

WOMEN EMPOWERMENT THROUGH EDUCATION: A CASE STUDY OF NURTURING ENTREPRENEURSHIP IN A FEMALE PESANTREN

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty of Education
in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:

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UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

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ACKNOWLEDGEMENT

Alhamdulillahirabbil'alaamin, all praises to Allah who has given grace, guidance, and enjoyment so that I can complete this thesis. *Shalawat* and *salam* do not forget to give to uswah hasanah Prophet Muhammad, along with all his family and friends. Through this writing, I would like to thank all those who have contributed to my incredible journey.

First of all, I would like to acknowledge and thank Prof. Nina Nurmila and Dr. Lukman Nul Hakim as my thesis supervisors who always took the time to correct my writing, exchange ideas, and give suggestions so that this thesis was completed well. I remember when I first raised this topic, I felt very confused, so I came to Prof. Nina's room to ask for enlightenment. *Alhamdulillah*, Prof. Nina convinced me to continue this topic and always gave feedback quickly so that I could immediately complete the revision. Likewise, Dr. Lukman was always available when I wanted guidance and always encouraged me when I was stuck. May Allah always give health to both of them.

Secondly, I would also like to thank the participants for their warm welcome at the boarding school, including the leader, teachers, students, and staff. They made it easy for me in this data collection process. Thank you for allowing me to raise the topic of women empowerment and make the boarding school the object of study. Not to forget my beloved parents who always accompany and sincerely educate until adulthood. May Allah always give health to both of them. To the two dearest siblings Viola and Raka who provide support, hopefully becoming the pride of the family later, Aamiin.

Furthermore, I would like to thank the lecturers who have shared their knowledge during my time at UIII, Dr. Tati D Wardi, Dr. Bambang Sumintono, Dr. Destina Wahyu Winarti, Dr. Amich Alhumami, Dr. Abdullah Sahin, Dr. Charyna Ayu Rizkyanti, and Dr. Alpha Amirrachman. For Dr. Charyna, thank you for being a good listener to me and giving me unforgettable memories during our project in Lombok with Eka. If anyone asks me what was the most memorable experience during my time at UIII, then my answer would be the Community Engagement Project with Dr. Charyna and Eka. Thank you to the campus for choosing our proposal as one of the funding recipients. Hopefully there will be another project in the future.

To all of my friends from Batch 2, thank you very much for the time and memories of 2 years of joy, happiness, tears, laughter, struggles, and others. Very valuable and unforgettable. To my friends from the 3rd floor dormitory, thank you for being warm neighbors. *Dibaan*, playing uno, jogging, cooking, cycling, and karaoke together will always be remembered. Finally, for all those who have supported and participated in the writing process of my thesis, which I cannot mention one by one, may Allah reward all your kindness. I do not forget to say thank you very much.

ABSTRACT

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Women empowerment is a theme of interest and importance to many academics and policy makers today. United Nations Development Programme (UNDP) in its program Sustainable Development Goals (SDGs) encourages the protection and empowerment of women. In Indonesia, the issue is also one of the agendas in the National Long-Term Development Plan (RPJPN) 2005-2025. The echoing of the women's empowerment program above stems from several cases of women's inequality that still occur in many sectors, one of which is the unbalanced participation of men and women in the world of work. One way to support this is to provide entrepreneurship training for women to make them more independent and empower them economically. Women entrepreneurs can contribute significantly to economic growth if they have equal opportunities and access to resources. Pesantren, as the first Islamic educational institution in Indonesia, also responds to this case where entrepreneurship coaching programs are made part of the curriculum. This study aims to find out: 1) how female leader manage entrepreneurship program in a female pesantren; 2) the extent to which the pesantren entrepreneurship program can contribute to women's empowerment; 3) how students perceive entrepreneurship coaching program in pesantren as a form of women's empowerment. This research uses a qualitative case study method in a female pesantren in West Sumatera by using observation, interviews, and documents analysis as data collection and for triangulation. Data analysis was conducted through manual thematic analysis using Nayla Kabeer's empowerment theory including 3 dimensions; resource, agency, and achievement. This research finds: 1) A female leader manages entrepreneurship coaching programs in three aspects; planning, organizing and implementing, evaluating. The planning process starts from designing the vision and mission of the pesantren, the organizing and implementation process start by providing training to all teachers and conducting the program once a month. For evaluation there are two types. Internal evaluation of each unit a week after the display event, secondly, external evaluation with all units during a work meeting at the beginning of the new school year. 2) To measure the extent to which the entrepreneurship program contributes to women's empowerment, it can be seen from three dimensions. First, for the resource dimension: the pesantren only provides human resources in strengthening skills and social resources to assist students in conducting promotions and marketing products. For the achievement dimension, the students have produced a variety of products. Furthermore, all of these works were exhibited in the end-of-semester project exhibition and some of them were sold during the event. 3) Female students perceive entrepreneurship coaching program in pesantren can increase creativity, support female students to be independent, and support female students to be economically productive. Based on the findings above, this study recommends expanding the research by comparing the types of programs in this female pesantren with other female pesantren to enrich the research on female pesantren and support women's empowerment.

Keywords: Women Empowerment, Entrepreneurship, Entrepreneurship Coaching Program, Female Pesantren, Female Students.

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ABBREVIATION AND GLOSSARY PAGE

Agency	:	Action taken by a person or group with the aim of empowerment
Achievement	:	Results that have been achieved from the empowerment program
<i>Bandongan</i>	:	Learning method in the form of 5 to 500 students listening to the teacher reading, translating and explaining Islamic books in Arabic
BPOM	:	<i>National Food and Drug Agency</i>
BPS	:	<i>Central Bureau of Statistics</i>
Display Project	:	Mention for student work exhibition activities at the end of the semester
<i>Halaqah</i>	:	Group of students studying under teacher guidance
IPR	:	<i>Intellectual Property Rights</i>
MDGs	:	<i>Millennium Development Goals</i>
NEET	:	<i>Not in Education, Employment, or Training</i>
NIB	:	<i>Business license number</i>
Resource	:	knowledge, ability, and inventiveness of individuals or social groups
RPJPN	:	<i>National Long-Term Development Plan</i>
SDGs	:	<i>Sustainable Development Goals</i>
<i>Sorogan</i>	:	Individual system in pesantren education where students are asked to read and interpret the <i>kitab</i> while the teacher listens
TPAK	:	<i>Labor Force Participation Rate</i>
UNDP	:	<i>United Nation Development Program</i>
UN Women	:	<i>United Nation Women, International Organization</i>

CHAPTER I

INTRODUCTION

This section consists of four parts: background, research questions, research objectives, and significance of the study. The background explains the identification of problems in the study and confirms arguments for why this research is important, reinforced by several supporting literature. This leads to the identification of three research questions and three objectives of this research. Finally, the significance of the study explains how this research can contribute to the world of education.

1.1 Research Background

Women's empowerment is the process by which women gain the ability to make strategic choices in their lives and transform those choices into desired outcomes (Kabeer, 1999). Another definition adds women's empowerment as a process of giving or transferring a certain amount of power, or ability (power) to organizations, communities, or individuals to be more empowered in determining their life choices to produce better living standards (Hanafie et al., 2016).

Women's empowerment is a theme of interest and importance to many academics and policy makers today. In the global context, the United Nations Development Program (UNDP) includes gender equality and women's empowerment in section 5 of the Sustainable Development Goals (SDGs) (United Nations, 2024). Women's empowerment is not only important for human rights, but is also an important pathway to achieving Sustainable Development Goals (SDGs) and the Millennium Development Goals (MDGs) (Awan et al., 2021). Likewise, in Indonesia, the issue of women's empowerment is one of the agendas of the National Long-Term Development Plan (RPJPN) 2005-2025, where

empowerment is directed at improving the quality of life and the role of women in various fields of development, reducing acts of violence and discrimination, and empowering women at the national and local levels (Siscawati et al., 2020).

The women's empowerment program above stems from several cases of women's inequality that still occur in many sectors, one of which is related to the participation of the women in the workforce (UN Women, 2023). Women still tend to be marginalized and trapped in low-paid jobs and are not well protected (UN Women, 2023). Although women are increasingly highly educated, the labor market still disproportionately channels them into jobs traditionally considered acceptable for women. Too few reach top-level positions in management and leadership (UN Women, 2023).

In Indonesia, woman workforce is lower than man workforce as shown by Central Bureau Statistic of Indonesia (BPS) data (2024) on the Labor Force Participation Rate (TPAK) of women in Indonesia in 2021-2023. In 2021, the male TPAK was 82.27%, while the female was 53.41%, as well as in the following years, in 2022, the male was 83.87%, while the female TPAK was 48.16%, then in 2023 the male TPAK was 84.26% while the female was 54.52% (BPS, 2024). Despite a slight increase from 2022, the imbalance between the female and male labor force still exists.

In addition, another issue that arises is related to women and girls not receiving formal education and opportunities to develop skills (UN Women, 2023). From global data presented by UN Women, by 2022, 32.1% of young women aged 15 to 24 are not in education, employment or training (NEET) compared to 15.4% of young men. Institutional barriers, including workplace discrimination and lack of decent work opportunities, are some of the variables that disrupt the transition from school to work for young women.

Therefore, support for women to build skills is essential to close the gender gap (UN Women, 2023). Some of the supports that can be done by UN Women are to provide entrepreneurship training, promoting for women's business ownership, and financial markets so that they can be economically empowered (Asia Pasific UN Women, 2023). Economic empowerment is very important to achieve gender equality to achieve independence (Chai, 2023). Women entrepreneurs can contribute significantly to economic growth if they have equal opportunities and access to resources (Sarfaraz et al., 2014).

In addition to the efforts of international organizations, forms of empowerment through the internalization of entrepreneurship skills have also been pursued through education. In Indonesia, the Ministry of Education and Culture through the Directorate General of Secondary Education and the Directorate General of Higher Education has implemented entrepreneurship education as one of the concrete manifestations to foster a creative, innovative, sportive and entrepreneurial spirit in the education curriculum (Syafriando et al., 2021). This is in accordance with the mandate of Law No. 20 of 2003 concerning the National Education System Article 3, which states that *"national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens"* (Nasional, 2003). Entrepreneurship education can be taught to students starting from junior high school, senior high school or vocational school through the cultivation of entrepreneurial values that will form the character and behavior for entrepreneurship so that they can be independent in working or independent business. (Mulyani, 2012).

In addition, pesantren as the first Islamic educational institution in Indonesia also implemented entrepreneurship education. Pesantren is an Islamic institution that focuses on religious learning, which aims to enable graduates to understand and practice Islamic teachings by emphasizing moral urgency as a guide to life in society (Masnur, 2011). Pesantren transformed Islamic teachings through a classic book by previous scholars known as the yellow book (Mukaffan & Siswanto, 2019). The pesantren learning model was initially popular using methodical-didactic in the form of *sorogan* (individual system in pesantren education where students are asked to read and interpret the *kitab kuning* while the teacher listens), *bandongan* (learning method in the form of 5 to 500 students listening to the teacher reading, translating and explaining Islamic books in Arabic), *halaqah* (group of students studying under teacher guidance) and memorization (Dhofier, 1982; Van Bruinessen, 1995; Wahid et al., 1974).

In its development, Nurcholish Madjid in Mukaffan (2019) said that Islamic boarding schools must be sensitive and responsive to changing times, where the knowledge provided can provide solutions to problems that occur in society (Mukaffan & Siswanto, 2019). Samsu, et al (2021) also said that pesantren must adapt their goals to meet the requirements of society in the age of globalization as institutions for empowering and fostering people (Samsu et al., 2021). Therefore, the typology of pesantren in its journey has shifted from the traditional model which originally only focused on learning the yellow book and religious science to modern pesantren by including general subjects in the curriculum due to the demands of modernity. Then also developed pesantren that include types of skills such as entrepreneurship in their curriculum (Muhammad, 2022, p 42).

It is not yet known exactly how many pesantren use an entrepreneurship-based curriculum because there is no data on this matter and it is not known when it first appeared. However, from several previous studies, the topic has been the subject of research since 2016, starting from entrepreneurship education strategies (Siswanto, 2018), education management (Shodiqin & Yahya, 2018), then the model of empowering students through entrepreneurship with excellent and extracurricular programs (Ghofur et al., 2016; Indra, 2019; Prayitno, 2016). From some of these literatures, very few studies have focused on women specifically being the subject of study. This is reinforced by research by Brush, et al (2009), which states that although women's entrepreneurship is considered important, it is still under-researched. One of the studies that discusses women and their relationship with entrepreneurship is Prasetyawan and Rohimat (2019), but the focus of their research is on a community, not students as empowered subjects (Prasetyawan & Rohimat, 2019).

The case above is also reinforced by the position of women in pesantren which is not so much described by some literature. Husein Muhammad (2022) in his book, explained that there are not many writings either in the form of dissertations, theses, or freelance writings by Indonesian or foreign scholars reveal how women's activities in pesantren. As for the writings of scholars discussing female students, it is not explained in detail, just a glance (Muhammad, 2022). Clifford Geertz (1976) is one of the scholars who did not mention much about the activities of female students. Dhofier (1982) in his book also only mentions the beginning of the involvement of female students in religious learning at the primary and secondary levels, while the pesantren institution at that time that studied the classics was only reserved for men (Dhofier, 1982, p 66). One of the studies on muslim women in pesantren explained the perpetuation of patriarchal norms, which

subordinate women, continues through the unquestioning instruction of classical texts and remains firmly ingrained within the male-dominated hierarchy of authority in the pesantren institution. Learning materials also instruct to focus on their domestic roles, emphasizing being a good mother and being a good wives of their husbands (Srimulyani, 2007).

Based on the above reasons, where research on female students in pesantren is very rare and their role is still minimal only in the domestic sphere, this research try to fill the gap by focusing on female pesantren to explore how pesantren empower students, especially women, through entrepreneurship coaching. This is in line with the purpose of entrepreneurship coaching in female-only boarding schools where a form of women's empowerment is useful for the independence of students in terms of the economy. Setyawan & Nugroho (2022) also added, in addition to having an impact on women's lives, the creation of empowerment space for women also has an impact on independence, academic achievement, economic stability, and religious values (Setyawan & Nugroho, 2022).

This research focuses on a female pesantren located in West Sumatra. The reason this pesantren was chosen because referring to the history of its establishment, this pesantren has been strongly supported the empowerment of women. This pesantren was established to give women the opportunity to study like men. In addition, it also was the first female pesantren in Indonesia and was led by a woman. As is known, the tradition of the majority of pesantren in practice gives leadership rights to men. Even though the kyai's first child is female and has the ability to lead, the male child is still the successor (Muhammad, 2022). This indicates the practice of pesantren that does not favor gender.

Furthermore, this pesantren does not only focus on studying religious knowledge, but also fostering its students through entrepreneurship to increase the independence of students in terms of the economy. This can be seen from the applied curriculum model where students must produce output in the form of products with selling value. Yadav & Unni (2016) in their research found that there is still a long way to go in building a strong theoretical foundation regarding research on women's entrepreneurship. In this case, feminist theories can be applied along with existing entrepreneurship theories to produce comprehensive writings in this field (Yadav & Unni, 2016). For this reason, in measuring the extent to which pesantren are able to empower female students through entrepreneurship programs, Naila Kabeer's (1999) empowerment measurement theory, a gender professor, is used, seen from the dimensions of *resource*, *agency*, and *achievement* for analysis needs.

1.2 Research Question

From the background of the problems above, I put forward the following research questions:

1. How do female leader manage entrepreneurship program in a female pesantren?
2. To what extent can the pesantren entrepreneurship program contribute to women's empowerment?
3. How do students perceive entrepreneurship coaching through supporting programs provided by pesantren as a form of women's empowerment?

1.3 Research Objective

The objectives of this research are to find out:

1. How do female leader manage entrepreneurship program in a female pesantren.
2. The extent to which the pesantren entrepreneurship program can contribute to women's empowerment.
3. How students perceive entrepreneurship coaching through supporting programs provided by pesantren as a form of women's empowerment.

1.4 Significance of Study

This research is expected to contribute to the world of education related to the entrepreneurship-based pesantren development model to answer the challenges of the times, where currently the mastery of religious knowledge alone by students in pesantren is not enough to compete in the global market. Mastery of skills such as entrepreneurship is useful for increasing the independence of students in the economic field. The focus of the study on women's boarding schools provides information that the practice of pesantren

education, which has been believed to be still gender biased, is not always so. The pesantren that became the object of this study gave the answer that there are pesantren that really provide space for women to be empowered and develop their creativity to produce products that can help economic independence.

In addition, this research is one of the references on how women's education in pesantren. Referring to several previous studies that examined the topic of pesantren, it is very rare to find discussions that specialize in women's activities. With this research, it is expected that topics regarding pesantren and women will be increasingly researched by academics.

