

Implementation of the Santripreneur Program for Santriwati at the Fadhlul Fadhlun Mijen Islamic Boarding School, Semarang

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ABSTRACT

To improve the Indonesian economy, the government is collaborating with Islamic boarding schools through the santripreneur program to create and develop new industrial entrepreneurs. However, this enthusiasm is still hampered by the lack of knowledge related to the entrepreneurial skills of students due to several factors, especially the entrepreneurial contribution of santriwati is still lacking. And the Fadhlul Fadhlun Mijen Islamic Boarding School in Semarang is a boarding school with a santripreneur program that prioritizes santriwati in managing the entrepreneurship that is developed. This study aims to analyze the concept of implementing the santripreneur program for female students. The method used is a qualitative approach with a case study design. The research subjects involved 5 santriwati who took part in the program. And the research informants included 1 Kyai, 1 village head of the PPF, and 3 program administrators. Data collection techniques using observation, in-depth and structured interviews, and documents. The validity of the qualitative data technique uses data triangulation. Qualitative data analysis techniques use data reduction, data presentation and conclusion or verification. The results of this study explain the technical planning, implementation, evaluation, and supporting and inhibiting photos of the santripreneur program which have succeeded in shaping the character of santriwati who have entrepreneurial skills and spirit. And in conclusion, the program can develop well due to the *role model* of the kiyai figure and the success of the PPF instilling the

principles that are firmly held by the female students, namely priority management, time management, and management of approach to God. And the expected benefits of this research are that it can become a reference and evaluation of concept improvements in empowering students through the santripreneur program, especially for santriwati to boost the economy in Indonesia.

Keywords: Santripreneurs; female students; Boarding school; Entrepreneurship; Program implementation

INTRODUCTION

To improve the Indonesian economy, through optimizing people's interests and potential to create independent, innovative, productive and creative entrepreneurs (Antarnews.com 2011) . So the Ministry of Industry, through the Directorate General of Small, Medium, and Multifarious Industries, is collaborating with Islamic boarding schools with the santripreneur program to create and develop new industrial entrepreneurs (Kemenperin.go.id 2020) . Santripreneur has the meaning of someone who studies at Islamic boarding schools to open up productive activities, or students who are independent and have their businesses.

The potential in the pesantren economic sector is considered large enough to revive the national economy. Developing potential through empowerment in Islamic boarding

schools as an effort to increase economic power in society which will certainly help reduce the poverty rate which is still the responsibility of the government (Zamroni et al. 2022) . The strategic role in empowering the community's economy is very likely to be carried out by pesantren. Judging from the resources and all the uniqueness that is owned, of course pesantren can be one of the pioneers in advancing the economy of the Indonesian people. This condition is expected to be able to make Indonesia a prosperous country through Islamic boarding school-based economic empowerment (Fathoni and Rohim 2019) .

This enthusiasm is still hampered by the low knowledge related to students' entrepreneurship skills caused by several factors, namely the cottage curriculum which only requires students to focus on deepening religious knowledge, mental readiness, and awareness of students who still lack the importance of knowledge of life skills (Widodo and Nugroho 2014). This situation causes students after graduating from Islamic boarding schools to not develop in society and contributes to the problem of unemployment in Indonesia (Franita 2016) . Especially when talking about increasing the economy through the role and contribution of entrepreneurs from female students, it can still be said to be lacking. Santriwati is a term for women who are studying Islamic religion, the word "wati" behind the word "santri" indicates the status of a woman (Nugroho 2019) . In fact, besides the role of women, they are required to be quality women, they are also required to be *Nafiah lihoiriha* or bring benefits to other humans (Sutami et al. 2002) . By equipping santriwati with the ability to become santripreneurs in terms of skills and creativity, in the future santriwati will not only become wives and mothers who are good at reciting the Koran and preaching, but are also able to establish and build entrepreneurs that can be applied in society at large (Pratiwi et al. 2022) . However, as far as researchers observe, not many pesantren have empowered their santriwati in the santripreneur program.

