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Entrepreneurship Education in Islamic Boarding School: Factors and Impacts

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Abstract

This research is motivated by the importance of entrepreneurship education in Islamic boarding schools to equip students with entrepreneurial spirit. Through the implementation of entrepreneurship education, Islamic boarding schools can be a vehicle for students to gain entrepreneurial knowledge to support the future of students in the community. The purpose of this study is to identify the factors and impacts of entrepreneurship education in Islamic boarding schools, both internal and external factors, and its impact on cognitive, affective, and psychomotor domains. The approach used in this research is qualitative. The method used in this research is descriptive-analytic. The data collection techniques used in this study used observation, interview, and documentation techniques. Qualitative data analysis techniques used are data reduction, data triangulation, and data verification. Internal supporting factors for entrepreneurship education in Islamic boarding schools are the vision, mission, and motto of the Islamic boarding school, motivation, and emotions of the students. The external supporting factors are support from the government, collaboration with industry, infrastructure, financial support as well as networks and mentorship. Internal inhibiting factors are irrelevant curriculum, Islamic boarding school management support, limited resources, teacher teaching load, and student motivation. The external obstacles are government policy, bureaucratic obstacles, and cooperation with industry. The impact of entrepreneurship education in Islamic boarding schools consists of cognitive, affective, and psychomotor impacts.

Keywords: Education, entrepreneurship, Islamic boarding school

1. Introduction

These days, the conversation about Islamic boarding school education has moved on to a new area of Indonesia's Islamic education treasure. More and more people in the community care about this fact when it comes to studying Islamic boarding school education and how to teach people how to be entrepreneurs. This is because young Islamic boarding schools are becoming more aware of how important it is to have an entrepreneurial spirit. One reason for emphasizing entrepreneurship education is that Islamic boarding school graduates need to be able to run the economy of their communities. The most important thing about

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entrepreneurship education is that it produces skilled and knowledgeable workers [3]. Furthermore, the goal of entrepreneurship education is to make Islamic boarding schools more innovative and independent as entrepreneurs [2].

So far, 65 (sixty-five) Islamic boarding schools in West Java have shown interest in entrepreneurship education. People hope that Islamic boarding school will not only be able to support itself financially, but also help the local economy grow. Also, Islamic boarding school have a lot of potential and play a big role in driving the economy of their communities. In this case, the fact that entrepreneurship is taught in Islamic boarding school affects entrepreneurial thoughts and actions. Islamic boarding school also offers classes on how to be an entrepreneur. This will encourage more people to become entrepreneurs, which will help the Islamic boarding school grow and the economy grow. As the Islamic boarding school business grows, it will not only help the Islamic boarding school but also the community around it. It may even be able to help the regional and even national economies recover [35] [36].

The Ministry of Religious Affairs of West Java Province says that there are 8,343 Islamic boarding schools in West Java as of 2022. In terms of institutions, there are 5,465 *salafiyah* Islamic boarding schools (65.49%) and 2,878 *kehalafiyah* and combination Islamic boarding schools (34.51%). Islamic boarding schools in West Java are not only schools, but they can also be used for business, including agribusiness, cooperatives, small and medium-sized enterprises (SMEs), sharia economy, animal husbandry, plantations, technology, health centers, sports, cultural arts, and more [5].

Islamic boarding schools in West Java have a lot of potential to help people's economies grow and make sure that everyone in the community has a way to make a living that lasts. A lack of entrepreneurship education at the individual, organizational, and community levels is one reason why a country's economy doesn't grow. Islamic boarding schools can help develop the country's economy by teaching people how to be entrepreneurs [38].

The goal of entrepreneurship education at Islamic boarding schools is to give students the knowledge, attitudes, mental skills, and business skills they need to be successful. In line with this, the Islamic values taught at Islamic boarding schools are mixed with teaching students how to be entrepreneurs. Because of this, people who learn this will become entrepreneurs who can help the economy and make money for themselves and others. People often have the wrong idea about entrepreneurship education. It's often linked to a need for a new curriculum. People also think that entrepreneurship education and trade are the same thing. Finally, entrepreneurship education is only studied in schools and universities [37].

