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# ENTREPRENEURSHIP IN SCHOOLS: IMPLEMENTATION OF THE WASTE BANK PROGRAM AS AN ENTREPRENEURSHIP EDUCATION MEDIA FOR STUDENTS AT MIN 12 MEDAN

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***ABSTRACT***

*Madrasah (Islamic boarding schools) as educational institutions have undergone a transformation in their role of providing entrepreneurial education to their students. However, many madrasah still view entrepreneurship education as less important compared to religious education. This study focuses on the implementation of student Entrepreneurship Education through a Waste Bank at MIN 12 Medan. The research employs a qualitative descriptive approach. The findings of this study show that the implementation of Student entrepreneurship education through the Waste Bank at MIN 12 Medan is a non-formal education based on community empowerment. The approach used in implementing the program is experiential learning, which emphasizes environmental awareness and creativity to foster an entrepreneurial mindset. Additionally, the implementation also incorporates leadership management and financial management theories. This research also observes positive changes in the student, encompassing five aspects: capability, self-confidence, connections, character, and care.*

*Keywords: entrepreneurship in schools; implementation of the Waste Bank program; Entrepreneurship Education Media; student of MIN 12 Medan.*

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**INTRODUCTION**

Entrepreneurship education is one of the important aspects in the formation of independent and responsible character for future leaders including students. As a leader, students are not only required to be able to answer problems around lessons but all problems that arise in society. Just as the demand to be able to answer religious problems, students are also required to be able to answer economic problems. For this reason, when students are still in the education stage, students should be provided with sufficient entrepreneurship education. In this case, of course, it is the madrasah that has an important role in teaching entrepreneurial values to its students.

Madrasas as religious education institutions have undergone a transformation in their role of providing entrepreneurial education to their students, but there are still many madrasas that view entrepreneurship education as something less important than religious education. Student entrepreneurship education still needs attention in order to realize student economic independence by creating programs and facilities that support student economic independence. This is because madrasas are not only religious educational institutions, but can also be social and economic institutions for students and the surrounding community (Chusmeru, 2010).

Entrepreneurship education requires the application of implementive learning that is not only limited to discourse and theoretical aspects but also practice and implementation in life. The implementive aspect allows students to gain practical experience in managing a business. Through hands-on practice, students can learn to face real challenges that cannot be taught through theory alone. This will also train students' skills such as managerial skills, decision-making, and problem-solving. Entrepreneurship education in madrasas needs to have a strategy as a medium or model of entrepreneurial learning for students (Suherman, 2010).

Talking about the economic empowerment model, it certainly has the purpose of how a madrasah community, in this case, is that students are able to improve the quality of their standard of living by being principled in economic independence. Economic empowerment is very necessary because it is an effort to realize economic independence through the realization of the potential abilities possessed by students. Economic independence itself is a condition experienced by society that is characterized by the ability to think, decide and do something that is considered appropriate in order to achieve solving the problems faced by using the ability they have (Widjajanti, 2011).

Student entrepreneurship education strategies can be realized, one of which is with the waste bank program. Garbage is defined as an item that is thrown away because it can no longer be used. Alternatively, debris such as leaves, paper, plastic or used shopping bags, broken glass bottles, household appliances, and other objects can be utilized. Waste is broadly characterized as radioactive waste, which is defined as waste in the form of gaseous, liquid, or solid bodies emitted by nuclear reactors. Or the rest of the consumption, such as feces. Residual waste from production and consumption is defined as waste, both within the scope of households and companies. Littering still occurs a lot in human civilization due to a lack of understanding of the need for environmental cleanliness (2011).

Basically, a waste bank serves as a place for students to collect waste, sort it by type, and then exchange it for any amount of money or items needed. This concept teaches students about the economic value of items that are considered useless as well as provides an understanding of recycling and sustainability. Thus, students can learn how to manage resources effectively and efficiently (Suryani, 2020).

The implementation of waste banks in madrasas can help build environmental awareness among students. In this context, students not only learn about the importance of keeping the environment clean, but also understand how their actions can have a positive impact on the sustainability of nature. Environmental education that is integrated with economic education will form students who are not only intellectually intelligent, but also have high social responsibility (Zakiyah, 2021).

Instead of tackling environmental problems, this program is also a learning vehicle for students to have an entrepreneurial spirit. Through this program, students can learn about business management, financial planning, and marketing. They are also taught how to make the right decisions in running a small business based on waste management. This practical experience is invaluable in equipping students with the skills needed in the future (Wijaya, 2019).

