

Instilment of Entrepreneurship Values at Pondok Pesantren Wirausaha Kebon Cinta

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Abstract

pesantren (traditional Islamic boarding school) as an educational institution is increasingly facing advanced and more problems must be solved as soon as possible. It needs intensive development to support its growth, nobility, and awakening directly to the community. The purpose of this research is to analyze the process of cultivating entrepreneurial values in *Kebon Cinta entrepreneurship pesantren (Pondok Pesantren Kebon Cinta)*, especially concerning independence and cooperation, and what obstacles are faced in the cultivation process of entrepreneurial values. In this research, the researchers use qualitative research technique because the objects to be studied are values, attitudes, behaviors, and symbols, where the problems tend to be unclear, holistic, complex, dynamic, and full of meaning, so it is impossible for data on the social situation to be analyzed using a quantitative method that uses some instruments such as questionnaires and interviews. Also, researchers analyze social situations in depth. The instilment of entrepreneurial values in the *Pondok Pesantren Kebon Cinta* is intended to instill a sense of independence and cooperation among *santri* (students of *pesantren*) so that they can face the increasingly stringent challenges of the world of work and compete and form partnerships with all levels of society using their communication and adaptability skills they have learned. There are only a few numbers of *ustadz* (male teachers) and *ustadzah* (female teachers) who can teach and guide *santri* in teaching entrepreneurship/skills at the *Pondok Pesantren Kebon Cinta*. This *pesantren* is currently trying to find appropriate solutions to the shortage of *ustadz/ustadzah* who can support the entrepreneurship skills of *santri* by establishing cooperation from various parties.

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INTRODUCTION

The younger generation must soon change their mindset and perspective and they must not only think about becoming an employee after graduating from an educational institution, and becoming an entrepreneur should be taken into their consideration. Becoming a worker and being accepted as part of a company is not a mistake, but it cannot be denied that job opportunities are getting limited and not directly proportional to the number of graduates.

Pesantren (a traditional Islamic boarding school) as an educational institution is increasingly facing advanced and more problems must be solved as soon as possible. *Pesantren* is still considered as a significant place for supporting the process and flow of changes and development of the times because it provides a strong socio-religious atmosphere and even a place to find inspiration to face various modern world challenges (Ansori, 2014). Therefore, *pesantren* needs intensive development to support its growth, nobility, and awakening directly to the community.

An important step that needs to be taken by *pesantren* in overcoming the above problems is how it can develop an entrepreneurial culture in the surrounding *pesantren* environment (Ali Mustofa, 2015). It is because entrepreneurship is closely related to the educational process. In this connection, we have known the term entrepreneurship education. Unfortunately, it is simply defined that educational institutions must be able to get economic opportunities and profits in the form of money or skills to earn money which then grows new thoughts to develop existing resources in building various activities such as cooperating, raising livestock, trading, or developing public services and other productive activities. (Prima Hambalang, 2016).

In terms of potential human resources (students/*santri*), *pesantren* has the potential for natural resources that support agricultural activities because most of them are located in rural areas. If the two potential resources are properly developed and empowered through productive activities, it can improve the welfare of *santri* and *pesantren* environment as well as its economic independence (Chusnul Chotimah, 2014). One of

the human resources utilities of *pesantren* is entrepreneurship. Entrepreneurship means viewing and assessing a business opportunity, gathering the surrounding resources needed to take advantage of the right actions to ensure its success without breaking the existing systems and orders (Lahming, 2012). Entrepreneurship education in the educational curriculum is very much needed in the process of developing the human resources of *pesantren* based on the potential, talents, and interests of each *santri*.

Entrepreneurship is one of the alternatives in solving/reducing unemployment problems, as revealed by Lupiyoadi (Ahmad Jabidi 2017) that "the companies built by entrepreneurs are a safety valve in overcoming unemployment problems". Entrepreneurial values both include self-confidence and optimism, including a belief in one's ability to achieve success. It is very important to have as the first step to starting a business (Nurlaela, 2017), thus it is necessary to have entrepreneurial attitudes. The entrepreneurial attitudes, according to Soemanto in Shodiqin (2016) include: (a) working hard; (b) strong belief in personal power; (c) honesty and responsibility; (d) physical and mental endurance; (e) strength and tenacity to work hard; and (f) constructive and creative thinking.

An important factor that influences the existence of a person's entrepreneurial values is parenting style and the family environment because family is the first and foremost education where a person gets the first influence and continues to influence to form his own family (Resti Pramita Wulandari, 2013). Independence means the ability to take and be accountable for the actions taken and to build supportive relationships with others (Lilis Nuryanti, 2018).

METHODS

This is qualitative research, where the method describes the process of cultivating the entrepreneurial values at the Pondok *Pesantren Kebon Cinta* Ciwaringin Cirebon. The use of this method and approach departs from the main objective of the research, namely to describe and analyze the instilment of entrepreneurial values in the *Pondok Pesantren Kebon Cinta* Ciwaringin Cirebon as stated by Latunussa, I. (1998).

