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¹ DEVELOPING STUDENTS' ENTREPRENEURSHIP THROUGH MENTAL-BASED PROGRAMS

(Best Practice "Inspiring Story" at Madrasah Aliyah plus Nururrohmah Al-Kamal Islamic Boarding School Tambaksari Kuwarasan Kebumen, Central Java, Indonesia)

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ABSTRACT

Educating students for entrepreneurship is not only a classroom based education but it needs real actions which are based on mental. It because entrepreneurship is not only theories enrichment but also enrichment and management of creativity, courage, innovation and perseverance which have to be taught to the student in real field. In this research, Madrasah Aliyah plus Nururrohmah Tambaksari Kebumen, which is a religion-based school not a skill-based school as a vocational school is, tries to educate its students with various applicative mental-based activities. This program is conducted because the foundation of entrepreneurship is mental. Therefore, Madrasah Aliyah strives to implement the mentality of entrepreneurship to the students since their early age. Some of the mental-based program cultivated and maintained in Madrasah Aliyah Plus Nururrohmah are, *first*, play a role as insane person; *second*, play a role as buyer-seller in market; *third*, oration practice in front of public; *fourth*, play role to offer him/herself as assistant in market; *fifth*, basic leadership training program; and *sixth*, community relation practice. Various activities to develop students' mental potentials are implemented by madrasah Aliyah Plus Nururrohmah continually and sustainably to each student. Therefore, all students have the same opportunity to be entrepreneur after graduating from a formal educational institution.

Keywords: entrepreneurship, program, mental, madrasah Aliyah.

INTRODUCTION

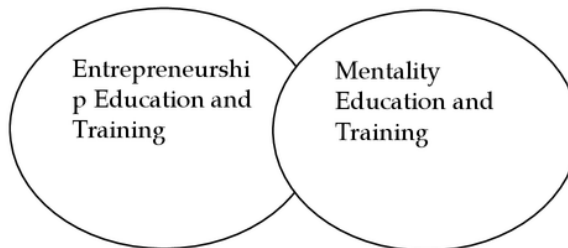
Educating children is not limitedly developing their cognitive aspects through various activities and cognitive-based programs. Educating children also means, even obligatory, to develop their skills involving emotional and affective aspects in order to create mature balance. When balanced, it will equipped the children to pursue their dreams in their life (Moh. Shochib, 2000: 17).

A wise school is “a complete school” that actively develops the cognitive, affective, and psychomotor aspects as well as religious aspect. This kind of school fully understands that it does not only teach the brain but also educates children to be courageous and educates their mentality along with educating their psychomotor skill.

One form of psychomotor enrichments and training equipped with mental courage is conducted through developing entrepreneurship program for the students. The entrepreneurship program is a practice-based program, rather than theoretical-based program, which requires mentality aspect for students’ learning. Without one, entrepreneurship will be “a bird without either its left or right wing” so it cannot clap its wings strongly and eventually falls down. It means entrepreneurship without tough mentality and outstanding courage will fail to develop its business well.

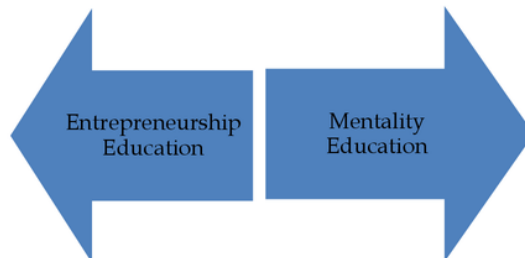
Therefore, entrepreneurship education and training should be embedded into mentality and courage aspects in learning as represented in this following Figure 1:

Figure 1
The Intersection of Entrepreneurship with Self Mentality Education and Training



The above diagram reflects the close intersection which suggests that entrepreneurship and mentality education are inseparable. It is different, however, with the following diagram.

Figure 2
The Disharmony of Entrepreneurship and Mentality Education



Based on the above figure, the "disharmony" is seen through the different direction of the entrepreneurship and mentality education which does not lead to one "united" point. Both seem to represent *al-qiyamu al-binafsihi* that is "to stand by itself" that does not need one to another and non-dependence. Ideally, however, there should be close harmonization between the two.

