

# The Study of K.H. Ahmad Dahlan's Entrepreneurship Values and it's Urgency in Character Strengthening

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**Abstract**—This research aims to: (1) reveal the background of life and analyze the role of K.H Ahmad Dahlan in the trajectory of Indonesian history; (2) review entrepreneurship values of K.H. Ahmad Dahlan; (3) analyze how entrepreneurial values of K.H. Ahmad Dahlan can be actualized in historical learning in the school. This research is qualitative study with historical approach. The subject and object of this study are related to the dimension of history, so it is necessary to reconstruct with a historical method. This study employed a document study consisting of primary and secondary sources. In addition, it also used interviews as reinforcement. Interviews were conducted with several Muhammadiyah figures and expert figures in K.H. Ahmad Dahlan's life. The results showed that, first: K.H Ahmad Dahlan was born and grew up in an environment that has a high level of religiosity. The religious family environment has formed his personality to be a person with good manners and characters and had a high learning spirit. Even though he did not have a formal school education, he learned from his father, family and other scholars. Second, his entrepreneurship values that can be emulated consist of action-oriented, creative, leadership, independent, risk-taking and hard-working values. All these values were manifested in his life. Third, the actualization of K.H. Ahmad Dahlan's entrepreneurship values in order to contribute to the world of education is realized to inspire history teachers that their task does not only present a series of facts and events, but also build understanding and awareness for students about the meaning behind events, including what values are contained in these historical events.

**Keywords:** *entrepreneurship, K.H. Ahmad Dahlan, historically*

## I. INTRODUCTION

One of the problems that occur in Indonesia, is the rise phenomenon of educated unemployment. The details of open unemployment statistics based on education level in 2018 are: (1) never went to school as much as 1.83%, (2) elementary school as much as 2.79%, high school as much as 7.58% and high schools as much as 5, 92%. Based on data from the Central Statistics Agency the largest contributor to unemployment is held by the younger generation of high school graduates, both SMA / MA and SMK which is 7.8% [1].

The phenomenon of educated unemployment that often occurs in Indonesia is due to the lack of policy to synchronize economic policies and education policies. This causes Education and the economy to run respectively without complementing and synergizing. Besides that,

there is also a consumer mental mentality among the younger generation as a result of globalization. Consumption in the culture of consumerism is no longer just to meet needs but has become a global lifestyle. Consumerism is seen as a mindset and action of people who buy goods not because they need it, but because they seek satisfaction from the act of buying the goods themselves [2].

The role of education and learning should be able to answer these problems. The rise of educated unemployment and consumerism culture is closely related to the low work ethic and the decline in the spirit of entrepreneurship which ultimately leads to a low level of national independence. According to Engkoswara's statement, Indonesian human life will be better and more dynamic. For this reason, the quality of graduates is required to have strong independence skills in order to be able to face challenges, threats, and obstacles caused by changes. Therefore, it is important to integrate the values of entrepreneurship into the learning process [3].

Educational construction is oriented to the process of empowerment, civilization, the formation of noble character and various life skills. Thus, the values of entrepreneurship are in line with the educational goals agreed by the government. One subject that is rich in character values, especially the value of entrepreneurship is history. History learning in senior high schools has an important role to participate in preparing students who can develop the values of hard work, views that are future oriented, frugal, honest, disciplined, love of themselves and the surrounding environment, and the spirit of independence or entrepreneurship.

A good history of learning is learning that can foster students' abilities in carrying out construction today by linking or seeing problems that are the basis of historical learning topics. The development of students' skills in all aspects of life is in line with the definition of education based on the National Education System Law No. 20 of 2003 article 1 paragraph (1):

*Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and country.*

The values of entrepreneurship are very potential to be developed in history learning. In historical learning, the values of entrepreneurship can be reflected and exemplified by several historical figures both worlds, national and even local figures. One historical figure who is still very relevant to be followed by the younger generation today is K.H. Ahmad Dahlan.

The role of K.H. Ahmad Dahlan in Indonesia's historical trajectory contains interesting entrepreneurship values for deeper study. The values of entrepreneurship inherited by K.H. Ahmad Dahlan is still very relevant to be emulated by young people today, especially students. The problem that then arises is the lack of studies on the values associated with the spirit of entrepreneurship. That is because there has not been found a study that specifically discusses the values of entrepreneurship K. K. Ahmad Dahlan, even though these values are very contextual if related to current conditions. Therefore, the authors are interested in studying the values of the K.H entrepreneurship. Ahmad Dahlan and the urgency in history learning.

