Implementation of a Competency-Based Social Entrepreneurship Training Model in Developing a Creative Economy for Santri at Islamic Boarding Schools

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INTRODUCTION

Islamic boarding schools were originally synonymous with the spirit of Islamic education to study Islamic laws, but in its development it has now followed contemporary trends in empowering its students (Nadhiroh & Romelah, 2017). Along with the flow of globalization in the 21st century, Islamic boarding schools have become the spearhead in spreading the Islamic religion and are able to create the potential for productive human resources. Islamic boarding schools have the power to empower and become agents of innovative social change in society. In addition to faith and piety, students must have human resource competencies in hard skills and soft skills to think creatively and innovatively, be critical in solving problems, be cooperative in working and establish communication to build networks with the wider community (Dejaeghere, 2022). This quality of creative, innovative and critical competence can be realized in the santri entrepreneurship program (Suminar et al., 2022).

Entrepreneurship in Islamic boarding schools is currently the policy of the Indonesian government. The aim of the Islamic boarding school entrepreneurship program is to empower students in developing creative economic businesses (Luluk Indarti, 2021). The successful experience of empowerment activities for students by developing creative economic product businesses in an effort to develop socioentrepreneurship, namely at the Al Qohar Klaten Islamic Boarding School, which raised the issue of going green and became one of the attractions of foreign customers (Wijaya & Aini, 2020). Social entrepreneurship was also carried out at the Miftahul Falah Islamic Boarding School, Aris Islamic Boarding School, and ASPIR Islamic Boarding School in Kendal Regency which succeeded in developing the creativity of students according to community needs as a source of income (Ghofur et al., 2016). In addition, there are Islamic boarding schools that have succeeded in increasing the entrepreneurial competence of students and have expertise in the field of information technology in entrepreneurship (Marti, 2017).

Entrepreneurial competencies taught to students at Islamic boarding schools use an empowerment approach and training programs that are not only oriented to business values, but also develop social values, concern for solving social problems which is now a career trend for millennial generation young people called social entrepreneurship (Muhammad Isnan Nurfaqih., 2018). Social entrepreneurship is an entrepreneurial concept that is purely engaged in the social field, so that it is the duty of every Muslim to do good things and set good examples for others. The obligation of

every Muslim who is able to help the weak because social entrepreneurship does not emphasize business as the main goal of generating profit but the main core of this social entrepreneurship is empowering Muslims for the common good (Reginald & Mawardi, 2015). This concept is reinforced by other experts who explain that social entrepreneurs are agents of change who are able to carry out the ideals of changing and improving social values and finding various opportunities for improvement (Susilawati et al., 2016).

The Islamic perspective views social entrepreneurship as an innovative activity capable of integrating social values in business (Sofia, 2017). The study in this research aims to explore the success of Islamic boarding schools in empowering their students in managing social entrepreneurship by developing a creative economy through training programs. Social entrepreneurship training in Islamic boarding schools provides added value for students, because they not only get Islamic values, but also get social entrepreneurship knowledge for students at Islamic boarding schools. Social entrepreneurship in building its social business must have the capacity to transfer entrepreneurial values to its fostered partner communities and requires investment in human resources from the millennial generation through job skills training programs (Suyatna & Nurhasanah, 2018). Social entrepreneurship has dimensions that characterize it, namely: social values, civil society, innovation, and economic activity. Social entrepreneurship moves in society as a business activity with social goals as the main thing. Profit surpluses are invested in the main objectives that have been determined beforehand, then activities carried out by the voluntary sector (Utami et al., 2019).

Training is a short-term educational process using systematic and organized procedures, so that trainees learn operational knowledge of workmanship techniques and skills for specific purposes. Training can also be interpreted as a planned process to facilitate learning so that people become more effective in carrying out various aspects of their work. Training is carried out systematically, according to procedures that have been proven successful, using standardized and appropriate methods, and is carried out seriously and regularly. One of the training models that is often carried out for human resource development is Competency-Based Training. The competency-based training model is a training process designed to develop specific capabilities and skills, to achieve work results based on predetermined performance targets. That is, training that is intended for resources does not just form competencies, but these competencies must be relevant to their duties and positions (Susilawati et al., 2016).

