

Entrepreneurship Empowerment Strategy in Islamic Boarding Schools: Lesson from Indonesia

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Abstract

Compared to formal educational institutions, Islamic boarding schools have their uniqueness and many advantages. Today's Islamic boarding schools provide learning about religious knowledge and entrepreneurship to equip and provide independence when returning to the community. This study aims to analyze the types of entrepreneurial empowerment of students and analyze the strategies of the Nurul Ulum Islamic Boarding School in Kemuningsari Lor Village, Panti District, Jember Regency in empowering santri entrepreneurship. The research method used is descriptive qualitative. While the data collection techniques used were observation, interviews, and documentation. The study results show that the types of entrepreneurial empowerment activities that are managed and developed by the pesantren are adapted to the conditions of the pesantren environment, infrastructure, and capabilities possessed by the pesantren. First, the generated businesses result from waste management (making cellphone bags,

handkerchiefs, school bags, and brooches). Second, dress code (sewing) in clothes, headscarves, coats, and pants. Then, the entrepreneurial strategies implemented at the Nurul Ulum Islamic Boarding School include cost leadership, differentiation strategies, and focus strategies. This research contributes in-depth knowledge that Islamic boarding schools play an essential role in entrepreneurship in providing new jobs and poverty alleviation and contributing to the country's economic development.

Keywords: *Entrepreneurship, Islamic Boarding School, Economics, Strategy.*

Abstrak

Dibandingkan dengan lembaga pendidikan formal, pondok pesantren mempunyai keunikan dan banyak kelebihan tersendiri. Pondok pesantren zaman ini tidak hanya memberikan pembelajaran tentang ilmu agama tetapi juga memberikan pembelajaran tentang kewirausahaan kepada para santri untuk membekali dan memberikan kemandirian ketika kembali kepada masyarakat. Penelitian ini bertujuan menganalisis jenis-jenis pemberdayaan kewirausahaan santri dan menganalisis strategi Pondok Pesantren Nurul Ulum Desa Kemuningsari Lor Kecamatan Panti Kabupaten Jember dalam pemberdayaan kewirausahaan santri. Metode penelitian yang digunakan adalah kualitatif deskriptif. Sedangkan teknik pengumpulan data melalui metode observasi, Interview, dan dokumentasi. Hasil dari penelitian bahwa jenis-jenis aktivitas pemberdayaan kewirausahaan yang di kelola dan kembangkan oleh pesantren disesuaikan dengan keadaan lingkungan pesantren, sarana prasarana, dan kemampuan yang di miliki pesantren. Jenis-jenis usaha yang dihasilkan berupa, pertama, hasil pengolahan limbah sampah (pembuatan tas handphone, sapu tangan, tas sekolah, dan bros). Kedua, tata busana (menjahit) berupa baju, kerudung, jas dan celana. Kemudian, strategi kewirausahaan yang diterapkan di Pondok Pesantren Nurul Ulum meliputi strategi biaya rendah (cost leadership), strategi pemberdayaan produk (differentiation), dan strategi fokus. Penelitian ini memberikan kontribusi pengetahuan yang mendalam bahwa pondok pesantren berperan penting kewirausahaan dalam menyediakan lapangan kerja baru dan pengentasan kemiskinan, serta berkontribusi dalam pembangunan ekonomi negara.

Kata Kunci: *Kewirausahaan, Pesantren, Ekonomi, Strategi.*

Introduction

One of the fundamental problems and most significant challenges of the Indonesian people today is economic development. However, Indonesia is currently faced with a very complex problem in terms of economic development, which has implications for the emergence of economic disparities in various regions. This is because development is not strong enough to absorb the community's economic power, including the working

group as a contributor to the pursuit of prosperity and economic development. According to the Global Entrepreneurship Monitor (2015), from 2013 to 2014, most developing countries showed negative growth of entrepreneurial intentions. The level of entrepreneurial intention is the percentage of the productive age group (18-64 years) who intend to run a new business for the next three years.¹

Indonesia's economic quarter II-2019 compared to the previous economic quarter (q-to-q) grew by 4.20%. Developments occurred in every field of entrepreneurship, of which Forestry achieved the highest development, Agriculture, and Fisheries at 13.80%, followed by other services at 4.00%, Education services at 3.90%, and Defense, Government Administration and Mandatory Social Security of 3.76%.²

The government will continue to encourage the Indonesian people to become entrepreneurs. To become a developing country, the conditions are 14% of the country's total population that becomes an entrepreneur.³ Entrepreneurship directs the acceleration of economic sector development by creating job opportunities, accelerating change, making effective ways of empowering resources, and promoting socio-economic peace of the citizens.⁴

Eggers (2013) conveyed that entrepreneurial orientation refers to innovating market companies that are constantly on the move, doing business that has an impact and comes up with new things that are proactive to compete to beat the existing market share.⁵ Yusof, Permula, and Pangil (2005) state that there are four (4) arguments why entrepreneurs are needed in society, namely: First, to take advantage of managing factors such as capital, land, information, technology, and human resources. HR) in making practical activities. Second,

¹ Ari Wibowo, Setyo Ferry; Purwana, Dedi; Wibowo, Agus; Saptono, "Determinants of Entrepreneurial Intention among Millennial Generation in Emerging Countries," *International Journal of Entrepreneurship* 23, no. 2 (2019): hlm. 1.

² Badan Pusat Statistik, "Pertumbuhan Ekonomi Indonesia Triwulan II-2019," 2019, 1-12.