Descriptive research is a method used to answer questions about the nature of symptoms or questions about what it is or describe what it is. The purpose of this method is to describe the condition as it is or to describe a phenomenon as objectively as possible.

In qualitative research, authenticity is the key, so this qualitative research is also said to be a naturalist inquiry. In qualitative research, there is no attempt to manipulate situations or settings. Conversely, quantitative research often manipulates situations and research settings. For example, in the experimental method, the situation can be manipulated with the subjects set in such ways so that they become homogeneous by being selected according to predetermined criteria, eliminating the influence of control variables, the present special treatments like special therapies or training, and so on. On the other hand, qualitative research studies the phenomena in situations and settings as they are. Guba, as cited by Patton (1990 in Poerwandari, 1998), defined research in natural situations as discovery-oriented studies. Such research deliberately leaves the conditions of the subjects under their true states and waits for what will emerge or be discovered.

In this research, the researchers use qualitative research technique because the objects to be studied are values, attitudes, behaviors, and symbols, where the problems tend to be unclear, holistic, complex, dynamic, and full of meaning, so it is impossible for data on the social situation to be analyzed using a quantitative method that uses some instruments such as questionnaires and interviews. Also, the researchers intend to understand the social situation in depth.

The primary data include efforts for the instilment of entrepreneurial values and the teachers' support to the students to be brave to take a risk. The data are recorded in written forms and picture documentation. The secondary data are used to support the primary one obtained from literature reviews, documents, field data, reports, and other relevant sources.

Interview technique is used to reveal the data about how the process of cultivating entrepreneurial values in the *Pondok Pesantren Kebon Cinta* on the value of independence and cooperation among the *santri*.

Observations are made directly to understand and identify the behavior shown by the students and teachers to instill the entrepreneurial values in the *Pondok Pesantren Kebon Cinta* on the value of independence and cooperation among the students through learning activities.

Triangulation is defined as a data collection technique that combines various data collection methods and existing data sources (Sugiyono: 2013). When a researcher collects the data using triangulation, he collects the data as well as checks the credibility of the data using various data collection techniques and data sources. To determine the validity of the data, an inspection technique is required. The implementation of the inspection technique is based on several certain criteria. There are four criteria used to check the data validity, namely the degree of trust (credibility), transferability, dependability, and certainty (confirmability). This is following Sugiyono (2013) who stated that the validity of data in qualitative research includes credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) tests.

RESULTS AND DISCUSSIONS

The instilment of entrepreneurial values in the *Pondok Pesantren Kebon Cinta* is emphasized more on the value of independence and cooperation so that the students can face the increasingly stringent challenges of the world of work so that can compete and form partnerships with all levels of society with the communication and adaptation skills they have and learn during their stay in the *Pondok Pesantren Kebon Cinta*.

Based on the findings through observation, interviews, and documentation, to cultivate the entrepreneurial values in the *Pondok Pesantren Kebon Cinta*, the learning process is carried out every week at the end of the week, as expressed by Ustadz Yazid Al Bastomi during an interview on October 26, 2019.

The entrepreneurship learning activities in the *Pondok Pesantren Kebon Cinta*, Ciwaringin, Cirebon Regency, are done through direct practices, such as managing catfish ponds. Before the practice, of course, there is an

explanation/directions from *ustadz*. After the delivery of the materials, the *santri* will carry out the activities that have been arranged by their *ustadz*.

On Sunday morning, the *santri* are taught life skills. There are catfish ponds, *batik* workshops, welding, and sewing workshops. The learning activities are held every week, *ustadz* Yazid Al Bastomi and *ustadz* Asmui are the persons in charge of accompanying *santri* in the learning process.

The learning activities at the *Pondok Pesantren Kebon Cinta* entrepreneurial boarding school concerning life skills use several methods and this is conveyed by the researchers when they are at the research site. The learning methods applied in the process of cultivating entrepreneurial values in the Kebon Cinta boarding school for entrepreneurship are as follows:

1. Cooperative Learning Method; group learning carried out by *santri* with a total of 2-5 persons which aims to motivate, bring, encourage all *santri* to help each other and participate in entrepreneurial practices and cooperation to create a common goal.
2. Experimental Learning Method; each *santri* conducts experimental activities by experiencing and proving himself by experiencing and proving what he has learned
3. Skills Training Method; all *santri* are invited to practice places and given repeated exercises aimed at forming automatic habits or patterns to carry out the practices
4. Outdoor Learning; the *santri* are invited to leave their rooms and immediately involve themselves in nature to do specific activities. The purpose of this method is the realization of behavior changes towards the environment, and also to the development of *santri* because the learning process that is held outside provides effective direct experiences.

There are only a few numbers of *ustadz* / *ustadzah* who can guide or teach entrepreneurship skills in the *Kebon Cinta* entrepreneurial boarding school.

KH. Hamdani, SE., said that some *santri* still like to play and joke around, and of course, some are still difficult to control or go around on

their own, and some are even nosy to their friends during the entrepreneurship learning.

