

Entrepreneurship Educational Management of Islamic Boarding School Based on Job Community Training Center in Indonesia

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Abstract

The research aims to find out the problems in managing entrepreneurship education in Islamic boarding schools organized by Job Community Training Centers or Balai Latihan Kerja Komunitas (BLKK). The research uses a qualitative method with a descriptive approach, while the data analysis technique uses a systematic literature review (SLR). Data sources from secondary data from <https://scholar.google.com/> and <https://sinta.kemdikbud.go.id/> websites range from 2016 to 2023. The research findings that the problems faced include Islamic boarding school entrepreneurship, socialization, instructor trainers, communication and cooperation, evaluation, and alumni. Meanwhile, effective strategies facing challenges include increasing the use of business or work financing through banking, baitul maal wattamwil, sharia cooperatives, and zakah, infak, sadaqah, waqf; updating information on the job training, marketing of work results and use of social media; upgrading instructors; coordinating with BBLK and empowering teachers according to competency; increasing cooperation with minimarkets or retail businesses to market products and support with BLKK; improving management and evaluation through increasing facilities and types and participants of training; recommending mentoring and channelling alumni into the industrial world, helping to provide business capital and forming BLKK alumni associations. Further research examines entrepreneurship education management strategies in job community training centres with focus group discussions accompanied by an analytical network process.

Keywords: Job Community Training Center, Education Management, Entrepreneurship, Islamic Boarding School, Systematic Literature Review

Introduction

Building national independence is one of being able to place its people on an equal footing with other nations accompanied by economic progress and competitive capabilities. With economic independence built on education, it will create new opportunities and innovations to encourage economic growth. Prioritizing cooperation and collaboration in building competitiveness, especially in entrepreneurship, will produce better results.

Building national independence entails achieving parity with other nations in terms of economic advancement and competitive capacities. Education serves as the foundation for achieving economic independence, which in turn leads to the emergence of fresh prospects and advancements that foster economic expansion (Almodóvar-González et al., 2020). Emphasizing the importance of working together and collaborating to enhance competitiveness, particularly in the field of entrepreneurship, will yield more favourable outcomes (Yacub et al., 2023).

Islamic boarding schools in Indonesia have experienced growth in both urban and rural areas. According to data from the Ministry of Religious Affairs in 2020, there are currently 27,722 Islamic boarding schools in Indonesia, catering to a total of 4,175,555 students (Kemenag, 2020). The development and potential of pesantren involve a creative economic potential. Therefore, it is necessary to diversify programs that have promising business potential (Zayanie et al., 2019). According to the 2021 data, it was discovered that 90.48% of individuals already have a business unit, while a small fraction of the remaining 9.52% did not have a business unit (Ministry of Commerce, 2021).

Islamic boarding schools in Indonesia have now developed both in urban and rural areas, this is supported by data showing 27,722 Islamic boarding schools with 4,175,555 students throughout Indonesia. In the development and potential of pesantren, there is creative economic potential so there is a need for variety or diversification of programs that have prospective business potential. Based on data in 2021, it was found that 90.48% already had a business unit and a small part of the remaining 9.52% did not have a business unit.

This phenomenon shows that Islamic boarding schools as intermediaries for a wider range of interests and are beneficial to the community, for they can be relied upon by providing functions to improve the standard of living of the community's economy, facilitate entrepreneurial education, help reduce poverty and unemployment. The independence of Islamic boarding schools in developing the economy and entrepreneurial spirit is increasingly getting convenience from stakeholders, both government, private or individual to provide broad opportunities for the community to be involved and contribute directly to entrepreneurship education.

The contribution of Islamic boarding schools to economic development has been shown in the Islamic boarding school business unit. This development is also assisted by labour from the community around the cottage so this is one of the village development programs in reducing unemployment and poverty. The contribution of this pesantren to the local community, empowering underprivileged communities by opening non-teaching job opportunities, increasing insight and job skills, empowering local communities, increasing income and welfare and increasing Islam and religiosity.