³ Christoforus Ristiano, "Wiranto: Syarat Negara Maju, 14 Persen Warganya Wirausahawan," *8 April*, 2019.

⁴ Emem Anwana and Tima Anwana, "Enhancing the Entrepreneurship Framework in South Africa," *International Journal of Entrepreneurship* 24, no. 3 (2020): hlm. 1.

⁵ Fabian Eggers et al., "Implications of Customer and Entrepreneurial Orientations for SME Growth," *Management Decision* 51, no. 3 (2013): 524-46, doi:10.1108/00251741311309643.

predict various opportunities in the environment by developing activities that will favour a person's luck. Third, to use all factors of production in order to minimize savings by taking the best approach in various entrepreneurial activities. Fourth, for the benefit of future successors.⁶

Lupiyadi (2017) argues that initially, everyone can become an entrepreneur if there is a will and perseverance. This proves that there are no genetic barriers for someone to become an entrepreneur. McClelland (1966) explains that entrepreneurial nature is not formed from heredity but a supportive environment to become an entrepreneur.⁷ Entrepreneurship theories say that people's interest in the entrepreneurial profession is emphasized by the need for sovereignty from a definite community by managing the dependence of human resources (HR) and capital.⁸

In particular, entrepreneurship education is centred on intentions, attitudes, and the firm creation process.⁹ One of the goals of entrepreneurship education is to foster a desire for entrepreneurship in students. This effort requires the role of a great teacher. Teachers play an essential role in the formation of entrepreneurs through the proper learning process (Dinis, 2013). The family and community environment also play a role in the creation of entrepreneurship. Families' attitudes or behaviours are given to children, such as motivating them to excel without excessive stress and progress, which can create an entrepreneurial character in children. Likewise, the community environment, where the surrounding environment supports the birth of

⁶ Ab. Aziz Yusof., Selvan Perumal., and Faizuniah Pangil., *Principles of Entrepreneurship* (Petaling Jaya, Selangor, Malaysia: Pearson/Prentice Hall, 2005).

⁷ Jonnius, "Menumbuhkembangkan Budaya Kewirausahaan Dalam Masyarakat," *Menara* 12, no. 1 (2013): hlm. 52.

⁸ J Robert Baum et al., "Nationality and Work Role Interactions: A Cultural Contrast of Israeli and U.S. Entrepreneurs' Versus Managers' Needs," *Journal of Business Venturing* 8 (1993): 499-512.

⁹ Tri Wulida Afrianty, "The Role of Feasibility And Entrepreneurial Self-Efficacy on The Link Between Entrepreneurship Education and Entrepreneurial Intentions," *AdBispreneur: Jurnal Pemikiran Dan Penelitian Administrasi Bisnis Dan Kewirausahaan* Vol 4, no. 3 (2019): hlm. 194.

character and an entrepreneurial spirit, will affect the formation of entrepreneurship.¹⁰

As the most critical population place nominated by Muslims globally, the country of Indonesia has enormous power and is the centre of the world's Islamic economy. On the other hand, driven by the high number of the Muslim population, Indonesia also has a strategic factor compared to other countries, namely the factor of a traditional Islamic educational institution, namely Islamic boarding schools. With the advantages/strengths and high credibility of Islamic boarding schools for the majority of the Indonesian population, there is nothing wrong with a strategy to improve the Islamic economy that can be carried out by empowering Islamic boarding schools, which in quality and quantity have everything needed to accelerate economic development in Indonesia. In terms of quantity, at least the number of Islamic boarding schools in Indonesia is spread throughout all regions. When viewed from the quality, Islamic boarding school students and Kyai have advantages in understanding the theories and concepts of Islamic economics that are qualified. Nursalikhah (2018) said that currently, the world of Islamic boarding schools requires optimizing education in the field of Islamic economics. This must be done so that pesantren education remains up to date with the growth of the times and can adapt to the conditions needed by the community quickly.¹¹

Islamic boarding schools in Indonesia continue to increase their capacity as a basis for the growth of young entrepreneurs. Pesantren teaches students to understand the book and wants to create a young generation of entrepreneurial and independent students. Niam (2018) argues that pesantren with their welfare and pesantren show their ownership to the Nation and the Motherland.¹²

In the story, Islamic boarding schools, as educational institutions that have a solid basis for the Indonesian Muslim population, can maintain and care

¹⁰ Ari Saptono and Agus Wibowo, "Do Learning Environment and Self-Efficacy Impact on Student's Entrepreneurial Attitude?," *International Journal of Entrepreneurship* 22, no. 4 (2018): hlm. 2.

¹¹ Ani Nursalikhah, "Peran Pesantren Dalam Pembangunan Ekonomi Masyarakat | Republika Online," 7 Mei, 2018.

