
lyouth Leadership Guard: Preferences for Entrepreneurship as a Way to Influence Careers and Civil Society

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ABSTRACT

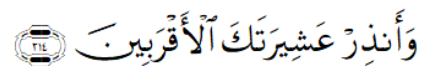
Teens should equip themselves with the abilities and interests that will make them desirable employees. Three interconnected elements that belong to the owners of rights are required to execute youth engagement in the formation of civil society (children and youth). First and foremost, young leadership is required as the forefront of self-worth to assist teens in developing into self-assured individuals that generate teamwork strength to fulfill their responsibilities. Second, educational institutions still need to encourage and facilitate the interest of teenagers in entrepreneurship in society. Analyzing teenage leadership and entrepreneurial preferences in the context of professional empowerment and civil society is the goal of this study. This study employed a mixed method, which combines quantitative and qualitative techniques. The study's conclusion is that entrepreneurship programs in learning environments are very beneficial for students' career development after they have finished their coursework.

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Introduction

At the end of the 19th century, a beban berat was discovered by a remaja. As we understand it, remaja as a milenial generation is the traditional leader of the nation. A teenager is expected to have a strong will to influence the current and future generations. A good peer pressure leader is one who is attentive, self-assured, and able to see the big picture. Accessing the leader's role is not easy. But that doesn't mean that a young person can't learn about the importance of mentoring. Through this leadership skills, a teenager is expected to be able to lead a self-reliant life and become part of the Muslim community.

In Islam, teenager is referred to as As-Syabab, and this time is seen as the aqil balig, the transitional period from childhood to adulthood with many hardships and unwavering devotion. As usual, currently, if things are not handled properly, there will also be penyimpangan, or namely acts of juvenile delinquency. Fortunately, in our day and age, there are those who raise girls to become private citizens in accordance with syari'ah norms (QS. As Syu'ara, 214). Use the above direction and trend as a measure of self-control. Regardless of the As Surah, 214 is as follows:



"214. And there is a message for the allied combatants."

There are long stages, and tenacity is needed in choosing the right career. There are many things that need to be considered in this situation, chief among them being entrepreneurship. The characteristics of an entrepreneur include knowledge about themselves, knowledge about their line of work, the ability to manage a particular line of work, and the ability to navigate the many stages of a planned business (Daryanto, 2013). (Crite,1978). Proper business planning and well-executed teaching and learning methods will help turn remaja into a person with an exceptional work ethic. Conversely, the shortcomings of entrepreneurship can lead to difficulties in achieving business objectives, including difficulties in deciding on further education.

Entrepreneurial preferences can be interpreted as a reflection when creating a resume. Preferences are described as the most reliable source of motivation. When students have completed the required nine years of education, it will be very detrimental to them if there is any understanding of entrepreneurship. Students who are exposed to more entrepreneurial mindsets at an early age will be more motivated to follow through on the mentioned citations. When the time comes, they will be more mature and capable of leading meaningful lives. It is this kind of mapan lifestyle that will strengthen the Madani community.

The term "madani society" comes from two words: madani and society. Masyarakat refers to a group of people. Madani is derived from the word madinah, which means "country." The first of the Madani words refers to the people who have a good quality of life. The concept of the Madani community is a group of intelligent people who can understand the knowledge of modern life. Because of the growing Madani population, the region will continue to grow and prosper.

Research on remarriage has a specific value for the researchers. As a result, today's youth are being urged to embrace technology that is characterised by innovation as a means of addressing the challenges posed by the demographic shift of Generation Z and the issue of economic stagnation (Nanang Djamiludin, 2021). Another study highlights the need for remaja to be trained to become a guardian depan of the community toward a more advantageous direction (Purwanto: 2021). In another context, entrepreneurship is also a highly significant day for researchers. To instill entrepreneurial spirit and values in the public, there is a need for patience and perseverance (Margahana, 2019).