Fadhlu Fadhlan Islamic Boarding School which is located on Jl. Ngrobyong, Rt.4/RW I, Dk. Wonorejo, Village Islamic Boarding School, Kec. Mijen, Semarang City has empowered women through the santripreneur program. With a total of 500 students, 150 santri and 350 santriwati. In this PPF, 75% of the entrepreneurial management is carried out by female students. There are at least 9 types of cultivation managed by santriwati as a media for the santripreneur program that haven developed by Islamic boarding schools, including maggot cultivation, catfish cultivation, tilapia, pomfret, oyster mushroom cultivation, date palm cultivation, hydroponic cultivation, and some cultivation of herbal plants called Tanaman Obat Pesantren (TOP) such as binahong, eggplant, rosella, kelor, insulin, purple leaf (hemorrhoid medicine), pegagan, ginger, temulawak, turmeric, lemongrass, and kencur.

The Islamic boarding school has given birth to santriwati who are independent with several existing entrepreneurs, as well as being able to show that santriwati can play a more active role in economic activities by utilizing the environment and advances in digital technology.

The facts above inspired researchers to conduct research related to the Implementation of the Santripreneur Program for Santriwati at the Fadhlu Fadhlan Mijen Islamic Boarding School, Semarang. In this regard, this study aims to describe and analyze the planning of the santripreneur program for santriwati at the Fadhlu Fadhlan Mijen Islamic Boarding School, Semarang. Also to describe and analyze the process of implementing the santripreneur program for female students. Furthermore, this study also shows and analyzes the evaluation of the santripreneur program on its female students. Then find out and analyze the supporting and inhibiting factors for the running of the santripreneur program for santriwati at the Fadhlu Fadhlan Mijen Islamic Boarding School, Semarang.

And from research that focuses on the management model of implementing the santripreneur program for santriwati so that the outcomes can assist the government in increasing independence and economic prosperity. Thus the results of this study were able to follow up and complement previous studies.

LITERATURE REVIEW

Even though the santripreneur program has been intensively implemented, a standard format for program management and a standard structure for entrepreneurship education does not yet exist. Tertiary institutions do not yet have standard standards in developing the management of entrepreneurship education programs. For informal and non-formal education, even though there is entrepreneurship education, the form is still skills education, even though entrepreneurship is not the same as skills (Widodo and Nugroho, 2014). Even though there are already very many Islamic boarding schools that implement the santripreneur program both in the curriculum and as life skills in Islamic boarding school activities.

Even though program management or management is an important component and cannot be separated from the overall educational process. Because, without management it is, educational goals can't be achieved effectively, optimally, and efficiently. According to Hellriegel, Don and Jonh W. Slocum (1989) in Hanizar (2014) explain that: "*Management consists of the on-going, related activities and tasks of planning, organizing, controlling, and directing. The organization's goals give direction to these activities and tasks*".

Clayton Reeser (1973) suggests that management is the utilization of physical and human resources with a coordinated and resolved effort by carrying out the functions of planning, staffing, organizing, directing, and controlling. From a broader perspective, management is the process of utilizing and managing the resources owned by the organization through the cooperation of its members in achieving organizational goals

set effectively and efficiently (Candra Wijaya and Rifa'i, 2016) .

In general, the world of management uses the POACE principle of *Planning, Organizing, Actuating, Controlling, and Evaluating*. This management principle is widely used by organizations today to promote and manage their organizations. When the management principles above are able to be applied well in entrepreneurship, they are certainly able to produce character improvements and economic empowerment both individually and in groups.

Because entrepreneurship itself is an attitude, soul, and ability to create something new that is very valuable and useful for others and especially for himself. Entrepreneurship is also a mental attitude and soul that is always active or creating, working, creative, empowered, modest and trying to increase income in its business activities. David McClelland in his book, *The Achieving Society*, said that entrepreneurs have a higher desire for achievement than those who are not entrepreneurs. In addition, entrepreneurs also have higher internal control than those who are not entrepreneurs.

Dan McClelland in Razak (2015) divides the characteristics of entrepreneurs based on the desire for achievement into six, namely: (a) likes work with realistic risks, (b) works harder on tasks that require mental ability, (c) does not work harder due to rewards money, (d) want to work in situations where personal achievement can be obtained, (e) show better performance in conditions that provide clear positive feedback, (f) think far into the future and long term.