This phenomenon demonstrates that Islamic boarding schools serve as intermediaries for a diverse array of interests and are advantageous to the community. They can be trusted to fulfil functions that enhance the community's economic well-being, facilitate entrepreneurial education, and contribute to the reduction of poverty and unemployment (Silvana & Lubis, 2021). Islamic boarding schools are gaining support from various stakeholders, including government, private entities, and individuals, to enhance their role in fostering economic development and entrepreneurial mindset. This support aims to create extensive

opportunities for community involvement and direct contribution to entrepreneurship education.

The impact of Islamic boarding schools on economic development has been demonstrated through the establishment of the Islamic boarding school business unit. This development is also facilitated by labour from the local community residing near the cottage. Therefore, it serves as one of the village's initiatives aimed at mitigating unemployment and poverty. This pesantren contributes to the local community by providing job opportunities beyond teaching, enhancing knowledge and job skills, empowering underprivileged communities, improving income and welfare, and fostering Islamic values and religiosity (Armina, 2020; As-Salafiyah & Rushdiana, 2022; Shafa'at et al., 2023).

Since 2017, the establishment of the Job Community Training Center, also known as Balai Latihan Kerja Komunitas (BLKK), has had a highly effective impact and contribution to society. These centres have successfully prepared and enhanced the skilled workforce through their focus on management, governance, evaluation, and social capital, as highlighted by (Suryono et al., 2022). To enhance the significant role, it is necessary to have access to both national and local governments to conduct coaching, coordination, collaboration, and cooperation with BLKK, as well as the commercial and industrial sectors, as a means of absorbing the alumni that are being generated (Nuraeni et al., 2022).

The Ministry of Manpower has launched a large-scale Job Community Training Center (BLKK) intending to expand the availability of work training venues and improve accessibility to these facilities for the community (Ahmad & Putra, 2022; Kemnaker, 2023). The aspiration is for the community to be integrated into the business world and industry, equipped with essential work skills (Life Skills) that are in demand by the broader community. The total number of BLKK data in operation is 3210 units, out of which 2127 units are organized by Islamic Foundations or Islamic Boarding Schools (Kemnaker, 2023).

There is a rise in the population of individuals within the age range of 17-25 who are capable of being productive workers. This phenomenon, as described by Sari ad Sugiharti (2022) posits that the number of employed individuals in the labour force is lower than the number of jobless individuals, resulting in a fall in the labour force participation rate. This is substantiated not only by formal education but also by entrepreneurship education. Undoubtedly, entrepreneurship has a crucial role in generating employment opportunities for individuals who are not absorbed by the existing industries. Moreover, entrepreneurship significantly contributes to the development of job skills. This situation will attract the workforce in the informal sector, specifically micro, small, and medium enterprises (MSMEs), to bolster the national economy and enhance labour productivity {Formatting Citation}.

Considering that Indonesia's population reached 273.8 million with an unemployment rate of 7.99 million people (BPS, 2022). To overcome this, efforts are needed through an independent approach to education and entrepreneurial skills so that if it is not absorbed in the industry, it will be attempted to create jobs. It would be unfortunate if the potential demographic bonus obtained by Indonesia is not utilized as much as possible for prosperous development (BAPPENAS, 2017). For this reason, it is very necessary to open micro-businesses that can absorb informal labour to avoid increasing unemployment and open unemployment,

especially in the transition during and after the Covid-19 pandemic (Roziqin et al., 2021; Muhyiddin, 2023).

The obstacles faced by two collaborating institutions, namely the Job Community Training Center and the Islamic Boarding School, are certainly inseparable from the problems faced by each. Moreover, in its implementation, it runs a job skills program specifically for students and the surrounding community. Partially, BLK is faced with problems, namely training procedures, human resources and a lack of facilities (Suryono et al., 2022; Oktafiani et al., 2022). The problems faced by Islamic boarding schools are management, human resources, infrastructure, leadership, cooperation and finance (Mukhtar et al., 2020; Mustofa et al., 2022).

Along with the development of the need for skilled labour absorption and the increasing role of entrepreneurial education management, Islamic boarding schools, and organizers of Job Community Training Center (BLKK), it is very important to know the problems or problems they face so that they can find a strategy to get an effective solution so that this program becomes better.

