

DEVELOPMENT AND ENTREPRENEURSHIP TRAINING FOR STUDENTS OF DAARUNNAJAH ASHIDDIQIYAH ISLAMIC BOARDING SCHOOL, MAJALENGKA REGENCY, WEST JAVA

Dede Zainal Arief¹, Tantan Widiantara², Hervelly³, Rizal Maulana Ghaffar⁴, Sindi Habibah⁵, Rangga Abdullah⁶, Ana Yulianti⁷,
Kemas Ramadhani Imannuddin⁸

Departement of Food Technology, Universitas Pasundan, Bandung
E-mail : ¹ dedezainalarief17@unpas.ac.id

Abstract

In this community service activity, entrepreneurship training in the field of processed food industry is carried out for students and teachers. The types of processed food given as training materials are types of processed food that utilize the potential of local raw materials around the implementation site. These materials are the result of research that has previously been conducted, but has not been implemented. Participants have followed with enthusiasm and consider the knowledge gained to be very useful as a provision to improve family welfare. The boarding school made the activity a provision of additional knowledge for the students. In addition to knowledge related to religious knowledge, understanding the material from the training will also be implemented to increase other sources of income besides the funds that have so far only come from student fees. The existence of the boarding school located in Sindanglana Village, Malausma District, Majalengka Regency has become a concern of the surrounding community. This can be seen from the visits of several figures during the training. Thus, the overall program in the short term has succeeded in achieving its objectives, while for the long-term further assistance is still needed for participants in order to realize a successful entrepreneurial unit.

Keyword : Entrepreneurship, Islamic Boarding School, Training.

INTRODUCTION

Daarunnajah Ashiddiqiyah Islamic Boarding School is located in Kampung / Hamlet Sindanglana, Malausma Village, Malausma District, Majalengka Regency, West Java. The location of the islamic boarding school is located in a residential area, most of which earn a living as farmers. Daarunnajah Ashiddiqiyah Islamic Boarding School is a salaf boarding school that accommodates santri and santriwati who come from various regions in Indonesia. Currently, the boarding school is led by KH Ahmad Rifa'i. The number of male student and female student who currently live in the islamic boarding school are 145 male student and 165 female student, and 35 tahfidz students. The students consist of various ages, from children to adults. Generally, the period of stay of students in the hut is between 3 to 10 years depending

on the learning program they take. The number of graduates each year averages 15 people. In addition to students, Daarunnajah Ashiddiqiyah is also supported by 22 internal teacher and 22 external teacher.



Figure 1. Daarunnajah Assiddiqiyah Islamic Boarding School

Information from the Baitul Mal PLN Foundation on April 22, 2022, many people in Sindanglana Malausma suffer from *hypercholesterolemia* which triggers stroke. Usually, the disease is often caused by poor diet and lack of proper health education. In the learning process, Daarunnajah Ashiddiqiyah school has implemented its own method. The learning program that has been compiled in the curriculum is currently running well. The shortcomings of the curriculum are that there is no teaching related to entrepreneurship material. According to Vernia, et al. (2018) not only skills education is needed but the introduction of material about entrepreneurship is needed by vocational students. Likewise, for students in boarding schools, entrepreneurial skills are also needed. Some students have taken formal education in public schools, but there are still many students who study in special boarding schools related to Islamic science only. Alumni from the Islamic boarding school have spread to various regions and most of them work as Quran recitation teachers. Students who have taken formal education while in the Islamic boarding school, then it allows them to work in certain agencies. For the group of students who do not take formal school education after graduating from the Islamic boarding school, they will usually only work as Koranic teachers in Islamic boarding school or mosques around their residence. For this group, it is necessary to provide skills so that they can have a business land besides being a Quran teacher. This is important to do because in general, the profession of a Quran recitation teacher does not receive proper remuneration from its students. According to Subagyo (2009), the welfare of Koranic teachers is very influential on teacher performance and the quality of learning and students.