Some experts in Islamic education say that Islamic boarding schools, because of their history, do more than just serve as centers of excellence. They also bring about social change and provide resources for people [2]. In light of these circumstances, the Islamic boarding school world needs to do more to help prepare educational human resources (HR) who can handle different challenges in life. This kind of education leads to entrepreneurship, which means having the spirit and willingness to deal with problems in life and live reasonably, as well as the creativity to find solutions and get past them [28]. For example, the Islamic boarding school is one of the schools that meets the requirements.

This view then inspires Islamic boarding schools to teach creative and new ways to be an entrepreneur so that they are always ready for new challenges. Every day is full of new ideas, creative, and unique ways to help students reach their full potential. This leads to productive behavior that changes how future economic activities develop [40]. Based on the explanation

above, this article will examine the factors and impacts of entrepreneurship education in Islamic boarding schools, both internal and external factors, and its impact on cognitive, affective, and psychomotor domains.

2. Research Method

A qualitative method was used to do this study. Some kinds of research can't be done with statistics or other quantitative methods, but qualitative research can [21]. The descriptive-analytic method was used for this study. The goal of the descriptive-analytic research method is to get real-world data by describing a condition, phenomenon, or event in a way that is systematic and complete. Researchers in Indonesia used the analytic descriptive method to describe and figure out the goals of teaching students how to be entrepreneurs at the Islamic boarding school Pagelaran III in Subang Regency and the Islamic boarding school Al-Ittifaq in Bandung Regency, West Java, Indonesia. Observation, interviews, and writing things down were used to gather data for this study. The methods used in this study for analyzing qualitative data are data reduction, data presentation, and conclusion [20].

3. Results and Discussions

Provision of Instruction in Entrepreneurship at an Islamic Boarding School

Every aspiring entrepreneur must own entrepreneurship to succeed. Many believe entrepreneurship sprang from entrepreneurship. Entrepreneurship comes from the French "entreprendre" meaning initiating or opening. Entrepreneurship combines "wira" (brave) and "usaha" (productive). In Indonesia, entrepreneurs are called entrepreneurs. Entrepreneurs who build productive businesses independently [41].

Entrepreneurship education studied in Islamic boarding schools is one sort of effort to foster the spirit of entrepreneurship. To ensure the success of Islamic boarding schools' entrepreneurship education programs, the entrepreneurial spirit is employed to create students' cultures and spirits [42]. Islamic boarding institutions have a significant role in national education. According to the National Education System Law Number 20 of 2003, Part Nine of Religious Education Article 30, this prepares students to become religious scholars and society members who comprehend and follow their religious teachings.

Students at Islamic boarding schools learn independence as well as religion, making them unique. Students cook their food (called "ngaliwet") and handle their concerns at Salafiyah Islamic boarding school. Pesantren indirectly promotes entrepreneurship. Some students are invited by the Kiai (teacher) to work on rice fields or Kiai-owned fields to learn about farming. On the other hand, some pupils take care of the teacher's cattle, and so on.

Islamic boarding schools provide religion and entrepreneurship skills to meet modern issues. In West Java, numerous Islamic boarding schools foster entrepreneurship, such as Al-Ittifaq, which includes kiai and students in agricultural development [43]. There, entrepreneurship education is diverse.

Entrepreneurship education helps Islamic boarding school students gain independence. This aligns with the Islamic boarding school's goal of producing graduates with high competitiveness through hard and soft skills, as well as spiritual, emotional, and creative knowledge. High-quality, competitive graduate students will constantly prioritize affective,

cognitive, and psychomotor components. They also have more value to the community because they may use psychomotor skills as well as cognitive and affective skills to enter the workforce or start their own business [54]. Thus, entrepreneurial education at Islamic boarding schools helps students develop soft and hard skills when they graduate [44] [45] [46].

Entrepreneurship education students will learn how to plan, analyze the business's suitability, realize (doing), empower, facilitate, and evaluate. Islamic boarding schools' entrepreneurship instruction would emphasize students' future entrepreneurial implementation, which is intended to inspire them. Islamic boarding schools empower students and society through their entrepreneurship initiatives [47] [48].

Supporting and Inhibiting Factors of Entrepreneurship Education in Islamic Boarding School

Internal Supporting Factors in Pagelaran III and Al-Ittifaq Islamic Boarding Schools

When talking about internal supporting factors in entrepreneurship education, we're talking about things in the school setting that can help make entrepreneurship programs better and easier to run. Together with three respondents, the process showed that internal supporting factors in entrepreneurship education at Pagelaran III Islamic boarding school and Al-Ittifaq Islamic boarding school both work to boost positive student motivation. In this case, the vision and mission of the Islamic boarding school, as well as positive motivation and emotions, make it possible for all programs to run smoothly at the boarding school.

