ENTREPRENEURSHIP EDUCATION IN PESANTREN: STRATEGIES TO DRIVE STUDENTS’ INTEREST IN ENTREPRENEURSHIP

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Abstract: Today, educational competitiveness is getting tougher. Viewing this condition, Pesantren strives to explore students’ potential in entrepreneurship because the educational world must capably play an active role in preparing educated and ready-to-work human resources. This study sought to find a depiction of entrepreneurship education in Pesantren Darussalam of Kepahiang by applying a descriptive qualitative approach. This study revealed that first, students were fully directed and guided through courses based on their talents and interests, and they were taught to get working experiences directly. Second, the supporting factors encompassed full supports and appreciation from Pesantren Darussalam, available facilities for entrepreneurship, and full societal supports. Subsequently, the inhibiting factors included inadequate external organizations that could broadly cover students to participate in entrepreneurial activities in a more prolonged way, and some students still had less enthusiasm to benefit from Kiai and teachers’ support.
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antusias tinggi untuk memanfaatkan dukungan yang sudah diberikan oleh Kiai dan para ustaz dan ustazah.

**Keywords:** entrepreneurship; education; santri (Islamic students)

**INTRODUCTION**

Islamic boarding schools (hereafter as Pesantrens) were established by Muslim scholars independently as part of responsibility and obedience to Allah SWT in teaching, practicing, and preaching His Religion’s doctrine. Besides, Pesantrens also contain some different curriculums. However, to some extent, there is a similar function of Pesantren education to general education. Other than being oriented towards Islamic education, Pesantrens also teach other sciences and knowledge in general.

Pesantren has important functions as a forum and at the same time as a center for the regeneration of religious thinkers. Pesantren plays a role as an institution that seeks to produce superior human resources and benefit the community. For this reason, this institution is understood as a forum that participates in making societal changes.

To some extent, today’s competitive era means that competition in education is very difficult. As demonstrated in the phenomenon found at Pesantren Darussalam in Kepahiang Regency, Bengkulu as the field of this study, the graduates or alumni who will continue to a higher level of education through processes of both tests, national selection for the state higher education (SNMPTN), joint selection of state university entrance (SBMPTN), and the achievement scholarship program for santri (PBSB), on average, they have not

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succeeded in various universities they are aiming. Due to their low academic field ability, and even cannot continue to the next level caused by several factors, such as economic problems. Viewing these conditions, Pesantren Darussalam of Kepahiang Regency initiates opportunities for students to explore their potential in entrepreneurship because education must play an active role in preparing educated human resources.

The above problem reinforces the general assumption that Pesantrens are still seen as educational institutions that will only produce prospective Kiai or the so-called religious experts who do not have expertise in other fields. However, this has certainly been disproved by the results of Saeful Anam’s research that business capabilities contained in Pesantren’s curriculum become a new paradigm for the progress of Islamic religious education through the merging of tafaqqh fi al-din and tafaqqh fi al-tijarah.

Imam Syafe’i, in his research, emphasized that Pesantren is a partner for governmental institutions to improve the quality of education as a forum that focuses on increasing superior human resources in all fields and at the same time it still prioritizes morality. Thus, Pesantren’s alumni are expected to compete in the business world according to their competencies during their studying time as santri (Islamic students) at the institution.

As a concrete example, the Al-Ittifaq Pesantren in Bandung has proven its role in developing students to build an entrepreneurial enthusiasm in accordance with the potential of natural resources within the Pesantren’s environment. Likewise, Pesantren Darussalam Gontor Putri 1 seeks to develop students’ entrepreneurial enthusiasm in a way that produces students who are creative and innovative. In such a way, Pesantren produces students that can compete in the world of work, and at the same time, Pesantren shares with students the knowledge about how to develop a business by providing training services on how entrepreneurs seize opportunities and find solutions to challenges that will be faced in the future.

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6 Interview with a teacher in Pesantren Darussalam, October 2nd, 2019
8 Syafe’i, “Pondok Pesantren.”
Entrepreneurship is an activity to improve people’s welfare in the sense of a better quality of life, attitude, and actions or ability to make something unique and useful for others and oneself\textsuperscript{12}. Hamdani in Mubarok explained that entrepreneurship is known as a person’s ability to do and produce new things that benefit both him and others\textsuperscript{13}. The term entrepreneur is derived from the French language. In English, it is commonly known by the term \textit{between taker} or \textit{goes between}, which means people who dare to act to take opportunities\textsuperscript{14}.