The implementation of social entrepreneurship training activities in Islamic boarding schools is oriented towards the model or design (design) of the training planning process which describes the sequence of activities (systematic) regarding a training program. This training model provides an overall picture of what steps must be taken in organizing the training (Suminar & Budiartati, 2018). Designing competency-based training means using competency profiles as a basis for conducting a training needs analysis (TNA), the result of which is determining the competencies of each unit which are then used to determine the syllabus and training curriculum to be developed (Jafar, 2011). Competent means capable, capable, skilled. Competence is interpreted as a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting (Jubaedah et al., 2015; Suminar et al., 2021).

Competency-based training is a system that contains the following: (a) results against competency specification standards at the national level; (b) the curriculum provides clear and directed indications to trainees about what competencies are shown and demonstrated; (c) The learning method gives freedom to the trainees during the process of participating in the training; (d) Assessment of training learning outcomes, when trainees can demonstrate their competence (Boahin et al., 2014; Raharjo et al.,

2016).

The competency-based social entrepreneurship training model implemented in Islamic boarding schools is more focused on efforts to develop creative economy skill competencies in processing wood waste from industrial institutions. Adopting the innovation of the Triple Helix Model explains that the training involves a reciprocal relationship between three institutions, namely the public, private and academic sectors. The interaction approach is characterized by: (a) the university's key role as a major knowledge producer, (b) the company's strategic mission in generating innovation through improving organizational processes and placing products and services on the market; (c) the important role of government in supporting science-based technology development and in formulating policies targeted at innovation.

This study aims to: First, describe and analyze the implementation of a competency-based social entrepreneurship training model to develop a creative economy for students at the As Salafy Al Asror Islamic boarding school. Second, it describes a strategy for managing social entrepreneurship in Islamic boarding schools that can develop a creative economy for students and at the same time aims to overcome social problems. The importance of this research is to obtain the strengthening of a social entrepreneurship training model that is systematic and able to develop the creative economic potential of students in social entrepreneurship activities in Islamic boarding schools.

METHOD

The design of the research method uses a qualitative phenomenological approach (Creswell, 2017; Saleh et al., 2019), in accordance with its aim to describe and analyze the implementation of social entrepreneurship training models for students in producing wood waste creative economic crafts. The research design does not treat the object of study. The research approach used is a single case study approach, with the research location at the As Salafy Al Asror Islamic boarding school, Semarang City. The research subjects were managers of social entrepreneurship training programs for students at Islamic boarding schools. The key resource person is the head of the Islamic boarding school management. The main resource persons are ustadz who guide entrepreneurship and social entrepreneurship training program instructors. Meanwhile, the supporting informants were students who were actively involved in membership of the social entrepreneurship group and partners in the implementation of the training program, namely instructors from the Industry and Trade Office of the city of Semarang.

Data collection techniques use several techniques as a cross check the truth and accuracy of data from interviews, observations and documentation. The in-depth interview technique is aimed at Islamic boarding school managers, training instructors, supervising teachers managing social entrepreneurship and students. The data obtained through in-depth interviews used a semi-structured interview guideline instrument regarding procedures or steps for managing social entrepreneurship training that applies a competency-based training model. In addition to using in-depth interviews, non-participant focused observation techniques were also carried out on the social entrepreneurship training process conducted by instructors from the Semarang City Industry and Commerce Office and documentation techniques to examine this scope of social entrepreneurship training material at Islamic boarding schools.

The validity of the research data uses the degree of trust based on data source triangulation techniques, data collection methods and theory triangulation to interpret data carefully from several relevant theories but have different study

dimensions. In addition, the degree of trust was obtained through peer checking and data checking from research team members who went into the field, and diligent observation of the training process.

Analysis of research data to find the meaning and implications of existing relationships contextually was obtained from the process of collecting data on specific questions that were explored through in-depth interviews and non-participant observation. The data obtained was reduced by data reduction to simplify and transform data from field notes, followed by empirical descriptive presentation of data, drawing conclusions and ending with verifying the data. The contextual data analysis procedure is presented in the following scheme.