CHAPTER II

THEORETICAL FOUNDATION

This section is divided into two parts, namely literature review and theoretical framework. In the literature review section, I begin with a discussion of women's empowerment, including the definition, history, and women's empowerment in the educational context. In each of these sections, I strengthen it with previous studies so that research gaps could be seen. Furthermore, the literature review points discuss the scope of entrepreneurship. In this section, I will elaborate entrepreneurship on the context of pesantren along with some previous research to find research gaps. In the theoretical framework section I will discuss the theory of women's empowerment in general, then choose specifically what theory I use related to the dimensions of empowerment measurement. Here I describe these points based on the discussion of several scholars through their writings below.

2.1 Literature Review

2.1.1 Women Empowerment

2.1.1.1 Definition of Women Empowerment

Several dictionaries (Cherlents, 2013; KBBI, 2016; Sadili & Echols, 2003) only provide a pre-twentieth century definition of the verb empower, which means 'to empower' or 'to give power to'. The word originated in the 17th century and can imply 'authorise', 'delegate', or 'enable'. Empowerment for members of low-powered groups involves expanding their power base (Mandal, 2013). Several scholars have tried to define the term empowerment based on their perspectives, both in socio-economic, cultural and political contexts. If summarized, these terms

include self-strength, self-control, independence, personal choice, the ability to fight for one's rights, or the power to make one's own decisions, freedom and so on (Mandal, 2013).

Empowerment is used to describe how people's capacity to make wise decisions in life has increased in situations where it was previously unavailable to them. (Kabeer, 1999). In line with Kabeer, a member of the Union of Women Committees for social Work also define empowerment as the ability to make decisions and carry them out freely in order to do this the women can empowered socially, economically, and politically (Kuttab, 2014). Hanafie, et al (2016) refers to Priyono & Pranarka (1996) explain two empowerment tendencies: 1) Giving or transferring some authority to communities, organizations, or individuals so they can be more empowered is the process of empowerment. This procedure is known as the empowering meaning's basic tendency. 2) secondary tendencies, emphasizing the process of encouraging, stimulating, and motivating individuals to have the ability or empowerment to determine what is their life choice (Hanafie et al., 2016).

Mansour Fakih (2001) also defines women's empowerment as a gender transformation movement that not only aims to improve women's status using indicators of male norms, but more than that it is an effort to increase women's dignity and strength, so that women can become human beings who are able to control and give direction to their own lives (Fakih, 2001). Moser (1993) as a feminist figure who initiated the concept of empowerment (in Hanafie, et al., 2016), believes that women's empowerment must aim to increase self-reliance and

increase internal strength. From the explanations above, it can be concluded that women's empowerment is the ability of women to choose or decide on their life choices freely and independently without any dependency to improve their standard of living.

2.1.1.2 The History of Women Empowerment

The history of women empowerment relate to the emergence of four feminist waves. The term first wave emerged in March 1968 focusing on women's political struggles in the US and Britain from the 1820s to 1940s. The main goal was to realize equal rights for women who were then dominated by men and guarantee the right to voice. Subsequently, the second feminist wave began in the 1960s and ended in the 1990s. The dominant issues discussed in this movement are broader than the first wave, namely around sexuality, reproductive rights, and civil rights. This movement emerged after the second world war in which women entered the workforce.

Furthermore, the third wave began in the 1990s to the 2000s. This wave further emphasizes the complexity of women's issues, where women have more power to support their reproductive rights and give resistance to sexual violence in the work environment. Women's rights in developing countries are also the focus of this wave. Then in the 2010s until now, the fourth feminist wave emerged with a focus on the massive media carrying out various forms of justice campaigns. Social media such as Facebook and others have become real movements against women's harassment and discrimination (Mohajan, 2022; United Nations Women

et al., 2021). In this wave, women empowerment is actively mobilized as an effort to free women from social marginalization (Sultana, 2021).

It can be concluded that the early women's empowerment movement in the 1970s focused on increasing women's awareness of their rights and humanity, which only focused on certain groups and fields. Whereas in the later stages, this movement shifted to development goals, where women's empowerment was disseminated to several fields of life and was more universal for all women (Gressel et al., 2020). This is because oppression is not reserved for a specific group but for women in general through the patriarchal culture in society. For example, Narayan (2018) recounts a case in India where, while women are educated, employed, and aware of their legal rights, they are still subjected to strong cultural oppression (Narayan, 2018). Some scholars such as Kabeer and Narayan therefore push empowerment towards a more holistic and contextual understanding of how to engage women in empowering themselves (Gressel et al., 2020).

The issue of empowerment has now become a global phenomenon. Since the founding of the United Nations (UN), this issue has been widely discussed by scholars throughout the world and has become a political agenda in many countries. Even though the term empowerment has become a keyword since its emergence around the 1960s, this term was not mentioned too widely in the literature until the 1980s. It took around 20 years for the UN to raise this issue, so that in 2001 the "International Year of Women's Empowerment" was declared after being celebrated in 1975 as "Women's Declaration Day"(Mandal, 2013).

2.1.1.3 Women Empowerment in Educational Context

Several studies on women empowerment among academics have been conducted. *First*, research that discusses women empowerment in general, does not focus on empowerment research through education. Awan, et al (2021) examine the issue of women's empowerment in a world perspective through United Nations Development Program (UNDP) (Awan et al., 2021). The study also explained how the United Nations (UN) conducts various conferences, forums, and workshops on women's issues as the goal of empowerment. The topic of women empowerment and gender equality is also a discussion in National Development of Indonesia (Siscawati et al., 2020).

Siscawati, et al (2020) explore the state of women's empowerment and gender equality in Indonesia's national development, particularly during the RPJMN of 2015–2019 implementation phase. This article reviews national development strategies, analyses issues and circumstances surrounding women's empowerment and gender equality, and highlights the successes of gender mainstreaming in the growth of different sectors during the RPJMN of 2015–2019 implementation. Additionally, it offers suggestions on how policies and programs should be directed for the upcoming national medium-term development plan (RPJMN of 2020–2024).

Research about women empowerment topic also conducted in the context of Egypt (Al-Sharmani, 2014; Sholkamy, 2014), Palestine (Kuttab, 2014) and Brazil (Sardenberg, 2014). Sharmani (2014) discusses legal reform and social change where women's empowerment is carried out through changes to marriage

laws that harm wives in family relations. This change in law has an impact on the fairness of rights and responsibilities which previously only benefited the husband. Still in the Egyptian case study, Sholkamy (2014) was conducting research on steady money, state support and respect which empower women in Egypt through government programs. This research discusses how the Egyptian Ministry of Social Solidarity and its partners developed a pilot conditional cash transfer (CCT) program that was implemented in the Ain el-Sira neighborhood of Cairo between 2008 and 2012. By allocating resources to women, CCTs are viewed as effective, popular, progressive, and efficient.

Still with the same topic, Kuttab (2014) explained that empowerment is a resistance in the context of Palestinian women. Achieving a certain level of empowerment is challenging if the occupation continues and stability and security do not reign. When women's access to economic possibilities is unrelated to changes in gender roles and gender relations, there can be no empowerment. It is much harder for women to achieve freedom, equality, and social justice without the help of the state and legal protection as the Palestinian people do not have their own sovereign state.

Furthermore, a country's economic growth is closely related to women's progress in terms of empowerment (Chai, 2023). Chai (2023) has conducted the study by comparing two existing case studies in China. The main findings suggest that regions with good economic conditions for GDP growth, industrial structure, and education levels tend to improve women's status and rights. He recommended

that these findings be applied to the context of the Middle East and North Africa (MENA).

In Indonesia, Hanafie, et al (2016) conducted Participatory Action Research (PAR) on women's empowerment in Banten through the development of fish processing skills. Using the empowerment theory of Naila Kabeer (1999) resource, agency, and achievement, researchers measured the success of the empowerment that had been carried out on the group of women SME business people in Salam Banten. The results showed, judging from the resources, the Community Service team provided financial assistance to each group of female SMEs amounting to Rp 100,000. Meanwhile, for human resource development, the service team transfers knowledge and strengthens packaging, marketing, budget planning and bookkeeping skills for women SMEs. Judging from the agency, the focus is on efforts to provide the meaning of economic independence for women, and achievements in the form of significant changes in meatball packaging and the organization of the bookkeeping process.

Furthermore, Sari, et al (2022) also conducted an analysis of women empowerment through a sustainable food garden program in a village in Samarinda City. The results of this qualitative research explain the form of women's empowerment in the village in the form of training and group coaching in non-formal activities. After coaching, evaluation and monitoring are carried out to monitor the success of the program (W. N. Sari et al., 2022). Unlike the research above, this study does not use a specific theory to measure the success of empowerment.

Second, women empowerment in the educational context for example, in India, Bora (2021) examines women's empowerment in rural areas through the Mahila Samakhya program (Bora, 2021). In 1989, the Mahila Samakhya Program was launched with the aim of converting the objectives of the 1986 National Policy on Education and 1992 program of action into a tangible scheme for the education and empowerment of rural women, especially those belonging to socially and economically disadvantaged groups. She also included the role of NGOs and explored the challenges encountered while running the program.

Furthermore, Sundaram, et al (2014) also conducted research in the Madurai area, India regarding the important role of education as a form of women's empowerment. The aim is to increase women's awareness about empowerment and identify the impact of education itself for women in the district. The findings explain that one effective medium for empowerment is through education (Sundaram et al., 2014). For this reason, several forms of educational programs for women should be implemented to achieve the goal of empowerment.

In Indonesia, for example, Malihah, et al (2023) conducted phenomenological research on the pesantren curriculum based on women empowerment and gender equality (Malihah et al., 2023). Each individual also plays an active role in changing the negative stigma regarding conservative Islamic understanding of women. In this study, they only examine the implementation of learning and programs that support the empowerment of female students in general in a pesantren through in-depth interviews, not linking them specifically to certain programs such as entrepreneurs.

Ratnasari (2016) also studied empowerment in Islamic boarding schools. She criticized the pesantren curriculum that examines the yellow book, which still indicates gender discrimination. For this reason, from her findings, she recommended that pesantren can interact with gender issues and modern science. Critical reasoning also needs to be developed so that the discriminatory text can be reinterpreted so as not to be gender biased (Ratnasari, 2016). Djovanna & Khusumadewi (2021) also conducted research on the implementation of the women's empowerment class program at a Bojonegoro Islamic boarding school as a solution to the problem of gender equality. The result of this program is in the form of training tools that can be used as counseling services in schools (Djovana & Khusumadewi, 2021).

2.1.2 Entrepreneurship in General Context

The word entrepreneurship itself comes from the French word *entreprenre* which means doing something (Prasetyani, 2020). The concept of entrepreneurship was first introduced by a French economist named Richard Cantillon around 1755, where he argues entrepreneurship means assuming the risk of buying at a certain price and selling at an uncertain price (Stevenson, 1983). This definition refers to the role of entrepreneurship within the economy. Schumpeter in 1911 then added the concept of innovation to the definition of entrepreneurship for economic change and development (Carayannis, 2013). He explains that the quality of entrepreneurial activity involving innovation and change determines the speed of capital growth. He outlined his theory to describe the process of innovation and also distinguished five types of innovation: (1) new production processes,

(2) new products, (3) new materials or resources, (4) new markets, and (5) new forms of market organization (Schumpeter, 1934).

Literature in several studies also define this term. Entrepreneurship is the capacity for creative and innovative thought and behavior, which serves as the foundation, sources, inspiration, goals, tactics, advice, and procedures for overcoming obstacles in life (Ghofur et al., 2016). It is also interpreted as a skill, utilization of every opportunity and business development aimed at improving human life and welfare (Mansah, 2022). Entrepreneurship is also said to be an attitude and ability to create something new and different through creative and innovative thinking to look for opportunities in facing life's challenges which can be valuable and useful both for oneself and for others (Afandi, 2019). Some skills that must be possessed to become a reliable entrepreneur are critical thinking and problem solving, good communicator, teamwork, creativity, and leadership (Scarborough & Cornwall, 2016).

Meanwhile, an entrepreneur is a person who dares to try independently by mobilizing all resources and efforts including the intelligence to recognize new products, determine new production methods, arrange operations to procure new products, market them, and arrange capital operations to produce something of higher value (Firmansyah & Roosmawarni, 2019). To become an entrepreneur, you need knowledge of the basic principles of entrepreneurship and how to do it, which is summarized in entrepreneurship education. Entrepreneurship education is an effort to internalize the entrepreneurial spirit both through educational institutions and others in the form of training institutions, training and so on. Or in other words, entrepreneurship education is a planned and applicable effort to increase the knowledge, intention or intention and competence of students to develop

their potential by being manifested in creative, innovative behavior in managing risks (Afandi, 2019). Entrepreneurship education equips students with the abilities to start and grow businesses in a variety of industries. The initiatives aim to shift students' attention from paid work to self-employment, where this trains students' economic independence (Ediagbonya, 2013). It can be concluded that entrepreneurship education is an effort to instill entrepreneurship values in the form of the ability to innovate, create, and produce something through training or teaching.

2.1.3 Entrepreneurship in the Context of Minangkabau Community

Minangkabau is an ethnic group located in West Sumatra. In some literature, Minangkabau people are known for their trading habits and entrepreneurship (Fatimah, 2012; Kustati, 2018; Mawaddah & Putra, 2021). Minang's contact with trade began in the 16th century, mainly due to their proximity to the port as well as Aceh, which at that time traded heavily in gold and spices (Sutanto & Nurrachman, 2020). Sutanto and Nurrochman (2020) in their research compared the characteristics of Javanese, Chinese and Minangkabau ethnic groups. All three have similar values in terms of independence and hard work in trade. The Minang ethnic group is characterized by the habit of migrating in search of economic resources. The difference is that the Minangkabau ethnic group upholds equality and egalitarian values more highly (Sutanto & Nurrachman, 2020). The matrilineal system is one of the reasons that not only men, but also women have access to business ownership. In terms of property management, women in the family are also involved in decision-making.

When viewed from a socio-cultural context, Minang society adheres to the matrilineal system, characterized by several forms of characteristics such as the line of

inheritance rights passed down to women from maternal descent and descent (tribe) traced from the mother's line. Not only matrilineal but also matriarchal, where women have economic, social and political power (Kustati, 2018). It is rare to find an ethnic group that adheres to this system, only a few countries in the world, including India and South Africa. Even in Indonesia, the majority of ethnic communities follow the patrilineal system (Fatimah, 2012). From a historical aspect, the matriarchal kinship system in Minangkabau initially had little contact with religious groups, so that in the colonial era there was conflict and opposition marked by the Paderi war between the customary and religious groups (Hadler, 2013). But over time, the system became acceptable with the introduction of modernization and the resolution of conflicts through mutual agreement to clear up misunderstandings.

In practice, the matriarchal system positions the position of women in Minangkabau society both ideologically and philosophically, not only focused on domestic roles, but provides great opportunities for public roles, especially in the social, economic and political fields (Fatimah, 2012). This is illustrated by the characteristics of Minangkabau women as individuals, which women must and have done in their community. To see an illustration of the concept of Minangkabau in this category, it can be drawn from the figures of Rahmah El Yunusiyah and Rohana Kudus during the movement period who were active in the fields of education and politics. With the access that women have in the economic field, Rahmah has been able to build a school (foundation) on her own land, which was obtained from her mother's inheritance (mother personal property), after the earthquake in Padang Panjang in 1926 (Fatimah, 2012).

Minangkabau women are given the right by custom to own heirloom property, to own rice fields, houses and land. Because women are given the right to own heirloom property that they can rent out or manage, the property increases (at least the amount remains as before) (Fatimah, 2012). Minangkabau women do not necessarily have to cultivate themselves, but they can simply become managers of the management of the increase in heirlooms owned. Usually those who function as workers to increase these assets are "picked up" by the female party/family. The experience of Minangkabau women as managers can shape the character of leadership that at a higher level she can use in a wider leadership area (Fatimah, 2012).

From the explanation above, it can be concluded that entrepreneurship is a habitual part of the Minangkabau ethnicity because it lasts for generations. The matriarchal kinship system of women in Minang causes women to also play an important role in managing the economic system because they have access to resources. This creates an egalitarian and inclusive atmosphere. Privilege like this must be utilized properly so that women can be empowered and independent.

2.1.4 Entrepreneurship in Pesantren

At the beginning of its emergence, entrepreneurship was not yet part of Islamic boarding schools' curriculum. However, in its development, the challenges of the times require Islamic boarding schools to adapt to the current development. It is not known exactly when the entrepreneurship-based Islamic boarding school was first established, but several academics have turned this topic into research since 2016. Some research on entrepreneurship has been done. First, Siswanto (2018) conducted a qualitative case study that discusses entrepreneurship-based pesantren through a Teleology approach. This type

of approach is used to understand business strategy including subject, achievement, and development strategy. The results show that the involvement of kyai, students, and alumni is very influential in entrepreneurial development. The application of the value of transparency and professionalism is a form of strategy applied (Siswanto, 2018). Research on entrepreneurship education strategies was also conducted by Afandi (2019) in different Islamic boarding schools (Afandi, 2019). The difference with previous studies is the approach used to analyze the data was qualitative descriptives.