Previous research that has been revealed by Nuraeni et al (2022); Suryono et al (2022); Ahmad and Putra (2022) explain the obstacles faced by the implementation of BLKK in Islamic boarding schools. However, this study focuses on the problems faced by Islamic boarding schools that organize Job Community Training Centers (BLKK) to find strategies for solving them using an approach *systematic literature review* (SLR). This study aims to determine the problems and effective strategies to overcome the management of entrepreneurship education in Islamic boarding schools organizing Job Community Training Center (BLKK).

Methodology

This research uses qualitative methods with a descriptive approach. While data analysis uses a systematic literature review (SLR). Where the type of research is to identify, evaluate and interpret all sources of research data on the formulation of the problem to be studied (Kitchenham et al., 2009). On the other hand, SLR is defined as a way of synthesizing scientific evidence to answer research questions transparently by including published sources with research objectives (Lame, 2019). Meanwhile, in collecting data with systematic literature review methods from secondary data in the form of research results and research findings qualitatively or quantitatively (Snyder, 2019).

The beginning of SLR is the development of *Evidence-Based Software Engineering* (EBSE) which enters the realm of software engineering with the following processes: (Nightingale, 2009)

1. *Planning*

At this point, it is important to know what it takes to conduct a literature review. This is not the same as reading a book that we don't know what it contains and want a "surprise" when we finish it. Before reading a scientific paper, we need to know what it contains. Note that this is just a summary. Finding a research question is the second step in this section. This is what underlies the study of literature.

2. **Implementation**

In this step, it will look for literature sources. This includes finding research, selecting primary research, assessing the quality of books, collecting data and monitoring it at all times, and collecting data. Often LSRs use "search" media that already exists in several indexers.

3. **Reporting**

At this stage, a well-organized literature material is created. Often, hundreds of pieces are broken down into dozens, and dozens are ready to be read and analyzed. There are usually three steps. *First* is database search, which uses free or paid online indexers to find hundreds of pieces of information. *Second*, is a review of abstracts, titles, and keywords poured into numbers. *Third*, there are about thirteen complete reviews like the one in this study and the number doesn't have to be too much.

The SLR research methodology is implemented according to the steps outlined by Piper (2013) as follows:

1. Develop a series of research questions.

This research consists of three research questions (PP) as follows:

- a. Problems with entrepreneurship education management of Islamic boarding schools organizing Job Community Training Center (BLKK)? (PP1)
 - b. Which strategies are applied to overcome the management problems of entrepreneurship education in Islamic boarding schools organizing Job Community Training Center (BLKK)? (PP2)
 - c. Has the strategy used to overcome the management of entrepreneurship education in Islamic boarding schools organizing Job Community Training Center (BLKK) proven effective? (PP3)
- ### 2. Conduct a thorough literature review in response to the research questions asked.

Literature search techniques are carried out on various national and international journal search platforms. To simplify the process of searching for relevant materials, researchers use a set of pre-set criteria that go along with the research question. Therefore, any literature findings that do not meet these criteria will be omitted from the study.

The criteria determined in research with the SLR approach are as follows:

- a. The data used only relates to the problems faced by BLKK administrators in pesantren, covering various types of difficulties, tactics used to overcome them, and the effectiveness of these strategies.
 - b. Data obtained from <https://scholar.google.com/> and <https://sinta.kemdikbud.go.id/> websites
 - c. The data used ranges from 2016 to 2023.
- ### 3. Evaluate and screen literature as deemed appropriate.

This stage involves a comprehensive search and selection of materials that are relevant and able to answer the research question.

The literature data found in this study will be assessed using screening procedures that adhere to predetermined quality assessment standards. Screening will be conducted as outlined below:

- a. Management problems of entrepreneurship education in Islamic boarding schools organizing Job Community Training Center (BLKK) (specifically related to PP1)

- b. The right strategy used to overcome the management problems of entrepreneurship education in Islamic boarding schools organizing Job Community Training Center (BLKK) from 2016 to 2023 (specifically related to PP2)
- c. Evaluation of the effectiveness of solutions used to overcome the management problems of entrepreneurship education in Islamic boarding schools organizing Job Community Training Center (BLKK) from 2016 to 2023 (specifically referring to PP3)

For each question mentioned above, the corresponding answer value will be given below in each journal article.