On the other hand, remaja is the portion of the population that is dominant not only in terms of quantity but also in terms of peran. Teenagers are enrolled in formal education institutions such as SMK, MA, SMA, and others as appropriate. Additionally, remaja is enrolled in non-formal education, such as pondok pesantren, or perhaps she has already begun working. No matter where they are, the influence of women is very detrimental to the current Bangsa state. Of these, some can only complete the required nine years of education, or perhaps some are better suited to continue their education in a pesantren. How might a woman's leadership influence her to be more entrepreneurial as a means of empowering herself and the Muslim community?

Pondok Pesantren is one of the organizations that participates to the progress of the Indonesian. In the beginning, the pesantren served as a repository for religious knowledge that had been lost by the ulama, the masses, and the mubaligh. In line with scientific and technological advancements, pesantren has made numerous innovations to increase productivity and, inadvertently, provide potential benefits for the general public's and the environment's health. One type of pesantren innovation is enhancing entrepreneurship education for students. It is expected that entrepreneurship education will enable students to acquire a variety of skills and knowledge that align with the needs of the public and the workplace (Ma'arif, 2023). Individuals with strong knowledge and skill acquisition are more likely to be creative and innovative in their work, which eventually leads to the creation of new opportunities for employment and worldwide outreach.

According to the above section, it is very important to conduct research on the issue of female entrepreneurship preference as a means of empowering women and, in some cases, also of empowering the public. This study was conducted at two locations: Pondok Entrepreneurship Center and SMK 2 Jombang. There are many goals associated with youth leadership, with preference for entrepreneurship being one of them. More emphasis on entrepreneurship training will enable female entrepreneurs to become more adept at building their careers and, eventually, to better the lives of their fellow

Research Methods

This study employs mixed method research methodology, with exploratory secondary research methods that complement rigorous quantitative and qualitative methods. The study's participants comprise the head of the school, depot, or pesantren, as well as the employees. The research was conducted using interview methods, surveys, distributing

questionnaires containing variables related to youth leadership, entrepreneurship preferences, career empowerment, and civil society.

This study employs a mirip exploratory design methodology. Sequential research methodology is applied in the study process, starting with qualitative research and concluding with quantitative research. Priorities for data collection and qualitative analysis are carried out in the first phase. Following the results of the exploratory analysis on the first test, the researchers proceeded to the second test using a quantitative approach to draw conclusions or carry out generalizations based on the test data. Researchers use the SmartPLS 3.0 workstation. Afterwards, researchers will interpret how the results of their qualitative research were created. Subsequently, researchers conduct an interpretation of how the results of a qualitative study are constructed using a sample (qualitative data). Researchers used a sample of ninety people.

Results and Discussion

The relationship between entrepreneurial preference and remaja in the carir and madani society

In the quantitative study, the researchers used the smart pls 3.0 tool, and the results were as follows:

Table 1. Description of research variables and indicators

No	Information
1	Youth Leadership (X1): Personality development (X1.1): Behavior development (X1.2): Intuitive ability (X1.3) Interpersonal skills (X1.4)
2	Entrepreneurship preferences (X2): Level of attractiveness of an entrepreneurial career (career attractiveness) (X2.1) Level of entrepreneurial feasibility (feasibility) (X2.2). Self-efficacy beliefs for starting a business (X2.3)
3	Shaping a Career (Z1): Job performance (Z1.1) Educational background (Z1.2) Training (Z1.3):
4	Civil Society (Y2): Popular participation (Y2.1) Autonomous (Y2.2) Uphold mutual respect, respect and accept all forms of differences (Y2.3)

The following output, which illustrates the indicator-to-anchor relationship, can be seen in the smart PLS 3.0 outer model:

Tabel 2 Outer Model

	KR	PE	Karir	MM
X1.1	0,894			
X1.2	0.930			
X1.3	0,847			
X1.4	0,922			
X2.1		0,956		
X2.2		0,857		
X2.3		0,962		
Z1.1			0,694	
Z1.2			0,711	
Z1.3			0,863	
Y2.1				0.910
Y2.2				0.261
Y2.3				0.931