¹² Jakarta Jpnn.com, "Kemenpora Dorong Pemuda Santri Berwirausaha Dan Mandiri," *Jumat*, 02 November, 2018.

for their sustainability and have multiple aspects of education in this educational model. One of them is a non-formal educational institution that functions as a norm of character and an element of morality in the State of Indonesia, namely the Islamic boarding school institution. In line with the progress of the times, which are increasing rapidly developing, there are many problems that Islamic boarding schools must face as one of the pressing problems is related to efforts to create a pesantren curriculum that includes entrepreneurship education for students, so that in addition to the provision of religious knowledge, when the students have finished from the boarding school, they have no difficulty and have the character and entrepreneurial nature to enter the business world or work.¹³

Islamic boarding schools facing the era of globalization emphasize flexibility without erasing their fundamental values, namely understanding in the fields of religious knowledge. In the development and improvement of Islamic boarding schools, several critical places need to be observed because they will indirectly or directly impact the improvement and development of the Islamic boarding school itself. In line with the corridor of the Islamic boarding school, "Keeping the good old traditions and making new, better traditions" (*Al-muhafadhotu 'ala al-qadiimi shaalih, wa al-akhdu bi al-jadid ashlah*).¹⁴

In previous research, Hidayati (2016) explained that the method of entrepreneurship education in building Muslim entrepreneurs at the Sidogiri Islamic Boarding School, namely by instilling the foundation of Muslim entrepreneurship in santri activities; improve the integrity of Muslim entrepreneurship towards students with the flow of students being provided with opportunities for practicum at the Sidogiri Islamic Boarding School Cooperative; developing the salaf curriculum into an entrepreneurship

¹³ Tatik Maisaroh, "Perintisan Kewirausahaan Berbasis Pesantren Melalui Pelatihan Dan Pendampingan Kewirausahaan Pada Santri PP Ar Risalah Mlangi Yogyakarta," *JAMALI - Jurnal Abdimas Madani Dan Lestari* 01, no. 01 (2019): hlm. 35.

¹⁴ Zaini Hafidh and Badrudin Badrudin, "Pesantren Dan Kemandirian Perekonomian: Studi Tentang Kewirausahaan Di Pondok Pesantren Ar-Risalah Cijantung IV Ciamis," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2018): 257-67, doi:10.14421/manageria.2018.32-03.

education curriculum BMT MMU and UGT and Ma'hadiyah activities.¹⁵ While the strategy used in Pondok Pesantren Al Madinah, Gayamsari District, Semarang City is a combination strategy, because the business applied in Islamic boarding schools by students is more than one type of business, which Islamic boarding schools manage there are several types, namely refilling drinking water, basic food stalls, and snack making. The combination strategy in increasing the entrepreneurial activity of students at the Al-Madinah Gayamsari Islamic Boarding School, Semarang, is very effective. The profits obtained from the sale are used to manage the Al-Madinah Islamic Boarding School, and some of the profits are used for daily life. In the boarding school, apart from teaching about religious knowledge, it also provides worldly knowledge to continue life.¹⁶

On the other hand, the Pondok Modern Darussalam Gontor business management unit has the best quality. All good practices and waqf, foundations, Kyai, kopontren fields, business implementing units, and employees are in an integrated purpose in one system. All economic activities are in a synergistic and integrated system to realize the vision and mission of the cottage's value.¹⁷ Meanwhile, Astiti (2014) concludes that there is a positive influence on entrepreneurship education; in line with entrepreneurial motivation, entrepreneurship education has a positive effect and is in line with entrepreneurial creativity.¹⁸

Based on the importance of entrepreneurship in Islamic boarding schools, some researchers believe that entrepreneurship takes a significant portion to support the country's economy because of the critical role in

¹⁵ Nuri Hidayati, "Strategi Kopontren Dalam Membentuk Jiwa Wirausaha Mahasantri Ponpes Nurul Jadid Paiton Probolinggo, UIN Maulana Malik Ibrahim" 2016.

¹⁶ Ahmad Wahyudi, "Analisis Strategi Peningkatan Kinerja Wirausaha Santri Di Pondok Pesantren Al-Madinah Kecamatan Gayamsari Kota Semarang, Skripsi" 2014.

¹⁷ Muhammad Iqbal Fasa, "Manajemen Unit Usaha Pesantren (Studi Kasus Pondok Modern Darussalam Gontor 1 Ponorogo Jawa Timur)," *Program Pasca Sarjana UIN Sunan Kalijaga Yogyakarta* 2014.

¹⁸ Yunita Widyaning Astiti, "Pengaruh Pendidikan Kewirausahaan Terhadap Motivasi Berwirausaha Dan Keterampilan Berwirausaha Mahasiswa Pendidikan Ekonomi Universitas Negeri Yogyakarta', Skripsi" 2014.

providing new jobs and poverty alleviation.¹⁹ So this study aims to find out and understand what types of entrepreneurship are in the Nurul Ulum Islamic Boarding School, Kemuningsari Lor Village, Panti District, Jember Regency and understand how the strategy of empowering students' entrepreneurship is. This research is essential to determine the role and contribution of Islamic boarding schools in entrepreneurship to provide new jobs and poverty alleviation.

Strategy Oriented Innovation

Strategy is the steps that must be carried out by industry or institution in order to achieve goals.²⁰ Strategies share an understanding of goals that can be broken down into certain boundary states.²¹ This innovation-oriented strategy supports innovation generation through an active search for new opportunities and the continuous creation of new products.²²

Implementing an innovation-oriented strategy can help industries attract customers, outperform competitors, enter the market first, and build an innovative product portfolio.²³ From a boundary theory perspective, an innovation-oriented strategy can provide strategic direction for innovation, bridge boundaries with customers, and facilitate co-development of new products. Co-development offers an excellent ability to gain knowledge from outside the industry, tied to new product ideas and data on customer needs.²⁴

¹⁹ Imam Machali et al., "From Teachers to Students Creativity? The Mediating Role of Entrepreneurial Education," ed. Luis Tinoca, *Cogent Education* 8, no. 1 (January 1, 2021): 1943151, doi:10.1080/2331186X.2021.1943151.

²⁰ Kasmis, *Kewirausahaan* (Jakarta: PT Raja Grafindo Persada, 2010).