According to the research, one important factor is school management which helps the growth of business programs [11]. This support includes things like allocating resources, planning programs, and spreading the word. This Islamic boarding school will do well if the right amount of human and other resources are put into it and if the programs are well planned and advertised.

Besides that, students can also feel motivated. When students are highly motivated, they are more likely to be interested in following lessons, taking on challenges, and learning how to be an entrepreneur. Students can also be motivated to look for business opportunities, come up with new ideas, and think about starting their businesses one day. So, making an environment that encourages and supports student motivation is a key part of making sure that entrepreneurship education works in these kinds of boarding schools. This can be done by using interesting ways to teach, putting an emphasis on learning goals and benefits, and recognizing and appreciating students' excellence in the field of entrepreneurship [56].

Because of support from many groups, this could be one reason why many programs teach people how to be entrepreneurs. At the Pagelaran III Islamic boarding school in Subang Regency, teachers can be motivated to keep coming up with new ways to teach so that they can continue to give the best to their students. Based on the interview results, it was also made clear that support from different people within the Islamic boarding school was one of the things that helped the programs teach people how to be entrepreneurs, especially support from the leaders of the Islamic boarding school. School administrators who are committed to supporting entrepreneurship programs are an important part of the success of entrepreneurship education. This fits with what you said [12]. Teachers who know how to teach entrepreneurship also have a positive effect on their students' desire to be entrepreneurs [17] [39].

External Supporting Factors in Pagelaran III and Al-Ittifaq Islamic Boarding Schools

Although entrepreneurship education is carried out with the help of outside factors, the program runs smoothly and according to the plans made by many people. External supporting factors in entrepreneurship education are things that come from outside the school and can change or improve entrepreneurship programs. By linking schools to the business world and other outside resources, these outside factors create an ecosystem that helps teach entrepreneurship. Many times, the success of entrepreneurship education programs depends on how well educational institutions and outside business ecosystems work together.

Based on interviews with three people, there were findings about external factors that helped Pagelaran III Islamic boarding school and Al-Ittifaq Islamic boarding school with their entrepreneurship programs. These factors included support from the government, working with businesses, infrastructure, financial help, networking, and mentoring. As an outside factor, support from the government can have an impact on the education of business at the Pagelaran III Islamic boarding school in Subang Regency. The school can be affected by all types of government support, such as financial aid or policy changes. It has the support and drive to keep making great programs for teaching students about business. According to the Al-Ittifaq Islamic Boarding School, the government backs the school's entrepreneurship education in Bandung Regency by helping to give students more resources and training.

One important thing that local governments can do to support entrepreneurship education is to help Islamic boarding schools set up entrepreneurship programs by giving them incentives, training, and money [30]. As Mardikaningsih's research from 2023 shows, entrepreneurship education programs can be made stronger with help from the government in the form of policies, funds, and incentives [19]. Also talked about the part that partnerships with businesses play in giving students real-world experience and internships [34]. The network's support is also very important, and it fits with research done by Novitasari in 2023 that shows how important it is for local communities to help students and give them opportunities. With the help of the community, there will be many chances for students and teachers to keep learning how to make good programs for teaching entrepreneurship. Entrepreneurship education programs can be made better with the help of financial incentives, grants, and other resources made available by local governments that support them [26].

It also makes deals with different businesses in the area so that students can learn directly from professionals. One important thing is building networks and relationships with local and international business communities. This can help students find ways to work together, do internships, and get jobs [8] [58]. By linking schools to the business world and other outside resources, these outside factors create an ecosystem that helps teach entrepreneurship. Many times, the success of entrepreneurship education programs depends on how well educational institutions and outside business ecosystems work together.

Internal Inhibiting Factors in Pagelaran III and Al-Ittifaq Islamic Boarding Schools

There are, of course, factors that can stop the growth of entrepreneurship education as well as factors that can help it. Obstacles or problems that come up within the school itself are examples of internal factors that can stop entrepreneurship education. Three respondents were interviewed, and they all said that an irrelevant curriculum was one of the internal factors that was holding them back. The Subang Regency Pagelaran III Islamic boarding school also faces problems from within, such as teachers who aren't qualified, school management that doesn't help, a lack of resources, teachers who have too much to do, and students who aren't motivated.