- a. Y (Yes): for journal papers that meet PP (publication criteria),
- b. X (No): for journal articles that do not meet the PP.

From SLR, 15 articles were obtained, and then screening was carried out with 2 articles issued so that those included in the analysis were 13 journals identified from the confirmed screening results to answer research questions. The following process provides a clearer visualization of the stages involved in the screening process as shown below:

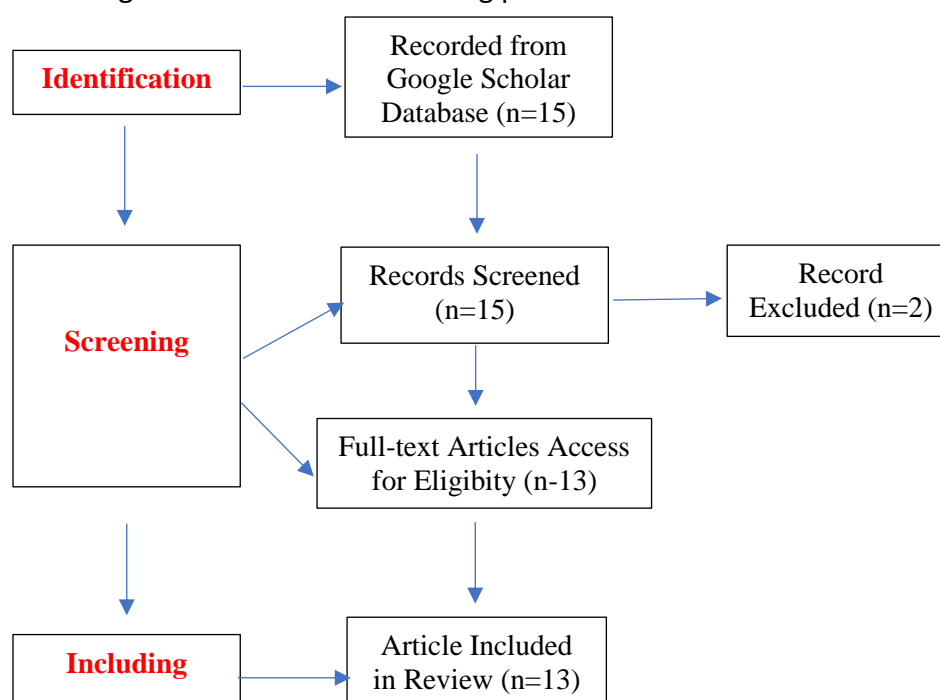


Figure 1. Literature Screening Process

Source: (Lame, 2019)

4. Analyze and synthesize findings from literature research.
The process of synthesis and analysis of research literature consists of categorization, evaluation, and presentation of material in research reports. The purpose of collecting relevant information is to provide material for discussion of research findings.
5. Establish quality control.
The review of related literature and the results of the analysis of such literature, presented in the discussion and conclusion, constitute quality control. To mitigate potential bias in research findings, quality control is carried out through deliberation involving guidance and counselling lecturers and group participants.

6. Compile the final report.

The final result consists of a research paper that has been submitted to an accredited journal.

Results and Discussion

Table 1

Data Extraction Results

No	Author Name	(PP1) Obstacles Education Management Entrepreneurship of Pesantren	(PP2) Strategies	(PP3) Effectiveness
1	(Masrur & Arwani, 2022)	Weak socialization to the wider community	Improving the marketing of the work of BLKK Pesantren to the community and the business world	Effective
2	(Supriyanto et al., 2022)	The weak economy of pesantren and the boredom of students in learning	Collaboration with BMT for Pesantren business capital for BLKK Pesantren alumni	Effective
3	(Khotimah & Nurmahyati, 2020)	Low level of education and business skills	Improving philanthropy and cooperative practices for BLKK Pesantren participants	Effective
4	(Saadillah et al., 2017)	Weak student entrepreneurship education	Increase supervision of administrators and students to evaluate the development of life skills activities running at BLKK Pesantren	Effective
5	(Silvana & Lubis, 2021)	Weak utilization of the economic potential of pesantren	In collaboration with KUR banking and alumni of BLKK Pesantren	Effective
6	(Maesaroh et al., 2022)	Weak communication and economic cooperation of pesantren	Collaborating with Indomart and alumni of BLKK Pesantren	Effective
7	(Saepudin, 2016)	Weak pesantren provide life skills for students	Improve automotive work skills for students and cooperation with automotive companies for BLKK Pesantren alumni	Effective
8	(Fitri & Rahmawati, 2023)	Lack of socialization, economic ability	<ul style="list-style-type: none"> Awareness through announcements and 	Effective