- a) X1.1 (Personality development) has a relationship of 0.894 to X1 (Youth Leadership).
- b) X1.2 (Behavior development) has a relationship of 0.930 with X1 (Youth Leadership).
- c) X1.3 (Intuitive Ability) has a relationship of 0.847 with X1 (Youth Leadership).
- d) X1.4 (Interpersonal skills) has a relationship of 0.922 with X1 (Youth Leadership).
- e) X2.1 (Level of attractiveness of an entrepreneurial career) has a relationship of 0.956 with X2 (Preference for entrepreneurship).
- f) X2.2 (Entrepreneurial feasibility level) has a relationship of 0.857 with X2 (Entrepreneurship preference).
- g) X2.3 (Self-efficacy beliefs for starting a business) has a relationship of 0.962 with X2 (Entrepreneurship preferences).
- h) Z1.1 (Job achievement) has a relationship of 0.694 with Y1 (forming a career).
- i) Z1.2 (Educational background) has a relationship of 0.711 with Y1 (Career Empowerment)
- j) Z1.3 (Training) has a relationship of 0.863 with Y1 (forming a career).
- k) Y2.1 (People's participation) has a relationship of 0.910 with Y2 (Civil Society)
- l) Y2.2 (Autonomy) has a relationship of 0.261 with Y2 (Civil Society).
- m) Y2.3 (Upholding mutual respect, respect and accepting all forms of differences) has a relationship of 0.931 with Y2 (Civil Society).

There is a positive relationship between youth leadership and entrepreneurship preferences in empowering students' careers. Based on this interpretation, it can be analyzed that:

Personality development, behavioral development, intuitive abilities, interpersonal skills, greatly influence the condition and development of adolescent leadership because the relationship level is almost 100%. The level of attractiveness of an entrepreneurial career (career attractiveness), the level of feasibility of entrepreneurship (feasibility), self-efficacy beliefs (self-efficacy beliefs) for starting a business greatly influence the situation and development of entrepreneurship preferences because the level of relationship is almost 100%. Job performance, educational background, training will encourage career empowerment because the relationship level is almost 100%. People's participation, autonomy, upholding mutual respect, respect and accepting all forms of differences will form a civil society because the relationship is almost 100%.

The quantitative data above is supported by the results of researchers' interviews with research objects at SMKN 2, and Pondok Al Urwatul Wustho Jombang, where students are guided and accustomed to entrepreneurship activities.

"The following are activities at SMK N 2 Jombang, initially students were guided to be independent through UPS. With UPS, students can entrust products that have been produced to make a profit. Students also learn how to be independent through this entrepreneurship program, namely by opening their own business or with friends who create products and develop them together."

Quantitative data above is based on the results of research conducted with study subjects at SMKN 2 and Pesantren Al Urwatul Wustho Jombang. Students and staff are categorized and influenced toward entrepreneurial activities.

During the evacuation at SMK N 2 Jombang, the students were given a UPS to use independently. When there is a UPS present, employees can identify products that have already been produced and will generate profits. Students also learn how to start their own business through this entrepreneurship curriculum, which involves starting a business on their own or working with a mentor to develop a product that is developed cooperatively.

By taking entrepreneurship subjects in class according to their field, students can be creative according to the field they are studying, and this can be a provision for a career in the future. For those who are catering, they can be creative in decorating their food as beautifully as possible and can open a catering business. Fashion designers can also be creative by making the latest and most modern clothing models so they can also open their own boutique at home. For those in beauty care, they are guided to manage a prima donna salon which is part of UPS. In accordance with what Mrs. Esti said:

"Students are guided through PKK subjects on creative and entrepreneurship projects to produce products that suit their interests, abilities and of course have selling value. Furthermore, these products can be sold in UPS units. Example: if food and bouquets can be sold in shops or school canteens. Meanwhile, if it is a form or product of fashion design, it can be sold through the studio. Apart from that, for expertise in the field of beauty styling, I was guided to manage a prima donna salon which is part of UPS." (Results of Interview with Mrs. Esti).

