

ENTREPRENEURIAL SPIRIT ENHANCEMENT STUDENT AL-UMM ASWAJA ISLAMIC BOARDING SCHOOL THROUGH SKILLS ECOPRINT

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Abstract

Entrepreneurship has an important role in economic and social development and is a strategic tool for countries that want to achieve economic independence. In Indonesia, one of the efforts to increase entrepreneurship is carried out through entrepreneurship development programs in Islamic boarding schools, such as those implemented at the Al-Umm Aswaja Islamic Boarding School. However, lack of motivation and limited entrepreneurial practices are obstacles. To overcome this, Creative Thinking and Ecoprint training was implemented as a solution to generate interest in entrepreneurship among students. The results of the analysis show that these two trainings succeeded in increasing students' understanding and interest in entrepreneurship, with the Ecoprint training providing a more significant impact. In conclusion, this training program is effective in encouraging students to plan and start businesses, thereby contributing to the development of entrepreneurship and creating economic opportunities in the Islamic boarding school community.

Keywords: Creative Thinking, Ecoprint, Entrepreneurship, Islamic Boarding School

INTRODUCTION

Entrepreneurship plays a crucial role in driving economic development and serves as an important social tool for society (Sekar et al., 2024). Amid the increasing complexity of global challenges, entrepreneurship is increasingly recognized as a vital solution for countries seeking to achieve economic progress and independence. This has been proven in various countries where entrepreneurship plays a role in paving the way for significant development. One country that places entrepreneurship as a top priority in its efforts to achieve progress is Indonesia (Muhamad, 2024).

The program to foster an entrepreneurial spirit is carried out in all levels of society, becoming an important thing that must be done to overcome and anticipate increasing unemployment (Maisaroh, 2019). One of them is the development of entrepreneurship or entrepreneurial spirit education in Islamic boarding schools which has a strong urgency to become a government program in stimulating the growth of entrepreneurs among students and

Islamic boarding school communities (Haryanti & Dhofir, 2022).

The program to foster an entrepreneurial spirit has also been implemented by the Al-Umm Aswaja Islamic Boarding School, an Islamic educational institution that is part of the Al-Umm Aswaja Foundation. This foundation was founded by Kyai Haji Muhammad Husni and Hubabah Syarifah Muthiyah, with the aim of educating and forming students who not only have religious knowledge but also entrepreneurial skills. The Al Umaswaja Islamic Education Foundation was founded on 18 Shawwal 1414 Hijri or March 31, 1994 at Jalan Lapangan Roos Raya No. 1 RT.12 RW.5 Bukit Duri Tebet South Jakarta 12840, foundation deed number 130 notary Asmawel Amin, SH, Tebet South Jakarta. The Al Um Aswaja Islamic Boarding School is located on Jl. Raya end of the Jagorawi toll road (Cibalok III), Kampung Wangun Tengah RT. 04 RW 02 Sindangsari Village, East Bogor District, Bogor City 16146.

Al umm Aswaja Islamic Boarding School is one of the initiators of modern Islamic boarding schools with junior high and senior high school status in West Java, in Al umm Aswaja Islamic Boarding School there are two institutions, namely: the "Tarbiyatul mu'allimien wal muallimaat Al-islamiyah" institution and the junior high or senior high school institution (accredited B). Al-Umm Aswaja Islamic Boarding School has a total of 57 leaders including the Head of the Foundation, Head of the Care Bureau, Head of the Education Bureau, Head of the Junior High School, Head of the Household Bureau, Head of the Senior High School, and Teachers. Meanwhile, the total number of male and female students reaches 150 people, which are divided between male and female students at the junior high and senior high school levels. There are 55 high school students and 95 junior high school students. The educational facilities available include 12 classes, and the majority of students live in dormitories with a total of 12 rooms and other facilities: office space; computer lab room; mosque; 3 bathrooms; soccer, basketball and volleyball fields; public kitchen; health care room; extracurricular tools.

Currently, the main activities of students include: 1. Prayer and wirid at certain times, 2. Teaching and learning activities, 3. Rest in the middle of the day, 4. Study of yellow books, 5. Sports and personal activities, 6. Study and evening prayers, 7. Evening study and guidance from the homeroom teacher, 8. Rest at night. The Islamic boarding school household bureau is expected to grow by expanding its structure, involving teachers and students, so that the activities carried out by students can be considered as extracurricular activities. Students can be grouped into several teams so that they can focus more on managing Eco Print craft activities.