		and continuing entrepreneurial education	<p>explanations of the purpose and benefits of BBLK.</p> <ul style="list-style-type: none"> Increased training capacity of instructors Empowerment develops entrepreneurial skills. 	
9	(Ulfha et al., 2022)	<ul style="list-style-type: none"> Weak Evaluation of BLKK Pesantren Alumni Limited Budget Lack of instructors Weak coordination between BLKK and BBLK 	<ul style="list-style-type: none"> Increase and expand BBLK outreach to provide information to the public about job training. Evaluate continuously all alumni Improve BLKK & BBLK relationship and coordination 	Effective
10	(Mukhlisin et al., 2023)	Some residents learning sewing courses do not continue to develop their sewing skills	Alumni are recommended to work in several partners or garment factories	Effective
11	(Suryono et al., 2022)	No Evaluation of BLKK Pesantren in Indonesia	<ul style="list-style-type: none"> BLKK management has maintained an operational organizational structure while collaborating with local governments to resolve licensing issues. Administration to increase the number of facilities in each BLKK by requesting procurement assistance from the City/Regency Manpower Office. Evaluate the expansion of training categories and participants 	Effective
12	(Primadita & Rahayu, 2021)	Weak assistance to alumni of BLKK pesantren	Increase business opportunities for work from BLKK Pesantren and form DPKN to build the independence of BLKK Pesantren	Effective
13	(Nuraeni et al., 2022)	There are limitations in the ability of BLKK	Facilitating BLKK graduates to collaborate with established business communities in the	Effective

		alumni to channel their graduates to the business world and industry.	development of social networks and business ecosystems.	
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Based on the results of the SLR analysis obtained by the 13 kinds of literature above, it can be seen that there are several problems in the management of entrepreneurship education in Islamic boarding schools organizing Job Community Training Centers (BLKK). From these problems, there is a management strategy for entrepreneurship education, Islamic boarding schools, organizers of Job Community Training Center (BLKK), and how effective these strategies are.

The problems of BLKK education management obtained from several literatures include lack of socialization, weak evaluation, lack of instructors, lack of mentoring and distribution of alumni, limited financing of alumni businesses, weak coordination, weak sustainability of alumni businesses, lack of alumni developing skills, and weak communication and cooperation.

From the identification of entrepreneurial education management problems of Islamic boarding schools, organizers of Job Community Training Center (BLKK), there are six dominant problems from the results of the articles obtained.

First, entrepreneurship education of pesantren that organize BLKK is one of the considerations established as a trigger or support for previous efforts. In learning at Islamic boarding schools, usually many students experience boredom so other activities are needed to create a new atmosphere and be attracted to take part in skills training held in Islamic boarding schools, either tentatively or routinely. This is by the opinion Supriyanto et al., (2022) that to overcome boredom, Islamic boarding schools organize skill activities for students who are interested in reducing boredom of students while in pesantren. The weak economic condition of pesantren, business skills, entrepreneurial education and utilization of economic potential causes the independence of pesantren to be more limited, especially in providing educational services and skills for students and the community (Saepudin, 2016; Saadillah et al., 2017; Khotimah & Nurmahyati, 2020; Silvana & Lubis, 2021; Supriyanto et al., 2022).

Second, since the establishment of BLKK in 2017 until now there are still weaknesses in socialization with the wider community (Masrur & Arwani, 2022). This is due to the perception that BLKK participants or students are limited to pesantren students so there is a lack of intensity of information to the surrounding community. Although several BLKKs have long been established, operating and accredited, there is still limited socialization to improve economic capabilities with entrepreneurial education to students and the surrounding community (Fitri & Rahmawati, 2023).