Furthermore, a study explains that entrepreneurship is an interdisciplinary field of study. More importantly, entrepreneurship is thoroughly related to business education\textsuperscript{15}. In the context of entrepreneurship education in Pesantren, Siswato’s study indicated that Kiai (Islamic grand teachers or experts), santri (Islamic students), and the alumni of Pesantren play an important role in the development of entrepreneurship at Pesantren, especially entrepreneurship affiliated with transparency, professionalism, honesty, and trustworthiness\textsuperscript{16}. The foregoing study confirms that Pesantren’s formation must play an active role in empowering students to become entrepreneurs by utilizing existing facilities, both through guidance and direction from Kiai, responsible for this by providing good and maximum guidance. The way as such indicates an ideal effort to develop students’ entrepreneurial potential as the effort made at Pesantren Darussalam of Kepahiang.

Responding to the phenomenon above, this study seeks to answer the following research questions: what are the efforts made by Kiai, teachers, and students in entrepreneurship education at Pesantren Darussalam of Kepahiang? What are the supporting and inhibiting factors faced by the members of Pesantren in implementing entrepreneurship education?

**RESEARCH METHOD**

This study applied a qualitative approach because qualitative research could describe, analyze, and map activities, processes, and meanings existing in the


phenomena relevant to the studied problems in detail. According to Bodgan and Taylor in Hadi, Sukajat, and Anggito, a qualitative study is a research that intends to understand a phenomenon concerning what is experienced by the studied subjects such as behavior, perception, motivation, and action in holistic ways utilizing descriptions in the form of words and language. This study is field research because the researcher jumps directly into the field to obtain data that can be trusted from a predetermined research field.

In this study, the subjects were selected using the purposive sampling technique by relying on certain considerations assigned based upon the study context. Considering the research objectives to be achieved, the researcher decided that the subjects to be studied were the teachers who were responsible in the field of entrepreneurship and all students of class XII at Pesantren Darussalam of Kepahiang. Those students were selected because entrepreneurial activities were held at the level of class XII. The data were obtained from interviews with teachers and some students and strengthened by the data garnered from observation and documentation. In the present study, data analysis techniques used interactive data analysis, as recommended by Miles, Huberman, and Saldana. This data analysis aimed to provide an overview of the research subjects based on the data obtained from the subjects studied so that the conclusions drawn were accurate and academically responsible.

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LITERATURE REVIEW

Pesantren
The etymology of Pesantren derives from the basic word santri, whereas *santriperse* derives from the Sanskrit language known as *Shastrī*, which means a group of people who have knowledge as regards Hindu religious sources or religious experts who have extensive knowledge of the Hindu holy books. Therefore, if viewed from the foregoing definition, Pesantren refers to an institution rooted in two different cultures, but in some way, it originates from the history of religious education institution development in the archipelago. In other words, this educational institution is one model of Islamic education that has long existed in the archipelago.

Imam Syafe'i, in his research, emphasized that Pesantren is a partner for governmental institutions to improve the quality of education as a forum that focuses on increasing superior human resources in all fields and at the same time it still prioritizes morality. Thus, the alumni of Pesantren are expected to compete in the business world according to their competencies during their studying time as santri (Islamic students) at the institution.

To prepare superior generations in the future, of course, the management of institutions must make appropriate and measurable breakthroughs, including reviewing the curriculum that has been oriented towards fulfilling religious competence alone. By doing so, Pesantren can become a reference and center for education and knowledge in Indonesia. In this case, the researcher refers to the results of Asmani’s research, which has concluded that Pesantren will be a reference for knowledge if Pesantren can answer the challenges of today’s era by equipping students not only with religious knowledge but also with worldly knowledge such as how they can be entrepreneurs.

Entrepreneurship and Entrepreneurship Education
Entrepreneurship is a process of creating something new that is valuable by devoting time and effort and taking risks to achieve success. Likewise, entrepreneurship is associated with creativity, optimism, and courage and can

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24 Syafe’i, “Pondok Pesantren.”


identify opportunities. Thus, entrepreneurship corresponds to a person who develops every potential and ability he has. To some extent, entrepreneurship relates to people who do their own business or activities with all their capabilities. In the meantime, entrepreneurship also shows the mental attitude in carrying out a business or activity.

In education, entrepreneurship education can certainly be realized when held strategically as it aims at economic development and job creation. Furthermore, a study explains that entrepreneurship is an interdisciplinary field of study. More importantly, entrepreneurship is thoroughly related to business education. In the context of entrepreneurship education in Pesantren, Siswato’s study indicated that Kiai (Islamic grand teachers or experts), santri (Islamic students), and the alumni of Pesantren play an important role in the development of entrepreneurship at Pesantren, especially entrepreneurship affiliated with transparency, professionalism, honesty, and trustworthiness.