Related to the harmonious entrepreneurship and self-mentality education, a real example of this concept is unexpectedly practiced by a religious-based senior high school rather than vocational school. The school is Madrasah Aliyah plus Nururrohmah Pondok Pesantren Al-Kamal which is located in Gombong, Kebumen. Not only equipping the students with theories, this madrasah also develops applicative entrepreneurship education through various mental-based activities as the main foundation of building entrepreneurship.

Madrasah Aliyah Plus Nururohmah deliberately educates its students with entrepreneurship programs through mental-based activities in order to:

First, assist the students in exploring their mental potentials which are hidden. It is possible that the students do not realize that they are actually brave and strong enough to encounter anything only because there has been none to guide and assist them to find their full potentials; a reason to cause them to be "unconfident". Therefore, the mental-based activities are expected to enlighten and encourage the existing potentials of the mental.

Second, it is to enable the graduates to implement the self-mental education they have learnt to their real work. It is highly possible that in the future the students will do business and indirectly apply those mental knowledge.

Third, to teach the students that a life without strong self-mentality will not lead them to a central point, that is success point because success means mentality. It implies that success is attainable for anyone who has success mentality that is the readiness to fall and to rise again, to be underestimated, and to be reviled.

In this issue, the writer intends to explore the mental program provided in Madrasah Aliyah Plus Nururohmah. It is expected to discover the mental-based programs provided and applied in the school in detail.

MADRASAH ALIYAH PLUS NURURROHMAH: A MADRASAH WITH VARIOUS MENTAL-BASED ACTIVITIES

Madrasah Aliyah Plus Nururrohmah is a *madrasah* under the auspicious of Pondok Pesantren Al-Kamal Tambaksari Kuwarasan Kebumen Central Java. Besides supervising *madrasah*, Pondok Pesantren Al-Kamal also supervises SMK Plus Nururohmah and MTs Plus Nururrohmah. Madrasah Aliyah is a new *madrasah* since it has just been established in 2007 by Kyai Haji Hayat Ihsan and H. Bambang Soetadji, S.Pd., who are the initiators of *madrasah* of which *madrasah* is then taken care by the head of *madrasah*, Nurul Fithriyah A.W. M.Pd.I.

Even though it is new, Madrasah Aliyah Plus Nururrohmah becomes a different madrasah among other madrasah and schools. This madrasah develops its own characteristics that are its slogans which serve as guidelines for the stakeholders to improve its quality. In the other hand, these slogans also become a

distinctive branding differentiating this madrasah with other madrasah and other schools.

The slogans, among other, are: *First*, Madrasah Aliyah Plus Nururrohmah is a college student-based *madrasah* which emphasizes its activities that resemble ones in campus such as SKN (*Sekolah Kerja Nyata—School Work*) which is similar to KKN (*Kuliah Kerja Nyata—Field Work*), scientific seminar, scientific dialog, article-based earning, final project which is similar to thesis writing, micro teaching inside and outside the school, and contextual learning. *Second*, Madrasah Aliyah Plus Nururrohmah is a skill-based *madrasah*. It is reflected through its varied activities aiming at training students' skills. Some of the skills are trained through extracurricular activities such as nursing that is to train students take care the elderly and children, banking skill that is to develop students' skill in finance, and hospitality that is to develop students' skill in the field of hospitality (interview with Nurul Fitriyah A.W, on 1 December 2016).

Madrasah Aliyah Plus Nururrohmah is a religious-spiritual based school which implements religious-based habits, such as reading shalawat before starting the class, reading Al Quran before studying, activating Al Quran recital during break time via school speaker, activating *dhuha* and *hajat* prayer during break time, applying death education approach to handle juveniles, activating *muhasabah kubur*, and *muhasabah* religious music (interview with Nurul Fitriyah A.W, on 1 December 2016).