²¹ Howard Aldrich and Diane Herker, "Boundary Spanning Roles and Organization Structure," *Academy of Management Review* 2, no. 2 (2015): 217-30.

²² Hubert Gatignon and Jean-Marc Xuereb, "Strategic Orientation of the Firm and New Product Performance," *Journal of Marketing Research* 34, no. 1 (1997): 77-90, doi:10.1177/002224379703400107.

²³ B. Bowonder et al., "Innovation Strategies for Creating Competitive Advantage," *Research Technology Management* 53, no. 3 (2010): 19-32, doi:10.1080/08956308.2010.11657628.

²⁴ Matt O Hern and Aric Rindfleisch, "Customer Co - Creation : A Typology and Research Agenda Wisconsin Innovation Thoughts on Innovation from the Wisconsin School of Business," no. January 2010 (2014): 1-46.

Product or process innovation and development are critical strategic requirements because the industry must improve technology, knowledge, exploit capacity and reach the market from this idea.²⁵

Islamic Boarding School (Pesantren) and Entrepreneurship Education

Pesantren-based management includes caregivers (Kyai), ustad, santri, and pesantren administrators. These groups or groups carry out life activities together in an educational environment with the essential character of Islamic values. Exclusive habits and norms of life. This is different from the pattern or character of the community environment in general.²⁶

At different times, many people know about pesantren from a broader perspective, after realizing and reading about the strong influence of pesantren in creating, maintaining social, cultural, religious, and political life. Actually, in determining the Islamic character of the Islamic kingdoms, namely by the pesantren institutions.²⁷

The character of Islamic boarding school education requires severe handling of social problems. This means that pesantren emphasizes increasing scientific knowledge and technology and information systems regularly or inline to collaborate competitively in the current era of globalization. A country becomes prosperous if a country's entrepreneurs reach two per cent of the total population. Entrepreneurship education can create entrepreneurial behaviour, attitudes, and mindsets that lead to entrepreneurship as a career choice. Entrepreneurial intentions can be strengthened from work experience, parents' work, and gender demographic variables. Entrepreneurship education is an investment that facilitates a theoretical basis for the entrepreneurial design and makes an entrepreneur's behaviour, attitude, and thinking power—the more developed a country, the more educated people and less unemployed.

²⁵ Danny Miller and Peter H.Friesen, "Innovation in Conservative and Entrepreneurial Firms: Two Models of Strategic Momentum," *Strategic Management Journal* 3, no. December 1980 (1982): 1–25.

²⁶ M Thoriq Nurmadiansyah, "Manajemen Pendidikan Pesantren: Suatu Upaya Memajukan Tradisi," *Jurnal MD* 2, no. 1 (2016): 95–115.

²⁷ Andi Fitriani Djollong, "Epistemologi Filsafat Pendidikan Islam," *Istiqra: Jurnal Pendidikan Dan Pemikiran Islam* 3, no. 1 (2015): 8–17.

So, understanding the world of entrepreneurship is increasingly essential. If entrepreneurs support development, they will be more successful and create and open jobs because the government's ability is minimal. Wibowo (2017) states that entrepreneurship education is an effective instrument for internalizing perceptions, self-efficacy, intentions, and entrepreneurial competencies.²⁸

Entrepreneurial intention can be defined as the basic process of an entrepreneurial establishment step which generally means long term.²⁹ Suyitno (2003) suggests that entrepreneurship education is a programmed and applicable effort to develop students' knowledge, interests, and competencies to improve their souls by realizing innovative, creative, and courageous behaviour in managing problems (problems).³⁰

Klofsten (2000) explains that entrepreneurship education at all levels of education plays three critical roles in improving the entrepreneurial mindset. First, create an entrepreneurial culture that encompasses all projects. In addition, entrepreneurship education allows students to learn more about entrepreneurship itself. Lastly, through special courses for individuals, it provides wider opportunities for them to launch new businesses. Barba-Sanchez & Atienza-Sahuquillo (2018) revealed that schools or universities need to promote cross-curricular courses accompanied by specific business training programs to increase entrepreneurial intentions and readiness to become entrepreneurs.³¹

²⁸ Farij Ibadil Maula, Ludi Wishnu Wardana, and Agus Wibowo, "Does Entrepreneurship Education Have Impact on Opening and Maintaining a Garment Business Strategy?," *Jurnal Entrepreneur Dan Entrepreneurship* 8, no. 2 (2019): hlm. 82., doi:10.37715/jee.v8i2.1124.

²⁹ Budi Azwar, "Analisis Faktor-Faktor Yang Mempengaruhi Niat Kewirausahaan (Entrepreneurial Intention). Studi Terhadap Mahasiswa Universitas Islam Negeri SUSKA Riau.," *Jurnal Menara* 12, no. 1 (2013): hlm. 14.

³⁰ Rafika Rahmadani, Suwatno, and Amir Machmud, "Analisis Faktor-Faktor Yang Mempengaruhi Pendidikan Kewirausahaan(Entrepreneurship Education) Di Perguruan Tinggi Negeri Kota Bandung," *SOSIO-DIDAKTIKA: Social Science Education Journal* 5, no. 1 (2018): hlm. 50., doi:10.15408/sd.viii.9522.

³¹ Ari Saptono et al., "Does Entrepreneurial Education Matter for Indonesian Students' Entrepreneurial Preparation: The Mediating Role of Entrepreneurial Mindset and Knowledge," *Cogent Education* 7, no. 1 (2020): hlm. 4., doi:10.1080/233186X.2020.1836728.

