Islamic Boarding Curriculum Management Innovation Entrepreneurship Al-Maun Muhammadiyah School (Pesantren S-PEAM, Pasuruan City)

*Wachyudi Achmad[1], Iwantoro[2]
[1,2](Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah, Jl. Alun-Alun Tim. No.2, Bangil)
*awachyudi330@gmail.com

Informasi Artikel	Abstract
	Pasuruan Indonesia S-PEAM Islamic Boarding School was established on August 18, 2015. The establishment plan originated from the Chairman of the Regional Government of Muhammadiyah Pasuruan City's ideals to have Islamic Boarding School as one of the cadres of Muhammadiyah's successor generation, hoping that pesantren pioneered have a precise positioning on a national scale. They are exploring the potential, skills and talents as a provision of life that is progressive, modern and entrepreneurial. While the label entrepreneur is a strategy to instil the values of entrepreneurial spirit to become a person who is empowered with creativity, positive thinking, high spirited, not quick to complain, not easily give up on the situation, have constructive productivity, and always think innovative to get something valuable for himself and others. This research uses an action approach that aims to develop new skills for teachers by finding new techniques that can be applied directly, and the results can be assessed quickly. In this case, the results of students' process must be concrete, which is proven by the results and achievements that are cognitive. The action research approach is very appropriate to find teacher skill development variables that can encourage discovering a new system whose products can affect student outcomes. This study also seeks to find a parallel relationship between science, behaviour, charity and moral action with descriptive analysis.

I. INTRODUCTION

The S-PEAM Islamic Boarding School in Pasuruan City, located in Petahunan Village, Gadingrejo District, Pasuruan City, differs from the Islamic boarding schools in the Pasuruan area in general. In addition to implementing formal and non-formal education, the students also receive instruction in the field of entrepreneurship, so that students who have left the pesantren have skills in every area of their interest and also develop in the functions of value building, economic development, technology development, saving the environment. , independence, and development challenges in Life Skills. The S-PEAM Islamic boarding school has carried out the above functionalization (Anwar, 2021). It also includes entrepreneurial education for its students in the pesantren curriculum. It can be said that it has a massive role in giving birth to students who have an entrepreneurial spirit. Learning entrepreneurial values in developing students' independence is indicated to have integrated and internalized entrepreneurial values in the education system (Frick, 2020).

The entrepreneurship-based curriculum at S-PEAM is a national curriculum enriched with entrepreneurship education because the concept of national education is open to enrichment. This is by Law No. 20 of 2003 concerning the National Education System and Government Regulation No. 19 of 2005 concerning National Education Standards, which provides ample space for educational institutions to create and manage their curricula according to their regional or environmental tensions competencies (Adam & Anwar, 2021).

Entrepreneurship is expected to equip students with soft entrepreneurial skills and hard skills by incorporating entrepreneurial content, substance, entrepreneurial value, and application in every learning process. This is closely related to the curriculum arranged in schools to improve the quality of human resources to compete in the global era (Ikhwan, 2019). This entrepreneurship-based curriculum is also expected to be a critical curriculum that measures schools' success in creating highly competitive graduates so that graduates from Indonesian education can become solution makers for their nation, not

problem makers. Therefore, researchers are interested in taking a title related to "Innovation of the Islamic boarding school entrepreneurship curriculum at Al-Maun Muhammadiyah, Pasuruan City which has instilled and produced entrepreneurial values as implemented even though it is the junior high school level.

II.   METHOD

This study used a descriptive-analytical method with a qualitative approach and a case study design. The primary data sources in this study are words and actions, and the rest is additional data on documents and others. The terms and actions of people who can be observed in the S-PEAM environment of Pasuruan City are the principal, the vice-principal, the administrative staff and the teacher. The primary data sources were recorded through written records by using a voice recorder and taking pictures. Data collection techniques in this study were carried out by observation, semistructured interviews, and documentation studies. The data validity test in this study includes internal validity using triangulation of techniques and sources, external validity, reliability and objectivity through member checks (Clifford J. Drew, Michael L. Hardman, 2017). This study also uses data analysis techniques through data collection, data reduction, data presentation, verification, and conclusions (Moleong, 2007). This research's stages are the pre-field stage, fieldwork, data analysis, and evaluation and reporting.