One of the efforts to help solve the problem of alumni welfare after graduating from Islamic boarding school is to provide entrepreneurship training. Groups of students usually come from a variety of different families, some come from a family environment of employees, farmers, or traders. Entrepreneurship debriefing will be very effective if students have business talent or at least come from a family environment that has an entrepreneurial

background. A debriefing or training program for participants with heterogeneous talents requires detailed learning steps and materials, and the delivery requires efforts to stimulate practical experience. Another problem is that most of the training participants are teenagers who have no experience in entrepreneurial activities or recognize and understand the underlying scientific aspects. Therefore, the training must also be accompanied by an introduction to the theory.

IMPLEMENTATION METHOD

The activity implementation method will be carried out in the following stages:

1) Determination of participant groups and entrepreneurship program business objects through FGDs. A number of participants will be divided into several discussion groups. Each participant in each group must express their ideas and opinions related to the joint entrepreneurship program. At the end of the FGD, each group must discuss and agree on one business plan idea related to the type of business, and business organization. Through FGDs, it is expected that the initial potential of each participant can be recognized and then developed.

2) Entrepreneurial knowledge. Related to business organization, business management, production management, promotion and marketing, sales management, calculation of business costs (fixed costs and variable costs), determination of production prices and selling prices, and preparation of business plans. The debriefing method was conducted through lectures and discussions. The debriefing is expected to provide insight into the participants' knowledge of entrepreneurial activities.

3) Provision of production technology through practice. In the practical session, for groups that choose production activities, they will be provided with technology in the production of certain business commodities according to their choice. The provision of technology is expected to broaden the participants' knowledge and skills in the field of production, starting from the selection of raw materials, equipment, production processes, product handling, packaging, and warehousing.

4) Establishment of an islamic boarding school business unit. The previous stages are expected to stimulate the participants to give birth to the idea of forming a joint business unit. The business unit that is formed after operating well will then be encouraged to become a legal entity.

5) Monthly monitoring and evaluation. After the above series of activities have been completed, monthly onsite or online monitoring will be carried out every week. The results of the monitoring will then be used to evaluate the continuation of the activity. It is expected that at least 3 evaluations can be carried out for 1 year.

RESULTS AND DISCUSSION

1) Determination of participant groups and entrepreneurship program business objects through FGDs.

The business plan that will be carried out by the students is part of the material that will be discussed during the debriefing. The determination of the material during the debriefing was carried out through joint discussions between the lecturer, representatives of the students, and the boarding school management. The discussion was held on January 25, 2023 at the Daarunnajah Ashiddiqiyah Islamic Boarding School in Malausma, Majalengka District.

There are several things that become limitations in determining the material for business work, which include the desire or interest of prospective participants (student), being able to be mastered properly in a relatively short time, being able to be given by the presentation team, having good market prospects, and having the support of local resource potential (place of business) of the student.

With these limitations, it was finally agreed that the business material to be provided during the debriefing was a business in processed food production. Based on local resources, several processed food commodities based on raw materials such as beans, cow's milk, and chicken meat were selected. After a discussion, it was agreed that the types of processed food commodities that became business work materials included tempeh with raw materials of roay beans, green beans, and other possible types of beans other than soybeans; Yoghurt with cow's milk as raw material; and Nuggets made from fish and chicken.

Based on the availability of raw materials, these types of products are commodities commonly produced by local residents (in the Malausma District). Milk for yoghurt raw materials can be purchased from cattle farmers about 1 km away from the boarding school.

There are many types of beans that can be chosen as alternatives for tempeh ingredients, including lima beans, kidney beans, mung beans, koro beans, kecipir (winged bean), and others. Of all the possible types of beans, lima beans and mung beans were chosen. At the time of debriefing, soybeans were also used as a comparison material.

The raw materials for nuggets, namely chicken and fish, are abundantly available in the area around the boarding school. Many residents have fish farming ponds. The types of fish cultivated are quite diverse, including goldfish, tilapia, and catfish. From the results of the discussions that have been carried out, the type of catfish that will be used as raw material for nuggets has been chosen. The choice of catfish is based on the thickness of the fish meat and the price is relatively cheaper than other fish. Another raw material for nuggets is chicken. At the time of debriefing, native and purebred chickens were used. For the community around the boarding school, the procurement of native chicken is relatively easier than pure-breed chicken. This is because almost every resident keeps chickens at home.