The most familiar slogan of Madrasah Aliyah Plus Nururrohmah among the society living in Gombang and Kebumen is its mental based school. This slogan was acknowledged by the Ministry of Religion in 2014 as acknowledgement was given to the Head of Madrasah Aliyah Plus Nururrohah since it was successful to serve as a *madrasah* which highly implemented students' mental development programs. One of the programs is entrepreneurship program. Through implementing various entrepreneurship trainings, the students are better equipped in improving their courage and strong mentality.

Some of the mental trainings implemented in Madrasah Aliyah Plus Nururrohmah are *first*, role playing as insane person; *second*, role playing as seller in market; *third*, demonstration in front of the society; *fourth*, role playing as someone who offers him/herself as assistant in market; *fifth*, *Sekolah Kerja Nyata* (*School Work*) which is known as field work in university setting.

Since its first establishment in 2007, Madrasah Aliyah Plus Nururrohmah was predicted to have its number of students escalated. One of the institution to give the prediction was a senior from Yayasan Nurul Ihsan that was Hj Siti Nurrohmah Sa'ad who was always active in supervising the development of the *madrasah*. She mentioned that

“Besides having the potentials to develop, Madrasah Aliyah Plus Nururrohmah” also has “a distinction” which has to be preserved. It is in the program to develop students' mentality. It is expected that this school will grow bigger and become an icon and model and serve as an example for the other schools especially in developing students' mentality,” (interview with Hj. Siti Nurrohmah Sa'ad, on 5 December 2016)

There are limited number of schools in Gombong and Kebumen which implement mentality-based activities, nor the entrepreneurship programs to equip the students to create their own business. A vocational school even does not provide sufficient skill for entrepreneurship, for example a vocational school with Business and Management study program which provide more theories than the application. Besides, there are no other supplementary programs to train students' mentality (interview with Suprasetyo, on 5 December 2016)

SCRUTINIZING EACH MENTAL-BASED PROGRAM IN MADRASAH ALIYAH PLUS NURURROHMAH

As elaborated previously, Madrasah Aliyah Plus Mururrohmah conduct various activities to train the mental in order to develop students' sense of entrepreneurship. Below is the elaboration of each mental-based program in Madrasah Aliyah Plus Nururrohmah.

First, role playing as insane person. Through this activity, the school aims, among others, *first*, to develop students' characters such as courageous in facing life; *second*, to change their bad habit such as cowardice into someone courageous and inspiring, fearfulness into confidence in doing something in which mentalities will be the most important capital to reach success in any kinds of field. These skills need to be trained, developed, and guided so that the mental of positive courage will be created. *Third*, roleplaying as insane person will educate the students not to be unconfident in facing the bitterness of life especially in entangling the process of attaining success; not to be embarrassed and give up in facing failures.

This program of role playing as insane person is obligatory for students in grade X and XI during the first and second LDK (*Latihan Dasar Kepemimpinan-basic Leadership Training*). In this program, the X grade students are obliged to wear the outfit as what insane person wears. The female students still wear hijab, yet face and cloth must resemble insane person. After that, all X grade students will be gathered in the parking area and within every 7-10 minutes each student will depart to the designated location which distance is quite far from the first to the second location. Along the road, people surrounding will watch the students wearing the costumes and acting insane. Here, students' mentality will be tested whether they have a good one or not.

In their journey to the second location, the students will be tested by the community living nearby. There will be some to tease, disturb, laugh at, and mock the students as part of the mental training to enable the students in strengthening their mental capacity. As observed by the writer, nevertheless, the students were barely influenced by how the audience treated them and that the students enjoyed their new role or experience in the role play. Some of them even intentionally tease children, adults, students; there were even some students who entered public transportation as if they were a real insane person. Those who were being approached by the students, for sure, would run away and tried to save themselves but it looked exciting and fun. There were also students who acted as insane person that were given some money, small meatball, and other gifts by the society.

The second program was a **role playing in market**. This role was played by X and XI grade students who were divided in groups to play a role of "selling in

the market". Each group consisted of 3 - 4 students and the school gave 30,000 IDR up to 50,000 IDR for each group as the capital. It was free for the students to sell anything they wanted using the money, the most important thing was that they would gain more profit. In fact, some students sold *tempe mendoan*, *lontong*, *tahu isi*, *rujak* (fruit salad), etc. After all being prepared, the group of young merchants were directed to sell in a quite big market and they had to offer their goods around the market. They got profit from their selling, in which some got 20,000 IDR and some others got 30,000 IDR. The profit then was given to the students based on the group, while the capital was returned to school.

