Entrepreneurship Education Model of Pesantren Based on Theopreneurship

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Abstract

This study aims to produce a learning model that integrates students’ entrepreneurial abilities with the Theopreneurship values that are able to foster need for achievement, calculated risk taker, creativity, independency, and innovativeness so that after graduation not only looking for work but able to start and run a business, both individually and collaboratively with other people/ parties. The method of the research is a qualitative descriptive qualitative and quantitative by conducting a survey of pesantren students from several Islamic boarding schools in Central Java. From this research, it is hoped that determinants and constructs of entrepreneurship-based education will be found, which will later be used to develop the theopreneurship-based entrepreneurship education design and model.

Keywords: Entrepreneurship, Pesantren education model, Theopreneurship.

Resumen

Este estudio tiene como objetivo producir un modelo de aprendizaje que integre las habilidades empresariales de los estudiantes con los valores de Theopreneurship que sean capaces de fomentar la necesidad de logros, riesgo calculado, creatividad, independencia e innovación para que después de la graduación no solo busque trabajo, sino que también pueda comenzar.
y dirigir un negocio, tanto individualmente como en colaboración con otras personas / partes. El método de la investigación es cualitativo, descriptivo, cualitativo y cuantitativo, mediante la realización de una encuesta de estudiantes pesantes de varios internados islámicos en Java Central. A partir de esta investigación, se espera encontrar determinantes y construcciones de la educación basada en el espíritu empresarial, que luego se utilizarán para desarrollar el diseño y el modelo de la educación empresarial basada en el teopreno.

Palabras Clave: Emprendimiento, modelo educativo de Pesantren, Teopreneurship.

1. INTRODUCTION

Islamic boarding school (Pesantren) has several strategic values to prioritize as an entrepreneur school in Indonesia. The first reason, pesantren is a great potential that we can expect to be one of the main “producers” of superior and highly competitive human resource printers. Second, pesantren are often regarded as ‘terrorist printers’. This is truly unfair, not only to Indonesia which has thousands of pesantren, but also to the pesantren community itself. However, they are part of Indonesia that is intact. Have the same rights and obligations to deliver this nation to become a great nation in the future by giving birth to superior and highly competitive human resources. The great potential of pesantren came from its historical aspect as the oldest educational institution in Indonesia. The number of pesantren reached 28,194 with the number of santri (Islamic student) 3,876,696 (RI Ministry of Religion, 2016). Unfortunately, the existence and contribution of pesantren is still not optimal.

This research is motivated by the fact that education in pesantren generally prioritizes material on religion and morals, minus the skill of both hard skill and soft skills. As a result, a large number of pesantren graduates often stutter when they enter the community. Difficult to find work and even if they work, the majority of them become unprofessional workers. In fact, like others, the students will also face challenges that are not less complex in the era of global competition. The above problems arise because of wrong understanding by some students and pesantren about the dichotomy of world science and religious science. As a result, students are lazy or there is no motivation at all to learn the sciences which are considered as world sciences, including eco-
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The basic solution to this condition is the renewal of the pesantren education system. Periodic renewal is needed by pesantren. If not, then the optimization of the role of pesantren in economic development will not be realized. The output of pesantren will be difficult to rely on to become a quality human resource. Entrepreneurship education is one of the concrete steps to empower pesantren, in addition to the spirit of independence that has become its trademark. According to UNESCO (2010), ownership of entrepreneurship can increase employment opportunities and strive for themselves and others. Proper implementation of entrepreneurship education in pesantren will result in new business opportunities and graduate skills in assembling resources into business activities. So it needs to be transformed towards the theopreneurship-based entrepreneurship learning model.

Research conducted by R. Mohamad Zulkifli and M. Mohd Rosli (RM Zulkifli, 2013) who conducted research in various economic sectors in Malaysia, showed that the entrepreneurial spirit cannot be ignored from Islam. Likewise, Abdullahi and Suleiman in Nigeria (Ahmad Isa and Mustapha Shitu, 2015) who conducted research on college students, that religion (Islam) has consequences on the entrepreneurial spirit of students.

The above research concludes, that in religious teachings, there are religious values; such as saving, saving life, the spirit of working hard, solidarity, and so on held by religious believers are believed to be able to mobilize the ethos of life in a broad society.