## II. RELATED WORK

The research studies that are relevant to the author's research are as follows:

- a. The Dissertation with the title "*The Values of Sudirman Leadership and Its Contribution to the Field of Education: A Historical Study*" by Sardiman AM, Yogyakarta State University (UNY) in 2017. The results of the study show how the background of Sudirman's life, how it plays a role in history, and values the value of the figure of Sudirman in the life of society and the state. The relevance of the dissertation with this research is to both examine the exemplary values of a historical figure with a historical perspective. However, the difference is that this research is more specifically about the K.H figure's entrepreneurial values. Ahmad Dahlan [4].
- b. The dissertation with the title "*The Leadership of Kiai Abdul Ghafur in Entrepreneurship Education Development at Sunan Drajat Lamongan Islamic Boarding School*" by Imam Shafi'i UIN Sunan Ampel 2016. The results showed that the typology of Kiai Abdul Ghafur as a kiai who was willing to take risks, was able to see business opportunities, be able to utilize resources efficiently and efficiently to be utilized. The relevance of the dissertation with this research is the same concept of freedom of entrepreneurship which is based on exemplary characters. However, the difference is in the type of research, the person who is appointed and the subject of the research [5].
- c. The article in the PGMI Journal UNIPDU with the title "*Integration of Entrepreneurship Values in the Learning Process in Classes to Create Characterized Academic Entrepreneurs*" by Nur Uluwiyah. The results showed that the integration of the values of entrepreneurship into classroom learning was very important because it was in line with the importance of character education. By integrating the values of entrepreneurship into classroom learning means two
- d. "advantages" can be achieved at once; the educational experience of entrepreneurship and character education has been owned by students, and subsequently the birth of entrepreneurial academics with character. The relevance of this article with the research of the author is that both raise the concept of the importance of integrating the values of entrepreneurship into the learning process. However, the difference is in the type of research and also the subject of the research [6].
- d. The dissertation with the title "*The Study of Character Education Concepts According to K.H Ahmad Dahlan and Ki Hadjar Dewantara Dewantara: A Historical-Cultural Reflection*" by Dyah Kumalasari, Yogyakarta State University (UNY) in 2012. The study examines the dimensions of character education in KH Ahmad Dahlan's educational concepts through Muhammadiyah and the education concept of Ki Hadjar Dewantara through Tamansiswa. The two leaders put forward education for character building in the participants themselves, both struggled to build a spirit of independence (independence) among indigenous people, although with a landsan and a rather different starting point, namely from religion and from culture. The relevance of the dissertation with this research is the same raised about K.H leader Ahmad Dahlan. However, the difference in this research is more specifically to study the entrepreneurship values of K.H leaders. Ahmad Dahlan [7].

## III. MATERIAL & METHODOLOGY

This type of research is qualitative research using a historical approach. The subject and object of study are related to the dimension of history, so it is necessary to reconstruct the historical method. Through this historical method can be reconstructed the history of K.H figure Ahmad Dahlan. However, this study did not stop at the historical reconstruction of K.H Ahmad Dahlan's character but continued with formulating the values behind K.H Ahmad Dahlan's figures, especially the values of entrepreneurship. Thus, it is expected to produce meaningful values in the effort to develop the nation's personality. Therefore, in addition to the historical method, qualitative methods are also needed with analytical studies to build a treasure of meaning from the values behind K.H leader Ahmad Dahlan [8].

## IV. RESULTS & DISCUSSION

### A. *The Concept of Historical Learning*

Historical learning is one of a many lesson that contain the task of instilling the spirit of nationhood and land. The main task of learning history is in the framework of character building of students. History learning will raise empathy awareness among students, namely sympathy and tolerance towards others accompanied by mental and social abilities to develop imagination and creative, innovative, and participatory attitudes [8]. Historical learning becomes less meaningful if it is not accompanied by an understanding of the value contained, its functions and benefits. Through various in-depth studies of various

opinions and experiences of wise people in the past, even though the values in history are only in the form of human experiences, it cannot be denied that humans generally like to use these experiences as guidelines or examples to improve their lives [9].

