Skill Improvement Based on Local Wisdom to Build Santripreneur at the Blitar Islamic Boarding School, Indonesia

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Abstract

This study aims to find out how to improve skills based on local wisdom to build the spirit of an entrepreneur in the Anharul Ulum Islamic Boarding School. This research used mixed methods, adopting a design-embedded experimental model from Cresswell. The subjects were twenty-one students and three teachers at Anharul Ulum Broading School Blitar, Indonesia. Purposive random sampling was used. Data was collected from interviews, surveys, and observation. The data analysis was used to triangulate and SPSS. The study results show that the assessment of student's skills gets a score of 3 with a suitable category in understanding and running a simple onion stick business at the Anharul Ulum Islamic Boarding School. The entrepreneur program impacts effectiveness (N-gain 77,51%) and can increase the level of understanding, with a score of 31,86 from 58,29 to 90,14. Through onion stick-making activities, the santripreneur program has succeeded in developing various essential skills in students. In addition to mastering production skills, students are trained to think critically, analyze data, and innovate in marketing. The program evaluation results showed a significant improvement in ability, with an N-gain value of 77.51.

Keywords: *Entrepreneur, Boarding, School, Skills.*

INTRODUCTION

Entrepreneur is a program that can improve students' skills. To improve this, it is necessary to improve the various skills of students [1]. Among these are creative and innovative thinking, problem-solving, time management and communication skills, independence, confidence, and financial skills [2]. Entrepreneurship programs provide another opportunity to open up career opportunities, foster a spirit of achievement, and become an agent of change. Some entrepreneurship program activities include creativity, business planning, marketing, sales, and accounting [3]. Entrepreneurship encourages students to think "out of the box" in creating unique business ideas and solutions to existing problems [4]. In running a business, students will face

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challenges that require finding effective and efficient solutions. Managing time between school, extracurricular activities, and business will train students to prioritize tasks and work efficiently. Interacting with customers, suppliers, and business associates will improve students' communication skills. Entrepreneurship teaches students to take responsibility for their decisions and actions and manage risks. Being able to run your own business will increase students' confidence in facing future challenges [5]. In addition, understanding basic financial concepts such as profit, loss, and budgeting is essential in running a business [6].

The entrepreneur program can be integrated with education at Islamic boarding schools [7]. The program is used to improve students' entrepreneurial spirit and is called entrepreneur. This program aims to empower students by fostering understanding and skills in producing products by sharia. The orientation of this program is benefits and profits. The entrepreneur program at Islamic boarding schools transforms education to equip students with hard and soft skills [8]. This aims for students to be open-minded, productive, innovative, and able to adapt to the industrial era. Islamic principles such as hard work, independence, and halal living align with the spirit of entrepreneurship. This program can equip students with the skills to live independently and contribute to society. By having entrepreneurial skills, students can create jobs for themselves and others. Businesses managed by students can be an additional source of income for Islamic boarding schools. This program can prove that religion and business are not contradictory but can complement each other. Effective integration methods include incorporating entrepreneurship materials into the pesantren curriculum, holding hands-on practical activities such as product creation, marketing, and financial management, partnering with successful entrepreneurs as mentors for students, creating business incubators in the pesantren environment to support students' business ideas, and collaborating with related companies or institutions to provide training and market access. Some examples of entrepreneurial activities in Islamic boarding schools include food and beverage production, handicrafts, agriculture and livestock, service services, and e-commerce. In addition, the challenges and solutions faced include lack of capital, lack of skills, negative perception, and lack of time. Integrating entrepreneurship programs in Islamic boarding schools is a very positive step. With the right approach, this program can produce intellectually intelligent Islamic boarding school graduates with a high entrepreneurial spirit [9].