Entrepreneurship education in Indonesia is not the same as in other developed countries in the world. It has been carried out for decades in several countries regarding entrepreneurship education. Meanwhile, in Indonesia, entrepreneurship education began to be discussed in the 80s and was promoted in the 90s. However, it should be appreciated now that institutions and schools and institutions have begun to form that aim to educate students to make them qualified candidates for entrepreneurs after graduating from school. One of them is the educational environment of modern pesantren, which pays attention to human resource management (HRM) through the entrepreneurship empowerment of the students.

Sandiaga Uno conveyed that in a friendship event at the Sembilangan Kramat Islamic Boarding School, which was welcomed directly by KH. Muhammad Shofwan and Madurese ulama leaders, that "Sixty per cent of santri, if given vocational training, mentoring and capital, can create jobs."³² According to Sandiaga Uno, there are several recipes for becoming successful entrepreneurs, namely with Four As. First is innovative work, which takes advantage of advances in information systems, technology, opportunities, and networks. Second, work hard. According to him, successful entrepreneurs should not be lazy; they must be persistent, tenacious, and never give up. Third, work sincerely. "So if we have tried, our efforts are good, the work is done, God willing, Allah will give us sustenance." The last ace Fourth, the work is done. "There are no successful people who work half-assed; if given a task, it must be completed completely."³³

Bank Indonesia (BI) motivates and facilitates the economic development of Islamic boarding schools. The central bank has applied this to 62 Islamic boarding schools throughout Indonesia by including 32 BI branch offices. Agus DW Martowardojo, as the Governor of BI, has crowned the Islamic Boarding School Economic Empowerment Model. It has also confirmed the Nusantara Islamic Boarding School Business Forum and the Islamic Boarding School Business Sarekat Cooperative, created by 17 Islamic boarding schools in East Java. Agus said that the independence of Islamic boarding schools in the

³² Permana Fuji E, "Sandi Bicarakan Umat Bersama Para Pengasuh Pesantren," *Republika.Co.Id, Jakarta, 06 Januari, 2019.*

³³ M. Abror Rosyidin, "Sandiaga Uno Motivasi Ribuan Santri Tebuireng Jadi Pengusaha," *10 Juni 2017, 2017.*

economic field needed to be encouraged. It aims to produce quality students in all aspects of life. "We welcome and encourage Islamic boarding schools throughout the country to build Islamic economic movements and collaborations between Islamic boarding schools as a tangible manifestation of the role of Islamic boarding schools in empowering a more inclusive economy," according to Agus, the results of a central bank survey, the source of funds for Islamic boarding schools is sourced chiefly. From student fees. Likewise, the contribution of business units is still relatively small, at 12%. In addition, the source of funds for pesantren is also relatively high from government assistance. There are few obstacles to improving the pesantren economy, including network, marketing, capability, and capital. ³⁴

Islamic Boarding School Entrepreneurship Development Strategy

The development of entrepreneurship which is now increasingly contextual, and the progress of information systems and technology lately impact the emergence of new variants. ³⁵

Entrepreneurship development is the main focus of the education system, both in developed countries. This is due to the positive impact of social development, community empowerment, economy, and organization. In Indonesia, entrepreneurship development is one of the strategic policies of national education in using different demographics for the next five years. The development of entrepreneurship education in Indonesia is also to increase economic independence and realize community welfare. ³⁶ According to McClellan (1961), this is relevant that a nation can achieve prosperity if it has a minimum number of entrepreneurs as much as two per cent of the population. It will automatically help improve a nation's economy from good entrepreneurial growth as Gbolagade (2001), and Morris & Lewis (1991) say that

³⁴ Sakina Rakhma Diah Setiawan, "BI Dorong Pemberdayaan Ekonomi Pesantren," *Kompas.Com*, 2017.

³⁵ Margo Purnomo et al., "State Of The Art Of Crowdfunding In Entrepreneurial Finance Context," *AdBspreneur:Jurnal Pemikiran Dan Penelitian Administrasi Bisnis Dan Kewirausahaan* 5, no. 1 (2020): hlm. 91.

³⁶ Saptono and Wibowo, "Do Learning Environment and Self-Efficacy Impact on Student's Entrepreneurial Attitude?"

entrepreneurial programs positively impact the economy and affect the lives and quality of life.³⁷

In his best-known writing on competitive strategy, Michael P. Porter suggests several strategies that companies can do to compete. The core aspects of Porter include a) Competition is the essence of success and failure. b) Competitive advantage and increase from the value that the company can form to consumers and customers. c) There are two basic types of competitive advantage: low cost and differentiation; d) From the two basic types of competitive advantage, three generic strategies are obtained; namely, Low Cost; This strategy favours a relatively low-cost advantage obtaining goods and services. Second, Differentiation; This strategy starts with a company's ability to obtain goods and services that are attractive in its industry and in all general dimensions that buyers appreciate. Differentiation can be applied in several systems, including production differentiation; differentiation of the delivery/delivery system; differentiation in marketing approach; differentiation in construction and equipment; differentiation in outcome ideas. Third, Focus; The focus strategy seeks to examine advantages in the target market, even though it does not have an overall competitive advantage.³⁸

According to Porter, a country gains a competitive advantage if the firms in it are competitive. The competitiveness of a country is determined by the capability of the industry in doing new things. Next, Porter proposes the Diamond Model (DM), which is made up of 4 determinants of the National Competitive Advantage (NCA), namely: First, the conditions factor is oriented to the input used as a factor of production, such as natural resources, development, capital, and labour. Second, demand conditions are guided by the availability of the domestic market, which is characterized by the power to sell superior results. This is driven by demand for quality goods and services and active communication between companies and consumers. Third, Related

³⁷ Agung Purnomo, Indrianawati Usman, and Nur Asitah, "Entrepreneurship Research in Indonesia: Publication Mapping With Scientometric Perspective (1972-2019)," *AdBispreneur: Jurnal Pemikiran Dan Penelitian Administrasi Bisnis Dan Kewirausahaan* 4, no. 3 (2019): 207-16.

