

**STRATEGIES IN CREATING STUDENTS'
CREATIVENESS AND ENTREPRENEURSHIP AT
SMK AL-MUNAWWARIYYAH BULULAWANG, MALANG**

THESIS

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**INTERNATIONAL CLASS PROGRAM
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY OF MALANG**

JUNE, 2015

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CREATIVENESS AND ENTREPRENEURSHIP AT
SMK AL-MUNAWWARIYYAH BULULAWANG, MALANG**

*Presented to the Faculty of Tarbiyah and Teaching Training of Maulana Malik
Ibrahim State Islamic University of Malang in partial fulfillment of the
requirement for the Bachelor Degree in Education/Sarjana Pendidikan (S.Pd)*

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APPROVAL SHEET

**STRATEGIES IN CREATING STUDENTS' CREATIVENESS AND
ENTREPRENEURSHIP AT SMK AL-MUNAWWARIYYAH
BULULAWANG, MALANG**

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**STRATEGIES IN CREATING STUDENTS' CREATIVENESS AND
ENTREPRENEURSHIP AT SMK AL-MUNAWWARIYYAH
BULULAWANG, MALANG**

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DEDICATION

I dedicate this thesis for the meaningful person in my life
and my spirit for all.

My beloved parents: my father and my mother, (Moh.Asik Munandar and
Andriani) who always pray and hard work every time and
every where for me and my sisters.

Thank you so much *Ayah, Ibu*, may Allah loves you.

My two little sisters who always make me smile, although sometimes
you get my naughtiness too. (Aviva and Erlinda)

And all my big family who always give me purity.

Thank you so much, I Love You All.

جَزَاكُمْ اللهُ أَحْسَنَ الْجَزَاءِ

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَهُوَ الَّذِي سَخَّرَ الْبَحْرَ لِتَأْكُلُوا مِنْهُ لَحْمًا طَرِيًّا وَتَسْتَخْرِجُوا مِنْهُ حِلْيَةً تَلْبَسُونَهَا وَتَرَى

الْفُلَّكَ مَوَاجِرَ فِيهِ وَلِتَبْتَغُوا مِنْ فَضْلِهِ وَلِعَلَّكُمْ تَشْكُرُونَ ﴿١٤﴾

*“And He it is who has made the sea subservient that you may eat fresh flesh
from it and bring forth from it ornaments which you wear,
and you see the ships cleaving through it,
and that you might seek of His bounty and that you may give thanks “*

(QS.An-Nahl: 14)¹

¹ Al-Qur'an dan Terjemahannya. *Al-Jumanatul 'Ali*(Bandung: J-Art, 2005), page.268.

H. Mokhammad Yahya, MA., Ph.D

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SUPERVISOR OFFICIAL NOTE

Malang, June 15th, 2015

Matter : Thesis of Kiki Ariani Rizeki Amelia
Appendix : 4 (four) exemplar

To,

Dean of Tarbiyah and Teaching Training Faculty
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At
Malang

Assalamualaikum Wr.Wb.

Having read all the chapters carefully in terms its contents, language, and writing technique, I testify that this following thesis written by:

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As her main supervisor, I considered that this thesis is qualified to be proposed in the examination.

Wassalamualaikum Wr.Wb.

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled *Strategies in Creating Students' Creativeness and Entrepreneurship at SMK Al-Munawwariyyah Bululawang, Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to the fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, June 15th, 2015



Kiki Ariani Rizeki Amelia

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly I would like to thanks into Allah who always gives me his mercies, blessing, and also the opportunity to finish this thesis on the tittle “*Strategies In Creating Students’ Creativeness And Entrepreneurship At SMK Al Munawwarriyyah Bululawang, Malang*” on time. My expectation *shalawat* and *salam* always be presented to our *Prophet Muhammad SAW*, the last messenger of Allah who has save the human’s life from destruction to safety namely Islam is the true religion.

This thesis is presented to the Faculty of Tarbiyah and Teaching Training of Maulana Malik Ibrahim State Islamic University of Malang in partial fulfillment of the requirement for the Bachelor Degree in Education or *Sarjana Pendidikan (S.Pd)*

During finishing this thesis the author have gotten help and guidance from many people. Therefore I would like to express great gratitude and highest appreciation to them. But firstly I never forgets to thanks a lot to my beloved parents that always give motivation to study hard till getting the bright future. And for some special persons in supporting and guiding me to finish this thesis are:

1. Rector of Maulana Malik Ibrahim State Islamic University of Malang,
Prof.Dr.H.Mudjia Rahardjo, M.Si.
2. Dean of Tarbiyah and Teaching Training Faculty, Dr.H.Nur Ali,M.Pd.

3. Dr.H.Abdul Basith,M.Si, as the head of Social Science Education Department and also my beloved lecture.
4. SMK Al-Munawwariyyah, *thank you so much* for the permission in doing this research. It is an unique school where is very pleasant for studying, not only about technology but also Islamic values. Moreover the vision is creating Qur'ani generations.
5. Mr. H. Mokhammad Yahya, MA, Ph.D, as the chief of International Class Program, my main supervisor and also my beloved lecturer who have inspire me about everything and with his patience guide me to finishing this thesis. There is no suitable word except, *thank you so much Sir*, and I will remember about QS.Al.Mulk:15, to be always aware about the greatness of Allah for human.
6. My beloved lecturer Mrs.Ulfah Muhayani,M.PP, who always guide me and my friends of ICP Social class to be not stop for studying. *Thank you Mom Ulfah*.
7. My beloved lecturer Mrs. Umi Julaihah,S.E.,M.Si, Mrs. Ninja Panju Purwita,M.Pd, Mr.Ahmad Muis,S.Ag,MA and also all lecturers who always give me support to be better and better.
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9. My friends of 12th room in Faza Dormitory. (Vivi, Ippeh, Azka, Vela, Mbak Ber, Arsha, Mbak Jen.). Let's we play again.

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11. All of my friends in Amazing *Kos*’, who are very colourful. *Thank you so much guys.* (Qory, Sheylla, Lely, Zahra, Ayu, Puspita, Octe, Ita).
12. The all readers, who make time for reading this thesis. *Thank You.*

The last, hopefully through this thesis can provide benefits. Not only especially for the author, but through this research the author hope can give improvement in education world. Although the author believe that there are so many mistakes, so that I never forget to ask some suggestions for the mistakes in this thesis. May Allah give us his mercies and blessing. Amiiin.

Malang, June 15th 2015

The Author

GUIDELINES FOR ARABIC – LATIN transliteration

In writing for Arab – Latin transliteration in this thesis uses the transliteration guidelines based on collective decision of the Minister of Religious Affairs and the Minister of Education and Culture Number. 158 year 1987 and Number. 0543 b/U/1987, that can be described broadly as follows:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أَوْ = Aw

أَيَّ = Ay

أُوْ = û

إِيْ = î

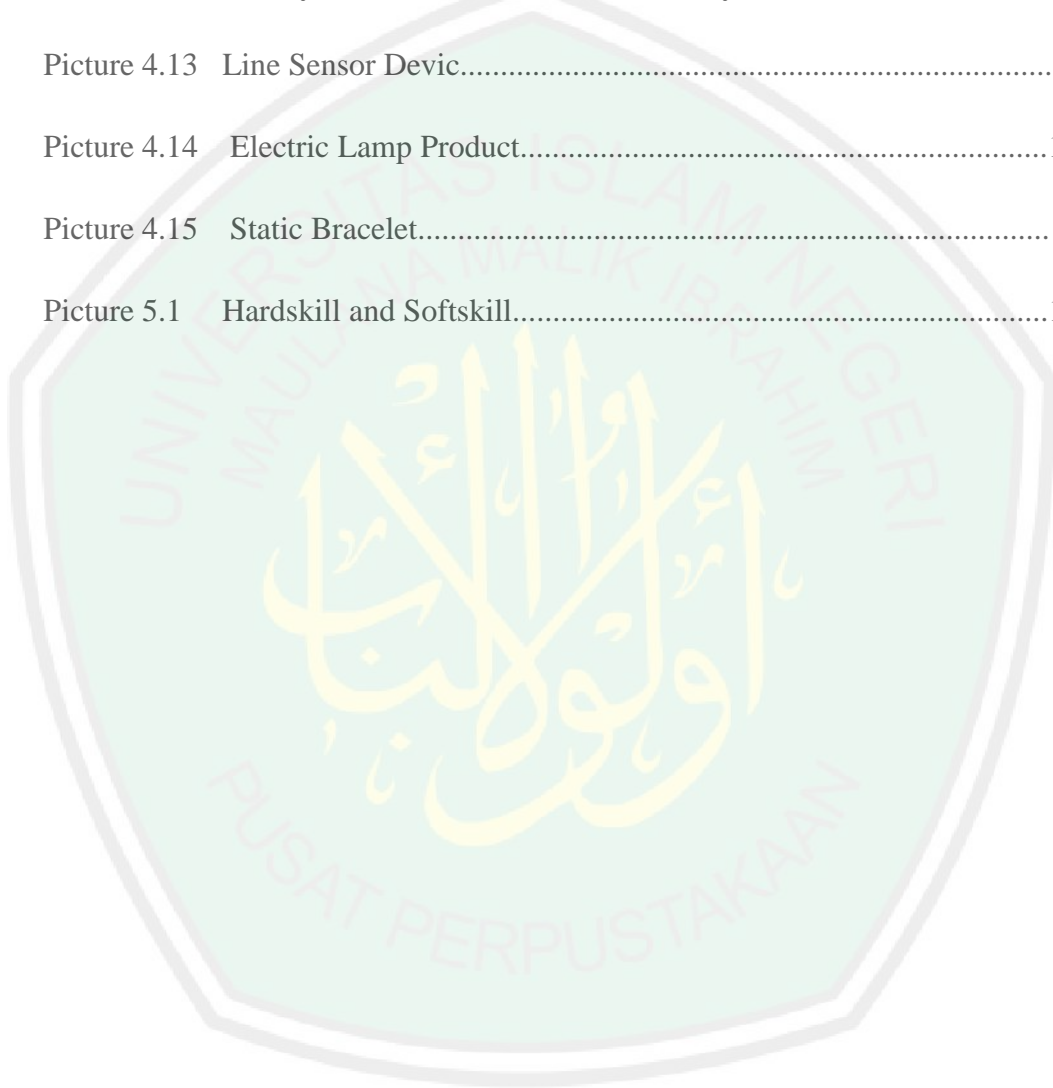
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ABSTRACT

Amelia, Kiki Ariani Rizeki. 2015. *Strategies in Creating Students' Creativeness and Entrepreneurshi at SMK Al-Munawwariyyah Bululawang, Malang*. Thesis, Social Science Education Department, Tarbiyah and Teaching Training, Maulana Malik Ibrahim Islamic State University of Malang. Supervisor: Mokhammad Yahya, MA, Ph.D.

Keywords: Strategies, Entrepreneurship, Creativeness, Vocational School, Student

Education and Learning have become as foundation in creating qualified society. Moreover nowadays strive for students being qualified human. But unfortunately this aspect of skill often be forgotten by school. Whereas through this skill can create a productive work. The entrepreneurship skill is one of choice in education and learning subject, where it can give contribution for society needs about qualified graduation school. In this entrepreneurship certainly will involve about creativeness of the entrepreneur. Because it also influences the developemnt of entrepreneurship process.

This research is aimed to: (1) What is the role of Islamic Boarding School. (2) What are the school strategies. (3) How is the implementation of those strategies. (4) What are the obstacles of those strategies. This qualitative research is use descriptive in nature. The data is presented in the form of description, explanations, and pictures. The research objects are 7 teachers, 2 guiders of Islamic Boarding School, and 6 students. The key instrument of this research is the researcher herself. The technic of collecting data used interview, deep observation and document analysis. The researcher uses triangulation technic to test the validity of data in order to draw a proper conclusion.

The research found that as a school where is based on Islamic Boarding School, *SMK Al-Munawwariyyah* could not avoid the role of Islamic Boarding School. Through Islamic values, it could build the entrepreneurship characters. The characters are: responsibility, discipline, independent and hardwork, sharing and care each other, simplicity, and balance. Beside that, school also creating five strategies in creating the planning. The strategies are: *first*, facilities; *second*, expert teacher; *third*, active learning process; *fourth*, good communication; *fifth* the last strategy is extracurricular, as the way to improving the potential and creativeness of students. But in implementation SMK Al-Munawwariyyah has some obstacles, such as: time limitation, rule and permission from *Pesantren*, lack of facilities, and also fund. To solve this obstacles. SMK Al-Munawwariyyah is doing building and development. And through cooperation with many kinds of institution also giving contribution for improving the creativeness and entrepreneurship practice of school.

مستخلص البحث

كيكي اريني رزقي عملية ، 2015م، استراتيجية في تكوين الإبداع وزيادة الأعمال لطلاب في المدرسة المهنية "المنورية" بولولوانج بمالانج، بحث العلمي، قسم التربية والإجتماعية في كلية التربية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: محمد يحيى الماجستير

الكلمات الأساسية : استراتيجية، وريادة الأعمال، الإبداع، المدرسة المهنية، طلاب

وقد استخدمت التعليم والتعلم كأساس في تكوين المجتمع المؤهلين، ولا سيما مع تطور العصر تزداد تشدد الطلاب يصبح الطلاب بالمهنية . ولكن للأسف سيضعف المدرسة من هذه المهارات في حين أن التوقعات من خلالها هذه المهارات يمكن أن تكون يمكن كثير المتنازع. ومهارات من ريادة الأعمال الواحد من اختيار المواد التعليمية والتعلم لتسهم في تلبية الاحتياجات المتخرج من المجتمع والمدرسة بارعون في هذه ريادة الأعمال التي من شأنها أن تنطوي بالتأكيد تؤثر الإبداع أنفهم الشركات أيضا كيفية لنمو وتطوير عملية ريادة الأعمال.

في هذا البحث موضوع استراتيجية في تكوين الإبداع وزيادة الأعمال للطلاب في المدرسة المهنية "المنورية" بولولوانج بمالانج بهدف: (1) لمعرفة ما دورا من المعهد، (2) ما الاستراتيجية المستخدمة في المدرسة، (3) كيف تنفيذ من استراتيجية المستخدمة، (4) ما المشكلات التي توجه المدرسة في تنفيذها.

لتحقق الأهداف المرجوة استخدمت الباحثة منهجا كفييا وصفييا. وتقدم البيانات بشكل الصور وشرحا. وأما هدف البحث في هذا البحث هو سبعة المدارس، مشرفتان و ستة الطلاب. وأما الأدوات الأساسي في هذا البحث هي الباحثة بنفسه. والأسلوب لجمع البيانات المستخدمة هي المقابلة، الملاحظة والوثائق. وأما تحقق من صحة البيانات بطريقة تلبية حتى سوف تكون قادرة على إبرام صحة .

نتائج هذه الدراسة تشير إلى أن مدرسة على أساس المعهد، المدرسة المهنية "المنورية" لا ينفصل بالتأكيد من المعهد الدور نفسه . لأن المعهد هي القوة العظيمة التي لديها من قبل المدرسة المهنية "المنورية". من خلال تعزيز القيم الإسلامية والمدارس أيضا تعزيز ريادة الأعمال . هذه الصفات هي: صادق ومسؤول ومنضبط، والعمل المستقل والجاد، وتبادل واحترام بعضهم البعض، بسيطة وحياة متوازنة . بالإضافة لهذه الأدوار، كما أنشأت المدرسة خمس استراتيجيات أصبحت وسيلة لتحقيق هذه التخطيط. وهي: (1) الوسائل، (2) المدارس المهنية، (3) عملية التعليم الفعالة، (4) التواصل الجيد، (5) الاستراتيجية الأخرى، تطوير البرامج الخارجية مركزا لتطوير المهارات وإبداع الطلاب. بل في تنفيذها في المدرسة المهنية "المنورية" لا ينفصل من مشكلات، على سبيل المثال: الوقت، إستاذان ونظام من المعهد، الوسائل والأموال. لحل هذه المشكلات لا تزال الأداء بناء وتحسين، وكذلك للنسيق للتعاون بين مختلف المؤسساتهم أيضا في تحسين الإبداع وممارسة ريادة الأعمال في المدرسة.

ABSTRAK

Amelia, Kiki Ariani Rizeki. 2015. *Strategi dalam Menciptakan Kreativitas dan Kewirausahaan Siswa di SMK Al-Munawwariyyah Bululawang Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Mokhammad Yahya, MA, Ph.D.

Kata Kunci: Strategi, Kewirausahaan, Kreatifitas, SMK, Siswa

Pendidikan dan Pembelajaran telah dijadikan sebagai fondasi dalam menciptakan masyarakat yang berkualitas. Apalagi dengan adanya perkembangan zaman yang semakin menuntut siswa menjadi manusia yang terampil. Namun sayangnya aspek keterampilan ini kadangkala dilupakan oleh sekolah. Padahal harapannya dengan melalui keterampilan ini bisa menciptakan sebuah usaha yang produktif. Keterampilan kewirausahaan inilah salah satu pilihan materi pendidikan dan pembelajaran yang dapat memberikan kontribusi kebutuhan masyarakat atas lulusan sekolah yang terampil. Dalam kewirausahaan ini yang pasti akan melibatkan bagaimana kreatifitas diri seorang pelaku usaha turut mempengaruhi bagaimana tumbuh-kembangnya proses kewirausahaan tersebut.

Di dalam penelitian yang memiliki judul *Strategi dalam Menciptakan Kreatifitas dan Kewirausahaan Siswa di SMK Al-Munawwariyyah Bululawang, Malang*, maka ditujukan untuk mengetahui: (1) Apa peran dari pondok pesantren, (2) strategi apa yang ada di sekolah, (3) bagaimana pelaksanaan dari strategi tersebut, serta (4) apa saja kendala yang dihadapi oleh sekolah dalam pelaksanaannya. Untuk mencapai tujuan di atas digunakan pendekatan penelitian kualitatif deskriptif. Data akan dipaparkan dalam bentuk penjelasan dan gambar. Objek penelitian ini ada 7 orang guru, 2 pengurus pondok, dan 6 orang siswa. Instrumen kunci adalah peneliti sendiri. Dan untuk teknik pengumpulan data yang digunakan adalah wawancara, observasi mendalam, dan juga dokumentasi. Sedangkan pengecekan keabsahan data dilakukan dengan cara triangulasi sehingga nantinya mampu ditarik kesimpulan yang absah.

Hasil penelitian ini menunjukkan bahwa ssebagai sebuah sekolah yang berbasis pondok pesantren, SMK Al-Munawwariyyah ini tentunya tidak bisa lepas dari peranan pondok pesantren sendiri. Karena pondok pesantren ini adalah kekuatan besar yang dimiliki oleh SMK Al-Munawwariyyah. Melalui penguatan nilai Islami, pesantren juga turut memupuk jiwa kewirausahaan. Karakter itu antara lain: jujur, bertanggung jawab, disiplin, mandiri dan pekerja keras, saling berbagi dan menghargai satu sama lain, kesederhanaan, dan hidup seimbang. Selain peran pesantren tersebut, sekolah juga turut menciptakan lima strategi yang

menjadi cara untuk mewujudkan perencanaan tersebut. Strategi tersebut diantaranya: *pertama*, fasilitas sekolah; *kedua*, guru-guru yang ahli; *ketiga*, proses pembelajaran yang aktif; *keempat*, adanya komunikasi yang baik; dan *kelima* strategi yang terakhir, pengembangan ekstrakurikuler sebagai pusat untuk mengembangkan segala potensi dan kreatifitas siswa. Namun dalam pelaksanaannya SMK Al-Munawwariyyah ini tidak lepas dari beberapa hambatan seperti: permasalahan waktu, perizinan dan peraturan dari pondok pesantren, fasilitas, dan juga dana. Dalam mengatasi beberapa kendala tersebut SMK Al-Munawwariyyah terus melakukan pembangunan dan pembenahan, serta melalui jalinan kerja sama dari berbagai instansi juga turut berperan serta dalam peningkatan kreatifitas dan praktek kewirausahaan di sekolah.



CHAPTER I INTRODUCTION

A. Background

School has important role for developing students' skill. A school that has good quality will create good graduates as well. Therefore the quality of school nowadays become a major attention in the world particularly with the emergence of globalization era. There are many competations that do not only need critical thinking but also an integrity skill epecially for senior school level. And as its impact the quality of the graduates will also influence the condition of society in the future. The important questions in this issue therefore how to create the productive society? Can the school graduates be an expert to develop their society or they just add the demography and unemployment problems and in Indonesia that is difficult to solved.

Observing today's phenomena, the education in Indonesia does not only concern on developing theoretical knowledges but also maximazing the students' life skill. So this is of course will enhance their capabilities and strengths. This is actually the goal and essence of education. The education can not be called as a successful education if it only pay attention to the student's score. But the important thing is that education should bring positive changes for improving the students' skill.

In this line Sartain defined the term 'study' as "*the process by which changes in behaviour will occurs as a result of experiencing practices*"²

Another definition given by Whiterington that study is *a change process in an individual that is manifested in his or her skill, habit, capability and attitude*.³

This definition is actually similar with Reber whogivesthe definition as: *First*, study is the process of knowledge; *Second*, study is a relatively permanent change in an individual which is occurred as result of reinforced practises.⁴ A more interesting definition of education given by Nana Sudjana. He pointed out that education is an effort to "*humanizing*" humans beings. Or education is a sosialization process to get personal and social competence and to develop his skill that match with his capacity.⁵

Developing students' skill in the school, where they can study many things, is the reason of the establishment of a vocational school. *Sekolah Menengah Jurusan* or Vocational School is a senior school that specializes to developing vocational basic competence for working area. Different with High School, many of SMK graduates do not always continue their study to university. They prefer to get work directly. The graduates of senior high school who have less skill for working, it become a problem again. Because they got trouble to get work with limited skill, they can only become a manual labour.

² Tim Pengembang Ilmu Pendidikan FIP-UPI, *Bagian 3: Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.328.

³ *Ibid.*

⁴ *Ibid.*

⁵ *Ibid.*, page.322

In this connection vocational school becomes an alternative choice for junior high school's student after they graduated. With the skill they get in the vocational school, if they want to work they will be ready for it. This is because they do not only get knowledge, but they have also skill to make a product. This skill and the lesson they get in the tvocational school are considered as *business education* or that can be called as *entrepreneurship education*.

Entrepreneurship is one of special quality that also want to be empowered in vocational school's student. Through *business eduaction (entrepreneurship)* students are hoped to be more promising considering entrepreneurship is not too common in Indonesia. Compare with other country the total of Indonesia entrepreneur is only 440 thousands or it is about 0,2% of total population in Indonesia. Whereas in developed country like United States 20%, Japan 18%, Inggris 18%, Singapore 10%, China 5%, and India 5%.⁶

So vocational school have role to introduce and develop spirit of entrepreneur for students. Because vocational school area should not be focused become contributor of manpower. But have to be purposed how to created a product.⁷

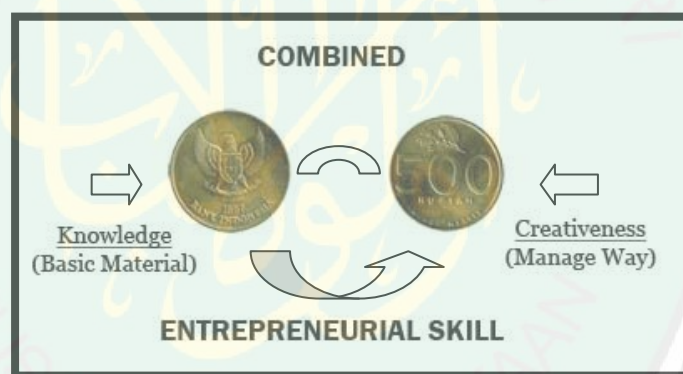
Because vocational school as the part of economy system also have involvement to developing human resource competence. The vocational

⁶ Wiko Saputra, *Industri Kreatif* (Jakarta: Penerbit Baduose Media, 2010), page.15.

⁷ Noor Shodiq Askandar, *99 Great Ways: Menjadi Pengusaha Muslim Sukses* (Jakarta: Penerbit Erlangga, 2013), page.vii.

school's students have to be dynamic and flexible to the change of technology and economy.⁸ More over see in vocational school have open many kinds of major. So from there can produce creative product who originally created by nation's children. For example vocational school products are: car with solar energy, pedicab with solar energy, robot that can washery car, etc.

Considering *Entrepreneurship* is a capability to string up and created all the aspect that the person has. It means entrepreneurial is like coin money. One side is academy knowledge and achievement, and other side is skill to manage, created and utilize the academy knowledge.⁹



Picture 1.1 Relation between creativeness with entrepreneurial skill

From the picture above we can see that creativeness is one package of entrepreneurship soul. Central to the entrepreneur's role is the constant desire to create something: a new organization, new insights into the market, new corporate values, new manufacturing process, new products or services, and new ways of managing. All entrepreneurial activity unfolds around the birth of

⁸ Tim Pengembang Ilmu Pendidikan FIP-UPI, *Bagian 3: Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.330.

⁹ Hendro, *Dasar-dasar Kewirausahaan* (Jakarta:Penerbit Erlangga, 2011), page.17.

ideas. Understanding how is the creative process begins and evolves is therefore critical for entrepreneurial success.¹⁰

Creativity has become a topic of ever increasing interest in educational settings.¹¹ Because in competitive world right now, the only thing that constant is change. And the modal for students is being creative. As like Minister of Education, Mr. Moh. Nuh said:

*We need modal of knowledge. But it is not enough. So it have there is element of productive, creative, innovative, and affective. In the future we need kinds of those generation.*¹²

So to coached entrepreneurship skill of students, a school need a stratgey or correct planning. Because student does not grow free from the role of school. Through school as the place for students know everything, it can inluence how is the character and skill of the students. So that, why this research site in *Al-Munawwariyyah*, because this school is a one of the example of integrated school, who combine the concept of Vocational School and Islamic Boarding School. Because as we know the goal between Vocational School and Islamic Boarding School is different. The graduates of vocational school will be prepared for “market” (have job opportunity directly). Whereas the graduates of Islamic Boarding School (*santri*) is not go on the goal. So is there any contra for *SMK Al-Munawwariyyah* build the students (graduates)

¹⁰ John J.Kao, *Entrepreneurship, Creativity, & Organization* (USA:Prentice Hall, 1989), page.13

¹¹ Kuan Chen Tsai, *Leadership Recipes for Promoting Student's Creativity*. International Journal of Humanities and Social Science. No. 5 Vol. 3 March 2013.