Islamic boarding school Al-Ittifaq Bandung Regency found that the lack of qualified staff to teach entrepreneurship was an internal factor that slowed down the education of entrepreneurs, similar to the problems that happened at Islamic boarding school Pagelaran III. The problem is that there aren't enough qualified teachers of business.

One thing that gets in the way of teaching entrepreneurs is a lack of qualified teachers. If the Islamic boarding school can't find qualified teachers, this can have a big effect. Students will be directly affected because they won't learn as much, and it will be pointless to have teachers who aren't qualified to teach entrepreneurship run programs for that purpose. Teachers are more important than methods and the spirit and spirit of teachers are more important than the teachers themselves [12]. This means that the quality of teachers will improve as their desire to learn new things keeps growing.

One of the biggest problems with teaching entrepreneurship is that there aren't enough qualified and experienced teachers in the field [25]. Limitations in facilities and money, like not having enough labs or research funds, can also stop the growth of entrepreneurship education [1]. Students may not be as motivated to become entrepreneurs if they can't do internships or work as entrepreneurs in the real world. One of the internal problems could also be that teachers have too much to do. This is in line with what research said that difficult and time-consuming evaluations can make teachers' jobs harder [24]. It's not always easy to make sure that the curriculum stays up-to-date with the times. Entrepreneurship training that is too theoretical or not related to the real world of business can make it less useful. The curriculum should put more emphasis on skills and information that can be used right away [24]. These internal factors that hold people back can make entrepreneurship education programs less effective. To get around these problems, the curriculum needs to be updated, teachers need to be trained, school management needs to get better help, and partnerships with businesses need to be made.

External Inhibiting Factors in Pagelaran III and Al-Ittifaq Islamic Boarding Schools

External factors that make it hard to teach entrepreneurship are problems and limits that come from outside of schools, like the social, economic, and regulatory environment. Three respondents were asked about the problems that come from outside the school that make it hard to teach entrepreneurship at Pagelaran III Islamic Boarding School in Subang Regency. These problems include government policies, a lack of resources, and teachers not being involved in the business world. Similarly, outside factors that make it hard to teach entrepreneurship at the Al-Ittifaq Islamic boarding school in Bandung Regency include the school's relationship with the government and its ability to get enough help and incentives, as well as a lack of institutional and regulatory support from the government or higher education institutions. All of these things can slow down the growth of entrepreneurship programs. Some of these problems are a lack of helpful policies, obstacles caused by red tape, and rules that can't be changed.

Government policies that change all the time are one example of an outside factor that can make it hard to implement civic education. Of course, the government has the power to make rules, and this does affect how the Pagelaran III Islamic boarding school in Subang Regency runs its programs for teaching people how to be entrepreneurs. This could make it harder to teach people how to be entrepreneurs. The creation and use of entrepreneurship education programs can be slowed down by a lack of support from the government and business groups [18]. Regulatory changes can make it hard for students to use what they learn in business during

the development of an entrepreneurship curriculum. Uncertainty in business regulations or frequent regulatory changes can make this worse [16].

The last thing is that the local industry doesn't help or take part enough. Local businesses need to be involved in teaching people how to be entrepreneurs. Students may not be able to get hands-on experience and learn about the business world if schools don't have partnerships with local businesses [4]. These outside factors can make entrepreneurship education programs less effective and make students less interested in learning about it. Some of these problems can be solved by getting schools, the government, businesses, and communities to work together.

Impact of Entrepreneurship Education in Islamic Boarding Schools

Achievement of Cognitive Domain of Entrepreneurship in Pagelaran III and Al-Ittifaq Islamic Boarding Schools

In this case, the process of doing entrepreneurial activities is an educational model that is built into it by making learning activities more like practicing being an entrepreneur. Through learning in and out of the classroom, the results are getting to know the students' entrepreneurial spirit and their ability to use entrepreneurial values in their daily lives [50]. Learning outcomes can be skills or abilities in three areas: cognitive, affective, and psychomotor [21] [49].

The educational process will continue to help students improve their cognitive abilities. When we talk about cognitive, we can't help but think of memory. Memory is a cognitive process that involves knowing things from the past based on experience. As you can see from the results above, students at Pagelaran III Islamic boarding school no longer have trouble memorizing. This is because of the habit-forming activities that are part of the Islamic boarding school program. So students can use this skill to improve their memory in a good way.