UPS's role in guiding students towards student independence in entrepreneurship is facilitated by allowing students to entrust goods or products that have been made for sale

at UPS. Students are also guided on how to manage a prima donna salon so that they can manage their own salon after graduating from school. With this UPS, it is hoped that students can start developing their entrepreneurial careers while in vocational school so that they are ready to be financially independent.

Apart from that, students are also trained to be able to compete with other schools when there are competitions according to their major. UPS plays a very important role for students in the entrepreneurship program because through this institution students can learn how to be entrepreneurial and can support their careers when they graduate from school. So that it does not cause unemployment rates in Indonesia. As we know, in this era it is very difficult to find work, it is hoped that the existence of an entrepreneurship program can produce the nation's next generation who can be more independent when they enter society. Because it cannot be denied that nowadays there is very tight competition in finding work. The number of unemployed in Indonesia is not small, reaching 6.14 percent.

When many young people become entrepreneurs, it is hoped that this will reduce the unemployment rate by opening new job opportunities so that they can help the government in developing the Indonesian nation. Because according to entrepreneurial expert from the United States, David McClelland, a country will reach a level of prosperity if the number of entrepreneurs is at least 2% of its total population. Therefore, entrepreneurship programs are very important to be implemented in the world of education at the vocational school level where students not only hope to get a job but can open their own employment opportunities with the knowledge of entrepreneurship gained at school and put into practice when they enter society.

In Islam the concept of entrepreneurship is not explained explicitly, but technically the terms hard work and independence are used. As one hadith says, "the hand above is better than the hand below (HR. Bukhari Muslim)." Working hard is the essence of entrepreneurship. The basic principle of working hard is a real step to produce success (rizki), but through a process full of challenges or risks.

It is very important to instill independence in an entrepreneur to further develop and maintain a business so that it does not fail when there is intense competition. Likewise, students' independence must be formed starting at vocational school so that they can be independent with what they learn in the PKK Creative Projects and Entrepreneurship subjects which are taught to make creative products using recycled materials that have marketable value. So that they can open their own job opportunities after graduating from school and have a career as a young entrepreneur in the future.

There are many benefits they get from UPS for their independence when they graduate from school and can provide additional income for students while they are still in vocational school. And they can further develop their abilities in honing their skills in making products according to their field which are then sold through UPS. And it can be used as a provision for later starting their career after graduating from school. As stated by Mrs. Esti as a teacher who teaches one of the PKK subjects as follows:

"With UPS, students can develop their ability to create products to sell via UPS and to hone their skills. So that students can be more independent and can be used as a provision when

they are about to graduate or as additional income while they are still at school. So that children are ready to work independently, and not rely solely on employment opportunities." (Results of Interview with Mrs. Esti).

The importance of the costs of carrying out product trials to be produced means that the teacher will first ask the school for funds that will be used to purchase materials for product trials. After testing the product and being successful, the product will be sold and get a profit from the sale. The profits from these sales will be turned back into purchasing ingredients for the products to be sold or distributed.

The entrepreneurship program implemented at SMKN 2 Jombang also requires funds to implement the program, so the teacher asked the school for funds. All the facilities provided by the school are also useful for the implementation of this program, however, this program also requires costs for testing products, such as buying cloth for fashion design practice. In accordance with what Mrs. Esti said as follows:

“To try out mbk products, I usually ask for funds from school first to buy fabric for practice. When I have finished making mbk products, the money I get from selling the product is turned back to buy more fabric to produce more products. (Results of Interview with Mrs. Esti)”.

Because in class you don't only get theories about how to become an entrepreneur. However, there is also practice in making products so that students can develop the creativity they have within themselves. The PKK subject contains creative entrepreneurial projects which provide benefits for students to make creative products which can later be developed into businesses by opening their own employment opportunities. Because this practice can also hone students' abilities in making creative products in accordance with what is learned in PKK subjects. Apart from being able to develop products, students can sell the products they produce through UPS at school.