Furthermore, research on the entrepreneurship education model was also conducted by Fatchurrohman & Ruwandi (2018). It's just that researchers focus more on discussing not only the concepts used, but also the impact of implementation and challenges faced by pesantren in running entrepreneurship programs (Fatchurrohman & Ruwandi, 2019). The empowerment of student resources through entrepreneurship is also explained in several studies in several different Islamic boarding schools (Ghofur et al., 2016; Indra, 2019; Prayitno, 2016). The empowerment of students through entrepreneurship education can have a good impact on students' independence to build the economy by working professionally after graduation (Mubarok, 2018). A little interesting in Indra's research (2019), he related Islamic values such as Qur'anic verses related to discussions in his research. He added the term Muslim entrepreneur and associated it with the life of the Prophet. However, his research does not focus on certain programs that can support student entrepreneurship.

Shodiqin & Yahya (2018) conducted research on entrepreneurship pesantren and focused more on management aspects and their relation to Islamic education. For this reason, the theoretical framewok used also refers more to the concept of management. No

particular theory was found to analyze the results (Shodiqin & Yahya, 2018). Slightly different from before, Prasetiyawan & Rohimat (2019) focuses their research on empowering women and social entrepreneurs with an ethnographic approach. The object of his research is more to the manager of Catering who is mostly a widow, poor, and former layoff employee (Prasetiyawan & Rohimat, 2019).

Setyawan & Nugroho (2022) conducted research through a phenomenological approach on women's empowerment through the pesantren entrepreneurship movement in overcoming gender issues that are rife today regarding violence against women. This paper emphasizes the role of women clerics in advocating for women's rights and the challenges women face in patriarchal systems. The study also highlight the importance of women uniting in solidarity to fight discrimination and violence (Setyawan & Nugroho, 2022). This paper is interesting because it is very rare to find writings on women's empowerment through entrepreneurship in pesantren but involving female ulama figures as important agents who make transformative changes.

Of the many studies that discuss the topic of women empowerment and entrepreneurship, very few studies combine the two and focus on women's boarding schools. I found a study by Sari, et al (2021) regarding the development of pesantren entrepreneurship and women empowerment through training on fishery products as food commodities with high nutritional value (P. Sari et al., 2021). However, the study uses a participatory approach because it is a community service and does not use a specific theory to measure the success of an empowerment program. Naila Kabeer's empowerment theory is used in PAR research to measure the extent to which this form of empowerment is applied to groups in rural areas, without using Islamic boarding schools specifically as a

research site. Therefore, this study fills in the existing gap of knowledge by combining women's empowerment through entrepreneurship programs in female pesantren and using the empowerment measurement theory of Naila Kabeer (1999).

2.2 Theoretical Framework of the Study

2.2.1 Types of Empowerment

In general, women's empowerment can be divided into three forms, namely: social, educational and economic empowerment. The following will explain each of the descriptions of empowerment as follows:

a. Social Empowerment

Social Empowerment encompasses the empowering influence that enhances women's social connections and their social status. Social empowerment aims to tackle the social inequalities that prevail in society due to factors such as handicap, race, ethnicity, religion, or gender. Empowerment is a comprehensive social process that enables individuals to acquire control over their own life. Empowerment is a transformative process that enables individuals to cultivate influence and control over their own lives, communities, and society. This is achieved by taking action on topics that they consider significant (Mandal, 2013).

Beck, et al (1997) in Herrmann (2012) explain Empowerment to realize human capabilities or abilities (vs subordination) at the micro level empowers citizens to reach their greatest potential. With this social quality component focuses on enhancing citizen competency and participation in everyday life.(Herrmann, 2012).

In line with this, Khursheed, et al (2021) also explain empowerment in social work

aims to help individuals and groups enhance their social networking skills, address difficulties, and improve societal conditions (Khursheed et al., 2021). Women's empowerment has been defined by Griffin (1987) that has strong correlation with social empowerment rightly stated that, “able to contribute to all levels of society and not just at home. To achieve the goal of social empowerment it must be balanced with the provision of supporting resources or facilities.

b. Educational Empowerment

Education is the key aspect in women's empowerment, prosperity, progress, and wellbeing (Sundaram et al., 2014). Education fosters self-confidence, self-esteem, and independence. This provides hope, promotes social, political, intellectual, cultural, and religious growth, and expand the reach of the mind (Mandal, 2013). Khurshid & Saba (2018) explained that there are two perceptions regarding educational empowerment. First, women's empowerment as a universal tool and process for all women. Second, there is 'sisterhood' between women through the homogenization of the identities, experiences, motivations and interests of all women. This means that educated muslim women must become empowered agents of change through fighting patriarchal values against their families and communities (Khurshid & Saba, 2018). Women can be empowered and more independent. That is the importance of empowering women through education.

Considering the important role of education in achieving empowerment, several policies in the form of educational programs have been implemented. For example in India, The Mahila Samakhya (MS) exists which aims to educate women about

change - change of the mind, of attitudes, practices, social relations and structures. This program was launched in 1989 to translate the objectives of the National Policy on Education (NPE) 1986 and the Program of Action (POA, 1992) into a concrete program for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups (Bora, 2021).

Apart from that, forms of empowerment through non-formal education are also carried out through sustainable food garden teaching programs to increase independence (W. N. Sari et al., 2022). The entrepreneurship development program for students in the form of diversification training on fishery products is also carried out at Islamic educational institutions, namely Islamic Boarding Schools (P. Sari et al., 2021). These two programs are closely related to economic empowerment.

c. Economic Empowerment

The Djakarta Declaration (1994) critically examines that, “women's empowerment is not just an equal consideration; this is an important prerequisite for sustainable economic and social development” (Mandal, 2013). Examining this, it is necessary to design programs that are relevant to women's empowerment, especially economics. In this case, the world organization UN Women has designed the Sustainable Development Goal (SDGs), where section 5 adopted in 2015 includes the main objective to 'achieve gender equality and empower all women and girls'. Economic empowerment has become increasingly central in that program (UN Women, n.d.).

Women's economic empowerment is defined as their capacity to actively engage in economic activities and decision-making processes, as well as control over their own economic resources (Reshi & Sudha, 2023). There are many ways that can be done to empower women economically, including providing access to economic resources and conducting skills and entrepreneurship training with the aim of financial independence. For access to economic resources, for example, a study in Bangladesh found that credit given to women resulted in better health and nutrition for boys and girls, compared with credit given to men (Wu, 2013). Furthermore, researcher found that entrepreneurship might promote women's empowerment, and, in this field, microfinance is playing a critical role by providing loans to address the financial requirements of the poor, particularly women (Khursheed et al., 2021).

Examples of research regarding providing skills and entrepreneurship training as a form of economic empowerment were also conducted by researchers (Fatchurrohman & Ruwandi, 2019; Hanafie et al., 2016; P. Sari et al., 2021; W. N. Sari et al., 2022; Setyawan & Nugroho, 2022; Shodiqin & Yahya, 2018). Hanafie, et al (2016) conducted participatory action research (PAR) in the community in a village by providing entrepreneurship training. The results show that the village community has the skills to make and market these products after several training sessions. Fatchurrohman & Ruwandi (2019) researched entrepreneurship education in an Islamic boarding school which was implemented through special superior programs, curricular, extracurricular and non-curricular pathways. Entrepreneurial

activities in Islamic boarding schools can have an economic impact and life skills on students.

2.2.2 The Dimension of Empowerment Measurement

Several academics have formed different conceptual frameworks in determining women's empowerment (Abou-Shouk et al., 2021; Chai, 2023; Ediangbonya, 2013; Kabeer, 1999; Khursheed et al., 2021; Ranasinghe et al., 2020; Wu, 2013). Abou-Shouk, et al (2021) divide the dimensions of empowerment into three forms: psychological, social and political. Psychological empowerment explains people's pride and self-esteem because they have unique attractions and heritage assets, social empowerment explains the relationship between people and their communities and encourages their involvement in community activities, while political empowerment provides opportunities for women to be involved in the decision-making process.

Slightly different, Ranasinghe, et al (2020) term empowerment as a multidimensional process to increase individual capacity and ability in making choices and turning these choices into desired results. To make this happen requires a perception of economic, social and political conditions as well as self-confidence. Ambepitiya, K. R, & Gao, Y (2020) term empowerment with women's education, income opportunities, access to work, consumption, political participation, control over assets, and personal security to improve women's welfare. The three dimensions that must be emphasized here are competence, self-determination, impact (Silva, 2022).

Furthermore, Kabeer (1999) measured women's empowerment through three dimensions: resources, agency, and achievement. From the several empowerment conceptual frameworks above, the empowerment measurement dimensions offered by Nayla Kabeer are more suitable to be applied in this research because the dimensions created refer to potential economic benefits as a result of empowerment. This is in line with the goals to be achieved by the entrepreneurship development program in women's Islamic boarding schools. Another reason is that this concept is dynamic and continuous, does not refer to the final result of success or failure. This is because Kabeer considers empowerment as a developing process, where women can evaluate their actions to continue making changes according to situations and conditions.

Nayla Kabeer (1999) states that empowerment refers to the expansion of women's ability to make strategic life choices in a context where they were once neglected. The ability to choose, of course, is only possible if women have the power to make their choices, because choice presupposes the existence of different alternative choices (Kabeer, 1999). As stated by Liz Kelly (1992) in Rowlands, the idea of empowerment alludes to the concept of power. Zimmerman, cited by Rappaport (1984), states that empowerment can take place at the individual, group, and community levels. An individual is considered empowered when they are able to take full use of all the chances that are in front of them, including those that allow them to address their own problems, those of their organization, and those of their surroundings (Pulu et al., 2023, p 119).

Kabeer (1999) make several forms of social empowerment measurement through three dimensions, namely Resources, Agency (agent capacity), and Achievement (achievement), which I will explain following part:

2.2.1. Resources

Resources might be social, cultural, or natural. Stated differently, these resources encompass not only traditional economic assets like land, machinery, funding, working capital, etc., but also diverse human and social resources that contribute to improving the capacity to make decisions. Human resources are found in each individual and include their knowledge, abilities, inventiveness, and so on. Contrarily, social resources are comprised of the expectations, commitments, and claims that are inherent in the networks, connections, and relationships that exist in various spheres of life and allow people to improve their circumstances and prospects for success in life beyond what would be achievable through their own efforts.

2.2.2 Agency

There are many definitions of agency. Hanafie, et al (2016) according to Jethro Pettit for example defines agency as the actions and intentions of a person, and a group of people. Agency is often interpreted as the capacity of act (Hanafie et al., 2016). Kabeer (1999) here defines it with the capacity for agency, or the ability to set and carry out personal objectives, is the second aspect of power. Beyond observable behavior, agency also includes an individual's sense of agency, or "the power within," which gives their actions meaning, purpose, and support. Although the mainstream economic literature frequently operationalizes agency as "individual decision making," agency actually involves a far larger range of purposeful activities, such as bargaining, negotiation, deceit, manipulation, subversion, resistance, and protest in addition to the more cerebral, ethereal

activities of analysis and contemplation. Collective as well as individual reflection and action are included in the concept of agency.

Kabeer (1999) interpret agency with positive and negative meanings. Agency in a positive sense is the power to. It refers to people's ability to make and act on their own life choices, including when having choices as opposed to others. Agency in a negative sense refers to the capacity of some actors to override others through authority or the use of force, coercion, and threats.

Rowlands (1997), slightly different from Kabeer, interprets power with the meaning of positive expression only, namely power that can affect agency and structure, namely *power to* or the ability to do something, *power with* is interpreted as understanding and collective action, and *power within* is dignity and self-esteem, and *power from within* (Rowlands, 1997).

The variety of power can be exemplified by a woman who is able to take action by leaving her husband who commits violence, then the woman is exercising her power to fight against the husband (*power to*). If the woman as a domestic violence victim organizes herself collectively to make efforts to fight against the perpetrators, then she is doing power with. Finally, a woman who seeks to maintain her dignity by complaining about violence committed by the perpetrator and imprisoning her, then she is applying power within. Power to often relies on power within and power with capabilities (Hanafie et al., 2016).

2.2.3 Achievement

After fulfilling resources and agency, a person will achieve what is called a capability where she or he can go to what they want. Achievement refers to the extent to

which this potential achieves a goal or fails to be realized, as a result of the effort that has been made. In the context of empowerment, achievement is closely related to both the agency's development process and its consequences. For example, the increase in the number of women working is evidence of the success of MDGs empowerment, but it is much better if achievement is measured by increasing opportunities for women's freedom, confidence, and independence (Kabeer, 1999).

CHAPTER III

METHODOLOGY

In this chapter, I will explain several points including research approach, research context, research subject, ethical considerations, method of data collection, and data analysis. This research is qualitative with a case study type because it is in line with the research objective to determine the form of women's empowerment through nurturing entrepreneurship in one of the women's Islamic boarding schools located in West Sumatra. Ethical considerations including informed consent, confidentiality, and anonymity are used to obtain voluntary participant consent, maintain the privacy and confidentiality of participants in research. Data collection was carried out by means of observation, semi-structured interviews, and document analysis. After all the data was collected, data analysis was carried out using thematic analysis. Furthermore, the points above will be explained comprehensively below.

3.1 Research Approach

Research approach refers to the plan that will be carried out by researcher to collect research information. This starts from determining the paradigm or assumption to be used, to detailed methods of analysis, data collection, and interpretation (Creswell & Creswell, 2018). There are three types of approaches to research, namely qualitative, quantitative, and mixed methods. Creswell & Creswell (2018) explain that qualitative focuses on the use of words, quantitative focuses on numbers, while mixed methods between qualitative and quantitative. This research uses qualitative approach because it aims to explore how female leader empower its students through nurturing entrepreneurship so they can

compete in the world of work and economically independent. The following will be elaborated in detail on the research design including the paradigm and design of the research along with the reasons for its use.

3.1.1 Research Paradigm

Paradigm is a flexible set of ideas, assumptions, or premises that guide study and thought to be logically connected (Creswell & Creswell, 2018; Mack, 2010). There are four worldviews or paradigms in research: post-positivism, constructivism, transformative, and pragmatism (Creswell & Creswell, 2018). This research is included in the transformative paradigm type, which is research that must be related to politics and change agendas to deal with forms of oppression (Creswell & Creswell, 2018). This research tries to change the stigma that women in pesantren only focus on studying religious knowledge and are required to be good wives and mothers who play a role in the domestic realm as usually commanded in learning the yellow book. This transformative paradigm is built with the concept of women empowerment which states that women can choose or make decisions independently to achieve a better standard of living and away from forms of oppression (Kabeer, 1999). This form of empowerment is carried out through entrepreneurship coaching so that female students have certain skills by producing marketable products, which of course are economically beneficial and support independence.

3.1.2 Research Design

Creswell & Creswell (2018) divide the types of approaches into three: qualitative which focuses on word elaboration, quantitative which focuses on numbers, and mixed methods which combine between the two. This research tries to explore how female pesantren can empower its students through nurturing entrepreneurship so they can compete in the world of work in the future and economically independent. For this reason, qualitative is a suitable approach to use because it is in line with research purposes that emphasize more on extracting and understanding the meaning of individuals or groups of a social problem rather than numbers or statistics (Creswell & Creswell, 2018).

The method used is a case study where the researcher develops an in-depth analysis and the research focus on the study unit can be a class or a school (Gay et al., 2012). In the field of education, case studies aim to answer problems comprehensively and in depth, limited to the types of cases investigated. This is in line with the purpose of the research where the focus is on exploring in depth the empowerment of female students through nurturing entrepreneurship at one pesantren.

3.2 Research Context

I did research in one of the modern Islamic boarding schools located in Padang Panjang, West Sumatera. This female-only boarding school was established in 1923 with education levels from kindergarten to college. The reason for choosing this place is because referring to the history of its establishment, this pesantren strongly supported the empowerment of women. This pesantren was established to give

women the opportunity to study like men. In addition, the interesting thing I found was being in this Islamic boarding school is the first women's Islamic boarding school in Indonesia with a female leader, who is still rare in the world of pesantren.

Referring to its history, this Islamic boarding school was founded by a woman named Rahmah El-Yunusiyah who tried to fight for women's empowerment in the field of education during her time. This started with the anxiety that arose within Rahmah. when studying at the co-educational Diniyyah School in 1923. When male and female students were mixed in the same class, women were not free to express their opinions and exercise their rights in the learning process. He observed various issues from a fiqh perspective that were not explained in detail by male teachers. For this reason, he invited several of his friends to create a study group to discuss religious issues and women's issues with Sheikh Abdul Karim Amrullah (Inyiah Haji Rasul), the father of Buya Hamka at *Surau Jembatan Besi* surau is a building where Muslims worship and is also used as an Islamic religious education center) (Rasyad, 2019).

Through this learning process, Rahmah was inspired to build a special school for girls. According to her, women must know more about discussing fiqh or learning about women's issues. Women also have the same right to obtain education as men. This determination can be seen from one of her interesting quotes:

“If I don't start now, my people will remain backward. I have to start, and I'm sure many sacrifices will be required of me. If men can, why can't women?” (Rahmah, 1923)

Currently, the Islamic boarding school continues to develop and produces many alumni who are influential and become figures in society. This cannot be separated

from the efforts of the female leader who is Rahmah's successor as the founder to always innovate and change. If in the past the form of women's empowerment was in the form of access to education, now this empowerment is sought through curriculum innovation for female students so they can better respond to the challenges of the times. The context of empowerment brought by the founder of the female Islamic boarding school, viewed from its historical aspect, is very relevant to the direction of my research. Therefore, I chose this Islamic boarding school as a research object focusing on the entrepreneurship development program.