Ustadz Moh. Mahfudin said that the *santri* some from various ages, from 10 (ten) or 11 (eleven) years to 26 (twenty-six). For relatively young *santri*, some are nosy, naughty, but for those who have been relatively mature, they can become an example for their younger partners. *Ustadz* Asmui also said that there are also *santri* who are nosy, naughty, and difficult to control. Most of them still like to play and joke around. Apart from the perspective of the *santri* themselves, the obstacles faced in cultivating entrepreneurial values also come from a few numbers of teachers who can teach and guide entrepreneurial materials.

KH. Hamdani, SE said that the limited number of teachers / *ustadz* who teach materials regarding standardized entrepreneurship is the main problem faced at the *Pondok Pesantren Kebon Cinta*, and the same thing is also stated by *Ustadz* Yazid Al Bastomi and *Ustadz* Asmui that there is indeed a lack of teaching staff about entrepreneurship skills/materials.

In this Islamic boarding school there are two *ustadz* who are responsible for the sustainability of the catfish farming program; one of them is *Ustadz* Yazid Al Bastomi. He is originally from Indramayu, precisely from Mangir block RT.003 RW.005, Sliyeg village, Sliyeg sub-district of Indramayu regency who lives in the boarding school. Another one is *Ustadz* Asmui who comes from the Gintung village in Ciwaringin sub-district but lives in Palimanan because he is married to a Palimanan woman. It is about 14 (fourteen) kilometers from his house to get to this boarding school, and for him, he only comes twice a week or even if he is busy, he only comes on Sunday to teach the learning / practicing skills related to catfish farming

KH. Hamdani, SE. said that the main problem is there is only few teachers/*ustadz* who teach the standard entrepreneurship materials in *pesantren*. *Ustadz* Moh. Mahfudin also explained that this issue may be because the *pesantren* is still newly established, and most of the *ustadz* do not come from entrepreneurship backgrounds.

Ustadz Asmui said that for catfish farming, *pesantren* still needs some teachers/advisors because there are around sixty ponds there but

only about ten-fifteen are filled with the catfish. *Ustadz Yazid Al Bastomi* said that *pesantren* needs more teachers who can guide all *santri* to master this entrepreneurship skill.

Some *santri* who participate in learning entrepreneurship also feel that their learning process is not yet optimal because the *teachers/ustadz* are still very poor in terms of quantity and quality. That is stated by *Nurikhwan, Rifki Maulana, Permadi Ahdi Saputra, and Siti Julaekha*

Based on the results of observations and interviews at the *Pondok Pesantren Kebon Cinta*, there are only a few numbers of *ustadz/ustadzah* who can guide/direct the *santri* in teaching entrepreneurship/life skills, so that the *pesantren* is still trying to find the best solution to the shortage of the teachers who can support the entrepreneurship/life skills learning by cooperating with various parties. An effort to overcome this problem is connecting friends who used to be the same alma mater with boarding school administrators/caregivers who are competent in the field of entrepreneurship/life skills to be taught at this *pesantren*. *Pesantren Kebon Cinta* even also builds relations with other relevant institutions to improve the entrepreneurial learning process.

KH. Hamdani, SE., also explained that *pesantren* takes some practitioners from the outside of the school. *Ustadz Moh. Mahfudin* said that *pesantren* builds collaborations with friends, relatives, and appropriate agencies to teach entrepreneurship/skills learning. *Ustadz Asmui* explained that if *pesantren* is willingly increasing the number of teachers /assistants related to catfish farming skill, the learning process can be maximized well. *Ustadz Yazid Al Bastomi* also told that *pesantren* has asked for help from friends whose professions are in line with the life skills matters delivered here.

With various obstacles faced by the *pesantren* management, all *ustadz/ustadzah* and other related parties have tried the best for the improvement of the *santri*. *KH. Hamdani, SE.*, expects the skills taught at this *pesantren* can be valuable provisions for the life of the *santri* after they graduate from *pesantren* and hopefully this can be a way of looking for a fortune for them. *Ustadz Moh. Mahfudin* added that the life skills

materials delivered to all *santri* can improve their life quality and this will be the livelihood for them in the future. *Ustadz Asmui* told that besides being a provision for the future life of the *santri*, they have also learned to try/find fortune from now on. It is expected that life skills materials can be good habits to be applied in their daily life. *Ustadz Yazid Al Bastomi* said the collaboration between the *pesantren* and other related institutions or individuals may be a way of luck for all of them, especially for the *santri* who are currently studying at this Islamic boarding school.

CONCLUSIONS

Learning about entrepreneurship skills in *Pondok Pesantren Kebon Cinta* is carried out every weekend using experimental learning methods, skills training, and outdoor learning. In this method, all *santri* are asked to practice their theoretical materials.

The limited number of teachers becomes an obstacle in the process of teaching entrepreneurship in the *Pondok Pesantren Kebon Cinta*.

The teachers and management of *Pondok Pesantren Kewirausahaan Kebon Cinta* have collaborated with old friends, relatives, and even related agencies to meet the needs of entrepreneurship skills teachers to guide and direct the *santri* to successfully master the entrepreneurship materials and ultimately apply the materials they have got after they graduate from *pesantren* in the future.

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