This also does not contradict the standards for developing entrepreneurship education launched by the Ministry of Education and Culture (2010) regarding entrepreneurship education in schools which aim to: (1) Increase the development of entrepreneurial values in students at every level of education, so that it is not only graduates who are competent in substance but also form entrepreneurial character values. (2) Strengthening the learning process into an active learning process (student active

learning) so that the goal of developing entrepreneurial values can be achieved.

In general, Islamic boarding school entrepreneurship education is adapted to the conditions and potential of the Islamic boarding school environment, such as entrepreneurship in agriculture, plantations, animal husbandry, and trade. And all business units owned by Islamic boarding schools are managed by the students, with some guidance through direct work methods or practice and training methods.

The process flow carried out by Islamic boarding schools to form the independence of students begins with managing daily life such as eating and washing, some students are entrusted with the responsibility of managing one activity, adult students guide young students, adult students are given the task of managing several activities at the Islamic boarding school (Sanusi, 2012). Activities whose management duties are borne by the santri ultimately shape the work ethic and entrepreneurial spirit of the santri. This ability has become a habit for students in Islamic boarding schools, which is a provision for them to be involved in society. The factors mentioned above are potentials that can be utilized to advance and encourage Islamic boarding school business activities, as well as a medium for training entrepreneurship for students. From these activities, it is hoped that several types of competencies that should be owned by an entrepreneur will grow, namely by having the following skills:

- a) Business engineering skills. An entrepreneur must master the techniques of managing his business, both related to the intricacies of technical production processing, as well as to maintain the quality of his business. This requires thoroughness, thoroughness, and talent that is in him. Information-seeking skills. Information is something that is important to be known and at the same time anticipated by an entrepreneur. This information can be in the form of markets, product developments, and other, so that the results of their efforts
- b) Communication skills. Skilled communication is required for entrepreneurs. This is very useful when carrying out product socialization, negotiations, and business development processes which of course will touch every level of society.
- c) Skills in solving problems. Every entrepreneur will be faced with various problems. Problems can occur internally within the company, or problems related to the surrounding community. In this situation, entrepreneurs are required to be able to solve problems by producing optimal solutions.
- d) Skills in planning. Estimates of the future of the company can be included in the planning. Planning within the company is usually outlined in work proposals, targets and how to achieve them with existing conditions. This relates to planning regarding the resources (type, quantity, and criteria) needed in operational activities. This skill is very important for an entrepreneur.
- e) Skills in business management. Entrepreneurs are business managers. In it there is a work process that relates to many people (employees). This requires management skills, from business planning to how to generate profits as planned. In managing his business, an entrepreneur must be able to carry it out by the plans that have been made and the capabilities of the resources he has.
- f) Market analysis skills. An entrepreneur is required to be able to estimate the target group, needs, and turnover that can be absorbed and know exactly what consumers want, both now and in the future. Thus, it can be estimated what products should be developed, what quality standards are needed, and which potential markets.
- g) Skills in anticipating business opportunities there is a saying that opportunity never comes twice. Therefore, an entrepreneur is required to

be skilled in seizing the opportunities that are in front of him; both what is happening and what will happen. With the sharpness of analyzing opportunities, an entrepreneur will be able to take advantage of the potentials he has.

METHOD

The research approach uses a qualitative approach (Sugiyono 2021), with a case study research design (Moelong 2021) to analyze the implementation of the santripreneur program for santriwati at the Fadhlul Fadhlun Mijen Islamic Boarding School Semarang.

The research subjects were 5 santriwati who took part in the santripreneur program at PPF PPF. The sample of informants was determined by purposive sampling, namely the leadership of the pesantren, 1 village head of the Islamic boarding school, as many as 1-3 program managers to be interviewed in-depth and structured to describe planning, implementation, evaluation, and supporting and inhibiting factors in the santripreneur program for female students. Data collection techniques were carried out by observation, in-depth and structured interviews, and documents. The validity of qualitative data techniques uses data triangulation (Yusuf 2017). Qualitative data analysis techniques use data reduction, data presentation, and conclusion or verification.

This research, what will be the sub-focus of the research lies in how to plan, implement, evaluate, and the supporting and inhibiting factors in the santripreneur program that is applied to santriwati at the Fadhlul Fadhlun Mijen Islamic Boarding School, Semarang. And to make it easier for researchers to identify and analyze the implementation of the program, the researcher will detail the discussion indicators into 4 sub focuses, namely:

a) Planning sub-focus, in this case the researcher will clarify data from the entrepreneurial program curriculum, teaching materials, instructor or presenter qualifications, the qualifications of students who will take part in the

program, and program supporting infrastructure.