Third, the lack of instructors contained in BLKK in Islamic boarding schools is caused by, among others, 1 instructor who has been trained by the Ministry of Manpower, while it is required

that there are 3 people so that 2 people are taken from teaching staff who have supporting competencies (Kemnaker, 2023). The characteristics of teaching staff in Islamic boarding schools are not fixed, including assigned instructors, so it is very easy to move to other places (Hastuti, 2019). The condition of lack of trainer instructors at BLKK according to Ulfha et al., (2022) will create a new problem, namely the mismatch between the competencies and the training material provided.

Fourth, there are weaknesses in the communication and economic cooperation of pesantren (Maesaroh et al., 2022). Where BLKK lacks open communication and cooperation with stakeholders, including MSME financing institutions, marketing of the products produced to the cooperative office, the industrial world and philanthropic institutions to support the activities of BLKK and its alumni. The existence of The weakness of BLKK and BBLK coordination lies in the fulfilment of BLKK instructors or their replacements prepared by the BBLK which is usually found in each Regency/City. This is by the opinion Ulfha et al (2022) The lack of periodic coordination and consolidation carried out by the two institutions so that it seem that after the establishment of BLKK is a responsibility fully handed over to Islamic boarding schools, while previous Islamic boarding schools had more complex problems.

Fifth, as a collaborative activity between the Government and the Islamic Education Foundation, namely Islamic boarding schools, where weaknesses were found in evaluating BLKK pesantren (Ulfha et al., 2022). There are several possibilities, including the busyness of students and teaching staff in Islamic boarding schools or subordinating the existence of BLKK in Islamic boarding schools, this is because their main task is to carry out tasks in learning Islamic boarding schools. The same is expressed by Suryono et al (2022) that since the establishment of Islamic boarding school-based BLKK in Indonesia in 2017, there has not been a comprehensive evaluation. The purpose of the evaluation is carried out in an activity to find out shortcomings, effectiveness and efficiency so that it is expected to be improved in the future (Winoto, 2021).

Sixth, the increasing number of alumni who have received entrepreneurship education in the form of job skills, where *Output* The resulting BLKK alumni who need attention in addition to having received a certificate of competence after testing following the standards applied. Unfortunately, most BLKK alumni do not receive assistance so *Outcomes* That are expected so that they are absorbed in the industrial world or open new business fields by their competence will greatly fail. This is as per opinion Primadita and Rahayu (2021) that the lack of assistance to BLKK alumni results in the main goal will not be achieved and support for creating jobs will be smaller. Then due to the limited ability of BLKK to channel alumni to the industrial world, it becomes an obstacle in itself so that alumni cannot develop their skills, especially not getting adequate capital (Nuraeni et al., 2022). Even some alumni do not continue and develop the skills gained while at BLKK because there is no serious support from *Stakeholders* (Mukhlisin et al., 2023).

Referring to the problematic findings above, researchers analyzed the approach used to overcome these problems.

1. Entrepreneurship Education

Islamic boarding schools that are used as the basis for the establishment of BLKK provide an important role for the wider community to strengthen effective entrepreneurship, cooperation between microfinance institutions is needed, including *Baitul Maal Wattamwil* (BMT) spread in Islamic boarding schools or based on sharia cooperation. As revealed by Supriyanto et al., (2022) the cooperation with BMT as a business financing or work with sharia principles for micro and medium enterprises is very by the job skills implemented at BLKK. In addition, the use of philanthropic funds, namely zakat, infak, shadakah and waqf (ZISWAF) is one of the pillars of building sharia-based economic independence. For that, Khotimah and Nurmahyati (2020) Increasing the role of philanthropy and ZISWAF in Indonesia will give hope to business actors who are pioneering or starting either individually or collectively in sharia cooperatives. Collaborative efforts with banks in the form of people's business loans (KUR) in strengthening the pesantren economy with BLKK alumni (Silvana & Lubis, 2021). In addition, as a serious step in improving the entrepreneurship of pesantren, strong supervision of BLKK participants is needed and evaluating the learning and competence of work skills they follow (Saadillah et al., 2017). The suitability of work skills found and then opening the potential for cooperation by their fields will make it easier to increase the role of entrepreneurs in pesantren (Saepudin, 2016).