Figure 1 Schematic of Contextual Data Analysis (Dezin and Lincoln, 1994)
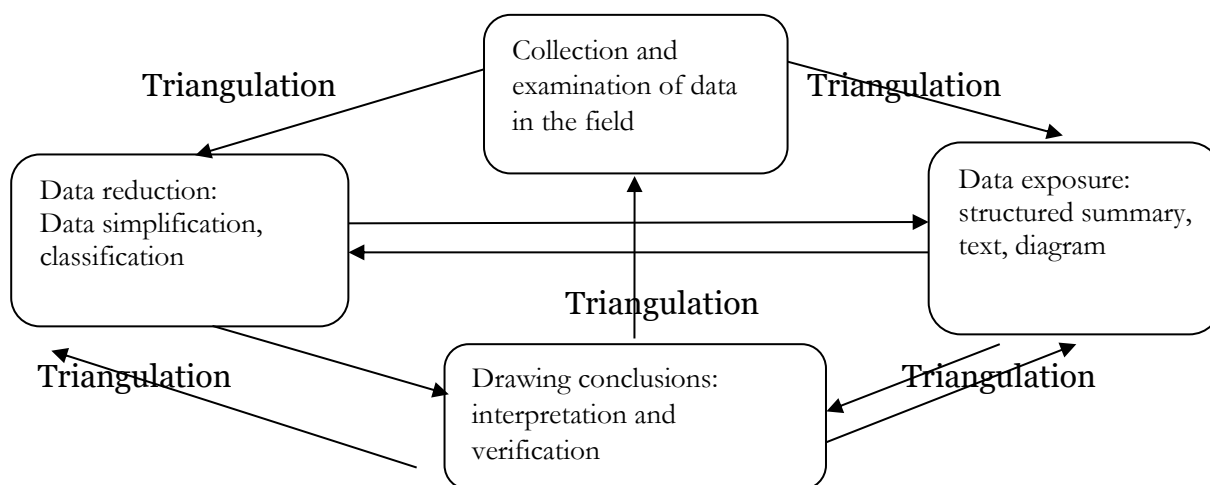
DISCUSSION
Social Entrepreneurship Training Model for Santri at As-Salafy Al-Asror Islamic Boarding School

Most of the students studying at As-Salafy Al-Asror Islamic Boarding School come from outside the city of Semarang, namely from Demak, Kudus, Pati, Rembang, Purwodadi, Blora, Kendal, Batang, Pekalongan, Tegal, Pemalang, Magelang, Purworejo, Temanggung , Banyumas, Purwokerto, Kuningan (West Java), even those from outside Java, namely from Jambi (Sumatra), the city of Waringin (East Kalimantan). The students at Islamic boarding schools are the next generation whose qualifications must be increased for the progress of national development. Along with the development of the times, effectiveness is needed to improve the competence of human resources through training programs for students.

Based on the results of interviews with the caretaker of As-Salafy Al-Asror Islamic Boarding School and the Ustadz accompanying santri entrepreneurship, an entrepreneurship training program has been implemented at the Islamic boarding school for students. The implementation of this training program is a collaboration between the pondok and the Industry and Trade Office of the City of Semarang. The social entrepreneurship training program is designed by applying the Competency Based Training (PBK) model. This conclusion is verified based on a number of supporting data. The results of interviews with ustadz and pondok caretakers stated that before the training activities were carried out, the cottage caregivers collaborated with the Government Office of Industry and Trade to analyze the needs of the training program for pondok and santri. The needs analysis is based on the information

gathered regarding the strategic goals and plans of the lodge. One of the missions of the As-Salafy Al-Asror Islamic Boarding School is to carry out education that is oriented as a provision for the life of the world and the hereafter, so as to create harmony based on truth, justice, compassion, tolerance, cooperation and mutual respect. The target of the training needs analysis is also aimed at students aged 15-18 years, through interviews it shows that there is a group of students who are interested in having creative industry craft skills and their products are suitable for sale. Meanwhile, they do not yet have the ability to manage these entrepreneurs. Interviews with students aim to find gaps between the initial abilities possessed by prospective training participants and competency standards in managing entrepreneurship (Boahin et al., 2014; Kurniadi, 2007). Needs analysis is carried out through giving choices to the Islamic boarding school to choose training that is in accordance with the interests and potential of each student. The training is carried out based on an analysis of competency-based human resource training criteria. In simple terms, competency determination is the first step that must be sought when conducting training. Competence as a combination of skills and knowledge that is reflected in one's performance behavior. (Sunarsih, 2018). Thus the entrepreneurship training program has set competency standards to be achieved.