This program is conducted routine in one semester for 3-4 times. The purposes of role playing as sellers in the market among others are: *first*, to introduce business and entrepreneurship to the students. *Second*, to give a challenging experience in starting a new business, so that when they are going to start a businesses they will be able to survive and they will not give easily. *Third*, to train their business mental, in which it is expected that the students will be able to survive in failure when they run their own business. *Fourth*, to emerge the sense of love on business world so that it will change the students' mindset that doing a business is fun.

The third mental program is **conducting oration in public**. This mental program is a mandatory program for X grade students as well when they are in XI grade. This program is a kind of mental practice in which the students are directed to play roles as demonstrators like university students. They would be gathered in a crowded and they seemed to speak their concern about the problems happened in the community. They would be asked to conduct a speech in front of the people who were passing by, which some of them then were so enthusiastic to watch that funny show. People were so enthusiastic watching kinds of funny actions performed by those young demonstrators.

The purpose of the program is not to make them as demo experts, instead it aims to build their mentality on the first place. They will not be afraid to face other people because they have to be brave in dealing with others' mockery, insults and dislikeness in doing the business. It is important in doing a business to be eager in offering their products to others. Therefore, it is expected that the students will have a courage to start their own business independently.

The fourth mentality program is **a role playing of offering him/herself as an assistant in market**. According to the writer, the school does not intend to disrespect the students, instead the *madrrasah* aims to give "*wasilah*", a precious experience in learning life towards a meaningful learning so that they will become wise students, who are able to give positive appreciation, able to feel the sorrows of others and not boasting their power ("*adigang*"), strength ("*adigung*") and intelligence ("*adiguna*") when they have succeeded in developing their business. In fact, the students will feel "revive", either in their hearts or physics because of their experience of being an assistant. It shows that the role of being an assistant goes deeper in their hearts and their minds which then it is expected that it will be able to change their bad habits into more positive ones. Moreover, the school wants to give a paradigm and experience that being an assistant who works for other people is not fun so that the students will think to develop their own business.

This program was started by reading the regulations of assistant role playing by the school. Each group should consist of only two students. They should not wear school uniform because it tends that it will ease them to find a job since they are still "students". When they do not wear school uniform, then it will be difficult for them to "offer" themselves in looking for a job, so there will not be an "easiness" aspect. If they do not wear school uniform, then the employer or the shop owner will think a lot before they accept them, so that it will be a challenge and hard work for the students to convince the shop owner. Here is the art and value of struggle for the students and it will be "the best experience" in their lives. It will be different if they wear school uniform, in which everything will be at ease for them so that there will not be struggling value to achieve their purpose.

The next rule is that each role-playing group has to achieve "being an assistant" step, in other words, when they are refused by a shop/*warong*, then they have to try to look for other shops until they are accepted and they work as maids. The time allotment for them to be maid is two hours without asking any payments. But if their boss/employee gives them something, for example food, chicken noodle or even money, they are allowed to accept it. On the other hand, if they are not given anything, they are forbidden to ask for it.

The students who role playing as maids are usually gathered in an area close to the market. After the attendance of each group is checked, then they will go to the market. Based on the interview and observation, there were many groups who were rejected either in polite or harsh way, but they did not give up easily to keep finding shops/*warong* that wanted to accept them as maids for two hours. Even some of them had asked to five shops but they did not want to accept them, but eventually the sixth shop accepted them. However, there were also some groups that were accepted directly on the first shop that they asked for. Each group has different experience and story, but they have the same feeling of "like" even though they are physically tired and exhausted.

After they were accepted as assistants, then they would have to work as real assistants; when they were accepted to work in a food stall then then had to wash the dishes. Besides that, mopping and cleaning the house/*warong* were their obligations. When they worked in shops, they also had the same duty as other shopkeepers, such as keeping the stop, cleaning the stuff, etc. Sometimes, the shop owner was angry at them. Based on the interview/direct report and observation, even though they were tired, exhausted, but they felt proud, happy and excited because they got an experience they might not have before.