The school hopes that the entrepreneurship program that has been implemented at SMKN 2 can provide progress for its students in developing their careers. The school provides forms of learning and training for students to learn entrepreneurship in accordance with the field they are studying. The school plays an active role in providing learning or training to form creative students in accordance with the vision and mission of SMKN 2 Jombang. In implementing this program, the school hopes that students will not only be job seekers but also become entrepreneurs who open their own job opportunities (Hasanah; 2015). According to the results of an interview conducted with one of Mrs. Esti's teachers:

"It is hoped that students will not only be job seekers but will also be able to open their own business after graduating from this school" (Results of Interview with Mrs. Esti).

He also said that students not only hope for jobs but can also open their own businesses. From learning creative and entrepreneurial projects carried out at school, students can create their own jobs and open opportunities to do business at a young age (Brilianti; 2023). It is hoped that students will not become unemployed after graduating from school because they only hope for a job but rather become entrepreneurs after graduating from school.

The activities of guiding and directing teenagers to understand the entrepreneurship activities above can lead the santri/students to form their own careers (Asnawati; 2021) (Utomo; 2021), they are confidently able to empower themselves to form a career in their lives and they are even able to be accepted and needed by society. In this case the quantitative approach can be conveyed as follows:

Other supporting data is the results of the researcher's observations, namely: "Researchers observed students who were determined to board with limited pocket money and empowered their abilities to try enthusiastically. (Results of observations at UW Pesantren)." A part from the interviews mentioned above, the researcher also saw that there was an entrepreneurship laboratory at SMK N 2 Jombang, a schedule of entrepreneurship activities, and entrepreneurship practices according to their choice (Results of observations at UW Pesantren). The output that explains the relationship between latent variables is:

Table 3: Latent Variable Correlation

	KR (X1)	PE (X2)	Career (Z1)	Masy. Madani (Y2)
KR	0.899			
P.E	0.957	0.926		
Pemb. Career	0.837	0.784	0.760	
Masy. Madani	0.912	0.920	0.684	0.767

First, Teenage leadership (X1) has a relationship of 0.957 with entrepreneurship preferences (X2). Second, Adolescent leadership (X1) has a relationship of 0.837 with career formation (Z1). Third, Youth leadership (X1) has a relationship of 0.912 with civil society (Y2). Fourth, entrepreneurship preferences (X2) have a relationship of 0.784 with forming a career (Z1). Fifth, entrepreneurship preferences (X2) have a relationship of 0.920 with civil society (Y2). Sixth, career (Z1) has a relationship of 0.684 with civil society (Y2).

The results of the interpretation above can be analyzed as follows: All latent variables in this study have a relationship of more than 70% and are close to 100%. So, it can be concluded that all latent variables in this study have a large relationship. And this relationship is in accordance with the analytical model in the research that has been described in this research. The analysis that can emerge is that all variables are able to move actively if there are other variables, which in this research are the variables that have been used. Therefore, all variables are expected to be able to maximize their work, so that in the end they can improve the students' careers.

Output explaining the influence of latent variables:

Table 4. AVE

	Average Variance Extracted (AVE)
Youth leadership	0.808
Entrepreneurship Preferences	0.858
Career Empowerment	0.577
Civil society	0.588

Discriminant validity is a way to compare the square root of average variance extracted (AVE) value for each construct with the correlation between other constructs in the model. If the square root of average variance extracted (AVE) of a construct is greater than the correlation with all other constructs, it is said to have good discriminant validity. It is recommended that the measurement value should be greater than 0.50

Outputs which show the accuracy, consistency of the precision of the measuring instrument. Composite reliability is a reliability test in PLS which shows the accuracy, consistency of the precision of a measuring instrument in making measurements.

Table 5. Composite Reliability

	Cronbach's Alpha	rho _A	Composite Reliability	Average Variance Extracted (AVE)
KR	0.920	0.922	0.944	0.808
P.E	0.915	0.917	0.947	0.858
Career	0.743	0.941	0.802	0.577
Masy. Madani	0.614	0.853	0.782	0.588

Composite reliability (pc) are indicators that can measure composite reliability variables and are of good value if they have composite reliability ≥ 0.7 . although not as an absolute standard (Riski; 2019).