³⁸ Michael E. Porter, "Competitive Strategy.," *Measuring Business Excellence* 1, no. 2 (1997): 11-17, doi:10.4324/9781315705989-14.

and Supporting Industries refer to the availability of good ties between companies and supporting industries. Fourth, firm Strategy, Structure, and Rivalry are guided by the strategy and structure available to the intensity of competition against specific industries and most companies.³⁹

David suggests that strategy is a shared facility with long-term targets to be achieved. The business strategy includes verification, geographical expansion, acquisition, market penetration, product enhancement, knowledge, divestment, joint venture, and liquidation. Strategy is the preparation for the implementation of a company. The preparation provides a framework for managerial decisions. Moreover, the primary area of the corporate environment is industry; a company must strive to achieve competitive advantage continuously, in the form of (a) constantly adapting to changes in internal qualifications, external trends, strengths, and human resources, and (b) effective design, implementation, and highly professional strategy evaluation.⁴⁰ Michael Porter, the conclusion of designing a competitive strategy is to combine the company with its environment.⁴¹

The increase in the economic capacity of pesantren is very high, starting from the Kyai who owns the pesantren who is seen as having a high economic capacity, plus the Kyai, a figure who has an extraordinary magnetism as a role model, of course, has a good network (communication) for the management and implementation of the pesantren. Likewise, with the capacity/ability of students and the educational institution itself, which has excellent economic capabilities.⁴²

This entrepreneurial process includes four different stages. The process includes more than solving problems in general management; the four stages are: 1) Opportunity evaluation and identification of this stage is not easy because good business opportunities do not just appear, but are entrepreneurial vigilance for the region. Furthermore, this opportunity is followed up, follow-up activities are the most crucial in the entrepreneurship

³⁹ Michael E. Porter, *Strategi Bersaing: Teknik Menganalisis Industri Dan Pesaing* (Jakarta Karisma, 2007).

⁴⁰ Fred R. David, *Strategic Management Concepts and Cases* (England: Pearson Education Limited, 2011).

⁴¹ Porter, *Strategi Bersaing: Teknik Menganalisis Industri Dan Pesaing*.

⁴² Djollong, "Epistemologi Filsafat Pendidikan Islam."

process. 2) Improved business planning; improve business planning in order to take advantage of opportunities. Business planning is needed to take advantage of opportunities, determine the required resources, and manage them well to be realized. 3) Increasing the required resources, obtaining the necessary resources in or to the advantage of the existing current opportunities. This process begins with correcting the resources of an entrepreneur. 4) Successful company management; Once he gets the needed resources, the entrepreneur uses those resources in order to do a good job. ⁴³

Management of pesantren development in santri entrepreneurship is a pesantren to develop the interests of santri who want to work, so that later in society they become people who have entrepreneurial abilities.⁴⁴ This can all happen because pesantren and santri have one goal, namely to both want to develop pesantren in the future so that they remain helpful, innovate in being creative for santri and the community around the pesantren in order to remain istiqomah, and remain superior in the fertile field and compete in industrial services so that it remains valid in the local market around in entrepreneurship. Some of the smaller companies that do best under their terms are due to technical advantages, exceptional results, and specific geographic distribution areas of the market. ⁴⁵

Porter's theory of Generic Strategies is divided into three approaches: a) a low-cost advantage strategy, b) a product differentiation strategy, and c) a focus strategy. The advantage section is divided into low cost and product/service uniqueness, while the target market scope is divided into broad and narrow. ⁴⁶

⁴³ Aprijon, "Kewirausahaan Dan Pandangan Islam," *Menara* 12, no. 1 (2013): hlm. 4.

⁴⁴ Djollong, "Epistemologi Filsafat Pendidikan Islam."

⁴⁵ Suryana, *Kewirausahaan*, (Jakarta: Salemba Empat, 2001, hlm. 118.

⁴⁶ Michael E Porter and M E Porter, *Competitive advantage : creating and sustaining superior performance*. (New York; London: Free Press ; Collier Macmillan, 1985).

Tabel 1. Porter Generic Strategies

Target/ Scope	Market	Advantage	
			Low Cost
Broad (Industry- Wide) Narrow (Market Segment)	(Industry- Wide)	Cost Leadership Strategy	Differentiation Strategy
	(Market Segment)	Focus Strategy (Low Cost)	Focus Strategy (Differentiation)

In determining the target/market scope, the company can reach a free market by prioritizing low production and distribution costs to attract buyers from all groups, both the upper middle class and lower middle class, and domestic and foreign buyers. With this view, companies can be categorized in a broad (industry-wide) context. ⁴⁷

Research Method

The method used in this research is descriptive qualitative, namely research intended to describe the phenomena that occur, either in the form of natural or artificial itself; it can simply be said as descriptive research. The phenomenon can be in activities, forms, characteristics, changes, bonds, similarities, and comparisons between several phenomena. ⁴⁸

In this study, the primary information collection technique uses written interview notes intended for informants, and the data obtained is qualitative. After that, the interview results can be validated by observation or reconfirming the interview answers to informants or other people who understand the problems being studied. ⁴⁹ Sources of data in this study through informants clerics (caregivers) and Ustadz at the Nurul Ulum Islamic Boarding School, Kemuningsari Lor Village, Panti District, Jember Regency.