2) Implementation of Entrepreneurship Training

The training was attended by 80 participants consisting of students and a number of teachers islamic boarding school supervisors. Most of the participants were novice participants who had no experience as entrepreneurs or entrepreneurs. With the condition of the participants like this, the entrepreneurship training material is more of an introduction only. The participants were given training modules, given explanations, and given the opportunity to ask questions. The duration of the training was 3 hours, with the first 60 minutes of material

delivery and the next 60 minutes of questions and answers. The rest of the time was spent describing examples of calculating the cost of goods produced, determining the selling price, calculating and making a balance sheet during the business. In addition, there was also an explanation related to web development for online sales and retail sales techniques.



Figure 2. Entrepreneurship Training Section

3) Establishment of Islamic boarding school Business Unit

The business units formed are tempeh production, the types of tempeh production trained during the practice are soybean tempeh, tempeh, mung bean, and red bean tempeh; Nugget production The types of nugget production trained during the practice are chicken nuggets and fish nuggets; Yoghurt production The types of nugget production trained during the practice are yoghurt with pure milk and powdered milk ingredients.



(a)



(b)



(c)

Figure 3. Training product (a) Youghurt, (b) Tempeh, and (c) Nugget

4) Implementation Production Technology Training

The production training was carried out for 5 hours, with a division of theoretical exposure time for 3 types of products carried out for 90 minutes and practical material for 210 minutes. During the presentation of the material, questions were temporarily accommodated and answered during the practical production training. Due to the large number of participants, the technical training during the practical training participants were divided into 3 groups. One group participated in 1 practical training. In each group there were also 3 representatives each from teachers, and several islamic boarding school supervisors.

The materials provided during the training were tempeh production The types of

tempeh production trained during the practice were soybean tempeh, tempeh, mung bean, and red bean tempeh; Nugget production The types of nugget production trained during the practice were chicken nuggets and fish nuggets; Yoghurt production The types of nugget production trained during the practice were yoghurt with whole milk and milk powder.



Figure 4. Production Technology Training

5) Monitoring dan Evaluation

Monitoring is carried out every month through online communication, except when it is necessary to come directly to the location. The evaluation is conducted once every three months. Monitoring in the first month was carried out on participants representing teachers who also represented the students. At the time of monitoring in the first month, the participants had not yet carried out entrepreneurial activities as an implementation of the training results because they were facing exams and grade promotion. Monitoring according to the new schedule was carried out in the 4th month after Eid al-Fitr. The results of monitoring in that month the islamic boarding school, led by teachers, had begun to carry out activities to consolidate the results of the training, but had not yet carried out production for sale. The last monitoring results in July 2023 participants who had not graduated had started production with production costs from the islamic boarding school. For participants who have graduated until now, no information has been obtained. The evaluation results of the community service team, basically, conveyed knowledge and skills during the training was quite good. Although there are still several trainings to be done, basically the participants have understood enough to carry out further implementation independently or in groups. The obstacle faced by the participants during implementation or mass production is the cost of production. In addition, the lack of experience in marketing is also a hesitation in producing more.

Mentoring is an activity to escort and accompany the participants to carry out further implementation into the form of an actual business. It is expected that the results of the training can be the initial capital or stimulation so that the participants can carry out entrepreneurial activities. By way of mentoring, it is expected that the training team (PPM FT Unpas team) can accompany the solution of business activities of the participants. Through mentoring, the training team can always provide solutions to any problems faced. The mentoring itself will only be done if there is a request from the participants. Until now, mentoring has not been able to be carried out because there is no information on participants who will start to implement the results of the training into the form of real entrepreneurial

activities. The absence of information can be caused by several factors, including the fact that some of the participants are still students who are busy studying according to the Islamic boarding school curriculum. For participants who have graduated from Islamic boarding school, they usually prepare for their next learning activities. Another factor can be caused by the talent possessed by participants who are more talented as workers and have minimal talent as entrepreneurs. On the basis of these factors, the factor of non-existent business capital has weakened entrepreneurial interest.

CONCLUSION

From the series of community service activities that have been carried out, it can be concluded that basically the activities have run well to the stage of debriefing material and practice. For the implementation stage of training results during the provision of material and practice into the form of independent business, further assistance is still needed. At the implementation stage of the training results, most participants are less able to do it for reasons of business capital or production and marketing costs.

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