The purpose of Islamic boarding schools to realize this mission is to provide services to empower human resources who have professional skills and have an insight into the future with good morals. Based on the mission, goals and students at this Islamic boarding school, the objectives of the training program for students were determined, namely to provide knowledge, attitudes and skills in managing entrepreneurs who are not only concerned with financial gain but also pay attention to social values of common interests. The objectives of the entrepreneurship training program are in accordance with the principles of social entrepreneurship (Meisari Haryanti et al., 2020; Taftazani, 2017). The data is supported by the results of interviews with training program instructors from the Department of Industry and Trade that the purpose of holding an entrepreneurship training program for students is to increase the ability of students in managing self-employment with self-made goods made from waste wood from the nearest industry. The ability of students to manage entrepreneurship is expected not only to generate financial benefits, but also to be principled in the interests of social values, to become a youth career trend today (Suyatna & Nurhasanah, 2018). Social entrepreneurship in Islamic boarding schools aims to reduce operational costs for students and at the same time overcome social problems, namely environmental pollution from the impact of wood waste from industry.

The objectives of the training program that have been set by the two management parties are a reference for developing a competency-based entrepreneurship training curriculum design. This action is in accordance with the steps of the competency-based training model (Ministry of Manpower and Transmigration, 2014; Landa et al., 2021). The instructor and the cottage caretakers said that the success indicators for the entrepreneurship training program are based on national competency standards for managing entrepreneurship set out from SKKNI (Qualification Framework Standards). Indonesian National). The review of the national entrepreneurship competency standards includes: carrying out market surveys for a product, conducting studies on the production process of a product, conducting surveys on sources of raw materials and supporting materials, conducting cost-benefit analysis, determining the type of product to be cultivated, calculating investment costs, preparing production plans , preparing work plans in the production room, procuring raw materials and supporting materials, making arrangements for storage of raw materials, supporting

materials, intermediate products and final products, supervising the production process, conducting product promotions, conducting product marketing, establishing relationships with customers and conduct financial bookkeeping for each transaction (Ministry of Manpower and Transmigration, 2014.)

The relationship between increasing social entrepreneurship competence and training implementation is a success because it is in accordance with the expertise possessed by the training target. This competency-based training focuses on mastering work skills which include knowledge, skills and attitudes that have been adjusted to standards (Landa et al., 2021). An effort to implement a competency-based training model after identifying needs, establishing a training program, formulating program objectives and compiling a standardized curriculum, then gradually begins the process of recruiting, selecting training participants and managing the implementation of competency-based training programs.

The process of managing the implementation of competency-based social entrepreneurship training in producing wood waste is carried out through online learning through zoom meetings for 4 days. The results of interviews with key Ustadz sources obtained information that the learning process on the first day of the training began with general entrepreneurial spirit/spirit material for 4 hours and material on strategies for determining market share, setting product prices based on market survey results. The material for building an entrepreneurial spirit is scheduled at the beginning given reasons because it seeks to strengthen students' interest in entrepreneurship and the formation of entrepreneurial characteristics who are ready to fight, work hard, not give up easily, so that they become strong individuals (Ghofur et al., 2016). Learning is designed for distance learning online because it is still in a pandemic 19 condition which must maintain physical distance. Islamic boarding schools have a smooth internet network available. Santri can effectively take part in training through the zoom application using a laptop or smart phone (Nugraha et al., 2020).

Implementation of training lessons on the 2nd day of material about planning the product process, providing raw materials and supporting materials and the necessary equipment. Learning remains online with problem-based learning techniques, added questions and answers assisted by power point media. On the 3rd day the materials for the production process and supervision of the production and post-production processes, face-to-face learning designs with practical demonstration methods. On the 4th day of product promotion materials, conducting social media-based product marketing and product bookkeeping practices.

Based on the results of interviews with instructors and entrepreneurship program assistants for students by Islamic boarding school teachers, the process of delivering material already has standards in order to maintain the achievement of behavior development goals. The implementation of the learning implementation follows the stages in the competency development program syllabus which explain the tools and materials in wood waste management and the steps in manufacturing. The need to provide material in several stages starting from providing awareness of the demands for behavior that is being developed, including an introduction to the behavioral indicators that will be developed, the next stage is giving material with various approaches, discussions and finally the stage where competency development is practiced in the workplace through demonstrations (Noviyanti et al. ., 2020).

Analyzing information from interviews and learning observations during competency-based training, the main target of learning is a change in behavior, so that in its development a process will be needed where this behavior is trained and displayed which displays synergy innovations between government, society and

universities (Praswati, 2017). Therefore, in the implementation of social entrepreneurship training, material for learning outcomes is very important in the process of making an action plan which includes some specific information on the behavior development activities of the trainees (Efendi, 2015). In making products from wood waste, students are given the freedom to develop ideas. The products that have been made are ashtrays, flower vases, photo frames, wall clocks, tables, chairs and cupboards. Each of these products has a design and size that is adjusted to the order or creativity of the students.