3.3 Research Subject

This research involved seven participants (female leader, manager division of entrepreneurship, 2 supervising teachers, and 3 of students) to find out how pesantren empower female students through nurturing entrepreneurship program. Therefore, to answer the first research question, I conducted interview with female leaders to find out how this entrepreneurship program is formed and how it is run. The focus of interview was about management program. Second, I conducted interview with the manager of the entrepreneurship division to find out what products have been produced and how the marketing process is. Third, I conducted interviews with teachers who coach the program and then three students from grade 11 to find out their views and perceptions on the pesantren entrepreneurship program, its benefits, and challenges. Grade 11 was chosen as participants because their participation in this entrepreneurship coaching was the longest among the others participants. I chose three students to be interviewed from different classes

to produce diverse points of view, because the time for implementing entrepreneurship coaching for each class was different.

3.4 Ethical Considerations

Ethical consideration is one of the important points that must be considered in research. According to Arifin (2018), there are several issues to be considered, *first*, informed consent. Informed consent includes the participant's understanding of the issues raised in the research by providing adequate information and voluntary consent to the interview process later (Arifin, 2018). For this reason, in this research the first thing I did was briefly explain the purpose of the research and its objectives, after that I asked the participants to provide data related to the research. Before asking several interview questions, the research instruments that have been designed are checked first by the supervisor to ensure they do not harm any of the participants.

Second, anonymity and confidentiality, namely the confidentiality of participants is maintained by not revealing the names and personal identities of all participants involved in the process of data collection, analysis and reporting research findings. (Arifin, 2018). To maintain the privacy of all participants, identity information will be replaced by pseudonyms in research findings.

3.5 Data Collection Methods

After explaining the research approach, research context, research object, and ethical considerations, in this section I explain how the data collection process

was carried out in qualitative research. In this research, data was taken through observation, interviews, and document analysis. Next, my background and reasons for collecting data through the above process is explained below:

3.5.1 Observation

Observation is one part of data collection in qualitative research where researchers can record information and observe activities in the place that is the object of research (Creswell & Creswell, 2018). Observations are useful so that researchers can be directly involved in activities and find data that would otherwise be missed in other people's observations, and researchers can find things that were not revealed by respondents during interviews so that the research picture becomes more comprehensive. There are two types of observation: participant observation and non-participant observation. Participant observation is a type of observation in which the researcher is involved as a member and can interact directly in the activity being observed, while non-participant observation does not involve the researcher interacting directly with participants in the activity being observed. Researchers only work, record, observe and note what happens in the room (Gay et al., 2012). In this study, I used non-participant observation to observe the entrepreneurship coaching program which includes classroom activities, teacher roles, and materials. I also observed the student project storage room.

Before making observations to the location, it is very important to apply for a permit. First, licensing is carried out online via whatsapp or telephone, followed by the granting of a research permit from the faculty. After obtaining

permission, I visited two classes at the Senior High School level that are conducting entrepreneurship coaching activities (product manufacturing). According to information obtained from one of the teachers, each class gets coaching once a month with a different schedule. I focused on observing students from Grade 11, because they were the longest students who have undergone this program among other students.

After observing activities, I also made observations in a special product room provided by Pesantren accompanied by one supervising teacher. I saw data on the variety of projects that were made, how the packaging and product quality, and other information needed. All information obtained was written through notes.

3.5.2 Interviews

Interviews are one of the most popular data collection methods in qualitative research. This is usually done when researchers ask one or more participants to get information directly, do questions and answers, and record the answers (Creswell & Guetterman, 2019). The type of interview is divided into three: structured where the researcher asks questions according to what has been prepared, semi-structured where the researcher conducts exploratory which is developing a list of questions by asking more deeply (Ruslin et al., 2022), and unstructured where researchers conduct interviews freely without a structured list of questions. This study used a semi-structured interview type to be more

flexible to ask important things in depth even though they were not on the list of questions. But the list of questions was still made as a reference.

Approval from the participants before conducting the interview is an important thing that must be considered. To obtain approval, I contacted the participants via whatsapp contact and then gave a research permit from the faculty. For the female leader, I sent a research letter first through leader's personal secretary, after which the interview was scheduled according to the female leader's availability information. As for the division manager and supervising teacher, I contacted them directly via WhatsApp for permission and sending letters and conducted interviews directly at the pesantren after making an appointment. For two students, I came directly to the school to ask for interview availability and conducted the interview on the same day. The interview with one student was conducted online because he had just completed Umrah and had not returned to school. Before the interview process was conducted, I gave an overview of the research and then continued the interview process. During the interviews, I recorded the entire session and also took some handwritten notes for important matters.

According to Naila Kabeer's (1999), in her theory of women's empowerment, there are three dimensions that must be explored to measure empowerment, namely *Resource*, *Agency*, and *Achievement*. To explore each of them I interviewed several participants, namely:

1. Female leader in the pesantren related to the background of the formation of entrepreneurship programs in pesantren, purposes, social resources

involved in entrepreneurship coaching program and the output of the program.

2. The person in charge of the autonomous division of the student entrepreneurship program to find out the extent to which pesantren have contributed to women's empowerment in pesantren.
3. The teachers who coach the entrepreneurship program to know how this program works in the classroom, material presented, how teachers perceive this program as a form of empowerment, and the output produced.
4. Several students to find out how they view entrepreneurship programs as a form of empowerment, what types of life skills have been produced and how they impact economic independence.

3.5.3 Document

One of the most useful information sources in qualitative research that capture locations or subjects willing for study without the need for transcription, as in observation and interview, is documents (Gay et al., 2012). In this study, several documents were needed to see data that was not seen in the field. An application for permission is required in advance to access this data. The data needed are brochures to find out the profile, history, and vision and mission of pesantren, guidebooks and school profiles to find out the curriculum and programs of pesantren in detail, documents related to student product data as a whole, and student product data documents sold.

3.6 Data Analysis

In the data analysis process, I conducted an analysis of interview transcripts from seven participants (female leader, division manager, two teachers, three students) and did manual thematic analysis. Thematic analysis is a fundamental technique to qualitative analysis since it teaches the skills needed to undertake many other types of qualitative analysis (Nowell et al., 2017). The data obtained will be described and then mapped according to the needs of researcher in answering research questions as research findings through coding process.

In data analysis of qualitative study, a code is construct produced by researchers to symbolize or "translate" data, where they can be interpreted from pattern detection, categorization, development of statements or propositions, theory building, and other analytical processes. (Saldaña, 2016). In this coding process, I categorized the results of the interview data into five groups with different colors. The first group has the theme of how women leaders manage entrepreneurship programs, I have colored it yellow, the second group has the theme of measuring empowerment through the resource dimension, I have colored it blue, the third group has the theme of measuring empowerment through the agency dimension, I have colored it green, the fourth group has the theme of measuring empowerment through the achievement dimension. color it orange, the last group has the theme of students' perceptions of the entrepreneurship program in Islamic boarding schools, I put it in gray.

After coding the data, I wrote the findings section based on the pattern that had been created as an answer to the problem formulation. The results of the analysis

the data explain how pesantren manage the entrepreneurship program in term of planning, organizing, and then evaluating, the extent to which the pesantren entrepreneurship program can contribute to women's empowerment, and also how students perceive entrepreneurship coaching as a form of women's empowerment. Document analysis is also needed, especially with regard to student project data yang ditampilkan dalam bentuk tabel pada bagian findings. After all the data has been collected and analyzed, I provide the results of the research to the participants for review in order to increase confidence in the qualitative study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter focuses on explaining research results in the field through observations of school activities, participant interviews, and documents related to the entrepreneurship program in a Female Pesantren and discussions. The data presented are answers to the three research questions: (1) an explanation how do the female leader manage entrepreneurship program, (2) to what extent can the pesantren entrepreneurship program contribute to women's empowerment, and (3) how do students perceive entrepreneurship coaching through supporting programs provided by pesantren as a form of women's empowerment. These results will be analyzed using Manual Thematic Analysis (MTA).

4.1 Findings

4.1.1 Pesantren Entrepreneurship Program in A Female Pesantren

4.1.1.1 The Overview of Entrepreneurship Pesantren Program

Before discussing in depth, this section first explains the general description of the entrepreneurship program at the Female Pesantren including the objectives, background of the formation of the program, and the time of implementation. According to an interview with Zia (pseudonym), a female leader in pesantren, this entrepreneurship coaching program began in 2016. This program departs from the thought of the low quality of education as explained below:

We're still stuck with the idea that education is rote memorization. This is... that is... memorized, answered on a piece of paper. Includes formulas and derivatives, and is

considered great if you get the number 100. Mastery of theory alone causes children not to know how to implement knowledge (Zia, A female leader in Pesantren, 16 May 2024).

The statement above emphasizes that knowledge taught theoretically in class must be balanced with the ability to implement it practically to make it more useful. From the understanding gained in class, children can exercise their critical powers when faced with a problem. Next, children can think of solutions to these problems. This is what is called project based learning. This ability will really help children when they graduate. Syifa (pseudonym), division manager of entrepreneurship gave the following example:

For example, a child who is talented in physics is faced with the problem of lights out at night. A child who is not taught a project will be afraid and cry even though he/she knows the knowledge, how to light a candle with a match. But for children who are taught projects, they will understand what they have to do (Syifa, Manager Division of Entrepreneurship, 15 May 2024).

The objectives of holding entrepreneurship development in the form of this project are as follows:

In project activities, we try to formulate what the role of a caliph was taught by the Prophet, "*Khairunnas, anfa'uhum linnas*", "The best people are those who bring the most benefits to others. There are two ways: first, you can help solve other people's problems. Both can lead people to achieve their dreams (Zia, A female leader in Pesantren, 16 May 2024).

This project emphasizes two aspects, firstly how the work produced can answer problems that occur in society or the surrounding environment, secondly the work produced is integrated with class subjects according to each major, whether natural sciences, social studies or religion, then The results of this work can be developed, and those that meet the standards can be bought and sold.

To realize the program's objectives, there are several supporting trainings, including seven essential skills training and my big dream training. For Essential Skills training, there are 7 indicators that must be instilled in children, namely: focus and self control, perspective taking (able to see things from various points of view), communication, making connections, critical thinking, taking and challenge (facing challenges and solving problems), and self directed engaged learning (lifelong learner)(Afrina, 2017). After being equipped with 7 essential skills, students are given "My Big Dream" training which aims to plan the future, build character and teach students to have dreams and how to achieve these dreams. Apart from that, students are also taught how to discover talents and interests, get to know various types of jobs, and get to know various universities and their departments. The results of the dream formulation that has been formulated are written in a blueprint for the future.

After formulating the program planning, objectives and resulting outputs, female leaders first implemented this program in 2016 with a group or team system called an integration and expedition project. It is called integration because this project is connected to several subjects. Expeditions are students' activities when observing and collecting data in the field. Initially, the aim of this program was not to reach the entrepreneurship stage.

The students are sent to go to Padang Beach, later the students will be given various questions from all subjects, both in terms of religion, geography, economics, etc., then they will look for the answers there. Then there are also expedition projects. The research time tends to be longer and takes place in an area that has been chosen by the school. At the end, they will make a mock-up of an existing area or a picture of the current area and a mock-up of the area in the future. The idea is their own (Zia, A female leader in Pesantren, 16 May 2024).

The thing that needs to be underlined here is that students must connect several subjects in their projects. The basis of the Al-Qur'an and hadith is mandatory material that must be included in the project. This project is carried out in groups to practice collaboration skills. The ability to work together is one of the skills that a person must have. Because the fact is in the world of work, no one works alone. People who cannot work in groups have difficulty adapting to the world of work.

This integration project will continue until 2020. Expedition activities at that time stopped due to Covid-19 constraints. The policy of prohibiting outdoor gatherings and the recommendation to stay at home resulted in the project agenda not being implemented in 2020. In 2021, leadership began developing this program into individual projects. The goal is for children to focus more on being responsible for their own work. Here they are encouraged to create a breakthrough, work, which is still integrated with various subjects, where the strong foundation is in the Al-Quran and hadith. Furthermore, the product produced must have selling value and be able to solve problems and provide solutions.

An example of an individual project is a mini version of an automatic clothesline belonging to a student that I found while observing in the project storage room. On May 8 2014. The automatic clothesline is equipped with a sensor that allows the roof to open when the weather is hot and close when it rains. This work was inspired by students' experiences of drying clothes in the dormitory, where when it rained and they were still at school, their clothes would get wet. Next there are cosmetics, skincare, medicines, literary works such as books, and so on. The work of course has sales value, but does not yet have IPR (Intellectual Property Rights).

According to information obtained from the entrepreneurship division manager, there are 400 types of student projects per year.

There are 400 types of projects. We make a classification in the form of a children's project recap book every year. There are in the fields of literacy, arts and crafts, science and technology, food, fashion, learning videos, etc (Syifa, Manager Division of Entrepreneurship, 15 May 2024).

These works were exhibited at the student project display event at the end of the semester. In 2022, the project development program will begin to be implemented, which was originally only carried out a week before the display event, is now routinely carried out once a month so that the work produced by students can meet standards and be marketable. In 2023, the goals and focus of the individual project program are expanded to the marketing field. For this reason, the Islamic boarding school created a new division in the field of entrepreneurship, namely Khadijah Go Entrepreneur, which is responsible for managing the project marketing process, assisting with the IPR process, and becoming a forum for students who are interested in becoming entrepreneurs.

4.1.1.2 The Process of Planning, Organizing, and Evaluation

In managing a program, there are several aspects that must be considered, starting from how the program is planned carefully, the human resources empowered to implement the program to achieve the goals, as well as evaluation from the party who designed the program. This section will explain each of the parts in depth about the process of planning, implementation, and evaluation.

A. Planning Stage

According to Dale (1965), planning is the process of determining program goals and how to achieve them by an organization or institution (Dale, 1965). To plan this program, the leader of pesantren create a vision and mission according to the desired output. The vision of the Islamic boarding school is "To become a center for modern Islamic education based on the Al-Qur'an and Hadith which produces works on the world stage". With this vision, the Islamic boarding school has designed several missions: (1) Building and developing various centers of excellence for knowledge based on the Qur'an and Hadith. (2) Preparing Human Resources of global quality and morals in accordance with sharia. (3) Develop business activities professionally to achieve creative independence (Diniyyah Puteri, 2024) .

Referring to this vision, the Islamic boarding school has designed several programs such as creating individual projects to carry out the mission of preparing global quality human resources, then fostering entrepreneurship to carry out the mission of developing professional business activities to achieve creative independence. The program was explained in detail during teacher and employee work meetings and then included as part of the curriculum.

For the first program planning, according to experience, we first look at the school's vision and mission, then Diniyyah's vision and mission. Puteri, then after the vision and mission are linked to the curriculum we use, our curriculum is called Quba and is integrated with the curriculum of the Education Office and then also from the Ministry of Religion (Syifa, Manager Division of Entrepreneurship, 15 May 2024).

This program is included in the QUBA section of the curriculum. QUBA is an abbreviation of Quran-Sunnah Brain Attitude, which means that the Qur'an and Sunnah lead the brain's work which can be seen from attitudes/morals. (El-Muhammady, 2019). This means that the education implemented at Diniyyah Puteri

is based on the Qur'an and Sunnah. The ability to answer questions on a piece of paper is only a small part of measuring students' intelligence. A person cannot be said to be intelligent if his attitude is problematic. Furthermore, this curriculum uses a Multiple Intelligence approach, which does not use a class champion system. The use of this approach aims to balance students' intellectual abilities and skills. In reality, creating projects is one way to balance this. Islamic boarding schools provide space to develop oneself according to one's interests and talents.

This curriculum has been implemented since 2015. As explained by Syifa (pseudonym), it is a development of the 2013 curriculum which is integrated with the curricula of several countries in the world such as Japan, Finland and Australia. The results are then combined into a curriculum that suits the needs and goals of the Islamic boarding school. The Al-Qur'an and Sunnah remain the foundation for learning. According to information obtained from the Islamic boarding school leadership, the creation of the project was inspired by schools in Finland, where children who were still in elementary school had made projects. He then linked this to Bloom's Taxonomy, where the highest level of learning is creating. Children not only memorize and understand what they learn, but can create something from the knowledge they gain.

Bloom's taxonomy starting from the bottom level is memorizing, understanding, applying, analyzing, evaluating, creating. How can you reach the level of creating if you never create a project? Just this is... that is... understanding and memorizing, so what's next? that's why we decided to hone it with a project (Zia, A female leader in Pesantren, 16 May 2024).

