

Entrepreneurship Education in Darussalam Gontor *Pesantren*

Andi Triyawan¹ & Qurrotu Aini Fa'izatun Sa'idah²

^{1,2}Universitas Darussalam Gontor, Indonesia

Email: ¹anditriyawan@unida.gontor.ac.id, ²qurrotuaini257@gmail.com

Abstract

Pesantren is an ideal partner for government institutions to jointly improve the quality of education and the foundation of the nation's character. Darussalam Gontor Modern Pesantren is one of the largest educational institutions in Indonesia. All activities of students, teachers, and pesantren leaders always think about their interests in education so that the atmosphere of their lives also contains education. One of them applies entrepreneurship education to students in turn with the form of organization or administration. Entrepreneurship education is a debriefing to instill knowledge and skills and build personality traits that can create a generation that can be competitive, think creatively, behave innovatively, and be brave in facing the risks and challenges of life. The program organized to educate students in growing their entrepreneurial spirit is by managing the administration of cottages such as student cooperatives (kopel), canteen/cafeteria, health department, laundry department, photography department, mini market staff, Annisa Bakery, Annisa Noodle.

Keywords: Pesantren, Education Entrepreneurship, Gontor

Introduction

Pesantren have specific traditions that are much different from other institutions. Pesantren has a subculture related to the philosophy of life, value systems, and systems of power and authority in its management. Pesantren as educational institutions have a basic aspect called "philosophy and idealism", consisting of fundamental values, traditions, and the spirit of the pesantren (*ruh al-Ma'had*). In addition to preserving traditional values, Pesantren must be accommodating to new things that are important (*al-Muhafazah'ala al-Qadim al-Salih wa al-Akhzu bi al-Jadid al-Aslah*). There are several aspects that must be strengthened in pesantren, namely: academic, administration, network, and so on. This is related to the position of pesantren as a fortress for the defense of Muslims and a center for spreading Islam (Sulaiman, 2016).

The existence of pesantren is an ideal partner for government institutions to jointly improve the quality of education and the foundation of the nation's character

(Syafe'i, 2017). The task of boarding schools in this modern era is to maintain their current existence and function; apart from being an educational institution for religious knowledge as well as guardians of community religious values and norms, one way to maintain the existence of pesantren today is also to organize formal education. Meanwhile, the function of pesantren, in general, is to create and develop Muslim personalities who can play an active role in today's modern society through educational, religious, and social functions, as well as the addition of economic functions to pesantren (Maesaroh & Yani, 2017).

According to Kiai Sahal Mahfudh, the pesantren are not only institutions of education and religious and social institutions but also have a central role in the development of society. However, in reality, the function of the latter has yet to be done by pesantren for institutional and is not equipped with the vision of a measured, or at least not many pesantren institutions that do community development activities. Pesantren's law is also formulated by function relatively in the same way, and they are spelled out in article 4 Law Number 18/2019, where the scope of pesantren's function covers the fields of education, propaganda, and the implementation of community empowerment (Hakim & Aksa, 2021).

Modern pesantren of Darussalam Gontor is one of the largest educational institutions in Indonesia. All activities of students, teachers, and pesantren leaders always think about their interests in education so that the atmosphere of their lives also contains education. One of them is applying entrepreneurship education to its students in turns with the form of organization or administration and with certain regulations and is still under the supervision of the leadership of the modern Pesantren of Darussalam Gontor (Tim Gontor, 1997).

The existence of Gontor education is a means of building a young generation who is faithful, devoted, has a noble character, has character, and has expertise in their field. To build the nation's personality, it is necessary to inculcate the fundamental values of life through education. The importance of entrepreneurship education in the modern pesantren Darussalam Gontor Putri is an arena for forming an entrepreneurial spirit in students so that later when they leave the boarding school and are in the community, they have knowledge and talent in entrepreneurship.