Islamic boarding schools can develop learning models to innovate and implement the entrepreneur program. In addition, they can provide character education based on local wisdom that instills positive cultural values and helps students develop skills to overcome complex societal problems. Islamic boarding schools in Jember, Indonesia, have done this. The study results show that students can adapt well to implementing the integration. [10]. Research shows that education in

Islamic boarding schools at this time has been widely integrated between general education and Islam to help students' character. Case studies conducted at Yogyakarta Islamic boarding schools show that the implementation of student character education can start with the example given by the teacher. The attitude of sympathy and empathy of students is a force that promotes the school. The student's character is essential to maintaining the quality of the school [11]. At this time, Islamic boarding schools face many challenges in the industrial era. Islamic boarding schools can innovate by integrating entrepreneur programs with local wisdom. However, Islamic boarding schools still have not implemented this program. In addition, Islamic boarding schools have been implemented but are still experiencing difficulties. These challenges arise with technological developments, globalization, and the demands of an increasingly competitive job market. Some of the main challenges Islamic boarding schools face today include Changes in Community Expectations, Competition with Other Educational Institutions, Technological Developments, globalization, and the economy. To overcome these challenges, Islamic boarding schools need to do several things, including strengthening the curriculum, improving the quality of teachers, utilizing technology, building networks, and developing productive businesses. In addition, Islamic boarding schools also need to pay attention to several things, namely maintaining religious values, providing character coaching, and providing adequate facilities [12].

Islamic boarding schools have not evaluated soft and hard skill learning designs based on local wisdom to help entrepreneurs with teacher activities. Evaluation helps ensure that the learning design meets students' needs and the demands of the times. With evaluation, we can identify which parts of learning are practical and need to be maintained and which are less effective and need improvement. Evaluation helps improve the quality of learning on an ongoing basis. Evaluation allows us to adjust the learning design to the changes that occur, both in the internal environment of the Islamic boarding school and in the external environment. Challenges in evaluating learning designs in Islamic boarding schools are that many are limited in human resources and budgets to conduct a thorough evaluation. Not all teachers have the expertise to design and evaluate learning. Often, the data required for assessment is unavailable or incomplete. The solution to these challenges involves education, psychologists, or other external parties to assist in designing and evaluating learning, using technology to collect data, analyze data, and create evaluation reports [13].

Islamic boarding schools still have not evaluated soft and hard skill learning designs based on local wisdom to help entrepreneurs with student learning outcomes. This evaluation is crucial to finding out the extent of the effectiveness of the program that has been running and making improvements in the future. This is because evaluation helps us see whether the designed learning program has achieved the expected goal, which is to produce competent and competitive entrepreneurs;

through evaluation, we can identify aspects that are still weak in the learning design, such as teaching methods, learning materials, or the media used, The results of the evaluation are the basis for making improvements and refinements to the learning design, so that existing programs can continue to develop and be relevant to the needs of the times and Evaluation also functions as a form of accountability to related parties, such as Islamic boarding school administrators, donors, and the wider community. The aspects that need to be evaluated are their relevance to local wisdom, the development of soft skills and hard skills, student learning outcomes, and application in business practices. Evaluation of soft skills and hard skills learning designs based on local wisdom is crucial to ensure that the designed program can produce quality entrepreneurs and contribute to community development. By conducting periodic evaluations, Islamic boarding schools can continue to improve the quality of education they offer and give birth to an independent and competitive young generation.

Islamic boarding schools still have not evaluated the entrepreneur program's effectiveness in improving students' skills. Evaluation is critical for Santripreneur Programs because it can measure effectiveness, identify weaknesses, and ensure continuous improvement and accountability. Some aspects that need to be evaluated in this program include teamwork development, student engagement, student business results, impact on the community, and business continuity. Many evaluation methods include questionnaires, interviews, observations, financial data analysis, and case studies [14]. The benefits of Evaluation for the Entrepreneur Program are to help improve the quality of the entrepreneur program to be more relevant and practical, the results of the evaluation can be the basis for making strategic decisions in program development, evaluation makes the entrepreneur program more transparent and accountable, and favorable assessment can increase the motivation of students and coaches to continue developing the program. By conducting a severe assessment, it is hoped that the entrepreneur program at Islamic boarding schools can be of higher quality and produce students who are not only intellectually intelligent but also have a high entrepreneurial spirit.