So, the skills that students learn through the Pagelaran III Islamic boarding school's entrepreneurial life show that they can solve problems in both critical and creative ways. That's not all—this also shows that students can carefully think through situations and solve problems quickly. There are five steps to solving a problem: 1) identifying the problem, 2) formulating the problem, 3) choosing a strategy, 4) putting the strategy into action, and 5) evaluating the results [29]. The reason for this is that teaching entrepreneurship uses a hands-on method and focuses on solving problems.

As everyone knows, the way people are taught in Islamic boarding schools has changed over time in response to both local and global needs. Based on this, the Islamic boarding school will change the way students are taught as a way to make their program better and set it apart from other Islamic boarding schools [10]. This is similar to what Al-Ittifaq Islamic boarding school does, which is to teach students about massive entrepreneurship as part of their regular lessons. Today, one way that Islamic boarding schools are expanding their education is by adding more types of subjects so that students become more than just experts in their fields. They also learn how to be people who are interested in starting their businesses. This can be done in part by teaching people how to be entrepreneurs. For example, Islamic boarding schools can teach students how to be entrepreneurs [13]. So, Al-Ittifaq Islamic boarding school tries to do entrepreneurial activities and teach its students how to be entrepreneurs. It also tries to give its students the best education possible, especially when it comes to cognitive learning.

After going over the results we talked about earlier, we know that the Al-Ittifaq Islamic boarding school focuses its business education activities right on the field. This affects the potential of students who learn best when they work directly with people in the field. In

addition, *Khalafi* students at Al-Ittifaq Islamic boarding school learn more theories than *Salafi* students, but *Salafi* students practice in the field a lot more often than *Khalafi* students. This affects the academic performance of *Salafi* students, who are better than *Khalafi* students. On the other hand, *khalafi* students at Al-Ittifaq Islamic boarding school give entrepreneurship theories a lot more often than *Salafi* students. So, *Khalafi* students are not as intense as *Salafi* students. To get around this, the Al-Ittifaq Islamic boarding school made sure that students had to work directly on the land as part of their entrepreneurship classes.

Based on this information, we can say that the main goal of teaching entrepreneurship in Islamic boarding schools is to make graduates who are very interested in learning more about business and have a lot of ideas about how to do it. Because of this, the lodge needs to teach students how to deal with future economic problems as a way to improve the quality of the people it produces [10].

After that, students at Pagelaran III Islamic boarding school can naturally use learning methods that use a peer tutoring system. This is good for both the students and the teachers. The peer tutoring learning method has benefits [8]. For example, 1) the results are better for some kids who are afraid or don't want to ask their teacher. 2) You can use tutoring to better understand the things that were talked about; 3) You can train yourself, take responsibility for tasks, and learn patience. 4) Make it easier for students to get along with each other to improve their social skills. Academic research has shown that having a peer tutor not only helps students learn more, but it also boosts their confidence and improves many cognitive skills.

Along with hard skills like problem-solving and leadership, entrepreneurship education also teaches people how to think critically. This does, of course, have a lot to do with how students' minds are growing. Critical thinking means thinking about things that make sense, are reflective, and are about choices that have already been made [7]. Three basic things make someone able to think critically [6].

- a. Focus, a person is said to think critically if he can see what he needs to know the information. This is the basic thing in enriching knowledge from various information studied
- b. Reason, in critical thinking, is not just knowing and looking for information, but a strong reason is needed why the statement can be put forward. This reason also serves to support the argument or statement put forward
- c. Conclusion, in this case, someone who thinks critically will be able to draw conclusions that are certainly accompanied by reasonable reasons

So departing from these things, students in Pagelaran III Islamic boarding school in applied entrepreneurship education, are qualified to understand and have skills in critical thinking both in learning and in their daily lives.

Achievement of Affective Domain of Entrepreneurship Education in Islamic Boarding School Pagelaran III and Al-Ittifaq

How the students feel about this is closely linked to how they act. The affective aspect includes many areas, such as attitudes, values, feelings, and motivation. It was also said that this domain has a level of organization. Krathwol also said that the first level of a person's affect is receiving and attending. In this case, the students have the desire and ability to receive and pay attention to a stimulus that is shown in different ways. Like a problem, a real event, a phenomenon, or different kinds of media. The second step is to respond. This is clear from the way the students react to a stimulus that looks like a real issue or situation they are having. At the third level,

students can also study the material or figure out how to solve a problem they are having. In the next step, immersion, students can look more closely at the problems they've already been facing. Making these values the most important thing in his life shows appreciation. Practice is the last step. This is something that students should be able to make a part of their lives after passing the above stages [15].