- b) Sub-focus on implementation, in this section the researcher will later clarify data from the interaction process of female students, the use of tools and infrastructure, and the application of teaching hours (theory and practice).
- c) Evaluation sub-focus, in this case, the researcher will clarify the data from changes in behavior, entrepreneurial skills, and ability to overcome the impacts and risks that arise from the santripreneur program that has been carried out.
- d) Supporting and inhibiting sub-focus, in this study will be clarified from the means, facilities, and availability as well as the quality of human resources involved in the program.

RESULTS AND DISCUSSION

The establishment of the Fadhlul Fadhlun Islamic Boarding School is a form of implementation of the Syauqi Foundation's commitment in Semarang to create quality education for the community. The Syauqi Foundation was founded by Dr. KH. Fadlolan Musyaffa', Lc., MA., on April 13, 2012 at Jl. KH Tohir gang V no 10, Penggaron Kidul, Semarang. In its development, this foundation moved to the address Jl. Ngobyong, Rt.4/RW I, Dk. Wonorejo, Village Islamic Boarding School, Kec. Mijen, Semarang City, according to Notary Suyatno, SH, MKn No. 36 dated 19 August 2016, and Decree of the Minister of Law and Human Rights of the Republic of Indonesia No. AHU-0033127.AH.01.04. The year 2016. Based on the Decree of the Minister of Law and Human Rights of the Republic of Indonesia, the Syauqi Semarang Foundation developed the Fadhlul Fadhlun Islamic Boarding School.

The Fadhlul Fadhlun Islamic Boarding School was established to form people who have noble character and character, who are also able to become knowledgeable and practical generations, as well as become students who believe and fear Allah SWT. As

a first step towards realizing these ideals, the Fadhlu Fadhlan Islamic Boarding School has developed a bilingual pesantren education pattern that is based on the character of the salaf. Realizing the importance of mastering a foreign language in the process of developing modern science, the students of the Fadhlu Fadhlan Islamic Boarding School are also required to have the ability to speak Arabic and English apart from their mother tongue which they use every day.

Boarding school caretakers also realize the need for provision of independence in life which must grow and be attached to the students. Then a hidden curriculum was made to develop these abilities by creating an entrepreneurship or santripreneur program at the Islamic boarding school. Because according to Dr. KH. Fadlolan Musyaffa', Lc., MA or pesantren caretaker, the ability to do business is considered important, that later students and santriwati are not only qualified in the fields of religion and general science, but are also economically sufficient. This idea was then implemented by forming the Fadhlu Fadhlan Islamic Boarding School Owned Enterprise (BUMP PPF) in the early days of the boarding school being inhabited by female students. By empowering existing human resources, the Kyai directly leads the realization of the entrepreneurial program, with the main market share being santriwati themselves. By looking at the existing business opportunities, in the early days a daily necessities retailer was established under the name Adam Mart, then also a light and heavy food canteen.

It is not meant to do business with the students themselves, but rather to fulfill the needs of the students without having them leave the pesantren environment which can be said to be quite far from the PPF. After, the two businesses were considered quite successful in running the pesantren economy. Then, a new idea emerged to develop Islamic boarding school entrepreneurship, by looking at the potential that exists in the students, then the vacant land belonging to the Islamic boarding

school is still wide, and the market demand is quite promising.

Then the Kyai together with activity assistants or coaches reinvented the concept of Islamic boarding school entrepreneurship by creating PPF Garden which included Islamic boarding school medicinal plants (TOP), date cultivation, and oyster mushroom cultivation. And only recently was PPF Farm established which included catfish, tilapia, pomfret, magot, and finally goats. Of course, conceptualizing and establishing a business cannot be separated from basic management concepts, such as planning, implementation, evaluation, and their factors.

A. Santripreneur Program Planning

The planning of the santripreneur program was analyzed through several indicators, namely the entrepreneurship program curriculum, preparation of learning materials, qualifications of instructors or presenters, qualifications of students who will take part in the program, partner involvement in program preparation, and program supporting infrastructure.