Islamic boarding schools still have not conducted a needs analysis to implement and develop the entrepreneur program. This needs analysis is crucial to ensure that the designed program can answer the challenges and opportunities faced by students and is by the local context. Needs analysis helps us clearly define the program's focus so we don't target too many things simultaneously. Programs designed based on the needs analysis results will be more relevant to the needs of students and the local context. By understanding specific needs, we can allocate existing resources efficiently. Programs built on an in-depth needs analysis tend to be more sustainable because they have considered various factors that affect the program's success. Some of the things that need to be analyzed include the needs of students, the local context, and the available resources. The benefits of needs

analysis can later help design a more structured and systematic program. Programs designed based on needs analysis tend to be more effective in achieving goals. The needs analysis process involves various stakeholders, increasing the sense of ownership and support for the program. The needs analysis results can be the basis for conducting periodic program evaluations. By performing a serious needs analysis, the entrepreneur program in Islamic boarding schools is hoped to be more relevant, effective, and sustainable. This research is necessary because students will return to the community after completing their Islamic boarding school education. In addition, students need skills to survive when interacting with the community. The research explores how skills improvement is based on local wisdom to build an entrepreneur [15].

METHODS

This research used mixed methods, adopting a design-embedded experimental model from Cresswell. The subjects were sixty students and three teachers at Anharul Ulum Broading School Blitar, Indonesia. Purposive random sampling was used. Data was collected from interviews, surveys, and observation. The data analysis was used to triangulate and SPSS [16]. The data obtained consisted of an assessment of the ability of students to run the santripreneur program. The student skill indicators assessed include business foundations, marketing, customers, human resources, business systems, finance and sales, and product aspects. Meanwhile, the score indicators used comprised 4 (very good), 3 (good), 2 (adequate), and 1 (less). In addition, this study assesses the improvement of students' understanding of the santripreneur program that is carried out. The effectiveness of the santrripreneur program is measured by its influence on student learning outcomes.

RESULTS AND DISCUSSION

Assessment of student activities

The assessment of student skills in participating in entrepreneur activities is as follows.

Table 1. Assessment of Santripreneur Activities

Aspects	Sum	Average	Non-Friendly-Rata	Category
Business foundation	116,00	58,00	3	Good
Customer	127,00	63,50	3	Good
Products and services	389,00	64,83	3	Good
Marketing	112,00	56,00	3	Good
Sales and profits	104,00	52,00	3	Good
Human Resources	244,00	61,00	3	Good
Business systems	240,00	60,00	3	Good

Based on the figure above, it is known that there are several aspects in evaluating the improvement of entrepreneurial skills, including business foundations, marketing, customers, human resources, business systems, finance and sales, and product aspects. Meanwhile, the score indicators used consist of 4 (very good), 3 (good), 2 (adequate), and 1 (poor). The observation results show that the total

score on the business foundation aspect is 116, with an average total score of 58 and an average score of 3 (good). The Business Foundation is a strong foundation that supports business sustainability and growth. It includes an in-depth understanding of basic business concepts, such as vision, mission, goals, strategies, and business environment analysis. The Business Foundation is Important to Santripreneurs because a strong business foundation provides a clear direction for student businesses. With a clear vision and mission, students can make better decisions and focus on the goals they want to achieve. A strong business foundation makes businesses more resilient to economic shocks and fierce competition. A deep understanding of business concepts allows students to continue to grow their businesses sustainably. With a strong business foundation, students can analyze various situations and make more rational and effective decisions. With a strong business foundation, young entrepreneurs will be better prepared to face dynamic business challenges and achieve sustainable success [17].

Table 1 shows that the customer aspect has a total score of 127, with an average score of 63.50 and an average score of 3 (good). This indicates that students can understand the customer aspect well. The customer aspect is everything that relates to the individual or group who buys or uses the product or service offered. Understanding these aspects is essential for business success. By understanding your customers, you can provide products or services that suit their needs and desires, increasing customer satisfaction. Satisfied customers tend to become loyal and recommend your products or services to others. Understanding your customers helps you identify new business opportunities and develop innovative products or services. By understanding customers better than competitors, you can build a competitive advantage. The main aspects of customers are demographics, psychographics, behavior, and customer needs and wants [18]. These customers can be understood through market research, data analysis, direct interaction, and transaction data analysis. Understanding the customer aspect can build better relationships, increase customer satisfaction, and ultimately achieve business success [19].