Development in a nation if it is not accompanied by character building will only give birth to the coolies. Thus, the development of the nation's character becomes a principle. One important tool in the implementation of character education is Indonesian History lessons as stated in the 2013 Curriculum. The history of Indonesia in this case has a strategic position that functions as a vehicle in the formation of dignified national character and civilization as well as in the formation of Indonesian people who have a sense of nationality and love the homeland [10]. Humans are required not only to learn about history, but also to learn from history. History as a science presents a variety of events that contain valuable experiences. Learning from history can make people think wisely. The function of history leads to one's understanding in analyzing past events which are then drawn straight to current and future events. History has an element of continuity between the past, present, and future [11]. Based on the above description it can be concluded that history learning plays an important role to instill character values, because in the subject matter there are valuable experiences that can be used as life teachers.

#### *B. The Concept of Entrepreneurship*

Some concepts of entrepreneurship as if only identical to the ability of entrepreneurs in the business world. Even though this is not the case, entrepreneurship is not always synonymous with the nature or characteristics of entrepreneurs, because this trait can also be owned by someone who is not an entrepreneur [12]. We all have the entrepreneurial spirit inside of us, a spirit that just waits to come out! Entrepreneurship starts with a vision, and most importantly for an entrepreneur is to be unstoppable! One thing that many do not know is that entrepreneurship is not genetic but can be taught. The will, skills, knowledge are some of the features that we can learn and improve through practice. Although entrepreneurship exists in each of us, without hard work only few entrepreneurial qualities obtained at birth can help us in the long term. Entrepreneurs make things to become reality using their own will, their own qualities and knowledge, traits that can be learned and developed [8].

Entrepreneurs are those who make creative and innovative efforts by developing ideas and gathering resources to find opportunities and improve lives. Innovation and creativity foster environmental awareness, people who care about the environment will get an appreciation from their environment, and people who are valued by the environment have good networking networks [13]. Entrepreneurship or entrepreneurship is a mental and mental attitude that is always active or creative in working and trying to increase revenue in its business activities. Someone who has the character of entrepreneurship is not easily satisfied with what he has achieved. Entrepreneurs are skilled at taking advantage of opportunities in developing their business with the aim of improving their lives. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes

creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives [14]. Entrepreneurship is a blend of passion, values, principles, attitudes, tips, art and real action in developing a business. The entrepreneurial substance is creativity and innovation that are products of education, experience, personal value, vision and commitment. The emergence of entrepreneurship departs from the desire to help themselves when facing challenges so that it raises motivation that drives alternative searches, ideas, ideas and plans, until finally an alternative action is chosen that has superior value compared to other choices. [15].

The term entrepreneurship is basically a discipline that studies the values, abilities and behaviors of a person in facing the challenges of life in order to gain opportunities with various risks that they may face. Entrepreneurship is everything that is related to the attitudes, actions and processes carried out by entrepreneurs in pioneering, running and developing their businesses. Entrepreneurs are those who make creative and innovative efforts by developing ideas and gathering resources to find opportunities and life's preparation. Entrepreneurship is a way of thinking, a way of thinking that emphasizes opportunities over threats. The opportunity identification process is clearly an intentional process, and, therefore, entrepreneurial intentions clearly merit our attention. Equally important, they offer a means to better explain and predict entrepreneurship [16]. Entrepreneurship is neither a science nor an art. It is a practice. Based on the above description, it can be concluded that entrepreneurship is the ability in creative thinking and innovative behavior that is used as a basis, resources, driving force, strategy goals, tips and processes in facing life's challenges. Entrepreneurship is the values that shape a person's character and mentality to creative and innovative behavior and are oriented towards independence.

#### *C. Historical Learning Integrated with Entrepreneurship Values for Character Strengthening*

The study of K.H. Ahmad Dahlan's entrepreneurial values in a historical perspective is expected to foster a spirit of entrepreneurship in students. Besides that, so that history subjects become more meaningful by presenting the character values contained therein. Students can foster the spirit of entrepreneurship, one of which is the exemplary method, which has a role model or role model that can be used as an example by students. Entrepreneurial values are important to be internalized in the learning process with the aim that students become logical, creative, spontaneous, assertive, forward-looking and results-oriented. The concept can be realized by educators when designing or designing learning and also of course in the implementation process. For example, in determining learning objectives, methods, media and tools, and learning resources.