Figure 1. Activities of male and female students at Islamic boarding schools



Figure 2. Partner interview and field survey activities

From the results of interviews conducted with the leaders of Islamic boarding schools, some information was obtained regarding the problems of target partners, including: Lack of Entrepreneurial Motivation for male and female students, although entrepreneurship is included in the Islamic boarding school curriculum, currently practices to increase interest in entrepreneurship are still very lacking, practices are only carried out occasionally if there is a certain event, female students are usually given the practice of cooking cakes and ready-to-eat food to increase the skills and interest in entrepreneurship of female students. In addition, male and female students have participated in hydroponic cultivation and fish farming. However, this activity stopped due to the lack of interest in entrepreneurship and the absence of incubation that specifically handles the management of such cultivation. The implementation team hopes that the creation of eco-print making skills can motivate students to have an interest in becoming entrepreneurs and creativity after graduating from Islamic boarding schools. Ecoprint is an environmentally friendly fashion product, made from natural materials, and born from an awareness of the importance of preserving nature. Many people are starting to switch to environmentally friendly products such as ecoprint, which not only support environmental sustainability, but also show appreciation for natural resources. The manufacturing process involves the art technique of printing colors and motifs on organic media, such as cloth, paper, wood, or animal skin, using natural materials such as leaves, flowers, stems, or other parts of plants that have strong color pigments or tannins (Smart Sentra, 2022).

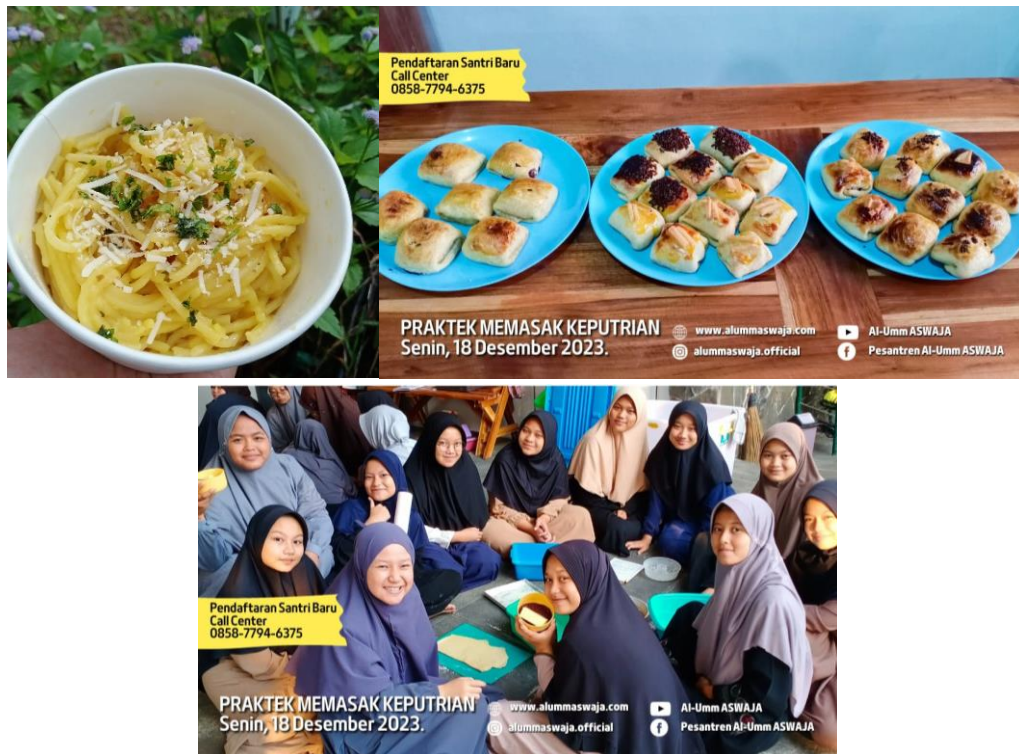


Figure 3. Cooking practices that have been carried out by Islamic boarding schools to foster the entrepreneurial spirit of students

This activity aims to arouse interest and entrepreneurial spirit among students of Al-Umm Aswaja Islamic Boarding School through entrepreneurial practices such as making ecoprint crafts. This program also aims to strengthen the integration of entrepreneurial skills in the Islamic boarding school curriculum by providing more structured and sustainable training, as well as developing programs that can generate additional income for the Islamic boarding school through ecoprint products. In addition, this activity aims to optimize resource management in the Islamic boarding school in a productive and environmentally friendly manner, as well as equip students with the skills needed to become independent entrepreneurs in the future.