¹² Wawancara Mendikbud dengan Wartawan PIH Kemendikbud dan Vivanews.com, *Kurikulum 2013* (<http://www.vivanews.com>, be access at October 18th 2014 on 04.06 wib)

who not only have competence in their skill but also not loss their identity as a *santri* (Muslim).

What will people think about Islamic Boarding School (*Pesantren*)? There are some people think that Islamic Boarding School is not up to date place. It is only for people who come from the village. This opinion is of course not correct. Now the existence of an Islamic Boarding School as one of educational institution have showed the quality. There are many modern Islamic Boarding School who have good learning method that can we find not only in a village but also in big city.

Because of that, Islamic Bording School never loss the uniqueness along with the change of era. Islamic Bording School still as Islamic educational institution that grow and develope from society to society. So the impact can make the existence of Islamic Boarding School hold out. Islamic Bording School is the *indeginous culture* of Indonesia society. It has ideal social potential as agent of change to the dynamic society culture. As like Azyumardi said:

*Although Islamic Bording School be viewed as indeginous Indonesia educational institution, the tradition of science in many things has similarity with Islamic Traditional Education Institutes in other Islam region world.*¹³

¹³ Anin Nurhayati, *Kurrikulum Inovasi* (Yogyakarta:Teras, 2010), page.51.

Thus, the base of Islamic Bording School will not be separated from social life as the agent to build nation and country.

And concerned about the learning method in the Islamic Boarding School, with concept :“*al-muhafadzah ‘ala al-qadim ash-shalih wa al-akhdzu bi al-jadid al-ashlah*” (conserve the old good things, take and develop the new things that be better).¹⁴ So, how is SMK Al-Munawwariyyah who based on Islamic Boarding School make sure to be an alternative choice for being educational institution?

Cause of the background above, this research be provided, with tittle **“Strategies in Creating Students’ Creativeness and Entrepreneurship at SMK Al-Munawwariyyah Bululawang, Malang.**

B. Problem Statements

Based on the context of study above, the problem statements of this research are :

1. What are the roles of *Al-Munawwariyyah* Islamic Boarding School in creating students’ creativeness and entrepreneurship ?
2. What are the Vocational School’s strategies in creating students’ creativeness and entrepreneurship?

¹⁴ Anin Nurhayati, *Kurrikulum Inovasi* (Yogyakarta:Teras, 2010), page.141.

3. How is the implementation of Vocational School's strategy in creating students' creativeness and entrepreneurship ?
4. What are the obstacles of Vocational School's strategy in creating students' creativeness and entrepreneurship?

C. Objective of the Study

Based on the problem statements above, then researcher specially determines objectives of this study as follows :

1. To explain the roles of *Al-Munawwariyyah* Islamic Boarding School in creating students' creativeness and entrepreneurship .
2. To know the Vocational School's strategies in creating students' creativeness and entrepreneurship.
3. To know the implementation of the Vocational School's strategies in creating students' creativeness and entrepreneurship.
4. To understand the obstacles of the Vocational School's strategies in creating students' creativeness and entrepreneurship.

D. Significance of the Study

With slogan "*SMK Bisa*", *Vocational School* appeared become one of education institution that want to build student's skill be better. As like Our third president, Mr. BJ Habibie, said in the *Konverensi Pendidikan PGRI* (at February, 19th2014) that "To improve the quality of education, the goverment

have to build *Vocational School*. Because *Vocational School* can increase the skill of student to make productivity for Indonesia. And the graduates also directly can enter to job area with good skill.¹⁵

So, hopefully with this research can give many benefits for all, specially:

1. For writer, this reserach can give a reflection of science as long as university lecture. It can give the real perspective about education world. In particularin formal institution (*Vocational School*) and also in informal institution (*Islamic Boarding School*). This research want to know how is the implementation of business plan in school environment, and of course can add insight about spirit of entrepreneurship.
2. For school as the research subject, can provide constructive feedback to increase students' creativeness for practicing entrepreneurship. With the progression of technology and science right now, school can open opportunity for the students to improve their talent and skill maximally.
3. For the education agent, it can be a review about how far the a vocational school practice entrepreneurship. And not only it, education agent can make analysis about the quality of students (graduates) right now. As like in *SMK Al-Munawwariyyah* that want to build the graduates not only have strengheness in *IPTEK* but also *IMTAQ* too. So it can be the measure tool of other school and also Indonesia's parameter of education.

¹⁵ Admin of SMK Negeri 8 Semarang, *SMK Lebih Menjanjikan Masa Depan Dibanding SMA* (<http://www.smkn8smg.sch.id>, be access at August 27th 2014 on 13.31 wib)

4. For all reader, particularfor society, this research can open their thoughts about *Vocational School* that integrated with *Islamic Boarding School*.

E. Limitation of the Study

The focus of this research is observed how is *SMK Al-Munawwariyyah* strategies in creating students' creativeness and entrepreneurship. So it discussed about how far school give entrepreneurship education in the school. Beside that what are the student's product that have been created is also be object of this research. Moreover *SMK Al-Munawwariyyah* is a school that based on Islamic Boarding School too, so this research see what is the effect for vocational school's student in entrepreneurship practice.

F. Definition of the Terms

To facilitate the understanding and avoiding confusion, there is some main words that have to be know well what is the definition of it. The terms that used in this research as follows:

1. Definition of Vocational School

For the definition of vocational school according to UUSPN no.20 at 2003 year, “*Vocational Education* is a high school that prepared (focused) the students to work in certain sector”¹⁶

In other words according to The United Congress giving definition for *vocational education*: “Vocational Education as organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for career requiry other than a baccalaureate of advanced degree”.¹⁷

2. Definition of Islamic Boarding School

The term of “*Pondok Pesantren*” (*Islamic Boarding School*) firstly known in Java, in Aceh called “*Rangkah or Dayah*”, and in the West Sumatra “*Surau*”.¹⁸ There are some thinkers give definition of *Pesantren*.

Firstly, according to A.H. Johns, “*santri*” come from *Tamil* language that means “*guru ngaji*”. C.C. Berg have opinion that “*santri*” come from *India* language; “*shastri*” that means holy book, religion book about knowledge. While “*pondok*” means house or simple place for living that made from bamboo. Beside that “*pondok*” maybe from Arabic language that means studying place for “*santri*”. So, the word of “*Pesantren*” come

¹⁶ Tim Pengembang Ilmu Pendidikan FIP-UPI, *Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.376.

¹⁷ *Ibid.*, page.328.

¹⁸ Anin Nurhayati, *Kurrikulum Inovasi* (Yogyakarta:Teras, 2010), page.47.

from “*santri*”, that added “*pe-*” in front and last “*-an*” means the place of “*santri*” to living.¹⁹

Second, Manfred Ziemek said in etymology “*Pesantren*” is *pe-santri-an*, “*tempat santri*”. *Santri* or student (generally is different) get lesson from the proprietor of *Pesantren* (*Kyai*) and by teachers (*ulama or ustadz*). The lesson is about knowledge of Islam.²⁰

Then third, Karel A. Steenbrink said that “*Pesantren*” is traditional Islamic Boarding School in Indonesia. This educational institution be focused to teaching religion with traditional learning method and have rules, administration, and specific curriculum. “*Pesantren*” usually lead by a religion teacher or *ulama*.

3. Definition of Creativeness

According to Indonesia Dictionary *Creativeness* is from *Creative* word and the meaning is have competence to make a creation or productivity.²¹ Whereas *Creativity* is ability of person to engineer or utilize resources in his/her around to create a new product, and processing something appropriate with our skill to give a result or product.²²

And in the book of *Creativity in Bussiness*, giving definition for *Creativity* is represent a new idea for us. And *Creative Thingking* is ability

¹⁹ Anin Nurhayati, *Kurrikulum Inovasi* (Yogyakarta:Teras, 2010), page.47-48

²⁰ *Ibid.*, page.48

²¹ Indonesia Dictionary

²² Toto Asmara, *Etos Kerja Pribadi Muslim* (Jakarta:Dana Bhakti Wakaf, 1995), page.117.

that come from genetic and also completed by skill that can be learned, developed, and used in daily to solve the problem.²³

Creativity also have meaning find awesome thing behind something that look usual.²⁴ Creativity not only skill to “*create*” something. But also can find “*way out*”.²⁵

But in this research prefer to use “*creativity*” not “*creativity*”. Because *creativity* is has meaning as state of being creative. While *creativity* is the process of development new, uncommon or unique ideas. Appropriate with the goal of this research who want to know more about how to educate students become creative. This *creativity* that have relation with three aspects of basic education and learning that is cognitive, affective, and psychomotor. This studies show that all students is same. There is no differences between them. Every student has potential to be creative. And we as teacher have a role to educate them become creative. So through this *creativity* will be students’ strengthness moreover to prepare them become great entrepreneur.

4. Definition of *Entrepreneurship*

Entrepreneur is loan word from France. In France language it is *entreprendre*, is verb that have means doing definition. This word is

²³ Carol Kinsey Goman, *Creativity in Business* (Jakarta: Binarupa Aksara, 1991), page.2.

²⁴ Joyce Wycoff, *Mindmapping: Your Personal Guide to Exploring Creativity and Problem Solving*, terj., Rina S. Marzuki (Bandung: Mizan Media Utama, 2003), page.43.

²⁵ Tan Hendrawan, *Spirit Bisnis for Kids* (Yogyakarta: Penerbit Pustaka Grahatama, 2010), page.39.

combination between *entre* (Latin) meaning between and *prendre* meaning to take.²⁶

Based on the Instructions of President number 4 (1995) about *Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan* (GNMMK) said that *Entrepreneurship* is spirit, attitude, behavior, and ability of someone to manage an effort or activity that directed to do work way, technology, and new product with improving the efficiency to get better service and more profit.²⁷

Similarity with that, Histrich-Peters also said that *Entrepreneurship* is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychis, and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence.

Suryana also explained that; *entrepreneurship* can have meaning as 'the backbone of economy' or as 'tailbone of economy'.²⁸

While according to *Islam perspective*, the words that have same meaning with spirit of entrepreneurship is '*amal, kasb, fi'il, and sa'y*'. But between the words '*amal*' is often (425x) said in Qur'an to show every

²⁶ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.25.

²⁷ Eman Suherman, *Desain Pembelajaran Kewirausahaan* (Bandung:Alfabeta, 2008), page.6-7.

²⁸ *Ibid.*, page.7

business of human in reveal economic goal (*iqtishadiyyah*) and behaviour of human in common.²⁹

5. Definition of *Strategy*

From Webster's New Word Dictionary defined *strategy* as "science of planning and directing large scale military operation skill in managing or planning ". Especially be used in millitary or in Greek language called *Strategem*, that means lead soldier.³⁰

And if look from Greek language, *Strategem* from *straos* (army), and *agein* (to lead). The term be showed to drawing a planning or trick to pull the wool over eyes the enemy. Djanaid (1987) define *strategy* as planning and management to reach a goal, but to reach the goal the *strategy* not have function as hint map that show the direction, but also have the operational tactics. So *strategy* is a planning to give guide to the direction and goal of organization and the last organization *strategy* is determine the right things to do.³¹

²⁹ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.20.

³⁰ Agus Maimun dan Agus Zaenal Fitri, *Madrasah Unggulan: Lembaga Pendidikan Alternatif di Era Kompetitif* (Malang: UIN Maliki Press,2010), page.50.

³¹ *Ibid.*, page.48

CHAPTER II LITERATURE REVIEW

A. Previous Studies

There are some previous studies discussed similar topic with this research. They are talk about *Islamic Boarding School, Creativity and Skill*. The title of previous studies that have relation with this research are:

First, previous studies created by Chosinatul Choeriyah, with the tittle “*Pemberdayaan Santri Melalui Pengembangan Life Skill di Pondok Pesantren Nurul Ummah Kota Gede Yogyakarta*”. It have research about program and method of the *santri* attainment result to be modal for future. Where *santri* be improved his/ her quality to catch the certain goal. So they can ready faced the real life after graduation from Islamic Boarding School. By program *Life Skill* they not only have to understand about religion science but also have to get life competence and skill that was so needed in this era.³²

Second, there is a social studies research and practice, written by Audrey C.Rule, dkk with the tittle “*Practice Creative Thinking Skills by Making Creative Products Related to Economic Issues*”. In this research told that students need to learn and practice creative thinking skills to ensure success in solving everyday, national, and global problems that include those affecting economic issues. The global economy requires workers to have

³² Chosinatul Choeriyah, “Pemberdayaan Santri Melalui Pengembangan Life Skill Di Pondok Pesantren Nurul Ummah Kotagede Yogyakarta”, *Skripsi*, Fakultas Dakwah UIN Sunan Kalijaga Yogyakarta, 2009, page.xiii.

research and innovation skills that depend upon creativity. However, many current educational programs focus mostly on factual content, doing little to inspire or apply the creative process. The project presented here shows an engaging activity that combines creative thinking skills with economic content.³³

Third, previous studies created by Kuan Chen Tsai in International Journal of Humanities and Social Science, the title is “*Leadership Recipes for Promoting Studets’ Creativity*”. In this essay talk that creative capacity is the key for competitive world. Creativity has become a topic of ever-increasing interest in educational settings. Like it or not, teachers serve as the metronome in the classroom. The meter and behavior established by them set the patterns and establish the models for students’ behavior as individuals and as a group. Thus, there is a need to identify the role of teacher leadership behaviors for students’ creativity. The purpose of this article is to propose possible approaches to facilitate creativity in the classroom, especially with the emphasis on leadership perspective.³⁴

Different with those previous studies, this research will be focused about how is *Vocational School’s Strategies that based Islamic Boarding School in Creating Students’s Creativeness and Entrepreneurship*. This

³³ Audrey C.Rule, *Practicing Creative Thinking Skills by Making Creative Products Related to Economic Issues* (<http://www.socstrp.org>., be access at November 11th 2014 on 15.48 wib)

³⁴ Kuan Chen Tsai, *Leadership Recipes for Promoting Student’s Creativity*. International Journal of Humanities and Social Science. No. 5 Vol. 3 March 2013.

Research will be observed how is the school strategies in *Al Munawwariyah Vocational School* can support the student's creativeness, so the students can creating good products for entrepreneurship practice. For example: how is the teaching method that used by teacher (specially for entrepreneurship teacher), what is the school's program in creating entrepreneurship skill of students, and how is the impact of Islamic Boarding School for personality of the students to support their entrepreneurship skill.

So this research overall will observed how is the student's entrepreneurship activity in Vocational School and also the role of Islamic Boarding School (*Pesantren*) in building up students' entrepreneurship characters as the way for them to be good *Muslim Entrepreneur*.

B. Fondations of Analysis

1. Islamic Boarding School

Islamic Boarding School (Pesantren) is the oldest of Islamic Educational Institution that have function as the defense fort for Muslim, center of *dakwah*, and center of development Muslim society in Indonesia.³⁵ And it also one of traditional educational institution that still relevant and existent.³⁶

The main function of Islamic Boarding School is as an institution that have goal to create Muslim has and expert religion science (*tafaqquh fi al-din*) in deeply also inspire and do sincerity only dedication to Allah SWT. So in other words, the goal of *Pesantren* is to create *ulama*, that apply his science also spread abroad and teach his science to other people.³⁷

Pesantren that be category as informal education, generally used books about *aqidah*, *syariah*, and *Arabic language*; *Qur'an* with *tajwid* and interpretation, *aqaid* and *kalam* science, *fiqh*, *ushul fiqh*, *hadits*, *Arabic Language* with *nahwu*, *tarikh*, and *history of Islam*.

The picture of *Pesantren* can be seen in all aspects, as like: subject of lesson and the learning method, principles of education, facilities and goal

³⁵ Anin Nurhayati, *Kurrikulum Inovasi* (Yogyakarta:Teras, 2010), page.47.

³⁶ Tim Pengembang Ilmu Pendidikan FIP-UPI, *Bagian 4: Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.437.

³⁷ *Ibid.*, page.445

of *Pesantren* education, the life of *Kyai* and *santri*, also both relations.

For more clearly, it will be explained below:

a. The Principles of In Education of Islamic Boarding School

Nurcholis Madjid, have explained there is twelve principles in education of *Pesantren*. They are: (1) *teosentrik*, (2) sincere in service, (3) wisdom, (4) simplicity (simple but does not mean poor), (5) collective (*barakatul jama'ah*), (6) manage the activity together, (7) freedom in leading, (8) independent, (9) places for study and serve (*thalabul 'ilmi lil 'ibadah*), (10) apply the Islamic subject, (11) study in *Pesantren* to get certificate and (12) pursuance to *Kyai*.³⁸

See the special characteristics above, not correct if people make judgment with *non-pesantren* glasses. For example, in academic achievement, *Islamic Boarding School* always be identical with moral values/ ethics. And the quality of *santri* always be measure with academic and *kesalihan* (qualitative) not quantitative indicators.

b. The Facilities and Goal of Islamic Boarding School

With leaned to *Allah SWT*, *Kyai* start to open education in *Pesantren* with the modal of sincere heart to do *dakwah* building *Islam's* sentence.

Support with simple and limit facilities. This is the characters of Islamic

³⁸ Mastuki HS, dkk, *Manajemen Pondok Pesantren* (Jakarta: Diva Pustaka, 2003), page.33.

Boarding School, not be dependent to sponsor in doing his vision and mission. We often meet in little number traditional *pesantren* have glory facilities but the behavior of *Kyai and santri* still being simplicity. But some of Islamic Boarding School still appear with simple facilities. The limitation of facilities does not make *Kyai or santri* less spirit to do the programs. They have agreed that *pesantren* as the places for *riyadloh* (training his self). That is important is it did not prevent them to look for the knowledge.

Being relevant with simplicity soul, so the goal of *pesantren* is to creating and developing the personality of *Muslim*, that is personality of faith and piety (*iman and takwa*) to *Allah SWT*, have lofty moral, can give benefit to the society, independent, free, and dependable in personality, overspread or build Islam religion and the glory of Islam in the middle of society and love sciences in playing up Indonesia personality framework.³⁹

c. The Characteristic of Islamic Boarding School

The characteristics of Islamic Boarding School can be seen below:⁴⁰

- 1) There is intimate relation between *santri* and *Kyai*. *Kyai* very keep attention to all *santri*. It is caused they live in one complex and

³⁹ Mastuki HS, dkk, *Manajemen Pondok Pesantren* (Jakarta: Diva Pustaka, 2003), page.35.

⁴⁰ *Ibid.*, page.35.

often meet in learning process. So sometimes *santri* can be *khadam* (assistant of *Kyai*).

- 2) Pursuance of *santri* to *Kyai*. *Santri* consider that oppose *Kyai* is not respectful and be forbidden by *Islam*. He/she won't get *berkah* from *Kyai*.
- 3) Live in economical and simple become the goal of *pesantren* environment. So there is no glory life in there.
- 4) Be autonomous or independent can feel in *pesantren*. *Santri* wash clothes, clean the bedroom, and cooking by his/her self.
- 5) Always help each other and brotherhood feelings (*ukhuwwah Islamiyyah*) is strong. Because everything (every activities) *santri* doing together.
- 6) Discipline. Must be on time make them have to be discipline person, and usually *pesantren* giving educative punishments.
- 7) The thoughtfulness to catch pure goal. *Santri* become familiar with *puasa sunah*, *zikir*, *i'tikaf*, *shalat tahajud*, and many kinds of other *riyadloh* or following the example of *Kyai* to be *Zuhd*.
- 8) Giving certificate, is distributing the name in one list of transfer knowledge that give to the students. This is the sign of blessing *Kyai* to his *santri* to teaching his study after being understand well.

The characteristics above figure how is the education in *Islamic Boarding School*. And there now there is developing in *Islamic Boarding School* form is as the effect of changing and developing era . So *Islamic Boarding School* doing many kinds of adoption and adaptation.

2. Vocational School

Vocational education is a science as applied science education in technology and vocational. So in the explanation it can not be free from theory and education principle that combine with theory and principles of technology and vocational. For more understanding about vocational school will be explain the basic concepts :

a) Philosophy of Vocational Education

To composed an education programe, pragmatism suggest three criterias that should be attention: (1) the purpose of education have a source to the condition of life, (2) the purpose of education have to flexible and (3) have to reflect the free activity “individuals with special needs are served through vocational education”⁴¹ To get the true knowledge, Dewey

⁴¹ Tim Pengembang Ilmu Pendidikan FIP-UPI, *Bagian 4: Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.378.

emphasize to the sense experience, learning by doing and develop the intelligent of students so they can find problem and solve it.

Whereas the role of teacher in learning activity not only have relation with the lesson but also can put his/her self in the interaction with the society needs, activity and the student competence. The teacher have to choice the flexible teaching method and can build the initiative to the students. And for school is a special environment and be a part of society life where the student come from and can go back. The function of school are: (1) prepare an environment in simple form, (2) forming society for future better, (3) look for the balancing from many elements in environment and give the chance to every individu to spread out his/ her life.

Miller Melvin D. said: teacher of vocational education are both professionally and occupationally competent. Teachers are the most important and critical element in vocational education. The values, skills, professional knowledge, experience, and human relations factors that a teacher possesses largely the quality of learning oppoutunities that occur in the name of vocational education.

b) The Essence of Student

Vocational Education have to see that students as person who always in process to develop his/her personality, and all the potentiality.

Vocational Education is a way to prepare the stimulus in learning experience form, and interaction with the outside of students, to help them develop his/her self. So looking the uniqueness of individual to interaction with outside through studying experience, is an integrated effort to support the development of student become optimal but not free from the context of social society. This is a mirror to the vocational education principle; “*learning by doing*”, with curriculum that be oriented to job world, and education for life in real forming by combination of school education and outside school education to build the career .⁴²

c) Social Base of Vocational Education

In the social base of vocational school can be seen on the three point component: human, society and technology. All the social institution included vocational school, be influenced and formed by the powers from outside. In line with appear the technology build the change, development, or adaptation to the new social condition be better than before.

The education process also have to be function as a system can product culture. Through education can and always product new goods, thinking, and idea, also new orientation. The double of education system clearly explain by Havighurst and Neugarten in Sukanto:

⁴² Tim Pengembang Ilmu Pendidikan FIP-UPI, *Bagian 4: Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.381.

*In a changing there is always some divergence between what society is and what it wants to be, between practices and its ideals. This, the educational system, being part of the culture, has two supplementary functions to be a mirror that reflects the society as it is, and at the same time, to be an agent of social change and a force directed toward implementing the ideal of the society.*⁴³

d) Economic Dimention of Vocational Education

The human resources is the main of wealth and the key for success development of nation and country. So, effort to development the human resources can be utilised in processing product of goods and service is the point of economic problem.

And if talk about vocational school, will be discussed about the concept of education and vocational, but the last goal, evaluation, process and justification also prospect will be related with the criteria of economic, so the dimention of vocational school must get proportional attention and thought. It can be created in intensive effort to develop students become productive worker, through the alternative of delivery processing become efficient and effective, also be oriented to education planning for job area with accurate analysis.⁴⁴

⁴³ Tim Pengembang Ilmu Pendidikan FIP-UPI, *Bagian 4: Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.382.

⁴⁴ *Ibid.*, page.383-384.

e) Vocational Education and Manpower

The component about manpower policy, including three aspect: (1) chance for working, (2) education and training, and (3) mechanism adjustment between human and occupation.

Vocational Education have to focus to the second effort above: education and training to develop human resources. The relation between vocational education and manpower policy is relation that concerned from economic side, where everything on the implementation of vocational education given by basic need in economic system. But the development of vocational school, have to be attention for the student's skill, without leaving the development of student totality.⁴⁵

f) Characteristic of Vocational Education

Vocational education, like general education, is a responsibility of the school and cannot be limited to single discipline or department (Calhoun & Finch, 1982: 65), but of course it has characteristic that become his identity from other kinds of school. The characteristics are:⁴⁶

⁴⁵ Tim Pengembang Ilmu Pendidikan FIP-UPI, *Bagian 4: Ilmu dan Aplikasi Pendidikan* (Jakarta: IMTIMA, 2007), page.384

⁴⁶ *Ibid.*, page.384-386

- *Oriented of vocational education*

Vocational education can be develop a marketable man by developing his ability to perform skills that extend his utility as a tool of production.

- *Justification to existence*

Vocational education should be oriented to the man power needs of the community.

- *Focus curriculum*

There are be some aspects of a vocational curriculum which contain components such as the mastery of some skills which are frequently used by technicians. Activity analysis is appropriate for such aspect but that is not to suggest that all curriculum decisions should be based on result of activity analysis. Activity or task analysis is useful for ‘action task’, but there are many tasks which are better termed ‘cognitive tasks’.

In vocational education or “*career education*” the theory could be used to organize an entire school program: curriculum clusters, vocational guidance and placement services, occupational exploration program, and evaluations of program and services.

- *The criteria of success*

Vocational education should be evaluated on the basis of economic efficiency. Vocational education is economically efficient when (a) it

prepared students for specific jobs in the community on the basis of manpower needs, (b) it insures an adequate labor supply for an occupational area, and (c) the students gets the job for which he was trained.

- *Responsiveness*

Vocational education is the means of acquiring the basic skills essential for equal competition in the market place.

- *Suggestion and studying equipmnet*

From the studying facilities, to created the studying condition can be reflected into the real job area as realistic and educative. So of course it need the equipment, tools, and logistics store. Machine shop and laboratorium is the main completeness in vocational school.