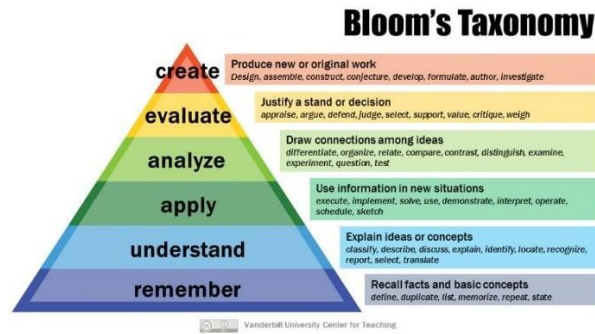


Figure 4.1 Bloom's taxonomy pyramid

Create here means the ability to combine elements into a new form that is whole and coherent, or make something original by innovating, designing, and producing work. (Utari et al., 2011). To be able to produce work, students should remember, understand the lesson, apply, and evaluate. This is similar to the project-based learning and entrepreneurship model described in the female pesantren.

Before being implemented, the program is first analyzed by a team of experts, then explained in semester and annual work meetings. In a large meeting attended by all units, the leadership provides an overview of the program along with its objectives and outputs. Furthermore, each unit from kindergarten to senior high school will design the program independently according to needs by holding internal meetings at each level. After the program has been carefully designed, it will be implemented in the field.

B. Organizing and Implementing Stage

Organizing is the stage of assigning and dividing tasks over organizational resources to achieve mutually agreed goals (Daft, 2021). The organizing stage of this program begins with training teachers regarding project creation after the annual work meeting is held. Teachers will be guided by a team from the Islamic boarding school

education department in terms of delivering material, such as in-depth explanations of projects, requirements for the resulting projects, and others. After that, each teacher is asked to create work with the condition that it must be rooted in a problem and the resulting project can answer that problem, finally it must be integrated with the subject being taught at that time. Don't forget to link it to the foundations of the Qur'an and Sunnah. This training session ended with a presentation of the results of each project in front of the class.

When entering the new semester, the coaching program begins to be implemented once a month. Diah (pseudonym), as a teacher said at Diniyyah Puteri there are 2 programs, namely the Ministry of Religion program and the Diniyyah program, each lasting 2 weeks. This project is carried out during the diniyyah program, more precisely once a mon.

From this explanation, Diah (pseudonym) mentioned the implementation of learning programs in Islamic boarding schools. The Ministry of Religion program in question means that students study as usual according to the subjects scheduled for the first two weeks. Meanwhile, the Diniyyah program is the term for implementing a program that supports various kinds of skills and self-development over the next two weeks. This program includes extracurriculars, training, project and entrepreneurship coaching, scientific work guidance, public speaking, and others. This project and entrepreneurship program is guided by teachers selected by curriculum representatives and who have received training from Islamic boarding schools. Training is carried out throughout the day starting from 08.00 to 14.30. Once finished, the supervising teacher makes a report on the results of that day's coaching.

The results of this project will add score to the student's course. Especially for the final level of grade 9 middle school and 12 high school, this project will be one of the graduation requirements.

Especially for grades 9 and 12, this project will later become material for their three-language comprehensive presentation, as well as a graduation requirement and the examiners will come directly from outside. We invite lecturers to become examiners, so they must have good public speaking skills (Zia, A female leader in Pesantren, 16 May 2024).

As mentioned above, especially for the final level, the project becomes a comprehensive presentation material in three languages (Arabic, English, Indonesian). For this reason, apart from creating a project, they also have to prepare a paper for future presentations. During the diniyyah program, apart from providing project and entrepreneurship guidance, public speaking and scientific work training is also provided. As mentioned, this aims to improve public speaking skills and the ability to write scientific papers that meet standards.

C. Evaluation Stage

The use of program evaluation is very necessary to measure the results and impact of a program, where the information produced can improve the quality of the program in the future (Posavac, 2011). The program evaluation process is carried out in two forms. First, internal evaluation of each unit, second, external evaluation with all units during work meetings.

Evaluation activities will of course take place when the project display is complete and the students have returned from their semester holidays. After that, an evaluation was held for the teachers (Syifa, Manager Division of Entrepreneurship, 15 May 2024).

The Madrasah Aliyah (MA) unit will carry out an internal evaluation a week after the project display event is held. Project display is an exhibition of students' work

which is held at the end of each semester. At this display event, students' work is exhibited and bought and sold if there are guests and invitees who are interested in buying. Things that will be discussed include the results of children's project recaps, activity reports, whether there is improvement or not from before, challenges and obstacles experienced by teachers when guiding children, as well as constructive suggestions for the future.

External evaluations are carried out on a large scale with the leadership and all units at the start of the new academic year. The projects discussed are:

This evaluation usually discusses what level the child is at, whether there has been any improvement this year or not, then regarding achievements, what is lacking and needs to be improved. Later, the teachers will be asked whether the products made by the children are truly their own original ideas or whether they are plagiarized by someone else. (Zia, A female leader in Pesantren, 16 May 2024).

The focus of discussion on the agenda for the evaluation work meeting at the beginning of this year was whether the activity output was going well or needed notes and improvements. Several forms of challenges and difficulties felt during the activity were reported so that solutions could be found together for the next program. Several parts of the program that have not run optimally will be subject to improvement and innovation. For example, the challenges experienced while in the field are children who have difficulty managing IPR and BPOM for their products and are still confused about marketing their products, so the solution given by female leader is to create a new division in early 2023 called Khadijah Go Santripreneur. This division will help with the management and marketing process later.

4.1.2 Measuring The Contribution of Pesantren Entrepreneurship Program to Women's Empowerment

In this part, I explain the results of data in the field related to the second research question, namely to what extent can the Islamic boarding school entrepreneurship program contribute to women's empowerment. For this reason, I elaborate the result of empowering female students in Islamic boarding schools through entrepreneurship coaching. The analysis was carried out using the three dimensions of empowerment, a theoretical framework of women empowerment proposed by Nayla Kabeer, namely resources, agency and achievement.

4.1.2.1 Resource Dimension

In the resource dimension, empowerment is oriented towards strengthening human resources covering three aspects, namely financial resources, human resources and social resources. (Kabeer, 1999). For financial resources, funds are fully handed over to the students. In the process of making projects and products, students determine their personal budget starting from the capital that must be spent in terms of purchasing tools and materials as well as the selling price that must be given so as not to experience losses. Islamic boarding schools in this case only facilitate human resources and social resources. Human resources such as supervising teachers will help students set a budget for this capital.

As previously explained, human resource development includes the transfer of knowledge and strengthening entrepreneurship skills by supervising teachers appointed by the Islamic boarding school, starting from the project creation process, packaging,

marketing, budget planning, and others. Before implementing this entrepreneurship program, all teachers will be given several days of training while the children are on semester break. Teachers must first understand the purpose of carrying out the project and how to relate the subjects being taught to the creation of the project.

Teachers were asked to create products, whatever they were called. Create a product related to each subject. At first I was confused, because when I was in college, there wasn't anything like this. But, after they started working, they understood integration (Zia, A female leader in Pesantren, 16 May 2024).

From the explanation above, it appears that the subject teachers were initially unfamiliar with the program, because they had never created work such as projects and products that could be sold. However, the female leader provided an understanding regarding the aims and objectives of why the program was in the curriculum and continued with project creation training. On the first day of training, the female leader explained the project planning program, objectives and output in the Islamic boarding school hall building. All teachers from Junior High School/Madrasah Tsanawiyah and Senior High School/Madrasah Aliyah levels were present.

After the explanation takes place, the teacher is given time to think about the project by integrating it with subjects that can answer several problems in society. For example, Afa (pseudonym), a teacher at Islamic Cultural History at Madrasah Aliyah, made a practical book on SKI Crosswords. This is motivated by children's boredom in class with monotonous learning models such as lectures. To increase children's enthusiasm, this crossword puzzle book was created so that children are more enthusiastic about understanding the learning material and can work on questions with more fun. According to the information obtained, teachers were given three days to work on the project. On the

fourth day, the teacher presented the design and progress of the project even though it was not completely finished.

After the training for teachers took place, the entrepreneurship program through project creation began to be implemented. All teachers are involved as teachers responsible for children's projects, while only a few people who provide this guidance (supervising teachers) once a month are selected. The material presented at each meeting is as follows:

No	Month	Activity	Goals
1	First	Introduction and designing project ideas	Children can think of 5 project designs
2	Second	Presenting 5 project designs and selecting the best ideas.	Children can present the project design along with the problems presented and integrate it with the subject. The supervising teacher approves the project and determines the supervising teacher.
3	Third	Starting the manufacturing process, students prepare tools and materials, and look for references for making projects via the internet.	Students already have mature ideas and have started the 20% work process.
4	Fourth	Continue the process of creating and creating info graphics.	The project work process is 50% complete

Figure 4.2 plans and targets for one semester of entrepreneurship coaching program

Furthermore, project work was carried out in full H-7 before the display event (exhibition of student work) at the end of the semester took place. After the entrepreneurship development program ends in the fourth month, project creation is handed over to the students and respective teachers in charge. Female leaders go to the field to check and supervise starting seven days before the event. Checking event preparations was carried out on H-7 while checking student projects three days earlier. Female leaders provide input and direction to students regarding their respective projects. On D-2 of the event, an exhibition simulation was held, where the children had to be able to explain the results of their projects to invited guests who asked questions during the exhibition. The children had previously been provided with public speaking training for project presentations in the entrepreneurship development program in the second month. For social resources, the Islamic boarding school created an Entrepreneurship Division called Khadijah Santri Go Preneur to help students promote, market products, and assist in the process of obtaining IPR and BPOM.

From the explanation above, it can be concluded that the part emphasized by pesantren in this resource dimension is human and social resources. The human resource is a mentor teacher chosen by the pesantren as a facilitator who will help students design and provide input on their projects. While the social resource is in the form of an entrepreneurship division that will help students market and promote their products. The financial resource is managed by each student.

4.1.2.2 Agency Dimension

A. Pesantren Entrepreneurship Coaching by Supervising Teachers

The coaching program is carried out once a month, if calculated 4 times in one semester. This program is held for a full day starting at 08.00-14.30 noon. In accordance with the results of observations of the entrepreneurship program carried out in class XI, this activity began with an opening by the supervising teacher. The teacher will convey the objectives of implementing the program as well as the project criteria that must be created by each child.

Our students are expected to be more independent, after completing their studies at this Islamic boarding school they can open their own business, have thoughts or plans for the future so that they do not always depend on monotonous work behind a desk, but can produce their own creativity, their own creative work, which can be useful for society and of course supports the economy (Siti, Teacher, 15 May 2024).

From this explanation, it can be concluded that the aim of implementing the program is so that students can be more independent by producing their own creativity and work. Students are taught to create quality projects that can generate economic benefits. Because this project must be related to several subjects and be able to answer problems that occur in the environment or society, students in this case are expected to be able to maximize the knowledge learned in class to be applied in real life through projects and products that can be sold.

After explaining the objectives of the program, the teacher began to convey the project criteria that the students had to make.

In the classroom, students must first find a problem in their environment, what they can find. Then from that problem they will look for a solution, this solution is in the form of a product. This product will also be linked to several subjects. They also have to think about whether this product is suitable for use by the general public, whether it can make money later, can it be sold, or maybe in the future this product can be patented (Dina, Teacher, 15 May 2024).

Siti (pseudonym), another teacher who is also a mentor of the entrepreneurship program, added:

This project will later link material from all subjects related to the project that will be made by the students. For example, students will make a grass pulling machine, then this project must be related to subject matter such as biology, economics, entrepreneurship. (Siti, Teacher, 15 May 2024).

After explaining the project criteria, the teacher continues to deliver the material. The teacher usually displays some examples of works or projects he made or projects of previous students who have become alumni. The following is an example of the project format that each child must plan.

Figure 4.3 example of student project design and its integration with subjects

NO	NAME	CLASS	PROBLEM	SOLUTION	THE FOUNDATION OF THE QURAN / HADITS	LEARNING MATERIALS	RELATED SUBJECTS	PROJECT
1	Student A	X K1	There are many face masks that are not suitable for the skin of today's teenagers and use a lot of chemicals.	Make a face mask from natural ingredients such as strawberries. Makes facial skin moisturised and brightens.	His Word reads: كَذَلِكَ نَقُورُ الْبُرْنَ مَلَانِ طِبَّاحِ صِنْبِ نَقِ وَرَوِي 104 Meaning: "Indeed, We have truly created man in the best form possible." (QS At-Tin: 4)	Biotechnology, Product Design	Chemistry, Biology of Cultural Arts	Strawberry face mask
2	Student B	X K1	There are difficulties in charging cellphones and placing items on the table, so that it seems untidy and impractical	By making automatic table mockups to make it easier to store goods and practical in charging cellphones	"... You did not create this in vain, glory to You, therefore keep us safe from the wrath of hell. ". (QS. Ali-Imran [3]: 191)	Biodiversity, Measuring Tool	biology, mathematics, physics, crafts	Automatic tables

3	Student C	X K1	Many people do not know the benefits of Chinese betel. One of the benefits of Chinese betel is to remove black spots on the face.	Make a scrub from Chinese betel	Prophet peace be upon him. said, "There are two boons for which many people are deceived, namely good health and free time." (Narrated by Bukhari).	Biodiversity, mixing of substances, doses that are suitable for drinking in a day.	Biology, Mathematics, chemistry	Chinese betel scrub
4	Student D	X K1	Many people tend to be prone to digestive disorders. Due to lack of consumption of foods that contain lots of fiber.	make a herbal powder drink that can facilitate digestion.	Thus cleanliness is one of the teachings of Islam that must be considered and practiced in everyday life.	Green chemistry ("green cosmetic") Biology ("parts and benefits of plants"), Al-Qur'an & Hadith ("subject content of the Qur'an")	Green chemistry, Biology, Al-Qur'an & Hadith	Herbal powder drink
5	Student E	X K	Difficult to carry hand soap everywhere and there is too much foam in the hand washing soap so it increases existing waste	Bring soap from plastic so that we no longer have trouble carrying soap and you can use soap wash your hands with a little foam so that it can reduce waste.	يستحب غسل اليدين قبل الطعام وبعده وإن كان على وضوء "It is recommended to wash your hands before eating and after eating, even when performing ablution."	Selling value (Economic) Mixing chemical substances (Chemistry) Protecting the environment (Biology)	Economy Chemistry Biology	Hand soap (Paper soap).

After describing some of these project forms, the students were asked to make five different project designs according to the above format. "One student must submit at least five different titles. Be it in the field of robotic, fashion, food, technology, science, etc. Of

the 3 submitted, it will be seen and selected which one is possible to make (Dina, Teacher, 15 May 2024).”

Students were asked to create these five different projects in order to have a backup idea if the main project they wanted to create was rejected or did not meet the standards. In the next step, students are asked to present the project design in front of the class to get the supervising teacher's approval. After receiving approval, students are directed to contact the teacher in charge of the project according to the chosen subject and start working on project installments such as determining product design, calculating capital, planning prices, and others..

B. Marketing selected products through “Khadijah Go Santri-Preneur”

The Khadijah go Entrepreneur division has been planned since 2022 but was only realized in January 2023. The female leader formed this division to help students follow up on the projects they made until the marketing process. There are two types of activities, namely the social field, (especially engaged in the humanitarian field in collaboration with a santri organization called Wafa Friend), then also engaged in the Company. To follow up on project creation, enter into the company's jobdisc with one supervisor in charge.

For now, the new project that can be handled is the culinary field. Children who are interested and have made a food project can apply to be part of a new unit called Khadijah Bakery. The system is by opening job vacancies where interested students register first by submitting an application letter, interview, internship, and then can be accepted. The sections consist of chef, admin and product designer, marketing and reseller. The products currently made are cakes and pastries. Commissions will be earned according to the sales

per month. “Sales per day are around 200 pcs, in fact at that time they received orders for 800 pcs (Syifa, Manager Division of Entrepreneurship, 15 May 2024).”

According to information obtained from the division head, sales came from orders from teachers, employees or organizations that were carrying out activities. These organizations such as OSIS and Wafa Friend (an organization in the humanitarian sector) are currently carrying out blessed Friday activities. For other projects such as cosmetics, it will be processed by exploring the laboratory first through several stages and then continuing until obtaining BPOM permission. For book projects, the level of plagiarism will be checked and an editing process will be carried out, only then will it continue until finally getting the ISBN. For other products, as long as they are his own work, efforts will be made to obtain IPR. Currently, only two products have been recorded as having received IPR, namely in the fashion sector. Projects that are truly ready to be bought and sold, like books, can be reported to the Khadijah Go entrepreneur team to be promoted via social media.

God willing, this product will be further promoted through a new unit, namely Khadijah Go Santri Preneur. Selected products that we have conducted interviews with product owners will join Khadijah to promote more widely (Syifa, Manager Division of Entrepreneurship, 15 May 2024).

From the explanation above, it can be concluded that for the agency dimension, pesantren focus on strengthening knowledge about entrepreneurship through coaching which is conducted once a month. The person who gives the training is a mentor teacher chosen by the pesantren. Then the pesantren also provides a platform for product marketing through the help of the entrepreneurship division. Selected products that have passed the test and are worth selling will be promoted.