The foregoing study confirms that Pesantren’s formation must play an active role in empowering students to become entrepreneurs by utilizing existing facilities, both through guidance and direction from Kiai, responsible for this by providing good and maximum guidance. The way as such indicates an ideal effort to develop students’ entrepreneurial potential as the effort made at Pesantren Darussalam in Kepahiang Regency of Bengkulu Province.

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FINDINGS AND DISCUSSION
Teachers’ Coaching Patterns in Developing Students’ Entrepreneurship Potential

The presence of coaching patterns set to shape and build better students’ personality is of very importance. There are several forms of coaching patterns commonly applied at Pesantren, namely authoritarian, democratic, and permissive coaching. Practically, these three patterns are often applied in fostering students at Pesantren. In principle, concerning an authoritarian coaching pattern, parents or coaches have full authority to regulate their children or students, and the children or students must obey. A permissive coaching pattern emphasizes the habits of children. Coaching in this pattern is not as strong as the authoritative(democratic) coaching pattern. An authoritative(democratic) coaching pattern demonstrates that fostering democracy is more inclined to the principle of harmony and balance between parents’ and children’s desires so that good communication occurs. Authoritative coaching is considered more constructive for students’ development.


Based on data from an interview with Ustadz Slamet Ridwan as the coach of OSPPMD, students’ organization of Darussalam modern Pesantren (in Indonesian abbreviation known as OSPPMD) is a container that functions to coordinate students’ activities in the extracurricular field. There are several extracurricular activities at Pesantren Darussalam. Seeing this, the teachers apply joint education patterns extending to authoritarian, democratic, and permissive education patterns that are applied in accordance with the problems encountered. It is noteworthy that the patterns of circumstances encountered vary, so automatically, the educational patterns applied should also vary. However, such patterns have the same goals and intentions\(^{39}\).

At Pesantren Darussalam of Kepahiang Regency in Bengkulu Province, students are also guided on how to deal with life after graduation. One of which is by participating in entrepreneurial activities to get their provisions independently. Entrepreneurship is one solution that can solve the problem of unemployment. One very prominent coaching pattern in this Pesantren concerning entrepreneurship is that students are taken to various business or work fields, including sewing courses (convection) and oyster mushroom cultivation.

In connection with this matter, the interview data with the main coach (Coordinator), in charge of students’ entrepreneurship field, concerning how teachers guide and direct students in carrying out entrepreneurship activities at the Pesantren revealed: “When students are at class XII, extracurricular activities are not included any more because students will be more focused on the preparation of National Examination. In this condition, students’ free time will be replaced by supporting activities, one of which is entrepreneurship activities. The method or strategy undertaken is primarily by giving students free time or as much time as possible to participate in the existing entrepreneurship activities. They are required to be creative to explore their potential with an educational pattern containing ways such as interaction, communication, guiding, and directing students to participate in entrepreneurship activities optimally”\(^{40}\).

The information above was confirmed by Ustadz Heru, who said: “Entrepreneurship is a program that we have agreed on, and it is good as well as very beneficial for students. Hence, as educators, we should convey knowledge in the classroom and think about developing students’ potential. When our students are about to end their education, the most common thing we encounter is that they experience a little confusion between continuing college, working, and even not having any choice. In response to this, we provide the widest opportunity for

\(^{39}\) Interview with Ustadz Slamet Ridwan, October 20th, 2019

\(^{40}\) Interview with the coach coordinator of Darussalam’s entrepreneur activities, October 23rd, 2019
students to participate in entrepreneurship activities. In this case, of course, we implement an educational pattern that includes guidance and full responsibility from Ustadz and Ustadzah.41

Related to the educational patterns adopted by Ustadz or Ustadzah in guiding students to participate in entrepreneurship activities, the researcher conducted interviews with the Assistant Counsel (members) taking charge of this activity. According to Ustadz Agus Salim, “to guide, direct, and foster students in terms of entrepreneurship activities, Ustadz and Ustadzah implement several educational patterns, including democratic and permissive educational patterns. A democratic pattern is used for those who still need guidance and direction or more attention. However, for those who are easily directed or regulated, a permissive pattern will be used to be independent without having to be accompanied by a coach. It is certainly not intended to distinguish between one another, but all have respective purposes and objectives. However, it should be understood that from some of the educational patterns applied, the democratic pattern is the most commonly used in a way that students are directed, guided, and taught with patience and responsibility.”42