- *Cooperation with industry*

Vocational education is planned and conducted in close cooperation with bussiness and industry. Placement in the next step is a responsibility of vocational education. Vocational education was designed as a linkage between school and work.

The seventh characteristics will make vocational school be different with other school. The appropriate learning in vocational school is used competency-based approach. This approach based from human competence and mastery learning. For human competence can be seen

about knowledge, attitude, and skill. Whereas mastering learning means that every people can studying anything well if get good teaching and enough time.

3. Entrepreneurship

Entrepreneurship until now there is no clear definition that be agreed together by the scientists. But although there is different definitions from one expert with other, there is a red thread between the definitions:

According to John J. Kao, “*Entrepreneurship* is the attempt to create value through recognition of business opportunity, the management of risk-taking appropriate to the opportunity, and through the communicative and management skills to mobilize human, financial, and material resources necessary to bring a project to fruition”.⁴⁷

a. Definition of Entrepreneurship in General

Then Robert D. Histrich explained completely based on three approachs, that is:⁴⁸

- 1) To an economist, *an entrepreneurship is one who brings resources, labor, materials, and other assets into combination that make their*

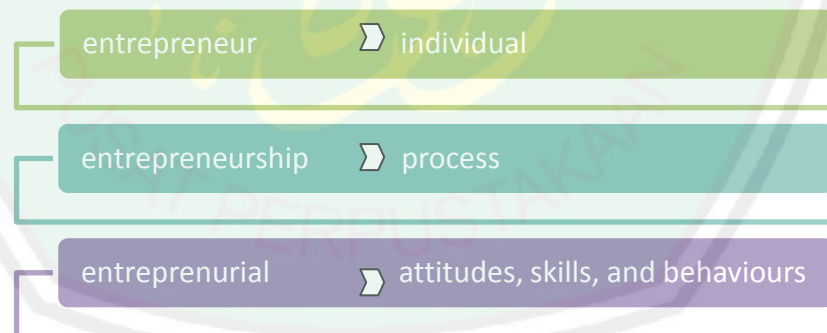
⁴⁷ PO Abas Sunarya, dkk, *Kewirausahaan* (Yogyakarta:Penerbit Andi, 2011), page.33.

⁴⁸ *Ibid.*, page.34

value greater than before, and also one who introduces changes, innovations, and a new order.

- 2) *To a psychologist, such a person is typically driven by certain forces the need to obtain or attain something, to experiment, to accomplish, or perhaps to escape the authority of others.*
- 3) *To a businessman, an entrepreneur appears as threat, an aggressive competitor, whereas to another businessman the same entrepreneur may be ally, a source of supply, a customer, or someone who creates wealth for others, as well as finds better ways to utilize resources, reduce waste, and produce jobs others are glad to get.*

There is different meaning between; *entrepreneur*, *entrepreneurship*, and *entrepreneurial*. *Entrepreneur* refers to individual who doing changes. While *Entrepreneurship* refer to a process or individual's ability to change idea into action through creativeness and innovation. And *Entrepreneurial* refer to attitudes, skills, and behaviours into doing changes. The essence of different meaning of those words can be see in below picture:



Picture 2.1 *The differences meaning between entrepreneur, entrepreneurship, and entrepreneurial*

So from the explanation above, in simple meaning *entrepreneur* is person who can create addition value to resources through the process of think new things, doing innovation (new things) and brave to take the risk

for get the certain goal. It called have certain goal, because in the reality the entrepreneur have different goal. Between one entrepreneur with other have different orientations, there is who want to collect the wealth as much he/she can, then to get his satisfaction, or to build great house, and to be respected person. Beside that, there is also entrepreneur who creating his/her business as the way for praying.

Entrepreneur can be said as the addition value of things or service because can change the things and service become economical product. According to Zimmerer, addition value can be created through this ways:⁴⁹

- a) Developing new technology
- b) Discovering new knowledge
- c) Improving existing products or services
- d) Finding different ways of providing more goods and services with fewer resources.

In addition vaues proces, there is three important things that become the main character of entrepreneur, that is creativity, inovation and action be brave take the risk. The three process will building up the main

⁴⁹ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.31.

personality of entrepreneur, as like opportunity creator, innovator and calculate risk taker.⁵⁰

The Personality of Entrepreneur	Mindset	Characters	Life Skill
Opportunity Creator	the character of thought is critical, analytical, and creative	Enthusiastic, struggle, and looh the opportunity in creatively	Ability for communicated and building creativeness
Innovator	the character of thought is synthesis and creative	Persevering, diligent, and hard work	Ability for work in team and lead
Calculate Risk Taker	the character of thought is evaluative	Brave to start, not shy, fail, loss, and still be responsibility	Persuasive of communication skill (to sell)

Table 2.1 *The Personality of Entrepreneur*

b. Entrepreneurship in Islamic Perspective

Next, how about Islam perspective talk about entrepreneurship?

Actually in *Qur'an Allah* have ask to Muslim people be dilligent in work

⁵⁰ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.31.

and have spirit of entrepreneurship. For example in the QS. Al Jumua and QS. Al Taubah: ⁵¹

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِن فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَّعَلَّكُمْ تُفْلِحُونَ ﴿٦٢﴾

Meaning: “But when the prayer is ended, then disperse abroad in the land and seek of Allah’s grace, and remember Allah much, that you may be successful” (QS. Al Jumua [62]: 10)⁵²

In QS. *Al Jumua* above, have explained that live in the earth not only enough with *pray (shalat)*, but must follow up with work activity. During doing work have to always remember *Allah* in order to make human did not get loss. The meaning of always remember *Allah* is working appropriate with procedure or the rules. If human in working forget about his God, so usually appear damage, not only damage in physically but also in non physical and damage in land and sea.

وَقُلْ أَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عِلْمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ ﴿١٠٥﴾

Meaning: “And say: Work, so Allah will see your work and (so will) His Messenger and the believers; and you shall be brought back to the Knower of the unseen and the seen, then He will inform you of what you did ” (QS. Al Taubah [9]: 105)⁵³

⁵¹ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.21.

⁵² Al-Qur’an dan Terjemahannya. *Al-Jumanatul ‘Ali*(Bandung: J-Art, 2005), page.554.

⁵³ *Ibid.*, page.203.

The verse above have give understanding about the meaning of occupation. Occupation not only give the effects for business in the world, but also give the implication in hereafter. The occupation in the world will determine the destiny of human in hereafter. Not care about he is man or woman, all human will get reply agree with his occupation. As like in the *QS. Al Nahl* below:

مَنْ عَمِلَ صَالِحًا مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيٰوةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ أَجْرَهُم بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ ﴿٩٧﴾

Meaning: “Whoever does good whether male or female and he is a believer, We will most certainly make him live a happy life, and We will most certainly give them their reward for the best of what they did ”
(QS. Al Nahl [16]: 97)⁵⁴

Then, the most happy things is a lofty reply for people who working. The people who works with good *amal* will get merit, he can met with *Allah*. Need to remember that in *Qur'an*, praying (*ibadah*) in look for knowledge will promised by upgrading his degree, but working will promised by merit can met with *Allah*. It have told clearly in *QS. Al Kahfi* verse 110 below:

قُلْ إِنَّمَا أَنَا بَشَرٌ مِّثْلُكُمْ يُوحَىٰ إِلَيَّ أَنَّمَا إِلَهُكُمُ إِلَهُ وَاحِدٌ ۖ فَمَن كَانَ يَرْجُوا لِقَاءَ رَبِّهِ ۖ فَلْيَعْمَلْ عَمَلًا صَالِحًا وَلَا يُشْرِكْ بِعِبَادَةِ رَبِّهِ ۚ أَحَدًا ﴿١١٠﴾

⁵⁴ Al-Qur'an dan Terjemahannya. *Al-Jumanatul 'Ali*(Bandung: J-Art, 2005), page.278.

Meaning: “Say: I am only a mortal like you; it is revealed to me that your god is one Allah, therefore whoever hopes to meet his Lord, he should do good deeds, and not join any one in the service of his Lord”
(QS. Al Kahfi [18]: 110)⁵⁵

Beside the *Qur'an* verses have many tell about the problem in working also about entrepreneurship, there are many *hadis* also tell about that. For example in a *hadis*, *Prophet Muhammad Saw*, have said:

*We should to do business, because in that there is 90 percent of lucking door (pintu rezeki)” (HR Ahmad bin Hambal).*⁵⁶

Prophet Muhammad Saw also have said the same thing:

Actually all the best occupation is being businessman (pedagang)”
(HR Baihaqy).⁵⁷

Beside that, Thabrani also story about *sabda Rasulullah*, where is tell about someone who get feeling tired because of doing working will replied by *Allah* with forgiveness over his sins. *Rasulullah* said that

Whoever in the afternoon he is sitting because of tired after doing his work, so in that afternoon his sin have forgiveness by Allah SWT
(HR Thabrani).⁵⁸

Every human minimally must be going to work for his self and his family.

Beside that there are many praying forms that impossible can do without

⁵⁵ Al-Qur'an dan Terjemahannya. *Al-Jumanatul 'Ali*(Bandung: J-Art, 2005), page.268.

⁵⁶ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.31.

⁵⁷ *Ibid.*,

⁵⁸ *Ibid.*,

any cost. For example *sedekah*, *zakat*, *wakaf*, *infaq*, *haji*, *umrah* and building mosque, etc. *Fihiyyah* rule said,

A duty that can not do except with doing something, so it become must to do (*wajib*)

So look for business or working is a duty that can not be avoid as human who live in the world.

Moreover since *Prophet Muhammad SAW* era have done every kinds of business and have succeeded. There are many friends who being great entrepreneur and develop business network until across Mecca and Medina. With foundations of Syariah Economics and Islamic values, they building business life included in transaction and trade relation.

c. The Importance of Entrepreneurship for Education

Entrepreneurship education is one program of education to building entrepreneurship aspect as the important thing students competence.⁵⁹

Education hold important role in building attitude, skill and culture of students. The great teacher of management, Peter F.Drucker gave happiness declaration. He said,

⁵⁹ Mohammad Saroni, *Mendidik & Melatih Entrepreneur Muda* (Jogyakarta:Ar-Ruzz Media, 2012), page.45.

Most of what you hear about entrepreneurship is all wrong. It's not magic. It's not mysterious, and it has nothing to do with the genes. It's a discipline. And, like any discipline, it can be learned.

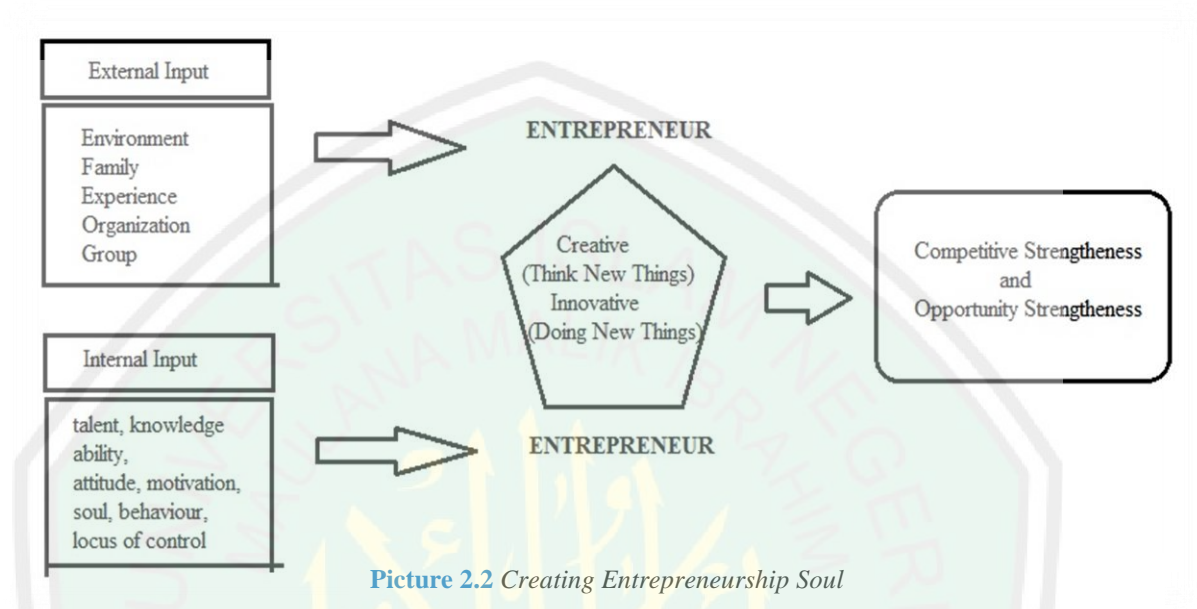
This explanation has figured to us that all people can be successful entrepreneur if they have strong desire and want to read up.⁶⁰

Basically, there are three factors that influence the development of human, that is genes, environment, and practices. Since from genes human have brought the factors determine development of personality. This factor comes from parents or grand-grand father. There are differences in learning process between one student and other can be caused by this factor. Besides that, environment also influences the development of human. The experiences of human since they were children also influence too. Human can be good and bad depend on his environment. The convergence law said that the development of human together be influenced by genes and environment. Ngilim Purwanto formulated that every character of human in development is determinable by his environment and also the characteristic of genes.⁶¹

⁶⁰ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta: Ar-Ruzz Media, 2012), page.55-56.

⁶¹ *Ibid.*, page.56

There is two input groups in creating entrepreneurship soul, that is internal and external input. For clearly can be seen this picture below:⁶²



Internal input comes from inside the individual. It can be talent, knowledge, ability, attitude, motivation, soul, behaviour, and locus of control. Whereas external input comes from outside the individual. It can be environment, family, experiences, organization, and group. The two input groups influences together in creating entrepreneur who being creative and innovative. So the output will produce competitive and comparative person.

Education that have entrepreneurship atmosphere will creating opportunity life better for the graduates. The graduates of school will have

⁶² Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.56-57.

autonomous characters so they can manage their self to facing the competitive era.

d. The Design of Entrepreneurship Learning

The goal of entrepreneurship learning basically have to be related into this aspects: ⁶³

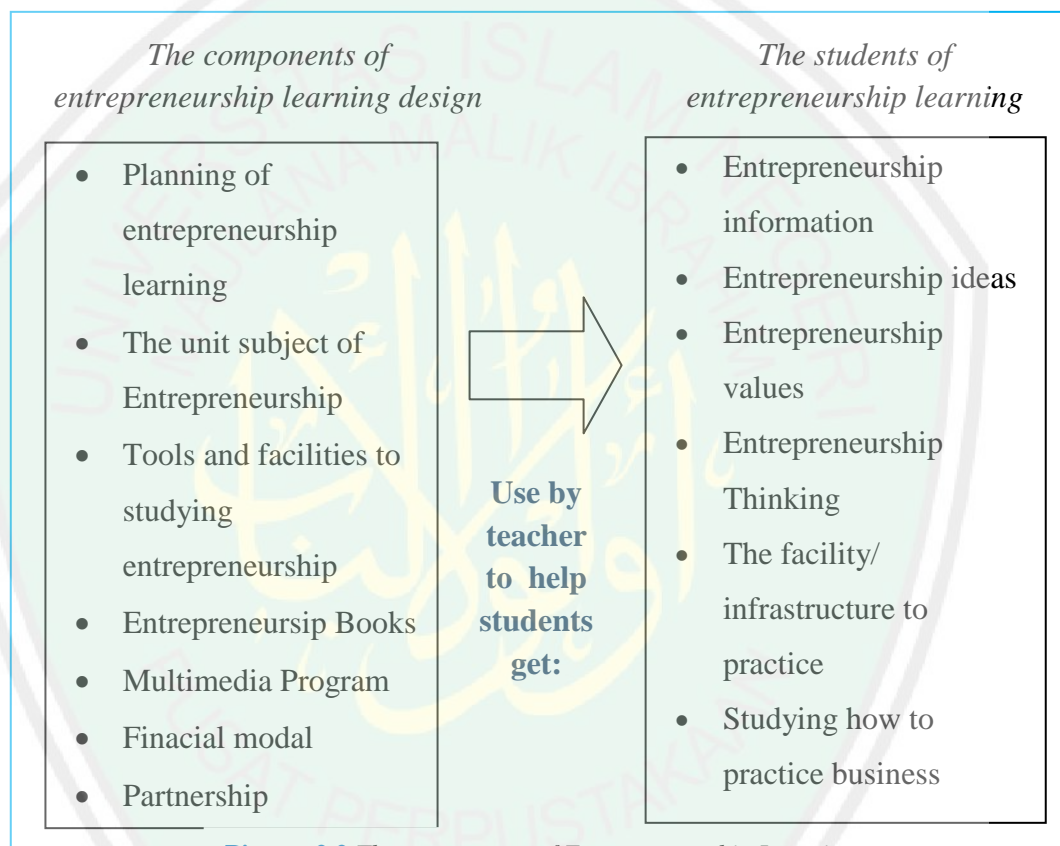
- 1) Understanding to entrepreneurship concept
- 2) Creating the entrepreneurship spirit
- 3) Development personality
- 4) Techniques of entrepreneurship
- 5) The aspects of business management
- 6) Marketing, selling, and optimise risk technique
- 7) Creativeness, inovation, leadership, and communication
- 8) The steps to enter business world
- 9) The basic of economic sciences
- 10) Expendiency studies
- 11) Business Ethics

The goal of entrepreneurship learning can give some skills for students through three dimentions. That is: managerial skill, production technical

⁶³ Eman Suherman, *Desain Pembelajaran Kewirausahaan* (Bandung:Alfabeta, 2008), page.22.

skill, and personality skill. From the main skills can investing the attitude and independent characters to make a cooperation.⁶⁴

So in entrepreneurship learning need some things that be gotten and done by students. It is drew at below picture:



Picture 2.2 The components of Entrepreneurship Learning

Aan Komariah and Cepi Triatna suggested some thoughts from the expert about the characteristics of effective school. This characteristics can

⁶⁴ Eman Suherman, *Desain Pembelajaran Kewirausahaan* (Bandung:Alfabeta, 2008), page.22-23.

be reference to understand how much the effectiveness of school. It be explained in below table: ⁶⁵

	Society Need	
Context	School Environment	<ul style="list-style-type: none"> • Supported of parents and environment • There is good relation between school and the parents of school • Supported of parents and society for school
	Education Policy	<ul style="list-style-type: none"> • The effective support from education system • Flexibility and autonomy
Input	The Strong Leadership	<ul style="list-style-type: none"> • Leadership and attantion of headmaster for the teaching quality • Headmaster has <i>in service</i> program, supervisor, supervision, also has time for creating plan together with teachers and if it more there is feedback also for academic achievement
	School Vision	<ul style="list-style-type: none"> • System of value and belief • Goal of School: have high school achievement standard • Emphasizing to attainment the basic competence
	Resources	<ul style="list-style-type: none"> • The supported of fund is enough • The learning time is enough
	The Quality of Teacher	<ul style="list-style-type: none"> • The positive attitude of teachers • Deep understanding about teaching
	Student	<ul style="list-style-type: none"> • High expectation from students • Student have opinion that hard work is

⁶⁵ Barnawi dan Mohammad Arifin, *Mengelola Sekolah Berbasis Entrepreneurship* (Jogyakarta:Ar-Ruzz Media, 2013), page.40-41.

		<p>more important than lucky in reaching achievement</p> <ul style="list-style-type: none"> • The students be expected has responsibility • The positive behaviour of students
Process	The Climate of School	<ul style="list-style-type: none"> • There is discipline standard that prevail for headmaster, teacher, student and staff-employee in the school • Physical environment where is supporting and pleasant • Pleasant and orderly climate for going on teaching and learning • The staff development and conducive school climate to studying • Regulations and discipline • There is reward and incentive • There is reward for performance student • There is high expectation from school community • Development and collegiality to teachers
	Curriculum	<ul style="list-style-type: none"> • There is organizing of curriculum • Determine the clear target and best effort to get it
	Learning and Teaching Process	<ul style="list-style-type: none"> • Involvement and responsibility of students • Variation of learning strategy • Homework frequency • Assessment of the programe made by student in routinized • Assessment to students based on measuring of students result study • There is assessment and feedback in frequently • Observe time after time about the progression of students.

		<ul style="list-style-type: none"> • Centered to curriculum and instructional • Student be expected can reach the goal have planned • High expectation to student achievement
Output	The Result of Students	<ul style="list-style-type: none"> • Students be expected can pass and best at academic science • Can demonstration his competence
	Attainment all aspects	
Outcome	The opportunity to work and income	

Table 2.2 *Effectiveness School*

While according to *Tim Konsultan SMU*, to improving the effectiveness of school can doing this step:⁶⁶

a) Open communication.

There is a open and transparent communication of the people who have role in the school can give positive effect. So the school can created a strong base for support the development of school.

b) Take decision together.

In commonly the people who have role have more responsibility in taking decision.

⁶⁶ Barnawi dan Mohammad Arifin, *Mengelola Sekolah Berbasis Entrepreneurship* (Jogyakarta:Ar-Ruzz Media, 2013), page.41.

- c) Pay attention to teacher's necessary.

The teacher's necessary included prosperity, profesional development and a helping hand in teaching process. If the prosperity of teacher is secured, teacher can give more attention to the teaching process.

- d) Pay attention to student's necessary.

School that pay attention to the student's necessary will be accepted by student, parents, and society. School need become pleasant place for students so they can be feel at home in there

- e) Cohesiveness between school and society.

School have important social role in the society. The main tool to meet each other between school and society is school comittee.

4. Creativeness

Creativeness is a process which transforms novel ideas into useful products, as an interplay between individuals and contexts. In the same vein, this definition of creativeness is also associated with four potential research paradigms: the creative person, the cognitive processes of creativity, environment issues to shape or inhibit creativity, and the product of creative performance.⁶⁷

⁶⁷ Kuan Chen Tsai, *Leadership Recipes for Promoting Student's Creativity*. International Journal of Humanities and Social Science. No. 5 Vol. 3 March 2013. Page.1-2.

a. The Benefit of Creativeness

Creativeness is the basic of every individu. *Daniel L. Pink* said that in creativity era, if we want to go forward we have to complete our skill with technology (*high-tech*), with passion to get “*high concept*” and *high touch*. And the principle to get the creative are: ⁶⁸

- *Not just function but also... DESIGN*
- *Not just argument, but also... STORY*
- *Not just focus, but also...SYMPHONY*
- *Not just logic, but also...EMPATHY*
- *Not just seriousness, but also...PLAY*
- *Not just accumulation, but also...MEANING*

According to Mr.Moh Nuh, Indonesia Education Minister, said:

There is some research (Research in Harvard University, 2011) show that creativity can be building through education process. There is 2/3 chance ti building creativeness through education. And for 1/3 is through genetic factor. This is different with the intelligence that have 2/3 genetic factor, 1/3 through education. Ideally, high inteligeness creativeness will high too. But if the intelligence low, we can play space creativity. Moreover intelligence is standard, creativity still can be utilized. How the way? Of course with various approach can building the creativity. For example, start to use student'sense. Invite the students to observe their environment. ⁶⁹

⁶⁸ Deptrtemen Perdagangan Republik Indonesia, “Pengembangan Ekonomi Kreatif Indonesia 2025”, *Handbook*, 2008, Page.2.

⁶⁹ Wawancara Mendikbud dengan Wartawan PIH Kemendikbud dan Vivanews.com, *Kurikulum 2013* (<http://www.vivanews.com>, be access at October 18th 2014 on 04.06 wib)

And the curriculum in Indonesia, mostly base on memorize, so it will not give the contribution for their real life. The modal for survive actually is creativeness. The curriculum have to be oriented to creativeness and building the entrepreneurship soul. The creativeness is purposed to make the students get ready facing the challenge in changes. So the institute of education have to building:⁷⁰

- *Competitive Skill*

The competence need practicing, so the activity in the school have to make field oriented, experiment, research, and developement of a program.

- *Multi-dimention Intellegent*

The student can balancing the intellegent theories, as like: IQ, EQ and SQ.

And in other book, there is concept that said: “*Creativeness is Universal*”. And for education word, that’s means creativeness is not bound on the certain lessons. As like: art, natural science, technology, humanities, sport and so on. So building creativeness is not problem about how to relate with art, sport and natural science. Or it is about theories, practices, dialogue, group of studies, programmed instruction, etc. But it is very related with art of study, art of teaching, and art of life.⁷¹

The art of study, art of teaching, and art of life is a building processing of quality bit-memories, until the last period, we will get what have study before,

⁷⁰ Deptrtemen Perdagangan Republik Indonesia, “Pengembangan Ekonomi Kreatif Indonesia 2025”, *Handbook*, 2008, Page.21.