From an Islamic perspective, cleanliness is part of faith, a valid condition for worship, and a reflection of morals and health. Islam views cleanliness as a whole, including the body, clothing, environment, and heart. Hadith of the Prophet Muhammad SAW which reads:

النَّظَافَةُ مِنَ الْإِيْمَانِ

*It means: "Cleanliness is a Part of Faith."*

In Islam itself, the issue of cleanliness and maintaining the environment itself is very important, so it is always linked to faith. So maintaining cleanliness, especially protecting the environment from garbage in the school environment, must continue to be instilled in students, by providing an understanding that Islamic religious teachings also teach about maintaining cleanliness.

MIN 12 Medan is a madrasah that has serious problems in handling waste. With the number of students reaching nine hundred students, both male and female, it certainly makes the madrasah not spared from the problem of waste. The students are now able to form their own waste bank in each class. This waste bank improvised by making other students aware of the cleanliness of the environment. In addition, each class also conducts buying and selling transactions from waste collected by other students with a savings mechanism. With this developed program, now students in the Madrasah are more independent and have a high awareness of maintaining the cleanliness of the environment.

Thus, waste banks can be a comprehensive educational tool for students, combining economic, entrepreneurship, and environmental aspects in one integrated program. Through the implementation of waste banks, madrassas can produce Entrepreneurship Education. graduates who are ready to face future economic challenges, while still maintaining sharia principles and environmental sustainability.

Based on the above explanation, the researcher wants to include this problem in a study entitled: Student Entrepreneurship Education Through Waste Banks in MIN 12 Medan. This research will focus on how the concept of Student Entrepreneurship Education Through Waste Banks in MIN 12 Medan, the Implementation of Student Entrepreneurship Education Through Waste Banks in MIN 12 Medan and the Implications of Student Entrepreneurship Education Through Waste Banks in MIN 12 Medan.

## RESEARCH METHODS

The type of qualitative research using a qualitative descriptive approach is applied in this study. The descriptive of an object observed and the results of the interview are presented in qualitative research. (Moleong, 2013) What is meant by descriptive is narrating findings in the field and presented as they are in order to describe the facts and characteristics of a particular population in a careful and factual manner. (Rahmad 2009) In this study, the researcher collected information about student economic education developed through the waste bank program at MIN 12 Medan.

In a study, it is supposed to present data as a scientific basis. This study uses primary data in the form of observations and interviews (Mulayana 2013) on parties related to preneur students at MIN 12 Medan as well as secondary data in the form of documents that can support primary data such as preneur student documents at MIN 12 Medan, books and journals. The interview was addressed to informants (Arikunto 2002) who understood the conditions of economic development carried out by MIN 12 Medan students.

The interactive model analysis approach developed by Huberman and Miles was used in this study. The interactive model requires three phases to be completed: data reduction, data presentation, and data verification, after which conclusions are drawn (2013).

## RESULTS AND DISCUSSION

### Results

### MIN 12 Medan Waste Bank Program

The Waste Bank is under the coordination of the structure at MIN 12 Medan which is precisely chaired by the Student PKM at MIN 12 Medan. The chairman is the one who serves in that position. Meanwhile, the management uses a simple concept consisting only of the chairman, weigher, financial recorder, and volunteers. This volunteer serves as a waste sorter who will later sell to large waste collectors.

Over time, this Waste Bank movement, which uses the economic empowerment movement approach, can change students' perspective on waste in the surrounding environment. In the past, garbage that was seen as something annoying could now be turned into a blessing with rupiah. His

success in changing students' perspective on waste can be seen in the group of customers who routinely deposit waste to waste bank administrators.

**Activities of the MIN 12 Medan Waste Bank**

Weighing activities are carried out every Tuesday and Friday. Each group of customers deposits the collected waste to the management and then weighs and records it to the customer's account. Then the waste sorting process is carried out and is grouped into various types of waste such as drinking water bottle waste, used drinking water waste in glasses, paper waste, and others. Waste that can still be used as handicraft materials will be sorted and separated. Likewise, waste that can be used as ecobrick materials. Waste craft materials are taken from waste such as paper and bottles which are considered to be able to function in such a way according to needs. Ecobrick materials are those that come from bottles with the same criteria, both in terms of volume, size, type, and material. In addition to bottles, plastic waste that does not sell well is also used as a filling for ecobricks. In addition to the waste used for handicraft materials and ecobrick materials, it will be sold to large collectors at a certain price. The money from the sale will be distributed to the customer according to the amount received by the customer.

In addition to collecting and selling garbage, the management also conducts several training programs for students. Students who have creativity are given space to make crafts and their works can be sold. In addition to students, the administrators also made efforts to raise awareness among the community and other madrasas about how to turn waste into something that has value.