III.   FINDINGS AND DISCUSSION

Findings

The following are the findings from research and discussion on Entrepreneurship-Based Curriculum Management at S-PEAM, Pasuruan City with research sub-focuses: 1) Entrepreneurship-based curriculum planning; 2) Implementation of an entrepreneurship-based curriculum; 3) The entrepreneurship-based curriculum evaluation can be explained as follows;

Components of the S-PEAM Curriculum

1. Entrepreneurship-Based Curriculum Planning

Based on the research findings, it shows that: a) entrepreneurship-based curriculum planning as an educational institution wants to develop an entrepreneurial mindset in its students towards the era of the global market making students independent, b) the planning makes a curriculum structure starting from the background, objectives, competency standards and essential competencies which is directly related to the learning process, c) carried out by the school by involving the school management team, teacher representatives, as well as being invited by the committee, and the Board of the Pasuruan PDM Dikadasmen council, d) philosophical curriculum planning based on religion emulating the actions of the Prophet Muhammad SAW in entrepreneurship, e) Curriculum planning has not been followed by content or material planning in the curriculum, where the implementation of temporary content is still general in nature and more manifested through supporting programs, f) Follow-up curriculum planning is still very simple. One of them is by setting goals. After that, determine competency standards and essential competencies that describe each competency standard. Researchers assess that curriculum planning carried out at S-PEAM must be more varied and carried out by looking at aspects of the material content and developing dynamic learning models (Hero & Lindfors, 2019).

2. Implementation of entrepreneurship-based curriculum

Based on the research findings, it shows that: a) the implementation of an entrepreneurship-based curriculum is carried out by integrating entrepreneurship in all subjects, there are even some subjects that are required to produce products as a form of learning outcomes, b) the readiness of teachers in implementing entrepreneurship-based curricula needs to be a little forced, and educators are still learning about entrepreneurship, c) have several excellent programs including by providing 40% of the curriculum based on entrepreneurship, d) implementing the curriculum there are weaknesses

including lack of adequate facilities, limited entrepreneurship special educators, and lack of innovation in developing the implementation of the curriculum. According to researchers, the implementation of an entrepreneurship-based curriculum needs innovation to be transmitted quickly to students (Sarooghi, Sunny, Hornsby, & Fernhaber, 2019).

3. Evaluation of entrepreneurship-based curriculum

Based on the findings of the researchers, it shows that: a) evaluation activities are carried out every new school year guided by the quality objectives that have been made, then the dimensions of implementation include input, process, output and impact, b) involve the school management team consisting of school principals, representatives principals of all fields and representatives of the Pasuruan City Primary Education Council, c) the principle used, the principle of cohesiveness, namely the compatibility between objectives, learning materials and at the same time involving active participation of students and the principle of coherence between the material being taught and the ability level of students, d) implementation evaluation is sometimes followed by the formulation of learning material if it is not in accordance with the objectives of the curriculum, e) improving the method of delivery of material is not discussed in curriculum evaluation activities, because the methods of each teacher are different according to their respective styles, f) weaknesses in the implementation of evaluation due to the massive evaluation schedule It is not clear yet because it adjusts to the school agenda, besides that the evaluation process does not examine in depth the interrelationships between the components in the curriculum. According to researchers, the implementation of entrepreneurship-based curriculum evaluation must be done constructively, considering that one of the successes of implementing the curriculum can be measured from the evaluation that has been done. Through formative evaluation, it is hoped that there will be continuous improvement in the program (Rakib, Yunus, & Amin, 2018).

Learning Entrepreneurship Values

S-PEAM is one of the pesantren which is indicated to have had a pesantren education system that accommodates and internalizes entrepreneurial values, both in terms of its substance and strategy. Some of the arguments that support and strengthen this statement include:

First, from the historical aspect, the Pasuruan City PDM head was Ustadz Kholil Asy'ari, M.Si (deceased). As a forum for the next generation of Muhammadiyah organizations, especially in Pasuruan City. The S-PEAM Islamic boarding school character is a new development in pesantren, which demands a change in the leadership, organization, and management system to be more professional and progressive.

Second, philosophically and paradigmatically, S-PEAM is a modern Islamic boarding school amid globalization that tends to be economical and full of moral crisis. Its vision and mission is the realization of an Islamic, stylish and spirited entrepreneurial generation based on the Qur'an and Sunnah, as well as placing the values of closeness to Allah with faith, Islam and ihsan as the basis of education. Meanwhile, the future's expected role is to become a trusted motivator for the people and a human resource bank.

Indicators of the spirit of independence of S-PEAM students

S-PEAM students can be categorized as independent when they meet the hands of freedom as follows;

1. Cognitive aspects can know and understand themselves and their environment by developing insights and developing students' autonomy through teaching materials on independent behaviour. This is the realization and vision of the S-PEAM expert thought.

2. Affective aspects of courage, able to make decisions for yourself, responsible, self-confident, optimistic, patient and sincere; fostering this aspect students are given learning that emphasizes aspects of feeling, emotional, muhasabah, praying, worship, solemn. This aspect represents the realization and vision of the S-PEAM dhikr expert.

3. Conative aspects can accept themselves and the environment positively and dynamic manner, can control themselves according to the decision, a firm determination not to be a burden; for this reason, learning is usually given that fosters achievement motivation and motivates oneself to be able to change character. This aspect is the realization and vision of the endeavour expert.