Entrepreneurship and religion in an Islamic perspective

Entrepreneurship and religion from an Islamic perspective are the composition of two different concepts but can be interpreted as actions intended for faith and obedience to God. Islam can be considered as a “religion of entrepreneurship” (Gümüşay, 2015) in the sense that it allows and encourages entrepreneurial activity, namely the pursuit of opportunities, risk taking, and innovation. Both the Quran and Sunnah emphasize the search for this world. In verse 77 of Chapter 28, it reads “And look for what Allah has bestowed upon you (the happiness) of the Hereafter, and do not forget your portion of (worldly pleasures) and do good (to others) as Allah has done good to you and do not do harm in (the face) of the earth. Verily Allah does not like those who do damage. “The Prophet stated:” Work for your earthly life as if you will live forever but work for the afterlife as if -you will die tomorrow “(even though it is considered a weak Hadith).

Islam and entrepreneurship are three interconnected pillars. The first pillar,
based on the definition of entrepreneurship, is to pursue opportunities. The second pillar is socio-economic or ethical. Effective, guided by a set of norms, values, and recommendations. The third pillar is religio-spiritual and connects people with God with the ultimate goal of obtaining God’s blessing. These pillars are interrelated. Pillars two and three are not only added. The three pillars form each other. Furthermore, these pillars have special proposition sources and interpretation processes. Thus religion-based entrepreneurship contains its own methodology to approach its understanding. It needs to be understood and analyzed holistically that contains entrepreneurial pursuits, values in the form of religion, concrete Islamic obligations, community influences, scripture sources, and the ecosystem of actors and institutions that provide interpretation for this religio-spiritual perspective. (Kayed and Hassan, 2011).

Likewise, the message of the Prophet “Work for your world as if you will live forever” Rasullullah S.A.W. in the midst of others have explained in one of the hadiths narrated by Thabrani, namely: “Verily Allah SWT has obliged you to strive, then you want to try” (HR. Thabrani). Entrepreneurship in teaching Islam is the ability (ability) in creative and innovative thinking used, goals, driving forces, tactics goals, tips, and processes in facing life’s challenges.

The objectives of this research are: 1) to know, the systems and models for the implementation of entrepreneurship education in pesantren, 2) to identify factors of entrepreneurship education such as educators, students, learning infrastructure, curriculum. Will also be analysed the forming factors of entrepreneurship such as Intention (entrepreneurial intentions), taking risks, responsibilities, leadership, going forward, 3) knowing the influence of entrepreneurship education with self intention and theopreneurship.

2. METHODS

This type of research is descriptive explanatory because it aims to explain the characteristics of variables and relationships between variables and try to understand further the relationship between existing variables. This study also aims to explain the causes and impacts of relationships (N Blaikie, 2000). Schematically this research is visualized in Figure 1, where the location of the study is Pesantren Pabelan dan Yajri Payaman Magelang, Pesantren Al Mukmin Tembarak Temanggung and Pesantren Darul Arqom Kendal taken because it allows researchers to describe and answer the research objectives.

The sampling technique used was purposive. Determination of the research
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location on the grounds that Temanggung had several times been the place of arrest and ambush of the terrorists, and suspected terrorists that were indicated came from pesantren alumni. The pesantren which are the samples of this study are in the Temanggung area and its surroundings. Incidental sampling is done for surveys for all respondents at the study site. Data retrieval using interviews, document review, observation, questionnaire. Interviews use instruments in the form of interview guidelines to capture data on problems and needs. Validity and reliability tests were conducted on the research questionnaire which consisted of entrepreneurial building factors: intention (entrepreneurial intention), risk taking, confidence, task oriented, leadership, forward oriented, theopreneur.

Data analysis techniques in this study are naturalistic qualitative and quantitative data analysis. Qualitative analysis is carried out with the main steps of data collection, data reduction, data presentation and conclusion drawing or verification. While quantitative analysis used regression analysis techniques in order to determine the effect between variables.

3. RESULT AND DISCUSSION
3.1 Institutional Context of Entrepreneurial Education in Pesantren Pesantren Al Mukmin Temanggung Regency, Yajri Payaman and Pabelan Magelang Regency, and Darul Arqom Kendal Regency are Islamic boarding schools which combines modern but classic-style pesantren models, namely the salafi pesantren model, but many are colored by khalafy patterns. Islamic Pesantren Al Mukmin Tembarak Temanggung, there are two kinds of educational institutions, namely Madrasah Aliyah Muhammadi-
The fourth pesantren above, concentrate their teaching material on Islamic books both classic and contemporary with the aim of tafaqquh fid dien (deepen the science of religion) and have several learning programs contained in the madrasa curriculum. In its management, the pesantren curriculum is still conventional and often changes with a managerial system that has not been optimally systemized. In addition, like most pesantren, educational materials and learning are still focused on religious studies. Meanwhile, the life skills sector is not getting enough attention, even though the pesantren must also prepare the skills and independent attitude of the santri for their future.