⁴⁷ Melissa Carnia Elias, "Analisis Strategi Bersaing Pada Perusahaan Biro Perjalanan Di Malang," *Jurnal AGORA* 6, no. 2 (2018): hlm. 6.

⁴⁸ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R & D* (Bandung: Alfabeta, 2011); N. S. Sukmadinata, *Metode Penelitian Pendidikan; Penelitian Memberikan Deskripsi, Eksplanasi, Prediksi, Inovasi, Dan Juga Dasar-Dasar Teoritis Bagi Pengembangan Pendidikan* (Bandung: UPI dan PT. Remaja Rosdakarya., 2011).

⁴⁹ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R & D*.

Results and Discussion

The Nurul Ulum Islamic Boarding School was built in 2003 with a prayer room or another term langgar, which is only designed there are two rooms on the right and left in the front courtyard of the mosque, there are two students who occupy the first Misbah from Magelang the second Selamat from Taman Sari, and later on, there was one of the Annuriyah students, namely Aqiluddin from Lombok who also stayed at the mosque until he finally settled. However, the increasing number of interested students then rebuilt a building of four women's rooms and a men's room measuring 4x5 meters in an area of land, rice fields, and weed plants. Day after day, the students arrived to register at the boarding school to complete the room supplies. He (Kyai) rebuilt the boarding school building, the construction of the Islamic boarding school provided a relatively simple new vehicle for the students. With the new development, the students are more enthusiastic and active in learning. In 2007, Islamic boarding schools tried to establish SMK and Madrasah Diniyah, which are still active.⁵⁰

The educational process carried out in the Nurul Ulum Islamic Boarding School is integrative education which is applied based on the principle of integration, which includes a balance of 3 intelligence frameworks, namely a) Intellectual. b) Emotional, and c) Spiritual. The integration of non-dichotomous Islamic scientific systematics between science and religion, the continuity of achieving something positive based on innovative habits, and the integration of education-oriented towards opening life skills.

In the entrepreneurial design of Islamic boarding schools, they firmly adhere to students' entrepreneurial abilities in achieving excellence and competing through their strategy. The pesantren strategy uses the method as the company creates value by coordinating multi-marketing activities and configurations.

Based on the results of observations and interviews, and other data collection techniques collected in the field. So, some data can be drawn that support and support this research. The data obtained refer to the research focus formulated by the researcher.

⁵⁰ Hanif Abd Razaq, "(Pengasuh), Interview," 2019, .

Nurul Ulum Islamic Boarding School Entrepreneurship Empowerment

The types produced by students at the Nurul Ulum Islamic Boarding School are:

1. Waste processing

Waste processing is preserved or utilized by the students as material for students' creativity in Islamic boarding schools according to their talents and interests from various fields that students favour, such as making brooches, lantern lights, frames, cellphone bags masks, school bags. And so forth.

2. Dressing (sewing)

In dressmaking (sewing), students are continuously provided with enthusiasm for being creative and cooperating, and students are given training materials according to their respective abilities in the fashion produced by students, namely batik clothes, headscarves, pants, and coats (alma mater).⁵¹

The Nurul Ulum Islamic Boarding School directs students to be actively involved in business unit activities that have been facilitated by Islamic boarding schools, such as training in clothing (sewing) and waste management (recycling) through skill activities (creative). For a time directed towards developing the management of economic enterprises when the students returned to society.

Islamic Boarding School Empowerment Strategy in Santri Entrepreneurship at Nurul Ulum

In the entrepreneurial empowerment of the Nurul Ulum Islamic Boarding School, namely by fostering solidarity and building togetherness based on commendable morals. Among other things, in empowering pesantren entrepreneurship to instil students' entrepreneurial spirit, it is applied in a strategy or method: Input, namely First. Recognition of the need for entrepreneurship training by looking at three parts; given the needs of the santri, the needs of the pesantren, and the organization's needs. Second. Confirmation of targets, ensuring that these targets are carried out selectively

⁵¹ Mahrus, "Interview," 2019.

because not all students can participate. The process, namely developing an empowerment agenda, the preparation of the agenda consists of the organizers of the Nurul Ulum Islamic Boarding School with the target of achieving independence, success by developing the entrepreneurial spirit of students and methods and materials that can be carried out in harmony with the training carried out.

Furthermore, the entrepreneur empowerment agenda is implemented using the theory-giving method through workshops, seminars, training, and others which are then put into practice in existing business units and the field. Output, namely monitoring and evaluating the entrepreneur empowerment agenda, which is carried out once a month and applying rolling to business units so that appropriate talents and interests are obtained for students. The influence can be felt very well by the students.

Pondok Pesantren Nurul Ulum applies the strategy as Porters Generics Competitive Strategies, namely the strategy implemented by the company to gain competitive advantage; the strategies implemented are as follows;

Cost Leadership Strategy

Cost leadership produces expected results (same in all areas) with meagre capital per unit.⁵² Cost Leadership Strategy is an effort to gain a competitive advantage by increasing sales through the lowest price competition. The lowest cost strategy is an attempt to minimize the cost of getting a product or service at a low price. This strategy is more effective when applied to price-sensitive buyers; buyers will determine a lower price, even though the quality is worse.⁵³ This low cost low-cost is a series of interactive actions to create and offer services or goods at the lowest cost to competitors on terms that are acceptable to consumers.⁵⁴

⁵² Endang Amalia, "Kajian Penerapan Porter ' S Generic Strategies Di Industri Telekomunikasi Indonesia," *Jurnal Ilmiah Teknologi Informasi Terapan II*, no. 1 (2015): hlm. 36.