Result and Discussion

Definition of Entrepreneurship Education

Education is a conscious and planned effort carried out by educators by providing guidance, knowledge, skills and character debriefing, which aims to instill knowledge, skills and the formation of personality traits that can create a generation that can be competitive, intellectually and spiritually intelligent (Sholichah, 2018). At the same time, entrepreneurship is an ability to think creatively and behave innovatively, which is used as the basis, resources, driving force, goals, tactics and tips in facing life's challenges. An entrepreneur can not only plan and speak but also act, realizing the plans in his mind into a success-oriented action. So it takes creativity, namely a mindset about something new, and innovation, namely an action in doing something new (Isrososiawan, 2013).

Education in terms of terms can be seen from various aspects. Abuddin Nata, for example, formulated the notion of education from three aspects. First, from the aspect of the interests of the learners. Second, from the aspect of community interests, and third, from the aspect of the interests of students and the interests of society at the same time simultaneously. The definition of education from the point of view of the interests of students is an effort to create conducive conditions and situations, provide facilities and infrastructure, media, stimuli, inspiration, and so on in helping students to be able to actualize the various potentials they have as a gift from the creator (Darwis, 2016).

The word entrepreneurship originally came from the French language: adventure, risk-taker, contractor, entrepreneur, and creator who sells his creations. Entrepreneurship in Indonesian means entrepreneurship. Entrepreneurial actors are known as entrepreneurs or entrepreneurs. The Indonesian dictionary defines the entrepreneur as "a person who compiles new product procurement operations, markets and regulates applications in its operations." Along with the changes that have occurred in the business world, as well as new challenges and changes in the global economy, the conversation about entrepreneurship is gaining momentum. The understanding of entrepreneurship is also increasing steadily correlated with the business world. Karl Vesper, for example, firmly defined an entrepreneur as a person who combines resources, labor, materials, and other activities to cause more excellent

economic value than before. He is also a person who introduces change, innovation, and a new order (Darwis, 2016).

So it can be concluded that entrepreneurship education is a debriefing to instill knowledge, skills, the formation of personality traits that can create a generation that can be competitive, think creatively, behave innovatively, and be brave in facing the risks and challenges of life (Anwaruddin, 2022). The Entrepreneurship education is an education that applies principles and methods towards forming an entrepreneurial spirit, namely a soul that is brave and able to face life and problems reasonably, a creative spirit to find solutions and know these problems, an independent spirit and does not depend on others.

The existence of programs or businesses in the Darussalam Gontor Modern Pesantren area itself is a medium that can be applied by its students in developing the character formation of students and increasing their entrepreneurial spirit. As stated in the diktat book, all actions and teachings, even all the movements in this modern cottage, will all be found in the struggle for life or in society. Besides that, one should not hesitate to face the realities that exist in the economic community such as in companies, agriculture and so on. So there must be an entrepreneurial spirit that the students have when they are in society later. This means that all activities in the modern Pesantren of Darussalam Gontor have been prepared or provided and thought out carefully for education which is a provision for happiness in the life of the world and the hereafter for its students.

Aspects of entrepreneurship education in Pesantren that are different from other educational institutions in general are based on the internalization of Islamic entrepreneurial values, so that the entrepreneurial spirit is very attached to a santri (Chotimah, 2014). All activities carried out at the lodge are a form of charity worship.

Programs or organizations implemented in Gontor Putri to educate students in entrepreneurship in the following forms:

1. Student Cooperation Section

The student cooperative is a place where all the things students need are in the student cooperative. Starting from clothes, stationery, sandals, shoes, snacks and so on. Because the students who manage the cooperative themselves are students, so what students need is all available in the student cooperative. In managing the

coupling, students are taught to be independent in managing their business (Sirait, 2022). Starting from managing the cooperative's finances, buying goods that are not yet available in the coupling with good and correct choices, arranging or setting the selling price of goods, arranging goods in the right location and place so that the goods look neat and orderly. The running of cooperative activities, entirely lies in the soul of the students themselves so that students are also taught to be independent and have a sense of responsibility for what they do.