The four pesantren are categorized as Islamic boarding schools that implement the Integrated Non-Structural model, where each business sector has its own independent structure. The entrepreneurship education model at the pesantren aims to help improve the entrepreneurial spirit of the students, which is teaching students with skills that are useful for their future professional life.

Entrepreneurship Education System in Pesantren

Entrepreneurship education in a broad sense can include both intra-curricular and extra-curricular activities, involving santri and Kyai/ustadz. Also, there are several optional activities that santri have to choose which are mandatory and optional. Pesantren learning system is a unity of several components that interact with each other to achieve goals. Based on the study, it can be seen that among the four pesantren, only Darul Arqom boarding school in Kendal Regency that had the entrepreneurship learning system in its curriculum field in its curriculum structure, both curricular and extra-curricular aspects, while the other three pesantren (Pabelan, Yajri, and Mukmin) applied entrepreneurial only in extra-curricular. However, those four pesantren implement the cultivation of entrepreneurial behavior through the hidden curriculum, where the pesantren emphasizes the nurturing effect of the official curriculum in the entrepreneurial learning process. The four Islamic boarding schools have learning activities according to the model they develop, but they teach the religious sciences whose co-curricular context has contributed to the growth of the entrepreneurial spirit.
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- Pesantren Pabelan: carrying out an incidental learning process (Model Learning) by presenting Pabelan pesantren leaders or alumni who are successful in entrepreneurship to motivate students. Co-curricularly, the santri da’wah program is carried out in the development of community empowerment. Meanwhile, to practice entrepreneurship is the opening of shops and cooperatives in the pesantren environment.
- Pesantren Al Mukmin Islamic: the entrepreneurial learning process is given extra curricular with automotive engineering skills, the practice of selling shops, sewing, screen printing and calligraphy.
- Pesantren Yajri: a co-curricular process of religious studies, emphasizing more on the motivation of independence and providing skills. Practically given sewing skills, calligraphy, santri cooperatives and managing the pesantren canteen.
- Pesantren Darul Arqom: Santri are invited to entrepreneurship, open a booth when new students receive their students according to their respective business capabilities (drinking booths, food, souvenirs, clothes, stationery) students manage their own benefits. Santri who do not have capital, are given capital loans and opportunities from ustadz. Routinely, the entrepreneurship practices of pesantren are carried out by practicing skills in managing shops, cooperatives, calligraphy and screen printing.

The productive business program is one of the characteristics of the development of the pesantren education program which focuses on the entrepreneurial attitude of students. With this productive program implementation, santri are provided with an additional ability that can be manifested in real life. Support of Islamic boarding school clerics, 61% had practiced entrepreneurship and 45% had business side-by-side, becoming the fourth experience of religious teachers in Islamic boarding schools to conduct learning efforts in instilling the attitude and mentality of santri entrepreneurship. They have real experience in pioneering and managing entrepreneurship. Minniti and William (Minniti and Bygrave, 2001) prove in the dynamic model of entrepreneurial learning, that the experience of entrepreneurial failure and success will enrich and renew the stock of knowledge and entrepreneurial attitudes so that he becomes more able to transfer in entrepreneurship learning.

3.3 Santri Entrepreneur Character Building Factors
In this study, the data of santris ‘entrepreneurship characteristics were found based on the santris’ questionnaires that related to: intention, risk taking, confidence, task orientation, leadership, forward orientation, innovation and theopreneur. Based on the validity and reliability of the ques-
tionnaire instrument, all items are declared to be valid, because the result is above 0.7. According to Sugiyono (DR Sugiyono - Bandung, 2003), if \( r \geq 0.3 \), then the items are constituted to be valid. Alpha method is also used for Instrument reliability test. If the value of Cronbach Alpha is greater than 0.70, the result is reliable (I Ghozali, 2006).

The number of samples of this study were 362 santris (students) from four pesantren, all respondents were found (incidental sampling). Males are 147 (40.1%) dan females are 215 (59.9%).

