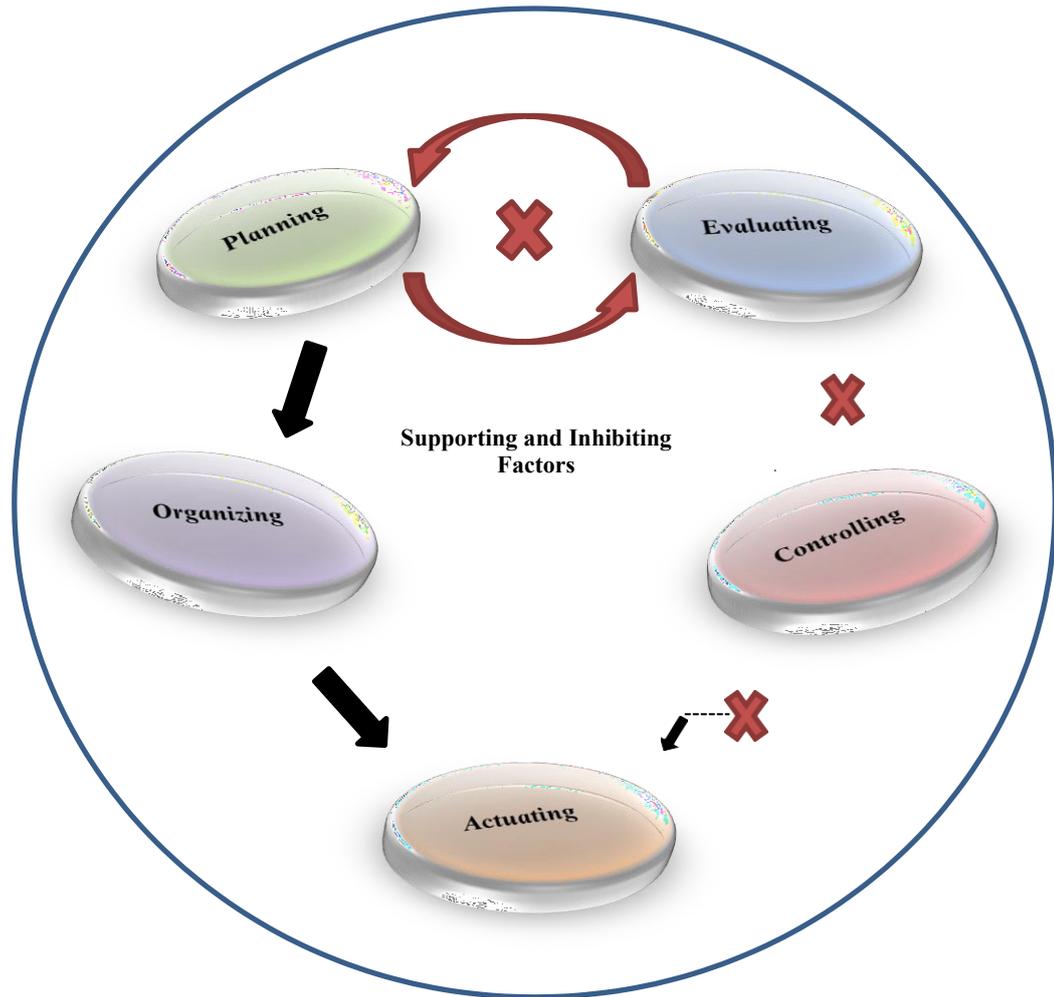


Fig. 1 Scheme chart 1

(The managerial procedures of Sheikh Abdurrahman Shiddiq II Islamic Boarding School in cultivating entrepreneurs, along with factors that facilitate or impede this process)

4. Conclusion

The research findings on the management of Sheikh Abdurrahman Shiddiq II Islamic Boarding School in preparing entrepreneurs can be summarized as follows:

- A. Islamic Boarding School Management in Preparing Entrepreneurs:
 - 1) Islamic boarding school already have a plan and implement entrepreneurial programs, aiming to instill an entrepreneurial spirit in their students.
 - 2) Optimal organizational efforts are employed by Islamic boarding school to nurture the entrepreneurial mindset in students, assigning tasks and responsibilities within the realm of entrepreneurship.
 - 3) Continuous and tangible actions are taken by Islamic boarding schools to realize entrepreneurial programs, actively fostering, training, and ingraining an entrepreneurial spirit among students.
 - 4) The supervisory approach in Islamic boarding school appears overly flexible, with limited involvement, potentially leading to undesirable outcomes due to minimal oversight delegated solely to the students.
 - 5) While an evaluation process is in place, its effectiveness is hindered by suboptimal progress, as it occurs only once a year, specifically at the year's end.
- B. Supporting Factors
 - 1) Extensive land;
 - 2) Sufficient facilities and infrastructure;
 - 3) Enthusiasm from students

- 4) And the presence of entrepreneurial role models in the islamic boarding school.
- C. Inhibiting Factors
- 1) Budget constraints;
 - 2) Lack of transparency of the local government;
 - 3) Lack of harmony between the duties and responsibilities within the Islamic Boarding School Economic Business Division.

Acknowledgement

The researcher would like to thank the anonymous editors and reviewers for the suggestions that have been given for the improvement of this article.

Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

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