The integration of the values of entrepreneurship in the learning of history in the classroom is the internalization of the values of entrepreneurship with the results obtained awareness of the importance of these values, the formation of entrepreneurial characters and habituation of entrepreneurship values into the daily behavior of students through the learning process, both which takes place inside and outside the classroom in all subjects. This integration

step can be done when delivering material, through learning methods or through a rating system. Basically, learning activities, in addition to making students master targeted competencies, are also designed and carried out to make students know, realize or care, and internalize the values of entrepreneurship and ultimately make it behavior. In integrating the values of entrepreneurship there are many values that can be internalized by students. The values that appear need to be internalized, adjusted to the learning objectives and characteristics of the subjects concerned. Integration of entrepreneurship values in the learning process is carried out starting from the planning, implementation and evaluation stages. At this planning stage the syllabus and RPP are designed so that the content and learning activities facilitate to integrate the values of entrepreneurship. For students to learn happily and easily, educators need to design learning well and planned, as well as place and utilize elements of learning appropriately. The elements in question are (1) students, (2) educators, (3) learning objectives, (4) classroom management, (5) models, approaches, strategies, learning methods, (6) assessment of learning processes and outcomes.

The success of internalizing the values of entrepreneurship in learning can be known through the achievement of criteria by students, teachers, and principals which include: 1) students have high entrepreneurial character and behavior, 2) a classroom environment that is able to develop participants' habits and behavior students who are in accordance with the values of entrepreneurship that are internalized, and 3) the environment of school life as a learning environment with entrepreneurial nuances [17]. The values of goodness contained in entrepreneurship are having a vision and mission, creative and innovative, having the courage to take risks, having the spirit of competition, being able to see and create opportunities, responsive and fast-moving, social-minded and generous [18].

Basically, this entrepreneurial spirit is not just a technical knowledge or skill but is more oriented towards mental attitude through self-process with practice and experience because of motivation from yourself. Therefore, the teacher plays an important role in instilling the mental attitude of these students through the learning process. To implement this aspect, the teacher must understand very well, so that when the delivery of the material will be integrated in the learning process. The material is not only seen as something that is "pure" but is applied that can later be realized by students. With the provision of mental attitude that is expected to emerge ideas, ideas, and thoughts of students in the face of their lives. As for some of the values of entrepreneurship that will be internalized in entrepreneurship education, can be seen in the following table [20]:

TABLE 1. ENTREPRENEURIAL VALUES THAT ARE INTERNALIZED IN LEARNING:

No	Values	Description
1	Independent	Attitudes and behaviors that are not easily dependent on others in completing tasks.
2	Creative	Thinking and doing something to produce different ways or results from existing products/ services.
3	Dare to take risks	A person's ability to like challenging, courageous and able to take the risk of work.
4	Action Oriented	Take the initiative to act, and not wait, before an unwanted event occurs.
5	Leadership	The attitude and behavior of someone who is always open to suggestions and criticisms, easy to get along with, cooperate, and direct others.
6	Hard Work	Behavior that shows genuine effort in completing tasks and overcoming various obstacles.
7	Honest	Valid based on the effort to make himself as a person who can always be trusted in words, actions, and work.
8	Discipline	Valid based on the effort to make himself as a person who can always be trusted in words, actions, and work.
9	Innovative	The ability to apply creativity in order to solve problems and opportunities to improve and enrich life.
10	Responsible	Attitude and behavior of someone who is willing and able to carry out their duties and obligations.
11	Cooperation	Behavior based on efforts to make him able to establish relationships with other people in carrying out education and work.
12	Never give up	Attitudes and behavior of someone who does not give up easily to achieve a goal with various alternatives.
13	Commitment	Agreement on something that is made by someone good for himself or someone else.
14	Realistic	Ability to use facts / reality as a basis for rational thinking in every decision making or action
15	Curiosity	Attitudes and actions that always strive to know deeply and broadly what is learned, seen and heard.
16	Communicative	Actions that show pleasure in talking, hanging out and working with others.
17	Strong motivation for success	Attitudes and actions to find the best solution.

In this research took six primary values of entrepreneurship, there are: Action oriented, creative, leadership, independent, dare to take risk and hard work.