4.1.2.3 Achievement Dimension

A. *Student Works*

The output of this program is that students can produce projects or products that refer to the Quba curriculum, which must use the Qur'an and Sunnah as the initial basis. The project must also be motivated by problems that occur in the community, integrated with the theory and subjects taught in class then make the project as a solution offered. Furthermore, the project must be of high quality and marketable. The following are the types of projects that have been made by students from 2021 to 2023:

No	Year	Types of Project	Total
1	2021	Literacy	26
2		Learning Media	22
3		Science and Technology	42
4		Craft	44
5	2022	Literacy	22
6		Learning Media	6
7		Science dan Teknologi	66
8		Mockup	5
9		Art and Culture	4
10		Craft	36
11	2023	Literacy	17
12		Learning Media	7
13		Science and Technology	87
14		Craft	21
Total			405

Figure 4.4 Madrasah Aliyah student project data for 2021-2023

Literacy works consist of various types of books, comics and novels with different genres. Learning media consists of crossword puzzle books, magazines in the field of study, websites, games, cards, dictionaries, and others. For science and technology, it consists of cosmetics, herbal drinks, simple technology, and others. Finally, arts and crafts consist of knitting, furniture, fashion, headscarves, and others. All products are equipped with packaging and info graphics to provide an overview of the product and its benefits. The data I obtained does not include project data for 2024. The 2024 santri project data cannot be included by the pesantren because the santri project display activity was just held in March. Therefore, the deputy student affairs officer has not finished recapitulating and making reports. According to the results of interviews with the head of the boarding school, in total, the number of santri projects reaches 500 types, some of which have already been sold.

B. Exhibition as a Medium of Promotion and Sales of Santri's Work

After students are asked to make a product that has selling power, the pesantren provides a forum to promote all these products through exhibition activities called "project displays". According to information obtained from the deputy curriculum of the pesantren, this project display activity was initially carried out once a year, but starting in the 2023/2024 school year, the activity was carried out twice a year at the end of each semester.

The invited guests consist of ladies and gentlemen from the government such as the Mayor, the Education Office, the Ministry of Religious Affairs of the

city, and several school principals in Padang Panjang City, who are then attended by parents because this display activity is usually carried out together with the receipt of report cards. The students usually stand at their respective project stands, if there are guests who ask questions and want to buy, they explain the benefits of the project and answer questions from the guests.

According to information received from the entrepreneurship division, there is no real data report on the number of works that have been sold out. However, the types of works that have been sold are in the form of books purchased by parents of students, or other school teachers who are guests. Some cosmetic products or herbal drinks are also purchased by guests. Food products are usually sold out faster.

One of the sold-out works is Nada's (pseudonym) bilingual (English and Arabic) anthology of youth essays. During the project display exhibition, Nada printed 16 books. She said they were all sold out: "The buyers are friends, guests from Malaysia, and one of them was given to the leader of pesantren (Nada, student, 18 May 2024)." She said that the project he made gave her a good profit and could increase his pocket money. After the exhibition, she plans to hold another open Pre Order (PO) and will print the book. Her next marketing target is outside the pesantren, so she will promote it through social media with the help of Khadijah Entrepreneurship division.

From the explanation above, it can be concluded that the provision of access to resources and agencies through entrepreneurship coaching programs by pesantren produces outputs in the form of works that have selling value and are marketed through project

display activities at the end of the semester. The works that have been produced by students are more than 400. The marketable work is included in the achievement dimension. By fulfilling parts of the three dimensions of empowerment in the form of resources, agency, and achievement, the pesantren has contributed to efforts to empower women.

4.1.3 Students' Perceptions on Pesantren Entrepreneurship Coaching as a form of Women's Empowerment

In this part, I explain the results of data related to the third research question, namely how do students perceive entrepreneurship coaching through supporting programs provided by pesantren as a form of women's empowerment. Therefore, I elaborate the perceptions of santri in pesantren regarding the entrepreneurship coaching program as a form of women's empowerment. According to information obtained through interviews, this program is very useful for increasing creativity, supporting female santri to be more independent and economically productive. Further discussion is explained in detail below.

4.1.3.1 Pesantren Entrepreneurship Program Increase Students' Creativity

One of the benefits of entrepreneurship coaching is to make changes and achieve full potential (Afandi, 2019). I relate the achievement of self-potential here to creativity. Someone who can utilize their potential will produce something that can increase creativity. Some of the students I interviewed agreed that entrepreneurship coaching in the form of making projects that can be sold can increase creativity. The following is the statement:

With this project, we are presenting something that doesn't exist yet or upgrading something that already exists, so we think about how we are different from others and can have a characteristic, have an advantage. So we think. Especially after many projects have

been made, we think again about what we will make so that there is a difference from the previous work. That's where creativity is needed (Nada, student, 18 Mey 2024).

Referring to Nada's (pseudonym) explanation above, this can be linked to the previous female leader's explanation of the learning level at the create stage in Bloom's taxonomy as the background for the formation of the program. Create here aims to produce creativity. In my opinion, with the implementation of this program where students must try to create something new or innovate something that has existed before, this can increase creativity and has achieved the goals formulated by the female leader in one of the pesantren's missions, namely "develop business activities professionally to achieve creative independence."

The form of creativity of Nada (pseudonym) is in the form of a 2-language essay anthology (English and Indonesian) that tells simple stories about teenage life. Because the target audience is teenagers, the language presented is very light with the hope that it can provide a new view for those who don't like to read heavy books. This book is presented in 2 languages, so it can also be useful for other friends who want to learn foreign languages to add new vocabulary. So far, there are many types of teen anthology books, but Nada with her creativity gives a new touch by presenting a bilingual form. This is one example of the increasing creativity of students with the entrepreneurship program in the form of making this project.

However, Nada himself added that although the work produced was good and marketable, it could not be said to be fully effective. "The works are good. But it cannot be said to be completely effective. Because not all students want to follow it well. Sometimes

there are people who are careless and don't follow the process (Nada, Student, 18 May 2024).”

The above statement can be related to the results of my interview with the mentor teacher, where one of the difficulties experienced by students is finding new ideas that must be different from previous projects. It is also possible to develop products that have been made but there must be new innovations created. Some students who have difficulty finding ideas take longer than other friends to determine a fixed idea. This had an impact on the process of making projects that were prepared in a hurry and not maximized. Although the mentor teacher has set targets during the coaching program every month, there are still some students who do not achieve these targets.

In addition, Putri (pseudonym) expressed her interest in this program because it can develop creativity and confidence in personal products. She explained that some of her friends' products were made from simple materials. It was a testament to the creativity of the students.

You can really do it, Buk. It's really enhancing. For the first experience, we can share with other people about their products. There we get knowledge oh it turns out that simple materials can be made into products too, like for example yesterday there was a friend who made brickets, automatic clothespins, and others. That is creativity in my opinion, where we think of a problem from there we look for creative solutions through projects. I myself like this project rather than lessons in class. This is where I can develop my creativity and I can be confident in my products (Putri, 09 May 2024).

The form of creativity that Putri has produced is a diet tea with spice-based ingredients called "Bonitea". She said she first thought of making this after returning from the Umrah program and the Islamic boarding school Arabic language *daurah* to Mecca-

Madinah. Her weight increased drastically by 10 kg. Initially she dieted using capsule-shaped medicines, but this had side effects on the stomach and caused stomach pain. After that she replaced it with herbal medicines. She added that the idea was inspired by Ustad Zainul Akbar's post about spice recipes for medicine. He took a tea recipe using several kinds of spices such as ginger, turmeric, and added other ingredients. From there, she thought of packaging it practically in powder form so that people don't have to make the ingredients manually.

Finally, Lia agreed that the program increased her creativity. In the first year of the program, she found it difficult to come up with project ideas because she was not used to it, but over time she got used to it and her creativity increased. “It can really enhance creativity. Although at first my brain was very confused thinking about project ideas, but indirectly this can make my creativity sharpened (Lia, student, 09 Mey 2024)”.

One form of Lia's creativity is to make a solar panel tool based on arduino components. This project was motivated by information I got on the internet and interviews with several teachers. In the interview, there was a teacher who said that in his village the access to rice fields was still very lacking. The price of electricity is very expensive and difficult to find, making it very difficult for the community, especially farmers. After hearing this, he immediately searched for data on the internet regarding how the conditions of rice fields in the highlands, then got the idea to make a tool that did not cost a lot of money, for example solar panels. This solar panel is a tool that can convert sunlight into electricity. Only by upholding the foundation of solar panels, farmers can take sunlight into electrical energy. Then the arduino component-based solar panel tool project was made as a solution.

From my interview with Lia, she was very happy to make this project and worked hard on it. But the challenge is that the time given is very short, because the type of project she is working on takes a long time. For the future, she feels that she must really learn to manage her time so that the project is not rushed. In addition, other activities such as assignments and organizations also make her focus divided. However, she reiterated that this program really added to her creativity.

4.1.3.2 Pesantren Entrepreneurship Program Support Female Students to be Independent

After conducting interviews with a number of teachers and students, pesantren entrepreneurship program can support female students to be independent. “This program also trains independence. They are very independent, the mentor teacher is only a facilitator, tools and materials, workmanship, it's what they think and do (Siti, Teacher, 15 May 2024).”

One of the students added a form of independence in the process of making the project, where he used the internet as a medium to get ideas independently. “After I got the idea, I consulted with my mentor and immediately looked for designs on my laptop regarding product packaging (Putri, 09 May 2024)”.

From the explanation above, the role of the teacher in this program is indeed as a facilitator where students can consult their ideas. This is in line with the learning model needed in the 21st century which prioritizes the 5C skills, namely critical thinking, communication, collaboration, creativity, and character. (Indarta et al., 2022a). The teacher gives instructions, after that students think of ideas by utilizing internet technology, after the idea is obtained students explain it in front of the class

through presentations until finally producing a creativity in the form of a product that is marketable. In implementing the entrepreneurship program through this project coaching, 4C points such as collaboration, creativity, critical thinking, and communication can be honed. Meanwhile, 1C, namely Character, is also embedded in students as stated by the following supervising teacher:

In my opinion, women's empowerment is how women can be independent, because as long as this gender inequality still exists, where women are required to stay at home, and tend to be prohibited from this and that. However, now everything must be versatile, must have skills because the challenges are getting bigger. For this reason, I strongly agree with this project. Because in addition to skills, the attitude of the students is also honed. Where it takes extra patience when the product fails and has to be repeated many times. I am sure that if this project is further strengthened, it can become a character for them. So when they see a condition or problem, they can immediately think of a solution. (Dina, Teacher, 15 May 2024).

From my interviews with other students, they added that making this project requires extra perseverance and patience because there are always challenges faced. Once you have a clear idea, the next challenge is the initial experimentation process. The product does not immediately become good, the initial experiments are usually imperfect and even fail. However, with these failures, students do not immediately give up, but try other ways to improve the quality of the product.

4.1.3.3 Pesantren Entrepreneurship Programs Support Female Students to be Economically Productive

Entrepreneurship coaching is expected to be able to generate entrepreneurial spirit, work, and develop talents according to their respective potential to achieve life needs and develop the national economy. By instilling an entrepreneurial spirit, it is hoped that students will be more independent in terms of the economy and not depend

on others, in case the students leave the boarding school with skills. Santri not only have insight into religious knowledge and read the yellow book but also have an entrepreneurial spirit by creating a new innovation (Mubarok, 2018). This is in line with the female leader's statement about the importance of instilling entrepreneurship knowledge that not only hones skills by creating something but also becomes an economic driver.

This program is very beneficial for the independence of female students. How can we make women independent? Because women have skills which will become economic drivers in the community. For example, nowadays, women have a fashion business of jilbab, gamis, and so on. It can be done online, by just sitting at home, she can sell a lot of clothes and headscarves if she is equipped with entrepreneurship knowledge (Zia, female leader, 18 May 2024).

After conducting interviews with several students, they explained that the entrepreneurship coaching program is very beneficial not only to increase creativity and independence, but also economically productive resulting from product sales.

So far, about 140 pcs have been sold. 1 pcs contains 5 packs. In total, we can make a profit of around 3.5 million. The profit is then saved for product development costs. Hopefully, I can buy the Buk tea smoothing machine. (Putri, student, 09 May 2024).

Putri (pseudonym) makes a product in the form of diet tea from spices called "Bonitea". According to the information above, the products that have been sold are 140 pcs. One psc is priced at forty thousand rupiah. The initial marketing was done offline in the project display program at the end of the semester. Putri then designed the product packaging neatly and made a banner stand which contained the content and benefits of the product. Those who bought at that time were mostly guests and parents of other students. After the project display activity took place, marketing was done orally by word of mouth. This was done by explaining the product review according to what the testimonials of several friends who have bought and from

himself, that my product can be successful to reduce weight after 3 weeks. After that, some friends, younger siblings, and even teachers also ordered the product. He also provides scales in the dormitory in order to compare the weight before and after consumption of the product.

The product provides a good profit economically. However, the obstacle that must be faced is the making of product BPOM. She has tried to follow the procedures such as making NIB (Business License Number) and product testing procedures with the help of the Khadijah Go Santripreneur division. The NIB has been completed, but the product testing procedure is constrained by the person in charge. There must be a person in charge who is an expert in the field and we haven't found one yet. For the distribution permit, everything is clear, only the lab test is still constrained. Because of these obstacles, the benefits of this tea, which originally could be used for dieting, because it has not been tested, its use in product design is only to refresh the body.

The student who can sell her product is Nada. She made a bilingual anthology book that sells for 60,000 a copy. So far the book has sold 16 copies and will be reprinted if there are more orders. “Yesterday the capital was small, around 200k. The book sold for 60k. Quite profitable to increase pocket money (Nada, student, 18 Mey 2023).”

The capital that Nada spent was not too much because the Boarding School facilitated the printer to print the book. It's just that the cover must be printed outside to get good print results. For the ISBN, it already exists. Diniyyah Literacy Center

(DLC) division also participated in helping in the script editing process. It's just that the obstacle is in self-consistency to always write. Nada admitted that sometimes she is haunted by laziness or when the idea is stuck, she stops writing for a while. But overall, this has a huge impact on economic benefits. At first, writing was just a hobby, but this entrepreneurship program allows her to get more benefits.

Furthermore, Lia also felt the economic benefits of this program. Although the product she made was a solar panel tool based on arduino components that in the future must be developed first, she claimed to have been included in the competition and given coaching money. "If it is sold, of course not yet, it needs to be developed first so that later it can become a ready-to-use tool, however, the benefit is that I have been included in competitions and given coaching money (Lia,student, 2024)."

In accordance with the results of the interview with the female leader, the future target of the pesantren is to market santri products using a market place such as shopee or Tokopedia. For now, the market place has been designed by the IT team but is not yet running, because some products such as food, cosmetics, herbal drinks, and others must fulfill BPOM permits. Marketing is only done offline during project displays and online through personal promotion from the children assisted by the Khadijah Go Entrepreneurship division. Furthermore, for these works, especially in the form of learning media and technology tools, IPR will be sought. Zia (pseudonym), as a female leader said this IPR is now submitted to the Education department with the "Khadijah Go Entrepreneurship" division. Efforts for December 2024, the students' projects must already have IPR.

From the findings above, it can be concluded that the entrepreneurship program at female pesantren initially did not focus on strengthening entrepreneurs, but rather focused on making projects that were related to class subjects to answer social problems that arise in the environment or society. Until 2021, entrepreneurship was emphasized where the products made by students must be marketable. The implemented program contributes to the empowerment of female students in pesantren. This is evidenced by students' views on this program which can increase creativity, increase independence, and can be economically productive. Even so, there are some challenges and difficulties experienced by students while implementing the program. The results of this study are expected to be evaluated in the future for the sustainability of the women's empowerment program at the pesantren.

4.2 Discussion

4.2.1 Types of Empowerment in Entrepreneurship Program

After conducting interviews with female leaders regarding the background of the establishment of the entrepreneurship program and making observations in the field, the program implemented in female pesantren is similar to the Pancasila profile strengthening program (P3) designed by the government. Judging from the objectives, the Pancasila learner profile is designed to strengthen the values of Pancasila in the form of 1) piety to God Almighty, 2) global diversity, 3) mutual cooperation, 4) independence, 5) critical reasoning, and 6) critical thinking (Purnawanto, 2022). This Pancasila profile strengthening program is based on project-based learning which provides opportunities for students to form 4C skills,

namely critical thinking, communication, collaboration, and creativity. The resulting project must be related to the subject and can be a solution to problems that occur in the surrounding environment (Indarta et al., 2022).

This is similar to the implementation of the entrepreneurship program in female pesantren, which also emphasizes independence, critical thinking, and creativity. The type of learning and training is also project-based. Siti (pseudonym) as the supervising teacher also admitted that this program is similar to the government's P3 program, but in terms of time, the female pesantren first implemented the program in 2016 although initially the project work was in groups and did not mention entrepreneurship as an output.