⁷¹ Pribadi Tabrani, *Kreativitas & Humanitas* (Yogyakarta: Jalasutra,2006), page. 376-377.

make induction, chew the cud, and spark off in a new whole. So, we can have set, anticipation, and prediction that more qualified to make us can guess spontaneous about something that never we know before.⁷²

b. The Relation Between Creativeness, Education and Entrepreneurship

Students need to learn and practice creative thinking skills to ensure success in solving everyday, national, and global problems that include those affecting economic issues. The global economy requires workers to have research and innovation skills that depend upon creativity. However, many current educational programs focus mostly on factual content, doing little to inspire or apply the creative process. The project presented here shows an engaging activity that combines creative thinking skills with economic content.⁷³

From the explanation above, so what is the relation between creativeness and entrepreneurship? As we know that the success of entrepreneur is not free from creative soul. As like the explanation from Peggy A. Lambing & Charles R. Kuehl in his *entrepreneurship book*, he said that *entrepreneurship* is a creative business that develop a value from nothing become something that can be very useful for many people. His say every success entrepreneur has four main substances, they are:⁷⁴

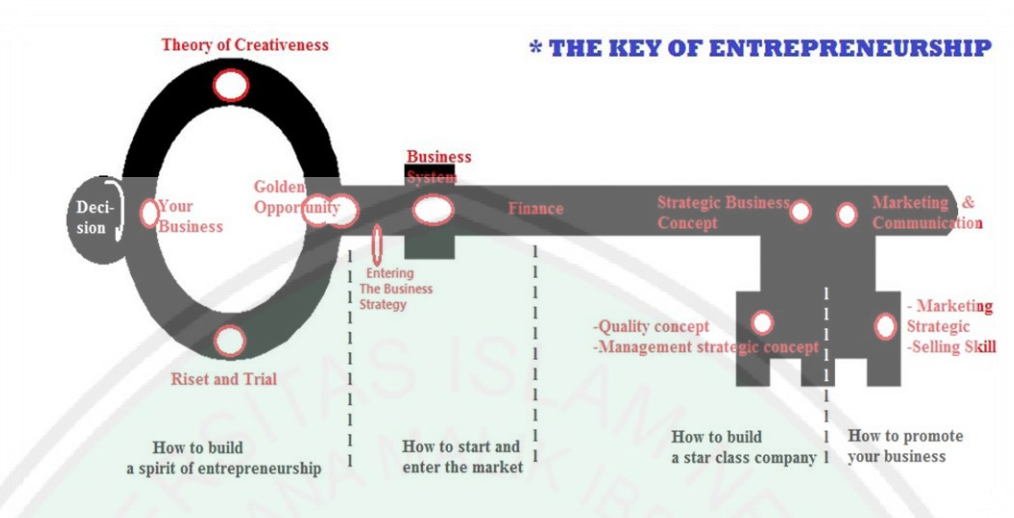
⁷² Pribadi Tabrani, *Kreativitas & Humanitas* (Yogyakarta: Jalasutra, 2006), page.377

⁷³ Audrey C.Rule, *Practicing Creative Thinking Skills by Making Creative Products Related to Economic Issues* (<http://www.socstrp.org>), be access at November 11th 2014 on 15.48 wib)

⁷⁴ Hendro, *Dasar-dasar Kewirausahaan* (Jakarta: Penerbit Erlangga, 2011), page.30.

- 1) Competence (have relation with IQ and SQ)
 - a. To read about opportunity
 - b. To make innovation
 - c. To manage
 - d. To sell
- 2) Braveness (have relation with EQ and moral)
 - a. To cope the fear
 - b. To manage the risk
 - c. To exit from comfort zone
- 3) Persistency (have relation with motivation in his self)
 - a. Persistence and never give up
 - b. Deterination
 - c. Power of mind
- 4) Creativeness that give an inspiration as the start of idea to find the opportunity based on the intuition

Beside that Hendro, in his book, *Dasar-dasar Kewirausahaan*, tell about *the key of entrepreneurship*. There is five simple important steps of the key of entrepreneurship. They are: (1) decision, (2) start, (3) build, (4) promote, and (5) operate and realize. To be clearly about how is the figure of the key of entrepreneurship you can see picture below.:



Picture 2.3 The Key of Entrepreneurship

c. The Obstacles of Creativeness

James L.Adams have identify the obstacle of creativeness in classification forms as follow: ⁷⁵

Kinds of the obstacles	Example
Obstacle of perception	<ul style="list-style-type: none"> • Pola of stereotype thinking • Constrained the problems in excessive • Too much or less information
Obstacle of emotion	<ul style="list-style-type: none"> • Be afraid take the risk • Not like indeterminacy • Prefer to assess than created an idea • Regard trifling the problem • Hurry to finishing the problem
Obstacle of culture	<ul style="list-style-type: none"> • Culture obstruct the accumulation of idea
Obstacle of environment	<ul style="list-style-type: none"> • Less support of facilities and tool

⁷⁵ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.37-38.

Obstacle of intellectual	<ul style="list-style-type: none"> • Too much use logic • Reluctant to use intuition • Use experience or old way that the result not proved effective
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Table 2.3 *The Obstacles of Creativeness*

Carol Kinsey Goman, Ph.D give the booster points of creativity for cope the obstacle of creativity. An entrepreneur have to could read many kinds of the obstacle of creativity so it can be solve in appropriate. It can be see in table below:⁷⁶


The Obstacle of Creativeness		The Booster of Creativeness
Negative attitude	 Do A Change with...	Positive attitude
Obedient to the rule		Break the rule
Make an assumption		Look into the assumption
Too much stress		Can channelled stress
Afraid to get fail		Technique to take the risk
belief that his/her self is not creative		Belief to your self that you are creative
Too much use logic		Use imagination and institution

Table 2.4 *The Booster of Creativeness in Solving The Obstacles*

⁷⁶ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012). page.38

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Type of the Research

This research uses Qualitative Method which is kind of descriptive research. Qualitative Method usually called *Natural Research*. Because qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. The data collected are in the form of words or pictures rather than numbers. Beside that the theories for Qualitative Research has function as supplies to conceiving the social context widely and deeply. So like Borg and Gall said that,

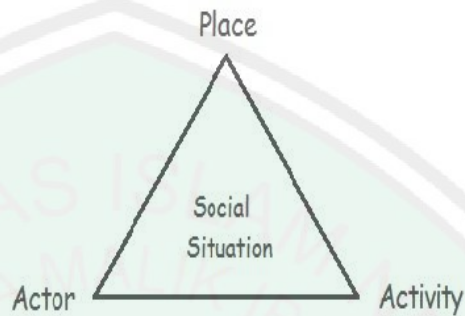
*Qualitative Research is much more difficult to do than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the investigator him self.*⁷⁷

And this research's subject description about how is the Vocational School's strategies in creating students' creativeness and entrepreneurship also the role of Islamic Boarding School. So it will be better if do by qualitative research, that will describe the subject clearly, which based on the facts.

Because this research is *Qualitative Research* so it does not use technical term of "*population*", but by according to Spradly it is called

⁷⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2011), page. 213.

“social situation” that consist of three elements; place, actors and activity that be interacting in synergy. Like the next picture below:⁷⁸



Picture 3.1 Social Situation of Qualitative Research

For places this research will be do in Vocational School that based Islamic Boarding School. The name of school is *Al-Munawwariyah Islamic Vocational School*. With the setting are in the classroom, laboratorium, Islamic Boarding Shool, yard, and environment surrounding the school. The researcher will observe how is the activity of students and how is the interaction between teacher and student. So it means will be focus on how is the entrepreneurship practice and facilities (places) in there can be supported the learning process of business/entrepreneurship.

B. Research Site

The research site is in the *SMK Al-Munawwariyyah*. Location in Raya Sudimoro Street, Bululawang. Phone: (0341) 824468, website: <http://www.smk.almunawwariyyah.sch.id>.

⁷⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2011). page.215-216.

The reason why take this school as the research site is because *SMK Al-Munawwariyyah*, not only a vocational school but it is also integrated with *Islamic Boarding School*. As Vocational School of course the students have prepared for skill competence. While for Islamic Boarding School students more be educated for attitude. But although between two education institution have different goal, in *SMK Al-Munawwariyyah* have practiced entrepreneurship well. There are many unique product that created from the school. So because of it the research think that *SMK Al-Munawwariyyah* is interesting school to know more how is entrepreneurship practice in there.

C. Data Sources

Because the characteristics of Qualitative Research is descriptive and analytical, the data providable with result of observation, interview, photo, document, and note. The sample of the qualitative research also is not called by *responden* but it is called as *participant or informant*. And for *sample withdrawal technique*, this research use *Purposive Sampling*. Purposive Sampling is kind of *Non Probability Sampling*, that means data sources withdrawal technique based on certain judgement.⁷⁹ The certain judgment, for example the informant is know well about what the researcher want (match with this research subjesct).

⁷⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta,2011), page. 218-219.

While according to the kind of data sources it is divided into two groups, that is primary data and secondary data. What are the members of data sources in this research? In a systematic way it can be seen below:

1) *Primary Data* is data obtained directly from the source. And then to collect this primary data, the researcher obtained from interview, deep observation, and field notes. For the informants of interview are:

- a. Headmaster : Khotibul Umam, S.Ag, S.Kom
- b. Vice of Curriculum : Ahmad Fahrur Rozi, S.Pd
- c. Vice of School Facilities : Santo Futrantonio, S.Pd
- d. Entrepreneurship Teacher : M.Dullah, MM
- e. *Tata Busana* Teacher : Lelly Mustikasari, S.Pd
- f. *Teknik Komputer dan Jaringan* Teacher
 - Shohibur Rohman, S.Pd
 - Maulidia Tria Septi LN, S.Kom
- g. Islamic Boarding School's Guider : Teguh Santoso
Khoirul Khotimah
- h. Students :
 - Jovi Atmanegara
 - Maulana Muhammad El-Sulthan
 - Firdaus Akbar
 - Siti Ghoniatus S.
 - Fiki Hafinmaziyah
 - Zahrotun Syaidah

- 2) *Secondary Data*, is data obtained from the information of school documentations. As like school profile, school activities not only in the class but also outdoor, and school's facilities.

D. Data Collecting and Instruments

The key point of characteristic qualitative research is human or the researcher it self, as the instruments.. But for collected data it self need some instruments. And in this research use three method for collect data.

Those are :

a. Interview Method

According to *Esterberg*, definition of interview is:

A meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

Susan Stainback also argued that,⁸⁰

Interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained trough observation.

⁸⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta,2011), page. 232.

Then *Esterberg* said that:

*Interviewing is at the heart of social research. If you look through almost any sociological journal, you will find that much social research is based on interview, either standardized or more in-depth.*⁸¹

And for this research using *semistructure interview*. So it means the goal of interview is look for problem more open, where is the informants asked to said about his opinion and idea. From here the researcher can get information about how is the history of *Al-Munawwariyah Islamic Vocational School*, what is the school strategy for business plan, how is the school's facilitates for support business plan, and also what are the role of *Islamic Boarding School*.

b. Observation Method

Nasution said that, observation is the basic of all knowledge.⁸² And *Marshall* also argued that, "through observation, the researcher learn about behaviour and the meaning attached to those behaviour"⁸³

In this matter, the researcher for collecting data did *fair observation*. It means the research said clearly what is the purpose of this observation to the research subject. So the subyet know well the activities of researcher.

⁸¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta,2011), page. 232.

⁸² *Ibid.* 226.

⁸³ *Ibid.*.

The data that have be observed in *Al-Munawwariyah Islamic Vocational School* are: the condition of school, start from how is the facilitates, class, laboratory, office, shop, cooperate school and also the room in islamic boarding school. Learning and teaching process also be observed too. For example when students was making a design of clothes, (product of *Tata Busana major*).

c. Documentation Method

Document is a note of past events. Documents can be written text, picture, or other products. Document study is a complement from using interview and observation method in qualitative research. As like *Bogdan* said:

In the most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief.⁸⁴

Through many kinds of photo students activities and school profile in *SMK Al-Munawwariyyah*, so it will provide strikingly the descriptive data. For data collection and instruments in systematically can be see in table below:

⁸⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta,2011), page.240

No.	Focus of Study	Data Collection and Instrument	Question/ Information
1.	What are the roles of Islamic boarding school in creating students' creativeness and entrepreneurship?	<u>Interview :</u> ✓ <i>Room Guider of Pesantren</i> ✓ <i>Santri / students (senior/ junior santri)</i> <u>Documents</u> → <u>Observation (Note)</u> →	✓ What are the goal of <i>Pesantren</i> ...? ✓ How is the learning process in there? ✓ How is students' activity in the <i>Pesantren</i> ? How is the interaction between teachers and students ? ✓ Activity, ✓ Events/ <i>Pesantren</i> activities
2.	What are the Vocational School's strategies in creating students' creativeness and entrepreneurship?	<u>Interview :</u> ✓ Headmater → ✓ Teacher ✓ Students (to complete the data)	How is the ✓ Learning method of teacher in entrepreneurship class? (to build the skill, passion, and caharacter) ✓ What are the program of school about entrepreneurship? ✓ How is the strategy about curriculum, management, and serving to develop the student's skill for entrepreneurship ? ✓ How is the facilities and infrastructure of the school for student's practice creating economic product?
3.	How is the implementation of the Vocational School's strategy in creating students' creativeness and entrepreneurship?	<u>Interview :</u> ✓ Headmater → ✓ Teachers ✓ Staff of Curriculum ✓ Students (as the implementer)	✓ What are the succes planning about student's entrepreneurship that have done or on process...? ✓ How is the school activities, is it supported for student to develop their skill? ✓ How is the interaction between teachers and

		<u>Documents</u> → <u>Observation (Note)</u> →	students? ✓ Achievement ✓ Events/ school and classroom activities
4	What are the obstacles of the Vocational School's strategy in in creating students' creativeness and entrepreneurship?	<u>Interview :</u> ✓ Students ✓ Headmater ✓ Teacher ✓ Staff of Curriculum <u>Observation (Note)</u> →	✓ How is the effective of learning process? ✓ How is the respon of student ? ✓ What are the weakness of school program? ✓ How is the facilities of the school to supported the learning process og entrepreneurship?

Table 3.1 Data Collecting and Instruments

E. Data Analysis

In the research do two way analysis, that is analysis data during the researcher in the field and analysis data after the researcher finished collecting data in the field. As long as the researcher in the field, the researcher be focused about something that be interested, and of course it related with subject of this research. Beside that, the researcher do the development questions to catch the data as much as it can, and also analysis the result of observation in the field and be contextual to the questions.

In analysis stage after collecting data in the field, the researcher doing the analysis with use qualitative analysis, the steps are:

- a) Checking the completeness data
- b) Display the data to the formats of research field, like table form, or chart.
- c) Make verification data and conclusion, that interpretation data/fact with the theories. And then be decided to the final conclusion.

Agree with the concept of *Analysis Qualitative Research* that processing and giving meaning for data since the researcher enter the place/field firstly. And be continued until the last collecting data. Without forget about *coding data and verbal analysis* too.⁸⁵

F. Validity of the Data

To checking the validity of data for measuring the validity of this research uses triangulation technique. And the comparator are:

- a) *Triangulation with other resources:*

The researcher will compare and checking again the information from one person/ resource with other through different time and tool. So it can compare the

⁸⁵ Jamal Ma'mur Asmani, *Tuntunan Lengkap Metodologi Praktis: Penelitian Pendidikan* (Jogjakarta: Diva Press, 2011), page.105.

result data from observation and interview. Then, if there is same information it will be collected in same group information.

b) Triangulation with the method:

The researcher will compare the information from one collecting data technique with other techniques. For example data from interview method, observation method, and documentation. Between three methods is there any match informations or not.

c) Triangulation with the theories:

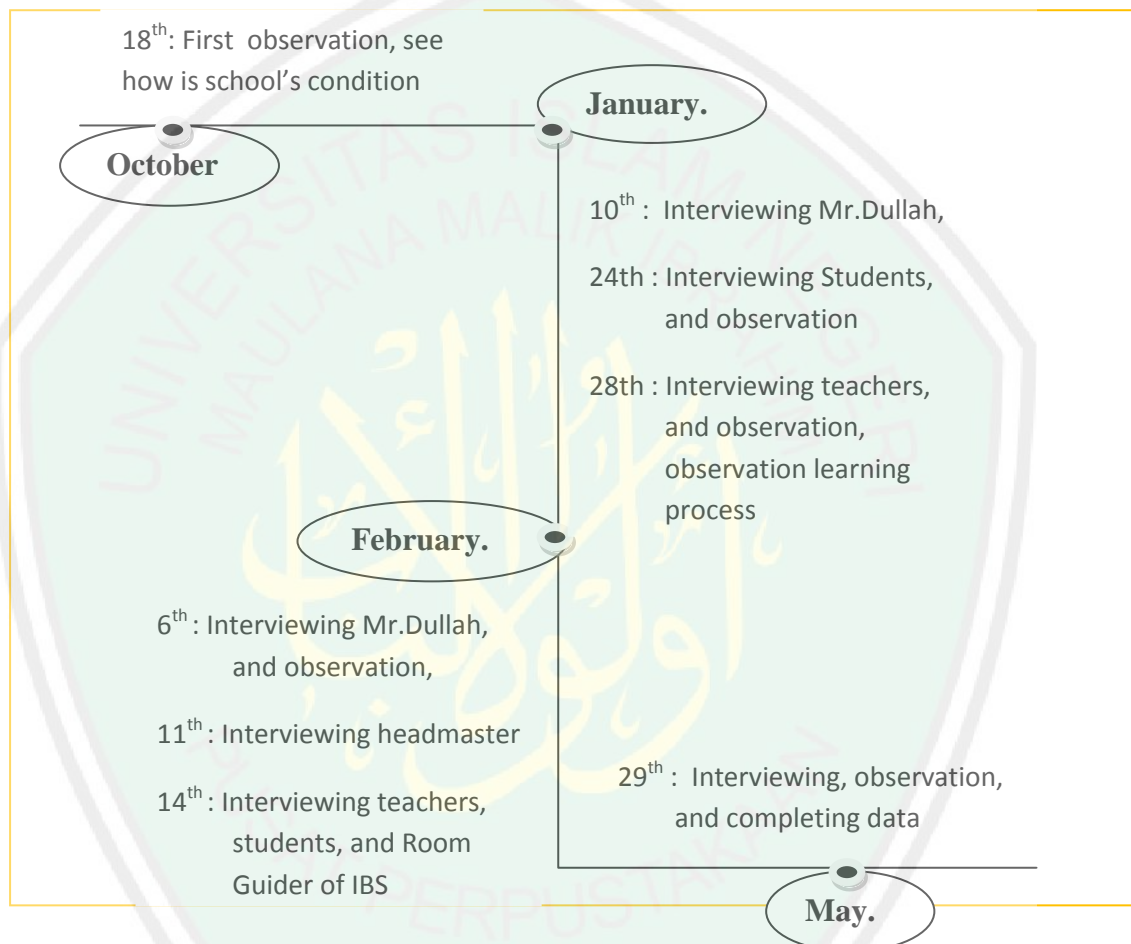
The researcher will checking validity the data with some relevant theories. As like how is the theory of business/ entrepreneurship with the imlementation in the vocational school. And also how is the role of the *Pesantren*/Islamic Boarding School for support student's competence .

G. Stages of the Research

The process of research are begin with pra-observation, that is look for where is the best school that matching with the research subject. And then the researcher have to go to the school to get the permission from the headmaster/ school's teacher to do research in there. If it is okay, next the researcher will develop the research design, doing the real research (collecting data) and until the last stage is composed the research report. For the time, the research did observation along January –February month.

And for time line of this research in *SMK Al-Munawwariyyah*

Bululawang, Malang systematically show on the picture below :



Picture 3.2 Time line of Observation in *SMK Al-Munawwariyyah*

While in table form it can be seen on this table below:

No.	Date	Informants	Data/ Activity in The Field
1.	Saturday, 18-10-2014	Headmaster, (Mr. Khotibul)	Give the letter permission for doing reserch from faculty,
2.	Saturday, 10-01-2015	Entrepreneurship Teacher, (Mr.Dullah)	Asking about how is business school program ,
3.	Saturday, 24-01-2015	Students	Interviewing students, And observation school condition
4.	Wednesday, 28-01-2015	Tata Busana Teacher (Mrs. Lelly) TKJ Teacher (Mrs. Maulidia) Entrepreneurship Teacher, (Mr.Dullah)	Enter into class for obserb the learning and teaching process, Doing interview with the teacher
5.	Friday, 6-02-2015	Entrepreneurship Teacher, (Mr.Dullah)	Interview, Observation
6	Wednesday, 11-02-2015	Headmaster, (Mr. Khotibul)	Interview, Observation
7.	Saturday, 14-02-2015	Vice of School Facilities (Mr. Santo) TKJ Teacher (Mr.Shohib) Students (Fiki and Zahrotun) Room Guider o f IBS (Miss. Khairul)	Interview, Observation,
8.	Saturday, 29-05-2015	Vice of Curriculum (Mr.Rozi) Secretary of IBS (Mr.Teguh Santoso)	Interviewing, Get Letter of School Research

Table 3.2 *Stages of Research*

CHAPTER IV

RESEARCH FINDINGS

A. Research Site

1. History of *SMK Al-Munawwariyyah* ⁸⁶

SMK Al-Munawwariyyah is located in Malang regency, that is in south of Malang city, in Sudimoro street Bululawang Subdistrict. *SMK Al-Munawwariyyah* is private school under *Yayasan Al-Munawwariyyah* and stand since 2008, wide of land 25.000 m², the total of class are 3 classes and all enter in the morning. Using combination of curriculum KTSP 2006 and also Kurikulum 2013. Have 2 majors; *Teknik Komputer dan Jaringan* and *Tata Busana*. With active learning method that based on *IT* and do double learning system that is learning process in school and learning process in industry area. The environment of school is in *Pondok Pesantren*.

SMK Al-Munawwariyyah where located in countryside area, there are many kinds of industry too. Industry of Ammunition (*PT PINDAD Persero*), Industry of Sugar (*Krebet*), Industry of Roof, Industry of Cast(*Cor Semen*), Machine Shop, Bank, PLN, contractor, ets. Between industry or business sector with vocational school is like family relationship, where is between one another be connected. Industry need manpower while vocational school created manpower who will be join

⁸⁶ Documentation data from *SMK Al-Munawwariyyah* administration

directly into industry or business sector so all the graduates can be absorb and match with dicipline of science and competence of the graduates.

The curriculum of *SMK Al-Munawwariyyah* is a set of planning and arrangement about goal, content, and subject of lesson also use as orientation of implementation learning activity to get the education goal of *SMK Al-Munawwariyyah* . In implemenatation of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, *Kementrian Pendidikan Nasional* have determine the basic framework included *Standar Kompetensi Lulusan (SKL)*, *Standar Kompetensi (SK)*, and *Kompetensi Dasar (KD)*. *KTSP SMK Al-Munawwariyyah* consist of the eduaction goal, structure, and curriculum content, calender of education and syllabus. The development based on contextual necessary of Industry and business sector, knowledge, the potential of district, social culture of Malang regency society, and the students of *SMK Al-Munawwariyyah*.

Application of *Undang-Undang Republik Indonesia Nomor 32 tahun 2004 about Pemerintah Daerah* demand for implementation of autonomy region and democracy concept in education coordination. The manage of education that before *sentralistik* change to *desentralistik*. Desentralization manage the education with giving authority to a set of education institution for compose the curriculum match with *Undang-Undang Nomor 20 Tahun 2003 about Sistem Pendidikan Nasional*, that is *Pasal 3* about the function and goal of national education and *Pasal 35* about the standart of national education.

The unit of education is a center of development culture. In global era, the mastery of language and information of communication technology become modal for answer the challenge, but still on nation character. The curriculum of *SMK Al-Munawwariyyah* is develop the value of culture and nation character as one unit in education activity also be integrated with all activity as the culture of school.

2. The Goal of *Al-Munawwariyyah Islamic Vocational School*

As the unit of education institution, *Al-Munawwariyyah Islamic Vocational School* have some goals. They are: ⁸⁷

- a. implement the assessment study result of educator, school and government;
- b. improving the achievement of graduate;
- c. prepare the graduate who can compete in industry and working area, entrepreneur, and continuing to university;
- d. developing the culture school that like condition of industry and working area;
- e. implement many kinds of social and religion activity as the part of culture and character education;
- f. develop the potential of student in using knowledge and technology;

⁸⁷ Documentation data from *SMK Al-Munawwariyyah* administration

- g. developing the competence of *Karya Tulis Ilmiah*, and competition of competitive student's skill;
- h. created school environment where is save, neat, clean and comfort;
- i. reveal school facilities interactively, relevance, and based on technology;
- j. utilizing and keeping the facilities for used as learning process;
- k. maintaining professional teachers which have considerable skill;
- l. develop the educator competence and personnel of education;
- m. held management based on school;
- n. managing the equitable finance.

3. Vision of *Al-Munawwariyah Islamic Vocational School*

While the vision of *Al-Munawwariyah Islamic Vocational School* is become continuity education institution in global education network, with reputation in applied technology, have high skill and Qur'ani character. Beside that students also have innovative work ethics that support by complete facility.⁸⁸

⁸⁸ Documentation data from *SMK Al-Munawwariyyah* administration

4. Mission of *Al-Munawwariyah Islamic Vocational School*

For the mission *Al-Munawwariyah Islamic Vocational School* have six missions, that is: ⁸⁹

- a. development in continuity through improving education and teaching quality, education facilities, also servicing to society;
- b. development human resource through educator quality;
- c. development and improving the quality of education to development basic and technique science, language skill also attitude with basic of *aswaja*;
- d. do cooperation with public and private institute; actively involve to development and improving education system that be oriented to improving quality in *IPTEK*;
- e. make learning and teaching in *condusive* condition for building professional and competed graduate;
- f. improving the quality and quantity of facility that suitable with development necessary in industry and *IPTEK*.

5. Organizational Structure of *Al-Munawwariyah Islamic Vocational School*

In the organizational structure of *Al-Munawwariyah Islamic Vocational School*, school has position under regency of education departement and also *Al-Munawwariyah Institution*. Mr. Khotibul Umam is the

⁸⁹ Documentation data from *SMK Al-Munawwariyyah* administration

headmaster of *Al-Munawwariyah Islamic Vocational School*. While for the vice of curriculum is Mr.Rozi, vice of school facilities is Mr.Santo, vice of society relation is Mr.Zulfan, vice of students affairs is Mr.Mas'ud, and the treasurer is Mrs. Ismil. For more clearly the organizational structure of *Al-Munawwariyah Islamic Vocational School* can be seeing in the profile school at fourth appendix.⁹⁰

B. Strategy, the Obstacles and Solution

1. The Roles of Islamic Boarding School for Creating Students' Creativeness and Entrepreneurship

Al-Munawwariyyah Islamic Boarding School or usually called as *Pondok Pesantren Al-Munawwariyah*, is built by KH. Muhammad Maftuh Sa'id at 7 Syawal 1402 H / 28 July 1983 M. So it established for about 32 years ago.⁹¹ Similar with the vocational school's location, it is located in Sudimoro village RT/RW:12/04 Kecamatan Bululawang Kabupaten Malang. Until this years 2015, *Pondok Pesantren Al-Munawwariyah* has ±1500 students (*santri*).