The total value of the products and services produced was 389, with an average score of 64.83 and an average score of 3 (good). This shows that students can understand the aspects of products and services in running a business well. Production and service are two interrelated concepts in the business world. Both are core activities that create value for customers [20]. Production converts inputs (raw materials, labor, and machinery) into outputs (finished products). Important aspects of production include production planning, production process, quality control, production capacity, and production efficiency. Meanwhile, the service aspect is an activity that does not produce physical products but benefits customers. Essential elements of service include intangible, customer engagement,

variability, inseparable and perishable. In many businesses, production and service are often intertwined. Understanding the production and service aspects will help manage the business more effectively. Combining these two aspects can create added value for customers and achieve a competitive advantage. In addition, there is a marketing aspect with a total score of 112 and an average score of 56, while the average score is 3 (good). Product marketing is a series of activities to introduce, promote, and sell a product or service to the right target market. The main goal of marketing is to create value for customers and build long-term relationships. The main aspects of marketing are market analysis, marketing mix, marketing strategy, marketing strategy, marketing implementation, and evaluation. This marketing is very important to help consumers know the existence of the product or service offered, help differentiate the product or service from competitors, spark consumer interest in buying the product or service, and build a strong and sustainable relationship with customers. The large number of competitors makes marketing even more difficult. Consumer behavior is constantly changing, so marketing strategies must continue to be adjusted. The emergence of new technologies, such as artificial intelligence and big data, is changing the way companies market [21]. By understanding the marketing aspect, one can develop effective marketing strategies to achieve business goals [22].

Regarding sales and profit, a total score of 104 and an average score of 52 get a score of 3 (good). In the aspect of human resources, the total score is 244, while the average score of 61 gets an average score of 3 (good). This shows that students understand sales and profits in a business well. Sales and profits are two important aspects of any industry. The two are interrelated and influence each other. Sales is the process by which a product or service is exchanged for money. This is the core activity of any business. Meanwhile, profit is the difference between total revenue and total costs. This is the main goal of any business. The challenges in sales and profits are competition and economic and technological changes [23]. Strategies that can be improved are brand strengthening, product innovation, improving service quality, expanding markets, optimizing costs, and building relationships with customers [24]. The last aspect measured was the business system, with a total score of 240, while the average score was 60 and a score of 3 (good). This shows that students understand how to run a simple business system in Islamic Boarding School. A business system is a whole set of processes, activities, and structures that are interconnected to achieve business goals. It covers all aspects of the business, from strategic planning to day-to-day operations. Understanding the business system thoroughly is essential for running a successful business [25]. By understanding how all components in a business are interconnected, opportunities can be identified to improve efficiency, effectiveness, and business growth [26].

Improvement of Student Understanding

Judging from the aspect of increasing student knowledge, it is known that the improvement of student skills to realize the wantrepreneur program at PP Anharul Ulum is in the superior category with an average score of 3. Some of the factors that affect Santripreneur Skill Improvement include the quality of learning programs, support for the learning environment, motivation and inspiration, use of technology, and community and business involvement. This research activity has shown that it can increase students' motivation to learn. This is because there are role models who can be an inspiration for students, such as student alumni who have succeeded in becoming entrepreneurs. In addition, psychological support is provided to overcome the challenges and failures that students may experience. Improving student skills to realize entrepreneurship programs is very complex and requires various efforts. By paying attention to the above factors and conducting periodic evaluations, it is hoped that the entrepreneurship program can produce graduates with solid religious knowledge and a high entrepreneurial spirit who can contribute to the economic development of the community.
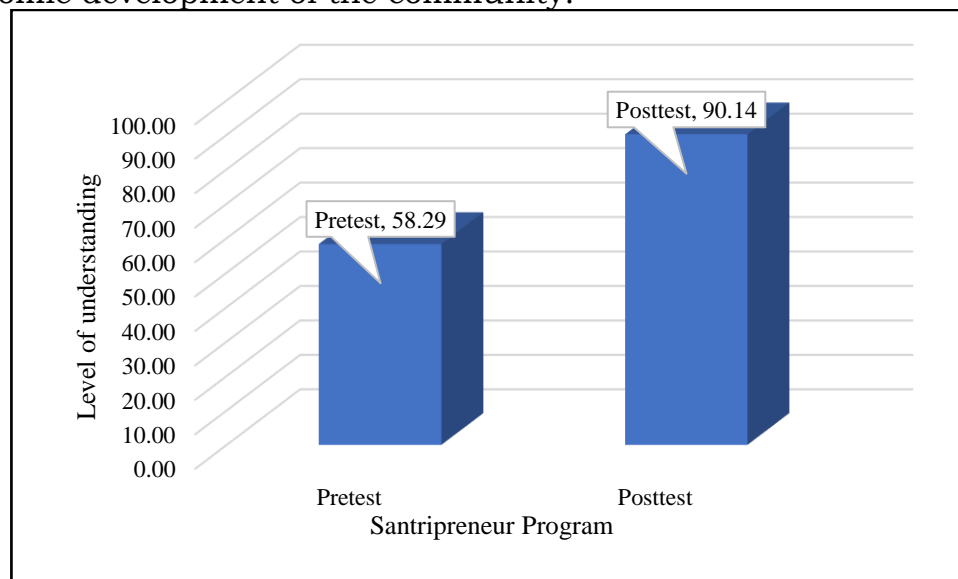
Figure 1. Increasing the Level of Understanding of Students