#### *D. Entrepreneurship Values of K.H Ahmad Dahlan*

K.H. Ahmad Dahlan has the nickname Muhammad Darwis, born on August 1, 1868 in the village of Kauman, Yogyakarta and passed away in February 1923 at the age of 55 years. Kauman is a village in the heart of Yogyakarta City that is almost as old as the Ngayogyakarta Hadiningrat Palace. Kauman village in the era of the kingdom was the place for nine preachers or rulers who were assigned by the palace to oversee religious affairs [21]. His father, K. Abubakar bin K.H Muhammad Sulaiman, was an official of the leadership of the Yoyakarta Hadiningrat Sultanate with the title of the Head of the Khatib in the Grand Mosque of the Sultanate. While his mother, Nyai Abubakar, was the daughter of K.H Ibrahim bin K.H Hasan who was also an official of the Sultanate of Yogyakarta Sultanate [22]. K.H. Ahmad Dahlan in mobilizing Muhammadiyah has set an example by running a business as well as preaching. K.H. Ahmad Dahlan was a figure who did not leave much work in writing, but he displayed more of the figure of the practitioner [23]. The following is the values of

entrepreneurship that can be emulated from the figure of K.H. Ahmad Dahlan [24]:

TABLE 2. K.H. AHMAD DAHLAN'S ENTREPRENEURIAL VALUES

Entrepreneurship's Values	K.H. Ahmad Dahlan's Character
Action oriented	<p>a. K.H. Ahmad Dahlan is the type of man of action. He made history for his works than his words. He inherited more business charity than writing. However good a program is, according to K.H. Ahmad Dahlan, if not practiced, will not be able to achieve a common goal. He is a figure who "speaks a little, works a lot/ talk less do more"</p> <p>b. K. H. Ahmad Dahlan is a figure who always emphasizes aspects of amaliyah or practice. He manifested the letter Al-Ma'un by establishing orphanages, caring for orphans and needy poor. Manifesting Surah Al-Asr with the act of the importance of respecting time</p> <p>c. Narrated by K.H. Syuja 'that recitation never stopped at Surat Al-Ma'un. He was not willing to add more letters and only repeated the Surah Al-Ma'un several times until his students became bored. He said that it would not be added before what was taught was practiced first. He wants to teach about the importance of charity and helping others in need.</p> <p>d. K.H. Ahmad Dahlan carries out his intellectual function as an organizer and mobilizer for his people and actively participates in practical life. He once sent a letter to the Government of the Dutch East Indies in 1915 opposing alcoholism in the land of Java and the natives in general.</p> <p>e. K. H. Ahmad Dahlan always "Ibda 'bii nafsih" started from himself first. Not only teaching but also giving examples. In his room there was a black chalkboard written in white chalk that contained advice to himself as a reminder.</p>
Creative	<p>a. K.H. Ahmad Dahlan always took the initiative to solve the problems around him by thinking out of the box. K.H. Ahmad Dahlan made a breakthrough by combining religious knowledge with general knowledge in the classical education model.</p> <p>b. K.H. Ahmad Dahlan in the learning process utilizes music and is very dialogical towards his students.</p> <p>c. There is a separate strategy used by K.H. Ahmad Dahlan to educate his students, initially followed by all their desires and wishes, such as going on a picnic, and for those who love to play music, he was called to play. Then little by little they were educated. The students were offered what they wanted to learn, so they were not teachers-centric</p> <p>d. K.H. Ahmad Dahlan is an open and visionary figure. He even suggested to his students to study and become engineers, doctors and various other professions.</p>
Leadership	<p>a. K.H. Ahmad Dahlan is a pioneer and leader of Muhammadiyah to manage the Muhammadiyah organization so that it becomes a national level organization</p> <p>b. K.H. Ahmad Dahlan is a democratic leader. Seen from the proposed names Muhammadiyah and Aisiyah submitted to the forum. Although he is the founder, but he did not decide unilaterally.</p> <p>c. K.H Ahmad Dahlan is a very communicative figure. K.H. Ahmad Dahlan throughout his life always prioritizes the interests of religion and the ummah above self-interest.</p> <p>d. K.H Ahmad Dahlan is a very communicative figure. He established close relations with nationalist figures, such as the figures of Budi Utomo and Sarekat Islam.</p> <p>e. K. H. Ahmad Dahlan is a plural figure, he is able to cross the boundary that separates Muslims and other religions. Among other things he was friends with Pastoor Van Lith in Muntilan who a figure in Catholic religious circles was.</p> <p>f. K.H. Ahmad Dahlan is a figure who is able to be an example. He is a careless leader. Sembada means to behave according to ability, speech and reality.</p>