The results of the data analysis were carried out with multiple regression analysis, the results of data analysis of the research variables were described as follows. In this study the search is the effect of independent variables namely risk taking (X1), confidence (X2), task orientation (X3), leadership (X4), forward orientation (X5), innovation (X6) and theopreneur (X7) to the dependent variable, namely Beta (Y): intention.

Based on the results of the regression coefficients in table 2 obtained the regression equation formula as follows:

\[
Y = 0.742 + 0.274 \times X1 - 0.103 \times X2 + 0.095 \times X3 + 0.108 \times X4 - 0.046 \times X5 + 0.67 \times X6 + 0.415 \times X7
\]

From the above equation can be explained as follows:
- Constant score of 0.742 means that Intention or interest of students (sant-
ri) to entrepreneurship as the dependent variable remains at 0.742 with the assumption that all independent variables are X1, X2, (X3), (X4), (X5), (X6) and (X7) do not change or constant.

- The score of the regression coefficient $\beta_1$ is 0.274, this score indicates that the risk-taking variable has a positive effect on the Intention variable. It means the higher the courage to take risks will increase the interest of students to entrepreneurship.

- The score of $\beta_2$ is -0.103. This score indicates that the variable of confidence has a negative value on the performance of students’ interest in entrepreneurship.

- The score $\beta_3$ of 0.095. This score indicates that the task orientation variable has a positive influence on Intention.

- The score $\beta_4$ of +0.108. This score indicates that the leadership variable has a positive influence on the Intention of students.

- The score $\beta_5$ of -0.0460,327. This score indicates that the variable understanding of the forward orientation has a negative influence on Intention or interest in entrepreneurship.

- The scoree $\beta_6$ is + 0.67. This score indicates that the Innovation variable has a positive influence on the Intention or interest of the students.

- The score $\beta_7$ of + 0.415. This score shows that the Theopreneur variable has a positive influence on Intention or the interest of students.

Based on the R square test in table 3, the amount of adjusted R2 value is 0.249, this means that the ability of risk-taking variables (X1), confidence (X2), task orientation (X3), leadership (X4), forward orientation (X5), innovation (X6) theopreneur (X7) in explaining Intension of 24.9% while the remaining 75.1% is influenced or explained by other factors outside the research model.
The F test results in table 4 show that the calculated F score is 18.1 with a significance level of 0.000 indicating that the variables X1 to X7 are related to the dependent Intention variable.

From the results of table 2, it can be concluded that the significant variables are risk taking (X1) and theopreneur (X7), meaning that the risk-taking variable has a partial effect on the interest or students to entrepreneurship. Furthermore, the theopreneur variable has a partial effect on intention or interest in santri entrepreneurship at Pondok. The variables of confidence (X2), task orientation (X3) leadership (X4), future orientation (X5), innovation (X6) are not significant, so that it does not affect the intention variable.

3.4 Pesantren Entrepreneurship Education Model

Based on the discussion of chapter 3.1, 3.2, and 3.3, can explain that the context of pesantren entrepreneurship education, in general (the four pesantren) make efforts to cultivate students’ entrepreneurial values through official learning, namely the establishment of curricular and extra curricular and hidden curriculum with skills practice, although the implementation is not yet implemented there is no standardization. From the determinant factors of students’ entrepreneurship formation, the results of the study indicate that the interest of students in entrepreneurship is influenced by the spirit of religion (theopreneur variables) and aspects of risk taking (variable risk taking). Therefore, it takes a model of entrepreneurial learning that relies on the spirit of religion and the courage to control risk. Following are the steps of theopreneurship-based entrepreneurship learning model.
CONCLUSION

4.1 The four pesantren are categorized as Islamic boarding schools that implement the Integrated Non-Structural model, where each business sector has its own independent structure.

4.2 The four pesantren have learning activities according to the model they develop within the santri, but they teach the religious sciences whose co-curricular context has contributed to the growth of the entrepreneurial spirit.

4.3 The ability of risk-taking variables (X1), confidence (X2), task orientation (X3), leadership (X4), forward orientation (X5), innovation (X6) theopreneur (X7) in explaining Intension of 24.9% while the remaining 75.1% is influenced or explained by other factors outside the research model.

4.4 The risk-taking and theopreneur variable have a partial effect on the interest or students to entrepreneurship. The variables of confidence (X2), task orientation (X3) leadership (X4), future orientation (X5), innovation (X6) are not significant, so that it does not affect the intention variable.

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