Picture 4.1 Logo of *Al-Munawwariyah Vocational School*

⁹⁰ Documentation data from *SMK Al-Munawwariyyah* administration

⁹¹ Website :<http://www.smk-almun.blogspot.com>

Students or *Santri* in *Pondok Pesantren Al-Munawwariyah* is come from many provinces in Indonesia. There is student from Sumatera, Jakarta, Kalimantan, and even from Papua too. They choose this islamic boarding school because want to study more about Qur'an. *Pondok Pesantren Al-Munawwariyah* indeed specialize to as *Pesantren Tahfidzul Qur'an (Hafalan Qur'an)*. There are many son or daughter, included son of *Pengasuh Pondok Gontor, KH. Hasan Sahal* have succeeded to memorize Qur'an only in 15 months. Some of students indeed can memorize about those time, but there is also students who need more time for that, about three or four years.

Beside be focused as *Tahfidzul Qur'an* Islamic Boarding School, *Al-Munawwariyah* also want to play role actively in improving human resources who have high competence value, be expert in IPTEK, also can creating excellent product, good character and attitude. So at 10 March 1999, *Pondok Pesantren Al-Munawwariyah* form to be *Yayasan Al-Munawwariyah*. Through this institution (*Yayasan*), then could building some kinds of formal education institution, for example: *Ma'had Tahfidul Qur'an (MTQ)*; *Madrasah Diniyah*; *Madrasah Tsanawiyah*; *Madrasah Aliyah*; Vocational School; College; *Madrasah Islamiyyah Al-Munawwariyah (MIM)*; *Tarbiyyatul Qur'an Al-Munawwariyyah (Taqiyyah)*.⁹²

⁹² Documentation data from *Yayasan/ Pondok Pesantren Al-Munawwariyyah* administration

KH. Muhammad Maftuh Sa'id, as the founder and *Pengasuh Ponpes Al-Munawwariyah* until now. Beside he be active in education world, he is also a *mursyid or muqoddam thariqat at tijany*.



Picture 4.2 *KH. Muhammad Maftuh Sa'id*,

Beside that, *Al-Munawwariyah Islamic Boarding School* have visited by some official Indonesia government, even our 5th president too. Mr.Susilo Bambang Yudhoyono have come to *Pondok Pesantren Al-Munawwariyah* in agenda announce officially the opening of *Muktamar XI Jam'iyah Ahlith Thariqah Al Mu'tabarah An Nadliyyah*. And Mr. Suryadarma Ali, as minister of religion Indonesia also ever visited to formal ceremony mosque of *Pondok Pesantren Al-Munawwariyah*.



Picture 4.3 *Mr.Susilo Bambang Yudhoyono visit Al-Munawwariyah Islamic Boarding School*



Picture 4.4 When Mr. Suryadarma Ali came to Al-Munawwariyah Islamic Boarding School at three years ago.

Pondok Pesantren Al-Munawwariyah exactly quite famous in society. So it not be surprised that there are many students be exited to study in there. There are many parents believed his children get study more about *Islam*. But with judgement not to be out of date as like the explanation above, *Al-Munawwariyah* institution building formal education too. And one of the strengtheness is *Al-Munawwariyah Vocational School*.⁹³

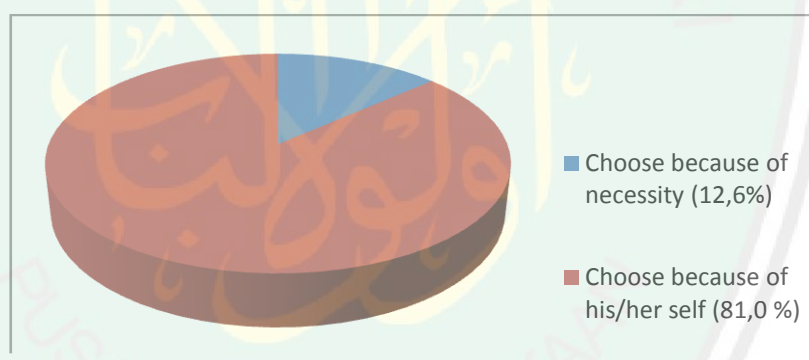
Through this islamic boarding school, of course it make *SMK Al-Munawwariyyah* be different. As like on the school's vision that want students not only good in their school's academic, but also students have *Qur'ani* character. With live in *Pesantren or Islamic Boarding School* students be educated for their attitude or *akhlak*. Moreover same the mission of vocational school. That is want to be continuity education institution in global education network, with reputation in applied technology, have high skill and *Qur'ani character*.

As like Mr Khotib, the headmaster of *Al-Munawwariyah Vocational School* said:

⁹³ Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on October 18th,2014. 10.24 WIB

“Through this islamic boarding school indeed become a strenghteness for us, as vocational school where has basis islamic boarding school. We are as vocational school’s teachers teach students with technology science. While islamic boarding school educates students about islamic character (*akhlaq*) and how to reading holy *Qur’an* in correct and well. So in the future students will not blind, not forget about *Qur’an* and *Islam*. The islamic characters of students get in Islamic Boarding School, while for school can include this. So between IPTEK and IMTAQ can in step.”⁹⁴

From the tractive power of *Pesantren Al-Munawwariyah*, so most of students be interested to choose this school. Based on the result of *questioner data* that be spread to 95 students. There is 81,0 % who answered they chose this school by his/her self.⁹⁵



Picture 4.5 Background of students get school in Al-Munawwariyah Islamic Boarding School

Average students in the interviewing process, they said that they wanted to study more about Islam. Through study in *Islamic Boarding School* they can get 2 kinds of sciences, that is religion science and also about vocational science. So there is balance between both of them. As like *Siti Ghoniatus S.* (student of XII TKJ class), she said:

⁹⁴ Interview with Mr.Khotibul Umam, S.Ag, S.Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

⁹⁵ Documentation of questionare data

“Yes, it like at the same time get diving and drinking. So we get common sciences and religion too.”⁹⁶

Different with *Maulana Muhammad El-Sulthan* (student of XI TKJ class), he said:

“I have responsibility for finishing memorize *Qur'an*, So I will finish it tom *Kyai Maftuh Sa'id*.”⁹⁷

As *Tahfidzul Qur'an Islamic Boarding School*, some of students indeed become focused their *memorized (hafalannya)*. Because there are many students who have live in *pesantren Al-Munawwariyah* since they child or elementary school.

But there is also students that be necessity get school in *Pesantren Al-Munawwariyah* because the suggestion from their parents. Like Firdaus Akbar, (student of XII TKJ class), he said:

“Previously I did not know about this school. I enter here because desire of my parents.”⁹⁸

Although at first some students did not feel at home, but day by day they become enjoy. See how is big the benefit that they get in *Pesantren* then students feels enthusiasm. Moreover as the *vocational students*, who be expected can stand alone and skilled person. So through *Islamic Boarding School* they not be spoilt child.

Everyday in *Islamic Boarding School* there is a routine agenda. It start from 03.30 am they have to wake up. Then they have to did *shubuh*

⁹⁶ Interview with Siti Ghoniatus S. Student of XII TKJ class on January 24th 2015.

⁹⁷ Interview with Maulana Muhammad El-Sulthan. Student of XI TKJ class on January 24th 2015.

⁹⁸ Interview with Siti Ghoniatus S. Student of XII TKJ class on January 24th 2015.

prayers together at the mosque. Then while waiting for *shalat shubuh* they usually read holy *Qur'an*. After that, they have to prepare to go to school at 07.15 am. But their activity not stopped until it. In the afternoon, after school, they will doing *Islamic Boarding School* activity again. After take a break for about two hours students started to read holy *Qur'an* again. They also have to deposit their memorized to *Kyai* or *Gus* and *Ning* until close to *maghrib prayers*. After *shalat maghrib* they continued to read *Qur'an* while wating for *isya' prayers*. There is break time at 8 o'clock, they used for get dinner. Then it will be directly continued with general recitation until 10 o'clock pm. After it finish they could take a bed. With those thick agenda, most of students indeed be confused to manage time for study. But asctually with those routine, actually it build students become discipline.⁹⁹

Moreover to support vocational students character *as entrepreneur*, where is it be one of the main lesson at their school. *Islamic Boarding School* can make them be care about their surroundings. As like Mr.Dullah explanation:

“Through the Islamic Boarding School students has special strengtheness. *Akhlaq* and their mental have boiled. How is always be honest, discipline, responsibility, autonomous and share with other. So they must be hard work. This characters is needed for an entrepreneur. Without leave their identity as Muslim. In the future they will become a great Muslim entrepreneur. So

⁹⁹ Interview with Mr.Teguh Santoso, (Secretary of Al Munawwariyah Islamic Boarding School) on May 29th,2015. 13.30 WIB

actually there is islamic boarding school, I have helped, the explanation about entrepreneur's character can be understand well.”¹⁰⁰

So for the support in creating entrepreneurship spirit, in the *Al-Munawwariyah Islamic Boarding School*, there is a cooperation who be prepared by *Kyai* as the way to introduction about entrepreneurship. This facility managed by senior students, because it was not easy for new student if want join. For example, Jovi he start to sell his book and flashdisk when he was in the second grade of vocational school. *Kyai* who did not permit students to sell food because it can make them only focus to sell. But it also managed their consumerism. So the cooperation also does not always open. It was only open after school.¹⁰¹



Picture 4.6 Cooperation of Munawwariyah Islamic Boarding School

Beside the role of cooperation, there was also support from *Kyai*. Through his speech when general recitation, *Kyai* often give motivation to the students (*santri*) to be independent personal, hard work and followed the example of *Prophet Muhammad SAW* personality. That is become a success Muslim

¹⁰⁰ Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

¹⁰¹ *Ibid.*.

entrepreneur. But as the Muslim we also have to control the mindset. That is not only focused to money. It have to be balance. It have to has an aim for *ibadah*.¹⁰²

From the research data of Mr.Dullah, there is 69,5 % students from 95 students who have idea to be entrepreneur in next future. Although the students (*santri*) live in *Islamic Boarding School* environment, they also interested about entrepreneurship.¹⁰³

And as the informal education institution, Islamic Boarding School indirectly have invest to *santri characters* about some ethics. Which it is included with entrepreneurship characters. The characters are:¹⁰⁴

a. Honest

Be honest is one of character of Muslim that always tell to *santri*. Moreover if they want to be a seller or entrepreneur. The key succes of entrepreneur is they must be honest. Such as our *Prophet Muhammad SAW* who teach Muslim to give priority for honest value. *Prophet Muhammad SAW* is the best example for Muslim describing a Muslim entrepreneur.

b. Discipline

Between vocational school and islamic boarding school, in *Al-Munawwariyah Vocational School* have different regulations. So every *santri* (students) have know the timing of every activities. When they

¹⁰² Interview with Mr.Teguh Santoso, (Secretary of Al Munawwariyah Islamic Boarding School) on May 29th,2015. 13.30 WIB

¹⁰³ Documentation of questionare data

¹⁰⁴ Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

have go to school, and when they have to follow *pengajian* in *Pesantren*. All of activities have timing. School and *Pesantren* teach to students about regimentation. Although at first there are many students have complain about it. But finally they become habitually. Every activities have to be on time. So students will be appreciate the time. Such as the secret of great entrepreneur, is always be discipline. Because it can determine the success of their business.

c. Responsibility

It become one of important skill that have to do for students in *Al-Munawwariyah Islamic Vocational School*. Aware with what is his or task as the students will make them become diligent. They will get spirit for study in school and also in *Pesantren*.

d. Be Independent and Hard Work

Live far from their parents, students (as *santri too*) have doing everything by their self. Start from washing and iron their clothes. They have to do by self. Through *Pesantren* make students strong mentally.

e. Sharing and Care with other

Because there is no parents in *Pesantren*, the closest person of students is his or her friends. Living with twenty five of *santri* in one room, make them did not become egoist person. Who is will help him or her if they get trouble of course their friends.

f. Simplicity (*Kesederhanaan*)

Simplicity life is one of special character of students who live in *Pesantren*. For example in *Al-Munawwariyah Islamic Vocational School* students may not bring handphone, or other electronic devices except laptop.

g. Balance (*Hidup Seimbang*)

Always be on time to do *sholat jamaah*, and *mengaji*, beside always study in the school is the habit of *santri* in *Al-Munawwariyah Vocational School*. The reason of why most of students want to get school in *Al-Munawwariyah Vocational School* is they want to know deeply about his *Islam*. Their oriented always want to be happy in world and hereafter. So it means they did not forget about what is their obligation as Muslim.



Picture 4.7 Characters of santri who building through islamic boarding school

From the seven characters above, the students will understand well not only in theoretical but also in practice. So it become one package the strengtheness of them. Moreover they are also a *Hafidz*.¹⁰⁵

2. The School Strategies for Creating Students' Creativeness and Entrepreneurship

Al-Munawwariyah Islamic Vocational School is a new school that stand since 2008. It is located in Sudimoro, Bululawang. Although it is in countryside sector, the school did not want be left behind. Aware with the advancement of technology *Al-Munawwariyah School* where is also based on *Islamic Boarding School* see the opportunity. Moreover there are many students' parents (*wali murid santri*) that give suggestion to build a vocational school. Because they did not want their children leave from *Al-Munawwariyah Boarding School*. With there were many various judgement, finally *Kyai*, as the owener of institute and the council of teachers be agree to build vocational school. The teachers saw that it is a social needs. Because the society have knewn about the strengtheness of vocational school, where is the students will be prepared to work directly after graduating from the school.

As a new vocational school, firstly *Al-Munawwariyah Islamic Vocational School* only have one majors. That is *TKJ* or *Teknik Komputer dan Jaringan*.

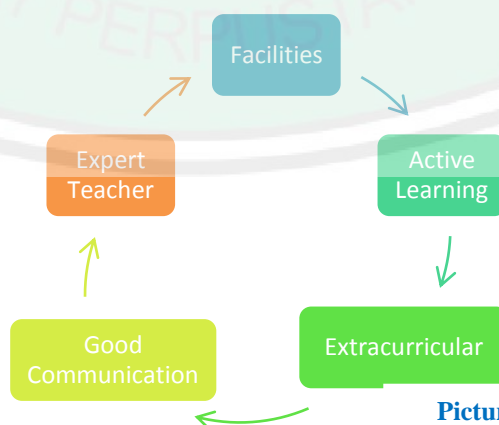
Why the teacher choice it? Because at that time students' interest prefer to

¹⁰⁵ Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

technology and computer. Although with the limitation of facilities and place, *Al-Munawwariyah Islamic Vocational School* straight do best for progression of school. As like the headmaster of *Munawwariyah Islamic Vocational School*, Mr. Khotib, said that;

“Yes, we have to keep building this school, SMK Al-Munawwariyah will not lose from other school although it is located in islamic boarding school environment. We want creating great products of vocational school. Like last year we, all teachers did study banding to a school in Jember, who also have basis as Islamic Boarding School. The school have success made home industry. This is our planning too for future.”¹⁰⁶

Always have good communication with other school where is the school one up on for the learning process and vocational school's program is one of the *Al-Munawwariyah Vocational School's* strategy. Moreover about entrepreneurship practice. *Al-Munawwariyah Vocational School* also want develop student's skill. The students can be own master and creating a produk is the expectation of *Al-Munawwariyah Vocational School*. So to get the goal *Al-Munawwariyah Vocational School* have some strategies.



Picture 4.8 Strategies of School

¹⁰⁶ Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

Based on the result of interview and observation directly with headmaster, and teachers in *Al-Munawwariyah Vocational School*, the strategies are:

First, prepare facilities for support learning process of students. Moreover the student have major in *TKJ* of course they need computer devices. But school can not push every students have own computer. So school have to supply a computer laboratory for practicing. Although, firstly *Al Munawwariyah Vocational School* have to join it with *Al-Munawwariyah Senior High School* but step by step the facilities for student's practice can be added. Then, after opened new major, that is *Tata Busana*, the facilities have been completed again. While the researcher doing observation in *Al-Munawwariyah Vocational School*, the condition of *Tata Busana* laboratory also comfortable for study. There is sewing machine, mannequin, and all sew devices is prepared in there. The classroom also is clean and neat. And some of classrooms have completed by projector.

Second, other strategy that also important is preparing the expert teachers. That mean not only teacher who good and understand about the concept well. But the teachers must have responsibility. The teacher always remind them about his/her task to the students. He/she must be focus for teaching. He/she didn't leave the class without permission or unclear information. For this policy, Mr.Khotib make a rule for the teachers. He said;

“ To observe how is skill working of teachers, especially for productive teachers. I make a rule, that is every teacher must has a hand book. And it is enough thick. In the book teachers must write his/her programs for one year in teaching. Then what are their targets. What are the success target and can not to reach. It need to

making in a note. Then this result report of learning must be reported once a month. It become an evaluation. Not only I as headmaster but also other teachers also give solution and opinions. “

“ If there is a teacher who neglected his/her task, for example like leave class, or seldom enter to the class and came late, so ofcouse I will remind him/her.” ¹⁰⁷

Talk about disciplin value in *Al-Munawwariyah Vocational School* indeed become main attention for the school. Because every activities have timing. Even *Kyai* sometimes join to controlling the presence of teacher. If there is a crowded class, *Kyai* will calling the headmaster.

“ What’s subject now? Why is the teacher not yet coming?” ¹⁰⁸

Like Mr. Khotib told.

“*Kyai* every morning like to go around the school. After he read holy *Qur’an*. *Kyai* will spare his time to see how is school condition. Then *Kyai* will ask to headmaster; Where is the teacher? Why did he/she not yet come?. This is indeed have to be corrected. Because it is sure have negative effects for students. How pitty they are ?” ¹⁰⁹

Beside that, *the third strategy* that have to do by the teachers is creating learning process be more active. Moreover with new curriculum now, the vocational students not only understand about the theory but also they have to be expert in practice. So the competence of students indeed have to always watched. Students who have good competence can be follow a competation. So it can improve their skill and experience more. In *Al-Munawwariyah Vocational School*, every student also have a note book. This note book is not a common book. Because this book consist of student’s skill note. For example,

¹⁰⁷ Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

¹⁰⁸ *Ibid..*

¹⁰⁹ *Ibid..*

the student have repair senior high school's computer in teacher office. So he/she will get plus point. From that of course students become more experienced.

The fourth strategy is always have good communication. Not only open with *Kyai* as the founder of *Al-Munawwariyah* institution, but with the teachers and students also have to good communication. So there is no misunderstanding. Realize that to build an advance school, all the member of school have to work together. Like the information from Mr. Khotib:

“We every month in date 15th, there is meeting with teachers. And all teachers and administration staff also be present. Although he or she does not have schedule for teaching, they still must some. Because it is also utilizing take salary moment, we held also meeting for evaluation about how is learning process in the class. The suggestion about a program or critical also can be said by teachers. So we between teachers not only that have same lesson or major can give suggestion each other. “¹¹⁰

He added:

“For example, we will follow robotic competition, we will sure discussion how is the technical processing, like how is student make those product, how about the fund, how is the permission from *Kyai*, it will talk together. “¹¹¹

With good communication step by step school can reach the goal. Epecially for headmaster who have main responsibility about how is the development of school. Headmaster with other teachers need to work together. Headmaster have to know what is the necessary of teachers and students. So both of them can doing learning and teaching process well. School have to be

¹¹⁰ Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

¹¹¹ *Ibid.*.

pleasant place for students. Not only place for get knowledge, but also for practice their competence. Moreover as the vocational school student have to has own skill that appropriate with his/her majors.

And fifth, added by making extracurricular program, students' skill will be increase. The extracurricular program that supported their skill are robotic and making electric lamp ornamnet for *TKJ* major, whereas making handycraft and *Hantaran Pengantin* for *Tata Busana* major. Then, from the result of those program can be sell. With utilizing special events that usually be held in the school or *Pesantren*, like *Pengajian/ Haul Pesantren*, *Temu Wali Murid*, and *Pelepasan Murid-murid*, sometimes the students of *Al-Munawwariyah Vocational School* will open *Stan Bazar*. They will show their handmade product. For boys will sell products; design of mug and t-shirt, robotic, and electric lamp ornament. Whereas girls will sell products; foods and drinks, also handycraft from *flanel* cloth for example tissu box, pencil case, picture frame, accessories souveir, etc.

Through the activities made students of *Al-Munawwariyah Vocational School* very happy and satisfied. Because they can practice business plan. Beside they can get money from that, they can show to their parents their own creativity product. So little by little the entrepreneur spirit of student will turn up. Although it is a simple practice, but it is a start for them develope their creativeness.

3. The Implementation of School Strategies for Creating Students'

Creativeness and Entrepreneurship

For implementation of the school strategies in creating bussines plan, *SMK Al-Munawwariyyah* have did many efforts. The teacher always give support to all student's activity. Either it is in main program category or not teacher will try to give facility for student. With close relation between teacher and student have had a good communication. Teacher will know what is student need. Students also will understand what is the goal of school's program. Moreover about entrepreneurship program. Aware that this program won't run if there is no effort. Entrepreneurship is not only about a theory but it is a practices in real.

Through the strategies above, how is the implementation for creating students' creativeness and entrepreneurship is explained below:

No.	Strategies	Implementation
1.	Facilities	Prepare the facilities of students need; Mosque, Class, Laboratory, Islamic Boarding Shool, Unit Usaha SMK Al Munawwariyah, office.
2.	Expert Teacher	There is traning activity for developed teachers' skill,
3.	Active Learning	Student Centered, and can building the students' spirit to study.
4.	Good Communication	Open communication between teachers, Al Munawwariyah institution, and students.
5.	Extracurricular	Develope students' competence and skill to making innovative products. The programs are:

		robotic, handycraft, and <i>Pramuka</i> .
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Table 4.1 *Implementation of School Strategies*

1) Facilities

During the observation, one of interesting buildings where is become special characteristis as the islamic vocational school, in *Al-Munawwariyah Vocational School* there is a big mosque. This mosque not only for praying but also a place for students to study. Moreover as *Pesantren Tahfidzul Qur'an*, it is very important. Then in around the school, there is also dormitory (*pondok*). The area between school and dormitory is in one place, but divided in two parts. One part is for boy area and other part is for girl area. So in the process of learning, students be divided into 2 classes (boy and girl). There is a gate that kept separate between those area.

Because of that, in *Al-Munawwariyah Vocational School* often times sharing the facilities between one level school and other. For example senior high school will join same laboratory with vocational school. But although there is the restrictiveness, the condition in there is well-ordered.

While for the teacher and administration office is sure different. The office condition also good. Although it is not very wide. But it is enough pleasant for giving student service and also as the place for teachers get meetings.

For canteen or school cooperation in *Al-Munawwariyah Vocational School* is not always open. So how is the break time culture like in common school will not happen in *Al-Munawwariyah School*. Students prefer take break time

in the class or go to their dormitory and also playing football for boys. Because in *Al-Munawwariyah School* also have enough wide field.



Picture 4.6 Unit Usaha SMK Al-Munawwariyah

While for support entrepreneur-ship skill of students, in *Al-Munawwariyah Vocational School* have has a shop that named as “*Unit Usaha SMK Al-Munawwariyah*”. This shop becomes a place for students practice business. Students can open installation, maintenance and service computer, also sell computer devices. Unfortunately the students can not always open 24hours for this shop. But usually when *prakerin* (*praktek kerja industri*) time, some studnets get task for doing practice in this shop along two months. This selection is based on the category students who have to responsibility his report about memorization *Qur'an* to *Kyai*.

2) Preparing The Expert Teacher

To developed the skill of teachers in *Al-Munawwariyah Vocational School* also have arranged teacher training. For example about workshop of 2013 *Curriculum*, IT training and doing *study banding* with other school. So,

hopefully through this activity competence of teachers will be more improved and they get up date information too.

Like the explanation from Mr. Khotib:

“ It is same with the goal of school. We want to develop the teachers' competence appropriate with personality standard. Of course how is the quality of teachers need to watch.” ¹¹²

Be aware about how is the quality of teacher get impact for students too, made Mr.Dullah, who as the entrepreneur teacher have opinion that fate of students after they graduate is responsibility of teachers.

“ The duty as a teacher is big and not easy. So it is not rarely there are many teacher that not full attention to students when teaching in the class. They only transfer knowledge. It can be called that students after they pass 75% of their failure is responsibility of the teacher, while 25% is caused by student self. “

“ In the past, there are many teachers who is not a professor but the output can become professor. But now there are many professor teacher but the output is not sure can be professor too. If we look it deeply. There is something missing. Teacher, if he or she have entered into the class so his/her attention must be 100%. He or she have to push away other business. “ ¹¹³

From the explanation above, to being expert or professional teacher is not only can be saw how is depth their understand in theoretical but also how is teacher's personality. It is become one package for being teacher.

¹¹² Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

¹¹³ Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

3) Learning Process is Active

How to building students' creativeness and entrepreneurship of course have to know more about the learning process in the classroom. During the observation, the researcher have been focus into three classes. The classes are *X-Tata Busana*, *XI-B TKJ*, and *XII TKJ*. The researcher also make some indicators to get evaluation about how is the learning process in the lesson. The result of the observation can be saw below:

First, class of *X-Tata Busana* at lesson about *Dasar Teknologi Menjahit*, with teacher *Mrs. Lelly Mustikasari, S.Pd.*

No.	Aspects of Assessment	Yes	Sometimes	No
1.	The learning media resource only use books.			√
2.	The learning media use computer / laptop / other electronic media.		√	
3.	The method of learning often use practice than speech.	√		
4.	Study place always in the class.		√	
5.	Study place always in the laboratory.		√	
6.	Ever doing outdoor activity.			√
7.	The final assessment usually with making product.	√		
8.	The learning subject strive for students become creative and active.	√		
9.	Students habitually study in group.			√
10.	There is feedback between teacher and students.	√		

Table 4.2 Learning Process Evaluation in the class of *X-Tata Busana*

From the table above, especially in *Tata Busana* class very need with creativity skill of students. Students who average is girls looked very enthusiastic doing practice for making an arm shirt pattern. Mrs. Lelly who also become the main teacher in this class was very gave attention to students's activity. She will make correction if the students doing wrong. Sometimes through video she show to students about many kinds of clothes model. With picture, and magazine too as the study resource, Mrs. Lelly wants the students be more understand and know well about fashion.¹¹⁴ She said:

“ Learn this lesson (*tata busana*) indeed have to step by step and there is a target. Through project based learning method, students will be given practices then they strive for giving solution and at last they must can making a product. moreover as vocational school student that next will be seen how is their skill. So students indeed have to be expert not only in theoritical but also in practice. “¹¹⁵

She added:

“ Moreover if it about creativity, like when student get task for design a clothes model, of course it is may not same with her friends. So the uniqueness of students' design between one another can be seen. Sometimes there are many students say that it is difficult. But then through a stimulus like pictures from magazine or browsing in internet, finally they get idea. But of couse it need a notice to be not only copy-paste of other designer. “¹¹⁶

That is become become one of the important thing that always Mrs.Lelly said to her students. Do not be less spirit to study if you meet a trouble. Always tried and tried, because the key success is not because the students is smart but she is dilligent.