Something indicators at SMK N 2 and UW Pesantren Jombang are considered valid if they have a correlation value above 0.70. However, a loading size of 0.50 to 0.60 is still acceptable by looking at the correlation output between the indicator and the construct.

Table 6. R Square

	R Square	R Square Adjusted
Entrepreneurial preferences	0.915	0.915
Pemb.career	0.704	0.698
Civil society	0.875	0.871

The goodness of fit model can measure using the dependent latent variable R-square, with the same interpretation as regression. Q-Square predictive relevance is used for structural models, namely assessing how well the observations are produced by the model and the estimated parameters. Furthermore, a Q-square value > 0 indicates the model has predictive relevance, but if the Q-square value ≤ 0 indicates the model lacks predictive relevance.

First, the value of 0.704 for Variable Z1 (career empowerment), can be interpreted as X1 (adolescent leadership) and X2 (entrepreneurship preferences) which can explain Z1 (career empowerment) by 70%. Second, the value of Y2 (civil society) which is influenced by X1 (youth leadership) and X2 (entrepreneurship preferences) is 0.875 directly, namely 88%.

By using PLS (Partial Least Square) version 3.0, bootstrapping testing is used to test the hypothesis (number of samples: 100 and cases: 100) so the following values are obtained:

Figure 1. bootstrap output

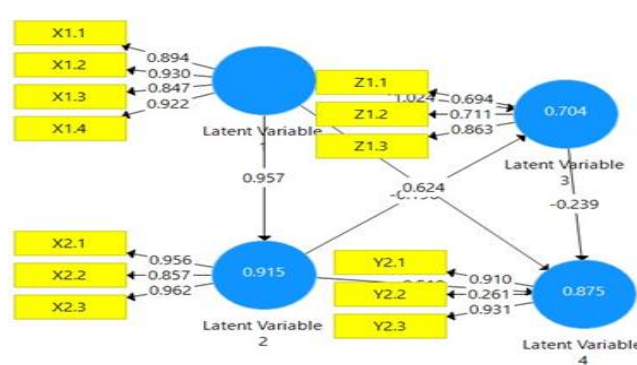


Table 7. Total Effects (Mean, STDEV, T-Values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
KR -> PE	0.957	0.956	0.013	74,397	0,000
KR -> career	1,024	1,047	0.189	5,432	0,000
KR -> mass. Madani	0.624	0.671	0.218	2,865	0.004
PR -> mas. Madani	0.196	-0.213	0.190	1,028	0.305
PR -> career empowerment	0.510	0.489	0.155	3,298	0.001
Pemb. career -> society. madani	-0.239	-0.269	0.145	1,643	0.101

The relationship between Z1 (forming a career) and Y2 (civil society) is significant with a T-statistic of 1.643 (>1.96) and the original sample estimate value is positive, namely -0.239, so the direction of the relationship between Z1 (forming a career) and Y2 (civil society) is negative.

The results above can be described with the following table:

Table 8. Results of relationship coefficient values between variables

Variable	Mark
Adolescent leadership in shaping careers	1,024
Youth leadership in civil society	0.624
Entrepreneurship preferences in shaping careers	0.510
Entrepreneurship preferences in civil society.	0.196

Efforts to create a Civil Society

Efforts to create civil society will be formed from students' desire to become entrepreneurs. Among the benefits of entrepreneurship that are in line with the characteristics of civil society are providing opportunities for creative freedom, providing opportunities to make

changes, providing opportunities to reach one's full potential, and having the opportunity to increase income.

Students get several benefits including income from selling products made, honing skills according to their expertise, and becoming a young entrepreneur. As an interview with Mrs. Esti as a teacher in this subject said:

"The benefit they get is that they can open their own business according to the field of expertise they are studying so that students don't have to be job seekers."¹

The entrepreneurship program is useful for empowering students' future careers. Students are not only job seekers, but they can also utilize what they learn according to their field of expertise which can support their careers after graduating from school. The aim of learning entrepreneurship is to instill or form the spirit of an entrepreneur in a person, so that the person concerned becomes an innovative and creative entrepreneur.