2. Canteen

The canteen is a place where they sell a variety of food (dry and wet food) that have been provided by several madamat cottages to meet the food needs of their students. The canteen is managed by students whose activities are managing finances and managing them, controlling business regulations, and marketing their products. Everything is a form of effort to run a business.

3. Health Section

The health department is a business that provides various medicines for minor ailments, vitamins, fruit, and various kinds of juices. The health department is not much different from the coupling, in the health department, students are taught to manage their business so that other students care about their health. Health needs to be maintained during the learning process so as not to interfere with the learning activities. Activities that can foster an entrepreneurial spirit in the health sector are managing business finances, buying selling materials, honing creativity in product innovation, practices in processing raw materials into finished materials that are ready to be marketed. Now this is where the health department is also trained on how to attract consumers, namely the students in their concern for their health.

4. Laundry Section

In this section, students are trained to manage their business in the form of providing laundry services, and selling items needed to wash clothes, for example rinso, brush, hanger, and so on. Activities that can support the entrepreneurial spirit of students are managing finances, seeing opportunities, namely the needs of students, honing the speed of thinking and acting as business cashiers and so on (Natasha, 2022).

5. Photography

The Photography section is a section where students can manage photo booths, sell decorative items (knick-knacks) and can print the results of their photo creativity. Activities that can support the entrepreneurial spirit are managing finances, creativity, innovation, ideas, imagination and so on.

6. Mini Market

The mini market is a more complete place to sell goods compared to student cooperatives. The mini market is partly managed by the students or can be referred to as mini market staff by being a mini market cashier and tidying things up according to their place (Saputra, 2021). Activities that develop students in entrepreneurship are the totality of using cash registers, managing finances, practicing honesty, practicing goods layout skills and so on (Wijaya, 2022).

7. Bakery Section

Bakery is a place for selling bread that has various types of bread, some of which are produced by students, but those who manage sales are students, namely as staff of annisa bakery. Activities that can foster the entrepreneurial spirit of students are managing finances, cultivating intelligence in product marketing, moving and acting (responsive) speed, and so on.

8. Chicken Noodle Food Stall

Chicken Noodle Food Stall is a place for selling chicken noodles that has several color and flavor variants, and various types of noodle sales. Examples include chicken meatball noodles, original chicken noodles, cuangki, and noodles made from fruit variants (dragon fruit, carrots, sweet potatoes, etc.) and many others. The existence of these various variants is the result of ideas and characteristics of entrepreneurs, which means that in this case they succeeded in developing the entrepreneurial spirit of students (Permitasari et al, 2022).

This program can cultivate and hone creativity, innovation, and talent of students. Activities like this are a form of student learning forum in fostering an entrepreneurial spirit (Hidayati, 2022). Pondok provides the right facilities or media in learning to be applied by the students so that later when they enter the community or are in the community, they can develop what has been taught at the cottage.

Conclusion

Entrepreneurship education is a debriefing to instill knowledge, skills, and personality character formation that can create a generation that can be competitive, think creatively, behave innovatively, and be brave in facing the risks and challenges of life. In general, entrepreneurship education in pesantren is based on internalizing Islamic entrepreneurial values, so the entrepreneurial spirit is very attached to a student. All activities carried out in the lodge are acts of worship. The program organized for the education of students in growing their entrepreneurial spirit is by managing the administration of cottages such as student cooperatives (kopel), canteen or cafeteria, health department, laundry department, photography division, mini market staff, annisa bakery, and annisa noodle, all of which will produce results given to the administration for further management. With this, pesantren can form the entrepreneurial mentality of students to face the life that will occur in society after leaving the pesantren by carrying out activities that have been held at Modern Pesantren of Darussalam Gontor.