IMPLEMENTATION METHOD

Activity This implemented during three day, with the agenda as following: on July 16, it was carried out preparation tools and materials; July 18, held ToT Ecoprint For Companion Students; and on July 23, it was carried out socialization about Creative Thinking and practice Ecoprint together male and female students Al-Umm Aswaja Islamic Boarding School. Activities This intended to 118 male and female students at the Islamic boarding school The method applied For overcome problem partner includes: 1) Socialization of Creative Thinking, 2) Practice Ecoprint, and 3) Distribution pretest and posttest questionnaires to participant training.

RESULTS AND DISCUSSION

Implementation started with prepare materials and tools needed For practice ecoprint, including rayon fabric, paris rayon headscarf, cotton t-shirt, mordant instant, dye experience like sappanwood, teger, and tingi, as well as material TRO chemistry and soda ash dense. After all materials and tools Already ready, team continue with the mordant process on rayon fabric, t-shirts and headscarves which will used as an ecoprint medium. The team also carried out the boiling process For extracting dye experience.



Figure 4. Preparation of Materials and Practical Tools Ecoprint

Implementation ToT Ecoprint guided directly by Mrs. Sari Muktingrum, owner of dangdaunan.id. ToT This held For UIKA students who will on duty accompany male and female students Al-Umm Aswaja Islamic Boarding School in practice ecoprint, remembering amount participants reached 118 people.



Figure 5. ToT Ecoprint for companion Student

ToT practice ecoprint started with delivery material short by Mrs. Sari Muktingrum. Ecoprint process started with to wet the cloth that has been mordant using lime water. Next, the leaves arranged above cloth. Some type leaves that can used including leaves teak, leaves guava seeds, papaya leaves, leaves cherry or talok, leaf starfruit, leaves male, leaf distance, leaves mulberry, leaf moringa, castor keypar , flower jasmine, flower shoes, flowers rose, flower ylang ylang , leaves ketapang, and a number of leaf others. Not all plant can used For ecoprint , because only types certain capable emit color and stick with good on fabric (Fabrics, 2023).

Service Team to public has carry out Creative Thinking socialization and training ecoprint

together male and female students Al-Umm Aswaja Islamic Boarding School. Training ecoprint This presenting Mrs. Sari Muktingrum, a expert ecoprint and owner business Leaves, as resource person. Activities started at 08.00 and lasted until at 14.00. Male and female students shared become eight the group that follows every ecoprint process stages.

The process begins with mordant cloth, where the shirt and headscarf are already mordant wetted with lime water. Next, the cloth dipped to in dye natural, followed by the preparation leaves above cloth in accordance with the desired pattern. The fabric that has been arranged leaf Then wrapped up with 1580elastic wrapping and steaming for 1.5 hours. After the steaming process finished, result ecoprint start seen with good. Training This followed with enthusiastically by the male and female students, who succeeded create work unique and interesting ecoprint.



Figure 6. Documentation Activity Socialization of Creative Thinking and Practice Ecoprint

Distribution pretest and posttest questionnaires were conducted to participant training For measure improvement knowledge and skills they as well as evaluate effectiveness training that has been implemented. This is aiming For know how far is the training give impact on participants, so that the result can used as base in develop a training program next. to participant creative thinking training and practice ecoprint.