4. Psychomotor aspects can self-actualize optimally by the potential, interests, and abilities possessed by endeavours; for that, the learning given is usually in life skills, simulations, business training. This is a realization of the vision of work.

The description above shows that independence is essentially born from internalizing thought, dhikr, and endeavours based on entrepreneurial indicators. Thus freedom is taken because students have clear life goals. The clarity of life goals is due to a clear vision of education. Therefore, this vision has become a tremendous motivation for students always to be aware and always remember the purpose of becoming a student, work goals, and life goals.

The dominant components of education

Part of the educational components that have been carried out will then be internalized by the students in the learning process, both informally and informally, so that they can influence attitudes and habits through several components: ustadz, vision, management, methods, facilities, media, and business units can provide changes in the cognitive, affective, conative, and psychomotor domains of students, which in turn can affect the formation of entrepreneurial personalities, especially the spirit of independence of the students. The indicators are strong determination, not being a burden, courage, hard work, responsibility, self-confidence, self-understanding, self-control, optimism, patience, trustworthiness and sincerity (Sarikhani, Shojaei, Rafiee, & Delavari, 2020).

The impression that researchers feel about education at S-PEAM is that this educational institution is very appropriate for people who want to improve morals and change the paradigm in filling this life, including developing Islamic entrepreneurial mindset, attitudes and behaviour, learning to practice Islamic teachings. in a relatively short term. It is not appropriate for people who want to study the religious sciences for a relatively long time (Ikhwan, 2014).

Supporting and inhibiting factors for entrepreneurial empowerment at S-PEAM

1. Supporting factors

Management, so there is a learning process for independence and leadership management that can manage business centres. A strict discipline system where all activities from getting up, praying and studying in class are neatly scheduled. The availability of entrepreneurial empowerment activities includes a computer, language laboratories, and business centres by developing students' talents and interests.

2. Inhibiting factors

Sometimes there are feelings of boredom and laziness that arise in each student. Equipment that sometimes gets damaged. Santri are less able to freely use existing facilities because they are limited by time and religious activities (Horng, Hsiao, Liu, Chou, & Chung, 2020).

Discussion

The term entrepreneurship is derived from the translation of entrepreneurship, which can be interpreted as the central nerve of the economy or controlling a nation's economy (Suherman, 2010). Alma argues that entrepreneurship is a process of creating something different by devoting all of his time and energy accompanied by taking on financial, psychological, social risks and receiving remuneration in the form of money and personal satisfaction (Alma, 2013). On the other hand, entrepreneurship is also a creative endeavour that builds value from something that doesn't exist yet and can be enjoyed by many people.

Developing an entrepreneurship curriculum, several principles need to be studied so that the curriculum is formulated to be right on target, valuable and suitable to be applied in life. Nasution suggested four curriculum foundations that need to be considered: philosophical principles, psychological principles, sociological principles, and organizational principles (Nasution, 2006). The foundation for developing the entrepreneurship curriculum can be described as follows. *First*, the philosophical focus of creating an entrepreneurship curriculum is independence, which is very valuable for the Indonesian people. *Second*, the psychological principles of entrepreneurship curriculum development about child psychology and the psychology of learning about children's interests and needs in their development, while learning psychology highlights how a person knows. *Third*, the sociological principle of entrepreneurship curriculum development is a change in society, and every time society develops both the demands and the norms it adheres to so that the curriculum that is formed is expected to meet the needs of society; otherwise, it does not alienate someone from community life (Innocent & Alice, 2016).

We are talking about the curriculum model developed by the developing educational streams. Sukmadinata divides four curriculum models that are currently developing, namely: *First*, the Academic Subject Curriculum, the academic subject curriculum is set by the school's function as a preserver of values; *Second*, the Humanistic Curriculum, this curriculum is designed by school functions to optimize the potential of students as a whole; *Third*, the Social Reconstruction Curriculum, this curriculum was developed based on concern for social problems that occur in society; and *Fourth*, the technological curriculum, the specialised curriculum is originated from the curriculum of academic subjects but with different emphases. If the academic subject is emphasized on preserving knowledge, the specialized curriculum emphasizes competence mastery (Sukmadinata, 2008).

IV.   CONCLUSION

Islamic boarding schools, especially those in Pasuruan, have recently been aggressively developing an entrepreneurial culture interpreted as momentum to change the mentality, mindset and socio-cultural changes in society. Therefore, this study raises S-PEAM Islamic boarding schools' idea based on entrepreneurship education as a solution to create "Muslim" agents of change. Entrepreneurship development in Islamic boarding schools has become necessary, mainly when associated with pesantren education that emphasizes independence, hard work, discipline and honesty. Entrepreneurship should not be understood as just the ability to open one's own business, but entrepreneurship should also be interpreted as momentum to change mentality, mindset and socio-cultural changes.

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