In line with this, the affective area is linked to quality and emotion. It has five parts: (1) being aware of getting joy (feelings) from outside sources; (2) responding or answering, more specifically how a person reacts to feelings that come from outside sources; (3) evaluating (evaluation) as values and beliefs; (4) organization, especially making quality better in a hierarchical framework; and (5) attribute values, especially the sum of all the reward systems a person uses [27] [33] [53].

In applying business knowledge in entrepreneurship education, business knowledge or skills are applied which not only talk about profits and losses but also the ability to use SWOT analysis. In this case, SWOT analysis is needed in entrepreneurship education all aspects of life require this analysis for survival. In the first aspect, their strengths can be their enthusiasm for learning, desire to innovate, or specific skills they possess. Weaknesses may include lack of experience, limited resources, or deficiencies in specific knowledge. Opportunities may include a supportive educational environment, access to mentors or entrepreneurial development programs, or developments in relevant trends. Threats may come from strong competition, changes in educational policy, or financial constraints. Through this analysis, students can identify ways to exploit their strengths, overcome weaknesses, take advantage of existing opportunities, and overcome threats that may arise. This helps in directing steps to improve their readiness to run a business or pursue an entrepreneurial career [55] [57].

SWOT analysis is the main step in formulating strategy, with continuity in organizational goals as context, as well as managing and measuring internal strengths, and weaknesses, as well as external opportunities and threats [9]. This is reinforced by the opinion that SWOT analysis aims to provide information based on situation analysis and separate internal problems (strengths and weaknesses), external problems (opportunities), and threats [24].

Entrepreneurship education is a program where the entrepreneurial aspects contained in it are considered as an influential part in equipping the competencies of each individual who learns and explores it. This aspect is certainly expected to be able to bring each individual to a better life order than before [31]. In line with this, of course, entrepreneurship education in Islamic boarding schools needs to be an additional value that can be well embedded in each student for added value in life.

Al-Ittifaq Islamic boarding school not only focuses its entrepreneurship education on affective domain learning outcomes, further than that but also focuses on optimal affective achievement for its students. The affective realm is a realm that is connected to mentality and quality, where aspects of the affective realm consist of 5 dimensions, namely; 1) awareness to acquire feelings from the external; 2) respond or answer; 3) assessing as a form of evaluation and confidence; 4) organization, especially in improving quality; and 5) value characteristics, especially the integration of all appreciation frameworks owned by an individual, which can affect his character and behavior [27].

Departing from this, the affective achievement of entrepreneurship education at the Al-Ittifaq Islamic boarding school is that the students have a high spirit of independence. This sense of independence grows along with the entrepreneurship education undertaken by students. This independence is also shown by the attitude of students who can do work with confidence and do

not rely on others. The results of entrepreneurship learning at the Al-Ittifaq Islamic boarding school also have an impact on the social relationships owned by the students, which are fairly strong in completing the sustainability of entrepreneurship education in the cottage. The social relationships possessed by these students generally refer to the high level of collaboration between students and their groups. The students at Al-Ittifaq Islamic boarding school also have high discipline in their daily lives, where the discipline results from habituating the activities that students follow in a coherent and timely manner. And no less important for the affective achievement of entrepreneurship education at the Al-Ittifaq Islamic boarding school are students who have an honest, polite, and polite attitude towards anyone, anytime, and anywhere.

In line with the above, the realization of an optimal affective realm for each student is important and needs attention. This is because instilling entrepreneurial values based on positive attitudes as well as attitudes that should radiate in life, can make a person become a qualified person in entrepreneurship in the future, and ready and talented in considering and taking every opportunity [23].