Evaluation of the results of social entrepreneurship training is assessed for competence through demonstrations of entrepreneurial competence shown by students who take part in the entrepreneurship program (Boahin et al., 2014). The results obtained from this social entrepreneurship training are not only the financial independence of the students, but also provide added value for the students, because in addition to getting Islamic values, they also get the knowledge of social entrepreneurship for students, as well as increasing the ability to produce goods to explore creativity. students in managing products (Nadhiroh & Romelah, 2017; Sofia, 2017; Sumarno & Gimin, 2019). The needs of Islamic boarding schools for infrastructure facilities such as tables, chairs and cupboards can be produced independently by the student team. Another positive result of entrepreneurship training is that there is a change in the general public's view of pondoks, giving a stigma that pondoks are not only a place to study in the field of Islam. Islamic boarding schools enable students to be able to prepare for the welfare of the world and the hereafter by having the skills to manage entrepreneurship (Andayani et al., 2021; Sudana et al., 2019).

Obstacles and Support for the Development of Creative Economy Crafts in Islamic Boarding Schools

Santri who intensively participate in entrepreneurship training programs can be competent in planning entrepreneurship according to the results of a feasibility study on consumer or market needs, and competent in production practices to process wood waste from factories into creative, distinctive and unique products. The resulting product is a development of a product that has existed before. The ability to develop a creative economy for students can be used to maintain their businesses by innovating and creating products that are marketed (Fadhilah, 2018). The creative industry sub-sector produced by students at the As-Salafy Al-Asror Islamic Boarding School refers to the Ministry of Trade of the Republic of Indonesia in 2010, including craft products and designs.

Developing a creative economy for Islamic boarding school students requires supporting resources, namely financing, marketing, as well as technology and information. The limited availability of three supporting resources at Islamic boarding schools is a factor hindering the productivity of students in developing the creative economy. Information from the ustadz accompanying the santri states that the allocation of financing for the production and post-production processes of wood waste into high-economic goods is considered insufficient. Product marketing still uses traditional methods, namely product exhibitions in the Islamic boarding school environment when there are special activities that present parents of students or when Islamic boarding schools receive visiting guests. Santri have not utilized information technology to introduce and promote products to a wide audience. Obstacles to developing creative economic competence in social entrepreneurship of students cannot be separated from the lack of intervention from academics from tertiary institutions through research activities, the government from the industry and trade

offices as stakeholders who regulate the regulatory system in a conducive manner and from the students as business people who have competence entrepreneurship, generate economic benefits and benefit the community. Based on the Triple Helix theory (Etzkowitz & Zhou, 2017) it is explained that the actors leading the innovation process change over time. Economic development must be seen as a qualitative change process driven by innovation, namely a combination of existing resources including A (academician), B (businessman), and G (government). A close relationship, mutual support and symbiotic mutualism between the three ABG actors in relation to the foundations and pillars of the creative economy development model which will result in the creative industry being able to stand strong and sustainable (Praswati, 2017). The problem at this time is that the synergy of the three actors has not been seen in the development of this wood waste craft business at Islamic boarding schools, between the government, scholars and business people from the santri community, as described below