2. Socialization

Disseminating public information is very important, as the BLKK program is a very open cooperation program and can be followed by anyone qualified and committed to continuing and developing the work skills they have obtained. For complete information to be known to the public, it is done by correcting and correcting-upgrade socialization efforts through the dissemination of information on the job training of BLKK pesantren (Ulfha et al., 2022). With the results obtained by alumni through their work from training, then the opinion of Masrur and Arwani (2022) Marketing is needed for the public to better know what is done at BLKK so that they are motivated to participate. The intensity of socialization carried out should use aspects of awareness so that they can understand the aims and objectives of BLKK (Fitri & Rahmawati, 2023). To achieve effectiveness and efficiency, opinions Hamzah et al (2021) in conducting massive socialization about BLKK can be through the use of social media and institutional media.

3. Trainer Instructor

In the implementation of BLKK, where instructors become very important as motivators and guides so that training becomes effective and efficient so that it is quickly understood and practised by trainees. To improve the quality and quantity of instructors, coordination between BLKK and BBLK is needed (Ulfha et al., 2022). If it turns out that there is still a shortage of instructors due to various factors, teachers or teaching staff who have competencies in the fields held by BLKK can be empowered (David & Mobonggi, 2019).

4. Communication and Cooperation

Building communication and cooperation between institutions is crucial because the BLKK program is a collaboration that involves community participation. To increase the role of BLKK and alumni, cooperation with retail business-based minimarkets is needed to accommodate the results of products from BLKK to expand networks and increase the absorption of alumni products (Maesaroh et al., 2022).

5. Evaluation

An important aspect of BLKK is its management, which maintains an operational organizational structure while collaborating with local governments to address licensing issues. Consequently, the presence of governance can result in increased facilities. Evaluation can broaden the variety of trainees and their scope. (Suryono et al., 2022).

6. Alumni

Part of the expected output is where alumni become *Outcomes* from BLKK with work or entrepreneurial skills they have as competencies in their fields. The adjustment step between skills and work fields is important, it can increase job business opportunities from BLKK Pesantren. Then in strengthening the BLKK alumni association, is strengthened through the National Job Training Council (DPKN) to build the independence of BLKK Pesantren (Primadita & Rahayu, 2021). In addition, facilitation efforts are needed BLKK graduates collaborate with communities in business ecosystems and social networks (Nuraeni et al., 2022). To channel alumni to the industrial world Mukhlisin et al., (2023) argues that it can be recommended to work with some large or small industry partners to absorb the workforce.

The effectiveness of the strategy discussed earlier aimed at solving the problem of entrepreneurial education management of Islamic boarding schools organizing the Job Community Training Center (BLKK) is considered effective. This indicates that the references used in SLR meet the feasibility to be used as a solution approach to the research problems built.

Conclusion and Implication

The challenges of entrepreneurship education management of Islamic boarding schools organizing the dominant Job Community Training Center (BLKK) are entrepreneurship education, socialization, trainer instructors, communication and cooperation, evaluation and alumni. Strategies that can be used to overcome BLKK management problems in Islamic boarding schools are 1) increasing the utilization of business or work financing through banking, baitul maal wattamwil, sharia cooperatives and zakah, infak, sadaqah, waqf; 2) *updating* information on the job training, marketing of work and use of social media; 3) *upgrading* instructors, coordinating with BBLK and empowering teachers according to competence; 4) increase cooperation with minimarkets or retail businesses to market products and fostered by BLKK; 5) improve management and evaluation through improved facilities and types and trainees; 6) recommend mentoring and distributing alumni to the industrial world, helping to provide business capital and forming BLKK alumni associations. The research implies that the more effective the strategy applied by the management of entrepreneurship education in Islamic boarding schools organizing the Job Community

Training Center (BLKK), the better the benefits received for the pesantren and the surrounding community. This research is limited to reputable national journal sources for 2016-2023. Further research examines entrepreneurship education management strategies in job community training centres with focus group discussions accompanied by an analytical network process.

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