Achievements of the Psychomotor Domain of Entrepreneurship Education in Pagelaran III and Al-Ittifaq Islamic Boarding Schools

The psychomotor domain was sparked by the thought of Simpson which states that psychomotor abilities are related to physical, coordination, and use of motor skill areas that must be trained continuously and measured in terms of speed, precision, distance, procedures, or techniques in execution [32] [51]. Therefore, this is what makes entrepreneurship education have an important role in the development of students' psychomotor abilities.

there are seven activities to classify psychomotor abilities starting from the easiest and progressing to the most difficult. These categories consist of (1) perception, (2) readiness, (3) imitation, (4) getting used to, (5) proficient, (6) natural, and (7) original [32]. The psychomotor ability categories presented by the two figures above are currently used to measure learning activities that involve physical, motoric, and kinesthetic activities, such as entrepreneurship education activities at the Pagelaran III Islamic boarding school.

This ability is certainly very visible significantly because this ability plays an important role in the abilities that are needed by students, as for the abilities that develop in students include abstract thinking that produces innovation and creative ideas in their lives. It can be seen that there is an increase in abstract psychomotor abilities such as writing, reading, counting, drawing, and composing in the fields of language, social, and religion, which involve less physical, motor, and kinesthetic, and involve more abstraction, innovation, and creativity in the lives of students in learning and other extracurricular activities [52].

Based on the aspects described, this greatly illustrates the development of the ability of the students of the Pagelaran III Islamic boarding school with learning content that makes the psychomotor aspects of students more developed. This is strongly evidenced by various entrepreneurial activities that indirectly force children to play an active role in learning. In addition, various activities that are by children's interests and talents are very important in the development of psychomotor aspects of students.

In addition, Al-Ittifaq Islamic boarding school strives to develop entrepreneurial interest among students so that later all knowledge and skills related to entrepreneurship education that they have been taking in the cottage can be a provision when they have graduated or returned to their respective homes. Entrepreneurship education in Islamic boarding schools must

prepare students to be brave, independent, and skilled so that they can prevent various forms of challenges and failures that may be experienced when running a business. This is because the existence of entrepreneurship education itself can provide enthusiasm in students to form creativity that will be deployed to various jobs [58]. Therefore, entrepreneurship education in Islamic boarding schools is not only about providing teaching related to business management, further than, namely about how the education provided to students can be conceptualized creatively and innovatively [13].

The concept of creative and innovative entrepreneurship education was also pursued by the Al-Ittifaq Islamic boarding school by providing knowledge accompanied by comprehensive skills in the context of entrepreneurship education. The achievement of the skills of the students here is included in the psychomotor realm, where the psychomotor realm is one aspect of achieving learning outcomes [14]. In line with this, Al-Ittifaq Islamic boarding school has succeeded in forming students with several types of skills such as 1) students who can execute the work given by imitating and replicating the knowledge and skills that have been taught before; 2) the balance between entrepreneurship education and religious education can be student do it side by side; and 3) the skills possessed by the students over time make the students brave and able to manage all fields of agribusiness activities in the cottage.

From this information, we know that students at Al-Ittifaq Islamic boarding school are not only given entrepreneurship education theoretically but also by providing direct practice so that it can significantly affect the qualified skills possessed by students. Practice here is positioned as an implementation of the theory or knowledge that has been obtained by students in learning or their guidance in the field. Therefore, the practice here is used as a tactic that can be used by Islamic boarding schools in developing their learning forms, so that the learning carried out can hone motor skills based on the knowledge and attitudes of students comprehensively by relying on various facilities and infrastructure that have been provided by their respective Islamic boarding schools [22].

4. Conclusion

One way that Islamic boarding school tries to encourage people to be entrepreneurial is by teaching them about it. Then, the entrepreneurial spirit is used to help shape the students' culture and spirit of entrepreneurship so that the entrepreneurship education program at Islamic boarding schools can work well in the future. Students' motivation and feelings, as well as the school's vision, mission, and motto, all play a role in how entrepreneurship is taught in Islamic boarding schools. Support from the government, working together with businesses, infrastructure, financial help, networks, and mentoring are all examples of external factors that help. The curriculum that isn't relevant, the lack of resources, the amount of work that teachers have to do, and the lack of motivation among students are all internal factors that make it hard to succeed. The outside problems include rules from the government, problems with paperwork, and working with businesses. Teaching entrepreneurship in Islamic boarding schools has effects on students' thinking, feeling, and moving.

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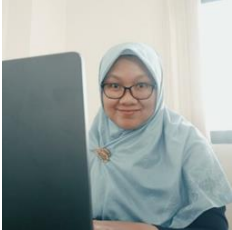
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