Before the study, the indicator of the success of the entrepreneurship program was only 58.29. After the research, the students experienced an increase in skills, which is a good category. Some of these things are supported by several factors, including the teaching materials used, the materials delivered, and the available media. Based on the results of the interview, it was known that there was an increase in the level of students' understanding of making real onion sticks and various flavors by 31.86. The students who used the trials in this study never had the skills to make onion sticks with different flavors. This shows that the existence of this entrepreneurial program can improve student skills. It is also argued that one of the goals of an entrepreneur is to stimulate the entrepreneurial spirit in students at Islamic Boarding Schools. In Islamic schools, it is very

important to integrate the general education curriculum and Islam, especially in the form of softskill. One form of soft skill that can be applied is ethics. In making product designs, it is very important to apply ethics. By integrating ethics into design education, we are not only creating skilled designers but also designers who are responsible and care for society. This approach will result in better and more sustainable products [27].

Effectiveness of the Santripremeur Program

The activity of making onion sticks by students is one of the real examples of implementing the santripreneur program. This program aims to develop an entrepreneurial spirit in students, one of which is through direct practices such as the production and marketing of food products such as onion sticks. The effectiveness of the santripreneur program held at the Anharul Ulum Islamic Boarding School in making onion sticks is as follows.

Table 2. The Effectiveness of the Santripreneur Program on Student Learning Outcomes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	21	0,60	0,89	0,78	0,10
Ngain_Persen	21	60,00	88,57	77,51	10,25
Valid N (listwise)	21				

Based on the table above, it can be seen that the result of the Ngain Percentage is 77.51%. An N-gain value of 77.51 indicates a very significant improvement in skill or knowledge after participating in a program. In the context of the santripreneur program, this value indicates that the program is very effective in improving the skills and knowledge of students, including in terms of making onion sticks. The results of this study show that the implementation of the santripreneur program is very effective in improving the skills of students at the Anharul Ulum Islamic Boarding School. The entrepreneurial activities include business foundations, marketing, customers, human resources, business systems, finance and sales, and product aspects. Effectiveness in the field of education consists of teaching quality, relevant curriculum, adequate facilities, and parental support. At the Islamic boarding school, students learn how to make onion sticks. The facilities and facilities for making onion sticks are adequate and complete. In addition, the teachers who teach have been trained in making onion sticks. Santri has been taught packaging, product labeling, and onion steak marketing. During the research activity, onion sticks that have become santripreneur products of students are packaged with a capacity of 100 grams in vacuum plastic. According to the results of related research, it is known that teachers have an important role in instilling independent thinking and effective problem-solving skills among students [28].

Santripreneur onion sticks are savory snacks made from quality ingredients, especially garlic. The manufacturing process combines traditional craftsmanship with a modern twist, resulting in onion sticks

with a distinctive flavor and crispy texture [29]. To make crispy and savory garlic sticks, first puree the garlic and then mix it with wheat flour, tapioca flour, and spices such as salt, broth powder, and pepper. Add water little by little while kneading until the dough is smooth. After that, grind the dough until thin and then cut it into lengthwise pieces. Heat the cooking oil, then fry the onion sticks until golden yellow and crispy. Remove and drain. Onion sticks are ready to be enjoyed as a snack or as a complement to various dishes. Onion sticks can be added with various flavor variants such as balado, spicy, and roast beef. The onion steaks that have been produced by the students have many variations such as original, balado, spicy and roast beef.