The context of the existence of a Waste Bank, if understood comprehensively, is a conclusion obtained, namely a person who stores or collects waste in a certain area with the aim of managing it and then selling it to benefit from the results of waste management. Broadly speaking, waste management in the Waste Bank is not prohibited in the paragraph because it is a context of buying and selling. Quoting from Alfarisyi, it was emphasized that the concept of the Waste Bank is a new paradigm in the green economy. This can be seen with the emergence of Waste Banks can have an economic impact on income, employment while reducing environmental risks and scarcity.

**MIN 12 Medan Waste Bank Work System**

The work system is carried out by increasing the group's awareness. The group in question is a group formed based on the class unit in the madrasah environment. The management made efforts to raise awareness about the dangers of waste and turn it into something that has useful value. Some of the efforts made are such as conducting training for customer groups by sorting waste according to its type. Then sell it to the management. Customers are given a waste savings book whose contents are records of waste prices that have been successfully collected by customers or customer groups. The money collected will usually be taken by customers at the end of the school year.

Creative customer groups are trained in making crafts made from waste that has a recycling category. The result is that these waste-based crafts can have economic value. The results of waste creations are collected in cooperatives. In addition to being sold for exhibitions of creative products from various events that are participated.

**The Impact of the Waste Bank in MIN 12 Medan**

Economic empowerment initiatives carried out by the Bank have a positive or beneficial impact because they are able to clean the environment through their businesses. Waste that enters landfills can be reduced by almost 60% because existing waste can be used into products that have economic value. With the reduction of waste that enters the final place of waste disposal, the river ecosystem behind the madrasah becomes cleaner.

From the information above, it can be understood that the waste problem in the environment can be reduced with the existence of waste bank activities. In addition, it is also able to increase mutual awareness that keeping the ecosystem healthy is a collective awareness.

**Discussion**

**The Concept of Student Entrepreneurship Education Through Waste Banks**

Student entrepreneurship education through waste banks at MIN 12 Medan is a non-formal education concept based on community empowerment with an experiential learning approach that prioritizes environmental awareness and creativity to build an entrepreneurial mentality. This concept is entrepreneurial learning by involving various approaches designed to improve the ability of individuals or groups to manage businesses independently.

Non-formal education is education that is organized outside the formal system, which serves to provide the skills, knowledge, or attitudes needed by individuals in society. In the context of

madrasas, non-formal education is very important because of its flexible and contextual nature, adapting to the needs of participants and the surrounding environment. Students at MIN 12 Medan not only learn through a formal curriculum, but also gain practical experience on the waste bank program. The program provides hands-on training that is relevant to real life, which is not always available in formal education. This non-formal education is a complement that integrates knowledge with real practice, providing applicable entrepreneurial skills for students (Supriyanto, 2018).

Students' entrepreneurship education is clearly seen from various stages. The theoretical stage is taken by students through briefings and guidance that are always delivered. At the practice and implementation stage, students directly carry out activities based on the management of the Waste Bank.The experiential learning approach in entrepreneurship education in madrasas allows students to learn through direct experience. Experiential learning is a learning process in which learners engage directly in practical activities that allow them to learn from real experiences. In this case, students learn how to manage a waste bank, starting from collection, sorting, to processing waste into products with economic value.

Through this experience, students not only understand entrepreneurial theory, but also gain practical skills in managing businesses. They learn to face real challenges, make decisions, and take responsibility for the results of their actions (Kolb, 1984).

Entrepreneurship education through this waste bank also instills environmental concern in students. This activity encourages students to be more aware of the importance of protecting the environment through good waste management. By processing waste into valuable goods, students are taught to see waste not as waste, but as a resource that can be utilized. This concern for the environment is important in forming an entrepreneurial mindset that is socially and ecologically responsible. The program also helps students understand the impact of human activities on the environment and how they can contribute positively (Kumar, 2025).

Community empowerment in the waste bank program involves all elements of the madrasah, ranging from students, madrasah administrators, to the surrounding community in waste bank activities. By involving the community, this program is not only a means of education for students, but also an empowerment tool for the surrounding community. Students involved in waste bank management will learn the importance of collaboration and mutual cooperation in building a sustainable business. This is in line with the concept of community-based education, where learning does not only occur during training, but also within the community as part of the empowerment process (Ife, 2013).