Bibliography

- Anwarudin, K.A., & Syahril, G. (2022). Strategi Pondok Pesantren dalam Membangun Ekosistem Pendidikan Kewirausahaan, *Nizamul Ilmi: Jurnal Manajemen Pendidikan Islam (JMPI)*, 7(1).
- Chotimah, C. (2014). Pendidikan Kewirausahaan di Pondok Pesantren Sidogiri Pasuruan. *Inferensi, Jurnal penelitian sosial keagamaan*. Vol. 8, No. 1.
- Diklat pekan pengenalan pondok modern darussalam gontor.
- Darwis, M. (2016). Pendidikan Entrepreneurship dalam Perspektif Global. *Tarbiyatuna: Jurnal Pendidikan Islam*, 9 (2), 112-128.
- Hakim, M. L., & Aksa, A. H. (2021). Axiological Study Towards the Law Number 18/2019 about Pesantren. *Santri: Journal of Pesantren and Fiqh Sosial*, 2(2), 197-212. <https://doi.org/https://doi.org/10.35878/santri.v2i2.329>
- Hidayati, N. A. Rosmita. (2022). Pengaruh Pendidikan Kewirausahaan Terhadap Membangun Minat berwirausaha Mahasiswa, *VALUTA*, 8(1).
- Isrososiawan, S. (2013). Peran Kewirausahaan dalam Pendidikan. *Society, Jurnal Jurusan Pendidikan IPS Ekonomi*, Edisi ix.
- Maesaroh, N. & Achdiani, Y. (2017). Tugas dan Fungsi Pesantren di Era Modern. *Sosietas*, Vol. 7, No. 1.

- Natasha, J. & Puspitowati, I. (2022). Pengaruh Pendidikan Kewirausahaan terhadap intensi Berwirausaha: Sikap Kewirausahaan Sebagai Variabel Mediasi, *Jurnal Manajerial dan Kewirausahaan*, 4(2). 399-408.
- Permitasari, M. A. & Hartono & Sugito. (2022). Pengembangan Modul Multimedia Interaktif Pendidikan kewirausahaan Pada Industri Rumah untuk SMALB Tunagrahita. *Jurnal Inovasi teknologi Pendidikan*. 9(1). 49-60.
- Saputra, G. S. & Miwan, Y. & Andiyas. (2021). Pengaruh Pendidikan Kewirausahaan dan lingkungan Keluarga terhadap Minat berwirausaha mahasiswa Fakultas Ekonomi universitas veteran Bangun Nusantara Sukoharjo, *journal of Business Finance and Economic (JBFE)*, 2(2).
- Tim Gontor. (1997). Serba Serbi Pondok Modern Darussalam Gontor Pekan Perkenalan Tingkat II. Edisi ke-5. Darussalam press.
- Sholichah, A.S. (2018). Teori-teori pendidikan dalam al-qur'an. *Edukasi islam, jurnal pendidikan islam*. Vol. 07, No. 1.
- Sirait, E. S. & Dyah, A.A. (2022). Pengaruh Modal Usaha dan Pendidikan Kewirausahaan terhadap Motivasi Berwirausaha Mahasiswa Kemaritiman di Masa Pandemi Covid 19, *Intelektiva*, 3(5).87-98.
- Sulaiman, R. (2016). Pendidikan Pondok Pesantren : Institusionalisasi Kelembagaan Pendidikan Pesantren. *Anil Islam* Vol. 9. No. 1.
- Syafe'i, I. (2017). Pondok Pesantren : Lembaga Pendidikan Pembentuk Karakter. *Al-Tadzkiyyah Jurnal Pendidikan Islam*, Vol. 8. No. 1.
- Triyawan, A. (2016). Pengaruh Pengelolaan Unit-unit Usaha Pondok Terhadap Pembentukan Jiwa Wirausaha Santri (Studi Kasus Unit-unit Usaha Pondok Modern Darussalam Gontor Putri 2), *Islamic Economics Journal*, 2(2).
- Wijaya, W. & Handoyo, S.E. (2022). Pengaruh Pendidikan Kewirausahaan, Empati dan Dukungan Sosial terhadap Intensi Berwirausaha Sosial Mahasiswa. *Jurnal Manajerial dan Kewirausahaan*, 4(2). 546-555.