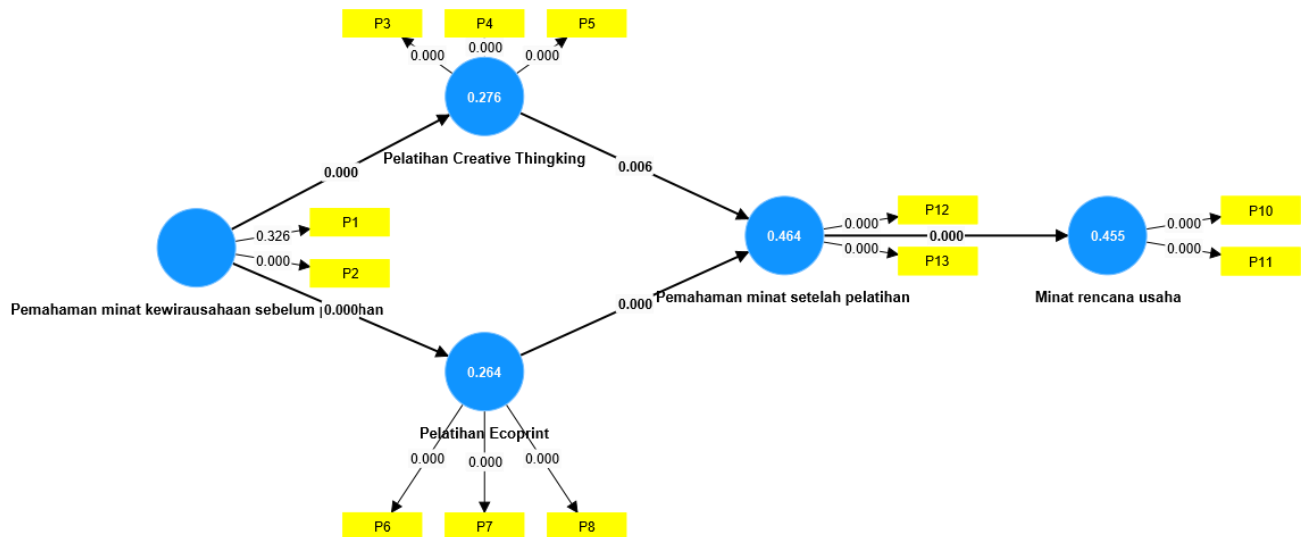


Figure 7. Pre-test and post-test data processing

Creative Thinking Training has influence significant positive to understanding interest entrepreneurship after training. This is proven with The T-statistics value is 2.773 and the P-value is 0.006, which indicates that improvement understanding interest participant after training is significant in a way statistics. That is, training This succeed influence interest participant in entrepreneurship.

Training Ecoprint show more influence strong and significant to understanding interest entrepreneurship after training. With a T-statistic of 4.417 and a P-value of 0.000, training Ecoprint proven to be very effective in increase understanding interest participants, more tall compared to with Creative Thinking training.

Understanding interest entrepreneurship before training own correlation positive and significant with effectiveness Creative Thinking training, as reflected from T-statistics value 6.506 and P-value 0.000. This is show that the more Good understanding participant before training, more and more effective Creative Thinking training in increase interest entrepreneurship they.

Likewise, understanding interest entrepreneurship before training also has influence significant to effectiveness training Ecoprint. The T-statistics value of 5.722 and the P-value of 0.000 confirm that understanding a good start increase effectiveness training Ecoprint in increase interest participant.

Lastly, understanding interest entrepreneurship after training own very strong and significant influence to interest participant in plan effort. With T-statistics of 11.188 and P-value of 0.000, this data show that improvement understanding interest after training correlated close with intention participant For plan future endeavors.

In general Overall, this data show that second type training, Creative Thinking and Ecoprint, providing impact significant in increase understanding interest entrepreneurship. Increase understanding interest This, in turn, contributes to the intention participant For start future endeavors.

Understanding interest entrepreneurship after training own very strong and significant influence to interest participant in plan future efforts. The very high T-statistics value (11.188)

and P-value 0.000 indicate that improvement understanding interest after training is highly correlated with intention participant For plan business.

In general Overall, this data show that the training provided (Creative Thinking and Ecoprint) has significant impact in increase understanding interest entrepreneurship, which in turn influence intention participant For start future endeavors.

CONCLUSION

Entrepreneurship is element important in development economic and social, and entrepreneurship programs in Islamic boarding schools can help overcome unemployment as well as develop skills entrepreneurship students. Al-Umm Aswaja Islamic Boarding School has implementing entrepreneurship programs For grow interest student in field this, although there is challenge like lack of limited motivation and practice.

Creative Thinking and Ecoprint training conducted at Islamic boarding schools show impact significant to improvement interest entrepreneurship. Training Ecoprint proven more effective in increase understanding interest entrepreneurship compared to Creative Thinking. Improvement understanding This correlated strong with intention participant For plan future endeavors.

In general overall, training program This succeed Motivate student For plan and start business, support development entrepreneurship, and creating opportunity economy in the community Islamic boarding school.

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