THE VALUES IN ENTREPRENEURSHIP BASED ON MENTAL ACTIVITIES IN *MADRASAH ALIYAH PLUS NURURROHMAH*

Based on the explanation of each part of the mental-based activities elaborated previously, it shows that the *madrasah* has a strong determination to provide the students with strong mental, especially in entrepreneurship program. It is in accordance with what Darmiyati Zuchdi (2010:28) has stated that:

“The children should be taught to know courage, trained to develop their affective potential they have. Therefore, it is expected that the children will be able to enshrine in community with mental education being learnt and taught at schools/*madrasah*.”

Moeliono Notoedirdjo and Latipun (2014:30) also explained that: “To keep the children’s mental healthy, they should get trainings and accompaniment. Therefore, school/*madrasah* has an important role to guide their students to have healthy mentality so that it will lead them to a holistic individual as stated by Carl Rogers.”

Regarding kinds of mental-based activities provided by *Madrasah Aliyah Plus Nurrohman*, it is expected that the children are not only fully functional (Carl Rogers, 1991:41), but also able to actualize themselves as what is stated by Maslow (1991: 85). Another expectation is that the students are able to be productive individuals as described by Fromm (1991:61), especially in developing entrepreneurship business.

In accordance with the effort to develop sense of entrepreneurship with kinds of mental-based activities conducted by *madrasah*, there are some values contained in those activities including:

1. Firmidable Courage Value

This value could be seen from the role playing as a seller in the market in which the students are demanded to be brave in offering their goods which probably being rejected many times by the buyers. Similarly, in the moments of becoming an insane person and conducting demonstration, the students should be brave to express it, they should not be ashamed or afraid to face many people or the community who watched them. It is not an easy task to do, but it is a must, in which it aims to train and develop the students’ courage.

According to Bashori Muchsin (2010:120), the children need to be trained for “*jihad*” in terms of defeating weaknesses and lusts which eventually will hinder them to achieve success. The lusts intended here are lusts that will ruin oneself such as afraid to move forward and reluctance in facing the process of success.

2. Patience Values in Facing the Life

Patience values in entrepreneurship program which is accompanied with mental-based activities could be seen from the role playing in the market. It is not an easy job because a lot of students were rejected for many times even when they said that they did not need to be paid. With patience and willingness to try they are demanded to keep looking for those who want to accept them as maids. This condition will certainly train their patience in facing the process of becoming successful people.

E. Mulyasa (2014: 165) states that developing children’s character education can be conducted in kinds of models such as habituation and exemplary, moral development, role playing as well as participative and inspirational learnings. In this case, kinds of mental-based activities which contain patience values are part of character building model.

3. Determination not to give up Value

The determination not to give up value could be seen from the activities of being a seller in the market and offering him/herself for being an assistant. Both of them will train the students not to give up easily no matter what they have to face. In business and entrepreneurship, determination and not giving up became an important basic foundation which cannot be neglected and it should be developed in the entrepreneur candidates. According to Bashori Muchsin (2010: 180), an education which focuses on moral becomes a need, not merely an obligation. One of the moral excellences is determination and not giving up easily.

THE CONFORMITY BETWEEN ENTREPRENEURSHIP, MENTAL EDUCATION AND QAULIYAH VERSES

Basically, entrepreneurship is one of the forms of seeking for sustenance from Allah. It is being taught by the Messenger of Allah about the primacy of trading and working in kosher ways. There are some hadiths that state about it, among others:

Hadiths of Al-Miqdam r.a. in which Rasulullah s.a.w. said that:

"No. one has ever eaten better food than he who eats as a result of the labour of his hands. And indeed, the Prophet David Alaihissalam, used to eat from the result of the labor of his hands." (HR. Bukhari, Kitab al-Buyu', chapter Kasbir Rojuli wa' Amalihi Biyahdi II / 730 No. 2072).