Creativity is an important element in waste bank management. Students are invited to think creatively in turning waste into products that have selling value such as ships from used bottles, songkok from newspapers, flower vases from newspapers, pen boxes, tissue holders and others. By encouraging creativity, this program helps students to develop new and innovative ideas that can be capital in entrepreneurship. This creativity also includes the ability to see opportunities in difficult situations and turn challenges into profitable business opportunities (Amabile, 1996).

Building an entrepreneurial mentality is the main goal of entrepreneurship education in this madrasah. An entrepreneurial mentality involves a proactive, innovative, and risk-taking mindset. Through involvement in BSND management, students are trained to have this mentality from an early age. They learned the importance of perseverance, hard work, and resilience in running a business. This hands-on experience is a valuable provision for students in face the world of work or build their own business in the future (Suryani 2016).

**Implementation of Student Entrepreneurship Education Through Waste Bank.**

The implementation of student entrepreneurship education through waste banks is carried out by implementing leadership management and financial management. Management is a term used by many individuals to describe the process of organizing, directing, and controlling something. A more methodical approach to doing work managerially. The analogy in practice is almost the same as waste management efforts. Starting from the origin of waste and ending with disposal at the Final Landfill. (6:2015) Management is the process of controlling, managing, and leading. Management, on the other hand, is the skill of applying and managing. Management is sometimes seen as a subject that teaches people how to achieve organizational goals collaboratively with a group of people or organizational resources. Management is organized into four parts: planning, organizing, actuating, and controlling.

a. Planning is setting the work that must be carried out by the group to achieve the outlined goals. Various planning agendas can be seen in the schemes or flows that have been made. In the

planning, the beginning was only to manage waste. However, with the planning that has been made, it has increasingly found success in raising awareness among students about the importance of protecting the environment and how to become an independent student who is able to have savings at the end of the year.

b. Orgnanizing comes from the Greek word organon which means tool, which is the process of grouping activities to achieve the goals and assignments of each group to a manager. The organization carried out by the waste bank program involves various parties. The internal team is intended to run the wheels of the waste bank structure itself.
c. Actuating is an effort to influence the members of the group to be willing and able to participate in achieving the goals of the company in question and the goals of the members of the company because those members want to achieve those goals. Moving is closely related to human resources which is ultimately central to what management activities revolve. A person's values, attitudes, expectations, needs, ambitions, expectations, satisfactions and interactions with others and with the physical environment are all linked to the moving process. Waste management carried out by a waste bank is an activity carried out by collecting, transporting, and processing waste materials or disposing of waste materials. This statement refers to waste materials obtained from student and community activities and its use is to reduce the impact on environmental health or beauty. Waste management activities are carried out as a form of restoring natural resources. Waste management is related to several liquid, solid, gaseous or radioactive substances using methods and expertise seen from each type of substance.
d. Controlling is an activity to match whether operational activities (actuating) in the field are in accordance with the plan (planning) that has been set in achieving the goals of the organization, thus the object of supervision activities is about errors, deviations, defects and negative things. The term controlling is more widely used because it contains more connotations that include standard-setting, activity measurement, and corrective action.

According to Nadler, the definition of human resource development is the structuring of a series of learning processes that over time examine the prospects of improving performance or, more broadly, to expand the capacity of individuals. Entering the era of globalization, human resource development is an urgent task that must be done. This is because the development of human resources will produce a competent workforce that is able to manage rapidly developing information, technology, and science systems. According to the philosophy of human resource management, one of the ways to develop human resources is through education and training (Hamidi 2014: 32) The education and training that has been carried out by waste banks is education and training on waste management using the 3R principle as stated in Law Number 18 of 2008.

Waste management in MIN 12 Medan is in accordance with the 3R principle as per the rules in Law Number 18 of 2008 concerning Waste Management. The law states that the perspective of waste management must be changed from collection-transport-disposal to reduction at the source and recycling of resources. The old approach known as the end of pipe was changed to the 3R (reduce, reuse, recycle) principle. The 3R principle is a new perspective on waste management from what was previously known as collect-transport-throw to collect-sort-transport-transport. Reduce, Reuse, and Recycle are the three R concepts. Reuse, which is reusing objects that are considered waste for various purposes, such as wrapping using waste paper. Reusing items can extend their life and duration before they are disposed of. Recycling is the process of turning used goods into new items that are more valuable and worth using. For example, you can turn used bottles into flower pots. Garbage does not have to be avoided; rather, it must be managed properly. Waste management must be able to be seen as cost recovery , namely by increasing the use value of waste as a material for making goods products that have economic value. Goods that have economic value are goods that have a selling value.

This principle continues to be developed by the waste bank program to this day.