⁵³ Anonymous, "Manajemen Strategi," 18 January, 2016.

⁵⁴ Vina Merliana and Albert Kurniawan, "Pengaruh Strategi Biaya Rendah Dan Diferensiasi Terhadap Keberhasilan PT Tahu Tauhid," *Jurnal Manajemen* 15, no. 2 (2016): hlm. 222.



Figure 1.
The Results of The Convection of The
Clothes Of Santri Nurul Ulum



Figure 2.
The Results of The Convection of
Nurul Ulum's Santri Clothes

Entrepreneurial convection in the Pondok Pesantren area of Kemuningsari Lor Village, Panti District, Jember Regency, applies low-cost domains to their business ventures. The convection of clothes, pants, suits and other clothes in developing entrepreneurial creativity and selling these clothes is relatively affordable, tends to be cheap, and dares to compete with other convection outside the area or local area. This is what makes buyers both in the Panti Sub-district Village area or buyers who cross the Kemuningsari Lor Village area participate and buy clothes and things that have been provided. The price factor is very cheap in selling clothes, but the high-volume production makes clothes able to reduce relatively affordable prices in the local community.⁵⁵

Differentiation Strategy

Differentiation involves how to produce a product or service that is different and the best from other competitors. This strategy depends on the nature of the industry, service, or product itself but usually relates the characteristics, durability, function, encouragement, and reputation of the

⁵⁵ Mahrus, "Interview."

label that consumers nominalize. This inequality strategy motivates companies and agencies to get their uniqueness in the market share they are targeting.⁵⁶

According to Porter, this strategy creates a state of security by focusing on a lower market share on the initial basis of using a better differentiation strategy than competitors.⁵⁷ This strategy focuses on increasing yields that promote more numbers and excellent results that other rivals do not have. The accumulation of these yield figures makes the company set a premium price for its products. The reputation of this figure is seen in terms of usability, sales, durability, and quality.⁵⁸



Figure 3.
The Handkerchief of The Creativity of The Recycled Santri



Figure 4.
Bros Created by Santri Nurul Ulum's Creativity

⁵⁶ Damar Purba Pamungkas, "Analisis Competitive Force Dan Competitive Strategy Sistem Informasi Kuliner Di Indonesia (Studi Kasus: Kulina.Id)," *Elinvo (Electronics, Informatics, and Vocational Education)* 1, no. 2 (2016): hlm. 121., doi:10.21831/elinvo.v1i2.10760.

⁵⁷ Michael E. Porter, *Strategi Bersaing: Teknik Menganalisis Industri Pesaing* (Jakarta: Erlangga, 1987).

⁵⁸ Anonymous, "Manajemen Strategi."



Figure 5.
Cellphone Bag The Result of the
Creativity of Santri Nurul Ulum



Figure 6.
School Bags from the Creativity of
Santri Nurul Ulum

The entrepreneurial convection of the pesantren, which is located in the Panti District, Kemungsari Lor Village, develops and implements entrepreneurship in the context of differentiation by making clothing products using recycled. This recycling is considered to have carried out a differentiation strategy in which this business makes different types of products from competitors in the area around their environment. However, the creations of Islamic boarding schools also have a variety of product variations that are unique and different from other products, such as handkerchiefs, masks, cellphone bags, school bags, and cellphone pouches, etc. Through recycling, we can say one of the businesses that develop and sell unique merchandise.⁵⁹

Focus Strategy

Porter argues that this strategy focuses a company on a few market outcomes. Where is usually said with a niche strategy?⁶⁰

By understanding market issues and the unique needs of buyers, companies improve services or products with small and definite values. Because in the market, they uniquely entertain buyers, tending to form a loyal

⁵⁹ Mahrus, "Interview."

⁶⁰ Porter and Porter, *Competitive advantage: creating and sustaining superior performance*.

superiority that persists in the buyer's environment. It gave birth to a fragment of the stock they controlled which was displeasing to competitors.

In implementing the strategic theory of pesantren entrepreneurship in the area of Kemuningsari Lor Village, Panti District, Jember Regency, trying to focus on the development, sale of clothing convection and recycling. The focus of clothing entrepreneurs (sewing) and recycling as superior products in their trade and low prices and having a differentiator in their clothing products. This means that Islamic boarding school entrepreneurs are more on adjusting to consumer fragments in general but focus on two great domains to attract consumers and risky development and marketing.

Conclusion

The types of entrepreneurial empowerment activities that are managed and developed by the pesantren are adapted to the conditions of the pesantren environment, infrastructure, and capabilities possessed by the pesantren. First, the generated businesses result from waste management (making cellphone bags, handkerchiefs, school bags, and brooches). Second, dress code (sewing) in clothes, headscarves, coats, and pants. Then, the entrepreneurial strategies implemented at the Nurul Ulum Islamic Boarding School include cost leadership, differentiation strategies, and focus strategies. Finally, this research contributes in-depth knowledge that Islamic boarding schools play an essential role in entrepreneurship in providing new jobs and poverty alleviation and contributing to the country's economic development.

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