Another difference lies in the values emphasized. The P3 program focuses on strengthening the values of Pancasila while the entrepreneurship program in pesantren emphasizes the Qur'an and Sunnah as the initial basis for project creation. In addition, Mursidawati (2023) mentioned that entrepreneurship is one of the themes raised in the P3 program, but this is an option that is not required to be taken (Mursidawati, 2023). So it can be concluded that the P3 project is only limited to training children's skills so that they can create projects that are related to certain subjects and become solutions to problems that occur in society. While the entrepreneurship program in female pesantren, children must think about the projects made so that they can be marketable. Children are asked to plan everything from packaging, cost design, to the marketing process.

Furthermore, the types of empowerment implemented in this entrepreneurship program are educational empowerment and economic

empowerment. Muslim women must become empowered agents of change by countering patriarchal values towards their families and communities (Khurshid & Saba, 2018). Education is one way that women can fight patriarchal culture, because with knowledge and skills women become empowered and independent. The process of transferring knowledge provided in the entrepreneurship coaching program is an educational empowerment effort, where the results obtained are increasing the creativity and independence of female students in making a product innovation.

For economic empowerment, it can be seen from how the teacher directs and guides students in making projects until the project can be sold and generate economic benefits. This is in line with the definition of women's economic empowerment as their capacity to actively engage in economic activities and control over their own economic resources (Reshi & Sudha, 2023). Although not all students can sell their work, the pesantren through the help of the mentor teacher has instilled entrepreneurship values. Entrepreneurship here is the value of independence by mobilizing all resources including the intelligence to recognize new products, determine new ways of production, arrange operations to procure, market them, and manage the capital of their operations to produce something of higher value (Firmansyah & Roosmawarni, 2019). The pesantren has also provided a forum for students to market their products, namely through offline project display activities, then through the Khadijah Go Entrepreneurship division to assist online marketing.

4.2.2 Women Empowerment Results in Terms of Resource, Agency, and Achievement Dimensions

After analyzing the findings through the measurement dimensions of Nayla Kabeer, it can be concluded that in the resource dimension, the pesantren only focuses on human resources in the form of supervising and responsible teachers, as well as social resources in the form of the Khadijah Go Entrepreneurship division to implement the empowerment program. Financial resources are left to each student. In the agency dimension, the pesantren conducts entrepreneurship coaching programs once a month and conducts product marketing through display project activities at the end of each semester. While in the achievement dimension, the results obtained by students are in the form of literacy, science and technology products, workshops, mock-ups and learning media. Some of them have been sold. Based on the three findings above, the results of women's empowerment from this entrepreneurship program include three things:

1) Increasing students' creativity. Students can create new products or innovate the products they have made. In the process of making the project, Putri (pseudonym) as a female student admitted that the work she made increased her confidence, because she succeeded in making original work which was different from other people's work. She said she will continue to develop the product both in terms of packaging and product design. He also hopes that his product can generate a large turnover. This is in line with the values of excellence possessed by an entrepreneur, namely self-confidence, originality, people-oriented, results-oriented,

future-oriented, and risk-taking. (Afandi, 2019). These values are already embedded in the students.

2) **Increasing independence.** Women's empowerment in the dimensions of resources and agency leads to achievement, namely changes in women's ability to make their own choices to be more independent (Hanafie et al., 2016). The results of Mubarok's research (2018) concluded that empowering students through entrepreneurship education can have a good impact on student independence to make economic plans after graduation (Mubarok, 2018). Sari, et al (2022) also proved that the women's empowerment program in pesantren through entrepreneurship training in the form of making fishery products as food commodities can increase student independence. She found that based on the results of surveys and interviews with Muslim women in pesantren, it is known that there is potential for women to develop independent businesses after the implementation of the program (P. Sari et al., 2021).

It is the same with the entrepreneurship program at this female pesantren. Students claim to be trained to think about the initial idea, cost planning, and the process of making their own products. Students use the internet as a supporting medium to find ideas. If there are difficulties, she consults with the supervising teacher to get feedback. The value of independence is embedded in students through this program.

Ghofur, et al (2016) said that the need for achievement in entrepreneurs has the characteristics of wanting to overcome difficulties and problems that arise on their own, requiring immediate feedback to see success and failure, having high

responsibility, taking risks, and liking challenges (Ghofur et al., 2016). These characteristics have been embedded in students. This can be seen when the results of the interview with the supervising teacher said that students overcame the difficulties and problems encountered during the making of the project independently. If it comes to the trial process and has not been successful, they continue to try until it is successful. They also asked the mentor teacher for advice on their project. This also reflects a high sense of responsibility for the products they make.

3) Supporting female student to be economically productive. The results revealed that collective entrepreneurial activities can empower women in three ways: economic security, development of entrepreneurial behavior, and increased contribution to the family (Datta & Gailey, 2012). Other findings also show that women's empowerment based on social entrepreneurship in pesantren provides material income that makes life more prosperous and happy (Prasetyawan & Rohimat, 2019). The results of interviews with students in female pesantren also stated this. Students claim to get economic benefits from the products they produce. The profit can increase pocket money and slightly ease the burden on parents. The products in the form of technological tools in the field of science and technology are not traded. However, the student admitted that he had been included in city and provincial level competitions and received coaching money. That is also one form of economic benefit obtained.

Going back to Nayla Kabeer's concept of empowerment, the measurement dimensions of empowerment are dynamic and sustainable (Kabeer, 1999). This

means that the measurement is not oriented towards success or failure, but rather looks at what empowerment results have been achieved and evaluates if the results have not achieved the desired goals. After carrying out observation and interview activities with participants, there are several points for evaluation.

Even though the entrepreneurship development program at female Islamic boarding schools has provided results and achievements, there are several challenges that cause this program to not run effectively and achieve the goals that have been designed. First, the challenge of human resources such as teachers in charge and supervising teachers. According to the criteria, the project created must be something new or an innovation from a previously existing product. This requires teachers to be more creative in looking for any projects that can be created that are related to their respective subjects. With the many ideas the teacher has, it will make it easier for students to determine what projects they can make. This was acknowledged by the female leader, that the shortage was in human resources. Teacher resignations every year also have an impact on the program. Teachers must learn the program from the beginning. In the future, strengthening teacher abilities through entrepreneurship training will be emphasized.

Next, the challenge lies in the management of the Islamic boarding school entrepreneurship division. With the many projects produced by students every year, this division does not yet have a structured marketing strategy. The division manager admitted that currently he is only focusing on food and culinary products. Children who are interested in developing their skills in this field can join as members. For other projects, data is only collected regarding the originality of the

product, for example, literacy products (books, comics, novels, etc.) are really checked for levels of plagiarism and must have an ISBN, after that this division collects data on anyone who wants help in the marketing process . Likewise, the management of intellectual property rights for student projects is not yet optimal. The entrepreneurship manager said that the program design regarding IPR projects would be discussed further during the semester evaluation meeting with the leadership.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After discussing everything from the introduction to research findings, this section presents the conclusions of the research findings and discussion as well as limitations of this research and suggestions for future research.

5.1 Conclusions

Based on the research results above, it can be concluded that the entrepreneurship coaching program in the form of project creation training at female Islamic boarding schools contributes to women's empowerment. This is proven by the results of measurements using the dimensions formulated by Nayla Kabeer (1999), namely resources, agency, and achievement. Apart from that, this is also reinforced by the students' perceptions regarding the impact of holding the program in the form of increasing creativity, training independence and economic productivity. Furthermore, these points will be summarized below to answer the three research questions raised:

- 1) The female leader manages the entrepreneurship development program in terms of three aspects, namely planning, organizing and implementing, evaluating. The planning process starts from designing the Islamic boarding school's vision and mission which is directed at the goal of entrepreneurship by producing a product by students. Next, the program is first analyzed by a team of experts, then explained in semester and annual work meetings. In a large meeting attended by all units, the leadership provides an overview of the program along with its objectives and outputs. The organizing and implementing process begins with providing training

to all teachers. After being given training, several selected teachers were assigned to become supervisors in the coaching program once a month with a target of four times per semester until the project display activity took place. Finally, the evaluation process was carried out over two periods. First, internal evaluation of each unit a week after display event, second, external evaluation with all units during work meetings at the start of the new academic year. This entrepreneurship program basically has similarities to the Pancasila profile project (P3) in the curriculum of emancipated learning. However, female Islamic boarding schools emphasize the Al-Qur'an and Sunnah as the basis for the project and emphasize the value of entrepreneurship which produces work that is marketable, while P3 is only limited to how children can relate subjects to problems found in the field based on Pancasila values.

- 2) To measure the extent to which the entrepreneurship program contributes to women's empowerment seen from three dimensions. First, the resource dimension includes financial resources that come entirely from students. In this case, Islamic boarding schools only provide human resources and social resources in strengthening skills. Human resources in the form of supervising teachers as facilitators, and social resources in the form of an entrepreneurship division called Khadijah Santri Go Preneur to help students promote, market products, and assist in the process of obtaining IPR and BPOM. Second, viewed from the agency dimension, Islamic boarding schools carry out entrepreneurship coaching once a month which is facilitated by supervising teachers and marketing activities for selected products through the "Khadijah Go Santri-Preneur" division. Third, from

the achievement dimension, students have produced various kinds of products including literacy, science and technology, crafts, mock-ups and learning media. Furthermore, all of the works were exhibited at the end of semester project display event, some of which were sold during the event.

- 3) Students' perception on Islamic boarding school entrepreneurship coaching as a form of women's empowerment is that firstly it can increase creativity because it encourages students to create a new idea or innovate from existing work. Both support female leaders to be independent, seen from how they think of ideas and create projects on their own, the teacher in this case is only a facilitator. These three programs are very profitable economically. Products produced by students can be sold and increase income.

5.2 Suggestions

5.2.1 Practical Suggestions

For Female Islamic Boarding Schools, the results of this research are expected to provide information regarding the evaluation of entrepreneurship development programs in female Islamic boarding schools which are the object of research. Solutions can be found for the challenges experienced by teachers and students when this program is implemented so that the program can run more optimally. It is also hoped that this research can be an illustration for other Islamic boarding schools that want to implement entrepreneurship programs starting from the planning, implementation, to evaluation process.

5.2.2 Future Reseach Suggestions

This research can be expanded by comparing the types of programs in this female Islamic boarding school with other female Islamic boarding schools which aim to support women's empowerment. Muhammad (2022) in his book, explained that there are not many writings either in the form of dissertations, theses, or freelance writings by Indonesian or foreign scholars that reveal how women's activities in Islamic boarding schools (Muhammad, 2022). With this large amount of research regarding programs in women's Islamic boarding schools, it is hoped that it will add references to academics who are also interested in researching similar themes.

5.2.3 Limitation

The limitation of this research is the limited observation time. The researcher only made one observation where the coaching activities that took place began with an introduction and conducting assignments independently. This is because the coaching target on that day is for children to think of 5 project designs. After the introduction session and explanation of project material, students spend more time on laptops with the aim of looking for ideas. I cannot compare the progress of project work in the first coaching activity and the second coaching activity, whether the target has been achieved or not, and I also cannot observe the trial process of making the work. Furthermore, which is no less important, I did not have the opportunity to observe project display activities where the marketing process was taking place because the activities had been carried out in February, whereas I only started the data collection process in May. If observations are made

more than once and observations on display activities are carried out, the data will be more comprehensive.

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APPENDICES

Appendix 1 : Observation Guide

For non-participant observation, I observed the entrepreneurship coaching program. I observed classroom activities, teacher roles, and learning material. To make it clear, I give a table as follows:

Part	Explanation
Classroom Activities	This observation was carried out in May (date awaiting information from the school). What needs to be observed is how the sequence of activities starts from the beginning to the end. I will focus on observing students' responses and enthusiasm for this program, how students can understand the material and create project designs.
Teacher Roles	In this section, I will observe how the teacher conveys entrepreneurship material and the objectives of this activity. I will also observe how teachers can direct their students to create project designs.
Learning Material	I will note the important points of the material presented that day, one of which is related to the presentation of quality and marketable projects.
Additional Notes	I will provide additional notes based on the answers I got from the teacher and students if there are important things that I feel need to be asked during the activity.
Reflective Point	Lastly, I will provide a reflective point to provide a deeper interpretation of the activities that have been observed.

I recorded the results of my observations in the following observation Guide:

Observation Guide

Date/Time :
 Place :
 Activity :

No	Section	Time	Description/Fact	Comment/Memo
1	Classroom Activities		-Opening -Learning Process (students' responses and enthusiasm, how students can understand the material and create project designs) -Closing	
2	Teacher Roles		- how the teacher conveys entrepreneurship material and the objectives of this activity - how teachers can direct students' project designs.	
3	Learning Material		-What material explained by the teacher -Explanation of quality and marketable projects.	

Next, I will visit the student project storage room and observe in detail what types of projects are being made and then collect data. I will record the results of my observations in the following observation Guide:

Observation Guide

Date/Time :
Place :
Activity :

No	Types of Project	Class	Year	Sold/Not

Appendix 2 : Interview Guide

Female Leader Interview Guide (Semi-Structured)

Aims : To find out the background of the formation of entrepreneurship programs in pesantren, purposes, social resources involved in entrepreneurship coaching program and the output of the program.

Participant's Data

Name	:
Email	:
Age	:
Position	: Female Leader
Interviewer	: Mayola Andika

Interview Questions

1. When and how did the entrepreneurship program in Islamic boarding schools begin?
2. What made the female leader think about designing it at this Islamic boarding school?
3. How can this entrepreneurship program become part of the curriculum?
4. What is the design process like?
5. What is the main objective of implementing entrepreneurship coaching?
6. Who is involved in making the program?
7. How to implement the student entrepreneurship development program?
8. What aspects need to be instilled in this entrepreneurship development?
9. What is the output of the entrepreneurship program?
10. What types of products have students produced?
11. How to market students' products?
12. Can the products produced benefit students economically?
13. Is there a routine evaluation from the Islamic boarding school after carrying out the entrepreneurship development program for the students?

14. How do students perceive entrepreneurship coaching as a form of women's empowerment?
15. Can this program increase student independence?
16. What are the challenges faced during the product manufacturing process?
17. What are the expectations of pesantren in the future with the implementation of this entrepreneurship program?

Panduan Wawancara Pemimpin Perempuan

Tujuan : Untuk mengetahui latar belakang terbentuknya program kewirausahaan di pesantren, tujuan, sumber daya sosial (guru/staf) yang terlibat dalam program pembinaan kewirausahaan dan output program tersebut.

Data Peserta

Nama :
Email :
Usia :
Posisi :

Pertanyaan Wawancara

1. Kapan dan bagaimana program kewirausahaan di pesantren dimulai?
2. Apa yang melatarbelakangi pemimpin perempuan untuk merancang program entrepreneurship di pesantren ini?
3. Bagaimana program kewirausahaan ini bisa menjadi bagian dari kurikulum?
4. Seperti apa proses desainnya?
5. Apa tujuan utama dilaksanakannya pembinaan kewirausahaan?
6. Siapa saja yang terlibat dalam pembuatan program tersebut?
7. Bagaimana cara melaksanakan program pengembangan kewirausahaan mahasiswa?
8. Aspek apa saja yang perlu ditanamkan dalam pengembangan kewirausahaan ini?
9. Apa output dari program kewirausahaan?
10. Jenis produk apa yang telah dihasilkan siswa?

11. Bagaimana cara memasarkan s'produk mahasiswa?

12. Apakah produk yang dihasilkan dapat memberikan manfaat ekonomi bagi siswa?
13. Apakah ada evaluasi rutin dari pihak pondok pesantren setelah melaksanakan program pengembangan kewirausahaan pada santri?
14. Bagaimana mahasiswa memandang pembinaan kewirausahaan sebagai bentuk pemberdayaan perempuan?
15. Apakah program ini dapat meningkatkan kemandirian siswa?
16. Apa saja tantangan yang dihadapi selama proses pembuatan produk?
17. Apa harapan pesantren kedepannya dengan diterapkannya program kewirausahaan ini?

Manager Division of Entrepreneurship Interview Guide (Semi-Structured)

Aims : To find out the extent to which pesantren have contributed to women's empowerment in pesantren.

Participant's Data

Name	:
Email	:
Age	:
Position	: Manager Division of Entrepreneurship
Interviewer	: Mayola Andika

Interview Questions

1. When the entrepreneurship division in Islamic boarding schools formed?
2. What are the purposes of forming this entrepreneurship division?
3. How is the process of forming an entrepreneurship division?
4. What programs have been designed?
5. Who are the people involved and part of the team of this entrepreneurship division?
6. How to implement the student entrepreneurship development program?
7. What aspects need to be instilled in this entrepreneurship development?
8. What is the output of the entrepreneurship program?
9. What types of products have students produced?

10. How to market student products?
11. Can the products produced benefit students economically?
12. Is there a routine evaluation from the Division after carrying out the entrepreneurship development program for the students?
13. How do students perceive entrepreneurship coaching as a form of women's empowerment?
14. Can this program increase student independence?
15. What are the challenges faced during the product manufacturing process?

Panduan Wawancara Manager Divisi Entrepreneurship

Tujuan : Untuk mengetahui sejauh mana pesantren dapat berkontribusi terhadap pemberdayaan perempuan.