After obtaining data on entrepreneurship education patterns, the inquiry was continued what the religious teachers used steps in guiding students to learn entrepreneurship. According to a student named Ahmad Mizari, “the steps taken by Ustadz and Ustdzah in the process of guiding us in entrepreneurship activities are through coaching or placing us into courses based on our potential, providing facilities that support our entrepreneurship activities, and providing full supports to us to be more independent and advanced, without leaving our obligation to read the Qur’an. These things are done by giving us a good education without limitation.”43

Then, Adetya Febika Sari added: “The steps taken by Ustadz and Ustadzah are: first of all, we are given an explanation concerning the intent and purpose of entrepreneurship activities at Pesantren Darussalam. After that, we are directed to courses that include two places: oyster mushroom cultivation and sewing course convection. Starting from that, we are provided with learning, guidance, and fostering about things we need to know and understand concerning entrepreneurship.”44

Information that was not less important was about the benefits of learning patterns undertaken by the Ustadz / Ustadzah for students’ entrepreneurship learning. According to Ahmad Mizari, “The benefits gained from the applied educational patterns are making the students responsible, and most importantly students get many experiences from such patterns. Besides, students become

41 Interview with Ustadz Heru, October 26th, 2019
42 Interview with Ustadz Agus Salim, October 23rd, 2019
43 Interview with a student, Ahmad Mizari, October 13th, 2019
44 Interview with a student, Adetya Febika Sari, November 20th, 2019.
more independent, creative, and innovative. The most impressive thing for us is that Ustadz and Ustadzah are so compassionate with infinite patience”45.

Based on the data presented above, it could be summarized that the training applied at Pesantren Darussalam of Kepahiang in developing students’ entrepreneurial potential tended to be a democratic pattern (authoritative), whereby, in this case, Kiai gave authority to the teachers who took charge of coaching students in terms of entrepreneurship activities so that the teachers could guide, direct, and foster students to participate in entrepreneurial activities at the Pondok Pesantren Darussalam.

In the way as the above-mentioned, students were given an opportunity and extensive time to develop their potential in the field of entrepreneurship by involving them in courses such as convection (sewing), oyster mushroom cultivation, and Santricooperatives, where students were taught and guided to become individuals who were responsible, disciplined, creative, independent, and innovative as well as tough. The coaching processes also gave students rights and obligations in a balanced manner, and at the same time, not forgetting to keep controlling students to increase their Islamic spiritual values. In principle, it should also be noted that entrepreneurship’s spirit will grow well if it is in line with entrepreneurial interests46.

Based on observations the researcher made, there were no many differences in the facts garnered from interviews with Ustadz and Ustadzah, who became the coaches of entrepreneurship activities at Pesantren Darussalam of Kepahiang.

Based on the researcher’s observations, the pattern of education applied by Ustadz and Ustadzah in the framework of guiding and fostering students in entrepreneurship activities was a democracy (authoritative). It was evidenced by the treatment of Ustadz and Ustadzah’s attitudes that were full of responsibility, directing or controlling students during these activities carried out with patience. Also, Ustadz and Ustadzah indeed really guided and taught the things related to entrepreneurship. It is an effort to develop students’ potential as regards entrepreneurship skills47.

Based on this study’s documentation, the data on how Ustadz and Ustadzah applied the educational patterns in guiding and fostering students' entrepreneurship activities was obtained. The data were obtained through photographs related to students’ activities in entrepreneurship education. Such documentation data extended to the portraits of facilities, infrastructure,

45 Interview with a student, Ahmad Mizari, October 29th, 2019
47 Observation, December 28th, 2019.
Supporting and Inhibiting Factors as Regards the Implementation of Entrepreneurship Activities

Supporting Factors
Based on the data garnered using interviews, observation, and documentation, coaching students’ supporting factors develop their entrepreneurship potential.

According to the Head of Pesantren Darussalam in Kepahiyang Regency o Bengkulu province, the supporting factors regarding the implementation of Entrepreneurship activities in Pesantren Darussalam went well. He said, “These entrepreneurship activities need to be maintained and given a big appreciation. These activities also deserve full supports to build independence among students in a persistently better way capably. This Pesantren is thankful for having Ustadz and Ustadzah who provide good educational patterns in guiding and directing students to participate in entrepreneurship activities”.

It was confirmed by H. Agus Salim, who said: “It must be understood that the success of education is inseparable from good management and the consistency of what has become a joint decision. Therefore, if it is associated with entrepreneurship activities, it certainly cannot be separated from good management and seriousness having been afforded by Ustadz and Ustadzah. Through good and consistent educational patterns, good results will be generated as well. In such a way, entrepreneurship activities at Pesantren Darussalam can persistently exist and progress”.