Figure 2 Three Creative Economy Driving Actors
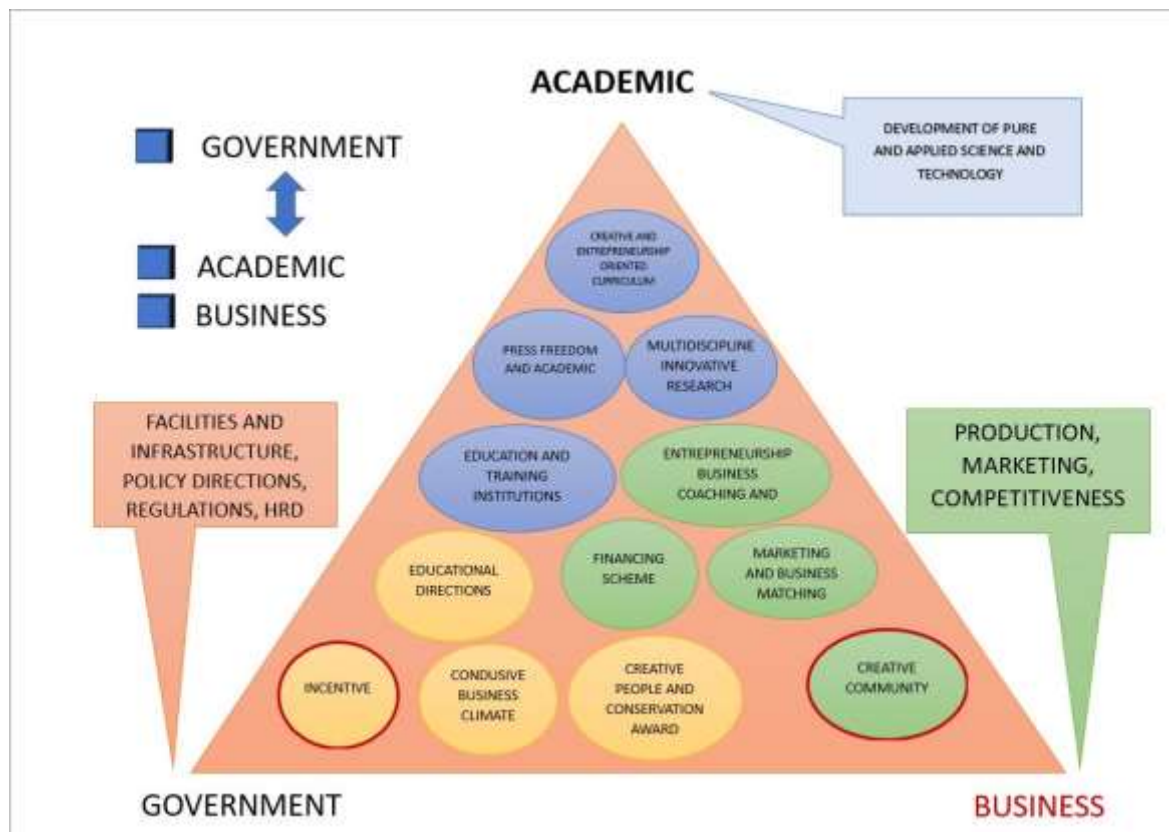
The explanation of the Triple Helix theory is the synergy of three actors as a driving force in developing the creative economy. The main idea of Triple Helix is the synergy of power between academia, business and government. Academics with resources, knowledge, and technology focus on producing various applicable findings and innovations. The business community carries out capitalization that provides economic benefits and benefits to society. While the government guarantees and maintains the stability of their relationship with conducive regulations (Etzkowitz & Zhou, 2017; Zul Asfi Arroyhan Daulay, 2018).

CONCLUSION

Islamic boarding schools become empowerers and agents of social change for students through social entrepreneurship training programs that can equip hard skills and soft skills competencies, so that students can think creatively and innovatively, be critical in solving problems, be cooperative in work and establish communication to build networks with the wider community. The social entrepreneurship training program supports the realization of the vision, mission and objectives of Islamic boarding schools, namely implementing education that is oriented as a provision for the life of the world and the hereafter. Social entrepreneurship is very appropriate for students in Islamic boarding schools because it has the principle of not only increasing business profits, but also creating social values for the establishment of harmony based on truth, justice, compassion, tolerance and cooperation.

The implementation of social entrepreneurship training managed at Islamic boarding schools is designed using the Competency-Based Training model in accordance with the principles: (a) training is carried out based on needs beginning with an analysis of training needs based on competency standards set in the SKKNI; (b) training centered on students who take part in training to master the competence to manage social entrepreneurship; (c) The role of the instructor is to provide a conducive learning situation for students to participate actively, encouraging students to acquire entrepreneurial knowledge and skills; (d) the evaluation system is oriented towards achievement of competency standards demonstrated through performance demonstrations. Therefore, the implementation of a competency-based training model that effectively equips students with the competence to manage entrepreneurship is recommended for managers of entrepreneurship training programs in Islamic boarding schools.

The impact of social entrepreneurship training has not been able to develop sustainable creative economic crafts for students at Islamic boarding schools, due to the limited role of academics from universities in developing science and technology innovation, the government's role as a regulator of entrepreneurship programs for students and providing infrastructure and financing facilities, and the role of business from the students who have not utilized advances in information technology in promoting products for sales (e-commers). Therefore it is recommended that entrepreneurship programs for sustainable students require synergy between higher education institutions, the government and Islamic boarding schools.

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