Apart from that, it is also useful for educating teenagers to become young entrepreneurs who will have the opportunity to reduce unemployment and can be useful in helping to open up employment opportunities. So that students after graduating from school will not be confused if they do not get a job but can open their own job opportunities with the knowledge gained at the vocational school level.

Next in, Al-Urwatul Wustho Pesantren, the commitment of students in completing school/college schedules, reciting the Koran/diniyah, and pious/interpreatory deeds do not conflict, do not interfere with each other, and from experience so far, those who are smart, smart is usually also diligent in doing good deeds. even some students also take part in the tahfidz program. As in an interview with Mrs. Nyai:

"For them, pious deeds are a part of worship, also entertainment, to cure boredom after struggling with lessons or lectures. Especially if it's farming, you can walk to the rice fields, play in the river water, etc. Sometimes they even do Amsol while memorizing Quran assignments, etc."

The explanations above can at least be evidence that the spirit of hard work possessed by Muslims, in this case teenagers, is very high. This can be seen from the leadership of teenagers directed towards entrepreneurship preferences which will really help in the formation of careers and civil society. A great desire to work independently, having the ability to bear risks, and having the skills to process economic resources that have been learned from school or Islamic boarding school will provide added value to society in the form of productivity, a decent and independent life. So that youth leadership which is directed towards entrepreneurship preferences is indirectly in line with the formation of their careers and civil society. Those who are serious about entrepreneurship programs in schools and Islamic boarding schools can open their own businesses and can gain a position in society with positive activities.

¹Interview Results with Mrs. Esti August 13 2023 at 18:03. online

As the results of the researcher's observations are in the following table:

Data Table SMKN 2 Jombang Alumni Who Started Their Own Business

Alumni Year	Cullinary art	Fashion	Hair and Skin Beauty	The number of students
2021	7	9	8	25
2020	11	8	5	24
2019	1	2	1	4

Table of Business Names for SMKN 2 Jombang Alumni

Cullinary art	Fashion	Hair and Skin Beauty
Mas Aco Kitchen	Wita Tailor	Make Up Frelancer
Hosana Sweet Bakery	Anggi Collection	Novi Salon
Neo Cake And Catering	RA Collection	Widi Makeup
Nice Day	Sekar Nur Women's Tailor	Elly Dua Putri Makeup Studio
Jeje Cake's	Uty Omah Kebaya	
	Fashion Queen's	
	Tailor Vivit	

Table of Sholeh Charity activities at UW Islamic Boarding School

No	Sholeh/entrepreneur charity activities
1	Agricultural science
2	Computer practice
3	Digital marketing
4	Development science
5	Culinary science

Table of Business Names for UW Islamic Boarding School Alumni

No	Alumni business
1	Builder
2	Santri Bakery
3	CoUWklat Ice
4	siDoUWnat
5	Tahu boUWlat bounces
6	Bachelor Noodles
7	Farmer
8	Rice Slasher

Conclusion

Youth leadership that has been trained, familiarized and structured through school and Islamic boarding school programs will form the leadership of Islamic boarding school students/adolescent students who will begin to understand entrepreneurship preferences

as part of forming independence, honing skills and creativity to meet life's needs and achieve a better future.

Adolescent leadership and entrepreneurship preferences have a positive relationship in shaping careers and civil society. As shown in the following results: a) The relationship between X1 (adolescent leadership) and Z1 (forming a career) is positive, namely 1.024. b) The relationship between X1 (youth leadership) and Y2 (civil society) is significantly positive, namely 0.624. c) The relationship between X2 (entrepreneurship preference) and Y2 (civil society) is significant in the negative direction, namely 0.196. d) The relationship between X2 (entrepreneurship preference) and Z1 (forming a career) is significantly positive, namely 0.510.

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