¹¹⁴ Observation data

¹¹⁵ Interview with Mrs.Lelly Mustikasari, S.Pd. (Tata Busana Teacher of Al Munawwariyah Islamic Vocational School) on January 28th,2015. 10.00 WIB

¹¹⁶ *Ibid.*.

Then second class is XI-B TKJ at lesson about *Komunikasi Data*, with teacher Mrs.Maulidia Tria Septi LN, S.Kom.¹¹⁷

No.	Aspects of Assessment	Yes	Sometimes	No
1.	The learning media resource only use books.			√
2.	The learning media use computer / laptop / other electronic media.	√		
3.	The method of learning often use practice than speech.	√		
4.	Study place always in the class.		√	
5.	Study place always in the laboratory.		√	
6.	Ever doing outdoor activity.			√
7.	The final assessment usually with making product.			√
8.	The learning subject strive for students become creative and active.	√		
9.	Students habitually study in group.		√	
10.	There is feedback between teacher and students.	√		

Table 4.3 Learning Process Evaluation in the class of XI-B TKJ

Different with class of *X-Tata Busana*, in the class *XI-B TKJ* students be more focus on their *laptop*. Moreover the lesson is about *Komunikai Data*. It is little bit make them take attention more. Look the condition, sometimes Mrs. Maulidia draw a picture about how is the process of network data can be communicated. Be aware that competence of every students is different so make Mrs. Maulidia have to has learning strategy to make learning process

¹¹⁷ Observation Data

more easy. With doing discussion with other friends sometimes make them become easy to understand with the subject.

While according to Mr. Shohib, who also as the teacher of TKJ class who teach about *digital simulation (Simulasi Digital)*, he said:

“ For understanding the subject, students not only enough through oral explanation. They need to giving a figure directly. Like how is the tool, how is the colour and what is the function. They like to ask it. The enthusiasm of students showed how is big they interest and understand with the content. If there is a student seen more silent, of course we need to notice his/ her. “¹¹⁸

“ The characters of students is different, between TKJ class of boy and girl is different. If boy average they more spirit and very active. Moreover when he get task for take a part the equipment, they are very enthusiasm. While for girl, indeed they more calm. So it make teacher have to turn on the atmosphere of class. “¹¹⁹

In the TKJ class, students who have to be capable or expert in computer and information technology devices, make students have to remember all the name and function of software, hardware or electronic devices. And not all students can be expert all. There is students who is more interest in design grafis, application software or also robotic. So it sure depend about how is the students creativity utilizing the *IT knowledge* as the strengtheness for them have own skill.

Third, class of XII-TKJ at lesson about Kewirausahaan, with teacher Mr.M.Dullah, MM.

¹¹⁸ Interview with Mr.Shohibur Rohman, S.Kom. (TKJ Teacher of Al Munawwariyah Islamic Vocational School) on February 14th,2015. 10.33 WIB

¹¹⁹ Interview with Mrs.Lelly Mustikasari, S.Pd. (Tata Busana Teacher of Al Munawwariyah Islamic Vocational School) on January 28th,2015. 10.00 WIB

No.	Aspects of Assessment	Yes	Sometimes	No
1.	The learning media resource only use books.			√
2.	The learning media use computer / laptop / other electronic media.		√	
3.	The method of learning often use practice than speech.	√		
4.	Study place always in the class.		√	
5.	Study place always in the laboratory.			√
6.	Ever doing outdoor activity.			√
7.	The final assessment usually with making product.			√
8.	The learning subject strive for students become creative and active.	√		
9.	Students habitually study in group.	√		
10.	There is feedback between teacher and students.	√		

Table 4.4 *Learning Process Evaluation in the class of XII TKJ at Entrepreneurship lesson*

During doing observation in this class, students look very interest with entrepreneurship lesson. Students when at that time have discuss about marketing management look very enthusiastic. The students who divided into two group, that is boy and girl, discuss together about how is selling their product. In this class indeed, students between boy and girl still gather together. When one group standing for doing presentation, students pay attention each other.¹²⁰

First group (girl students) doing promotion about food product, that is zalacca crispy chips. Although it is not real product but it show that they have

¹²⁰ Observation Data

imagination for making a new product that is different. The creativity thinking that they show have to be appreciate. Mr. Dullah who as the entrepreneurship teacher make assessment how is students make a business planning. How is the presentation that talk about business background, planning, and customer target seen they have ready to do their business. Mr.Dullah explained:

“This is a material practice for students if they enter to marketing area. They will know about the basic. In the 12th grade, students indeed had known many entrepreneurship theories. So only need doing practices more. I make a rule for 12th grade has 75% is practice while 25% is theory. ”¹²¹

And be different with first group, the second group (boy students) choose for doing promotion about their book production. This group who be representative by Jovi, Dedi, and Aji seen very skilled become salesman. And actually *Jovi* has self business in reality. He buy some books from out shop then sell again to his friend in *pondok*.

In *Al-Munawwariyah Vocational School* some of students also have *self* business. Not only Jovi, some of students from 11th class, *Rahman and friends* also have same business like Jovi. And not only sell book they also sell clothes.

As like Mr. Dullah, entrepreneurship teacher told;

“ This is the first step for them practice their business. Although it is small I will appreciate it. I feel happy if students have motivation to do self business. Some of them like to sharing, and asking about a suggestion; How if I sell this, Sir?, How if I do this... ? They like ask the kinds of question. Because as we know they live in islamic boarding school, so we know how is their life. They can not free get permission to go out from islamic boarding school. So if they need something for

¹²¹ Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

their business planning they ask help to me to buy it. Of course I am not feel objection do that. I feel happy, because they practice about my lesson.”¹²²

“ Because actually the important thing of entrepreneurship or bussiness is practices. Not only about theories students have to understand. But through entrepreneurship practice it will be felt.”¹²³

In teaching, *Mr. Dullah* is one of favourite teacher. There are many students who become interest with entrepreneurship through Mr. Dullah. Mr. Dullah indeed become have nice method in teaching. At first meeting he usually turn on a motivated movie. The movie is about entrepreneurship spirit. through this movie students can be attract to study about entrepreneurship. And sometimes with combine with a game, Mr.Dullah also teaching to students about entrepreneurship characters.

4) Good Communication

Mr. Khotib who as the headmaster in *Al-Munawwariyah Vocational School* of course have main role about how to formed a good communication. There is discuss sharing at once a month and through teacher report, Mr.Khotib can be monitor how is the learning process. And also without forgot that school is one of educational institution in *Al-Munawwariyah Islamic Boarding School* made headmaster always be comunicated school activity to *Al-Munawwariyah Institute*. Like Mr. Khotib told:

“ The students activity in school indeed have to always be discussed together with institution. For example about how is the uniform model of vocational school’s

¹²² Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

¹²³ *Ibid.*.

student. It have to be discussed with *Kyai*. So we, vocational school teacher make a uniform model *like this*, then the sketch will give to *Ning* to be corrected. “¹²⁴

So through this process every sides, teachers, students and also institute can have good communication.

5) Extracurricular Program

As the way for completing students' competence. In *Al-Munawwariyah Vocational School* also have some extracurricular, for example: robotic, handicraft, and *Pramuka*. Through those activity students' experience can be improve, not only for skill academic but also their crativity. The evidence of this activity actually in *Al-Munawwariyah Vocational School* have created many creative products. Of course through guidance from teachers, the products handmade from the students it self.¹²⁵ The products are:

a. *Tahu Nigerin (Tahu Sehat tanpa Limbah)*

Although in this school there is no *Tata Boga* major, *Al-Munawwariyah Vocational School* have succes to make experiment with use *sari air laut (Nigerin)*. As we know tofu or *tahu* is favourit food of Indonesian, of course everybody know it. But for producting tofu usually will created waste. So see this weakness, Mr.Bashori as the past headmaster with other teacher and students make this experiment. There are many benefit of *nigerin*. Beside more friendly to environment, *nigerin* also has many nutrition. The distillation

¹²⁴ Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

¹²⁵ Observation Data

water of tofu also can be use for making *nugget*, *bakso* and other kinds of foods. But unfortunately this product can't go on. Because there is no human resource that will operated it become the obstacle.



Picture 4.10 When Promotion about Tahu Nigerin

b. Design Mug and T-Shirt

With utilising *sablon device* in the school, students of *Al-Munawwariyah Vocational School* usually also accept design order from other society. For example his/her friends, students' parents and teachers order design of mug and t-shirt. With their own modal, they operated their business. And until now it is never stop.



Picture 4.11 Students sold design mug and ornament lamp at Bazar event

c. *Handycraft*

For girls, in *Al-Munawwariyah Vocational School* have created many kinds of handycraft. As like accessories and souvenirs. And when there is special event in their school they will sell the product in *Bazar*.



Picture 4.12 *Handycraft Product of Al-Munawwariyah Vocational School*

d. *Robotic: Line Sensor*

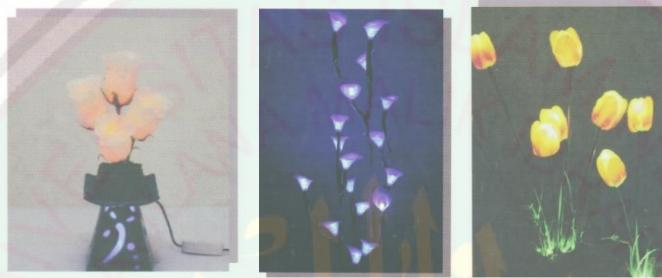


Picture 4.13 *Line Sensor Device*

This product created by students who follow robotic extracurricular. With guidance of Mr.Shohib, as the Digital Simulation teacher, students made experiment how to make a tool (robot) that can detect straight line.

e. *Electric Lamp Ornament*

This ornament is combine between handycraft's skill and also electro lesson. And they receive order to make this product. Same like other product, for promotion it school use special event (*bazar*).



Picture 4.14 *Electric Lamp Product*

f. *Static Bracelet*

When make a raft computer component, for example: RAM, CPU, VGA, etc, it is very high risk with the damage if touch it too long. So it need a tool that can make neutral the listric current. Because this background *static bracelet* appear become one of creative product in *Al-Munawwariyah Vocational School*.



Picture 4.15 *Static Bracelet*

g. *CPU with Mosque Model*

It is new product of *Al-Munawwariyah Islamic Vocational School*. be inspiring to make unique product, but still have *Islami* character, so finally they made a CPU which the chasing not square like the common shape. But it like a *Mosque*. However this product is still on process.

4. The Obstacles of School Implementation for Creating Students'

Creativeness and Entrepreneurship

As a new school *Al-Munawwariyah Islamic Vocational School* still in development process. With some limitedness *Al-Munawwariyah Vocational School* step by step do improving of school. Moreover to develop students' creativeness and entrepreneurship. Throughout seven years, since 2008 until 2015, the obstacles of school's strategies that be facing are:

a. Time Limitation

Timing for vocational school normally until 45 minutes for every lesson. In *Al-Munawwariyah Vocational School* only have 35 minutes. School start from 7. o'clock and will be finish at 1.15 pm. School can not take more time because in *Pesantren* at 3 o'clock have had activity. So, students have go home fastly, before 3 o'clock. It is very different with other vocational school that sometimes it can go home until afternoon. Such as Mr. Khotib told;

"In the general calendar of vocational school, school usually finish until 3 o'clock. But because in the islamic boarding school there is a schedule activity start to 3

o'clock, so students can not go home at 3 o'clock too, but it have less than 3 o'clock." ¹²⁶

b. Rule and Permission from *Pesantren*

Because this school is in *Pesantren* area, so every school's activities have to agreement from *Kyai*, as the chief of *Al-Munawwariyah* institute. So it have to be coordinate with *Islamic Boarding School*. If the students did not get permission so they can't. Or oftentimes there were some notes for them. So everthing is in conditional. Observe the condition, it show that in *Al-Munawwariyah* institute still subjective in leadership and unorganized well. ¹²⁷

c. Facilities

For facilities in *Al-Munawwariyah Vocational School* have to share with senior high school. For example for laboratory and class still enter senior high school area. Because *Al-Munawwariyah Vocational School* is the newest education institution in *Al-Munawwariyah*. With the lack of facilities it can influence how is the effectiveness of school activity. ¹²⁸

d. Fund

Students who came from many kinds of society layer. Moreover they can not go home along at any time. So the school have to manage the expenditure of practice necessary. For example, to do *Prakerin* or *Praktek Kerja Industri* school try to minimization of fund.

¹²⁶ Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

¹²⁷ *Ibid.*,

¹²⁸ Observation Data

5. The Solutions and Strategies to Cope With the Obstacles

Based on the obstacles *Al-Munawwariyah Islamic Vocational School* have solutions to solve it. There are:

First, about facilities, Mr.Khotib agreed with the expectation of *Kyai Maftuh Said* who told that:

“I hope in future we the process of building is never ending. At first we can build one then appear another buildings.”¹²⁹

So it means school will always continued and improved the facilities of school. where is it matching with the necessary of industry development, sciences and technology.

Second, through cooperation with government or private institution *Al Munawwariyah Islamic Vocational School* can improve not only about school program but also for students in facing the globalization challenge.

Third, creating learning process in balance. Where is students not only can be focus in school but also in *pesantren* too. School is not only as the place for students get knowledge but also for practicing their skill well. And *Islamic Boarding School* too can be completing their skill for human being as the social person also religion person.

¹²⁹ Interview with Mr.Khotibul Umam, S.Ag, S,Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

CHAPTER V

DISCUSSION OF RESEARCH

This chapter focuses on the explanation of how is *Al-Munawwariyah Islamic Vocational School's* startegy in creating creativeness and entrepreneurship. Through the theories in the literature reviews, then be compare with field data from interview, observation and documentations, the researcher can make discussion broadly. Here is the explanation.

A. The Roles of Islamic Boarding School for Creating Students' Creativeness and Entrepreneurship

Islamic Boarding School is one of institution that still become trusted by society as the institution who can educated their children about religion. It can be seen from this research. In *Al-Munawwariyah Islamic Boarding School*, the students (*santri*) although they came from far region, for example *Papua*, it can not become an obstacle for them or their parents to send their children for studying more about *Islam*. From here we know that society aware that the position of religion is very important for students life in the future.

The main task of Islamic Boarding School is to building human and Muslim become faithful and pious to *Allah SWT*. Islamic Boarding School that prepared to produce *ulama'*. And the students who have quality in belief, *Islam*, science, and

attitude be expected can building his/her self and society in around him/her.¹³⁰ But that become question now is the graduation of *Islamic Boarding School* can be compete with graduation from other school. With the competition in globalization, maybe it is impossible if *Islamic Boarding School* still doing usual system like other *Islamic Boarding School*.

Therefore to be anticipated the global competition students must has certain skill to be his/her strengtheness. *Islamic Boarding School* have to be broad the orientation of education. Like in the *Al-Munawwariyah Islamic Boarding School*, that expected the students not only become a *hafidz*, but also can give contribution to developement quality of society. How to be skilled student is the expectation for graduation of *Al-Munawwariyah Islamic Boarding School*.

The emphasizing for skill in Islamic Boarding School strive for the students can mixed up with vocational activities, like entrepreneurship. Even some of *Islamic Boarding School* has some of bussiness unit, like cooperation, minimarket, rent computer, home industry, etc. It is a learning model of entrepreneurship. Entrepreneurship practice is very important to be knewn for students. Same with the idea of *Al-Munawwariyah Islamic Boarding School* that also made a cooperation. This cooperation was prepared for the students to make them more know about entrepreneurship.

¹³⁰ Babun Suharto, *Dari Pesantren Untuk Umat: Reinventing Eksistensi Pesantren di Era Globalisasi* (Surabaya:IMTIYAZ, 2011), page.5.

Although in the practice *Al-Munawwariyah Islamic Boarding School* not all students (*santri*) become the participants. But started with some people that become aware showed that the presence of this cooperation can be effective to open student's planning in entrepreneurship practice. Through cooperation the interest of students about entrepreneurship is increase. Then it can be toward to development in manage other economic business if students have return to society.

As the first step of students is they become brave to entrust the goods in the cooperation. The students who usually ask to their parents when they visited him once a week or Mr.Dullah (as the entrepreneurship teacher) to buy the goods that will he sell. See the situation it can be know there is the role from their teacher and also *Kyai*. *Kyai* who often give motivation through his speech. *Kyai* motivated them to be succes Muslim entrepreneur. Students have to be an entrepreneur who follow personlity of Prophet Muhammad SAW. Aware that students not only need facility or theory, but with motivation from their close people moreover person who become their figure as like *Kyai*, can make students feel confident to do entrepreneurship.

As Mr. Dullah said, actually the hard thing is can influence the students become brave to take decision become an entrepreneur. Because the fear of people not only students in doing entrepreneurship is worried how if the business is failed.

So it need special way to interact students become brave to start an entrepreneurship parctice.¹³¹

Like Hennessey and Amabile proposed that, “intrinsic motivation principle of creativity” which states that intrinsic motivation is conducive to creativity and that extrinsic motivation undermines creativity. They also asserted that this intrinsic motivation is influenced greatly by situational or “state” factors. Thus, situational events in one’s environment (school) may affect one’s motivation on a task (e.g., problem solving).¹³² From the theory above, entrepreneurship has close relation with creativeness side of students. And it can not be separated.

Mr. Dullah often push the students to look the condition around him. Is there any opportunity in the *Islamic Boarding School*?¹³³ For example they aware that mostly his friend was difficult to understand about Arabic language, so like doing by Jovi, he had brave promoted the books form outside *Islamic Boarding School* to sold for his friends. Some of books also entrust to cooperation and he bring by his self. Although at first it needed review from manager of *Islamic Boarding School* but finally it was okay. Meanwhile for sell the food was not permitted. Because it avoid the students become consumerism.

¹³¹ Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

¹³² Daniel Fasko, Jr., *Education and Creativity*. International Creativity Research Journal. No.3&4 Vol. 13. Copyright 2000-2001by Lawrence Erlbaum Associates,Inc.

¹³³ Interview with Mr.M.Dullah, MM (Entrepreneurship Teacher of Al Munawwariyah Islamic Vocational School) on February 6th,2015. 13.39 WIB

According to Miss. Khoirul, there is a planning from manager of *Islamic Boarding School* that want to develop that is about calligraphy art.¹³⁴ By look the potential of some students actually they have talent to make this arabic written. As the manager of *Islamic Boarding School* hope could make an activity who can practice the creativeness of students in creating an art which has characteristic as a *santri*. In the break time or if students have spare time they can making an product. through the calligraphy art will distribute their potential. If there was an opportunity it also can be sell and it is more better. But the manager of *Islamic Boarding School* did not want it can disturb students activity in memorize *Qur'an*.

Through *Islamic Boarding School* indeed there are many role that can be developed, especially in entrepreneurship. But as Mr. Rozi said, the activity may not press the students.¹³⁵ Because the first aim of them is for studying, so the students may not forget about his main task. So how to make personality of students (*santri*) can be great Muslim will be always push by *Islamic Boarding School*. Like the characters of: honest; discipline; responsibility; simplicity; be independent and hard work; sharing and care with other; can live balance between focus in the world and hereafter, is a requirement of students personality. So in the future they will be an entrepreneur who have good mental. They not only become religious society, but they also can follow the development of era that strive for them to have great skill and also nice personality, especially for entrepreneurship. They will be better with identity as a *Muslim* entrepreneurship.

¹³⁴ Interview with Khoirul Khotimah (Islamic Boarding School guider of girl room) on February 14th, 2015. 14.15 WIB

¹³⁵ Interview with Mr. Ahmad Fahrur Rozi, S.Pd (Vice of Curriculum in Al Munawwariyah Islamic Vocational School) on May 29th, 2015. 10.17 WIB

B. The Vocational School Strategies for Creating Students' Creativeness and Entrepreneurship

From the interview and observation like the explanation in the chapter fourth about how is the school strategies in creating students' creativeness and entrepreneurship in *Al-Munawwariyah Islamic Vocational School* can be known that it have to be suitable with *Islamic Boarding School*. Because it still in islamic boarding school environment, so the education system in *Al-Munawwariyah Vocational School* be combination with *Islamic Boarding School* values. Start from facilities, rules, teachers, learning method, and student activities was became suitable with *Islamic characters*.

So to analysis how is the strategy that *Al-Munawwariyah Islamic Vocational School* structure it can be see how is the strategy can be effective for the condition of school and students. In the *Al Munawwariyah Vocational School* who has five strategies, that is: facilities, expert teacher, active learning process, good communication and extracurricular. Of course it made one with adapt the condition around of school. How is the forming of *Al Munawwariyah Vocational School's* strategy will explain below:

1) Facilities

Like the vision of *Al Munawwariyah Islamic Vocational School* where is become continuity education institution in global education network, with reputation in applied technology, have high skill and *Qur'ani* character also have innovative work ethics that support by complete facility. Of course school try to

give facilities for support students' learning process. Moreover in creating entrepreneur skill.

The requirement of facilities for entrepreneurship learning is very needed. So it have to fulfilled in optimal and anticipatory at firstly. Like according to Purwanto who said that, facility is one of instrumental input or one of factors that be creating and manipulation is curriculum or subjects of learning, teacher, and facilities also management of the school. In the whole system so instrumental input is very important in performance of output. Because it influences how is the process of learning and teaching process of students.¹³⁶ And in *Al Munawwariyah Islamic Vocational School* have made the priority of this object as the first strategy.

2) Expert Teacher

In the school role of teachers is very important for students' learning process. How is the quality of teacher, for example about the positive attitude of teacher and understanding well about the lesson subject. A teacher becomes the main model of school. Like Mr. Khotib said that teacher is holding important role how is the success of students.¹³⁷ Moreover in implementation of entrepreneurship, teacher not only become parents of student in the school but also can be friend, guider, and consultant. So how is the figure of expert teacher of course not only see how is the way of his/her style in teaching but also about their responsibility become a teacher.

¹³⁶ Barnawi dan Mohammad Arifin, *Mengelolah Sekolah Berbasis Entrepreneurship* (Jogyakarta: Ar-Ruzz Media, 2012), page.51

¹³⁷ Interview with Mr.Khotibul Umam, S.Ag, S.Kom. (Headmaster of Al Munawwariyah Islamic Vocational School) on February 11th,2015. 11.24 WIB

3) Active Learning Process

Active learning process is a learning that focus to *student centered*. To study about entrepreneurship it will not be effective if be dominated by teacher or *teacher centered*. Students have to be actived by teacher, the key must be hold by teacher that is; there is activity that be created to do by students for example to *minds-on* and *hands-on*. Teacher only as the facilitator. The differences between *student centered* and *teacher centered* is : ¹³⁸

Learning of Teacher Centered	Learning of Student Centered
<ul style="list-style-type: none"> • Teacher always speech in front of class. • Teacher determine the subject that will learned and use own strategy style to give the information 	<ul style="list-style-type: none"> • Teacher facilitated students to rememmer, think, saying, and doing something. • The learning focus is to students • Students become active in studying. • Student controlling the learning process and creating own creativity. • Learning is interactive

Table 5.1 *The Differences between Learning of Teacher Centered and Student Centered*

To catch the goal in creating creativeness and entrepreneurship, in *Al-Munawwariyah Islamic Vocational School* moreover for Mr.Khotib as the headmaster, have knewn well that the creativeness will not appear without an encouragement of teacher. How is the teacher can know the students' competence of course it through meeting in the class. But it may not only one way communication. But it must have feedback too. There is good interaction between

¹³⁸ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.67-68.

both and also added by unique learning media, it will make students can feel enjoy to studying.

4) Good Communication

According to *Tim Konsultan SMU*, to improving the effectiveness of school can doing this step, that is: open communication; take decision together; pay attention to teacher's and student's necessary; cohesiveness between school and society.¹³⁹

From theory above one of characters of effectiveness school is open communication. While in the fourth strategy is good communication. Good communication refers to open communication. Through good communication between school and *Al-Munawwariyah Islamic Boarding School* is very important. Because school is still under leadership of *Al-Munawwariyah institution*. So it have appropriate that good communication is become of one main strategy in this school.

5) Extracurricular

Beside in creating creativeness and entrepreneurship as the main goal of the school, so it have to make a special activity which is it focused to developing students' skill. In *Al-Munawwariyah Islamic Vocational School*, although it become a new school and still have some extracurricular but step by step it started building integration with entrepreneurship and creativeness.

Extracurricular activity is education activity where is outside of lesson subject and counseling. But it has goal to help developing of students appropriate with

¹³⁹ Barnawi dan Mohammad Arifin, *Mengelola Sekolah Berbasis Entrepreneurship* (Jogyakarta:Ar-Ruzz Media, 2013), page.41.

talent, interest, and potential of students. It also influenced how is the growth of students' independent.¹⁴⁰ For example that be done in *Al-Munawwariyah Islamic Vocational School*, who has extracurricular in robotic, handycraft, and *pramuka*.