The program launched by PPF has realized that the demands of the world of Islamic boarding school education have also entered into a transformation that demands change to help the government and the nation in tackling Indonesia's economic problems. This is because Islamic boarding schools are currently not only religious educational institutions that only give birth to generations who understand religious knowledge and have Islamic behavior, but at the same time can prove themselves as economic institutions for the welfare of students and the wider community (Adawiyah 2018).

Planning is very important before starting the program. Because planning is a form of activity to determine what should be done and how to do it. Planning also includes the act of selecting and connecting facts and making and using assumptions about the future in terms of visualizing and formulating proposed activities deemed necessary to achieve the best results (Taufiqrokhman

2008) . In the sense that planning is a process of determining what will be achieved in the future and determining the steps and stages needed to achieve it.

Like wise what has been done by PPF, as one of the pesantren which also carries out its function, namely as a foundation and hope to be used as an alternative educational model or even another variation in developing society to answer challenges amid human life in every development so that it becomes more strategic. where the government still has limitations for that, especially in the field of entrepreneurship (Dewi Fatmsari 2014) . Islamic boarding schools are known to have very strong traditions and roots in society, their existence is very important in improving human resources (Mukhibat 2012) .

Since its inception, Islamic boarding schools have taught various life skills so that students can live independently. Usually, the spirit to live independently is inherited directly by a Kyai. This independence is a basic mental attitude that is important to support the life of a Santri to become an entrepreneur. However, what is more important than that is the attitude of independence possessed by pesantren circles in the form of a basic attitude that everyone must have. This attitude of independence is a fundamental factor that can give rise to the courage to start a business (Muhaimin 2018) .

In developing and increasing the empowerment of students and the community, Islamic boarding schools recognize the term Santripreneur. Where Santripreneurs are defined as students who want and dare to take risks to run a business by taking advantage of opportunities or with innovative approaches being able to create new businesses, so that businesses that are managed grow and develop to become independent and able to face competitive challenges (Adawiyah 2018) . The term is also absorbed by PPF, so it formulates and builds the santripreneur program as one of the advantages that is *hidden* in the curriculum.

In the planning stage of the entrepreneurship program at PPF it is carried out in a planned, measurable, and programmed manner by the responsible team appointed and formed by the pesantren leadership. In determining the line of business to be initiated, PPF will first analyze a discussion meeting forum by considering 3 things, namely: Potential students, market potential, and market reach.

Of course, this consideration must also escape the 3 basic management principles that are rooted in PPF, namely: Priority management, time management and *Taqorrub Ilaallah* management. This is intended so that all activities, rules and systems built by the pesantren are properly integrated.

When planning to develop a new business venture at PPF, a team that has been appointed and formed will carry out the design and coordination involving partners and agencies that have been determined by the forum through a Kyai's decision. Through this team, the priority business facilities and infrastructure needs will be explained, and the criteria for members who will oversee the new business. And of course, all planning activities are fully controlled by the Kyai.

In terms of financing, entrepreneurial activities at PPF are supported from 2 main sources, namely the personal funds of the Kyai and Islamic boarding schools' funds. In addition, there are also grants and assistance from several trustees, institutions, banking institutions, and sponsors. The many channels of sources of funds for developing businesses in PPF support the implementation of the santripreneur program activities.

B. Implementation of the Santripreneur Program

In the stages of implementation, the researchers' indicators in analyzing the implementation of the santripreneur program learning at PPF are viewed from the interaction process of the female students, the learning approach and learning methods applied, the involvement of partnerships in

the learning process, the use of tools and infrastructure, the application of teaching hours (theory and practice), innovation, and conformity to learning objectives and student goals.

The implementation of the entrepreneurship program is a form of planning implementation carried out in the form of activities. The implementation of the entrepreneurship program includes the internalization of entrepreneurial values through learning, the methods used, and the form of material to be provided (Setiawan 2019).

In carrying out entrepreneurship education, there are 2 important things that must be considered: First, it is oriented towards the goals of entrepreneurship education, namely to produce new entrepreneurs who are built holistically, not just to produce students who understand entrepreneurship. Second, it relates to *outputs* that are capable of giving birth to innovative, creative people and can open up jobs, as well as increase the dignity of individuals, families and society in general (Hasim and Ramly 2021).