Another Hadiths from Mu'adz bin Jabal R.a, he stated that: The Messenger of Allah said that:

"Truly the best of income is the income of traders whose speech is not a lie, if given the mandate is not treasonous, if promising does not deny it, if buying does not reproach, if selling is not excessive (in raising prices), if the debt is not delaying repayment and when collecting debts does not aggravate people who are in difficulty (Narrated by al-Baihaqi di dalam Syu'abul Iman, chapter Hifzhu al-Lisan IV/221).

Another hadiths from Rafi' bin Khadij r.a. who said:

Someone asks, "What is the best income, O Messenger of Allah?" He replied: the income from his own toil and each Mabrur purchase." (HR. Ahmad in Kitab Al-Musnad no. 16 628).

Another Hadiths said:

Indeed, traders (entrepreneurs) will be resurrected on the Day of Judgment as criminals unless traders are devoted to God, doing good deed and honest. (HR. Tirmidhi, Kitab al-Buyu' Chapter Ma ja-a-Fi at Tujjar No. 1131).

It is also stated in Al-Qur'an the suggestions to seek for Allah bounty in khoser ways, including entrepreneurship, as in Allah's verse:

“But seek, through that which Allah has given you, the home of the Hereafter; and [yet], do not forget your share of the world (QS. Al-Qashash: 77).

Besides teaching to seek Allah's bounty with his/her own hands and to have a business, Allah and his prophets also teach to have firm mental in running the business. It is not suggested to develop mental habits that make someone in a helpless situation in seeking Allah's sustenance.

Some mental diseases which should be abolished in accordance with *qaul* from Allah, among others are:

No	Kinds of mental diseases which weaken in seeking Allah's bounty	Qur'an verses
1	Easily give up in running the business, and other efforts and Allah forbid that.	QS. Yusuf verse 87, QS. Al-Hijr verse 56, QS. Az-Zumarah verse 53. QS. Al-Isra' verse 83, QS. Fushilat verse 49, QS. Al-Ankabut verse 23.
2	Being impatient in undergoing the process, wants instant way. Allah does not like people who are impatient and suggests to be always patient in any kinds of trials from Allah.	QS. Ar Ra'du verse 22-24, QS. Al-Insan verse 24, QS. Al-Baqarah verse 155-157, QS. An-Nisa verse 25, QS. Luqman verse 17, QS. Al-Mukmin verse 55, 57.
3	Neglecting the responsibilities in the process of being successful entrepreneur. While Allah does not want it. Allah prefers those who are smart to have self instrpspection of what inrepudence done.	QS. Ar-Rum verse 7, QS. Al-Araf verse 179, QS. Al-A'raf verse 201, QS. Az-Zukhruf verse 36, QS. Al-Kahf verse 28

4	Lacking of grateful of what Allah has given to, even for a small thing. Allah prefers those who are grateful for everything he has given to.	QS. Al-Baqarah verse 152, 172, QS. An-Nahl verse 114, QS. Luqman verse 12,14, QS. AS-Saba' verse 15, QS. Az-Zumar verse 66, QS. Yaasin verse 35, 73, QS. Ali Imran verse 123, QS. Al-Maidah verse 6, 89.
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The table above shows various weaknesses that have been minimalized by *Madrasah Aliyah Plus Nururrohmah* on the first place by teaching kinds of mental-based programs. Basically, these programs eliminate the feeling of giving up easily in seeking for Allah's bounty, eliminate self-resurrection and patience, eliminate lack of grace to Allah, as well as to eliminate negligent. Therefore, what *Madrasah Aliyah Plus Nururohmah* has done is in accordance with Allah commands and his prophets through those *naqli* theorems. It is expected that what has been implemented in the *madrasah* will be continuously developed and empowered.

CONCLUSION

Based on the previous elaboration, it could be concluded that mental education is needed for the students, and not merely in terms of cognitive education. In terms of entrepreneurship, mental education is very important because entrepreneurship is close correlated with mental. Therefore, *Madrasah Aliyah Plus Nururohmah* has conducted and practiced positive programs since there are not many schools or *madrasahs* implemented the same program. It is a program which is also in accordance with Allah and his prophets' sayings, so that it will be an iconic model for other schools or *madrasah*.

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