C. The Implementation of School Strategies for Creating Students'

Creativeness and Entrepreneurship

How is the implementation of school strategies for creating students' creativeness and entrepreneurship in *Al-Munawwariyah Islamic Vocational School* can be seen on how is far the strategies can success to carried out.

In facilities, *Al-Munawwariyah Islamic Vocational School* have improved and prepare the facilities appropriate with students' necessary. It is like: mosque, class, laboratory, *Islamic Boarding School*, *Unit Usaha SMK-Al Munawwariyah*, office, etc. Through those facilities school have been using it well. Although still there is lack of facility but school have looked for about the solution. How to make the learning and teaching process did not disturb is become their priority. For example when computer laboratory still use by students of senior high school, but some of vocational students will make a design of mug , then teacher allow them to use computer in the teacher's office.

For expert teacher, *Al-Munawwariyah Islamic Vocational School* also have done like teacher training, for example how to make good RPP, learning media or ICT training, doing *study banding*, and always there is evaluation about the perfomance of teacher every once a month. Through this activity, competence of

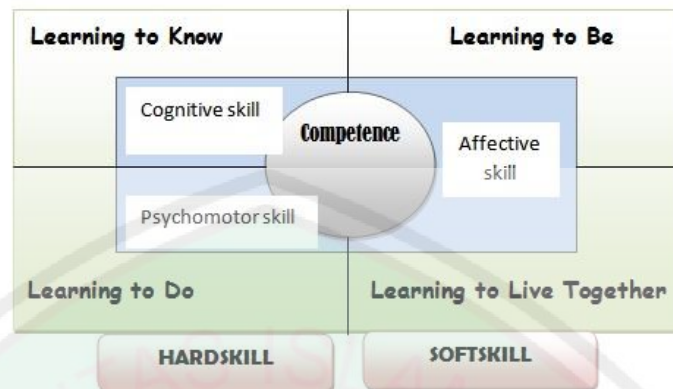
¹⁴⁰ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.63.

teacher should be developed. Because not only students who have to always study, but teacher too. Teacher has to improve their competence not only for knowledge but also for skill. Moreover for teachers of productive lesson, they can integrate their subject with entrepreneurship. So, he/ she has to make a learning who not only focus on attainment of passing standard/ *standar kelulusan*. But also how to make contextual their major/skill to be a business.

While in active learning practice, especially for productive class, *Al-Munawwariyah Islamic Vocational School* hope students can create something. Through the focus of learning process is student centered, teacher can build the students' spirit to study. So the students not only can get theories (cognitive skill) but also in action (psychomotor skill). From the two kinds of skill furthermore students can get affective skill too. The three skill is the basic competence goal of education and also can be integrated in every lesson not except for entrepreneurship to.

The support of success entrepreneur be influenced by *hardskill* and *softskill*. According to the research in Harvard University of United States, actually the success of someone did not determine by knowledge and technique skill (*hardskill*) but also about competence to manage their self and other people (*softskill*).¹⁴¹

¹⁴¹ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.100.



Picture 5.1 *Hardskill and Softskill*

From the picture above we can see how is factors of the hardskill and softskill can improving entrepreneurship skill. And through active learning too, creativeness can be appear. Teacher who can made interesting learning indeed can build a creativeness. The creativeness who can supporting the entrepreneurship become one package of students' competence to be wellbeing.

Mihalyi Csikszentmihalyi and Rustin Wolfe envisioned the creative process as three parts of a system. The first part was knowledge of the rules and procedures of the domain. The second part involved knowing the professionals of the domain and their views on what is acceptable. The third part addressed the ability of an individual to produce a unique, valued contribution for the domain accepted by professionals in the field.¹⁴²

Like learning method of Mr.Dullah who as the entrepreneurship teacher, he have success made an interesting learning process. He can make students not only understand about the theory, but also he can invite students to do entrepreneurship

¹⁴² Jose G.Gomez, *What Do We Know About Creativity?*. An Online Journal Devoted to Teaching Excellence. No. 1 Vol. 7. 2007 31-34.page.7.

practice in his life. Beside that other teachers of productive lesson also can be be categorised in active learning process. Through not monotonous learning media can appear creative idea of students. It show that creativeness is not only a talent but it can be educated by teacher. Foster creativity by buying low and selling high in the world of ideas.¹⁴³ So, that become main point of teaching process of teacher is how to make interesting method in learning process. And how to build curiosity of student so they will aware with the condition of environmnet in around them. From here, we know that active learning process is about maximising students's learning potential through good teaching and proper application of evidence about how student develop and learn and also how teachers most effectively teach.¹⁴⁴

Meanwhile good communication in *Al-Munawwariyah Islamic Vocational School* is very needed. Because *Al-Munawwariyah Islamic Vocational School* did not walk alone. It is under monitoring of *Al-Munawwariyah institution*. So about regulation and policy have to be communicated well with *Islamic Boarding School*. It is important. Because there is a open and transparent communication of the people who have role in the school can give positive effect. So the school can created a strong base for support the development of school.

And the last strategy for extracurricular in *Al-Munawwariyah Islamic Vocational School* have success in implementing. Some of unique product showed that teachers have optimized the students' potential. To drew idea of

¹⁴³ Robert J. Sternberg and Wendy M. Williams, *Introduction: Theory of Creativity* (<http://www.ascd.org/publications/books/196073/chapters/introduction@-theory-of-creativity.aspx>, be access at June 13th 2015 on 09.36 wib)

¹⁴⁴ Ros McLellan, dkk., *The Impact of Creative Initiatives on Wellbeing*. A literature Review: Creativity, Culture and Education Series. June 2012.

students can appear, teacher usually invite the students to observe their environment. What is potential that can be improve. And also not forgot about what is their major in his/her class, entrepreneurship not only become a lesson but also as the extracurricular. Through robotic, handycraft and *pramuka*, students can also doing two kinds of activity. They not only get theory about three of them (extracurriculars), but also they also can doing entrepreneurship practice. For example product of robotic and also handycraft can be sell. So from here student can improving their skill. Because focus of extracurricular is activity that can develop students' creativeness.

D. The Obstacles of School Implementation for Creating Students' Creativeness and Entrepreneurship

James L. Adams have identify the obstacle of creativity in classification forms as follow: ¹⁴⁵

Kinds of the obstacles	Example
Obstacle of perception	<ul style="list-style-type: none"> • Pola of stereotype thinking • Constrained the problems in excessive • Too much or less information
Obstacle of emotion	<ul style="list-style-type: none"> • Be afraid take the risk • Not like indeterminacy • Prefer to assess than created an idea • Regard trifling the problem • Hurry to finishing the problem
Obstacle of culture	<ul style="list-style-type: none"> • Culture obstruct the accumulation of idea
Obstacle of environment	<ul style="list-style-type: none"> • Less support of facilities and tool
Obstacle of intellectual	<ul style="list-style-type: none"> • Too much use logic

¹⁴⁵ Barnawi dan Mohammad Arifin, *Schoolpreneurship: Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogyakarta:Ar-Ruzz Media, 2012), page.37-38.

	<ul style="list-style-type: none"> • Reluctant to use intuition • Use experience or old way that the result not proved effective
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Picture 5.2 *The Obstacles of Creativeness*

Through observation this research found that in *Al-Munawwariyah Islamic Vocational School* have some obstacles in creating students' creativeness and entrepreneurship. And compare with theory above the explanation of the obstacles in *Al-Munawwariyah Islamic Vocational School* are :

a. Time Limitation

In *Al-Munawwariyah Islamic Vocational School* time schedule of every lessons is not same with other vocational school. Because school have to divide timing of school activity with activities in *Islamic Boarding School*. But this lack should not become obstacle of this school. As Mr.Rozi explain that actually time limitation may not become our obstacle in improving quality of school. But we as teacher should use time in effectively.¹⁴⁶ The quality of school can not compare through how long the students get study in school. But how is school become enjoy place for student to study. And they become understand well with the concept.

While in other hand, students who is also become *santri* in the *Islamic Boarding School* mostly he/she felt difficult to divide time for study. Between them felt confuse how to make priority in their schedule. So when they get so many task in the school most of them will not sleep, and finally in the school they

¹⁴⁶ Interview with Mr.Ahmad Fahrur Rozi, S.Pd (Vice of Curriculum in Al Munawwariyah Islamic Vocational School) on May 29th,2015. 10.17 WIB

will be sleepy. This is one of common phenomena in the school who based on *Islamic Boarding School*. From here, not only teacher but also manager of *Islamic Boarding School* must pay attention about students activity. It need to arrange the time well.

b. Rule and Permission

Similarity with time limitation, rule and permission is one of obstacle in culture of students. There is stiff rule in *Islamic Boarding School* apparently influence for school activity. In *Islamic Boarding School* who has become common sense about *Kyai* who is become central figure, otoritatif, and the central of all policy and change.¹⁴⁷ So if *Kyai* said *no* so the student will not do. Talk about this system, it is can not easy to change.

But to play the role of *Islamic Boarding School* as the provider qualified human resources so *Islamic Boarding School* have to renewed the model of education. Because *Islamic Boarding School* who based on classic or conventional system will not enough to help in improving quality of students. That is students who have good competence in science of religion, general science/knowledge and also in technology. Whereas the three competences is can not forget in globalization right now. So the integration model of education institution between formal and informal school like in *Islamic Boarding School* is the answer. However in the practice the position of *Kyai* is still dominant.

¹⁴⁷ Mastuki HS, dkk, *Manajemen Pondok Pesantren* (Jakarta:Diva Pustaka, 2003), page.14.

c. Facility

Thursan Hakim said that “the building condition of school and campus as the place for learning and teaching process have influence to student success. To reach the achievement of study maximize so it need complete study facility. Complete facility can make easier, accelerate, and deepen the meaning of learning process.”¹⁴⁸ Although the facility is not everything, because that very important is human resources (teacher), but also the facility have to be built and not be looked “one half eyes”. So it is important because the facility is non social factor that also support the process and the result of study. Moreover in creating creativeness. As the one of obstacles in environment.

In the *Al-Munawwariyah Islamic Vocational School* facility have to devide with students of senior high school. So it can influence how is the effectiveness of school activity. Moreover the students live in the *Islamic Boarding School*, where is they can not be easy to know information from outside. But so far the researcher doing observation the students used well the *wirreless connection* in their school. The role of teacher as the educator also is very important. Although they get limitation in facilities if the teacher can give contribution to close the weakness. So it will not make big effects. The teacher can be facilitator through good interaction in learning and teaching process.

¹⁴⁸ Barnawi dan Mohammad Arifin, *Mengelolah Sekolah Berbasis Entrepreneurship* (Jogyakarta: Ar-Ruzz Media, 2012), page.5.

d. Fund

Aware that students of *Al-Munawwariyah Vocational School* is came many kinds of society layer. So school have to minimazing the expenditure of students. *Al-Munawwariyah Vocational School* straight to creating cooperation with other institution and industries. Because fund is may not become big problem that cutting the studnets can doing learning process.

Education process, especially to creating entrepreneurship, is a program that need support from many people. This program is impossible only create from school. There is cooperation with society especially was very needed. Because at the future they are indeed prepared enter to society.

And government as one of stakeholder is important in implementation of education process and learning. Government has responsibility and obligation in doing education process. Because it concerned with effort improving the quality of human resources as actor of the building nation and country.

The countribution from business and industry in development vocatioal school is also have to improving. Because there is no cooperation between education with business and industry also social organization can be an obstacle in creating entrepreneurship experience. So the school have to make work relation for practicing students skill. Moreover as the vocational school students, it is very influence for their competence. How many experience that students get a long study will influence how is their compentece to facing working challenge.

CHAPTER VI

CONCLUSION

A. Conclusion

Entrepreneurship is a complex subject because in it there are a mixture of various subject ranging from economic, management, art, social, skill, information and technology, to even religion. So through this research it has been founded that entrepreneurship was taught in an integrative way as it has been practiced in *Al-Munawwariyyah Vocational School*. To briefly summarize this research finding, it can be concluded as the following:

First, *Al Munawwariyah Islamic Vocational School* is an example of school that integrate their school system with the Islamic Boarding School. This is interesting because people mostly understand that Islamic boarding school is only an informal education institution that focuses on how to produce a religion figure or *ulama*. But through this research it can be seen that *Al Munawwariyah* has made an innovation in their education system by creating entrepreneurship spirit for the students. Based on their awareness on the importance of quality human resources, *Al Munawwariyah Islamic Boarding School* tries to create *santri* who also have entrepreneurship skill. This is especially done through cooperation and motivation from *Kyai*. The students (*santri*) also learn and are shaped to have *Qur'ani characters* as Muslim entrepreneur such as honesty, responsibility, discipline, independency and hardworking, empathy, simplicity, and balanced- life.

Second, *Al Munawwariyah Islamic Vocational School* in creating students' creativeness and entrepreneurship have five strategies. The strategies are: developing school facilities, expert teacher, active learning process, good communication, and extracurricular activities as the main students activity for developing students' creativeness and entrepreneurship.

Third, in the implementation process in creating students' creativeness and entrepreneurship *SMK Al-Munawwariyyah* has planning strategies to translate those five strategies into a real actions. For their facility, the school prepares the facility and toolsthat are appropriate with students' need while for the expert teacher, school often holds training activities for upgrading teacher' competence. In the active learning process teachers have to do student centered-teaching whereas for good communication, school runs in an open communication between *Al- Munawwariyah institution*, teacher and the student. And for extracurricular activities, students have created not only common activities but also it can be integrated with entrepreneurship practices and it is focused to develop students' creativeness.

Forth,the obstacles faced by *Al-Munawwariyah Vocational School* in creating the strategies to build students' creativeness and entrepreneurship are varied. They are time limitation, rule and permission of islamic boarding school, lack of facilities, and also fund and finance. All these problems take place mainly because *Al-Munawwariyah Vocational School* is not merely a common formal vocational school. *Al-Munawwariyyah Vocational School* has to blend their system because beside as a formal vocational school they are

also an Islamic boarding school. So mixing two characteristics that is quite different is not an easy task and it need innovation and thoughts. In this case *Al-Munawwariyah* would not only create a quranic students but also a professional students. Beside that *Al-Munawwariyyah* put also their main concern in creating their students' creativeness and enterpreaunership.

B. Recommendation

Al Munawwariyah Islamic Vocational School is one of vocational schools that has good vision and mission. By integrating formal and informal school system al-Munawwariyah vocational school can be alternative choice for students who want to understand the religion and formal knowledges and sciences. It is a natural that the research is never a complete work therefore improvement and revision is a logical thing in the process of this perfection. The recommendation therefore for this study:

1. It is recommended that al-Munawwariyyah needs to build a broad relation with other institution. It is useful not only to develop their facilities but also to open entrepreneurship practices for students.
2. Facility for displaying the vocational products have to be ordered well. Because when the researcher conducted the observation, the tools and products of students are not in a good arrangement.
3. Open the business opportunity for the graduates who still serve in Islamic Boarding School. In Al Munawwariyah Islamic Boarding School, there are

actually many senior students who should become active in entrepreneurship practices instead of just busy in cooperation of Islamic Boarding School.



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APPENDIX 1



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Title of Thesis : **Strategies in Creating Students' Creativeness and Entrepreneurship at SMK Al-Munawwariyyah Bululawang, Malang**

Date of Consultation	Consultation Material	Signature
December 12 th , 2014	Proposal Revision	
March 21 th , 2015	Chapter I	
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APPENDIX 11

PHOTOS OF FACILITIES, INFRASTRUCTURE AND STUDENT ACTIVITIES OF SMK AL-MUNAWWARIYAH

A. Facilities and Infrastructure



Condition of *SMK Al-Munawwariyah*



Class Buildings



Parking Lot



In Front of Class



Laboratory of *Tata Busana*



Laboratory of Computer

B. Islamic Boarding School



Mosque



Islamic Boarding School Building



Dormitory of Hafidz Students



Students (*Santri*) Before go to the mosque



Pesantren Putri Places

C. Student Activities



Room of Students Organization



When in Learning Process



At Languages Laboratory



Doing Practices at Laboratory



Ceremony in the Monday



Students doing preparation CPU examination

D. Teacher Training



Introduction about *Kurikulum 2013*



IT Learning Media Training



Training about input score data



Explanation about *RPP (KI, KD, indicators, etc)*

APPENDIX 12

PHOTOS OF RESEARCH DOCUMENTATION





Interviewed with Mr.Dullah, the entrepreneurship teacher



With Mrs. Maulidia, as the teacher of *Komunikasi Data*



Interviewed with Mr.Khotibul Umam, as the headmaster of *SMK Al-Munawwariyyah Bululawang, Malang*



Observation in *Tata Busana Class*

APPENDIX 13

DATA COLLECTING AND INSTRUMENTS OF RESEARCH

A. Pertanyaan untuk Kepala Sekolah

1. Menurut Bapak apa keunggulan dari sekolah SMK itu?
2. Bagaimanakah kebijakan sekolah untuk mengembangkan keahlian siswa? Adakah program dari sekolah khususnya mengenai kewirausahaan (untuk membuat *economic product*)?
3. Apakah kendala yang sering kali dihadapi oleh pihak sekolah dalam menerapkan program yang telah direncanakan? (*What is the weakness?*)
4. Menurut Bapak apakah *economic product* itu? Contoh produk yang pernah dibuat oleh siswa/sekolah?
5. Bagaimanakah sistem kurikulum yang diterapkan di sekolah ini? Apakah tetap mengikuti Kurikulum 2013?
6. Cara mengajar guru berpengaruh terhadap bagaimana hasil belajar siswa, jadi apakah Bapak menyarankan kiat-kiat khusus pada para Bapak/Ibu guru tentang bagaimana interaksi dengan siswa di kelas?
7. Menurut Bapak bagaimanakah metode pembelajaran yang kreatif itu?
8. Bagaimana cara menciptakan kreativitas para siswa SMK yang mana *goal*-nya itu lebih siap kerja?
9. Menurut Bapak apakah karakter “kreatif” bagi tiap siswa itu penting untuk dimiliki?
10. Apa saja fasilitas yang disediakan oleh sekolah untuk mendukung proses pembelajaran siswa? Adakah fasilitas dari sekolah yang sedang dalam proses dikembangkan?
11. Kegiatan-kegiatan sekolah apa sajakah yang mendukung keahlian mereka? (misalnya: ekstrakurikuler apa sajakah yang ada di sekolah) – *What is the achievement ?--*

12. Sekolah sebagai sebuah tempat bagi siswa yang tak hanya untuk menuntut ilmu tetapi juga untuk mengasah *skill* mereka, jadi bisa dikatakan guru memiliki tanggung jawab untuk hal tersebut. Namun jika kita melihat kenyataan yang ada, banyak lulusan SMA/SMK yang jadi pengangguran. Bagaimanakah menurut Bapak melihat fenomena tersebut? (*What is the solution?*)
13. Bagaimanakah *planning* yang sudah dipersiapkan oleh sekolah untuk para siswa ke depannya sebagai lulusan sekolah SMK, khususnya sebagai sebuah sekolah SMK yang berbasis Pesantren? Apakah ada perbedaan prinsip/ goal yang ingin dicapai antara pihak guru-guru SMK dengan pengurus Pondok Pesantren?

B. Pertanyaan untuk Guru

1. Menurut Bapak/Ibu apa keunggulan dari sekolah SMK itu?
2. Bagaimana cara menciptakan kreativitas para siswa SMK yang mana *goal*-nya itu lebih siap kerja?
3. Menurut Bapak apakah karakter “kreatif” bagi tiap siswa itu penting untuk dimiliki? Dan sebagai guru apakah bisa menumbuhkan karakter kreatif ini pada diri siswa?
4. Bagaimanakah metode pembelajaran yang Bapak/Ibu terapkan dalam mengenalkan mata pelajaran (kewirausahaan/ Jaringan Komputer/ Multimedia/Tata Busana, dll) pada para siswa?
5. Apakah Bapak/Ibu menerapkan *Kurikulum 2013* ?
6. Apa saja standar kompetensi yang harus para siswa kuasai dari mata pelajaran ini?
7. Dari mata pelajaran ini apakah siswa bisa membuat sebuah *economic product*?
8. Bagaimanakah respon para siswa?
9. Cara belajar yang seperti apakah yang menarik para siswa?

10. Menurut Bapak bagaimanakah metode pembelajaran yang kreatif itu?
11. Adakah kendala yang Bapak/Ibu guru hadapi selama mengajar?
12. Adakah peraturan/ *rule* khusus yang Bapak/Ibu buat bersama dengan kesepakatan siswa?
13. Tiap siswa itu memiliki karakter yang berbeda-beda bagaimana cara Bapak/Ibu menarik perhatian mereka?
14. Apakah siswa pernah mengikuti suatu perlombaan untuk mata pelajaran ini?
15. Sekolah sebagai sebuah tempat bagi siswa yang tak hanya untuk menuntut ilmu tetapi juga untuk mengasah *skill* mereka, jadi bisa dikatakan guru memiliki tanggung jawab untuk hal tersebut. Namun jika kita melihat kenyataan yang ada, banyak lulusan SMA/SMK yang jadi pengangguran. Bagaimanakah menurut Bapak/Ibu melihat fenomena tersebut? (*What is the solution?*)
16. Apa harapan kedepan yang Bapak/Ibu inginkan pada para siswa di sini (*as* siswa SMK yang berbasis pondok)?

C. Pertanyaan untuk Pengurus Pondok Pesantren

1. Bagaimanakah proses pembelajaran yang ada di Pondok Pesantren?
2. Bagaimanakah kegiatan siswa (santri) yang ada di Pondok Pesantren?
(Bagaimanakah kegiatan rutin dan interaksi para siswa dengan guru (ustadz/ustadzah))
3. Bagaimanakah prestasi yang pernah di dapatkan oleh para santri?
4. Sebagai sebuah SMK yang berbasis Pesantren, hal apakah sajakah yang membuat siswa di sini berbeda?
5. Apabila dilihat *goal* SMK itu lebih mengarahkan siswa untuk mendidik siswa lebih siap kerja sedangkan tujuan Pesantren lebih menciptakan

bagaimana karakter para santri lebih religius. Jadi apakah ada kendala untuk menyeimbangkan dua tujuan yang berbeda tersebut?

6. Kegiatan di pondok Pesantren ini juga sudah lumayan padat, jadi bagaimanakah pengurus pondok membuat para siswa (yang juga berstatus sebagai *santri*) ini merasa nyaman untuk belajar? (Apa saja peraturan yang ada di Pondok Pesantren?)
7. Di masa sekarang ini, yang semuanya serba modern, kadangkala anggapan para masyarakat mengenai pondok pesantren itu mengatakan kurang maju, Bagaimanakah menurut Bapak/Ibu menanggapi rumor yang demikian?
8. Pengaruh sebuah lingkungan belajar bagi perkembangan siswa itu saling berkaitan, jadi jika melihat para siswa di sini yang berada di sebuah lingkungan Pondok Pesantren, apakah hal tersebut menunjang proses belajar mereka ataukah membuat siswa bingung untuk memprioritaskan yang mana?
9. Menurut Bapak/Ibu apakah karakter “kreatif” bagi tiap siswa itu penting untuk dimiliki apalagi sebagai siswa SMK yang menuntut akan keterampilan/ *skill* ?
10. Sebagai guru apakah bisa menumbuhkan karakter kreatif ini pada diri siswa?
11. Adakah kajian Islam yang membahas lebih khusus akan jiwa “kreatif” ini?
12. Karakter apa yang mendukung para siswa untuk menghadapi tantangan dunia ke depannya, apalagi sebagai seorang Muslim?
13. Sekolah sebagai sebuah tempat bagi siswa yang tak hanya untuk menuntut ilmu tetapi juga untuk mengasah *skill* mereka, jadi bisa dikatakan guru memiliki tanggung jawab untuk hal tersebut. Namun jika kita melihat kenyataan yang ada, banyak lulusan SMA/SMK yang jadi pengangguran. Bagaimanakah menurut Bapak/Ibu melihat fenomena tersebut?

D. Indikator Penilaian Metode Pembelajaran yang Ada di Kelas (Observasi)

Nama Guru :

Mata Pelajaran :

Kelas :

No.	Aspek Penilaian	Ya	Kadang-kadang	Tidak
1.	Sumber media pembelajaran yang digunakan hanya ada buku.			
2.	Media pembelajaran menggunakan komputer/laptop/ alat elektronik lain .			
3.	Metode pembelajarannyalebih banyak praktik daripada ceramah.			
4.	Tempat belajar selalu di kelas.			
5.	Tempat belajar dilaksanakan di laboratorium.			
6.	Pernah melaksanakan <i>outdoor activity</i> .			
7.	Penilaian akhir mata pelajaran biasanya selalu dengan tugas membuat produk .			
8.	Pembelajaran materi menuntut siswa untuk bisa lebih kreatif dan aktif.			
9.	Siswa terbiasa dengan belajar secara berkelompok.			
10.	Ada interaksi (<i>feedback</i>) antara guru dengan siswa.			