Reflecting on the 2 points above, entrepreneurship education at PPF is carried out in an integrated manner in the activities of the students, both in the form of extracurricular activities and non-curricular activities. And the integration of the implementation of entrepreneurship education in these curricular activities is designed in a simple and natural system or formal schooling, because the education system in Islamic boarding schools is closer to a flexible and informal system (Fatchurrohman; Ruwandi 2018).

Looking at the patterns used when *transferring knowledge* from coaches to members, as well as from tutors to members, apart from using the lecture method, other methods that are also used can be included in the category of problem-based learning models. *Problem-Based Learning* is a learning model that involves students in an activity (project) to produce a product. Santriwati are involved starting from

planning activities, designing, implementing, and reporting the results of activities in the form of products and implementation reports (I Wayan Arya Adnyana, 2020). In this way, students are expected to be able to construct their knowledge, develop higher skills and inquiry, and be independent and also increase their self-confidence.

C. Evaluation of the Santripreneur Program

Evaluation of the santripreneur program is based on several indicators, namely evaluator qualifications, involvement of students in the evaluation process, evaluation criteria, forms of evaluation, evaluation instruments, partner involvement in learning outcomes evaluation activities, certified competency. And the expected output for the achievement of santriwati is in the form of knowledge, attitudes, and skills which include skills in business techniques, communication, information seeking, problem solving, planning, business management, market analysis, and skills in anticipating business opportunities.

According to the confessions of the santriwati involved, they stated that they more or less already had the skills mentioned above. Because, entrepreneurship learning that is oriented towards the formation of life skills must pay attention to 4 principles, namely learning to know entrepreneurship, learning to do entrepreneurial activities, learning to practice entrepreneurial activities and learning togetherness with others in social entrepreneurial interactions (Sarjiyati 2013). And all of these have been fulfilled and obtained by the members as long as they are involved in the program.

D. Supporting and Inhibiting Factors of the Santripreneur Program

The indicators that serve as a reference for the analysis of supporting and inhibiting factors for the santripreneur program are environment and culture, regulations enforced by the boarding school for students and coaches, facilities/sarpras, availability and quality of human resources.

Success in all things is the dream of all people and all institutions. But in reality, many causal factors follow to go to and achieve the success of what has been designed. Researchers' observations through observational field notes and interview results show that PPF has many supporting factors that allow this santripreneur program to develop.

PPFF already has human resources, including clerics and mentors, equipped with adequate facilities and infrastructure to start the planned business activities, such as available land, stables and ponds. Then relations and walisantri who also support this program. Financing and funds can also be supported both from the pesantren treasury, foundations, the Kyai's money and contributions from outside.

However, there are still several inhibiting factors in carrying out this program, one of which is that there is no standard structure made by the pesantren, because all directives and decisions are still centralized to the Kyai and bu nyai. There is no standard written curriculum owned by Islamic boarding schools for this program, because the existing business fields just flow naturally under the supervision of those in charge and Kyai.

CONCLUSION

Reviewing the results of the discussion of the problems above, it can be concluded that the planning of Islamic boarding schools is quite good, even though it is not organized following the rules by the government's SKKNI, but has shown important basics in entrepreneurial planning, namely market potential, human resource potential and consumer targets.

Implementation of program learning that is carried out naturally and spontaneously in the field can already be categorized as included in the Project Based Learning model. So that the program participants feel motivated and happy to follow directions from Kyai and also coaches.

The evaluation method carried out by the clerics and supervisors at PPF by using oral

and face to face methods to participants gives participants a sense of comfort so that the desired evaluation objectives are achieved. From the results of this evaluation, the expected output from learning is also achieved, by having business technical skills, seeking information, good communication, solving problems, managing business, analyzing markets and anticipating business opportunities that participants have.

The success of a program is strongly influenced by supporting factors and inhibiting factors, as well as the santripreneur program at PPF. The supporting factors for this program are the presence of Kyai and nyai who are the role models of the santri, competent mentors, adequate human resource potential, and 3 basic management principles (priority management, time management and *Taqorrub Ilaallah* management) which are inherent in the students. While the inhibiting factor is the absence of a standard structure owned by pesantren and members who come and go because of studies that have been completed.

Declaration by Authors

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