Data Peserta

Nama :
Email :
Usia :
Posisi :

Pertanyaan Wawancara

1. Kapan terbentuknya divisi kewirausahaan di pesantren?
2. Apa tujuan dibentuknya divisi kewirausahaan ini?
3. Bagaimana proses pembentukan divisi kewirausahaan?
4. Program apa saja yang dirancang?
5. Siapa saja orang-orang yang terlibat dan menjadi bagian dari tim divisi kewirausahaan ini?
6. Bagaimana pelaksanaan program pengembangan kewirausahaan mahasiswa?
7. Aspek apa saja yang perlu ditanamkan pada siswa dalam pembinaan kewirausahaan ini?
8. Apa output dari program kewirausahaan?
9. Jenis produk apa saja yang dihasilkan siswa?

10. Bagaimana cara memasarkan produk mahasiswa?

11. Apakah produk yang dihasilkan dapat memberikan manfaat ekonomi bagi siswa?
12. Apakah ada evaluasi rutin dari Divisi setelah melaksanakan program pengembangan kewirausahaan pada mahasiswa?
13. Bagaimana persepsi mahasiswa terhadap pembinaan kewirausahaan sebagai bentuk pemberdayaan perempuan?
14. Apakah program ini dapat meningkatkan kemandirian siswa?
15. Apa saja tantangan yang dihadapi selama proses pembuatan produk?

Teacher Interview Guide (Semi-Structured)

Aims: To know how this program works in the classroom, material presented, how teachers perceive this program as a form of empowerment, and the output produced.

Participant's Data

Name :
 Email :
 Position : Teacher
 Teaching Level :
 Teaching Experience (year) :
 Interviewer : Mayola Andika

Interview Questions

1. When will the entrepreneurship coaching program be implemented?
2. What material is presented in the program?
3. What is the aim of holding this entrepreneurship coaching program?
4. Can you tell me about the process of coaching entrepreneurship programs in the classroom?
5. How students' enthusiasm and response during the entrepreneurship coaching program took place?
6. What are the aspects that must be emphasized in this entrepreneurship coaching process?
7. What forms of products the students have produced?
8. Can this program increase student creativity?
9. What are the challenges faced during entrepreneurship coaching process?

10. How do teachers perceive entrepreneurship coaching as a form of women's empowerment?

Panduan Wawancara Guru

Tujuan : Untuk mengetahui bagaimana program ini berjalan di kelas, materi yang disampaikan, bagaimana guru memandang program ini sebagai bentuk pemberdayaan, dan output yang dihasilkan.

Data Peserta

Nama	:
Surel	:
Posisi	:
Tingkat Pengajaran	:
Pengalaman Mengajar (tahun)	:

Pertanyaan Wawancara

1. Kapan program pembinaan kewirausahaan akan dilaksanakan?
2. Materi apa saja yang disampaikan dalam program tersebut?
3. Apa tujuan diadakannya program pembinaan kewirausahaan ini?
4. Bisakah Ibu menceritakan tentang proses pembinaan program kewirausahaan di kelas?
5. Bagaimana antusias dan respon siswa selama program pembinaan kewirausahaan berlangsung?
6. Aspek apa saja yang harus ditekankan dalam proses pembinaan kewirausahaan ini?
7. Bentuk produk apa yang telah dihasilkan siswa?
8. Apakah program ini dapat meningkatkan kreativitas mahasiswa?
9. Apa saja tantangan yang dihadapi selama proses pembinaan kewirausahaan?
10. Bagaimana pandangan guru terhadap pembinaan kewirausahaan sebagai bentuk pemberdayaan perempuan?

Students Interview Guide (Semi-Structured)

Aims: To find out how they view entrepreneurship programs as a form of empowerment, what types of life skills have been produced and how they impact economic independence.

Participant's Data

Name :
Grade : Student XI Class
Interviewer : Mayola Andika

Interview Questions

1. What do you know about women's empowerment?
2. How do you perceive entrepreneurship coaching as a form of women's empowerment?
3. What are the challenges faced during the product manufacturing process?
4. Can this program increase your creativity?
5. How to market the product as a result of entrepreneurship coaching?
6. How many product have been sold?
7. Can the product produced provide economic benefits?

Panduan Wawancara Siswa

Tujuan : Untuk mengetahui bagaimana mereka memandang program kewirausahaan sebagai bentuk pemberdayaan, jenis life skill/produk apa yang telah dihasilkan dan bagaimana dampaknya terhadap kemandirian ekonomi.

Data Peserta

Nama :
Kelas :

Pertanyaan Wawancara

1. Apa yang kamu ketahui tentang pemberdayaan perempuan?

2. Bagaimana persepsi kamu terhadap pembinaan kewirausahaan sebagai bentuk pemberdayaan perempuan ?
3. Apa saja tantangan yang dihadapi selama proses pembuatan produk?
4. Apakah program ini dapat meningkatkan kreativitasmu?
5. Bagaimana cara memasarkan produk hasil pembinaan kewirausahaan?
6. Berapa banyak produk yang terjual?
7. Apakah produk yang dihasilkan dapat memberikan manfaat ekonomi?

Appendix 3 : An Example of Translated Transcript

INTERVIEW WITH TEACHER

Wednesday - May 15, 2024.

The interview was conducted in the teacher's room, at 10:00 AM

Introductory Question

Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teacher : Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Researcher : Introducing myself Mayola Andika from the International Islamic University of Indonesia will conduct my final project interview regarding the implementation of the entrepreneurship coaching program at the women's pesantren. Previously, I have permission to ask how long have you been teaching at this pesantren and in what subjects?

Teacher : I have been teaching for approximately seven years teaching Physics class XI and XII.

Researcher : For the entrepreneurship program, how long have you been the supervising teacher?

Teacher : This program started in 2016 but it was still in the form of a group. The coaching itself began to exist when the group program was changed to individual work where each child had to produce a marketable project in 2021. Since then I have started guiding until now for approximately 3 years.

Research Question 1 related to the timing and implementation of the entrepreneurship program.

Researcher : Yes ma'am. Then when is this entrepreneurship coaching program implemented and how many times a month?

Interviewee : In Diniyyah Puteri there are 2 programs, namely the Ministry of Religious Affairs program and the Diniyyah program, each of which takes 2 weeks. Now this project is carried out during the diniyyah program. More precisely once a month.

Researcher : What materials do you convey when coaching this project?

Teacher : For the material, we are giving experience to students to produce a product. Because I myself am in 3 classes with different majors, the material is also different. For example, in the science department, I do not limit the material. I as the person in charge there give students the freedom to choose the material they like and are interested in which is in line with the product they want to produce.

Researcher : Do you have your own module in this project coaching?

Teacher : Because in grade 12 when it was still the 2013 curriculum, so there was no module for the project. But for grades 10 and 11, they already have modules because they have entered the Merdeka curriculum.

Researcher : Does this mean that the diniyyah puteri project program is the same as the Pancasila profile?

Teacher : Yes, almost the same. But the difference is, in the Merdeka curriculum, the output is only limited to products related to subjects. Meanwhile, for the Diniyyah program, there are many links. The resulting product, apart from being related to the subject, must also be able to solve problems around it, and must be able to be traded or marketed.

Researcher : How is the coaching process from beginning to end?

Teacher : First, we explain what our project target is this year. Then what are the standards of acceptable products, what is the purpose, what is the material, I myself usually present a format or table which the table must be filled in by the students. Usually not only 1 project design is given, but 3 or even more. Then later they choose which one is suitable. Then in the following week, after a project is chosen, they start looking for tools and materials that are usually difficult to find around the cottage, so they have to be ordered first and take a short time, then they also start learning the manufacturing process.

Researcher : Does that mean that in the first month, the students already have to provide the project idea or have to start working on it?

Teacher : In the first month, it is only the project idea first. Then in the following month they start looking for materials and working on them.

Researcher : What is the purpose of this program?

Teacher : First, to provide experience to students on how they can produce their own work, where this work can be useful not only for themselves but also for others and even for the country and religion. Secondly, in order to make the subject matter not monotonous, not just in the classroom, but the material can be conveyed through projects. They can apply the subject matter with the projects they make.

Research Question 2 is related to the achievement dimension: the work of students that has been produced

Researcher : What are the forms of products that have been produced by students?

Teacher : Some are in the form of technological innovations, such as automatic height measuring devices, tools for drying shoes, in terms of chemistry, there are those who make asphalt from coal waste. Which after researching the asphalt that these students make, is better than the asphalt currently in use, and even this asphalt can absorb water so that it does not cause flooding.

Researcher : Can this technology project be traded?

Teacher : Actually, this technology can be traded, but currently we do not have a market.

Researcher : Then what are the products that can be sold?

Teacher : Skincare, cosmetics, but still not BPOM because there are many obstacles in taking care of BPOM itself. However, until now, the skincare or cosmetics that santri make and sell are mostly made from herbal ingredients, so the chemical side effects are very minimal.

Researcher : Are there any students whose products have sold a lot and BPOM?

Teacher : For products that are widely sold, there is a santri named Salsabila, she makes tea for diets from rhizomes, ginger, turmeric, cereals which are the main ingredients, and other additions. This product has received many testimonials from people who consume it. Both from his friends in the dormitory, his neighbors at home, even from teachers. Then for technology there is Dina (pseudonym), for chemistry, there is a person who makes carbon from bagasse which functions to filter dirty water, named Saka. This product was sold a lot during the milad display. For culinary, we prioritize food that is not only unique but also healthy and utilizes waste, such as chips from dragon fruit peels.

INTERVIEW DENGAN GURU PEMBIMBING

Rabu - May 15, 2024.

Interview dilakukan di ruang guru, pukul 10:00 WIB

Pertanyaan Perkenalan

Peneliti : *Assalamu 'alaikum Warahmatullahi Wabarakatuh.*

Guru : *Wa'alaikumsalam Warahmatullahi Wabarakatuh.*

Peneliti : Perkenalkan saya Mayola Andika dari Universitas Islam Internasional Indonesia akan melakukan wawancara tugas akhir saya mengenai pelaksanaan program pembinaan entrepreneurship di pesantren perempuan. Sebelumnya saya izin bertanya sudah berapa lama ibu mengajar di pesantren ini dan pada mata pelajaran apa?

Guru : Saya sudah mengajar selama lebih kurang tujuh tahun mengampu mata pelajaran Fisika kelas XI dan XII.

Peneliti : Untuk program entrepreneurship sudah berapa lama ibu menjadi guru pembimbing?

Guru : Program ini mulai dijalankan pada tahun 2016 namun masih dalam bentuk kelompok. Untuk pembinaannya sendiri mulai ada sejak program kelompok tersebut diganti menjadi karya individu dimana setiap anak harus menghasilkan proyek yang berdaya jual pada tahun 2021. Sejak itulah saya mulai membimbing hingga sekarang lebih kurang 3 tahun.

Research Question 1 berkaitan dengan waktu dan implementasi program entrepreneurship

Peneliti : Baik Bu. Kemudian kapan program pembinaan enterpreneurship ini dilaksanakan dan berapa kali dalam sebulan?

Narasumber : Di Diniyyah Puteri ini terdapat 2 program, yaitu program kemenag dan program diniyyah, masing-masing waktunya 2 minggu. Nah proyek ini dilaksanakan ketika program diniyyah. Lebih tepatnya sekali dalam sebulan.

Peneliti : Materi apa saja yang anda sampaikan ketika pembinaan proyek ini?

Guru : Untuk materi, kan kita sifatnya itu memberi pengalaman kepada santri untuk menghasilkan sebuah produk. Karna saya sendiri masuk di 3 kelas yang berbeda jurusan, maka materinya pun berbeda-beda. Misalnya jurusan IPA, materinya tidak saya Batasi. Saya sebagai penanggung jawab di sana memberikan kebebasan kepada santri untuk memilih materi yang mereka sukai dan minati yang sejalan dengan produk yang ingin mereka hasilkan.

Peneliti : Apakah anda memiliki modul sendiri dalam pembinaan proyek ini?

Guru : Karna di kelas 12 ketika itu masih kurikulum 2013, jadi memang belum ada untuk modul proyeknya. Tetapi untuk kelas 10 dan 11 sudah punya modul karna mereka sudah masuk kurikulum Merdeka.

Peneliti : Berarti program proyek diniyyah puteri ini sama dengan profil Pancasila?

Guru : Iya, hampir sama. Tapi bedanya, di kurikulum Merdeka outputnya itu hanya sebatas produk yang berkaitan dengan mata Pelajaran. Sementara kalau program Diniyyah, kaitannya banyak. Produk yang dihasilkan itu selain menyangkut mata Pelajaran dia juga harus bisa menyelesaikan masalah disekitar, serta harus bisa di perjual belikan atau dipasarkan.

Peneliti : Bagaimana proses pembinaan dari awal sampai akhir?

Guru : Yang pertama, dijelaskan dulu target proyek kita tahun ini seperti apa. Kemudian apa saja standar produk yang layak diterima, tujuannya apa, materinya apa, saya sendiri biasanya menyajikan sebuah format atau table yang mana tabel tersebut harus diisi oleh santri. Biasanya tidak hanya 1 rancangan proyek saja yang mereka berikan, melainkan 3 atau bahkan lebih. Kemudian nanti dipilih yang mana kira-kira yang sesuai. Lalu di minggu berikutnya, setelah dipilihkan satu proyek, mereka mulai mencari alat dan bahan yang biasanya sulit di temukan di sekitar pondok, sehingga harus dipesan dulu dan membutuhkan waktu yang tidak sebentar, kemudian mereka juga mulai mempelajari proses pembuatannya.

Peneliti : Berarti di bulan pertama itu santri sudah harus menyediakan ide proyek saja atau sudah harus mulai mengerjakan?

Guru : Di bulan pertama itu hanya ide proyek saja terlebih dahulu. Baru kemudian di bulan berikutnya mulai mencari bahan dan mengerjakannya.

Peneliti : Apa tujuan diadakannya program ini?

Guru : Yang pertama, memberikan pengalaman kepada santri bagaimana mereka bisa menghasilkan karya sendiri, Dimana karyanya ini bisa bermanfaat tidak hanya bagi dirinya tetapi juga untuk orang lain bahkan bagi negara dan agama. Yang kedua, agar bisa membuat materi mata Pelajaran itu tidak monoton, tidak hanya sekedar di kelas saja, tetapi materi itu bisa tersampaikan melalui proyek. Mereka bisa menerapkan materi pelajarannya dengan proyek yang mereka buat.

Research Question 2 berkaitan dengan dimensi achievement: karya santri yang telah dihasilkan

Peneliti : Apa saja bentuk produk yang sudah dihasilkan santri?

Guru : Ada yang berupa inovasi teknologi, seperti alat pengukur tinggi badan otomatis, alat untuk mengeringkan Sepatu, kalau dari segi kimia, ada yang membuat aspal dari limbah batu bara. Yang mana setelah diteliti aspal yang

santri ini buat, lebih baik daripada aspal yang saat ini di gunakan, dan bahkan aspal ini bisa menyerap air sehingga tidak menyebabkan banjir.

- Peneliti : Proyek yang berupa teknologi ini apakah bisa di perjual belikan?
- Guru : Sebenarnya teknologi ini bisa saja di perjual belikan, namun saat ini kita belum memiliki market.
- Peneliti : Lalu produk apa saja yang bisa di perjual belikan?
- Guru : Skincare, cosmetic, namun masih belum BPOM karna banyak kendala dalam mengurus BPOM itu sendiri. Namun, sampai saat ini, skincare ataupun cosmetic yang santri buat dan dijual itu banyak yang terbuat dari bahan herbal, sehingga efek samping kimia nya sangat minim.
- Peneliti : Adakah santri yang produknya sudah banyak terjual dan BPOM?
- Guru : Untuk produk yang banyak terjual itu ada dari santri yang bernama Salsabila, dia membuat teh untuk diet dari rimpang, jahe, kunyit, serei yang menjadi bahan utamanya, dan tambahan-tambahan lain. Produk ini sudah banyak mendapatkan testimoni dari orang-orang yang mengkonsumsinya. Baik dari teman-temannya di asrama, tetangga-tetangganya di rumah, bahkan dari guru-guru juga ada. Kemudian untuk teknologi ada Dina (pseudonym), untuk kimia, ada yang membuat karbon dari ampas tebu yang berfungsi untuk menyaring air kotor Namanya Saka. Produknya ini banyak terjual ketika display milad. Untuk kuliner, kita mengutamakan makanan yang tidak hanya unik tetapi juga sehat dan memanfaatkan limbah, seperti keripik dari kulit buah naga.

Appendix 6 : Documents

Documents are an important element to strengthen research data. In this research, the documents that gathered are:

Part 1 : School Profile

1. Brochures to find out the profile, vision and mission of pesantren.
2. Guidebook of pesantren to find out the curriculum, course plan and programs of pesantren in detail.

Part 2 : Program Entrepreneurship Activities

1. Schedule of program
2. Targets and program design by the teacher
3. Documents related to student product data as a whole
4. Video and documentation display project activities