E. PERTANYAAN UNTUK SISWA

Data Pribadi

Nama :

Kelas / Jurusan :

No.	Pertanyaan	Jawaban / Alasan
1.	Kenapa anda memilih melanjutkan sekolah ke SMK daripada SMA?	
2.	Jurusan apa yang anda ambil? Kenapa anda memilih jurusan tersebut?	
3.	Apakah yang anda ketahui tentang jurusan yang anda pilih tersebut?	
4.	Apakah anda menganggap sulit mata pelajaran yang ada di jurusan kelas anda ? Jika ada, mata pelajaran apakah itu?	
5.	Apa yang anda lakukan untuk mengatasi kesulitan belajar anda di mata pelajaran tertentu?	
6.	Metode belajar yang seperti apa yang anda sukai ? Praktek atau ceramah?	
7.	Sebagai siswa SMK, anda dituntut bisa membuat suatu produk tertentu yang sesuai dengan keahlian di jurusan anda. Produk apakah yang ingin anda ciptakan ke depannya?	
8.	Apakah anda menyukai mata	

	pelajaran kewirausahaan? Kemukakan alasan anda?	
9.	Apa yang anda ketahui tentang produk yang ekonomis itu?	
10.	Menurut anda apakah setiap orang itu bisa menjadi seorang wirausahawan? Dan bagaimanakah seorang wirausahawan yang baik itu?	
11.	Menurut anda apakah setiap orang itu memiliki jiwa kreatif ? Lengkapilah pernyataan anda dengan opini yang anda miliki.	
12.	Apakah cita-cita yang anda miliki kedepannya?	
13.	Sesuai yang anda ketahui sekolah anda ini termasuk sekolah Islam, yaitu SMK berbasis Pesantren. Kenapa anda memilih sekolah ini?	
14.	Bagaimanakah menurut anda selama tinggal di pondok Pesantren?	
15.	Apakah anda sulit membagi waktu antara kegiatan di pondok Pesantren dengan kegiatan yang ada di sekolah? Bagaimanakah cara anda membagi waktu?	
16.	Menurut anda apakah kelebihan yang anda miliki sebagai seorang siswa SMK yang sekolahnya berbasis Pesantren?	
17.	Sebagai lulusan SMK apa yang	

	<p>akan anda lakukan ke depannya?</p> <p><i>Kerja/ Kuliah/ atau yang lain?</i></p> <p>Kenapa memilih itu?</p>	
18.	Sebagai lulusan SMK, keterampilan apa yang sudah anda persiapkan untuk memasuki dunia kerja?	
19.	Apakah keterampilan bahasa asing juga menjadi salah satu kelebihan yang ingin anda kuasai? Bahasa apa yang ingin anda kuasai? Apakah ada kendalanya?	
20.	Jika nanti kedepannya anda tidak bisa meraih target yang anda buat, apa yang akan anda lakukan?	

F. INDIKATOR OBSERVASI SEKOLAH

NO.	INDIKATOR	KETERANGAN
1.	Fasilitas (keadaan kelas, bangunan, laboratorium, Masjid, Pesantren, kantor,kanten, koperasi dll)	
2.	Proses pembelajaran	
3.	Peraturan Sekolah (tata tertib)	
4.	Sosial interaksi (antara kepala sekolah, guru, siswa dan pengurus <i>pesantren</i>)	
5.	Efektifitas waktu belajar	
6.	Kegiatan pendukung siswa (ektrakurikuler)	
7.	Budaya Sekolah	
8.	Minat Kewirausahaan siswa	

APPENDIX 14

TRANSCRIPT OF INTERVIEW RESULT AT THE CHAPTER FOURTH

1) Pak Khotib

“Dengan adanya pondok ini memang menjadi sebuah kelebihan tersendiri bagi kita, sebagai sebuah SMK yang berbasis pondok. Kita yang sebagai guru-guru SMK membekali murid-murid dengan ilmu teknologinya, sedangkan pondok akan mendidik anak-anak mengenai akhlak dan bagaimana cara mengaji yang baik dan benar. Sehingga kedepannya anak-anak tidak akan buta jalannya. Tidak akan lupa Al-Qur'an dan Islam. Karakter Islami anak-anak ini di dapat dari pondok sedangkan sekolah *include* di dalamnya. Jadi antara IPTEK dan IMTAQ bisa sejalan. “

“Ya, kita terus berupaya agar SMK Al-Munawariyah ini tak kalah dengan sekolah-sekolah lainnya meskipun berada di lingkungan pondok. Kita ingin bisa melahirkan produk-produk unggulan SMK. Seperti pada tahun lalu kita beserta rombongan guru melakukan study banding ke sebuah sekolah di Jember yang juga SMK berbasis Pondok Pesantren. Namun sekolah itu sudah mampu memiliki home industry sendiri. Inilah harapan ke depannya untuk sekolah kami. ”

“Untuk memantau bagaimana kinerja para guru-guru di sini, khususnya yang guru produktif ini -mbak. Saya membuat aturan, yaitu setiap guru harus memiliki sebuah buku pegangan sendiri-sendiri yang ya lumayan tebal. Di dalam buku tersebut guru-guru harus menuliskan program-program apa saja yang akan dibuat selama 1 tahun mengajar. Kemudian apa saja target-target yang sudah tercapai dan belum tercapai itu juga perlu dibuatkan sebuah catatan. Kemudian hasil laporan pembelajaran ini dilaporkan setiap bulan untuk menjadi sebuah bahan evaluasi bersama-sama. Tak hanya saya sebagai kepala sekolah, tetapi guru-guru yang lain juga akan ikut memberikan solusi apabila ada permasalahan yang terjadi. ”

“Apabila ada guru yang suka melalaikan tugasnya, yang suka izin meninggalkan kelas, atau jarang masuk kelas dan datangnya terlambat, maka tentunya saya tegur.”

“Kyai itu memang setiap pagi suka keliling sekolah. Setelah ngaos atau ngaji itu Kyai pasti akan meluangkan waktunya untuk melihat kondisi sekolah. Kemudian Kyai langsung memanggil kepala sekolah, -mbak. Ini kemana gurunya? Kenapa telat datangnya. Hal inilah yang memang harus terus diperbaiki. Karena nanti yang dirugikan adalah siswa. Kasian anak-anak.”

“Kami tiap bulan di tanggal 15 itu selalu ada rapat bersama guru-guru. Dan semua guru dan staff TU juga harus hadir. Meskipun guru itu tak ada jam mengajar, maka tetap harus hadir. Karena sekaligus memanfaatkan moment ambil gaji, maka kita adakan juga evaluasi dan rapat mengenai bagaimana perkembangan proses belajar mengajar di kelas. Usulan atas program atau saran dan kritik juga biasanya di sampaikan oleh guru-guru. Sehingga kita antar guru tak hanya yang sesama mata pelajaran tetapi juga semuanya bisa saling memberikan usul.”

“Misalkan, kita akan mengikuti perlombaan robotic, kita pasti akan mendiskusikan bagaimana teknis pengerjaannya, seperti dana untuk membeli bahan dan alatnya, bagaimana siswa nanti akan mengerjakan produknya, bagaimana dengan masalah izin dengan *Kyai*, itu nanti akan dibicarakan bersama.”

“Kegiatan-murid-murid di sekolah memang harus senantiasa didiskusikan secara bersama-sama dengan yayasan. Seperti permasalahan akan model baju seragam murid SMK itu kita harus diskusi juga dengan *Kyai*. Jadi kita dari sekolah membuat model baju seperti ini misalkan, kemudian akan diserahkan kepada *Ning* untuk dikoreksi.”

“Kalender umum SMK pulang nya jam 3. Tetapi karena di pondok sudah ada kegiatan mulai jam 3, jadi siswa tak bisa dipulangkan jam 3 juga tetapi harus kurang dari jam 3.”

2) Pak Dullah

“Melalui pesantren ini anak-anak memiliki kelebihan khusus. Akhlak atau mental mereka ini telah digodok. Bagaimana harus senantiasa hidup jujur, disiplin, tanggung jawab, lebih mandiri dan berbagi dengan yang lain. Sehingga mereka benar-benar harus berusaha keras. Karakter ini adalah awal yang dibutuhkan untuk seorang entrepreneur. Tanpa meninggalkan jati diri mereka sebagai seorang Muslim. Kedepannya mereka ini akan bisa menjadi seorang penguasaha Muslim yang unggul. Jadi sebenarnya saya ini dengan adanya Pesantren, penjelasan mengenai bagaimana karakter yang harus dimiliki oleh seorang wirausaha ini akan lebih masuk lagi. ”

“Amanah untuk menjadi guru itu besar dan tidak mudah. Tak jarang banyak guru yang masuk kelas tak sepenuhnya perhatian ke siswa. Mereka hanya transfer ilmu saja. Bisa dikatakan bahwa siswa setelah lulus 75% kegagalannya itu tanggung jawabnya guru sementara 25% itu memang karena siswanya sendiri. Dulu banyak guru yang bukan seorang professor namun outputnya banyak yang bisa menjadi professor. Tetapi sekarang guru banyak yang professor namun outputnya belum tentu menjadi professor juga. Jadi dari hal ini kita bisa lihat ada satu hal yang hilang. Guru kalau sudah masuk kelas maka harus benar-benar 100%. Harus bisa mengesampingkan kepentingan-kepentingan lain.”

“Ini adalah bahan latihan untuk murid-murid apabila nanti ke depannya mereka terjun di dunia *marketing*. Mereka akan tau dasar-dasar awalnya. Di kelas XII ini memang materi pelajaran kewirausahaan sudah banyak murid-murid ketahui. Sehingga tinggal prakteknya saja. Saya membuat aturan memang kalau untuk kelas XII itu 75% adalah praktek sedangkan 25% adalah teori.”

“Ini adalah langkah awal mereka mempraktekkan usaha sendiri. Hal sekecil apapun itu tentu saya hargai. Saya senang murid-murid memiliki motivasi untuk usaha mandiri. Anak-anak ini sering sharing, tanya-tanya dan meminta saran bagaimana kalau jualan ini pak? Bagaimana kalau seperti... itu sering mereka tanyakan. Karena memang kita tahu bagaimana kehidupan anak pondok itu. Yang memang mereka tidak bisa bebas dengan mudah izin keluar dari pondok. Sehingga apa-apa kalau ada yang anak-anak perlukan untuk jualan ini mereka minta tolong kepada saya untuk dibeli. Ya tentunya saya tak keberatan dengan hal itu justru senang. Karena mereka telah mempraktekkan ilmu yang telah saya sampaikan.”

“Karena sebenarnya kewirausahaan atau bisnis itu kan yang paling penting adalah bagaimana prakteknya. Bukan hanya teori saja anak-anak paham. Tetapi dengan praktek ilmu kewirausahaan ini akan lebih terasa.”

3) Pak Shohib

“Untuk memahami materi murid-murid memang tidak bisa kalau hanya dijelaskan secara lisan. Mereka memang harus diberikan gambaran secara langsung. Seperti apa bentuk alatnya, bagaimana warnanya dan apa fungsinya itu memang sering kali ditanyakan oleh murid-murid. Keaktifan murid-murid ini juga menandakan seberapa besar mereka paham dengan isi materi. Jika ada murid yang terlihat lebih banyak diam, itu tentu harus kita perhatikan.”

“Karakter murid itu memang berbeda. Untuk kelas TKJ yang putra dan putri itu juga berbeda. Kalau di kelas TKJ yang putra ini rata-rata muridnya memang lebih semangat dan aktif sekali. Apalagi memang kalau untuk utak-atik perangkat itu mereka semangat sekali. Sedangkan untuk kelas TKJ yang putri, memang lebih tenang muridnya. Jadi membuat guru itu harus bisa menghidupkan suasana belajar di kelas.”

4) Bu Lelly

“Belajar tata busana ini memang harus *step by step*. Harus ada target. Melalui metode *project based learning*, murid-murid nantinya akan diberikan latihan-latihan kemudian mereka dituntut untuk memberikan solusi dan pada akhirnya harus bisa membuat sebuah produk. Apalagi sebagai murid SMK yang memang nantinya akan dilihat bagaimana *skill* yang dimiliki, maka murid memang harus bisa menguasai tak hanya teori tetapi juga praktiknya.”

“Apalagi soal kreativitas, seperti saat murid mendapat tugas untuk mendesain sebuah model baju yang mana pastinya dengan temannya tak boleh sama, maka bagaimana keunikan baju yang dibuat antara murid yang satu dan yang lain bisa terlihat. Terkadang banyak anak yang mengatakan bahwa hal ini sulit. Tetapi kemudian dengan stimulus seperti gambar-gambar dari majalah, atau *browsing* di internet akhirnya mereka bisa mendapat ide. Tapi dengan catatan murid tidak boleh hanya *menjiplak plek* sama *persis* dengan karya orang lain.”

5) Siti Ghoniatus S

“Ya kan sambil menyelam minum air, dapat umumnya juga dapat agamanya.”

6) Maulana Muhammad El-Sulthan:

“Saya punya tanggung jawab menyelesaikan hafalan Al-Qur’an saya, saya akan tetap menyelesaikan hafalan saya pada Kyai Maftuh Sa’id.”

7) Firdaus Akbar :

“Dulu saya tidak pernah tau akan sekolah ini. Saya masuk ke sini karena keinginan orang tua.”

APPENDIX 15

CURRICULUM VITAE



A. PERSONAL DATA

Name : Kiki Ariani Rizeki Amelia
 Place, Date of Birth : Pasuruan, 18 Oktober 1992
 Gender : Perempuan
 Religion : Islam
 No.Hp : 085 755 202 551
 E-mail : kiq.ariani124@gmail.com
 Address : Jambu Street, RT:04/RW:02 Kutorejo,
 Pandaan, Pasuruan
 Faculty : Tarbiyah and Teaching Training
 Departement : Social Science Education
 Years of Entry : 2011

B. HISTORY OF EDUCATION

Grade of School	School Name	Year
Kindegarten School	TK PKK Pratiwi	1997 – 1999
Elementary School	SD Negeri 2 Kutorejo	1999 – 2005
Junior High School	SMP Negeri 1 Pandaan	2005 – 2008
Senior High School	SMA Negeri 1 Pandaan	2008 – 2011
University	Universitas Islam Negeri Maulana Malik Ibrahim Malang	2011 – now



YAYASAN AL MUNAWWARIYYAH
SMK AL- MUNAWWARIYYAH

TERAKREDITASI B

BIDANG STUDI KEAHLIAN : TEKNOLOGI INFORMASI DAN KOMUNIKASI

PROG STUDI KEAHLIAN :TEKNIK KOMPUTER DAN INFORMATIKA

KOMPETENSI KEAHLIAN : TEKNIK KOMPUTER DAN JARINGAN (071) dan TATA BUSANA

Jl. Raya Sudimoro 9 Bululawang Telp. / Fax : 0341- 824468 / 0341-825258 KP 65171

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PROFILE SMK AL-MUNAWWARIYYAH
TAHUN PELAJARAN 2014-2015

IDENTITAS

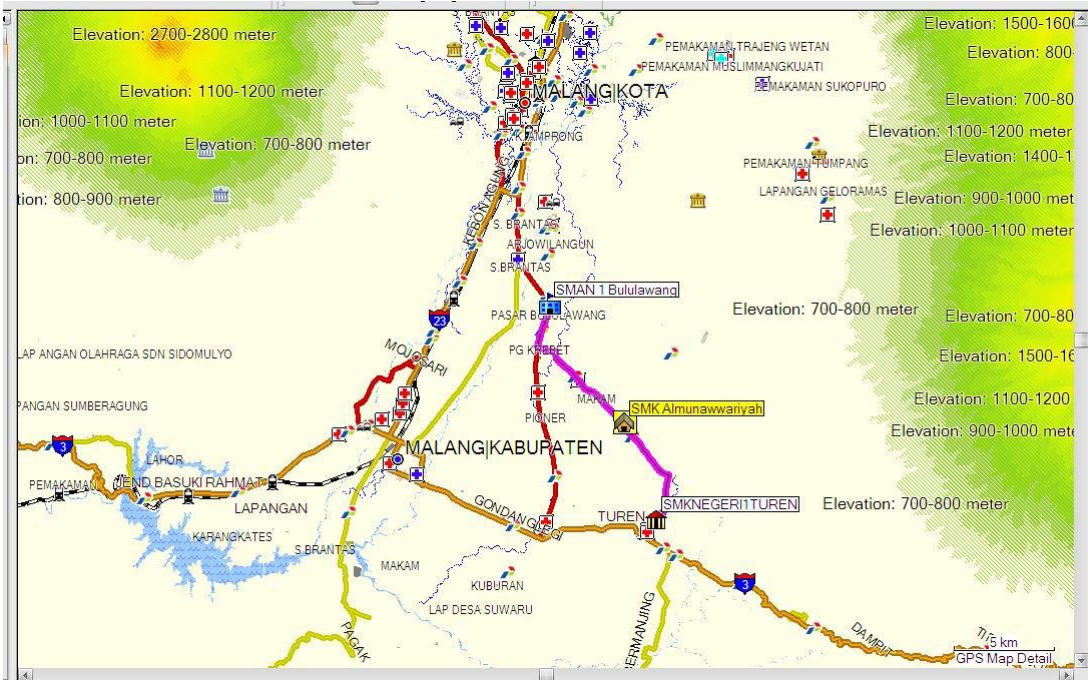
1. SEKOLAH

NPSN : 20566375
NSS : 322051815001
Nama Sekolah : SMK AL-MUNAWWARIYYAH
Status : Swasta
SK Pendirian : 420/916/421.102/2009
Alamat : Jl. Raya Sudimoro 9 Bululawang
Kode Pos : 65171
Telepon / Fax : (0341) 824468
E-mail : smkalmunawwariyyah@gmail.com
Website : <http://www.smk.almunawwariyyah.sch.id>

2. DATA TENAGA

Guru PNS :
Guru Tidak Tetap :
Pegawai PNS :
Pegawai Tidak Tetap :

3. PETA LOKASI SEKOLAH SMK AL MUNAWWARIYYAH



APPENDIX 4

4. FOTO GEDUNG SMK AL MUNAWWARIYYAH



5. LATAR BELAKANG

SMK Al Munawwariyyah terletak di wilayah Kabupaten Malang, yaitu 20 Km sebelah selatan Kota Malang, di jalan Raya Sudimoro Kecamatan Bululawang. SMK Al- Munawwariyyah merupakan sekolah swasta di bawah Yayasan Al-Munawwariyyah dan berdiri sejak tahun 2008, luas lahan 25.000 m², jumlah rombel 3 kelas semua masuk pagi. Kurikulum berbasis kompetensi, yaitu Kurikulum Tingkat Satuan Pendidikan (KTSP), Kompetensi Keahlian Teknik Komputer Jaringan, dengan metode pembelajaran aktif, berbasis IT dan melaksanakan pembelajaran sistem ganda yaitu pembelajaran di sekolah dan pembelajaran di Dunia Usaha/Dunia Industri. Baru meluluskan untuk pertama kali dengan kelulusan 100%, 85% lulusan diterima di DU/DI, 10% berwirausaha, dan 5% melanjutkan ke perguruan tinggi, akreditasi terakhir tahun 2011 dalam proses. Jumlah tenaga kependidikan staf TU 1 orang, guru 21 orang dengan klasifikasi S1 dan 2 orang S2. Pekerjaan orang tua 60% petani dan pegawai swasta, selebihnya pegawai negeri dan wirausaha. Lingkungan sekolah berada dalam area Pondok Pesantren. Jarak antar sekolah terdekat 10 m dan jarak sekolah terhadap Kantor Dinas Pendidikan Kabupaten Malang sejauh 20 KM.

SMK AL-Munawwariyyah terletak dikawasan pedesaan, di sekitar sekolah terdapat bermacam-macam Industri, Pabrik Amunisi (PT PINDAD Persero), Pabrik Gula KREBET Industri Genteng, Industri Aneka Cor berbahan Semen, Bengkel, Bank, PLN, Kontraktor, dll. Antara Industri/Dunia Usaha dengan

APPENDIX 4

Sekolah Menengah kejuruan adalah ibarat keluarga, yang mana satu sama lain saling membutuhkan. Industri membutuhkan tenaga kerja sedangkan SMK mencetak tenaga kerja yang akan dipasarkan pada Industri dan Dunia Usaha. Sehubungan dengan hal tersebut SMK AL-Munawwariyyah berusaha semaksimal mungkin menjalin kerjasama dengan berbagai jenis Industri/Dunia Usaha sehingga semua lulusan dapat terserap dan sesuai dengan disiplin ilmu dan kompetensi para lulusan.

Kurikulum SMK AL-Munawwariyyah merupakan seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan SMK AL-Munawwariyyah. Dalam pelaksanaan Kurikulum Tingkat satuan Pendidikan (KTSP), Kementerian Pendidikan Nasional telah menetapkan kerangka dasar yang meliputi Standar Kompetensi Lulusan (SKL), Standar Kompetensi (SK), dan Kompetensi Dasar (KD). KTSP merupakan kurikulum operasional yang disusun dan dilaksanakan oleh masing-masing satuan pendidikan. KTSP SMK AL-Munawwariyyah terdiri dari tujuan pendidikan, struktur dan muatan kurikulum, kalender pendidikan dan silabus. Pengembangan berdasarkan kontekstual kebutuhan Industri/Dunia Usaha, perkembangan Ilmu Pengetahuan, potensi daerah/karakteristik daerah, sosial budaya masyarakat Kabupaten Malang, dan peserta didik SMK AL-Munawwariyyah .

Pemberlakuan Undang-Undang Republik Indonesia Nomor 32 tahun 2004 tentang Pemerintah Daerah menuntut pelaksanaan otonomi daerah dan wawasan demokrasi dalam penyelenggaraan pendidikan. Pengelolaan pendidikan yang semula bersifat sentralistik berubah menjadi desentralistik. Desentralisasi pengelolaan pendidikan dengan diberikannya wewenang kepada satuan pendidikan untuk menyusun kurikulumnya mengacu pada Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, yaitu Pasal 3 tentang fungsi dan tujuan pendidikan nasional dan Pasal 35 mengenai standar nasional pendidikan.

Desentralisasi pengelolaan pendidikan yang diharapkan dapat memenuhi kebutuhan dan kondisi daerah harus segera dilaksanakan. Bentuk nyata desentralisasi pengelolaan pendidikan adalah diberikannya kewenangan kepada satuan pendidikan untuk mengambil keputusan berkenaan dengan pengelolaan pendidikan, seperti dalam pengelolaan kurikulum, baik dalam penyusunan maupun pelaksanaannya di satuan pendidikan.

APPENDIX 4

Satuan pendidikan merupakan pusat pengembangan budaya. Pada era global penguasaan bahasa dan teknologi informasi komunikasi menjadi modal untuk menjawab tantangan jaman, tetapi tetap pada karakter bangsa. Kurikulum SMK AL-Munawwariyyah ini mengembangkan nilai-nilai budaya dan karakter bangsa sebagai satu kesatuan kegiatan pendidikan yang terjadi di sekolah yang melingkupi dan terintegrasi dalam seluruh kegiatan sebagai budaya sekolah.

6. TUJUAN, VISI DAN MISI SMK AL MUNAWWARIYYAH

✓ Tujuan Sekolah

1. Melaksanakan penilaian hasil belajar oleh pendidik, sekolah dan pemerintah (Standar Penilaian)
2. Mewujudkan peningkatan prestasi lulusan.
3. Menyiapkan lulusan yang mampu bersaing di Industri dan Dunia kerja, wirausaha, dan melanjutkan ke jenjang pendidikan tinggi (SKL).
4. Mengembangkan budaya sekolah yang bernuansa Industri dan Dunia kerja untuk mencapai tujuan pendidikan menengah kejuruan (Standar Pengelolaan).
5. Menyelenggarakan berbagai kegiatan sosial dan keagamaan yang menjadi bagian dari pendidikan budaya dan karakter bangsa (SKL)
6. Mengembangkan potensi siswa dalam menggunakan pengetahuan dan teknologi (SKL)
7. Mengembangkan kemampuan KIR, Lomba Ketrampilan Siswa yang kompetitif (SKL)
8. Menciptakan lingkungan sekolah yang aman, rapi, bersih, dan nyaman (Standar Sarana)
9. Mewujudkan fasilitas sekolah yang interaktif, relevan dan berbasis IT (Standar Sarana)
10. Memanfaatkan dan memelihara fasilitas untuk digunakan dalam proses pembelajaran (Standar Sarana)
11. Memiliki tenaga guru bersertifikat profesional dan memiliki sertifikat keahlian (Standar Ketenagaan)
12. Mengembangkan kompetensi tenaga pendidik dan tenaga kependidikan (Standar Ketenagaan)

APPENDIX 4

13. Menyelenggarakan manajemen berbasis sekolah (Standar Pengelolaan)
14. Mewujudkan pengelolaan pembiayaan pendidikan yang memadai, wajar dan adil (Standar Pembiayaan)

✓ **VISI**

Menjadi lembaga pendidikan berkelanjutan dalam jaringan pendidikan global, dengan reputasi di bidang teknologi terapan dengan skill tinggi dan berakhlak Qur'ani, mempunyai etos budaya kerja yang inovatif dengan didukung oleh sarana yang lengkap.

✓ **MISI**

Pengembangan secara berkelanjutan melalui peningkatan kualitas pendidikan dan pengajaran , sarana pendidikan, serta pengabdian kepada masyarakat.

1. Pengembangan SDM melalui peningkatan kualitas pendidik.
2. Pengembangan dan peningkatan mutu pendidikan pada pengembangan ilmu dasar dan teknik, keterampilan bahasa serta budi pekerti dengan dasar aswaja.
3. Melakukan kerjasama dengan instansi pemerintah dan swasta.
4. Secara aktif terlibat dalam pengembangan dan peningkatan system pendidikan yang berorientasi pada peningkatan mutu dibidang IPTEK.
5. Terbentuknya suasana proses belajar mengajar yang kondusif, untuk menghasilkan lulusan professional dan berkompetensi
6. Peningkatan kualitas dan kwantintas sarana disesuaikan dengan kebutuhan perkembangan industry dan IPTEK.

APPENDIX 4

7. Data Rombongan Belajar (Rombel)

No	Nama Rombel		Jumlah Siswa			Wali Kelas
			L	P	Jumlah	
1	10 TBS	Kelas 10	0	17	17	LELLY MUSTIKASARI
2	10 TKJ A	Kelas 10	35	0	35	NURHADI
3	10 TKJ B	Kelas 10	0	21	21	DEWI ROSIKHOH
4	11 TKJ A	Kelas 11	26	0	26	ALI MAKHFUDZ
	11 TKJ B	Kelas 11	0	19	19	MAULIDIA TRIA SEPTI LATIFATUL NURHASANAH
6	12 TKJ	Kelas 12	17	18	35	KUNUK YULI KUSNIAWATI
Total			78	75	153	

8. Struktur Organisasi SMK Al Munawwariyyah