The activity of making onion sticks, which may seem simple, actually involves a number of important mathematical or numerical concepts. From the process of measuring ingredients, mixing dough with specific ratios, to setting the temperature of the oil when frying, everything requires a basic understanding of numbers, sizes, and comparisons. In addition, in the mass production process, students also need to calculate production costs, determine selling prices, and manage raw material stocks. This involves more complex concepts such as percentages, profit margins, and inventory management. This activity of making onion sticks has numeracy values such as contextual, multisensory, life skills and motivation. The activity of making onion sticks provides a real context for mathematics learning. Numbers and calculations are not just theories, but are directly applied in daily practice. The manufacturing process involves a variety of senses, such as seeing, touching, and smelling. This makes learning more interesting and memorable. Therefore, the concept of numeracy literacy can be applied [30]. In addition to numeracy, this activity also trains life skills such as teamwork, problem solving, and time management [31]. Making products that can be enjoyed by themselves or sold provides extra motivation for students to study harder. In short, the activity of making onion sticks not only produces delicious snacks, but also becomes an effective medium to develop numeracy literacy skills in students. In a fun and relevant way, students are invited to apply mathematical concepts in real life [32]. This is in line with research that states that numerical literacy, although often considered a neutral skill, can influence the way people think about complex social issues [33]. The human ability to understand numbers can reinforce pre-existing cognitive biases and worldviews [34]. Numerical literacy, often referred to as numeracy, includes the ability to understand and work with numbers in a variety of contexts [35] [36].

The stick can last for 6 months in the state of being wrapped in the plastic. Marketing activities have been carried out offline through guardians, cooperatives and shops around Islamic boarding schools. With its various advantages, santripreneur onion sticks have great potential to become a superior product and provide benefits for producers and consumers. The process of making and marketing onion sticks involves a series of activities that require students to think

critically [37]. Starting from the planning stage, they need to analyze the available materials, determine the right dosage, and estimate production costs. During the production process, they are faced with various problems that need to be solved, such as the dough is too mushy or the sticks are burnt. To overcome this problem, students must analyze the cause of the problem and find an effective solution. Problem-solving is not just a skill, but also a learning approach that can change the way teachers educate students [38]. By equipping students with strong problem-solving skills, teachers have prepared future generations who are better prepared to face the challenges of an ever-evolving world [39]. By integrating problem-solving into the curriculum, education not only equips students with knowledge, but also with skills that will be useful throughout their lives. Students will grow into more independent, adaptive, and ready individuals to face change [40].

In the marketing stage, students are trained to think creatively in designing attractive packaging, determining competitive selling prices, and choosing the right marketing strategy. They must also analyze the market response to their products, such as taste preferences, prices they are willing to pay, and effective distribution channels. In addition, students also learn to face various obstacles in marketing, such as competition with other products or changes in market trends. This is in accordance with the results of research which states that entrepreneurship education can improve students' skills and encourage students to get the opportunity to become beginner entrepreneurs. In addition, students are also trained to develop critical thinking, problem-solving skills, and practical knowledge of business [41]. When students are invited to work together in solving problems, their ability to think critically will increase significantly. This is supported by research that shows that collaborative learning methods have a very positive effect on students' cognitive development [42]. Students can make products as a form of approach provided by teachers to improve critical thinking skills and problem-solving skills. Through this approach, students not only become recipients of information, but also active problem solvers [43]. Students learn to connect theory with practice, develop creativity, and find innovative solutions to various problems. This process will ultimately help students to become independent learners and be prepared for real-world challenges [44]. To develop students' creative thinking through product design, a holistic approach is needed that involves not only cognitive aspects but also social and emotional aspects [45].

CONCLUSION

The activity of making onion sticks is one of the real examples of how the santripreneur program can develop various skills in students. The high N-gain value (77.51) shows the success of this program in improving the abilities of students. Through this activity, students not only acquire technical skills in making products, but also develop

critical thinking, literacy, and numeracy skills that are very useful for their future lives. The activity of making onion sticks involves various process skills, such as planning (determining raw materials, dosage and production process), implementation (processing raw materials into finished products), evaluation (evaluating the quality of the products produced), and marketing (promoting and selling products). These skills are in line with the overall development of students' skills, especially in terms of critical thinking, literacy, and numeracy skills. Students are trained to analyze problems, find solutions, and make decisions, for example when facing obstacles in the production or marketing process. Students need to understand information about raw materials, recipes, and marketing techniques. Students use numeracy skills to calculate raw materials, production costs, and profits.

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