Independent	<p>a. Since childhood, K.H. Ahmad Dahlan has been taught to live independently by his family. When he had a family, he tried to find his fortune by trading. K.H. Ahmad Dahlan is a batik trader. Trading became one of K.H's daily habits. Ahmad Dahlan besides preaching. Even though he is a Priyayi or Kiai child, to make a living he does not stand idly by his parents</p> <p>b. K.H. Ahmad Dahlan is someone who does not depend on others. When he wanted to pay teachers, and apparently Muhammadiyah did not have cash. So he did not necessarily beg, but he auctioned off his furniture to the residents.</p> <p>c. K. H. Ahmad Dahlan is an independent figure, but that does not mean he does not need anyone else. K.H. Ahmad Dahlan mobilized his students, because he did not want his students to only become cheaply paid employees of the colonial government, he wanted his students to be independent and have businesses that could improve their lives.</p>
Dare to Take Risks	<p>a. K. H. Ahmad Dahlan has the privilege of nobility and priyayi for and lives comfortably in the status quo. Despite this he chose to reform and dared to change the establishment.</p> <p>b. K. H. Ahmad Dahlan got a lot of insults and obstacles even from his own family who deeply regretted his career as a royal servant in the Sultanate, then from the nutmeg ulama and kauman residents who on average were still old-fashioned. When K.H. Ahmad Dahlan tried to justify the direction of the Grand Mosque's qibla that was not yet right in the direction of Qibla. And as a consequence of these efforts is the surau of his property was demolished and he was also dismissed from his position as preacher.</p> <p>c. The extraordinary thing about the courage of the figure of K.H. Ahmad Dahlan is that he does not increase his opposition with the ulama, he still respects the ulama and instead, in the future many scholars support him.</p> <p>d. When the public saw Muslims were not allowed to be friends with the Dutch people, and those who were not Muslim, K.H. Ahmad Dahlan actually established a hospital, in collaboration with Dutch doctors and Christians who worked voluntarily. The courage he did with the aim to take modern concepts that are useful for people's lives.</p>
Hard Work	<p>a. K.H. Ahmad Dahlan is a figure who never gives up. Especially in spreading progressive Islam. K. H. Ahmad Dahlan was able to move the community, because in order to establish an organization and develop it there needed to be mass mobilization.</p> <p>b. K.H. Ahmad Dahlan in sick condition, still carrying out the da'wah. The spirit of K.H. Ahmad Dahlan in carrying out the amar ma'ruf nahi munkar is extraordinary</p> <p>c. K.H. Ahmad Dahlan is a person who respect the time. The most efficient way to use time to be productive is to reduce sleep. K.H. Ahmad Dahlan is a hard-working figure. If someone else can do one job, then he must be able to do two or more.</p>

## V. CONCLUSION

The values of entrepreneurship are very potential to be integrated in historical learning. Humans are required not only to learn about history, but also to learn from history. One historical figure who is still very relevant to be followed by the younger generation today is K.H. Ahmad Dahlan. K.H Ahmad Dahlan was born and grew up in a good social and economic environment. In terms of social life, religious and religious families have shaped K.H Ahmad Dahlan's personality to be a person who has good character and character and has a high enthusiasm for learning. Although he did not receive education in certain formal schools, but he studied with his father, family and

the scholars. Besides that, economically, K.H. Ahmad Dahlan was born from a family of merchants or traders, so he also inherited the values of independence from childhood. His father was a Khatib in the Great Mosque of Yogyakarta, so he also inherited the spirit of leadership from his father.

The values of entrepreneurship owned by K.H. Ahmad Dahlan consist of action oriented, creative, leadership, independent, dare to take risks and hard work. The study of K.H. Ahmad Dahlan's entrepreneurial values in a historical perspective is expected to foster a spirit of entrepreneurship in students. Besides that, so that history subjects become more meaningful by presenting the character values contained therein. Students can foster the spirit of entrepreneurship, one of which is the exemplary method, which has a role model or role model that can be used as an example by students. Actualization of K.H. Ahmad Dahlan's entrepreneurship values in order to contribute to the world of education is realized in the hope of inspiring history teachers that in the process of learning history not only presents a series of facts and events, but the teacher builds understanding and awareness for students about the meaning behind events, including the values contained in these historical events.

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