Next, the researcher interviewed Ahmad Mizari, one of the students from class XII who participated in entrepreneurship activities. He said, “In guiding and fostering, the mentors and coaches gave students stimulation to arise students’ enthusiasm about participating in entrepreneurship activities. The stimulation provided was in the form of motivation, full attention, strong guidance, and providing optimal educational patterns”.

That response was strengthened by the data from field observations that one of the supporting factors was providing educational patterns from the Ustadz and Ustadzah, which were very warmly felt by the students in providing direction and guidance, fostering, and training them. The educational patterns

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48 Documentation data obtained from activities at the Pesantren
49 Interview with the Head of Pesantren Darussalam, November 18th, 2019
50 Interview with a teacher, H. Agus Salim, November 22nd, 2019
51 Interview with a student, Ahmad Mizari, December 10th, 2019
were supported by several facilities needed to improve the quality and students’ potential in entrepreneurship training\textsuperscript{52}.

When observing more deeply the implementation of the learning students dealt with in entrepreneurship activities, it could be seen that the local community’s environment, both the general public as well as students’ parents, also provided supports for students. Both parents and the general public seemed to give some input beneficial to students by giving suggestions to the Pesantren\textsuperscript{53}.

Kiai and teachers’ roles and supports indeed contribute greatly to the increase in students’ interest in being creative, including in developing entrepreneurial interests. Dewi Lailain her research stated that Kiai, santri (students), curriculum, and infrastructure are four important pillars supporting students to be successful when they return to society\textsuperscript{54}. It is in line with Tiantian Liu et al., who said one of the factors supporting one’s interest in entrepreneurship is the environment\textsuperscript{55}. There are also research findings revealing that entrepreneurial interest is driven by entrepreneurship education created around them\textsuperscript{56}. It means that if Pesantren has placed entrepreneurship education as a priority program, of course, students’ interest in entrepreneurship will further develop.

### Inhibiting Factors

To obtain information pertinent to the inhibiting factors of entrepreneurial educational activities at Pesantren Darussalam, the researcher conducted interviews with several informants, both religious teachers (Ustadz and Ustadzah) and students. As stated by a student named Ahmad Mizari, “The inhibiting factor is that there is no organization that houses students to gather with fellow entrepreneurs in Kepahiang regency for the sake of exchanging or developing ideas. Besides, there are inadequate mechanical workshops, sewing machines, and others”\textsuperscript{57}.

The opinion above was also added by Iqbal Fathurrahman Syah, who said, “Some students are sometimes less aware of taking benefits from the supports and appreciation given by Pesantren leader. This condition can harm the students themselves. It isn’t easy to build students’ awareness. Perhaps it is because of

\textsuperscript{52} Observation, December 17th, 2019  
\textsuperscript{53} Observation, December 17th, 2019  
\textsuperscript{57} Interview with a student, Ahmad Mizari, December 24th, 2019.
students’ few experiences. If students’ awareness has been well-developed, students’ enthusiasm and sincerity will increase as well. This issue seems to hinder the application of education patterns, leading to stagnancy regarding the development of some students\textsuperscript{58}.

Of course, the inhibiting factors above are very relative, and not all Pesantrens that develop entrepreneurship education have the same constraints. For example, the results of Anas’s research at Pesantren Wahid Hasyim in Yogyakarta indicated that obstacles concerning entrepreneurial activities are associated with the lack of students’ self-confidence in developing their entrepreneurial skills\textsuperscript{59}. It is also different from Pesantren Ma’had Mambaul Hikam Jombang, having been studied by Makrifatul Ilmi that the most inhibiting factor in entrepreneurship education at that Pesantren is the lack of guidance from the government in the field of entrepreneurship\textsuperscript{60}.

CONCLUSION
Kiai and Teachers’ (Ustadz and Ustadzah) pattern in developing students’ entrepreneurial potential indicates an authoritative type of democracy. Kiai gives authority to the council of teachers responsible for students’ entrepreneurial activities to guide, direct, and foster students who participate in entrepreneurial activities. The supporting factors for the coaching of entrepreneurial activities are as follows: full supports and appreciation from Kiai for students’ entrepreneurial activities, the availability of several supporting facilities for students’ entrepreneurship education, and supports from the surrounding community around Pesantren Darussalam of Kepahiang. The inhibiting factors fall into the following points: no organization helps accommodate students in carrying out entrepreneurial activities and the lack of some students’ awareness in terms of taking benefits from Kiai and teachers’ supports

\textsuperscript{58} Interview with a student, Iqbal Fathurrahman Syah, December 24th, 2019
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