Finance is a very decisive potential in running a business. Therefore, finances must be regulated and managed properly. There are procedures that must be considered in managing the finances of a business unit. The main components of financial management procedures include: (Sulistiyorini, 2009)

a. Budget procedures include the system of controlling and supervising the financial operations of certain business units. This procedure is carried out by the waste bank by applying a simple principle. The budget procedure in SBND requires customers to save waste and will be recorded in their respective customers' savings books. Furthermore, the management's cash is obtained

from the proceeds of selling waste that has been sorted to collectors. In addition, it also gets a share of the sales proceeds from students' creativity made from waste and ecobricks. The cash collected will be distributed to customers at the end of the year, and also for volunteer wages.

b. Financial accounting procedures include a very simple financial statement recording system. The only money capital comes from the profit from the sale of waste and processed waste. The recording system is also very simple because it is enough to use cash flow statements and income statements. During the management process, there has never been a loss because the system used is a deposit system.
c. Distribution procedures include procedures for the financial realization system from business units to customers. The distribution system of the existing process shows that the money that has been deposited by customers to waste bank administrators can be taken accumulatively monthly for the community or annually for students.
d. The investment procedure, the opportunity for investment in the system implemented by the waste bank is actually quite good. However, until now there has been no investor who has in principle given a capital injection to the waste bank management.
e. Audit procedures, including the assessment of the truthfulness, transparency, and reliability of information regarding financial management and responsibility. It is not necessary to reach the stage of external audit, financial management is very easy to assess the truth because of the deposit method applied by itself.

**Implications of Entrepreneurship Education on Students Through Waste Banks.**

Entrepreneurship Education for Students through the waste bank has implications for positive changes in students which include 5 things. This implication is measured based on the Positive Youth Development (PYD) Rules developed by Edmon P. Bowers et al. covering: Competence, Confidence, and Confidence. Connection, Character, and Caring. (Bowers, 2010)

The PYD's 5C model emphasizes the power of youth. This model makes youth (in this case students) a resource to be developed. The model states that positive development occurs if the strength of youth is directed to positive potential. The PYD also sees young people as assets in human and environmental development. The PYD philosophy views youth as having the potential to succeed, develop healthily, and develop positively. PYD is based on the assumption that adolescents will strive to achieve basic physical, personal, and social requirements, as well as to develop and use competencies that are considered essential for present and future life. This is clearly in line with the understanding of self-sufficiency which is always emphasized in madrasah life. The ability of students to live freely, even monetically, is a sign of the values contained in the idea of PYD itself.

a. Competence, is a certain ability that is directed at certain domains such as social and honesty. In developing the spirit of intrureneur in students, it is certainly closely related to how to improve the ability to socialize because it is indeed related to many parties. In addition, the main capital in entrepreneurship is honesty and patience. This is reflected in the efforts that have been made with many customers/groups of customers who have joined and stayed.
b. Confidence, is something that comes from within a person and is related to a high level of confidence. In an effort to improve the entrepreneurial spirit of students, high confidence is needed. It is proven by the existence of various products that can be produced.
c. Connection, is the relationship between individuals and other individuals or with groups such as family, friends, the environment, and the environment. This program has succeeded in establishing with various parties. In addition to customers consisting of students and the community, they are also able to establish relationships with large-scale waste collectors who can be used as business partners.
d. Character, is an attitude of obedience to rules, social norms, and understanding right and wrong behavior. This waste bank program strongly upholds the rules and norms that apply both in madrassas and in the community. This is the initial capital that can lead to success in running a business. This kind of attitude can be internalized to students.
e. Caring, is a value that reflects sympathy and empathy for the environment. With the activities carried out, of course, they are able to show the results that this program is an environmental activist. Turning waste into blessings and being able to make rupiah is a very beneficial business for students.

**CONCLUSIONS**

Student entrepreneurship education through waste banks at MIN 12 Medan is a non-formal education concept based on community empowerment with an experiential learning approach that prioritizes environmental awareness and creativity to build an entrepreneurial mentality. This concept is entrepreneurial learning by involving various approaches designed to improve the ability of individuals or groups to manage businesses independently. The implementation of Student Entrepreneurship Education Through the Waste Bank is carried out by implementing leadership management and financial management. Waste Bank leadership management includes: planning, organizing, actuating, and controlling. Meanwhile, the financial management of the Waste Bank includes: Budget procedures, financial accounting procedures, distribution procedures, investment procedures and audit procedures. Entrepreneurship Education for Students through the waste bank has implications for positive changes in students which include 5 (five) things, namely Competence, Confidence, (Confidence). Connection, Character, and Caring

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